



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

Contents

The forms:

My Life Now – In depth version	2
My Life Now – Quick version	3
My Goals	7

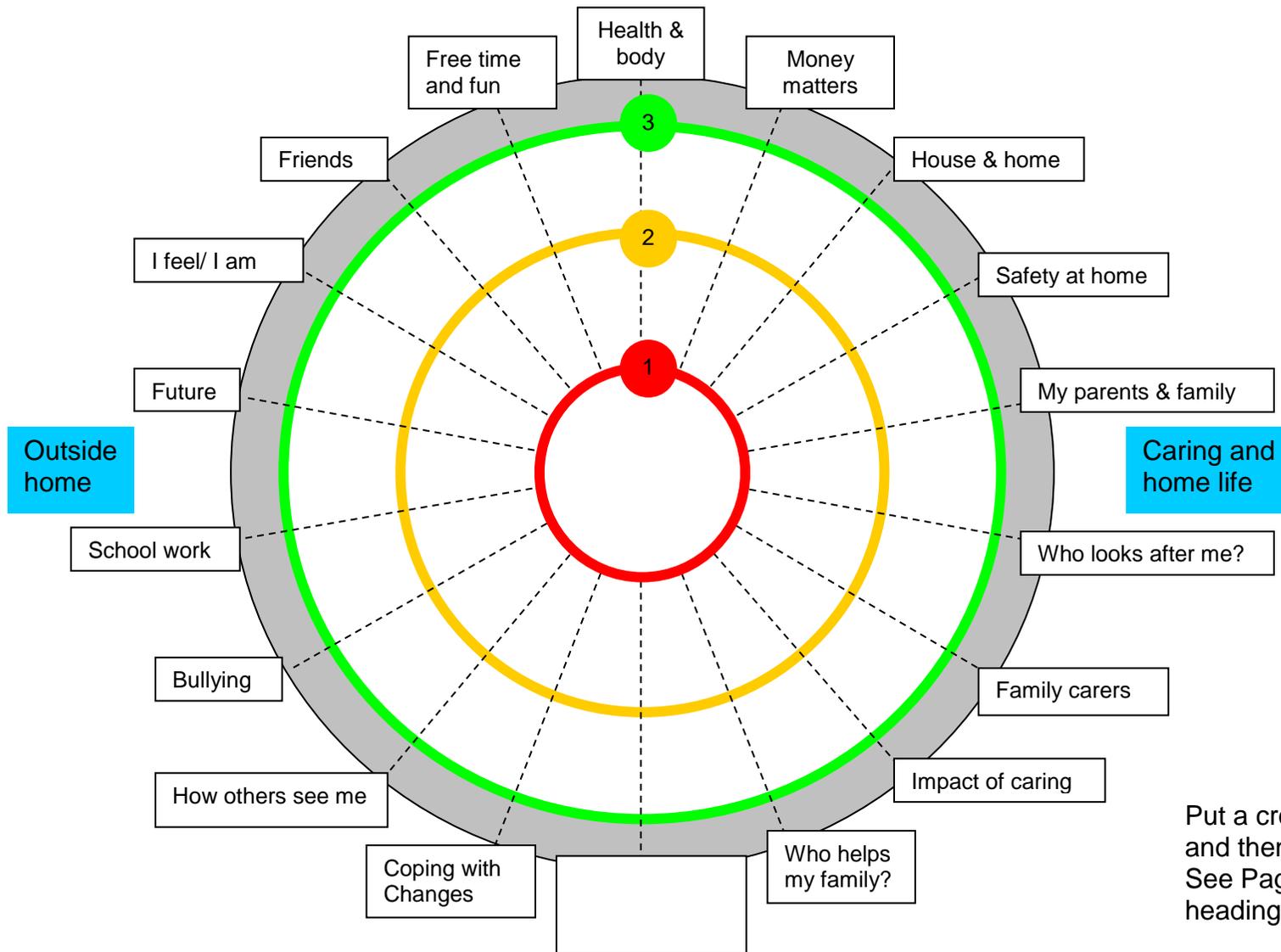
The guidance to the forms:

Guidance on using “My Life Now” and “My Goals”	9
Appendix 1: What do the headings on “My Life Now” mean?	11
Appendix 2: Framework for the Assessment of Children in Need and their Families	12
Appendix 3: Connexions APIR individual planning tool	12
Appendix 4: Cross-referencing the assessment tools	13
Appendix 5: My Life Now Cross-referenced with Every Child Matters, Five Outcomes.....	14

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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

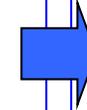
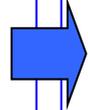
Look at the “My Life Now” sheet. How would you like it to look by our next meeting?

My long term goals

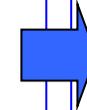
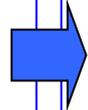
By next review I will

My key worker will help by:

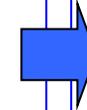
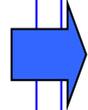
Some activities I want to try



Some things I want to learn



Some skills I want to work on



My name:

Date today:

1/2

My Goals - 2

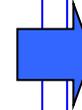
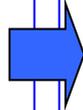
Look at the “My Life Now” sheet. How would you like it to look by our next meeting?

My long term goals

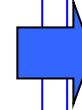
By next review I will

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.

