‘Say it your own way’

Children’s participation in assessment: resources
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70  Tree
71  Flower
A: Plan of child’s involvement in the assessment

Ref. no. ________________________________  
Child’s name __________________________ Date of birth __________________________

Children’s social care assessment type:  □ Core  □ Initial  □ LAC Assessment/progress  
Other assessment:  □ Connexions  □ Youth Justice  □ SEN  □ CAF  □ Other

Who will undertake the direct work with the child?
________________________________________

Where will direct work take place?
________________________________________

Child’s communication needs and how they will be met:

______________ first language?  
______________ interpreter needed?  
______________ understands number for scaling/scoring (understands 1-3, 1-5, 1-10)  
______________ reading ability for age  
other __________________________________

Order of priority of issues/areas for the assessment
(based on relevant assessment framework e.g. Assessment Framework, APIR, ASSET)

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________

Plan of child’s involvement in the assessment  Page 1
Child’s likes/dislikes
(e.g. likes drawing, drama, doesn’t like writing, won’t want to meet in particular location)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Appropriate methods

________________________ writing
________________________ drawing, art
________________________ visual
________________________ play
________________________ music
________________________ conversation or other spoken activities
________________________ drama or role-play methods
________________________ other

Resources needed?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What resources will be used?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
B: Session planning and summary form

Session led by: __________________________

Date: __________________________

Session number ____ out of how many are planned ____

Checklist and notes
Explanation planned

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Materials to be used for setting child at ease and introduction

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Materials and methods to be used to address priority areas for this session

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Materials and methods to sum up and close session on positive note

How will follow-up support be given?

Summary of ______ views about _______________________

Summary of ______ views about _______________________

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Summary of ______ views about __________________________________________

______________________________________________________________________
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Summary of ______ views about __________________________________________

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Summary of ______ views about __________________________________________

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Summary of ______ views about __________________________________________

______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________
______________________________________________________________________
Hello, my name is ________________________________

I have come to see you because you are important and sometimes we need to check that you are happy and safe where you are living/at home with your family.

It is my job to make sure that you are safe and happy.

To do this we will talk to each other and I will listen carefully to what you want to say and what you would like to do.

Then together we will try to decide what would help you be happy and safe.

We can draw pictures, chat or play games.

I will write down what you think so I can remember.
This will help me to decide how to help.

If you or anyone else is being hurt then I will have to help make you safe.
You are important and sometimes we need to make sure that you are happy about things like home, school, your family, or friends.

It is my job to talk to you and your family about where you live and go to school, about your family and what you like to do.

To do this I will talk to you and I will listen carefully to what you want to say.

To help us do this we have some activities like drawing, fun sheets to fill in, games that we can do to help us remember to talk about all the important things and to make it easier for you to say what you want to say.

I may need to talk to other people who can help me understand how things are for you.

Then we will decide if you and your family need anything to help keep you healthy and happy.

When I've talked to you I will write down what you tell me and this will help us to decide if anything needs to be done to help keep you healthy and happy.

I may need to talk to other people who can help to understand how things are for you.

Then we will decide if you and your family need anything to help keep you healthy and happy.
When I’ve talked to you I will write down what you tell me and this will help us to decide if anything needs to be done to help keep you healthy and happy.

We will decide together what you want to say in the report.

I don’t have to write down everything that you say but if you or any other child is being hurt then I will HAVE TO do something to make you safe. Here is how to get in touch with me:
Why am I having an assessment?

We need to do an assessment to make sure that you have all of the things that you need to feel happy and be healthy.

This means that I would like to talk to you about how your life is at the moment, about who you live with and other people that you see. We may also talk about what sorts of things you like to do, school or college and other places that you go, how you feel about home, school, friends and any problems that you may have.

If you have any questions or I have used any words that you haven’t heard before please ASK ME and I will explain them.

What you think is very important?

I would like to hear about the things that you like about your life and what you would like to change.

I will also need to talk to the other people that know you best, parents or carers, perhaps a teacher that you get on with or someone else in your family. We can discuss who I should talk to and you can help me to plan that.
After I have talked to you I will write down what you tell me and this will help us decide if anything needs to be done to help keep you healthy and happy.

Then we will decide if you or your family or carer need extra help to make sure that you have the things that you should have and need to help keep you healthy and happy. I will write a report that will be a PLAN of what we are going to do. I will write your views into that report.

Not everything that you say needs to be written down. We will decide together what you want to say in the report and who gets to see which bits of it.

But if you or any other child is being hurt then we HAVE TO do something to make you safe.

Then I will plan a meeting where all the people who can help to sort things out will come together to think about what needs to happen next.

I will talk to you again about that meeting and we can think about how we can make sure that your views are heard there.

Here is how you can get in touch with me:
**Assessments**


- **Why an assessment?**
  The overall aim is to make sure that you have everything you need in order to feel happy and be healthy and safe. To make sure this is happening we need to find out how things are going for you and your family or whoever looks after you.

