

# Current View

CYP Name .....

Practitioner's Name .....

Please indicate your reason for completing this form:

DOB: .....

Practitioner's ID .....

First Contact	<input type="checkbox"/>
Changed Situation	<input type="checkbox"/>
Changed Understanding	<input type="checkbox"/>

NHS ID: .....

Service Allocated Case Id .....

Date: / / 20

Time: <sup>h</sup>

Provisional Problem Description		None	Mild	Moderate	Severe	Not known
Rating need not imply a diagnosis						
1	Anxious away from caregivers (Separation anxiety)	<input type="checkbox"/>				
2	Anxious in social situations (Social anxiety/phobia)	<input type="checkbox"/>				
3	Anxious generally (Generalized anxiety)	<input type="checkbox"/>				
4	Compelled to do or think things (OCD)	<input type="checkbox"/>				
5	Panics (Panic disorder)	<input type="checkbox"/>				
6	Avoids going out (Agoraphobia)	<input type="checkbox"/>				
7	Avoids specific things (Specific phobia)	<input type="checkbox"/>				
8	Repetitive problematic behaviours (Habit problems)	<input type="checkbox"/>				
9	Depression/low mood (Depression)	<input type="checkbox"/>				
10	Self-Harm (Self injury or self-harm)	<input type="checkbox"/>				
11	Extremes of mood (Bipolar disorder)	<input type="checkbox"/>				
12	Delusional beliefs and hallucinations (Psychosis)	<input type="checkbox"/>				
13	Drug and alcohol difficulties (Substance abuse)	<input type="checkbox"/>				
14	Difficulties sitting still or concentrating (ADHD/Hyperactivity)	<input type="checkbox"/>				
15	Behavioural difficulties (CD or ODD)	<input type="checkbox"/>				
16	Poses risk to others	<input type="checkbox"/>				
17	Carer management of CYP behaviour (e.g., management of child)	<input type="checkbox"/>				
18	Doesn't get to toilet in time (Elimination problems)	<input type="checkbox"/>				
19	Disturbed by traumatic event (PTSD)	<input type="checkbox"/>				
20	Eating issues (Anorexia/Bulimia)	<input type="checkbox"/>				
21	Family relationship difficulties	<input type="checkbox"/>				
22	Problems in attachment to parent/carers (Attachment problems)	<input type="checkbox"/>				
23	Peer relationship difficulties	<input type="checkbox"/>				
24	Persistent difficulties managing relationships with others (includes emerging personality disorder)	<input type="checkbox"/>				
25	Does not speak (Selective mutism)	<input type="checkbox"/>				
26	Gender discomfort issues (Gender identity disorder)	<input type="checkbox"/>				
27	Unexplained physical symptoms	<input type="checkbox"/>				
28	Unexplained developmental difficulties	<input type="checkbox"/>				
29	Self-care Issues (includes medical care management, obesity)	<input type="checkbox"/>				
30	Adjustment to health issues	<input type="checkbox"/>				

SELECTED COMPLEXITY FACTORS		Yes	No	Not known
1	Looked after child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Young carer status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Serious physical health issues (including chronic fatigue)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Pervasive Developmental Disorders (Autism/Asperger's)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Neurological issues (e.g. Tics or Tourette's)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Current protection plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Deemed "child in need" of social service input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Refugee or asylum seeker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Experience of war, torture or trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Experience of abuse or neglect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Parental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Contact with Youth Justice System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Living in financial difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTEXTUAL PROBLEMS					
	None	Mild	Moderate	Severe	Not known
HOME	<input type="checkbox"/>				
SCHOOL, WORK OR TRAINING	<input type="checkbox"/>				
COMMUNITY	<input type="checkbox"/>				
SERVICE ENGAGEMENT	<input type="checkbox"/>				
EDUCATION/EMPLOYMENT/TRAINING					
ATTENDANCE DIFFICULTIES	<input type="checkbox"/>				
ATTAINMENT DIFFICULTIES	<input type="checkbox"/>				

