



“My Life Now” - Individual Assessment and Planning Tool for Young Carers

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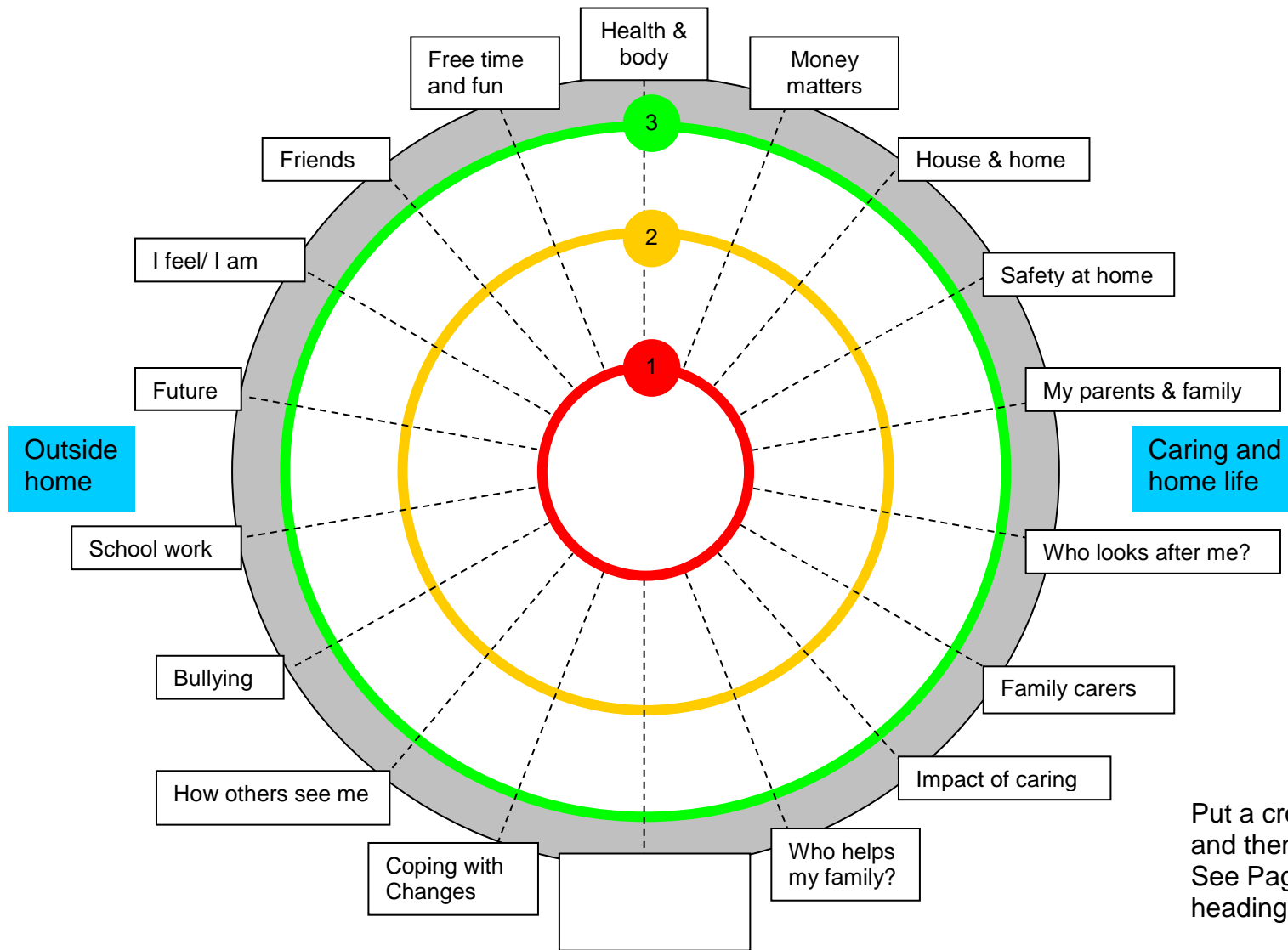
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My Life Now – In depth version



3

I am happy with this part of my life.

2

I want some things to change about this part of my life.

1

There are lots of things I am not happy about in this part of my life.

Put a cross on each spoke and then join up the crosses. See Page 11 for ideas about what the headings on each spoke could mean to you.

My Life Now – Quick version (1)

I like

**Free time
& Fun**

I don't like

I like

**My home &
Where I live**

I don't like

My Life Now – Quick version (2)

I like

**Friends &
Feelings**

I don't like

I like

**School &
College**

I don't like

My Life Now – Quick version (3)

I like

My family
My parents

I don't like

I like

Looking after

I don't like

My Life Now – Quick version (4)

I like

My health

I don't like

I like

My future

I don't like

My Goals - 1

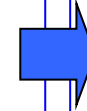
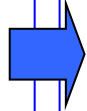
Look at the “My Life Now” sheet. How would you like it to look by our next meeting?