- **What will it involve?**
  I would like to talk to you about the things that are important to you. Like who you live with, who you see, about home, friends, college, work or other things happening for you at the moment, your plans for the future and any problems you may have. We may talk about things that you would like to change.

- **What happens to the information?**
  I will write a report with the information I have heard. I will write your views in that report. Not everything that we talk about needs to be in the report and we will discuss what goes into it.

- **What else?**
  I will also talk to other people that know you best, a parent or carer, maybe someone that you get on with well like a teacher, support worker or friend.
What then?
Then there will be a meeting where a range of people who can help to sort things out will come together and think about what needs to happen next. I will make sure that your opinions are heard at this meeting. Here we will decide if you or your family or carer need extra help to make sure that you have the things you need to help keep you healthy, happy and safe - now and in the future. I will write a plan of what we are going to do.

What kind of a say do I get in this?
It is important that your views are heard. We can decide together about who else I will talk to and who will see which parts of the report. Your opinions will be taken seriously at all times.

Something important to add
We can decide together about some parts of the process BUT if we are worried that you or another child is being hurt or is in danger then we will HAVE TO act on this to make sure you and any other children are safe.

Here is how you can get in touch with me:
5: What I do at home (circle round)

Draw or write anything else you do
6: What does ____________ do at home? (circle round)

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</table>

Draw or write anything else you do

Fill in a sheet for each person. e.g. mum, dad, brother, sister, grandparents and others

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7: Timeline

I was born...

Where I am now

The future

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8: Who lives in your home?

Draw or write about them in the windows

Has anyone moved out or in?
9: A map of me and the people who matter

Draw or stick a picture of yourself here
10: A map of me and the people who matter

Think of everyone you know and write, stick pictures or draw them in around you.

Draw, cartoon or write yourself in the middle.

Use red for people you feel close to, green for people you want to feel closer to and blue for people you don’t get on with.

Draw lines to them. Use different colours to represent how you get on or how close you are.
My name _______________________

Age _________

I see ________________ at

______________

I like ______________________

because____________________

______________

______________

Picture of ______________________
12: About my mates
13: Who does what at home? Who sets the boundaries?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have your own door keys?</td>
<td>Who says what clothes you wear?</td>
</tr>
<tr>
<td></td>
<td>Who buys your clothes?</td>
</tr>
<tr>
<td>Do you get pocket money or an allowance?</td>
<td>Who decides when you can and can’t go out</td>
</tr>
<tr>
<td></td>
<td>and what time you have to be in by?</td>
</tr>
<tr>
<td>Who decides who you hang out with?</td>
<td>What else?</td>
</tr>
<tr>
<td>Who does the cleaning?</td>
<td>Do the boundaries feel right?</td>
</tr>
<tr>
<td>Who pays the bills at home?</td>
<td></td>
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<tr>
<td>Who gets food ready?</td>
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</tbody>
</table>

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I4: What is home like? (circle round)

Do you have a room? ________________________
Do you share it? ________________________
What is it like? ________________________

Draw or write in this space
<table>
<thead>
<tr>
<th>What is near your home?</th>
<th>Is your neighbourhood safe?</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you like to do, where do you go, are there places to hang out?</th>
<th>Draw or write a map or guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What is near your home?</td>
<td>Is your neighbourhood safe?</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you like to do, where do you go, are there places to play?</th>
<th>Can you draw or write or describe it?</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

'Say it your own way' © Queen's Printers and Controller of HMSO [2006]
<table>
<thead>
<tr>
<th>Place</th>
<th>What places do you go to?</th>
<th>What do you do there?</th>
<th>Who do you go with?</th>
<th>Is there anywhere else you would like to go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temple</td>
<td>_________________</td>
<td>_________________</td>
<td>_________________</td>
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</tr>
<tr>
<td>Church</td>
<td>_________________</td>
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</tr>
<tr>
<td>Camp</td>
<td>_________________</td>
<td>_________________</td>
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<td>_________________</td>
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<tr>
<td>Park</td>
<td>_________________</td>
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</tbody>
</table>

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Sometimes we need to ask other people for help, maybe when we can’t do something for ourselves or if we are hurt. Can you think of people that help you out?

Can you think of a time when someone has asked YOU for help?
19: Your helpers

Draw or write a team of helpers
20: Are you a helping hand?

| People who might need your help | How do you help? |
Who can help? Draw round your hand, on each finger write someone who can help, to make a team of helpers.
22: Can you fill in the Snakes and Ladders board?

Write things that make life harder along the SNAKES. Write things that help you out along the LADDERS.

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23: A problem shared

Write a letter to a problem page

Dear....
The problem is

What sort of reply might help?

Dear....
Are there things that stop you from getting what you want in your life? What or who could help you get there? Draw or write them in or talk about them.
25: If I had three wishes...

draw or write
26: How you are feeling?

Draw or cartoon your own

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27: How you are feeling?

Draw or cartoon your own

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28: How are you feeling?

