

This document is intended to be used for young people from the age of 11/12 (school year 7) up to the age of 18.

Please do not complete this unless you have read the guidance.

Adapted from The Graded Care Profile designed by Dr Leon Polnay and Dr O P Srivastava,

Bedfordshire and Luton Community NHS Trust and Luton Borough Council.

**THE GRADED CARE PROFILE (GCP) Adolescent Version (age 11/12 to 18)**

**The GCP is broken down into four areas as follows:**

**A) AREA OF PHYSICAL CARE, such as food, clothes and health.**

**B) AREA OF CARE OF SAFETY, such as how safe the home is, road  
safety and young people’s supervision.**

**C) AREA OF CARE OF LOVE, such as the relationship between the   
carer and the young person.**

**D) AREA OF CARE OF ESTEEM, such as if the young person is encouraged to   
learn, and if they are praised for doing something good.**

Within this booklet, the four areas of concern will be addressed and broken down, allowing the professional to work with the parents and young person(s) on each individual area, and provide direction and information to support improvements within the family unit.

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| Name of Young Person(s): | Date of birth |  | Name(s) Parents/Carers |  | |
|  |  |  | Relationship to Young Person(s): |  | |
|  |  |  | Name(s) of Assessor(s): |  | |
|  |  |  | Signed: |  | (Carer) |
|  |  |  | Signed: |  | (Carer) |
|  |  |  | Signed: |  | (Assessor) |
|  |  |  | Signed: |  | (Assessor) |

| Grading (the highest overall grade for each area of care applies once the assessment is complete) | | | | | | | | |
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| Assessment 1 (date): | **A) Area of Physical Care - add young person’s name(s) & overall grade.** | | **B) Area of Safety - add young person’s name(s) & overall grade.** | | **C) Area of Love - add young person’s name(s) & overall grade.** | | **D) Area of Self Esteem - add young person’s name(s) & overall grade.** | |
|  |  |  |  |  |  |  |  |
| Assessment 2 (date): | **A) Area of Physical Care - add young person’s name(s) & overall grade.** | | **B) Area of Safety - add young person’s name(s) & overall grade.** | | **C) Area of Love - add young person’s name(s) & overall grade.** | | **D) Area of Self Esteem - add young person’s name(s) & overall grade.** | |
|  |  |  |  |  |  |  |  |
| Assessment 3 (date): | **A) Area of Physical Care - add young person’s name(s) & overall grade.** | | **B) Area of Safety - add young person’s name(s) & overall grade.** | | **C) Area of Love - add young person’s name(s) & overall grade.** | | **D) Area of Self Esteem - add young person’s name(s) & overall grade.** | |
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# Rochdale Adolescent Graded Care Profile – Assessment Tool

