

Looking After Children

Assessment and progress record

AGE 15 YEARS AND OVER

Details on this page are to be completed BEFORE the Assessment and Progress conversation

CLIENT DETAILS

CRIS Number CRISSP Number

Name

Gender F M Date of birth Day Month Year

DHS Placement type

- Home Based Care
- ACP
- Home Based Care Therapeutic Foster Care
- Home Based Care Kinship Care
- Residential Care
- Lead Tenant

Is this young person on a statutory order? Yes No

Carer name

Child protection worker name

Agency worker name

Position

Agency

Date Assessment and Progress Record begun Day Month Year

Date Assessment and Progress Record completed Day Month Year

Purpose of the Assessment and Progress Record

Looking After Children is a best practice approach that assists placement agency workers, caregivers, parents, child protection workers and others closely involved to work together as a Care Team to provide good parenting of children and young people in care. The Assessment and Progress Record is a key tool within the Looking After Children framework. It finds out how children and young people in care are progressing towards developmental objectives across seven life areas: Health, Emotional and Behavioural Development, Education, Family and Social Relationships, Identity, Social Presentation, and Self-Care Skills. Information on the Assessment and Progress Record should update the Care and Placement Plan to ensure children and young people in care receive good parenting and achieve good outcomes.

The Assessment and Progress Record is primarily designed for the assessment and planning of individual children and young people in care. Since information on the tool is collected in much the same way for all children and young people in care, it can also be gathered together, or aggregated. Aggregating information on large groups of children and young people in care is very valuable for ongoing service planning and systems. From time to time, information from the Assessment and Progress Record will be gathered together for this purpose. Data aggregation is undertaken by authorised personnel according to strict security and privacy procedures.

Tips for completing the Assessment and Progress Record:

- Different sections of the Record are addressed to the placement agency worker, the child's caregiver and young people aged 10 years and above.
- Placement agency workers and caregivers should be prepared to find out information in order to complete the Assessment and Progress Record.
- Information should be gathered through a series of conversations with the child or young person and members of the child's Care Team.
- Caregivers and workers should be familiar with each section of the Assessment and Progress Record before conducting the conversations.
- Conversations aimed at gathering information should be enjoyable for all concerned.
- It is important that the Summary Assessment of progress is completed at the end of each life dimension. These are intended to provide a means of comparing how the child has changed from one assessment to another.
- The space at the end of the Summary Assessments should be used to start preparing the next Care and Placement Plan.

Tips for completing the Assessment & Progress Record for children/young people who have a disability or health condition:

- For all young people, including those with complex needs, the Record which relates to the child's chronological age should be used.
- Some questions may not all be appropriate for children and young people with a disability or serious health condition. While it is appropriate to skip over these questions, Summary Assessments should be completed for all children..

Please give details if this young person has a disability or health condition which may impact on completion of this Record.

Health

The questions in this section are about the health of this young person and the medical care s/he is getting to be and remain well.

During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the placement agency worker, caregiver, parents and child protection worker.

Long-term conditions refer to conditions that have lasted or are expected to last 6 months or more and have been diagnosed by a health professional

H1. Do you have any of the following long-term health conditions or problems? (Read the list and mark all that apply)

- Food or digestive allergies
- Respiratory allergies such as hay fever
- Other allergies
- Asthma
- Bronchitis
- Heart condition or disease
- Epilepsy
- Diabetes
- Foetal alcohol spectrum disorder
- Cerebral palsy
- Kidney condition or disease
- Blood disorder
- Developmental disability
- Learning disability
- Attention deficit disorder
- Emotional, psychological or nervous difficulties ...
- Any other long term condition (specify)

Don't Know

H2. Has anyone given you information about it (them) and discussed this with you?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H3. What advice and treatment are you receiving?

You need to be given information and opportunities to talk about any health condition or disability you may have.

H4. When did you last have a medical assessment?

- Less than 6 months ago
- 6 months ago or more
- Never had a medical assessment
- Don't know

H5. Have all recommendations made at the medical assessment been carried out?

- Not applicable – no medical assessment carried out
- Yes – all recommendations carried out
- No – some or all recommendations still to be followed up (Record details about plans at the end of this section)
- No recommendations made
- Don't know

You can use this as an opportunity to talk about any health problems which may have been worrying you, and which you may not have had a chance to discuss before. You can choose whether you want to see a male or female doctor. If possible you should go to the same clinic/doctor each time. Your doctor will need to know about any problems or treatment you are having.

H6. Do you have any problems with your hearing?

- Yes
- No > Go to Question H9
- Don't know

H7. Have you been prescribed a hearing aid?

- Yes
- No > Go to Question H9
- Not sure

H8. Do you use it?

- Always
- Sometimes (please say why)

- Never (please say why)

H9. When did you last have a hearing test?

- Less than 6 months ago
- 6 months ago or more
- Never had one
- Don't know



If you have communication difficulties please complete this question; otherwise, go to Question H12

H10. Which method of communication do you prefer to use?

- Speech
- Signed English
- Compic
- Auslan
- Other (please specify)

H11. What help are you getting (eg. speech therapy) to develop your communication and language skills?

H12. Do you have any problems with your sight?

- Yes
- No > Go to Question H16
- Don't know

H13. Do you need glasses or contact lenses?

- Yes
- No > Go to Question H16
- Not sure

H14. Do you wear them?

- Always > Go to Question H16
- Sometimes
- Never


H15. Please explain why you do not always wear your glasses.

H16. **When did you last have a sight test?**


- Less than 6 months ago
- 6 months ago or more
- Never had one

If you have difficulty reading what is written on the board at school or if you get headaches while you are watching television or using the computer, it is a good idea to have your eyes tested even if you have never needed glasses.

