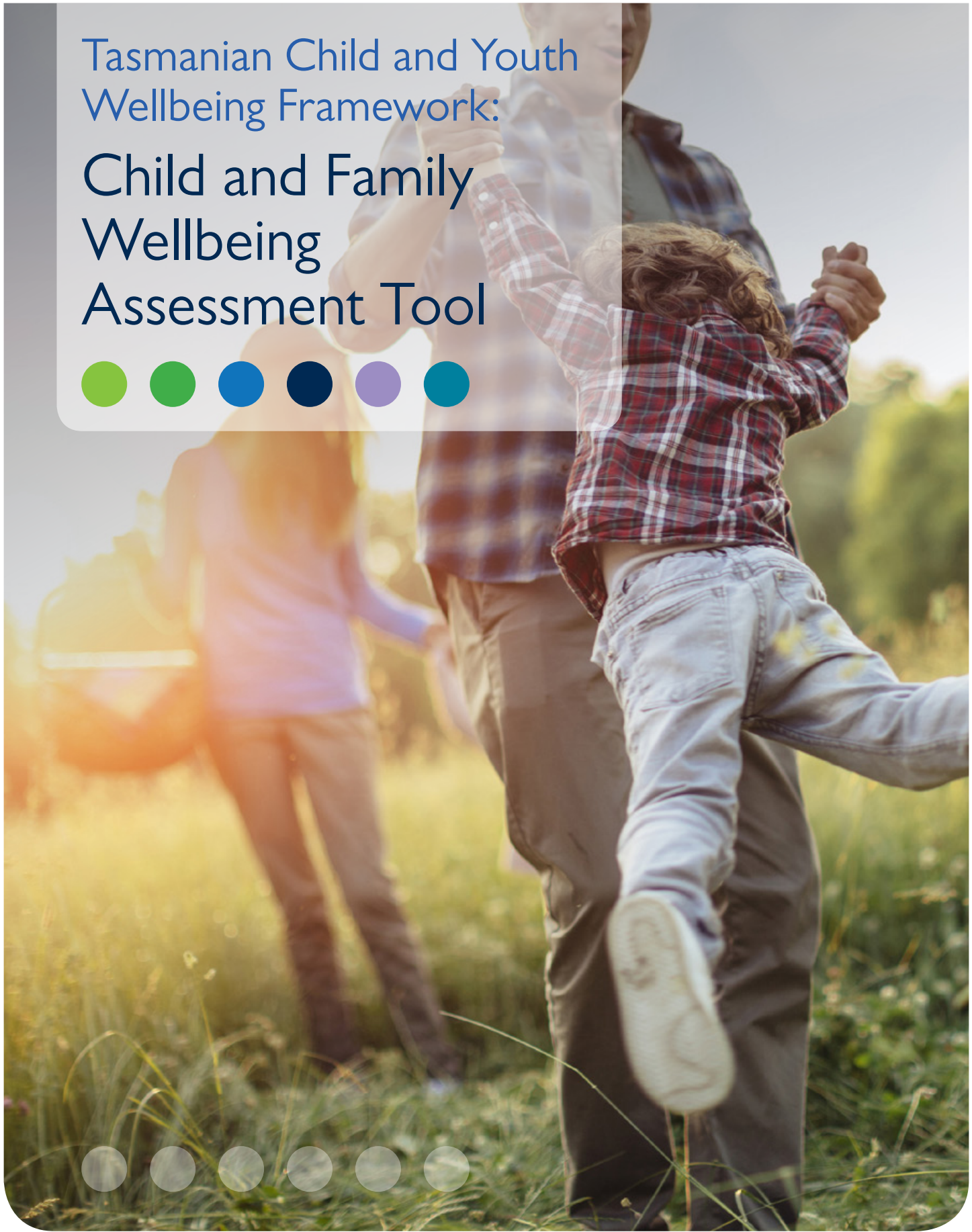


Tasmanian Child and Youth Wellbeing Framework: Child and Family Wellbeing Assessment Tool





Contents

Overview of the Child and Family Wellbeing Assessment Tool	3
The Wellbeing Domains	4
Elements of the Child and Family Wellbeing Assessment Tool	5
Continuum of Need	7
Conversation Guide	8
Level of Need Descriptors	12



Overview of the Child and Family Wellbeing Assessment Tool

The Child and Family Wellbeing Assessment Tool has been jointly developed by the Departments of Education (DoE), Health (DoH) and Communities Tasmania (DCT).

The Child and Family Wellbeing Assessment Tool is a flexible wellbeing assessment tool able to be used by all service providers working with children, young people and their families. The tool uses the six domains of wellbeing identified in the *Tasmanian Child and Youth Wellbeing Framework*¹ to define the components of child wellbeing and assist practitioners to identify areas where a child, young person or family is doing well, and areas where they may need some additional assistance.

The Six Domains of Child and Youth Wellbeing



The Child and Family Wellbeing Assessment Tool is not a diagnostic tool. It is instead designed to promote a broadly consistent approach to the assessment of wellbeing across different services working with children, young people and their families. The tool will assist practitioners to:

- assess the wellbeing of the child, young person or family at the time of presentation to the practitioner
- use the common wellbeing domains to identify and describe the type of support the child, young person or family requires at the time of presentation and
- develop a shared understanding of the level of response that is required to address the particular needs of the child, young person or family.

