# PNA Prompts – Partner ChildStory

## Identifying details

Child Young Person Narrative

Introduce the CYP in a strength based approach, including the CYP's views and protective factors. Consider what the CYP's needs are and what information will assist with matching them to a carer. Include any information on how they manage living with others, what/who makes them feel safe, how they gain a sense of control and empowerment.

Discuss the support needs within a placement:

- The amount of staffing support required.
- Any identified requirements from carers, e.g. male/female.
- Any times of day they need higher level of supports.
- Considerations for being placed with other peers.
- Environmental considerations for the placement.
- Community considerations required.
- Developmental milestone achievement of the CYP
- CYP interactions with others (i.e. care givers and peers)
- CYPs physical stature
- CYP's ability to follow instructions and strategies that assist this.
- Support required to develop and maintain relationships (provide details of the required)

## Personal Identity

Describe the child or young person's sense of personal and cultural identity
Ensure that the CYP's voice is captured to describe their views.
Who am I?
How does the CYP view their individuality?
What views does the CYP have of themselves and who they are?
Consider individuality, culture, history, family, connections, and sense of self.

Include any gender identification and journey information.
Details may include:

- Gender preference
- Hopes or plans for gender reassignment
- associated medical treatment

positive and negative experiences

What is important to the child or young person? (places, people etc)
Describe the connections that the CYP has in their daily routines and activities that are significant to the CYP.

i.e.:

- who is important to the CYP?
- what are the CYP's favourite places to visit e.g. local park, museum etc.
- how does the CYP feel about changing placements or possibly moving out of area?

rationale for the importance of them.

What significant events and/or cultural events does the child or young person celebrate?
What are the important family and community activities and events that give the CYP a sense of self, identity (including cultural) and connection; not only NAIDOC etc. but family birthdays, funerals, community activities and programs the CYP is part of.
Include cultural, faith and ethnic details of events, affiliations, and communities. Detail who and how the CYP is supported culturally. Include any relevant details from cultural support plans and consultations.

If the child/young person is Aboriginal and/or Torres Strait Islander, include details about culture, family and connections, and which of these aspects they may need support to strengthen whilst in care.
Include details of community of belonging, local community, elders within their community, community or cultural groups.
Detail who and how the CYP is supported culturally. Include any relevant details from cultural support plans and consultations.

Describe any religious observance needs
Detail any support required by carers for CYP to observe/ participate.

Does the child or young person have a Life Story Book? *
Include details of how life story work is completed, such as who is responsible, and support required for the CYP to participate.

Does the child or young person have a Cultural Support Plan? (If Yes, Attach) *
If yes, include the date of the current plan, review date and consultations that occurred to inform the plan.
If no, detail the rationale and when a plan is expected to be completed.

The child or young person has the following personal belongings and/or items of personal significance to bring to the placement
Detail essentials as well as items that are important to CYP.

What activities does the child or young person enjoy?
Detail as much information as possible to support matching, transition and engagement.
Include any activities or teams the CYP is or wishes to be a part of as well as any support required for them to participate safely.



## Family and Significant Relationships

*If the child/young person's parents and/or siblings do not display in the assessment, contact DCJ to update Person Relationships. Once updated, they automatically display in the Placement Needs Assessment. There must be at least one relationship in the assessment to submit the assessment for approval.*

## Type of Placement Required

Comments: Planned Placement End Date
Provide rationale and if there is any possibility for extension of placement.

Comments: Preferred Placement Options
Detail the preferred placement type and attributes for current and future consideration. Include the permanency goal as per the case plan.

Is Relative/Kinship placement/s still being explored? *
Include details of how family, relatives and kin are currently supporting the placement and any barriers to placements and support.
Include considerations for family time in the placement.
Detail the date of the last or upcoming FGC and the outcome or goals.

Preferred location of placement required
Include as much information as possible, this is particularly important to indicate not only preferred location, but also locations that would be unsuitable e.g. may pose risks if near certain members of birth family etc. and provide rationale for this.

Can CYP be placement out of area? *
If yes, provide details as to why and support plans including maintaining connections.
If no, provide details as to rationale such as impact on the CYP and why out of area is not able to be supported.

Other placement requirements
A rationale and evidence must be provided.
For short-term placement request outline the onward plan for the CYP.

## Current Placement

Exit Reason *
Provide details including information on any critical incidents.