H17. **How tall are you in centimetres?**



H18. **How much do you weigh in kilograms?**



H19. **Are you worried about your weight?**

- Yes
- No > *Go to Question H22*

H20. **If so, have you been given further advice and/or treatment?**

- Yes
- No

H21. **Is any other member of your care team worried about your weight?**

- Yes
- No
- Don't know

H22. **Are you worried about your height?**

- Yes
- No > *Go to Question H25*

H23. **If so, have you been given further advice and/or treatment?**

- Yes
- No

H24. **Is any other member of your care team worried about your height?**

- Yes
- No
- Don't know

H25. **When did you last visit a dentist?**

- Less than 6 months ago
- 6 months ago or more
- Never seen one > *Go to Question H31*
- Don't know

H26. **What treatment did s/he say you needed? (Mark all that apply)**

- No treatment, just a check-up
- Filling(s)
- Treatment to straighten teeth
- Teeth removed because (please specify reason)



Other (eg. fluoride treatment) (please specify)



H27. **Has all treatment been carried out?**

- Not applicable: no treatment recommended
- All
- Some
- None

H28. **Do you have a brace, plate or other dental fitting?**

- Yes
- No

H29. **Do you wear it?**

- Always > *Go to Question H31*
- Sometimes
- Never

H30. Please explain why you do not always wear your brace, plate or other dental fitting.

H31. What do you eat and drink on a typical day? Please indicate any special diet (eg. vegetarian, Halal, gluten free etc).

H32. Do your caregiver(s) think this is a healthy diet?

- Yes
- Doubtful
- No
- Don't know what caregiver(s) think

H33. Have you been given information about the importance of eating food that is good for you?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H34. In the past week how often have you been physically active for a total* time of at least 60 minutes?

- Everyday
- 5 to 6 days
- 4 days
- 3 days
- 2 days
- 1 day
- No days

**Does not need to be continuous, can be made up of shorter bursts of activity*

H35. If you have a medical condition (eg. arthritis or asthma) or disability that affects your mobility, is anyone advising you about this?

- Not applicable – no relevant medical condition
- Yes
- No
- Don't know

H36. Have you been given information about how exercise is good for you?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

Placement Agency Worker: The following questions may not all be relevant depending on this young person's age or for other cultural reasons. It may be appropriate to skip over some of these questions. You should consult with the people in this young person's Care Team to decide who will discuss these issues with this young person.

H37. Have you been given information about how alcohol affects your health?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H38. Have you tried alcohol in the past 12 months?

- Yes
- No
- Refused

H39. Have you been given information about how smoking affects your health?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H40. Have you smoked cigarettes or other forms of tobacco in the past 12 months?

- Yes
- No
- Refused

H41. If you smoke what help have you had to quit smoking?

H42. Have you been given information about how drugs can affect your health?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H43. Have you used inhalants in the past 12 months?

(eg. Chroming, Sniffing, Solvents, Aerosols, Glue, Petrol, Laughing gas, Whippits, Nitrous, Snappers, Poppers, Pearlers, Rushamines, Locker room, Bolt, Bullet, Rush, Climax, Red gold, Amyl, Bulbs)

- Yes
- No
- Refused

H44. Have you taken illegal drugs other than those medically prescribed in the past 12 months?

- Yes
- No
- Refused

If you or your caregiver(s) want more information, booklets and information can be obtained from the local Community Health Centre, or the Alcohol & Drugs-Direct Line (Freecall 1800 888 236).

Accurate factual knowledge about puberty, sex and contraception, as well as discussions around the part sex plays in relationships are important and interesting to all young people who are developing into adulthood. Young people who are in care or disabled are no exception to this but may miss out on some of the discussion in formal school lessons or with their peers, especially if they move schools frequently. However, young people vary greatly in their need for information and placement agency workers, birth parents and caregivers need to exercise discretion and sensitivity as to when it is appropriate to discuss some of the issues which follow.

H45. Have you been given information about how your body changes as you grow up?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H46. Have you been given information about sexuality and sexual preference?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H47. Have you had a chance to talk to anyone about sex and contraception?

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H48. Would you like to talk about this more with an adult you can trust? If so, with whom?

H49. **Have you been given information about pregnancy?**

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

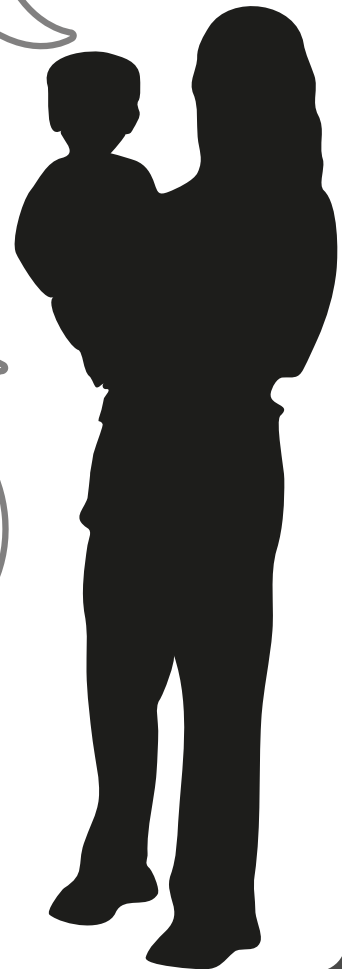
H50. **Have you been given information about the risks to your health of having unprotected sex (sex without using a condom to protect you from becoming infected with the HIV virus and other sexually transmitted diseases)?**

- Yes, I know enough about it
- Yes, but I would like to know more
- No, but I would like to know
- No, I don't want to know

H51. **Would you like to talk about this more with an adult you can trust? If so, with whom?**

The contraceptive pill, if used properly, will prevent you from becoming pregnant but it does not protect you from catching sexually transmitted diseases such as Herpes, HIV, Syphilis or Gonorrhoea.

If you want more information in confidence you can talk to your doctor, or, if you want to talk to someone who doesn't know you, you can get help from Family Planning Victoria (03) 9257 0100 who can help you with information about your sexual identity, sexual health, contraception and pregnancy.



During the Assessment and Progress conversation the CAREGIVER is to answer the following questions with assistance as needed from the placement agency worker, the young person, parents and child protection worker.

H52. In the past 12 months has this young person suffered an injury (eg. broken bone, bad cut or burn, head injury) that was serious enough to require medical attention by a doctor, nurse or dentist?

- Yes
- No > Go to Question H54
- Don't know

H53. For the most serious injury, what type of injury did s/he have?

