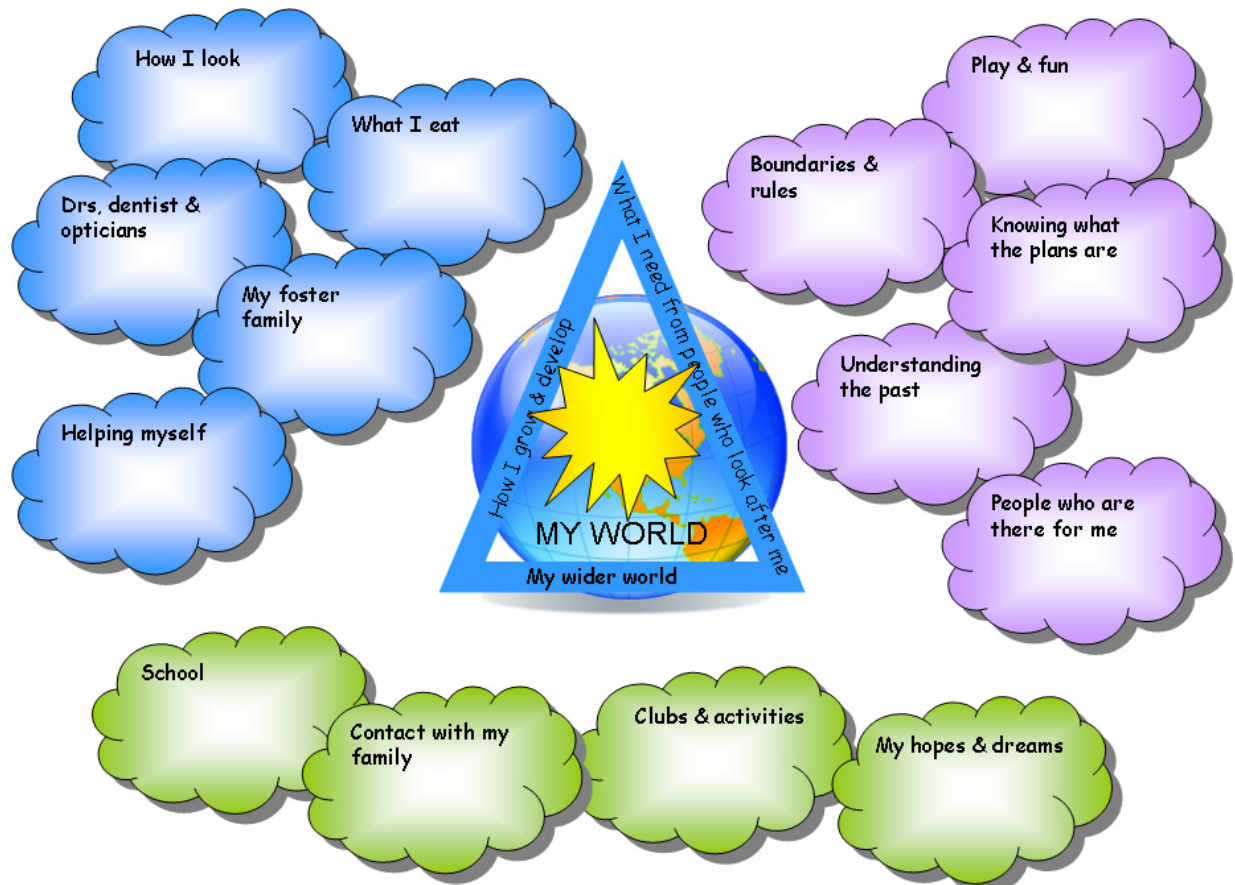


My World Triangle

The assessment under the Getting it right for every child processes involves the use of the My World Triangle to assess the strengths and pressures on a child's own growth and development, from their home life and from their community life.

The triangle below (adapted by Hayley Brown Highland Council) was used to prompt foster children to consider their world around the triangle. The wording can be altered according to the child's circumstances. The child's comments can be written directly on to the picture and the child's photo or self-portrait put in the centre. Click here for a [My World Triangle](#) with blank clouds to fill in with a child.



Some children find considering their life around the triangle overwhelming if they have many different pressures in their life to deal with. Seeing all their difficulties in one place can be very emotional.

It can be easier for children for whom this will be an emotional consideration, to think about the triangle in third person in the first instance.