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| **A) AREA OF PHYSICAL CARE – To include: Nutrition, Housing, Clothing, Hygiene and Health.** | | | | | |
| **Sub-areas** | **1 – Young person priority** | **2 – Young person first** | **3 – Young person and carer equal** | **4 – Young person second** | **5 – Young person not considered** |
| 1. NUTRITION | | | | | |
| **1.a. Quality** | **Aware and thinks ahead; provides excellent quality food & drink (5 food groups).** | **Aware and manages to provide reasonable quality food and drink (3-4 food groups).** | **Provision of reasonable quality food, inconsistent through lack of awareness or effort (at least 3 food groups).** | **Provision of poor quality food through lack of effort; only occasionally of reasonable quality if pressurised.** | **Quality not a consideration at all or lies about quality.** |
| Carer’s view (grade) - add Young Person’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view (grade) – add Young Person’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Young Person’s) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Quantity** | **Enough food all the time.** | **Enough food nearly all the time.** | **Enough food most of the time.** | **Sometimes not enough food.** | **Not enough food most of the time** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Young Person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. Preparation**  **(see guidance notes)** | **Always carefully prepared or cooked for /with the young person.** | **Well prepared. Always thinking of the young person’s needs.** | **Prepared mainly to meet the parent’s needs, the young person’s needs sometimes met.** | **Often little preparation, the young person’s needs and tastes are not accommodated or the young person inappropriately prepares**  **their own/others food.** | **Hardly ever any preparation. Young person lives on snacks, cereals or takeaways. Young person is always expected to prepare their own food and/or for other family members.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Young Person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.d. Organisation** | **Meals carefully organised – seating, timing, and manners.** | **Well organised, often seating together, regular timing  of meals.** | **Poorly organised, irregular timing, improper seating.** | **Ill organised, no clear meal time.** | **Chaotic – eat when and what one can.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer Young Person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| 2. Housing | | | | | |
| **2.a. Maintenance** | **Very well maintained additional features that benefit the young person e.g. insulation, double glazing, draught proofing and house safe for young person.** | **Well maintained and some additional features, efforts made to benefit the young persons are only lacking if issues such as money.** | **No additional features but well maintained.** | **In disrepair – but could be repaired easily.** | **Dangerous disrepair – but could be repaired easily (exposed nails, live wires).** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/ carer young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.b. Décor** | **Excellent. Young person’s development age and choice is evident.** | **Good. Some evidence of young person’s development age and choice.** | **In need of some decoration but reasonably clean and age appropriate.** | **In urgent need of decoration, little or no evidence of age appropriate décor. Dirty.** | **In very urgent need of**  **decoration, with no evidence of age/ taste/appropriateness. Very dirty and or unpleasant smell.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.c. Facilities**  **(including bedding)** | **Essential and additional  fixtures and fittings – good heating, shower and bath and individual space.** | **All essential fixtures and  fittings, effort to consider the young person(s) or If lacking due to practical constraints for young person comes first).** | **Essential to bare – no effort to consider the young person.** | **Adults need for safety, warmth & entertainment come first.** | **Young person dangerously exposed or not provided for. No bedding or wet/dirty bedding. Includes lack of heating & electricity.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/ carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **NOTE: Discount any direct external influences such as a repair carried out by other agency but do count if the carer has spent a loan or a grant on the house or  had made any other personal effort towards house improvement.** | | | | | |