- Broken or fractured bones
- Burn or scald
- Dislocation
- Dental injury
- Sprain or strain
- Multiple injuries
- Cut, scrape or bruise
- Concussion
- Poisoning by substance or liquid
- Internal injury
- Other (please specify)

H54. In the past 12 months, has this young person ever been an overnight patient in the hospital?

- Yes
- No
- Don't know

H55. Are routine immunisations up to date?

- Yes
- No
- Don't know

If you are a girl it is particularly important for you to be immunised against Rubella (German measles) because it can damage your baby if you catch it when you are pregnant. Australia also has a national program of HPV immunization, which provides the human papillomavirus (HPV) vaccine free to all women between 12 and 26 years of age.

SUMMARY ASSESSMENT OF HEALTH

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following questions based on the information obtained on the entire health section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

How far have the following objectives been met?

Objective 1: This young person is normally well.

- Normally well; unwell for 1 week or less in the last 6 months
- Sometimes ill; unwell between 8 and 14 days in the last 6 months
- Often ill; unwell between 15 and 28 days in the last 6 months
- Frequently ill; unwell for more than 28 days in the last 6 months
- Don't know

Objective 2: This young person's weight is within normal limits for his/her height.

- Seriously underweight
- Underweight
- Within normal limits
- Overweight
- Seriously overweight
- Don't know

Objective 3: All preventive health measures, including immunisations, have been taken.

- All
- Most
- Few
- None
- Don't know

Objective 4: All ongoing health conditions and disabilities, including developmental delays, are being addressed as soon as recognised.

- No health condition or disability
- Prompt and appropriate action has been taken
- Some action but more could be done
- Inadequate action being taken
- No action yet
- Don't know

Objective 5: This young person does not put his/her health at risk*.

- No risks taken
- Some risks taken
- Considerable risks taken
- Health placed seriously at risk
- Don't know

**This could be by abusing nicotine/alcohol/drugs and other substances or by the young person placing him/herself sexually at risk.*

Change in health since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

If anyone is in disagreement about the summary assessment of health, say who disagrees and why.

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.



EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

The questions in this section are designed to draw attention to how this young person has been feeling and how this has affected the way s/he behaves. They also find out whether this young person is getting help if s/he needs it.

During the Assessment and Progress conversation the CAREGIVER is to answer the following questions with assistance as needed from the placement agency worker, the young person, parents and child protection worker.

The Victorian Assessment and Progress Record includes a common measure of young people's emotional and behavioural development called the Strengths and Difficulties Questionnaire (SDQ). This enables the placement agency worker or the caregiver to compare this young person's progress with that of their peers. For scoring information go to www.sdqinfo.com/ScoreSheets/e1.pdf

B1. Please tick one box for each of the following statements to best describe this young person's behaviour over the past six months:

	Not true	Somewhat true	Certainly true
Considerate of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restless, overactive, cannot stay still for long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often complains of headaches, stomach aches or sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares readily with other children (treats, toys, pencils, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often loses temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rather solitary, tends to play alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally well behaved, usually does what adults request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many worries, often seems worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful if someone is hurt, upset or feeling ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constantly fidgeting or squirming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has at least one good friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often fights with other children or bullies them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often unhappy, depressed or tearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally liked by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easily distracted, concentration wanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous or clingy in new situations, easily loses confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often lies or cheats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Picked on or bullied by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often volunteers to help others (parents, teachers, youth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinks things out before acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steals from home, school or elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets along better with adults than with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many fears, easily scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good attention span, sees chores or homework through to the end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the Assessment and progress conversation the **PLACEMENT AGENCY WORKER** is to answer the following questions with assistance as needed from the caregiver, parents and child protection worker.

B2. Are any of the items in B1 a cause for concern? If so, please describe:

B3. Are there any other concerns which have not been mentioned in B1 (eg. self harm, criminal activity, fire lighting, sexualised behaviours etc.)? If so, please describe:

B4. Has this young person seen a mental health professional in the past 12 months? (Mark all that apply)

- No, has not seen anyone in the past 12 months..
- Yes, psychiatrist
- Yes, psychologist/counsellor.....
- Yes, other mental health service provider (please specify).....

B5. In what other ways are emotional and behavioural difficulties being dealt with? Describe:

Children who live away from home can be more likely than others to have some emotional problems because they have often had more stressful life experiences. It is important to consider whether the feelings or behaviours that trouble young people or their caregivers would benefit from specialist assessment and help. It is easier to help with problems if they are identified early. Certain types of disorder (eg. post traumatic stress disorder, anorexia nervosa, bulimia, obsessive compulsive disorders, severe depression or suicide attempts) need specific types of help. Any self-harm should always be treated seriously and appropriate help sought.

Emotional & Behavioural Development



During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the placement agency worker, caregiver, parents and child protection worker.

B6. What positive experiences have you had during the past year (eg. stability in living arrangements, good relationship with a supportive adult, made new friends, gone on a trip)?

You can get further confidential advice and counselling from Kids HelpLine 1 800 551 800 (telephone calls are free). Sometimes people who have been physically or sexually harmed by others respond by hurting other people. If you are frightened you might do this, tell someone you trust, as it is possible to arrange some help for you. Some schools have a policy on anti-racism, bullying and sexual abuse. Your teacher or placement agency worker should be able to tell you about this.



SUMMARY ASSESSMENT OF EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following questions based on the information obtained on the entire emotional and behavioural development section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

How far have the following objectives been met?

Objective 1: This young person is free of serious emotional and behavioural problems.

- No problems
- Minor problems
- Problems exist which need remedial action
- Serious problems exist which need specialist input
- Don't know

Objective 2: This young person is receiving effective treatment for all persistent problems.

- Not applicable – does not need treatment
- Receiving effective treatment
- Receiving some treatment
- Not receiving enough treatment
- Don't know

If anyone is in disagreement about the summary assessment of emotional and behavioural development, say who disagrees and why.

Change in emotional and behavioural development since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.



EDUCATION

This section is about this young person's school and the help s/he needs to realize his/her academic potential. The questions are also designed to find out if this young person's education is being properly planned, and if s/he has opportunities to learn special skills and to take part in a wide range of activities, both in and out of school. If this young person is no longer in full-time education, the questions are meant to find out if s/he has the necessary skills to find employment.