GUIDANCE ON IMPACT RATINGS		
<p>These are broad definitions for guidance and should be considered within an age-appropriate context.  Each Problem should be rated independently  If Functioning and Distress levels differ, then select the higher rating</p>		
	FUNCTIONING	DISTRESS
<b>NONE</b>	There <b>may be transient difficulties and 'everyday' worries that occasionally get out of hand</b> (e.g. mild anxiety associated with an important exam, occasional 'blow-ups' with siblings, parents or peers) but CYP is generally secure and functioning well in all areas (at home, at school, and with peers).	No distress or noticeable difficulties in relation to this problem.
<b>MILD</b>	Symptoms cause <b>occasional disruption</b> but do not undermine functioning and impact is <b>only in a single context</b> . All/most age appropriate activities could be completed given the opportunity. The CYP may have some meaningful interpersonal relationships.	Distress may be <b>situational</b> and/or <b>occurs irregularly</b> less than once a week. Most people who do not know the CYP well would not consider him/her to have problems but those who do know him/her well might express concern.
<b>MODERATE</b>	Functioning is <b>impaired in at least one context</b> but may be <b>variable with sporadic difficulties or symptoms in several</b> but not all domains.	Distress <b>occurs on most days in a week</b> . The problem would be <b>apparent</b> to those who encounter the child <b>in a relevant setting or time</b> but not to those who see the child in other settings.
<b>SEVERE</b>	CYP is <b>completely unable to participate age-appropriately in daily activities in at least one domain</b> and may even be unable to function in all domains (e.g. stays at home or in bed all day without taking part in social activities, needing constant supervision due to level of difficulties).	Distress is <b>extreme and constant on a daily basis</b> . It would be <b>clear to anyone</b> that there is a problem.

DEFINITIONS OF CONTEXTUAL ISSUES	
<p>These definitions are for general guidance purposes only and should be considered within an age-appropriate context and with reference to cultural norms where appropriate.  The examples given are not exhaustive.</p>	
<b>1. HOME ISSUES</b>	
Problems in the home environment that are external to the CYP (e.g. crowded housing, homelessness, lack of social support network).	
<b>2. SCHOOL, WORK OR TRAINING ISSUES</b>	
Problems in the school, work or training environment that are external to the CYP (e.g. difficulties in communications between home and school, multiple changes of teacher, breakdown in relations between teacher(s) and CYP/family).	
<b>3. COMMUNITY ISSUES</b>	
Problems in the community that are external to the CYP (e.g. street violence, gang intimidation, racial discrimination and difficulties with neighbours).	
<b>4. SERVICE ISSUES</b>	
This refers to difficulties regulating the appropriate level of service engagement. This may include history of multiple or fractured contact with services, difficulties locating care records, difficulties accessing the service and problems engaging the CYP and their family appropriately.	

DEFINITIONS OF ATTENDANCE AND ATTAINMENT DIFFICULTIES	
<p>These definitions are for general guidance purposes only and should be considered within an age-appropriate context and with reference to cultural norms where appropriate. They should also be considered with specific reference to the CYP you're working with (e.g. if the CYP has a learning disability, attendance and attainment should be considered in relation to peers of the same developmental rather than chronological age). The examples given are not exhaustive.</p>	
<b>ATTENDANCE DIFFICULTIES</b>	
NONE	No problems noted. As rough guidance, around 1-2 days absence from school per month should be considered as within normal limits.
MILD	Some definite problems. The CYP may be attending part-time or missing several lessons (includes truanting, school refusal or suspension for any cause). As a rough guidance, 1 day of absence per week might be considered here.
MODERATE	Marked problems. The CYP may be attending infrequently, or is at high risk of exclusion or dismissal. As a rough guidance, the child may be absent 2 days per week.
SEVERE	CYP is out of school the majority of the time (for reasons of truancy, exclusion or refusal) or may be in a Pupil Referral Unit, expelled or not in Education, Employment or Training.
<b>ATTAINMENT DIFFICULTIES</b>	
NONE	No problems noted. The CYP will be attaining at the optimum age-appropriate level moderated by that expected for their known abilities.
MILD	Some problems. For example, if the CYP is in school they may be well below the year level in at least one subject, or have problems with work rate or timekeeping if in employment or training.
MODERATE	Significant problems. If at school they may fail key exams, or be below the year group in all subjects. If in employment, they may have received formal warnings about their performance and/or behaviour.
SEVERE	CYP has dropped out of education, employment or training.