
Child in Time Policy and Procedure for Client Assessment

All therapists working for Child in Time are independent professionals, engaging directly with their clients either in schools or online. The therapeutic approaches and experiences may differ from one practitioner to another, tailored to the individual client's needs.

All therapists working in Child in Time schools request the completion of referral forms and endeavour to meet with relevant staff and parent/carers of younger children at the start of counselling, where appropriate.

Therapists are always evaluating, assessing and measuring impact, in every interaction, after every session, and as the therapeutic process unfolds. There are many tools to help us measure impact for schools and we encourage schools and therapists to discuss the best option for them and their clients. At the moment we recommend (but do not prescribe) measuring impact in some (not all) of the following ways:

- **'End of Term Therapy Reports'**: These are written for each child by therapists in Primary Schools with initial referral information and a reflection on progress made. Please ask if you would like a template. The **End of Therapy Report** is a very similar format and summarises the therapy outcomes and recommendations when a child's therapy has come to an end or they leave the school. We highly recommend that this is completed even if termly reports are not completed, as this provides a record of the child's engagement that can be extremely useful if they are re-referred for therapy at a future date.
- **'YPCORE Assessment forms'**: This nationally recognised assessment tool (with baseline and risk assessment) monitors the clinical progress through weekly questionnaire's filled out by the young people attending counselling in Secondary Schools. The resulting data is collated and forms part of your annual report. It is a shortened version of the CORE-OM. Templates available online:
<https://www.coresystemtrust.org.uk/home/instruments/yp-core-information/>

- **‘Strengths and Difficulties Questionnaires’** or ‘SDQ’: This widely used assessment tool is filled in at the start and end of therapy by the child’s teacher and parent. The resulting data is collated by the therapist and forms a part of your annual report. Templates available online: [https://www.sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz\(UK\)](https://www.sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK))
NB We have also devised a visual SDQ with images and fewer questions for younger children or those who find the standard forms hard to access.
- **RCADS** RCADS The Revised Anxiety and Depression Scale (not mentioned below as diagnostic and used less) is specifically for measuring concerns around anxiety or depression.
- **‘End of Term Counselling Service Questionnaire’**: These are filled in anonymously by young people attending counselling in secondary schools to hear their experience of counselling and its impact. The data is collated and forms part of the annual service review offered to your school. Please ask for template or devise your own.

Recommended Assessment Tools if you work in a Secondary School

YPCORE Assessment

End of Term Counselling Service Questionnaire (Student feedback)

Recommended Assessment Tools if you work in a Primary School End of

Term Therapy Reports

End of Therapy Report

Strengths and Difficulties Questionnaire (SDQ)

SESSION NOTES

CIT is aware that therapists with different trainings and different regulating bodies will have a range of approaches to note taking and processing sessions. Due to a number of instances where Child in Time therapists have been asked by parents to provide their process notes, we

recommend that all clinicians complete a Therapeutic Session Themes form (there is no set pro forma for this) at the end of each day they work, which records very basic information about sessions, including general themes explored. This does not contain subjective or confidential information that could be misinterpreted and harm the therapeutic relationship. See 'privacy policy for further information.'