The tool is intended to complement and support practitioners' existing work practices. The tool can be used by practitioners at any stage when working with a child, young person or family to assess or reassess their wellbeing. The tool includes a number of basic elements which are designed to be applied flexibly, depending on the particular circumstances of each case. Practitioners may therefore choose to use particular elements of the tool as appropriate on a case-by-case basis.

The tool is not intended to diminish in any way the importance of professional judgement. Practitioners should continue to make decisions based on their experience, knowledge and practice.

¹ The six domains of wellbeing in the *Tasmanian Child and Youth Wellbeing Framework* are in turn adopted from the Australian Research Alliance for Children and Youth's (ARACY's) *The Nest*. Copyright and all intellectual property rights in *The Nest* are and remain the property of ARACY.



The Wellbeing Domains

Domain	Means that children and young people...
Being loved and safe	<ul style="list-style-type: none"> Have a safe, stable and supportive home environment Feel safe, secure and protected at home and in the community Feel valued and respected Have positive, trusted relationships with other people Have a voice and the ability to raise concerns and have these concerns addressed
Having material basics	<ul style="list-style-type: none"> Have access to adequate, stable housing Have access to nutritious food and clean water Have access to education and training materials Have access to adequate clothing and footwear Have access to materials to support participation in activities Have access to adequate heating and cooling
Being healthy	<ul style="list-style-type: none"> Are mentally and physically healthy Are emotionally well, happy and supported Are as physically active as they can be Have access to appropriate health and care services Are immunised
Learning	<ul style="list-style-type: none"> Are attending and engaging in education, training or employment Are participating in early childhood education Are developing literacy and numeracy skills appropriate to age Are supported to learn by their caregiver and education providers Receive assistance for additional needs
Participating	<ul style="list-style-type: none"> Are engaging with peers and community groups Are participating in organised activities, including sport Are an active participant in their own life; including being able to have a say and have their opinion heard and valued Have access to and use technology and social media
Having a positive sense of culture and identity	<ul style="list-style-type: none"> Can find out about family and personal history and are supported to connect positively with their culture Feel like they belong Have a positive sense of self-identity and self-esteem Are in touch with cultural or spiritual practices and have these practices valued and respected



Elements of the Child and Family Wellbeing Assessment Tool

Levels of Need

The Child and Family Wellbeing Assessment Tool identifies four levels of need to assist practitioners to identify the most appropriate service response for children, young people and their families.

Level of Need	Response Type	Support Required
Level 1	Universal Response	Children, young people and families at this level are achieving expected outcomes. There are no unmet needs or there are only low level needs that can be met by universal services. Children, young people and families at this level can access the services they require directly.
Level 2	Primary Response	Children, young people and families at this level identify as having varied areas of need that would benefit from coordinated early intervention and support from services. The need cannot be met by universal services alone but can be met by timely intervention and short-term engagement with relevant service providers. Initial referral to support services may be required, after which they may have capacity to access services directly.
Level 3	Secondary Response	Children, young people and families at this level identify as having diverse and complex needs. Targeted, multi-agency support services are required to work with them as a priority to provide support over a medium to long-term timeframe. Ongoing support to access and continue to engage with support services may be required.
Level 4	Intensive/ Specialised Response	Children, young people and families at this level identify as having multiple complex needs requiring intensive help. Immediate, intensive intervention is required over a longer period to address the significant and complex needs identified. Ongoing case management may be required to keep them engaged with support services.

It is important to note that children, young people and their families can move across the four levels of need as their circumstances change and supports are put in place to address their needs.

Continuum of Need

The 'windscreen' diagram on page 7 provides a visual summary of the continuum of need from universal (level 1) through to intensive/specialised (level 4) response types and descriptions of the types of support required at each level of need.

This diagram is designed to provide an accessible reference point for practitioners which summarises the key components of the tool.

Attachment 1 - Child and Family Wellbeing Plan

The Child and Family Wellbeing Plan (attached) is used by practitioners to assist to develop an understanding of the child, young person or family's current situation, identify their strengths and any current needs, and determine the level of response required to provide appropriate support.

The Child and Family Wellbeing Plan template is intended to be used to create an easy to understand plan that can be given to the child, young person or family; shared with other service providers (where appropriate); and used to review the child, young person or family's progress towards agreed goals.

It is intended that the completed Child and Family Wellbeing Plan could be given to the child, young person or their family either in hard copy or electronically, according to their preference.

The Child and Family Wellbeing Plan features:

- a cover page to record basic client and key worker details
- a matrix to allow the child, young person or family's strengths and needs to be mapped against the six domains of wellbeing
- a genogram to map out the child or young person's family relationships and
- an ecomap to map out the broader connections to individuals and services that they identify and are linked with.

A fact sheet is attached which includes some key descriptors under each wellbeing domain. This can be used when filling out the Child and Family Wellbeing Plan to help the child, young person or family understand what is meant by each of the six domains.

Practitioners should consider the need to get informed consent to record and share the information they have gathered in the Child and Family Wellbeing Plan. The process for getting informed consent needs to be considered in the context of your department / organisation's policies and procedures. The Child and Family Wellbeing Assessment Tool includes an example consent form for this purpose.

Attachment 2 - Wellbeing Assessment Guide

The Wellbeing Assessment Guide (attached) allows practitioners to categorise need across the four levels of need and the six domains of wellbeing.