## Placement History

Describe the Child / Young Person's experience of being in the care of your agency
Specific carers names are not required, placement can be identified by the provider or date only.
Include details such as:

- What helped/didn't help the CYP in the placement.
- What strengths and skills does the carer need, are there risks and mitigation strategies for CYP behaviour towards carers.
- Were there any environmental risks or strengths that need to be considered for future placements.
- Strengths identified, potential risk points / mitigation identified with living with other children.
- If child had been harmed in a placement, provide details including whether the harm was perpetrated by another CYP.

Reason(s) Child / Young Person entered OOHC
Provide information that details the CYP trauma history that led to their entry to care. It is helpful for a provider to understand a young person's trauma history for consideration in matching a care team.

Provide narrative of why the child came into OOHC, for example:
*XX came into the Care of the Minister due to severe neglect and significant risk of sexual harm. XX lived with his mother until he was 2 years old. DCJ received 20 ROSH reports pertaining to severe neglect, failure to thrive, significant risk of sexual harm. XX came into OOHC and was placed with his maternal aunt in the Liverpool area where he stayed for approximately 6 months. XX was placed with a foster carer as his maternal aunt had serious health issues and was not able to provide care for him anymore*



## Contact Arrangements

Detail any known issues associated with contact arrangements:
Include details in relation to:

- Any unusual arrangements such as location or items the child requires for contact
- Transport to and from contact
- Additional support required
- Who is in attendance
- Expectation of the carer/provider in supporting, attending or facilitating family time.

What is required to support relationships that are important to the CYP, this includes:

- Who the CYP would like to see
- Challenges to the CYP seeing these people
- How to support the CYP when they are engaged with these important people

**Are there any persons the child or young person is NOT to have contact with: * [When answering YES]**
Reasons/s for NON-contact
Provide rationale as to why the CYP cannot have contact, safety or management strategies, and the CYP's view.

**Are there any places or areas the child or young person is NOT to frequent * [When answering YES]**
Reasons
Provide rationale as to why the CYP cannot frequent the location/area, safety or management strategies, and the CYP's view.



## Current Health – Hospital

Has the child or young person had any hospital admissions including operations? *
Detail the hospital, length of admission, discharge recommendations and any other relevant details.
Include any mental health presentations and type of admission i.e. voluntary or non-voluntary.

## Current Health

Describe the child or young person's general level of health at present
Detail any health concerns or health assessments that have been recently completed, currently undergoing or will be required to undergo.
Detail NDIS details such as if the CYP is eligible, application is being processed, current NDIS plan, plan review required etc.

**Does the child or young person need day-to-day assistance to meet health needs? (E.g. assistance with taking medication) * [When answering YES]**
Details: day-to-day assistance
Include details of the CYP's compliance with taking prescribed medications and adhering to health plans.

**Are there special dietary requirements? * [When answering YES]**
Details: special dietary requirements
Include any details of food intolerances, concerns and/or diagnoses around disordered eating.

## Current Health – Allergies

**Are any of the allergies potentially life threatening (eg. anaphylaxis)? * [when answering YES]**
Details: list the allergies, include symptoms and treatment
Include details of any impacts or reactions, treatment needs as well as any emergency response or management plans.

## Current Health – Special Equipment

**Is special equipment needed for mobility or eating? [When answering YES]**
Detail: Special Equipment
Detail if any training is required prior or at time of placement, where this is accessed and responsibility of arrangements for support and care of CYP.



## Education and Vocation

Attendance Details: Details and Barriers to attendance (e.g. currently suspended)
Provide details including successes and barriers such as:

- Transport needs
- IEP details that support attendance
- Key school contact
- Circumstances that support regular attendance
- Circumstances that led to non-regular attendance
- Placement/carer strategies that support CYP school attendance.

Home Liaison: Name and Contact Details
Briefly include the length of involvement and any key tasks or support plans.

Describe the child or young person's educational strengths
Include details such as CYP attitude, adaptability, view of education, learning and employment aspirations.

Describe the child or young person's relationship with peers and social relationships
Include details such as successful or challenging experiences, creating and maintaining peer relations, teacher/CYP relationship, participation in groups or clubs.

## Emotional and Behavioural Functioning *(FUNCTIONALITY: If child aged <12 months – this section will not appear)*

Please describe the strengths of the child or young person's emotional and behavioural functioning
Include strengths of the CYP's emotional and behavioural functioning, e.g. has resilience, can control anger etc.
Detail the CYP's strengths and what environmental or peer circumstances may increase concerns or support their functioning.

