PearTree

Personal Holistic Competence Curriculum and Assessments (PHC)

Assessing Competency, Soft Skills and Values

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About the author and systems developer.

David Bartlett founder of Pear Tree Projects in 1990. A company that provides long term residential care and education to children who have suffered adverse childhood experiences.

Pear Tree School has only ever been rated outstanding by Ofsted, through six consecutive inspections covering a 16 year period. The school is based on two of the organisation's five farms.

David has assessed thousands of children and young people and provided long term care and education to hundreds of children. He has interviewed thousands of staff, of which hundreds have been employed, some for many years.

He received an MBE in 2016 for founding Pear Tree Projects Ltd.

Perspectives and Spectrums.

In autumn 2021, as teachers and carers were coming to terms with the effect of 18 months of chaos, created by the worldwide pandemic, I was somewhat surprised to read a letter from Yvette Stanley, the Head of Ofsted. The letter set out that the percentage of children in the looked after system, (children in local authority care) who attend university, was below that of the national average. She was setting out her quest to increase these statistics and by doing so increase life chances and opportunities for those children. Whilst I respect the need for always increasing our aspirations for young people in care, in my view this was wrong on so many levels.

At the time those of us working in the front line, dealing with the impacts of Covid 19, were well aware we were not out of the woods and much disruption was to come. In addition, we were trying to recover from the trauma of the experiences to date, keeping everyone together and functioning in the right direction. Consequently, I felt the timing of the message was questionable.

However, this was a minor emotional response in comparison to my feelings regarding the statistics comparing attendance rate at universities of looked after children, against the national average. There may well be a gap with this comparison, however, if we compare the statistics against those from the same socio-economic groups, which children in care usually originate from, the gap would undoubtedly be much, much smaller.

If we consider the trauma children in the looked after system go through, resulting in their need to be looked after, my view is that it is absolutely remarkable that any looked after child gets to university at all. I am left in sheer amazement of their academic achievements. It is perhaps a reminder that the spectrum of difficulties encountered by the looked after population varies so considerably and the impact of their experiences varies significantly.

However, once again this is not my main point. My main question is 'why is the attendance at university such an important measure of success?' The answer has to be because this is the career path familiar to high ranking educationalists and they fail to have enough respect for alternative routes to success, or have a good enough understanding as to what success is and how it can be measured.

They are measuring success by their own experiences and their perception is based on what they are familiar with. In doing so they are failing to acknowledge that human beings, by their very nature, are diverse (we learn in different ways and at different stages). It is this diversity, including cognitive diversity that is our collective strength as a society. It is to be relished and cherished not overcome.

Whilst academic achievements are an indicator to success and life opportunities and should always be strived for, they are by no means the only indicators available. The academic world does not have the monopoly on success, let alone happiness. Most of the world's self-made millionaires did not have a university education. We all want our students to be the best they can be, but it is not the case that the only measure of their success is by GCSE's, A Levels or University Degrees. The discussion should be about their effective contribution to society by being good people and not by their ability to retain facts and pass tests.

The famous American psychiatrist Dr Bruce Perry, once discussed at a conference the importance of recognising small steps to progress. As an example, he explained that it is often the caretaker or maintenance man that can get the most out of the more damaged children and described one incident where there was a child placed on a school with a farm. The farmhand had to milk the cow each morning and noticed the child watching from a distance. To demonstrate his openness to the

child's presence, he brought a second milk stool every day and placed it next to him as he milked the cow. Each day the child got a bit closer and eventually after many weeks the child was able to sit next to the farmhand. Regulators became concerned at the lack of progress until the farmhand produced a graph showing the distance from the child to the milk stool and his progress over time.

This is an extreme example but one that highlights the importance of recognising small steps to progress.

A very good friend of mine, from a privileged background, once stated to me that in his view the three essential social skills to be learned in life were 'horse riding, skiing, and tennis'. Having spent my life dedicated to residential care and special education, in my view, the spectrum of important life skills starts with the ability to clean oneself after using the toilet as a result of effective potty training. This demonstrates the vast difference in both the perspective of essential life skills and an understanding of the needs of certain sections of our population.

My friend was not too far away from the Chinese Philosopher Confucius (551-479 BC) who was perhaps one of the first to design a curriculum for young people to enhance themselves as individuals. His curriculum for personal development was:

- Rights, the modern equivalent could be rules, and the law.
- Music

Both of which bring harmony.

Followed by what he considered 'Essential Skills' these being:

- Calligraphy, which today could be called writing and the use of English Language.
- Mathematics.