The Wellbeing Assessment Guide can be used by practitioners to organise the information gathered in the Child and Family Wellbeing Plan to further structure and inform their assessment and determine what level of response is required to best support the child, young person or family. The levels of need are not prescriptive, responses will move between levels and practitioners will use their professional judgement in making determinations.

The Wellbeing Assessment Guide can be shared with other practitioners (where appropriate and in accordance with relevant legislation) but is not designed to be shared with the child, young person or family.

Practitioners should consider the need to get informed consent to record and share the information they have gathered in the Wellbeing Assessment Guide. The process for getting informed consent needs to be considered in the context of your department / organisation's policies and procedures. The Child and Family Wellbeing Assessment Tool includes an example consent form for this purpose.

Conversation Guide

The conversations that practitioners have with the child, young person or family when undertaking the Child and Family Wellbeing Assessment are pivotal in making the process purposeful. The Conversation Guide (pages 8 – 11) provides a list of suggested questions and topics that practitioners may choose to focus on in conversations with the child, young person or family. The questions and topics are arranged against the six domains of wellbeing.

The questions are intended to be used as prompts for practitioners, rather than a prescriptive list of questions to be asked. The list of example questions and topics is not intended to be exhaustive, and many of the suggested questions may not be applicable in all cases. As with all aspects of the Child and Family Wellbeing Assessment Tool, this section is designed to complement the practitioner's professional judgement and expertise.

Level of Need Descriptors

The Level of Need Descriptors (pages 12 – 23) describe the types of needs that would be identified and addressed at each level of need for each of the six domains of wellbeing. This element of the tool aims to promote a shared understanding amongst practitioners of the varied types of need the child, young person or family would be presenting with and linking it with an appropriate level and type of response.

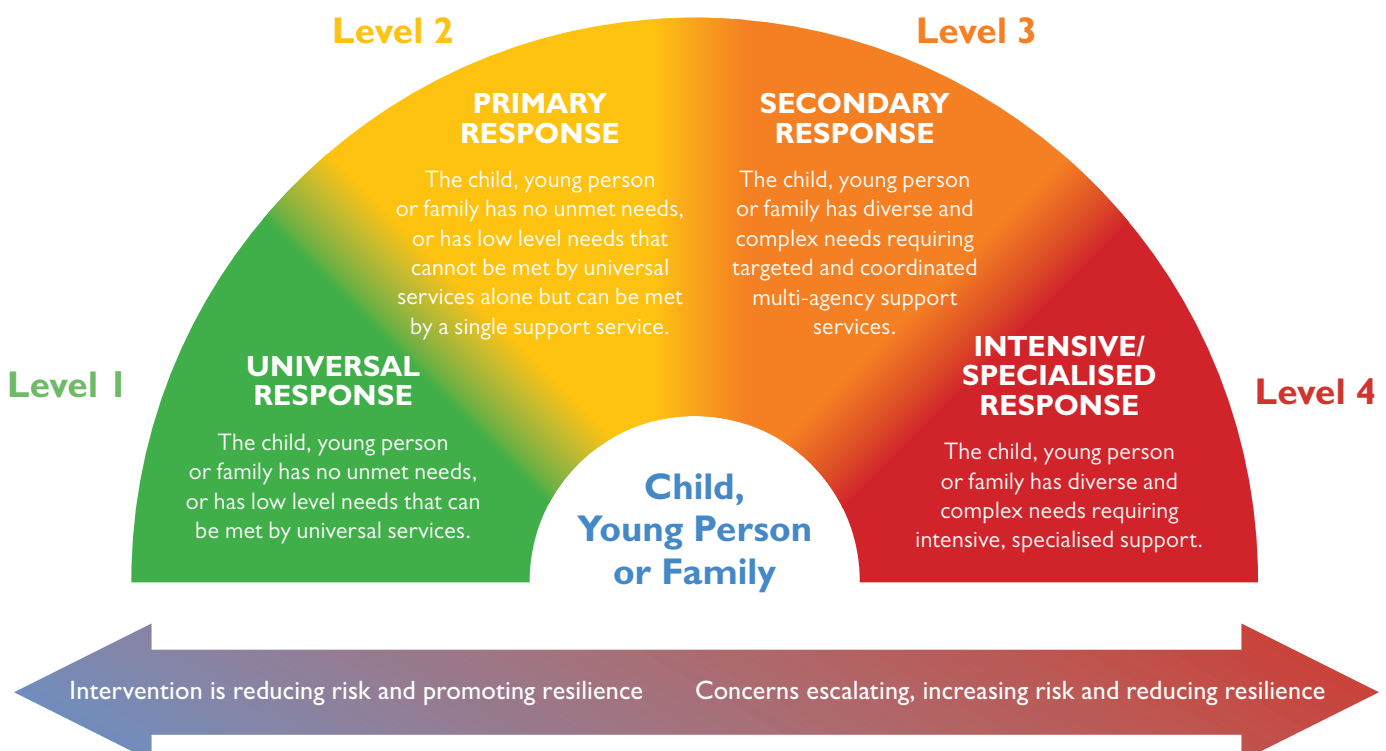
The Level of Need Descriptors are indicative rather than definitive and ultimately practitioners should use their professional judgement to assess the level of response required.



Continuum of Need

This diagram represents the identified needs that a child, young person or family may have across a continuum from Level 1 (requiring a universal response) through to Level 4 (requiring an intensive/specialised response). It is important to note that a child, young person or their family can move across the four levels of need as their circumstances change and supports are actioned to address their needs.