My long term goals

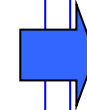
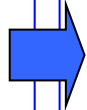
By next review I will

My key worker will help by:

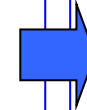
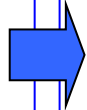
Some activities I want to try



Some things I want to learn



Some skills I want to work on



My name:

Date today:

1/2

My Goals - 2

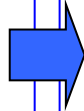
Look at the “My Life Now” sheet. How would you like it to look by our next meeting?

My long term goals

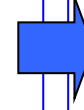
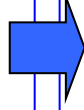
By next review I will

My key worker will help by:

Some things I hope will change



Some help I want for me/ my family



My key worker:

Next meeting date:

2/2

Guidance on using “My Life Now” and “My Goals”

The focus of this exercise should be about empowering the young person, enabling them to identify and make informed choices. Workers have reported that the tool has helped them to plan a manageable workload when working with a young person with complex needs and that the tool can be useful simply to enable a young person to talk about their life. Discuss Confidentiality boundaries with the young person before using these tools. The young person should be with a worker of their choice in an appropriate environment. It may be appropriate for a family member to take part in this process with very young carers or young people that you do not know well, while older young carers may prefer parents not to be present. It will be up to the young person whether to share the information from this process with anyone else. Be prepared for the possibility of the young person disclosing child protection concerns during this exercise (see Carers Trust’s Safeguarding Policy Template).

The young person may disagree with the worker when assessing their strengths and needs. Workers may wish to challenge the young person’s views, but should respect their opinions and recognise that their different values and aspirations. You may wish to record both views if a compromise cannot be reached on a vital issue, but remember that the value of the My Life Now “wheel” version is in tracking changes and developments in a young person’s life, not in putting labels on them at any one time.

My Life Now – In depth version

There are 18 spokes on the circle, each with a different heading which refers to an aspect of the young person’s life and well being. One has been left blank to be defined by the young person. Help the young person to think about each aspect of their life. It does not matter in which order you discuss them. Appendix 1 gives guidance on what aspects of the young person’s life each heading refers to. If the young person identifies few problems and/ or lots of strengths in an area of their life, they mark the corresponding spoke with a cross on the outer circle (marked “3” in green). If the young person identifies serious problems or many support needs in an area of their life, they mark the corresponding spoke with a cross on the inner circle, (marked “1” in red). If they identify a mixture of strengths and needs they mark the spoke somewhere in between the inner and outer circles to indicate how positive they feel about that aspect of their life. Once all the spokes have been marked, the crosses are joined up with straight lines to create a map or snapshot of the young person’s life. This is used to inform the “My Goals” planning tool. When the exercise is repeated at a later date, the young person will be able to see whether the goals they have set have had a positive effect on their well being.

My Life Now – Quick version

Help the young person to think about the 8 aspects of their life. What are their strengths and needs? Use this information to inform the “My Goals” planning tool.

My Goals

Now that the young person has completed either the In depth or the Quick version of My Life Now, use the information gathered to help the young person use the My Goals planning tool to identify their goals and the support they will need to achieve those goals. The first column should be used to identify the young person's Wish List of long term or ideal goals. The second column identifies what steps the young person will aim to have taken towards achieving those goals by the time of the next planning meeting. The third column identifies what you and your team will do to support the young person in achieving those goals. As well as the five headings (Some activities I want to try; Some things I want to learn; Some skills I want to work on; Some things I hope will change; Some help I want for me/ my family) the last row of boxes has been left blank so that the young person can identify some goals for themselves if they wish.