Followed by:

- Charioteering. The modern equivalent could be passing ones driving test.
- Archery. Again, the modern equivalent could be the ability to protect oneself and/or sustain oneself in food. This is expressed in the modern world through sport.

This curriculum, from two and a half thousand years ago, has the essence of many of the needs of young people today. In another paper I break down activities into three categories.

- Harmful - anything that is emotionally or physically harmful including any activity that has addictive qualities.
- Essential - Educational activities including music, arts and sport.
- Therapeutic - Activities that help a person heal from past traumas.

All educationalists are aware that it is indeed experiences, usually arranged by adults that prepare young people for the world they are to encounter as they get older. The argument about what those experiences should be clearly goes back to the time of Confucius, if not many years earlier, as he felt the need to articulate a plan to enhance the lives of those around him at the time.

Below is perhaps my most favourite speech made by an Indian Chief in North America, as he tried to explain that the curriculum being offered by the European educational establishment at the time to his young people, was not fit for the purpose of preparing them for the life they were to lead. It also explained how in his view his curriculum was by far superior.

UNNAMED (Iroquois)

"If the gentlemen of Virginia will send us a dozen of their sons, we will take great care of their education" (1744)

Benjamin Franklin tells the story of the speech that follows, how at a council between them and the government of Virginia, the Iroquois were offered a college education for some of their young men.

"We know that you highly esteem the kind of learning taught in those colleges, and that the maintenance of our young men, while with you, would be very expensive to you. We are convinced, therefore, that you mean to do us good by your proposal, and we thank you heartily. But you who are wise must know that different nations have different conceptions of things; and you will therefore not take it amiss if our ideas of this kind of education happen not to be the same with yours. We have had some experience of it: several of our young people were formerly brought up at the colleges of the northern provinces; they were instructed in all your sciences; but when they came back to us, they were bad runners; ignorant of every means of living in the woods; unable to bear either cold or hunger; knew neither how to build a cabin, take a deer, or kill an enemy; spoke our language imperfectly; were therefore neither fit for hunters, warriors, or counsellors; they were totally good for nothing. We are, however, not the less obliged by your kind offer, though we decline in accepting it: and to show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we will take great care of their education, instruct them in all we know, and make men of them."

Great Speeches by Native Americans (Dover Thrift Editions)
Bob Blaisdell

The above speech demonstrates how we prepare young people for the world they are to encounter and how we measure their success is an age-old argument and one that requires a breadth of perspectives and respect for cognitive diversity and all skill sets.

Following the success of the 'New Labour' campaign and election victory in 1997 the Blair government set out their mantra of Education, Education, Education. In doing so they did much to

increase the attendance at universities, raising the percentage of school leavers from 16% to over 50% as hoped for.

In my view, university should feed directly into employment and not be used to delay entry into the workplace. Work ethics and workplace skills may not be as strongly embedded when entry into the workplace is delayed.

Twenty five years on we have discovered that we don't have enough people to undertake all of the tasks required to keep our country going and have been relying on foreign labour for years. Whilst at the same time a section of society has been left behind because it is considered too difficult to train sufficiently to make any worthwhile contribution. A shocking state of affairs, far from the aspirations of any credible government, socialist or not.

The issues around that of increasing young people's employability and subsequent life chances are complex and come down to competencies on many different levels.

Whilst the academically successful young people in the looked after system should be commended for their achievements, what structures are in place to help them be successful human beings? What are their abilities in social skills and sustaining relationships? The skills that need to be in place to make the most of their academic success. In other words what do the foundations look like?

Passing tests is one thing, applying knowledge in practice and interacting with other human beings as part of that process is another thing altogether.

However, as the educational establishment have designed systems that fulfil their expectations the result is we value what we measure and all energies are directed to that goal. The absence of alternative systems means the system goes unchallenged.

What if we could measure what we value, as an alternative to valuing what we measure?

Within this document I ask you to consider two significant areas that impact on life chances and opportunities.

- Personal Holistic Competence.
- Values.

The ability to function in modern society relies on many competencies. Many of these competencies are often subtle or overlooked. They are sometimes referred to as soft skills. The absence of these skills are barriers to progress either within an education environment or workplace.

The Personal Holistic Competence (PHC) assessment system breaks these competencies down into 170 issues within the following sections.

- Health.
- Emotional and behavioural development.
- Identity.
- Family and social relationships.

- Social presentation.
- Self care.
- Recreation.
- General Knowledge.
- Education - Training - Employment.
- Making a positive contribution.
- Achieving economic wellbeing.