Concerns about a child or young person suffering actual or likely abuse or neglect can occur at any point across this continuum of need. Concerns of this type must be notified immediately to the Strong Families, Safe Kids Advice and Referral Line on 1800 000 123.





Conversation Guide

These questions are intended to be used as prompts, rather than a prescriptive list of questions to be asked. The example questions and topics are not intended to be exhaustive, and many of the suggested questions may not be applicable in all cases. Practitioners should use their professional judgement to determine which questions are appropriate.

Domain	Example Conversation Questions / Topics
<p>Being Loved and Safe</p> <ul style="list-style-type: none"> - Basic care / ensuring safety and protection - Emotional warmth and stability - Positive relationships and ability to voice concerns - Guidance, boundaries and stimulation - Family functioning and wellbeing 	<ul style="list-style-type: none"> • When does the child or young person feel loved and safe? What is happening for them to feel like this? If not, what would the child or young person say needs to change for them to feel more loved and safe? • Does the child or young person have someone in their family who they trust? • Who cares most about this child or young person and what does this look like? • Which relationships in the family would the child or young person describe as good ones? Who do they feel closest too? Why? • How do the parents or carers show the children they love them and they are safe? What do they say or do? • How do the parents or carers implement rules and boundaries? • What have you seen or heard to suggest the child, young person or family is not safe? • What are your worries about this child, young person or family? • What are the things that make it harder for this family to deal with the things that everyone is worried about? • What other things are happening for the child, young person or family that your organisation might need to know about? For example detail about: <ul style="list-style-type: none"> - What services might already be involved? How? Level of engagement? - Is there family violence happening at home? Are there any family violence orders? - Are there any Child Safety Service (CSS) and/or Family Law Court Orders existing or pending? - Is the child or young person exposed to anti-social or criminal behaviour? - Is anyone the child or young person is close to incarcerated or held in detention? Are there any pending court matters? • Is the child, young person or family willing to work with services to access support?

These questions are intended to be used as prompts, rather than a prescriptive list of questions to be asked. The example questions and topics are not intended to be exhaustive, and many of the suggested questions may not be applicable in all cases. Practitioners should use their professional judgement to determine which questions are appropriate.

Domain	Example Conversation Questions / Topics
<p>Having Material Basics</p> <ul style="list-style-type: none"> - Housing, employment and finances - Food and water - Clothing and footwear - Educational materials 	<ul style="list-style-type: none"> • Has the family got safe, stable accommodation? • Does the family have access to transport? • Are the parents, carers or young person in consistent paid employment? If not, where does their income come from? • Can the parents, carers or young person manage the money available to them or the family to provide food, clothes, amenities and other basic things? • Who can the family ask for help from when they are in crisis? • Are there any issues with debt, gambling or managing money? • Do the parents or carers have adequate levels of literacy? • What services might already be involved? How? Level of engagement?
<p>Being Healthy</p> <ul style="list-style-type: none"> - Mental and physical health - Emotional and behavioural development - Physical activity - Access to health services 	<ul style="list-style-type: none"> • What does being healthy mean to the child, young person or family? • What does the child, young person or family typically eat and drink each day? Is this a nutritionally balanced diet? Does the family have capacity to prepare nutritious meals? • Does the child, young person or family maintain their personal hygiene? Do they have access to basic necessities to do so, for example, running water, sanitary items, spare clothing/washing machine? • Is the child or young person exposed to drug and alcohol use in the home, including smoking cigarettes? • Is the child or young person immunised? • Is the family engaged with a regular Child Health Nurse/General Practitioner/Paediatrician and able to seek medical help when required? • Is the child or young person experiencing speech, language and/or communication delays? • Is the child or young person able to manage their self-care? • How often does the child or young person feel stressed or anxious? What usually causes this stress or anxiety? How is it managed? • Is the child or young person diagnosed with any medical conditions? • Does anyone in the home have any managed/unmanaged mental health issues or disabilities that affects the day to day life for the family? • How do the parents describe the pregnancy and birth? Were there any complications? Have there been any fractures with attachment? • Are there any teenage pregnancies in the family?

These questions are intended to be used as prompts, rather than a prescriptive list of questions to be asked. The example questions and topics are not intended to be exhaustive, and many of the suggested questions may not be applicable in all cases. Practitioners should use their professional judgement to determine which questions are appropriate.

Domain	Example Conversation Questions / Topics
<p>Learning</p> <ul style="list-style-type: none"> - Understanding, reasoning and problem solving - Participation in education or work - Progress and achievement in learning 	<ul style="list-style-type: none"> • What are the parents or carers' attitude towards education and learning? Is learning, education and employment encouraged in the home and family context? • What was the parents or carers' level of academic achievement? • What hopes and aspirations do the parents or carers have for the child or young person? Who shares these aspirations? Who encourages the child or young person to have hopes and dreams for the future? • Do the parents or carers read to the child or young person? • Is the child or young person encouraged to play games and use their imagination? • Is the child attending activity outside the home (eg day care, Launch into Learning or play group)? • Is the child or young person attending school? If not, why? • Does the child or young person enjoy participating in learning, school or other educational opportunities? • How is the child or young person achieving required benchmarks at school and/or progressing at school? • Does the child or young person have an individualised learning plan at school? Is this effective in supporting them to learn? • Does the child or young person have a diagnosed learning disorder? Is the child or young person receiving any funding for additional support? • Who can help the child or young person with their school work? • How many schools has the child or young person been enrolled at? • Has the child or young person skipped school, been suspended or expelled?
<p>Participating</p> <ul style="list-style-type: none"> - Social integration - Use of community resources - Access to transport - Participation in organised activities, including sport 	<ul style="list-style-type: none"> • Is the child, young person or family involved in any community based clubs or activities, such as sporting clubs/activities, religious groups, scouts, girl guides, visiting the local library or park, gaming groups or regular social gatherings? • Is the child, young person or family involved in any healthy unstructured activities outside of the home, such as bushwalking, bike riding, playing in the park or at the beach? • Is the young person encouraged to engage in safe activities and behaviours with their peers and social network? Do they have a strong peer support network? Are they able to seek these people out when needed? • Does the child, young person or family have access to private or public transport? • What access does the child or young person have to technology? How is the use of technology managed within the household?