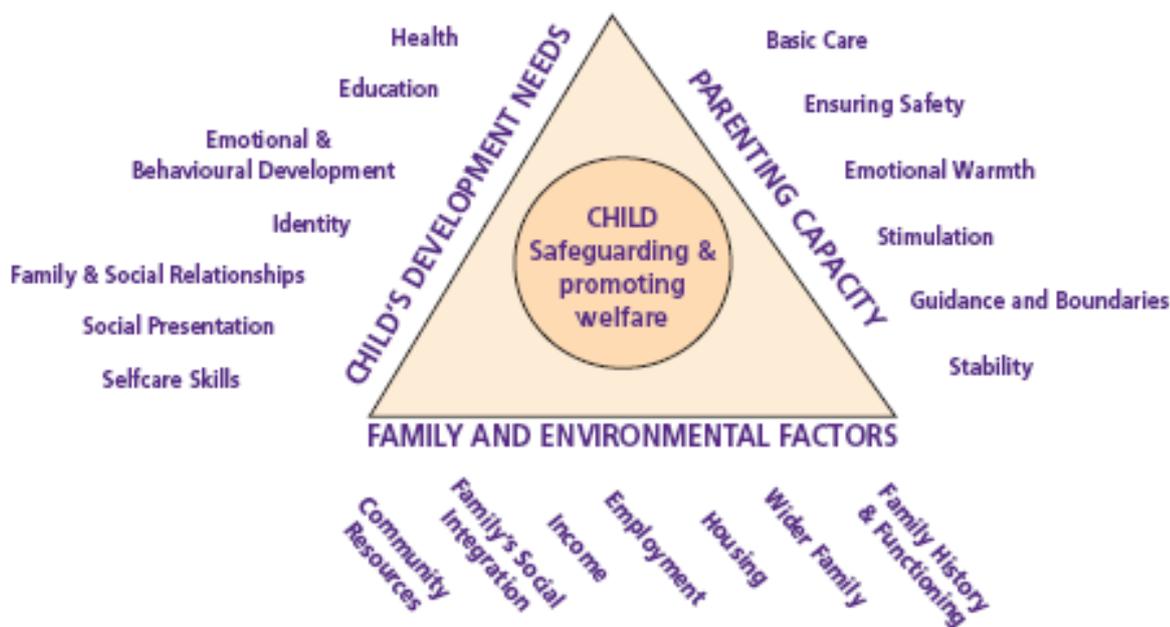
Appendix 1: What do the headings on “My Life Now” mean?

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

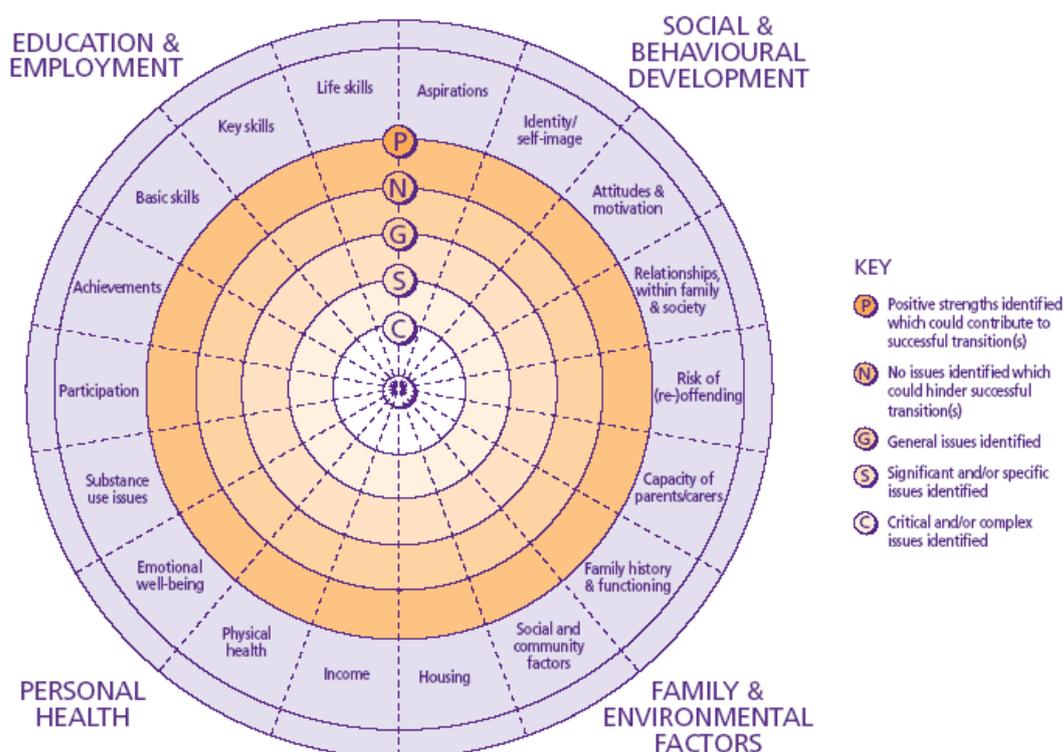


Figure 5: The 18 factors of the assessment profile

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 Employment income	
Money	Money matters			
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?	