**Risk taking or self harm behaviour (including absconding from placements) * [When Answering YES]**
Details: Risk taking / Self Harm Comments/Current Management Strategies
Include details of context of behaviours such as frequency, last occasion, hospitalisations, management and prevention strategies. Include any information about risk of child sexual exploitation if applicable. Detail if any safety plans or formal therapeutic support is in place or required.

**Risk to others or property (including risk of sexual harm to other children & young persons) * [When Answering YES]**
Details: Risk to others or property Comments/Current Management Strategies
From a response-based approach include details of context of behaviours such as frequency, last occasion, triggers, management and prevention strategies. Detail if any safety plans or formal therapeutic support is in place or required. Include details of any JCPRP or police involvement and the outcome.

**Substance use (type/s of substance/s & frequency of use) * [When Answering YES]**
Details: Substance use Comments/Current Management Strategies
From a response-based approach include details of context of behaviours such as last occasion, triggers, impact to daily functioning, CYP's view of use/treatment, management and prevention strategies. Detail if any safety plans or formal therapeutic support is in place or required. Include details of engagement with any youth AOD services and frequency of appointments.

In your view, what effect is this Plan having on the Child or Young Person's behaviour? Give examples.
Using a trauma informed approach include brief details of therapeutic intervention such as type, engagement, length of engagement, improvements/benefits, reasons for ceasing intervention. Specify any restrictive practices in place and any known triggers or past trauma.

## Offending Behaviour *(FUNCTIONALITY: If the CYP is 10 years and above the below section will appear)*

**Is there any current Police and/or Juvenile Justice involvement? * [When Answering YES]**
Details: Name/Address/Phone of contact person/s
If yes, detail any engagement requirements, what supports are in place or required, CYP's view and attitude to change, negative influences on CYP.

**Are there any current criminal charges/orders or bail conditions? * [When Answering YES]**
Details: criminal charges/order or bail details
If yes, detail any reporting requirements or restrictions imposed, outstanding matters. Include any details of involvement with YAMs, Youth Officers, Joint Protocol, Juvenile Justice.

**Does the child or young person have a criminal history? * [When Answering YES]**
Details: Criminal History
Detail patterns of offences, charges and convictions as well as any contextual information.



## Daily Living Information

What level of independence and skills does the child or young person have in maintaining personal care?
Include age-appropriate information for the CYP, for example, if you are making a supported independent living or residential referral for an adolescent, include specific information.

- Instead of 'likes cooking', talk about what the young person like to cook and detail their skill level e.g. boiling an egg to making a meal from a recipe.
- Is the young person able to manage public transport? How do you know?
- Does the young person understand concepts around time?

From a strengths-based approach detail the CYP's skills, areas for development and support required or already engaged.

**Does the child or young person require assistance with personal care including dressing; eating; personal hygiene? * [When answering YES]**
Details: Person care assistance Required
Include risk concerns, the level and types of support required or already engaged.

Describe how the child or young person relates to other people
Quality of relationships is a good indicator of a person's level of functioning.
Include details of attachment styles, age appropriateness, safety, self-regulation, and self-esteem in building, maintaining and managing relationship.
Detail the supports that are in place or required.

The child or young person has the following routines, habits and personal living arrangements that they are used to, that help them feel a sense of belonging or safety (e.g. they sleep three children to a room; they don't look adults in the eye etc.)
Include details of what is important to the CYP to support matching, transition and stabilising a placement.

## Sleeping Arrangements

Describe the child or young person's night time sleeping patterns & needs
Consider details such as, whether the CYP normally sleeps with other children in the same room, light on or off when sleeping, and for a child include information about whether the child has bedwetting issues, feeding times and what 'comforters' (toy, dummy, etc.) the child may use.
Details current sleep routine, challenges, strategies and support required.

Describe the child or young person specific sleeping requirement needs e.g. sleep system, oxygen etc.
Provide details so that appropriate preparation of carer skill and equipment can be arranged.

## Eating & Food Requirements *(FUNCTIONALITY: If child aged >3yrs "formula/bottle routine/Solids" will not appear)*

Likes/Dislikes
List any food preferences including details of meal preparation specifics and eating habits.