These questions are intended to be used as prompts, rather than a prescriptive list of questions to be asked. The example questions and topics are not intended to be exhaustive, and many of the suggested questions may not be applicable in all cases. Practitioners should use their professional judgement to determine which questions are appropriate.

Domain	Example Conversation Questions / Topics
<p>Having a Positive Sense of Culture and Identity</p> <ul style="list-style-type: none"> - Identity, self-esteem, image - Family and social relationships - Cultural or spiritual practices 	<ul style="list-style-type: none"> • How would the child or young person describe their attachment to their parents, carers, family or peers? Are these members a positive influence on their identity and are they engaged in a positive and safe culture? • Does the child or young person have positive role models around them to guide them to understand their role in community and society? • Is the child, young person or family supported to identify with their culture? Are they linked with other members of their community who support their cultural identity and promote a sense of inclusion and belonging? • Is the child, young person or family encouraged to participate with their culture through relationships, activities and forums?



Level of Need Descriptors

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 1

Universal Response

Children, young people and families at this level are achieving expected outcomes. There are no unmet needs or there are only low level needs that can be met by universal services. Children, young people and families at this level can access the services they require directly.

Domain	Presentation of child, young person or family
Being Loved and Safe <ul style="list-style-type: none"> - Basic care / ensuring safety and protection - Emotional warmth and stability - Positive relationships and ability to voice concerns - Guidance, boundaries and stimulation - Family functioning and wellbeing 	<ul style="list-style-type: none"> • Parents/carers able to protect children from danger or harm • The child is shown warm regard, praise and encouragement • The child has secure relationships which provide consistency over time • Guidance and boundaries are given that develop appropriate models of values, behaviour and conscience • Parents/carers support development through interaction and play to facilitate cognitive development • Good supportive relationship within family (including with separated parents and in times of crisis) • Good sense of 'family' outside of smaller family unit • Stable and affectionate relationships with parents/carers • Appropriate relationships with siblings • Positive relationship with peers
Having Material Basics <ul style="list-style-type: none"> - Housing, employment and finances - Food and water - Clothing and footwear - Educational materials 	<ul style="list-style-type: none"> • Accommodation has basic amenities/appropriate facilities • Child can live with family • Appropriate levels of hygiene / cleanliness are maintained • Child's basic material needs are met (food, drink, clothing, medical and dental, educational resources)

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 1

Universal Response

Children, young people and families at this level are achieving expected outcomes. There are no unmet needs or there are only low level needs that can be met by universal services. Children, young people and families at this level can access the services they require directly.

Domain	Presentation of child, young person or family
<p>Being Healthy</p> <ul style="list-style-type: none"> - Mental and physical health - Emotional and behavioural development - Physical activity - Access to health services 	<ul style="list-style-type: none"> • Health needs are being met by universal services • Appropriate weight and height / meeting developmental milestones – including speech and language • Good quality early attachments • Physically and psychologically healthy • Pre-natal health needs are being met • Up to date immunisations • Adequate nutritious diet • Regular dental checks • Accessing optical care • No misuse of substances • Sexual activity / behaviour appropriate to age • Growing levels of competencies in practical and emotional skills • Able to adapt to change • Able to demonstrate empathy • Age appropriate independent living skills • Good levels of self-care / personal hygiene
<p>Learning</p> <ul style="list-style-type: none"> - Understanding, reasoning and problem solving - Participation in education or work - Progress and achievement in learning 	<ul style="list-style-type: none"> • Achieving full potential • Good attendance at childcare / school / college / training / employment • Demonstrates a range of skills/interests • No barriers to learning or receiving appropriate support to learn • Access to books and other learning materials • Enjoys participating in educational activities • Sound home/school link • Planned progression beyond statutory education • Has an ability to express needs verbally and non-verbally

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 1

Universal Response

Children, young people and families at this level are achieving expected outcomes. There are no unmet needs or there are only low level needs that can be met by universal services. Children, young people and families at this level can access the services they require directly.

Domain	Presentation of child, young person or family
<p>Participating</p> <ul style="list-style-type: none"> - Social integration - Use of community resources - Access to transport - Participation in organised activities, including sport 	<ul style="list-style-type: none"> • The family engages with social and friendship networks in a way that also involves the child or young person • The child, young person or their family has appropriate access to community resources, activities and supports • Positive activities are available and accessible
<p>Having a Positive Sense of Culture and Identity</p> <ul style="list-style-type: none"> - Identity, self-esteem, image - Family and social relationships - Cultural or spiritual practices 	<ul style="list-style-type: none"> • Demonstrates feelings of belonging and acceptance • Positive sense of self and abilities • Has opportunity and support to engage with their identified culture

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 2

Primary Response

Children, young people and families at this level identify as having varied areas of need that would benefit from coordinated early intervention and support from services. The need cannot be met by universal services alone but can be met by timely intervention and short-term engagement with relevant service providers. Initial referral to support services may be required, after which they may have capacity to access services directly.