Choose from the words or pictures

- Cross
- Bored
- Sad
- Annoyed
- Relaxed
- Nervous
- Calm
- Happy
- Quiet
- Good
- Nothing
- Scared
- Excited
- Comfortable
- OK
- Funny

'Say it your own way' © Queen's Printers and Controller of HMSO [2006]
29: How are you feeling?

- Bored
- Calm
- Scared
- Relaxed
- Comfortable
- Nothing
- Sad
- Funny
- Annoyed
- Happy
- Nervous
- Quiet
- OK
- Good
- Cross
- Excited
- OK
30: For looked after children: going home...

Good things about home

Anything not so good about home

Good things about my placement

Anything not so good about my placement
There are times when we feel like we are on our own even when other people are there.
Can you think of any times when you have felt like this?
You can draw or write about them here...
32: Keeping safe at home

What is safe to play with? Can you see anything that we should not touch?
We are at home today, what can we play with?
(Draw or write)
My name is ____________________________

Things I like to do and play with - draw or write more

Draw around your hand or do a hand print
I am ______ years old

Where I live is...

I live with...
My favourite colour is...

I like to spend time with...

I like to eat...
My name is ________________________

I am _________________ years old

My hair colour is ________________

My eyes are ____________________

I live with ____________________

My favourite colour is ________________

My skin colour is ________________

My favourite food is ________________

I like ________________

I don’t like ________________
38: Who I am

What makes me who I am?

Draw or write in the boxes.
39: I am like/I am different from

I am like my ________________________________

because ________________________________

I am different from this person ________________________________

because ________________________________

I am like my ________________________________

because ________________________________

I am different from this person ________________________________

because ________________________________
40: More about me

I like...

I am good at...

I don’t like...

Draw or write things you feel good or not so good about

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41: More about me

I like...

I don’t like...
## 42: More about me

<table>
<thead>
<tr>
<th>To understand me you need to know...</th>
<th>I like to go</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hang out with</td>
<td></td>
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</table>

<table>
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<tr>
<th>I’m into</th>
<th>Stuff I like to do</th>
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</table>

<table>
<thead>
<tr>
<th>Important people to me</th>
<th>Other important information</th>
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</thead>
<tbody>
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</tbody>
</table>
43: More about me

My factfile...

Name __________________________
Age __________________________
Date of birth __________________
I live with ______________________
_______________________________
_______________________________
Things that bother me
_______________________________
_______________________________
Other important information
_______________________________
_______________________________
What I like to do
_______________________________
_______________________________
_______________________________
44: More about me

My factfile...

Things I like to do

Things that are on my mind

Other important information
45: What I like to do

Draw a circle around anything you like to do and use the space on this page to draw your own pictures.
46: What I like to do

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Pool table</td>
<td>Mobile phone</td>
<td>Bowling pins</td>
</tr>
<tr>
<td>Book</td>
<td>Swimming</td>
<td>Chess pieces</td>
</tr>
<tr>
<td>Dancing with friends</td>
<td>Cassette player</td>
<td>TV</td>
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<tr>
<td>Movies</td>
<td>Football</td>
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</tbody>
</table>
47: My Day

What happens at the start of your day?

_________________________________________________________________

_________________________________________________________________

Can you tell me about the rest of your day?

_________________________________________________________________

_________________________________________________________________

You can draw, write or cartoon it
What is a typical day like for you?

How does it start?

What do you do during the day?
At home (for all of us)...

For me...

For my brother, sister, other...

At school/college...

Draw or write
51: At school/college

My teacher is ____________________

_______________________

Lessons I like ____________________

_______________________

I am friends with ____________________

_______________________

I sit with ____________________

_______________________

I am good at ____________________

_______________________

We play at ____________________

_______________________

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53: At school/college
54: At school/college
| What happens on the days when other people are at school but you are not? Can you describe your day? | What do you do? |
| Where do you go? | What could help you get back to school? |
56: Times when someone might feel lonely. This can happen when other people are around.

When? ____________________________________________

___________________________________________

Where? ________________________________________

____________________________________________

Why? _________________________________________

____________________________________________

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57: What is bullying?

- Being sent nasty text, email messages or notes
- Being pushed or pulled about
- Having your things or money taken
- Being left
- Being hit
- Being teased
- Having rumours or lies spread about you or someone close to you
- Being kicked
- Anything Else?

All of these are bullying

Add your own ideas

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58: Thinking ahead - what are your hopes for the future?

What would you like to happen when you're older? Fill in the bubble with your ideas.
59: Thinking ahead - what are your hopes for the future?

<table>
<thead>
<tr>
<th>For you</th>
<th>After school</th>
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<table>
<thead>
<tr>
<th>At school</th>
<th>For your family</th>
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</table>
60: Thinking ahead - what are your hopes for the future?

Where do you hope to be?

What would you like to do?

What will you need to get these things?

What or who can help you achieve these things?
61: A day at my house
Sometimes if something is bothering you, you might say one thing but think another.

Write what you think

Write what you think

Write what you say

Write what you say
Draw or write on the bricks