

# Personal Development Scale and Work Booklet

This is your booklet to help you think about  
going back to school

Name

Can you complete the speech bubble that helps you understand why you've not been at school.



## Introduction

We know that going to school can be quite hard. Children might not have been going to school for lots of different reasons. They might feel worried about going to school, they may have been in hospital or moved around lots that made it hard to find a school. Have a think with a trusted grown-up about the reasons you might not have been to school.

Now using the think bubble write how you feel when you think about going back to school.



# Personal Development Scale

The personal development scale is a tool to help you think about some of the things you might find difficult and things you are really confident in. The purpose is to help those around you think of ways that might be able to support you. Depending on why you aren't at school at the moment you will be asked to do this assessment at the beginning of whatever support you are getting (we call this the baseline score) and then six weeks later, twelve weeks and so on.

Which statement is most true?

- I did the personal development scale all my own
- Someone helped me complete this form
- I did this for a young person but they had input
- I did this for a young person and it's my understanding of their needs

Baseline score \_\_\_\_\_ 6 weeks later \_\_\_\_\_  
 12 weeks \_\_\_\_\_ 18weeks \_\_\_\_\_

## Example

	1	2	3	4	5	6	7	8	9	10
The topic ↑	If these sentences sound like you it means you need a quite a bit of help			If these sentences sound like you then you need a little bit of help			If these sentences sound like you, then you are getting more and more confident and probably don't need an adult to help you!		You are really confident in this area and might just need support to maintain this!	

This bit is the area that some children find difficult at school

Read through the following statements and decide which ones sounds most like you. You can draw a circle round the statement, or highlight it with a pen or on the computer - whatever is easiest. You can add a date so you know if there have been any changes each time you complete the document.

**Have a think, what could help you move up the scale?**

	1	2	3	4	5	6	7	8	9	10
<b>Communicating with grown-ups</b> 	I avoid communication with all adults (apart from parent/s)	I avoid communication with teacher/s	I don't communicate much but will respond if spoken to directly	I respond to open and closed questions to teacher/s	I give extended answers to questions, not just "yes" or "no"	I talk with teacher/s but don't feel comfortable	I'm fine when speaking with teacher/s that I know	I chat with adults in a familiar environment	I'm fine speaking to adults, and will start a conversation	I can talk to an adult in any situation e.g. job interview
<b>Relationship with peers</b> 	I don't have relationship with peers	I sometimes interact with other children, but it is sometimes negative	I've some indirect contact with peer/s e.g. text, Instagram, gaming, cards	I avoid speaking to other children except when I have to	I interact with at least one other child	I have positive relationship with at least one other child initiates and responds appropriately	I have positive relationship with at least one peer extends beyond one setting	I have positive relationships with more than one other child	I have positive relationships with more than one peer, maintained over time	I have positive relationships with more than one peer, in more than one setting, maintained over time
<b>Impact of emotional health on ability to concentrate</b> 	I am unable to participate in lessons	I'm able to remain in lesson for brief periods	I'm able to concentrate on "re engagement in learning" activities for short periods	I'm able to concentrate for short periods on academic work	I can complete academic work in lessons, with support	My level of concentration is sufficient for some tasks to be completed independently and can continue with support	I'm able to stay on task and concentrate throughout the lesson but unable to be self-organised and "ready to learn"	I'm able to stay on task and concentrate throughout lesson but needs support to be self-organised and "ready to learn"	I'm able to concentrate all lesson and engage in some learning independently	I'm able to concentrate, to organise and complete work independently
<b>Willingness to engage/ Motivation/ Resilience</b> 	I don't have lessons or work with a teacher	I don't engage in lesson but will do some activities on own, around own interests	I don't engage and I don't really come to school	I come to some lessons or part the lessons but don't always do much	I come to some lessons or part the lessons but don't always do much	I'm beginning to demonstrate a willingness and motivation to engage in learning	I can engage more positively in learning and demonstrates some elements of resilience, with support	I've begun to demonstrate elements of resilience without teacher support	I positively engage in as much education as health allows although not yet full time	I positively engage and consistently attends fully in every lesson

	1	2	3	4	5	6	7	8	9	10
<b>Hopes for the future</b> 	I stay at home and feeling there is no future	I feel hopeless most of the time regarding making any future decisions	I'm worried when thinking about future plans	I can begin to think about future plans but it makes me feel worried	I've started to talk about future plans at school/base with staff	I'm able to think of future plans but I don't know how to formalise my ideas	I sometimes talk about my hope for the future and am currently exploring career possibilities	I regularly expresses hope for the future and trying to put plans in place for the future	I actively engage in school life and am positive about future prospects	I've hope for the future in securing a course/job/apprenticeship /volunteering which I would like
<b>Readiness to reintegrate into alternative provision base</b> 	I can't leave my room for lessons	I can attend lessons in own home	I can attend lessons 1-1 with a teacher outside of home but not in base	I can come into the base for 1-1 lessons with a teacher	I can join at least 1 other pupil for lessons in base, with support	I can join the base group but not can't fully participate in group lessons yet	I can join the base group and can fully participate in group lessons yet	I can attend the base group regularly and am happy	I can attend base group confidently and am not worried by changes to routine	I can act as peer mentor for new pupils
<b>Readiness to reintegrate to mainstream school</b> 	I can't leave my room for lessons	I can attend lessons in my home	I can attend lessons 1-1 with a teacher outside of home but not in school	I can attend lessons 1-1 outside of home and want to return to school	I can visit school with support	I can have my lessons in school working on one to one basis.	I can work in school in small groups with support	I can go into at least one lesson in school with support	I can go into lessons in school with support from school staff	I can attend lessons in school on planned part-time basis or full time



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