Domain	Presentation of child, young person or family
<p>Being Loved and Safe</p> <ul style="list-style-type: none"> - Basic care / ensuring safety and protection - Emotional warmth and stability - Positive relationships and ability to voice concerns - Guidance, boundaries and stimulation - Family functioning and wellbeing 	<ul style="list-style-type: none"> • Basic care not consistently provided (eg non-treatment or insufficient treatment of minor health problems) • Parents/carers struggle without support or adequate resources (eg as a result of mental illness / learning disabilities) • Professionals beginning to have some concerns about substance misuse (alcohol and drugs) by adults within the home • Some exposure to dangerous situations in home/community • Teenage parents / young, inexperienced parents • Inappropriate expectations of child for age/ability • Inconsistent parenting but development not significantly impaired • Child perceived to be a problem by parents/carers and experiencing criticism and a lack of warmth • Child has had a number of different carers • Parents/carers offer inconsistent boundaries (eg not providing good guidance about inappropriate relationships the child has formed) • Child can behave in an anti-social way • Child spends a lot of time alone / has difficulty forming relationships • Lack of stimulation impacting on development • Parents/carers have relationship difficulties which affect the child • Experienced loss of a significant adult/child • Parents/carers have health difficulties • Poor home routine • Limited support from family and friends • Child has been a victim of crime • Child undertaking some caring responsibilities for a family member

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 2

Primary Response

Children, young people and families at this level identify as having varied areas of need that would benefit from coordinated early intervention and support from services. The need cannot be met by universal services alone but can be met by timely intervention and short-term engagement with relevant service providers. Initial referral to support services may be required, after which they may have capacity to access services directly.

Domain	Presentation of child, young person or family
Having Material Basics <ul style="list-style-type: none"> - Housing, employment and finances - Food and water - Clothing and footwear - Educational materials 	<ul style="list-style-type: none"> • Inadequate/poor housing • Household in housing stress/crisis • Child can live with family but their accommodation is not suitable or is overcrowded • Children subject to kinship care arrangements made by their own family • Family affected by low income or unemployment • Parents/carers find it difficult to find employment due to lack of basic skills or long term difficulties • Basic material needs not always being met (food, drink, clothing, medical and dental, educational resources) • Some hygiene/cleanliness concerns
Being Healthy <ul style="list-style-type: none"> - Mental and physical health - Emotional and behavioural development - Physical activity - Access to health services 	<ul style="list-style-type: none"> • Slow to reach developmental milestones (eg walking, crawling, talking) • Additional health needs • Missing some health checks / routine appointments / immunisations • Persistent minor health problems • Pre-natal health needs • Issues of poor bonding / attachment • Minor concerns re healthy weight / diet / dental health / hygiene / or clothing • Disability requiring support services • Concerns about developmental status (eg speech and language problems) • Starting to have sex (under 16 years of age) • Experimenting with drugs and alcohol • Low level mental health or emotional issues requiring intervention • Withdrawn / unwilling to engage • Development is compromised by parenting • Some concern about substance misuse • Involved in behaviour that is seen as anti-social • Poor self-esteem • Inadequate self care / poor hygiene

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 2

Primary Response

Children, young people and families at this level identify as having varied areas of need that would benefit from coordinated early intervention and support from services. The need cannot be met by universal services alone but can be met by timely intervention and short-term engagement with relevant service providers. Initial referral to support services may be required, after which they may have capacity to access services directly.

Domain	Presentation of child, young person or family
Learning <ul style="list-style-type: none"> - Understanding, reasoning and problem solving - Participation in education or work - Progress and achievement in learning 	<ul style="list-style-type: none"> • Is regularly late for school / occasional absences • Parents/carers condone absences • Escalating behaviour leading to a risk of exclusion • Experiences frequent moves between schools • Not reaching educational potential • Needs additional support in school • Identified speech, language and/or communication difficulties • Few opportunities for play / socialisation • No participation in education, employment or training (over 16 years of age)
Participating <ul style="list-style-type: none"> - Social integration - Use of community resources - Access to transport - Participation in organised activities, including sport 	<ul style="list-style-type: none"> • Family is socially isolated and has limited extended family support • Bullying or victimisation by others impacts on child • Adequate universal resources but family may have difficulty gaining access to them • Community characterised by negativity towards child • Child not often exposed to new experiences
Having a Positive Sense of Culture and Identity <ul style="list-style-type: none"> - Identity, self-esteem, image - Family and social relationships - Cultural or spiritual practices 	<ul style="list-style-type: none"> • Some insecurities around identity / low self-esteem • Lack of positive role models • May experience bullying around perceived differences or bully others

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 3

Secondary Response

Children, young people and families at this level identify as having diverse and complex needs. Targeted, multi-agency support services are required to work with them as a priority to provide support over a medium to long-term timeframe. Ongoing support to access and continue to engage with support services may be required.