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following questions with assistance as needed from the caregiver, the young person, parents and child protection worker.

E1. What type of school does this young person go to?

- Primary
- Secondary
- Alternative School
- Special Development School
- School for the Deaf
- Koorie Open Door Education KODE
- Distance Education
- TAFE
- Does not attend school > Go to Question E42

E2. Is this school?

- A Government school
- A Catholic school
- An Independent or private school
- A tertiary Institution

E3. How many days does s/he attend each week on average?

- At least 2 days per week
- At least 3 days per week
- At least 4 days per week
- Full time
- Less than 2 days per week
- Not at all

E4. What grade or year level is this young person currently completing at school?

- Secondary Year 7
- Secondary Year 8
- Secondary Year 9
- Secondary Year 10
- Secondary Year 11
- Secondary Year 12
- Ungraded (i.e. Special education)

E5. Is this young person currently repeating this grade/year?

- Yes
- No
- Don't Know

E6. During the previous four weeks* of school, how many days has this young person been absent for any reason?

Number of days

- Don't Know

**If school holidays have taken place during the past four weeks, exclude school holidays.*

E7. What was the MAIN reason for being absent from school?

- Access visit
- Appointment with mental health professional
- Court appearance or court-related matter
- Expulsion
- Extended holiday/visit
- Formal Suspension
- Informal Suspension
- Lack of transportation
- Lengthy illness/hospitalization
- Meeting with social worker or child health worker
- Other: Exclusion
- Other: Extended absence
- Problem with children at school
- Problem with the teacher
- School refusal
- Transience/Instability
- Withdrawal by family
- Not available – No absences

Information regarding educational options in a particular area is best sought from the Regional DEECD Office in the area the young person will be living.

E8. During the past 12 months, how many times, if any, has this young person been temporarily suspended from school?

- Not applicable – not at school in last 12 months...
- Never
- Once or twice
- 3 or 4 times
- 5 times or more
- Don't know

E9. In the past 12 months has this young person been expelled from school?

- Yes
- No
- Don't Know

E10. Other than the natural progression through the school system (eg. change from infant to primary, or primary to secondary school), how many times (if any) has this young person changed schools since s/he first came into care?

- Numeric entry
- Don't Know

E11. Other than the natural progression through the school system, has this young person changed school in the last 12 months?

- Not applicable – not at school in last 12 months...
- Yes
- No
- Don't Know

E12. Who goes to this young person's school to talk about their progress with the teachers and keeps a record of decisions taken?*

- Birth parent(s)
- Caregiver(s)
- Residential worker
- Placement agency worker
- Protective worker
- Other (please specify)

- No-one
- Not sure

**This includes school events and parents' evenings.
An adult who is responsible for this young person's care should also be present at any health or education reviews.*

E13. Has this young person's school established a Student Support Group (SSG)?

- Yes
- No > Go to Question E15
- Don't know

E14. Has the Student Support Group (SSG) developed an Individual Education Plan (IEP)?

- Yes
- No
- Don't know

E15. Is this young person's latest school report currently kept on his/her file?

- Yes
- No
- Don't Know

Education



During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the caregiver, parents, the placement agency worker and child protection worker.

E16. What do you enjoy most at school/TAFE?

E17. What do you like least about school/TAFE?

E18. Do you feel you are bullied/picked on at school/TAFE? If yes, by whom?

E19. What courses or subjects are you taking?

E20. How do you get to and from school/TAFE each day?

E21. Do you think you go to the sort of school/TAFE that is right for you?

- Yes
- Currently being assessed
- No
- Don't Know

E22. In this school year have you ever wagged/skipped school/TAFE?

- Yes
- No > Go to Question E24
- Don't Know
- Refused > Go to Question E24

E23. Would you say you have wagged/skipped school/TAFE...

- For weeks at a time
- For several days at a time
- For particular days or lessons
- For the odd day or lesson
- Never
- Don't know

E24. Has your school/TAFE arranged work experience for you?

- Yes
- No
- Not applicable – Work experience not part of curriculum

E25. Do you have a weekend/casual job?

Yes (please describe in the space below)



No, don't want one

No, would like to find a job

E26. Can you write well enough to complete a job application?

Yes

No

Don't know

E27. Do you have access to a computer with internet connection?

Yes

No

Don't Know

E28. On average, how much time per day do you watch TV or videos/DVDs, or play electronic games?

Less than 30 minutes

Between 30 minutes and 1 hour

Between 1 and 2 hours

Between 2 and 3 hours

3 hours or more

E29. Do you have a satisfactory place* for homework or quiet study?

Yes

No

**A satisfactory place is somewhere with enough space and light and a suitable chair and table. It should be somewhere not too noisy for you to concentrate and where you are not constantly interrupted by other people.*

E30. How often do you read for fun (not for school)?

Every day

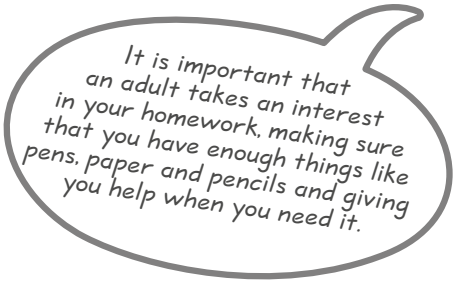
A few times a week

Once a week

A few times a month

Less than once a month

Almost never



E31. Who regularly supports you with your homework (eg. provides support with Maths, English and sees that homework is done)?



E32. Do you have a learning difficulty?

Yes

No > Go to Question E35

Not sure/currently waiting for an assessment

Don't know

**A young person may have learning difficulties if s/he finds it difficult to carry out tasks that most young people of the same age can do easily.*

E33. If difficulties have been identified, what extra help are you getting?



E34. Do you need specialist learning materials or equipment (eg. the use of a computer or materials in Braille) at school or at home?

Yes

No

Not sure

E35. Do you, your parents, your teacher and your caregiver(s) all think you are doing as well as you can at school?

	Yes	No	Not sure
You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Birth parent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are having difficulties with any of your school work, particularly reading or writing, this is a good time to talk to someone. Your teacher and/or caregiver might be able to help you with this.

E36. Have you discussed the subjects you will be taking and your plans for the future?