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| 3. Clothing – See Guidance notes for this section | | | | | |
| **3. a. Warmth**  **(see guidance notes)** | **Well protected with high  quality clothes.** | **Well protected with, even with cheaper clothes.** | **Adequate to variable weather protection.** | **Inadequate weather  protection/ appropriate clothing** | **Dangerously exposed to weather conditions/ unsuitable clothing.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **3.b. Fitting**  **(including shoes)** | **Excellent fitting.** | **Proper fitting, even if handed down.** | **Clothes a little too large or small.** | **Clothes clearly too large or small.** | **Completely inadequate fit.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **3.c. Appearance** | **Appears almost new, clean and cared for.** | **Appears to look clean and  cared for.** | **Appears ok but not always clean and cared for.** | **Appears worn, sometimes dirty and crumpled. Sometimes odour.** | **Appears to be dirty, badly worn and crumpled/and or  unpleasant odour.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| 4. Hygiene | | | | | |
| **4.** | **Cleaned, bathed and hair brushed more than once a day, teeth are cleaned with some independence.**  **Reminded, checked and helped if asked.** | **Cleaned, bathed and hair brushed more than once a day, teeth are cleaned for most days.**  **Reminded to keep clean and bathe.**  **Reminded regularly and checked if lapses.** | **Bathing is less regular but are usually clean.**  **Not always reminded to keep clean, or routinely monitored**  **Irregularly reminded. Products/toiletries not always provided.** | **Occasionally bathed but often can be dirty and hair  uncared for.**  **Reminded only now and then, minimum supervision.**  **Left to their own initiative.  Minimum and inconsistent  provision of toiletries.** | **Rarely bathed, cleaned or hair cared for. Teeth rarely brushed.**  **Carer shows no concern about young person’s personal hygiene. Products not provided.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| 5. Health including sexual and mental health – Refer to guidance for this section. | | | | | |
| **5.a. Opinion sought** | **Appropriate opinions sought, not only on illness but also genuine health matters.** | **Opinions sought on issues of genuine and immediate  concern about a young person’s health. Advice followed.** | **Opinions sought on illness of any severity and advice  followed.** | **Help sought but help delayed, even when illness becomes quite serious.** | **Opinion not sought when illness becomes critical/in an emergency.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.b. Follow up.** | **All appointments kept. Rearranges if problems.** | **Fails one in two appointments because they doubt their importance or have pressing practical priorities.** | **Fails one in two appointments even if they are important, because it is inconvenient for the parent.** | **Attend third time after reminder. Doubts its usefulness even if it is of clear benefit to the young person.** | **Discharged from a service, which is vital to the young person’s through failure to attend the appointment, or misleading explanations.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.c. Health checks and immunisation.**  **(see guidance notes)** | **Visits in addition to scheduled health checks. Up to date with immunisation (unless genuine reservations).** | **Up to date with scheduled health checks and immunisations  (unless exception or practical problems). Plans in place to address this.** | **Omission for reasons of personal inconvenience; takes up if persuaded.** | **Omissions because of carelessness, accepts the service if it is provided at home.** | **Clear disregard of young person’s welfare. Blocks home visits.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.d. Disability/chronic illness (3 months**  **after diagnosis/illness).** | **Compliance excellent, (any lack is due to difference of opinion). Compassion for young person’s needs.** | **Any lack of compliance is due to pressing practical reason. Compassion for young person’s needs.** | **Compliance is lacking from time to time for no pressing reason (excuses). Shows some compassion for young person’s needs.** | **Compliance frequently lacking and trivial reasons offered as  excuses, little affection shown.** | **Serious compliance failure, medication not given for no reason, can lie, inexplicable deterioration. Shows no compassion for young person’s needs.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **Compliance = following professional advice and carrying out advice given.** | | | | | |