The child can draw an imaginary child; make up a name and an age. They can then be asked to think about all the things that child would need to grow and develop to be the best they could be; what they would need from their families or carers and what sort of things would be available in their communities so that child could reach their potential and be the best that they could be.

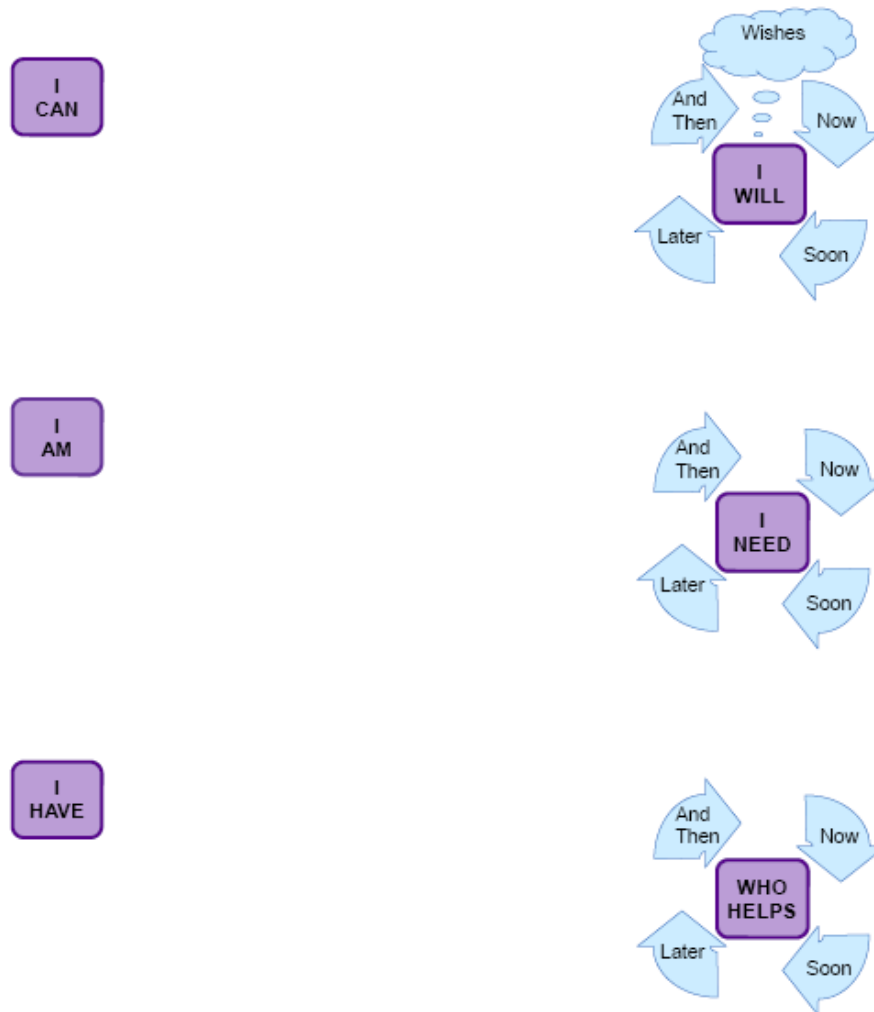
It could be explained that some things in a child's life, even difficult things, can help them grow strong and able, but some things can put pressure on a child and make it harder for them to develop to their potential. All children will have strengths and pressures, but if we can help build up their strengths and relieve some of the pressures, we can help that child reach their potential.

The child could be asked "Looking at the drawing of, suppose that were you in the drawing. What are the strengths you have that could be supported and built on around the triangle? Are there pressures that could be relieved?"

This should allow the child to identify their own priorities, perhaps only choosing one or two things to focus on. It also allows their strengths to be acknowledged and built up as well as providing the opportunity to work out for themselves what they might need to help them cope with the pressures in their life. This provides small steps of things that feel achievable to the child and might be less overwhelming than looking at all the factors in their life at once.

Transitions Map

[The Transitions](#) Guide (Highland Council 2008) has produced a tool, or map, which allows children or young people to work out for themselves the strengths in their life and a tool to plan for bringing about change.



A child can focus on their skills in 'I can', their personalities under 'I am' and their achievements in 'I have'. The planning tool that accompanies this map allows children or young people to plan how to move forward toward their own goals, identifying their own actions, what they need from others and who are the people likely to be able to help them.