- Yes, with parent(s)
- Yes, with caregiver(s)
- Yes, with teachers
- No

E37. How far do you hope to go in school?

- Complete year 10
- Complete VCE
- Technical trade or vocational school (above the high school level)
- Apprenticeship program
- University
- Other

E38. Have you had any advice about staying on to complete Year 12 or attend TAFE or what sort of job you might do?

- Yes, I know enough about this
- Yes, but I would like more advice
- No, but I would like some advice
- No, I don't want any advice

It may be possible to get financial assistance to help you continue in further education. Your placement agency worker will be able to give you some advice about this.

E39. In the past six months what activities have you participated in outside of school hours (eg. sports, dance/music lessons, clubs, groups or community programs, eg. scouts)?

E40. What skills or hobbies do you have (eg. swimming, bike riding, computer games, learning to play a musical instrument, choir, sport, chess)?

E41. Is there any club that you would like to join or skill you would like to learn?



These questions are for young people who currently do not attend school

E42. What is the MAIN reason you don't currently go to school?

- Home schooled/distance education
- Taught at an institution (eg. hospital, young offender facility, residential facility)
- Health reason or disability
- Waiting to start at another school
- Expulsion
- Pregnant
- Poor grades
- School refusal
- Employed
- Don't get along with other students
- Drug/alcohol problem
- Other (specify)

E43. What is the highest grade of school that you have completed?

- Year (Grade) 6 or below
- Year 7 (Grade 7)
- Year 8 (Grade 8)
- Year 9 (Grade 9)
- Year 10 (Grade 10)
- Year 11 (Grade 11)
- Year 12 (Grade 12)
- Not applicable (eg. special needs)

E44. Do you have a job now?

- Yes – full time
- Yes – part time
- Yes – day release
- No

E48. Do you have a learner's permit?

- Not applicable (Not old enough)
- Yes
- No

E45. If you are currently or have been unemployed since leaving school/TAFE, how many months in total has this been?

E46. If you are not at school/TAFE and don't have a job, what do you plan to do?

E47. What would encourage you to return to school or an educational or training program?

SUMMARY ASSESSMENT OF EDUCATION

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following questions based on the information obtained on the entire education section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

How far have the following objectives been met?

Objective 1: This young person's educational attainments match his/her ability.

- Performance matches ability
- Performance somewhat below ability
- Performance seriously below ability
- Don't know

Objective 2: This young person is acquiring special skills and interests.

- Many
- Some
- Few
- None
- Don't know

Objective 3: This young person is participating in a wide range of activities.

- Wide range of activities
- Some activities
- Few activities
- No participation
- Don't know

Objective 4: Adequate attention is being given to planning this young person's education.

- Satisfactory planning
- Some planning, but not enough
- Little or no planning
- Don't know

Objective 5: This young person has some educational qualifications.

- Yes
- No
- Don't know

Objective 6: This young person has developed skills useful for employment.

- Many skills
- Some skills
- Few skills
- Don't know

Objective 7: The young person has a range of leisure interests.

- Wide range of leisure interests
- Some leisure interests
- Few leisure interests
- None
- Don't know

If anyone is in disagreement about the summary assessment of education, say who disagrees and why.

Change in education since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.



HEALTH

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FAMILY AND SOCIAL RELATIONSHIPS

The questions in this section are meant to find out if this young person is being encouraged to build a close relationship with a parent or someone who acts as his/her parent, if s/he knows an adult who will help him/her if s/he needs it. They also ask if this young person enjoys contacts with members of his/her birth family, if s/he is learning to get on well with adults and other children/young people, and if s/he has any close friends.

During the Assessment and progress conversation the **PLACEMENT AGENCY WORKER** is to answer the following questions with assistance as needed from the caregiver, parents and child protection worker.

F1. During the past six months how well has this young person got along with his/her:

	No problems or hardly any problems	Occasional problems	Frequent or constant problems	Not applicable (doesn't live with this person)
Primary caregiver (eg. foster mother)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional caregiver (eg. foster father)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other children living in the same house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F2. How often does the primary caregiver show this young person physical affection (eg. hugs)?

- Often > Go to Question F4
- Sometimes > Go to Question F4
- Rarely

F3. Please say why this young person is rarely shown physical affection (eg. hugs).

The way that different families show affection varies a great deal and cuddling may not always be appropriate or helpful if anyone is uncomfortable with it. You may be living with people who hug a lot and find this strange or you might want cuddles and be living with a family who do not do this naturally.

F4. Indicate how often this young person has face-to-face or overnight contact with his/her mother, father, siblings and other relatives with whom s/he has had most contact of any kind (eg. maternal grandmother).

	Not applicable (eg. not alive)	Never	Less than monthly/ irregularly	Less than weekly but at least monthly	At least weekly	Most days
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siblings *If this young person is currently living with his/her siblings, please leave this section blank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other relative from this young person's maternal side of the family with whom this young person has had most contact of any kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record name and relationship to this young person here:	<input type="text"/>					
Other relative from this young person's paternal side of the family with whom this young person has had most contact of any kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record name and relationship to this young person here:	<input type="text"/>					

HEALTH
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F5. Does this young person have a positive connection to at least one member from his/her birth family (eg. mother, father, aunt, sibling)?

- Yes
- No
- Don't Know

F6. How many different people have acted as this young person's caregiver* since birth?

Number of adult caregivers

Don't know
(please say why this information is not known)

*The caregiver is anyone who has looked after the young person on more than a temporary basis.

F7. Please indicate how many (eg. 0, 1, 2 etc.) placement settings this young person has lived in the past year?

- Foster care
- Respite home
- Residential care
- Hospital
- Custody/detention facility
- Independent living
- Other residential placement settings

Family & Social Relationships



During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the caregiver, parents, the placement agency worker and child protection worker.

F8. How many close* friends do you have?

Number of close friends

None

**By close friends we mean the people you trust and confide in. They are friends that you see at school or outside school.*

F9. Apart from your parent(s) and/or caregiver(s), is there any other adult you know who you could turn to?

Yes

No

Not sure

F10. How often do you see your friends outside school?