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| **B) AREA OF CARE OF SAFETY – to include how safe the home is, road safety and young person supervision.** | | | | | |
| **Sub-areas** | **1 – Young person priority** | **2 – Young person first** | **3 – Young person and carer equal** | **4 – Young person second** | **5 – Young person not considered** |
| 1. SAFETY IN CARER’S PRESENCE | | | | | |
| **1.a. Quality**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-513729761.jpg** | **Very aware of appropriate safety and risk issues.** | **Aware of important  safety issues.** | **Poor awareness of safety  and risk except for  immediate danger.** | **Rarely notices safety or  risk issues.** | **Unconcerned about safety  and risks.** |
| Carer’s view (grade) - add young person’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view (grade) – add young person’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. In practice:**  **Safety within the home.**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-641675674.jpg** | **Constant attention to safety and effective measures against any perceived dangers when up and about.** | **Effective measures against any danger about to happen.** | **Actions taken to prevent danger are of limited use.** | **Ineffective measures if at all, improvement from mishaps soon lapses.** | **Inadvertently exposes to dangers (e.g. dangerously hot iron nearby).** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. In practice:**    **Please refer to guidance** | **Excellent supervision both indoors and outdoors.**  **Allows out in known safe surroundings within appointed time. Checks if goes beyond set boundaries.** | **Good supervision both indoors and outdoors. Can allow out in unfamiliar surroundings if thought to be safe and in knowledge. Reasonable time limit. Checks if worried.** | **Little supervision indoors and outdoors only acts if young person is in noticeable danger.**  **Not always aware of whereabouts outdoors; believing young person is safe as long as returns in time.** | **No supervision; intervenes after mishaps; which soon lapses again. Not bothered about daytime outings; only concerned about late nights if young person doesn’t return at agreed time.** | **Minor mishaps ignored or the young person is blamed; intervenes casually after major mishaps.**  **Carer shows no concern regarding young person’s whereabouts despite knowledge of dangers outdoors, railway lines, reservoirs/lakes etc. unsafe buildings, or staying away until late evening/nights.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.d. Traffic:**  **Please refer to guidance** | **Carer has actively ensured that the young person is able to cross a busy road safely and has encouraged independence if this is appropriate.** | **Young person has been given sufficient knowledge and skills and is allowed to cross road with a little supervision.** | **Carers have provided the young person with some skills and knowledge to enable them to cross a road. This is not consistently reinforced.** | **Young person allowed to cross a busy road alone in the belief by carer that they can.** | **Young person crosses a busy road alone without any concern or thought and has never been provided with the knowledge and skills by the carer to ensure their safety.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person’s) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.e. Safety features** | **Abundant features, gate, guards, drugs in lockers/alcohol stored out of reach, electrical safety devices safety with garden pond and pool etc.** | **Essential features- secure doors, windows and any heavy furniture item, safe gas and electrical appliances, drugs and toxic chemicals out of reach, smoke alarm. Improvisation and DIY if cannot afford.** | **Lacking in essential features, very little improvisation or DIY (done too casually to be effective).** | **No safety features. Some possible hazards due to disrepair (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances).** | **Definite hazard for disrepair, exposed electric wires and sockets, unsafe windows (broken glass), dangerous chemicals/drugs/alcohol/solvents etc. carelessly lying around.** |
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| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| 2. SAFETY IN CARER’S absence ( gcp Guidance MUST BE READ before completing this section) | | | | | |
| **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-164401501.jpg** | **Young Person is left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have been undertaken to ensure young person is safe. Young person is never left for inappropriate lengths of time.** | **Young Person is usually left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have been undertaken to ensure young person is safe. Young person is rarely left for inappropriate lengths of time.** | **Young Person is not always left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have not always or consistently been undertaken to ensure young person is safe. Young person is sometimes left for inappropriate lengths of time.** | **Young Person is regularly left (either at home or away from the home) in the care of an incompetent and inappropriate person and safe plans/checks are rarely undertaken to ensure young person is safe. Young person is frequently left for inappropriate lengths of time.** | **Young Person is always left (either at home or away from the home) in the care of an incompetent and inappropriate person and safe plans/checks are never undertaken to ensure young person is safe. Young person is always left for inappropriate lengths of time.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| **C) AREA OF CARE OF LOVE** | | | | | |
| **Sub-areas** | **1 – young person priority** | **2 – Young person first** | **3 – Young Person and carer equal** | **4 – Young Person second** | **5 – Young Person not considered** |
| 1. CARER | | | | | |
| **1.a. Sensitivity**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-115746109.jpg** | **Looks for or picks up subtle signals, verbal or nonverbal expression or mood.** | **Understands clear signals – distinct verbal or clear nonverbal expression.** | **Not sensitive enough –  messages and signals have to be intense to make an impact (e.g. young person cries/becomes distressed).** | **Quite insensitive – needs repeated or prolonged intense signals e.g. screaming/shouting/being distressed etc. before carer responds.** | **Insensitive to even sustained intense signals or dislikes young person.** |
| Carer’s view (grade) - add young person’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view (grade) – add young person’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Timing of**  **response.** | **Responds at time of signals or even before in anticipation.** | **Responds mostly at time of signals, except when occupied by essential chores.** | **Does not respond at time of signals if during own leisure activity. Responds at time of signals if fully unoccupied or young person in distress.** | **Even when young person in distress,  responses are delayed.** | **No responses unless a clear mishap for fear of being accused.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. Reciprocation (quality)**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-497636450.jpg** | **Responses fit with the signal from the young person, both emotionally (warmth) and reassuring.** | **Material responses (treats etc.) lacking but emotional responses warm and reassuring.** | **Emotions warm towards the young person if in good mood (not burdened by strictly personal problem), otherwise flat.** | **Emotional response brisk and flat. Annoyance if young person in moderate distress but attentive if in severe distress.** | **Disliking and blaming, even if young person in distress; acts after a serious mishap mainly to avoid being accused. Any warmth/guilt not genuine.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| 2. MUTUAL ENGAGEMENT | | | | | |
| **2.a. Beginning interactions** | **Carer starts interactions with young person. Young person starts interactions with carer. Carer does this more often.** | **Carer starts interactions with young person. Young person starts interactions with carer. Equal frequency. Positive attempt by carer even if young person is defiant.** | **Young person mainly starts  interactions. Sometimes the carer. Carer negative if young person’s behaviour is defiant.** | **Young person mainly starts interactions. Not very often the carer.** | **Young person does not attempt to start interaction with carer. Carer does not start interactions with young person. Young person appears resigned or apprehensive.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.b. Quality** | **Frequent pleasure of engagement, both enjoy it, carer may seem to enjoy a bit more.** | **Quite often and both enjoy equally.** | **Less often engaged for pleasure, young person enjoys more. Carer passively joins in getting some enjoyment at times.** | **Engagement mainly for a practical purpose. Indifferent when young person attempts to engage for pleasure.** | **Dislikes it when young person tries to enjoy interactions – if any. Young person resigned or spends time on own. Carer’s engagement for practical reasons only.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