Each issue identified initiates an automatically generated response, to create an action plan.

This is followed by a system to measure how an individual displays values. Both systems collect and store the data for comparison in subsequent regular reviews. These assessment systems work on the basis of marginal gains.

Marginal gains is the process used in elite sport and the military. This is the first system to use a marginal gains process to help children and young people. It does so by assessing their needs and creating an action plan. This directs the energies of the young person and their support network, towards making progress to become competent, functioning, positive individuals. The action plan supports young people at all levels of the academic spectrum, at any age or stage and in any setting. The result is that young people make remarkable progress over time and increase their employability.

This system is backed up with a research paper entitled:-

'Small changes matter, a marginal gains approach as a methodology to evaluating outcomes in a Looked After Child population'. By Dr Jack Kennedy.
https://cpd.peartreeprojects.co.uk/documents/Marginal_Gains.pdf

This ten year study of a looked after population, concluded that the use of this system resulted in a significant physiological change in the young people it considered.

The issues to identify and their supporting answers are listed below. All questions are answered on the basis of age appropriateness and are gender neutral.

BEING HEALTHY.

	Yes	No
1. Are they normally well?		
2. Do they have any hearing issues?		
3. Do they have any vision issues?		
4. Do they have any dental issues?		
5. Do they have any weight issues?		
6. Do they have any height issues?		
7. Do they have a regular sleep pattern?		
8. Do they suffer from bed wetting or bladder incontinence?		
9. Do they have any difficulties with soiling, smearing or bowel incontinence?		
10. Have there been any accidents in the last six months requiring medical attention?		
11. Do they have a good healthy diet?		
12. Are they prescribed any long term medication?		
13. Do they have any issues with alcohol misuse?		
14. Do they have any issues with drug misuse?		
15. Do they have any issues with substance misuse?		
16. Do they smoke?		
17. Are they up to date with their vaccination programme?		
Comments box.		
This comments box is to discuss issues identified or progress made.		
Issues to do with health can impact on a child or young person's ability to make progress.		

BEING SAFE.

	Yes	No
18. Is the home life stable? (home is the place where they usually go to sleep each night)		
19. Is their home life meeting their needs?		
20. Are they a victim of bullying / cyber bullying?		
21. Does challenging behaviour affect their safety or the safety of others?		
22. Do they bully / cyber bully other people?		
23. Are they able to control their emotions?		
24. Do they know how to seek appropriate help if they need it?		
25. Are they able to talk about their feelings with a trusted adult?		
26. Do they respond to emotional warmth from carers?		
27. Do they have a good relationship with carers?		
28. Do they display temper tantrums and emotional outbursts?		
29. Is there a pre-occupation with violence?		
30. Is there a preoccupation with fire-lighting?		
31. Is their general emotional presentation an issue requiring further work?		
32. Are they able to share and take turns?		
33. Are there any self-harm issues?		
34. Do they present as vulnerable?		
35. Do they demonstrate increasing resilience?		
Comments box. This comments box is to discuss identified issues or progress made.		

All issues in this section are relevant to keeping children or young people safe and indicates their likelihood of being able to stay safe in the future.

IDENTITY.

	Yes	No
36. Are they able to stand up for themselves appropriately?		
37. Are they developing a sense of their own culture?		
38. Do they have an understanding of people from different cultures and backgrounds?		
39. Are they respectful of other people's cultures and backgrounds? (Protected characteristics)		
40. Can they name at least 3 religious faiths?		
41. Are they respectful of people with different faiths and beliefs? (Protected characteristics)		
42. Do they understand the dangers of extremist views in their varying different forms?		
43. Do they take pride in achievements?		
44. Do they know their full name, birth date, address and postcode?		
45. Do they know their home telephone number?		
46. Do they know how to stay safe online?		
47. Do they demonstrate that they keep themselves safe online?		
48. Are they self-confident?		
49. Do they take pride in their appearance?		
50. Do they have good self esteem?		
Comments box. This box is to discuss identified issues or progress made.		
All issues in this section indicate their level of self awareness and awareness of others. These issues are relevant when interacting with others in a modern world.		

FAMILY AND SOCIAL RELATIONSHIPS.