Frequently

Sometimes

Rarely or never

F11. What improvements, if any, in your current living situation would you like to see happen in the coming year?



F12. Do you have a home base (your own family, a foster family, or a former residential unit) where you feel welcome and where you can:

be sure of a bed if necessary?

- Yes
- No
- Not sure

expect to go for major holidays such as Christmas, New Year, Ramadan?

- Yes
- No
- Not sure

drop in without an invitation?

- Yes
- No
- Not sure

expect help at special times such as your wedding, when you have your first child or if some crisis occurs?

- Yes
- No
- Not sure

F13. Have you talked to anyone seriously about the responsibilities involved in making a commitment to a partner or sharing a flat/house with somebody?

- I do not want to talk this over
- I would like to talk this over

F14. Have you had any children or are you expecting one?

- No > *You have completed all the Questions in the Family and Social Relationships section*
- Yes
- Not sure

F15. Does/will your baby live with you?

- Yes
- No
- Not sure if s/he will

F16. How do you think you look after/will look after your baby?

- Very well
- Satisfactorily
- Poorly
- Not sure
- Not looking after baby

F17. If your partner lives with you, how does/will s/he look after your baby?

- Very well
- Satisfactorily
- Poorly
- Not sure
- Not looking after baby

F18. Does your placement agency worker agree with these assessments?

- Yes
- No
- Not sure

F19. Do you have someone you can turn to for practical help, such as baby-sitting and advice about looking after the baby or being a parent?

- Yes
- No

F20. Do you or your placement agency worker think you need more advice or support?

- Yes, I do
- Yes, my caseworker does
- No
- Don't know what case worker thinks

SUMMARY ASSESSMENT OF FAMILY AND SOCIAL RELATIONSHIPS

During the Assessment and Progress conversation the **PLACEMENT AGENCY WORKER** is to answer the following questions based on the information obtained on the entire family and social relationships section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

How far have the following objectives been met?

Objective 1: This young person has had continuity of care.

- Continuity – No changes in the last 12 months.....
- Some disruption – One change in the last 12 months
- Care seriously disrupted – Two or more changes in the last 12 months
- Don't know

Objective 2: This young person is definitely attached to at least one caregiver.

- Definitely attached
- Some attachment
- Little or no attachment
- Don't know

Objective 3: This young person's contact with his/her birth family strengthens his/her relationship with them.

- Most contacts helpful
- Some contacts unhelpful
- Most contacts unhelpful
- No contacts
- Don't know

Objective 4: This young person has a home base where s/he is always welcome.

- Always welcome
- Often welcome
- Sometimes welcome
- No home base
- Don't know

Objective 5: This young person has a relationship with a person who is prepared to help him/her in times of need.

- A good relationship with someone s/he can call on regularly
- A fairly good relationship with someone s/he can call on in times of crisis
- No support of this kind
- Don't know

Objective 6: This young person is able to make friendships with others of the same age.

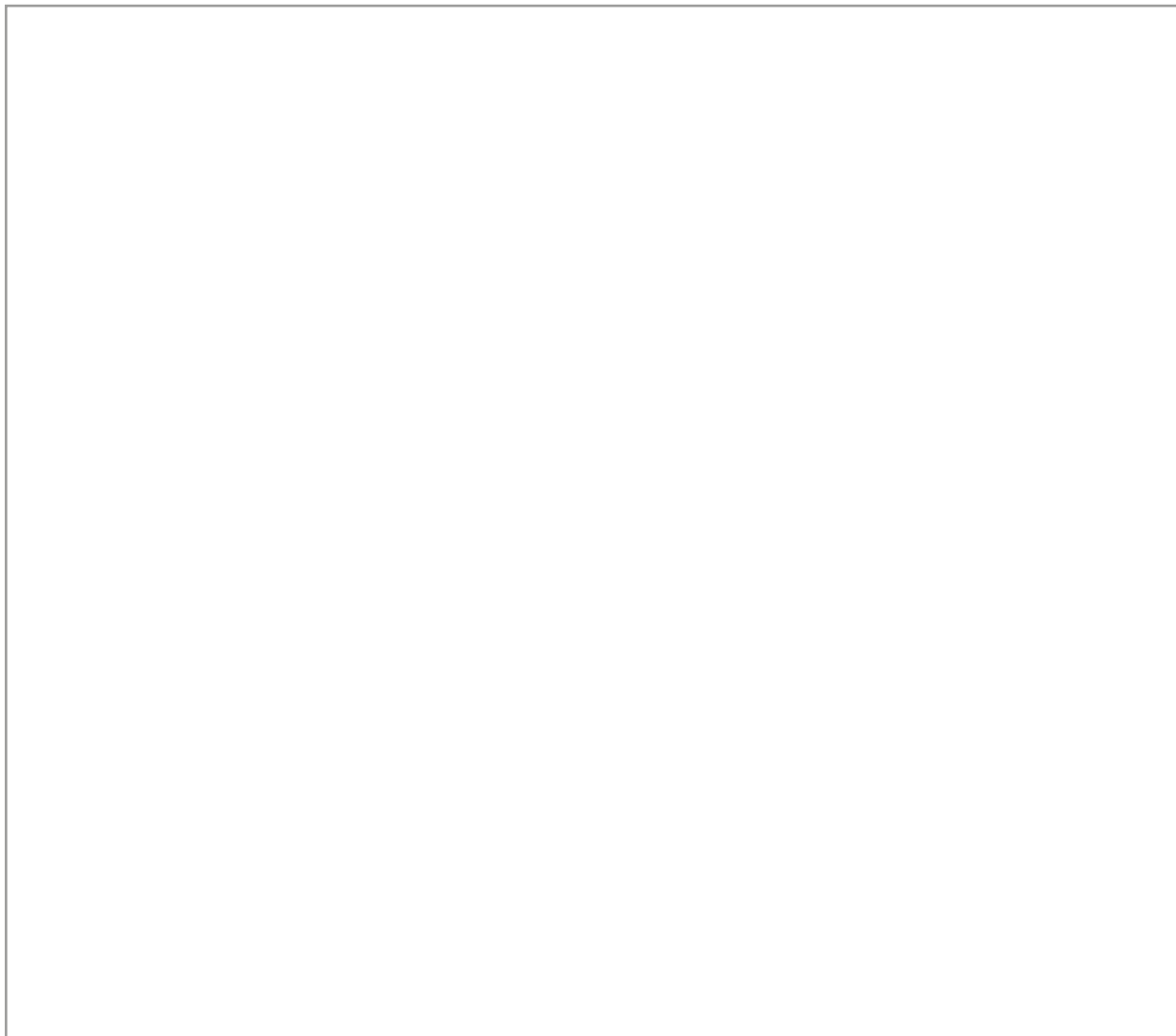
- Several friends
- Some friends
- Few friends
- No friends
- Don't know

If anyone is in disagreement about the summary assessment of family and social relationships, say who disagrees and why.