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| **D) AREA OF CARE OF ESTEEM** | | | | | |
| **Sub-areas** | **1 – young person priority** | **2 – young person first** | **3 – young person and carer equal** | **4 – young person second** | **5 – young person not considered** |
| 1. STIMULATION | | | | | |
| **1a**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-638891432.jpg**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-475386048.jpg**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-641804964.jpg**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-639973410.jpg**  **C:\Users\nickson emily\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\ERIU0IV3\ThinkstockPhotos-519580114.jpg** | **1) Interactive stimulation  (talking to, engaging in activities)   2) Resources (items of uniform, sports equipment, books etc.) Plenty and good quality.  3) Outings (taking the young person out for recreational purposes)**    **4) Celebrations – both  seasonal/religious and personal, with young person made to feel special.**  **5) Education – active interest in schooling and support at home. (see guidance notes)   6) Sports and leisure – well organised outside school hours e.g. swimming, youth/community groups, etc.  7) Friendships – encouraged and checked out.** | **1) Sufficient and of satisfactory quality.  2) Provides all that is necessary and tries for more, makes do if unaffordable.  3) Enough visits to young person friendly place locally (e.g. parks)  occasionally away**  **4) Celebrations – both  seasonal/religious and personal, with young person often made to feel special**  **5) Active interest in schooling, support at home when can.**  **6) All affordable support.**  **7) Carer offers some help to form suitable friendships.** | **1) Variable- adequate if  usually doing own thing.  2) Essentials only. No effort to make do if unaffordable.**  **3) Young person accompanies carer to appropriate locations/ activity - wherever carer decides.**  **4) Celebrations - both seasonal  and personal are low key.**  **5) Maintains schooling but little support at home even if has spare time. (see guidance notes)  6) Little effort in finding out but takes up opportunities at doorstep.**  **7) Carer has an inconsistent approach to friendship choices.** | **1) Scarce, even if doing  nothing else.  2) Lacking on essentials.**  **3) Young person simply accompanies with no choice – holidays or locally (e.g.  shopping), plays out doors  in neighbourhood.  4) Only seasonal/religious celebrations participated in but only low key. Doesn’t make much effort for young person’s birthdays.**  **5) Little effort to maintain schooling or mainly for other reasons like free meals etc.  6) Young person makes all the effort, carer not bothered.**  **7) Young person finds own friends, no help from carer unless reported to be bullied.** | **1) Nil.**  **2) Nil, unless provided by other sources- gifts or grants.**  **3) No outings for the young person, may play in the street but carer goes out locally e.g. to pub with friends.**  **4) Even seasonal festivities absent or dampened/spoiled. Birthdays never celebrated.**  **5) Not bothered or can even be discouraging if clashes with carer’s needs.  6) Not bothered or can be even discouraging.**  **7) Not bothered even if young person is doing unsafe/unhealthy activity.** |
| Carer’s view - add young person’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add young person’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. Approval | | | | | |
|  | **Talks about the young person with delight/praise without being asked; generous emotional and material reward for any achievement.** | **Talks fondly about the young person when asked, generous praise and emotional reward, less of material reward.** | **Agrees with other’s praise of the young person, low key praise and damp emotional reward.** | **Uninterested if young person is praised by others, uninterested to young person achievement which is quietly acknowledged.** | **Undermines the young person if praised, achievements are not acknowledged. Reprimanded or mocking is the only response.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. DISApproval | | | | | |
|  | **Mild verbal and consistent disapproval if any set limit is crossed.** | **Consistent terse verbal, mild physical, mild verbal sanctions if any set limits are crossed.** | **Inconsistent boundaries or methods. Abrupt, shouts or ignores for own convenience, mild physical and moderate other sanctions.** | **Inconsistent, shouts/verbally harsh, moderate physical, or severe other sanctions.** | **Terrorised, ridiculed, severe physical or cruel other sanctions.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. ACCEPTANCE | | | | | |
|  | **Unconditional acceptance. Always warm and supportive even if young person is failing.** | **Unconditional acceptance, even if temporarily upset by young person’s behavioural demand but always warm and supportive.** | **Annoyance at young person’s failure; any demands from young person are less tolerated.** | **Unsupportive or rejecting if young person is failing or if behavioural demands are high. Accepts if young person is not failing.** | **Uninterested if young person is achieving and rejects if makes mistakes or fails. Exaggerates young person’s mistakes.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (assessor/carer/ young person’s ) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