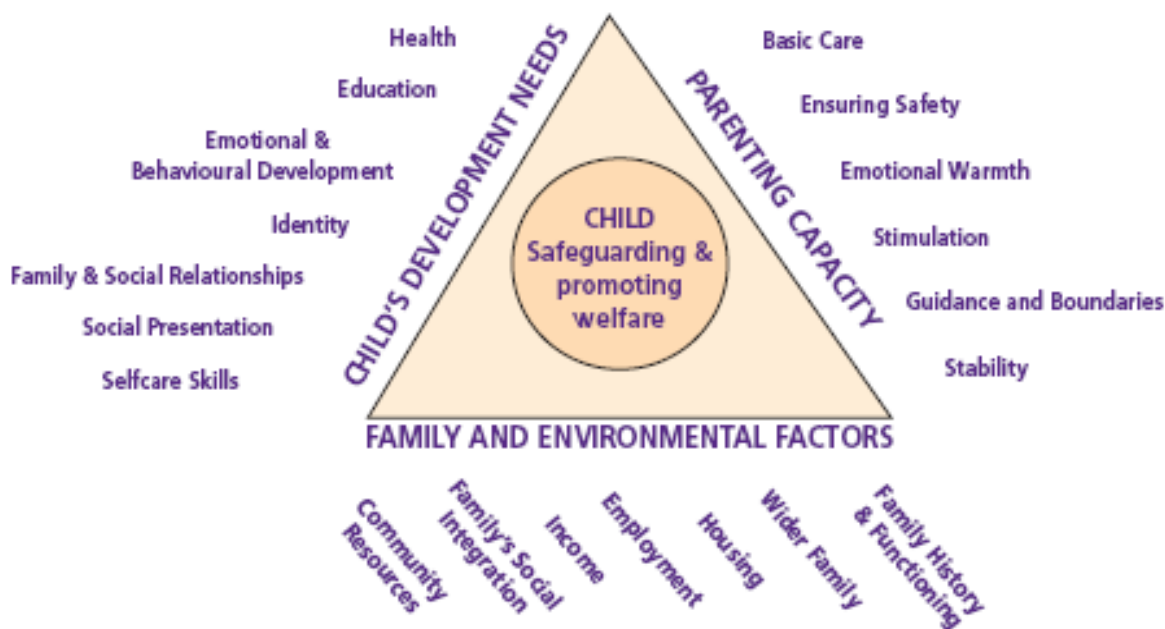
Appendix 1: What do the headings on “My Life Now” mean?

This table gives examples and suggestions, not exhaustive definitions. The young person should be enabled to define these headings. The young person may decide that a heading should include aspects of their life not currently listed.

| Heading | Red inner circle (marked 1)* | Green outer circle (marked 3) |
|----------------------|---|---|
| Health and body | Physical health problems; (at risk of) substance misuse; lack of exercise; problems with diet | Physically healthy; healthy life style and diet. |
| Impact of caring | Caring responsibilities have a negative impact on the young person's well being. | Caring responsibilities have little impact on the young person/ |
| Free time, fun | Excessive time spent caring; little free time or time for self | Little time spent caring; lots of free time and time for self |
| School work | Under-achieving with schoolwork or home work. | Achieving potential in school work and homework. |
| Future | Sees few achievable positive choices for the future. | Sees many achievable positive choices for the future. |
| How others see me | Behavioural problems at school or elsewhere; (at risk of) offending; involved in bullying others. | Others are positive about the young person. |
| I feel/ I am | Low self esteem; mental health issues; stress; anxiety; vulnerable | Positive sense of self; resilient. |
| Friends | Isolated; few positive stable relationships with young people. | Strong stable friendships. |
| Bullying | Victim of severe bullying. | No issues with bullying. |
| Who looks after me? | No reliable source of support at home/ within family. | Reliable source of support from appropriate family member. |
| Safety at home | Risks of significant harm identified* | The young person is in a safe environment at home. |
| My parents & family | Serious difficulties or conflicts affecting family relationships. | Positive, warm and stable relationships within family. |
| Changes | Recent (or expected) traumatic life changes at home or school. | Experiences stability in home and school. |
| Family carers? | No other informal carers. | An adult within the family takes the lead caring role. |
| House and home | Housing overcrowded, inappropriate or unstable. | Appropriate and stable housing. |
| Money matters | Low income; debt issues; problems claiming benefits; young carer has a caring role involving money, bills | Stable source of adequate income; no financial caring responsibilities. |
| Who helps my family? | No other agencies involved in supporting family. | Family accesses professional support that meets all its needs. |
| | To be defined by young person. | To be defined by young person. |

***If any potential risk of significant harm has been identified in any aspect of the young person's life, immediately follow the Service's Safeguarding/ Child Protection Procedures.**

Appendix 2: Framework for the Assessment of Children in Need and their Families (The “Assessment Framework”)



