

# Assessment and Evaluation

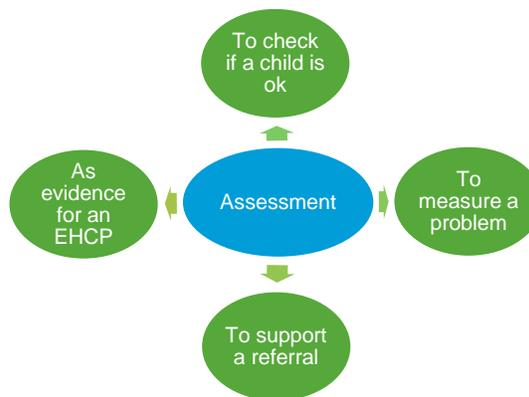
Exploring assessment tools and approaches available to staff in schools

- Understanding the purpose of assessment
- Recognising the risks
- Consideration of how to use assessments and evaluate outcomes

*'Everybody experiences mental health and depending on the severity, intervention or support required may vary'*



## Why, What and How do we assess?



### What is it for?

To gain a better understanding of what might be hindering / getting in the way of a young person's progress.

### What does it mean to us?

The ability to identify problem areas and develop strategies to support them.

### What does it mean to the child?

We can provide more information on how to work together on agreed outcomes.

### What are the risks?

- Assessment is NOT diagnosing
- How and where will the assessment be stored? GDPR & DATA PROTECTION
- Who's going to see it? (what is their response?)
- Labelling the child
- Child living by label
- Children grow, develop and change... quickly



*Working together to see the child as a whole*



*Helping children and young people thrive*

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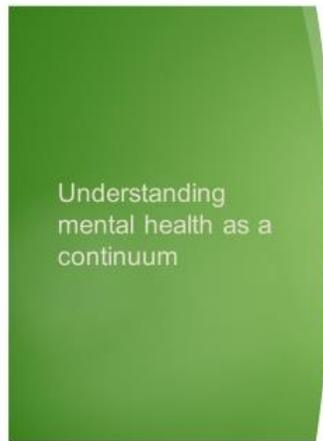
Setting a goal -  
this will only work if the  
child thinks it's a good  
idea!



'Goal Based Outcomes  
(GBO) are a way to  
evaluate progress  
towards goals in work  
with children and  
young people and their  
families and carers'



## Mental Health is a continuum



### Introducing three measures:

Symptoms ➡ Goal ➡ Feedback

#### Measuring Symptoms:

##### **Strength and Difficulties Questionnaire:**

[www.sdqscore.org](http://www.sdqscore.org) - completed before and after intervention by  
SENCO / Teacher / key worker and parent

##### **Child Outcome Rating Scale (CORS):**

[www.corc.uk.net](http://www.corc.uk.net) - use as and when appropriate for ages 6 < 12

#### Setting a goal:

Sometimes a goal will be easy and the child will know exactly what they want to change. A useful way to introduce the subject might be:

- If you were granted a wish what would you wish for?
- If you got your wish how would you feel?
- Could that be a goal of our work?

Sometimes it might be useful to suggest useful goals for the child and possible goals may also be suggested by the parent. Remember, the young person is at the centre of the intervention.

#### Feedback (formative)

How is the child / young person finding the intervention?  
What are their takeaways?  
What could be more helpful?

Track the student's progress towards their goal together.  
If there has been no visual progress toward the goal or improved SDQ results within 6 weeks (half term), then refer up. We have a duty of care to refer to specialist care if needed

**Useful websites:** [www.gov.uk/government/publications/improving-mental-health-services-for-young-people](http://www.gov.uk/government/publications/improving-mental-health-services-for-young-people)  
<http://www.corc.uk.net/outcome-experience-measures>  
[www.sdqscore.org](http://www.sdqscore.org)

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