Change in family and social relationships since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.



Identity



The questions in this section are designed to make sure that this young person knows something about his/her birth family and culture, that s/he is being helped to understand and accept the reasons why s/he is not living at home, and that s/he feels increasingly confident about him/herself and about the way s/he makes decisions.

During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the caregiver, parents, the placement agency worker and child protection worker.

11. Which members of your birth family can you name/draw? (including grandparents, cousins, aunts and uncles as well as parents, brothers and sisters and anyone else you consider part of your broader family). Include any members of your step-family if this applies to you.

12. Would you like to find out more about your birth family?

- Yes
- No
- Don't Know

13. Has anyone helped you decide what to say when people, such as your friends, ask personal questions about your family, where you live, or why you are in care?

- No assistance needed
- Yes
- No

14. Who is making a life story book or personal album containing photographs and mementoes and discussing it with you?

- Life record information and materials not being collected/recorded
- Don't Know

15. Do you get picked on by other children or adults (eg. because you are not living at home, or because of your size, race, disability, gender or for any other reason)?

- Frequently
- Sometimes
- Never > Go to Question 17

16. Please say what happens and how you deal with this:

17. What, if any, is your religion or spiritual affiliation?

- No religion
- Record your religion here

18. Do you have enough opportunities to practise your religion (eg. religious services, festivals, prayers, clothing, diet)?

- Not applicable – I don't have a religion
- Yes
- No

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For Aboriginal and Torres Strait Islander Children. For non-Aboriginal children go to I15.

I9. Have you visited your own Aboriginal or Torres Strait Islander communities' country?

- Yes
- No

I10. Overall, do you have enough opportunities to spend time with family and others from your Aboriginal or Torres Strait Islander community?

- Yes
- No

I11. Overall, do you have enough opportunities to learn about traditional teachings, customs or ceremonies?

- Yes
- No


I12. Overall, do you get enough opportunities to participate in your own Aboriginal and Torres Strait Islander community events and activities?

- Yes
- No

I13. Do you have a Cultural Plan?

- Yes
- No > Go to Question I15

I14. Who is helping you to link with your culture and carry out your Cultural Plan?



I15. What is the first language that you learned to speak at home in childhood and can still understand (if you no longer understand the first language learned, choose the second language learned)?

- English
- Other (specify)



I16. Do you have enough opportunities to speak your first language (at home, at school, with friends etc.)?

- Yes
- No

I17. To which ethnic or cultural groups do you and/or your ancestors belong?



I18. Do your caregivers take an interest in the things you do?

- Always
- Sometimes
- Rarely
- Not sure

I19. How often do your caregivers praise you when you have done something well?

- Often
- Sometimes
- Rarely or never

I20. What things are you good at?



I21. When I am an adult, this is how I would like my personal and work life to be (eg. comment on life goals, career, education, and personal relationships).



SUMMARY ASSESSMENT OF IDENTITY

During the Assessment and Progress conversation the **PLACEMENT AGENCY WORKER** is to answer the following questions based on the information obtained on the entire identity section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

Objective 1: This young person has a positive view of him/herself and his/her abilities.

- Usually positive
- Positive in some situations
- Generally negative view of self
- Don't know

Note: A young person with a positive view of self will be generally confident in new situations. S/he will take on challenges and expect to succeed. S/he will enjoy meeting new people and expect to be liked.

Objective 2: This young person has an understanding of his/her current situation.

- Clear understanding
- Some understanding
- Unaware
- Don't know

Objective 3: This young person has knowledge of his/her family of origin.

- Knows family
- Knows something about family
- Knows nothing about family
- Don't know

Objective 4: This young person can relate to his/her racial or ethnic background.

- Fully
- Some ability to relate
- Little ability to relate
- Not at all
- Don't know

Objective 5: This young person, if Aboriginal or Torres Strait Islander, has a Cultural Plan which is being satisfactorily implemented.

- Not applicable – this young person is not Aboriginal or Torres Strait Islander
- Has a Cultural Plan and it is being satisfactorily implemented
- Has a Cultural Plan but only partially implemented
- This young person does not have a Cultural Plan

If anyone is in disagreement about the summary assessment of identity, say who disagrees and why.

Change in identity since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.



Social presentation

The questions in this section are designed to make sure that this young person is being helped to understand what sort of impression s/he makes on other people and how s/he needs to adapt to different situations.

During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the caregiver, parents, the placement agency worker and child protection worker.



P1. Overall, does your personal appearance give people the impression that you take care of yourself properly?

- Always
- Often
- Sometimes
- Never/Rarely

P2. Do you want more help and advice with looking after your skin and hair?

- Yes
- No
- Not sure

P3. Do you have suitable clothes to wear...

	Always	Sometimes	Rarely	Not applicable
At school/TAFE/work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On special occasions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you are out with your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For sport or physical exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P4. Do you want more help and advice with what you wear or how you want to look?

- Yes
- No
- Don't Know

P6. Overall, are you polite with friends and adults (eg. do you say please, thank you, excuse me)?

- Always
- Usually
- Sometimes
- Never/Rarely

P5. Can people understand what you are saying?*

- Always
- Usually
- Sometimes
- Never/Rarely

P7. Do you know how to adjust your behaviour and conversation to different situations (eg. at school/TAFE/work with friends, teachers or supervisors, at home or with people you don't know very well)?