Appendix 3: Connexions APIR individual planning tool

Using the Connexions Framework

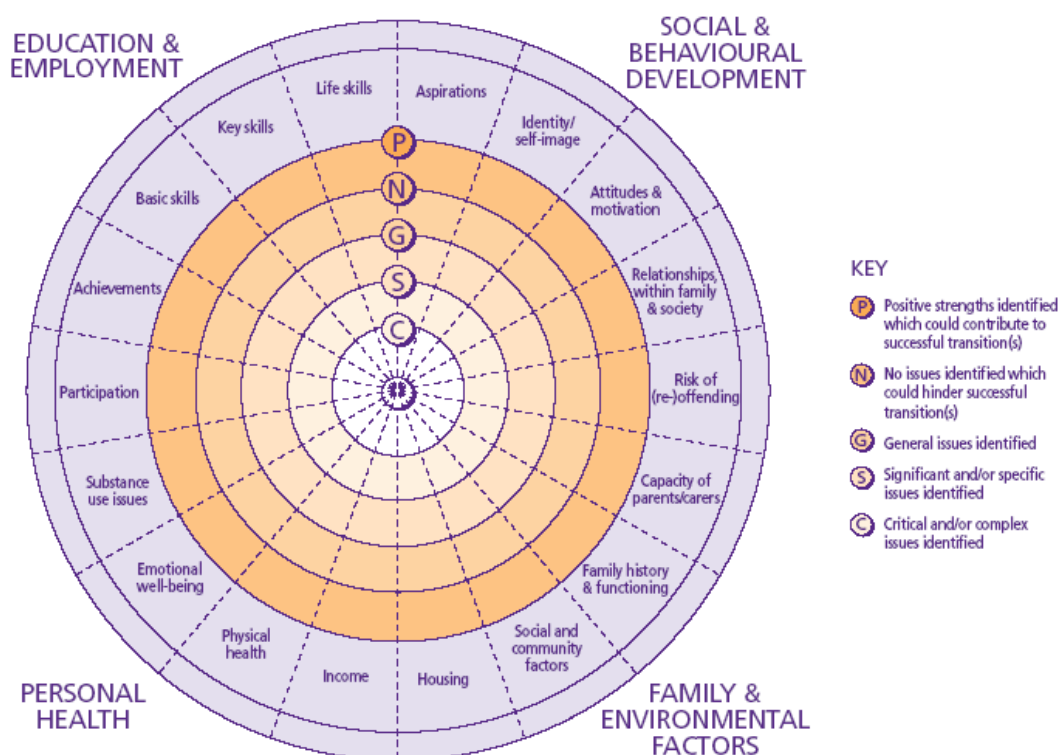


Figure 5: The 18 factors of the assessment profile

Appendix 4: Cross-referencing the assessment tools

| Connexions APIR | My life now | Common Assessment Framework (CAF) | Framework for Assessment for Children in Need and their families | |
|---------------------------------|----------------------|--|--|---------------------------|
| Drugs and alcohol | Health and body | General health | Health | Child's Development Needs |
| Your health | | Physical development | | |
| Your Learning and Leisure | Impact of caring | Participation in learning, education & employment | Education | |
| | Free time, fun | | | |
| Your reading, writing and maths | School work | Progress and achievement in learning | | |
| | | | | |
| Your hopes for the future | Future | Aspirations | | |
| Your Successes | How others see me | Speech, language and communications development | emotional & behavioural development | |
| Your attitudes | | Understanding, reasoning, problem solving | | |
| Key skills | | Behavioural Development | | |
| You and the law | | | | |
| Your feelings | I feel/ I am | Self-esteem, self-image and identity | Identity | |
| How you see yourself | | | | |
| Your friends and family | Friends | Family and social relationships | family and social relationships | |
| | Bullying | | | |
| Your living skills | Who looks after me? | Speech, language and communications development | social presentation | |
| | | Self-care skills and independence | Self-care skills | |
| Who looks after you? | Safety at home | Basic care, ensuring safety and protection | basic care ensuring safety | Parenting Capacity |
| | My parents & family | Guidance, boundaries and stimulation | Guidance and boundaries Stimulation | |
| Your family | | Emotional warmth & stability | Emotional warmth Stability | |
| | Changes | Family history, functioning & well-being | family history & functioning | |
| Other carers? | Wider family | Wider family | | |
| Your home | House and home | Housing, employment and financial considerations | Housing | |
| Money | Money matters | | Employment income | |
| Where you live | Who helps my family? | Social & community elements & resources, including education | family's social integration | |
| | | | community resources | |

Appendix 5: My Life Now Cross-referenced with Every Child Matters, Five Outcomes

| My Life Now | Every Child Matters |
|----------------------|------------------------------|
| My Parents & Family | Stay Safe |
| House and Home | |
| Safety at Home | |
| Family Carers | |
| Who looks after me? | |
| Coping with changes | |
| Bullying | |
| Health and Body | |
| Impact of Caring | |
| I feel/ I am | Make a Positive Contribution |
| How others see me | |
| Friends | Enjoy and Achieve |
| Free time and Fun | |
| School Work | |
| Future | Achieve Economic Well-Being |
| Money Matters | |
| Who helps my family? | |