# Targeted Action Plan (please complete one per family per assessment)

|  |  |
| --- | --- |
| **Family Name** |  |

| Session No. | Area of work | Who will do this? | Date completed |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

To add a new page for the Targeted Action Plan, left click underneath the table, then click the ‘Insert’ tab at the top of the page, select ‘Quick Parts’ and ‘Targeted Action Plan’.

# GRADED CARE PROFILE – Summary Sheet

Note: please complete one summary sheet per young person per assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Name (young person) |  | Main Carer(s): |  |
| DOB: |  | Assessor’s name & designation |  |
| ID number: |  | Assessor’s signature: |  |

|  |  |
| --- | --- |
| **ASSESSMENT DATE:** |  |

| **AREA** | **SUB AREA** | **Grades** | | | | | **COMMENTS** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PHYSICAL CARE** | 1. Nutrition | 1 | 2 | 3 | 4 | 5 | |  |
| 2. Housing | 1 | 2 | 3 | 4 | 5 | |  |
| 3. Clothing | 1 | 2 | 3 | 4 | 5 | |  |
| 4. Hygiene | 1 | 2 | 3 | 4 | 5 | |  |
| 5. Health | 1 | 2 | 3 | 4 | 5 | |  |
| **CARE OF SAFETY** | 1. In carer’s presence | 1 | 2 | 3 | 4 | 5 | |  |
| 2. In carer’s absence | 1 | 2 | 3 | 4 | 5 | |  |
| **CARE OF LOVE** | 1. Carer | 1 | 2 | 3 | 4 | 5 | |  |
| 2. Mutual engagement | 1 | 2 | 3 | 4 | 5 | |  |
| **CARE OF ESTEEM** | 1. Stimulation | 1 | 2 | 3 | 4 | 5 | |  |
| 2. Approval | 1 | 2 | 3 | 4 | 5 | |  |
| 3. Disapproval | 1 | 2 | 3 | 4 | 5 | |  |
| 4. Acceptance | 1 | 2 | 3 | 4 | 5 | |  |

To add a new page for the summary sheet, left click underneath the table, click the ‘Insert’ tab at the top of the page, select ‘Quick Parts’ and then click ‘Graded Care Profile.’

# Notes