- Always
- Usually
- Sometimes
- Never/Rarely

**In addition to speech, this question can refer to non-verbal language such as Auslan. Caregiver(s) may need to learn these skills in order to communicate with young people.*

SUMMARY ASSESSMENT OF SOCIAL PRESENTATION

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following questions based on the information obtained on the entire social presentation section. After answering the questions, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

How far have the following objectives been met?

Objective 1: This young person's appearance is acceptable to young people and adults.

- Acceptable to young people and adults
- Acceptable to young people only
- Acceptable to adults only
- Not acceptable to either
- Don't know

Objective 2: This young person's behaviour is acceptable to other young people and adults.

- Acceptable to young people and adults
- Acceptable to young people only
- Acceptable to adults only
- Not acceptable to either
- Don't know

Objective 3: This young person can communicate easily with others.

- Very easily
- Easily
- With some difficulty
- With great difficulty
- Don't know

If anyone is in disagreement about the summary assessment of social presentation, say who disagrees and why.

Change in social presentation since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.

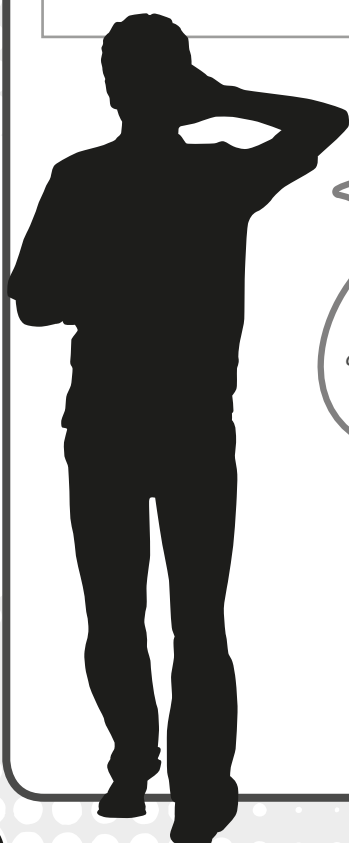
Self-Care Skills

All young people, regardless of whether they are living at home, or away from home, need to consider what skills they will need to one day live by themselves. Living independently will require you to be able to budget your money, find somewhere to live and be able to take care of yourself. This section will help you see what skills you already have, and what skills you need to learn.

During the Assessment and Progress conversation the YOUNG PERSON is to answer the following questions with assistance as needed from the placement agency worker, caregiver, parents and child protection worker.



S1. If you have a disability or health condition that impacts on your independence, please describe the current arrangements to develop your self-care skills then go to the summary section of self-care skills.



For a young person whose daily routine has been disrupted by placement changes, these skills may take more time to develop. This is not a cause for concern. These self-care skills are an indication of what a child of this age could be encouraged towards.

S2. Which of the following can you do?

	Yes	Learning how to do it	Not Learning
Domestic skills			
Make your own bed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean up your room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change bed linen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the vacuum cleaner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shop for food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean toilet, shower, kitchen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undertake simple repairs (eg. use tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the washing machine/dryer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing related knowledge			
Apply for housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognise the good and bad points of different housing types (eg. flats, caravans, youth refuges, public housing, squats, private rental)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the set up costs of housing (eg. bond, rent, utilities etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial skills			
Budget your money to cover accommodation, food, clothing, entertainment, transport, bills etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up a savings plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand information on bills such as telephone and gas (eg. how to pay and concessions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the good and bad points about buying on credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand information on a payslip or Centrelink payment advice letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and maintain a good credit rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare a budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your mobile phone bill/credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an automatic teller machine (ATM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a bank account and understand bank charges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	Learning how to do it	Not Learning
Service related knowledge			
Make a doctor/dentist appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise 100 points of Identity (ID)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply for a Medicare card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply for your birth certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access emergency relief assistance (eg. money, food etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill in a claim form (eg. Centrelink)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply for a drivers license	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get legal advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for help when required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use public transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills			
Get up on time/be ready for school/work without being told	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep a diary for appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**S3. Where do you plan to live after you stop being looked after by the agency?
(Mark one response)**

- With a parent or person with parental responsibility
- With another relative
- With current caregiver(s)
- In lodgings/hostel offering some supervision
- In an unsupervised flat/house shared with other young people
- In unsupervised accommodation on your own
- Other (please specify)

The CREATE Foundation is there to help support young people who are/ have been in care. Check out their website at www.create.org.au

Medicare cards are issued to young people when they reach 15 years. If you have passed this age and not received one you will need to make an application to be registered. Your placement agency worker will be able to give you further advice.

Before you leave care it is a good idea to spend some time working out exactly how much money you will have and how you will need to spend it.



SUMMARY ASSESSMENT OF SELF-CARE SKILLS

During the Assessment and Progress conversation the PLACEMENT AGENCY WORKER is to answer the following question based on the information obtained on the self-care skills section. After answering the question, look at the previous Assessment and Progress Record to see what has changed in the past 12 months.

Placement agency workers and caregivers also need to be aware that self care skills are vital to young people with disabilities, many of whom will be able to lead independent adult lives if given sufficient encouragement and support.

How far has the following objective been met?

Objective 1: This young person can function independently at a level appropriate to his/her age and ability.

- Competent to care for self independently
- Learning to care for self independently
- Not competent
- Don't know

If anyone is in disagreement about the summary assessment of self-care skills, say who disagrees and why.

Change in self-care skills since last assessment.

- First APR
- Markedly better
- Somewhat better
- About the same
- Somewhat problematic
- Substantially more problematic

Record details about plans for further action to be followed up in the Care and Placement Plan (goals/objectives, work required) in the space below.

Completion of the Assessment and Progress Record

The **PLACEMENT AGENCY WORKER** is to answer the following questions.

C1. How many conversations did it take to complete the APR?

C2. The young person for whom the APR is being completed participated in.

The entire APR conversation

Only part of the APR conversation.

If this young person did not participate in all the APR conversation, please explain why (eg. refusal, lack of capacity)

None of the APR conversation.

If this young person did not participate in all the APR conversation, please explain why (eg. refusal, lack of capacity)

C3. Record the names of those who received a copy of the completed APR and the date this was provided.

C4. Has the EIR been updated?

Yes

No

C5. Record date of next Review of Care and Placement Plan.

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