Domain	Presentation of child, young person or family
<p>Being Loved and Safe</p> <ul style="list-style-type: none"> - Basic care / ensuring safety and protection - Emotional warmth and stability - Positive relationships and ability to voice concerns - Guidance, boundaries and stimulation - Family functioning and wellbeing 	<ul style="list-style-type: none"> • Parents/carers are struggling or are unable to provide adequate care • Significant concern about prospective parenting ability, resulting in the need for a pre-birth assessment • Parents/carers have previous history of struggling to care for child or sibling / children have previously been subject to a child protection plan • Parent/carer's learning disability, substance misuse (alcohol and drugs) or mental health negatively impacts on their ability to meet the needs of the child • Level of supervision does not provide sufficient protection for the child • Teenage pregnancy or inexperienced young parent or carer with additional concerns • Child has multiple carers but no significant relationship to any of them • Child receives little stimulation / negligible interaction • Child is rarely comforted when distressed • Child is under significant pressure to achieve / experiencing high criticism • Parents/carers struggle to set boundaries / act as good role models • Child is regularly beyond control of parents/carers • Parenting is impairing emotional or appropriate behavioural development of child • Parent/carer involvement in crime • Family characterised by conflict and serious chronic relationship problems • Parents/carers persistently avoid contact / do not engage with children's service professionals • Child is subject to Kinship Care arrangements set up by Child Safety Services • Persistent expectation to care for other household members which impacts on the child's development and opportunities • Family no longer want to care for child • Family is experiencing a crisis likely to result in the breakdown of care arrangements • Child has previously been looked after by Child Safety Services • Persistent exposure to violent behaviours within the home

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 3

Secondary Response

Children, young people and families at this level identify as having diverse and complex needs. Targeted, multi-agency support services are required to work with them as a priority to provide support over a medium to long-term timeframe. Ongoing support to access and continue to engage with support services may be required.

Domain	Presentation of child, young person or family
Having Material Basics <ul style="list-style-type: none"> - Housing, employment and finances - Food and water - Clothing and footwear - Educational materials 	<ul style="list-style-type: none"> • Secondary or tertiary level homelessness (unstable accommodation, couch surfing etc) • High level of housing stress/crisis, with potential or actual eviction proceedings • Child unable to live with family • Serious debts / poverty impacting on parent/carer's ability to care for the child • Home in poor state of repair, deemed unfit for habitation • Parents/carers unable to adequately clothe child
Being Healthy <ul style="list-style-type: none"> - Mental and physical health - Emotional and behavioural development - Physical activity - Access to health services 	<ul style="list-style-type: none"> • Child consistently failing to reach their developmental milestones and concerns exist about their parent/carer's ability to care for them • Learning affected by significant health problems • Experiencing chronic ill health or diagnosed with a life limiting illness • Mental health is deteriorating and there is failure to engage with services / self-harming • 'Unsafe' or inappropriate sexual behaviour or risk of sexual exploitation • Problematic substance misuse (drugs and alcohol) / links to risk taking behaviour • Failure to access medical attention for recurring health needs • Conception at under 16 years of age with accompanying concerns about parenting capacity • Disability requiring significant support services to be maintained • Physical / emotional development raising significant concerns • Difficulty coping with emotions / unable to display empathy unable to connect cause and effect of own actions • Early onset of sexual activity (13-14 years of age) • Absence of or poor self-care skills for age / level of understanding • Appearance reflects poor care and hygiene related health issues

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 3

Secondary Response

Children, young people and families at this level identify as having diverse and complex needs. Targeted, multi-agency support services are required to work with them as a priority to provide support over a medium to long-term timeframe. Ongoing support to access and continue to engage with support services may be required.

Domain	Presentation of child, young person or family
Learning <ul style="list-style-type: none"> - Understanding, reasoning and problem solving - Participation in education or work - Progress and achievement in learning 	<ul style="list-style-type: none"> • Short-term exclusion, persistent truanting or poor school attendance • Previous exclusions from school • Persistent Not in Education, Employment or Training (NEET) • Alienates self from school and peers through extremes of behaviour • No, or acrimonious home/school links • Special educational needs and a failure to cooperate with alternative education providers
Participating <ul style="list-style-type: none"> - Social integration - Use of community resources - Access to transport - Participation in organised activities, including sport 	<ul style="list-style-type: none"> • Family is socially isolated / excluded • Victimisation by others places child and family at risk • Has poor relationship with extended family • Parents/carers do not access or there is very poor access to local facilities and targeted services to meet assessed need • Lack of community support/tolerance or existence of hostility towards the child, young person or family • Significant, multiple problems preventing the child from engaging with opportunities • Child alienates self from school and peers through extremes of behaviour
Having a Positive Sense of Culture and Identity <ul style="list-style-type: none"> - Identity, self-esteem, image - Family and social relationships - Cultural or spiritual practices 	<ul style="list-style-type: none"> • Child is subject to persistent discrimination • Child is socially isolated and lacks appropriate role models • Self-image is distorted and may demonstrate fear of persecution • Holds extremist views that place self or others at risk • Relationship with family is experienced as negative, critical or rejecting

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 4

Specialised / Intensive Response

Children, young people and families at this level identify as having multiple complex needs requiring intensive help. Immediate, intensive intervention is required over a longer period to address the significant and complex needs identified. Ongoing case management may be required to keep them engaged with support services.

Domain	Presentation of child, young person or family
<p>Being Loved and Safe</p> <ul style="list-style-type: none"> - Basic care / ensuring safety and protection - Emotional warmth and stability - Positive relationships and ability to voice concerns - Guidance, boundaries and stimulation - Family functioning and wellbeing 	<ul style="list-style-type: none"> • The child or young person has a current CSS intervention order in place identifying a care arrangement that does not include the parents, specific carers and/or their family as carers. This order may also relate to the child or young person's criminal and/or anti-social behaviour or persistent absence from school • Parents/carers do not show the child or young person any emotional warmth, guidance, stimulation or boundary setting • Parents/carers are unable to provide consistent parenting that is adequate and safe • Serious abuse or neglect • Previous child has been removed from parent's care • Parent/carer's own learning disability / mental health / substance misuse significantly affects their ability to provide adequate and safe care • Parents/carers do not recognise or accept danger and protect child / young person from harm • Child has no one to care for them • No relevant stimulation appropriate for age • Exposed to pornography or other exploitative / harmful material • Consistent instability / violence / domestic abuse within the home • Teenage pregnancy / young inexperienced parents with additional concerns that could place the unborn child / child at risk of significant harm • Individuals in family present a risk to children and are likely to be in contact with them • Allegations of harm by a person in a position of trust • Parents/carers are negative, highly critical or apathetic towards child • There are no effective boundaries set by parents • Child regularly demonstrates anti-social behaviour in the community • Child is beyond parental control • Parent/carer is subject to a parenting order which may be related to their child's criminal / anti-social behaviour or persistent absence from school • Re-occurring / frequent attendances by the police to the family home • Child is being cared for by a non-relative under private fostering arrangements • Forced marriage of a child under 18 years of age

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 4

Specialised / Intensive Response

Children, young people and families at this level identify as having multiple complex needs requiring intensive help. Immediate, intensive intervention is required over a longer period to address the significant and complex needs identified. Ongoing case management may be required to keep them engaged with support services.

Domain	Presentation of child, young person or family
Having Material Basics <ul style="list-style-type: none"> - Housing, employment and finances - Food and water - Clothing and footwear - Educational materials 	<ul style="list-style-type: none"> • Housing accommodation places child in danger / at risk of harm • Primary homelessness ('sleeping rough') • Child cannot live with family • Extreme poverty / debt impacting on parent/carer's ability to care for the child • Household income is used to fund parent/carer's own prioritised needs (eg substance misuse / gambling) leading to significant neglect of the child • Child has limited access to material basics (food, water, adequate clothing)
Being Healthy <ul style="list-style-type: none"> - Mental and physical health - Emotional and behavioural development - Physical activity - Access to health services 	<ul style="list-style-type: none"> • Growth faltering and no 'organic' cause identified • Failure to access medical attention for chronic / reoccurring health problems despite support and advice including severe obesity and dental decay • Development significantly impaired due to parenting • Sexual activity under the age of 13 • Conception under the age of 14 • Disability requiring a very high level of support • Subject to a section under the Mental Health Act / diagnosed mental health issues which places themselves or others at risk • Self-harming likely to have a serious effect on the child's health or wellbeing • Persistent and significant substance misuse (alcohol and drugs) • Child is missing from home regularly or for long periods • Fabricated / induced illness • Puts self or others in danger / including risk taking behaviour / self-harm or suicide attempts / substance misuse of drugs and/or alcohol / eating disorders • Significant emotional / psychological problems as a result of neglect / poor parenting • Child presenting with sexualised behaviour • Child physically or sexually abuses others • Takes inappropriate risks in self-care • Poor / inappropriate self-presentation / hygiene related health issues

The Level of Need Descriptors are indicative rather than definitive and practitioners should always use their professional judgement to assess the level of response required.

Level 4

Specialised / Intensive Response

Children, young people and families at this level identify as having multiple complex needs requiring intensive help. Immediate, intensive intervention is required over a longer period to address the significant and complex needs identified. Ongoing case management may be required to keep them engaged with support services.

Domain	Presentation of child, young person or family
Learning <ul style="list-style-type: none"> - Understanding, reasoning and problem solving - Participation in education or work - Progress and achievement in learning 	<ul style="list-style-type: none"> • Permanently excluded from school or likely to be permanently excluded if behaviours continue • Disengaged from participating in education or work despite significant intervention • Ability to demonstrate understanding, reasoning or problem solving is significantly below expected milestones and impacting on their day to day life and functioning • Significant developmental delays due to neglect and/or inadequate parenting
Participating <ul style="list-style-type: none"> - Social integration - Use of community resources - Access to transport - Participation in organised activities, including sport 	<ul style="list-style-type: none"> • Child, young person or family are socially chronically excluded and isolated with limited or no opportunity to create change • Victimization by others places the child at significant risk of harm • Substantial multiple problems preventing the child, young person or family from engaging with services or pattern of non-engagement with services
Having a Positive Sense of Culture and Identity <ul style="list-style-type: none"> - Identity, self-esteem, image - Family and social relationships - Cultural or spiritual practices 	<ul style="list-style-type: none"> • Socially isolated and lacking appropriate role models • Poor self-worth that results in extreme behaviours towards themselves and others • Participates in gang activity / involved with serious or organised crime • Demonstrates extremist views that place self or others at risk



Department of Communities Tasmania

children@communities.tas.gov.au

www.communities.tas.gov.au/children

December 2018

Copyright State of Tasmania (2018)