	Yes	No
51. Are they able to identify important relatives?		
52. Is their sexual knowledge and behaviour appropriate?		
53. Are they receiving appropriate sex education?		
54. Do they display ability or desire to care for others? (Empathy)		
55. Do they know the importance of consent to a sexual relationship?		
56. Do they know the age of consent for a sexual relationship?		
57. Do they understand how the age of consent may vary depending on vulnerability and responsibility?		
58. Do they have any safe and positive friends?		
59. Are they appropriate around animals?		
60. Are relationships with siblings and family appropriate?		
61. Are they respectful of people of people of both sexes? Do they know the importance of not discriminating against anyone because of their sex? (Protected Characteristics)		
62. Are they respectful of people of different sexual orientations? (Protected Characteristics)		
63. Are they respectful of people who may have changed their gender? (Protected Characteristics)		
64. Do they know what marriage and a civil partnership is? (Protected Characteristics)		
65. Are they respectful of those in marriage and a civil partnership?		
66. Are they respectful of people of all ages and know the importance of not discriminating against age? (Protected Characteristics)		
67. Are they respectful of people with a disability and know the importance of not discriminating against anyone with a disability? (Protected Characteristics)		
68. Are they respectful of women who are pregnant and know the importance of not discriminating against anyone who is pregnant? (Protected Characteristics)		
69. Are relationships with peers in their community appropriate?		
70. Do they appear to be building trusting relationships with those responsible for their day to day care?		
71. Are relationships with peers at school, college or workplace appropriate?		
72. If they live away from home, are there issues when they visit home or relatives from home?		
73. Are current arrangements for visiting home or relatives from home successful?		
74. Are there any difficulties during home visits?		
75. Are they relaxed during their home visits?		
76. Is there evidence of attachment?		
77. Are there risks to them that have been reduced?		
78. Are there risks from them that have been reduced?		

Comments box.

This box is to discuss issues identified or progress made.

All issues in this section are relevant to the way children or young people interact with their family and friends. Issues in this section can also impact on a child or young persons ability to make progress.

SOCIAL PRESENTATION.

	Yes	No
79. Are they able to relate differently and appropriately to different adults?		
80. Are they able to engage appropriately with peers outside of their home?		
81. Are they self confident and appropriately open with adults?		
82. Are they able to engage appropriately with peers in their community?		
83. Do they demonstrate self-awareness?		
84. Do they demonstrate awareness of others?		
85. Is their language and behaviour at home and in public appropriate?		
86. Do they value appropriate adult attention?		
87. Are they over friendly with strangers?		
88. Do they have good manners at home?		
89. Do they have good manners in public?		
90. Do they have good social presentation?		
91. Do they have good table manners?		
92. Are they consistent in remembering to say please and thank you?		
Comments box. This box is to discuss issues identified or progress made.		
All issues in this section are about how the child or young person presents to others and subsequently the way they interact with others. Issues identified in this area can have an impact on the way a child or young person develops relationships with others.		

SELF CARE.

	Yes	No
93. Are they able to attend to their own personal hygiene i.e. bathe, clean teeth, brush hair, etc.		
94. Do they have a realistic sense of personal danger?		
95. Are they able to help with or prepare meals?		
96. Can they look after their belongings?		
97. Can they adapt to different environmental factors, such as wear a coat in cold weather or sun hat, apply sun cream if required?		
Comments box. This box is to discuss issues identified or progress made.		
All issues in this section are about the child or young person's ability to look after themselves. Issues identified here can impact on their wellbeing.		

ENJOYING AND ACHIEVING.

	Yes	No
98. Do they engage in recreational activities willingly without prompting?		
99. Do they engage in recreational activities independently?		

Comments box.
This box is to discuss issues identified or progress made.

The ability to engage in recreational activities indicates their developing skill set.

GENERAL KNOWLEDGE.

	Yes	No
100. Do they have age appropriate numerical skills?		
101. Do they know their times tables up to 12?		
102. Do they have age appropriate literacy skills?		
103. Can they write their name and address?		
104. Do they read for an hour a week?		
105. Do they know the countries that make up the United Kingdom and their capital cities?		
106. Can they identify 6 flags of the world?		
107. Can they identify the 7 continents of the world?		
108. Can they read a basic map?		
109. Can they recall any significant dates prior to 1900?		
110. Can they recall any significant dates between 1900 and 1999?		
111. Can they recall any significant dates after 2000?		
112. Do they know their left from right?		
113. Can they swim 25 metres or more?		
114. Have they passed a cycling proficiency test?		
115. Do they know how to cross the road safely?		
116. Can they read a bus / train timetable?		
117. Do they have basic IT skills?		
118. Do they know the importance of regulating screen time?		
119. Can they self regulate screen time?		
120. Can they identify colours correctly?		
121. Can they use a calendar?		
122. Can they tell digital and analogue time?		
123. Do they know who the current Prime Minister is?		
124. Do they know where the Prime Minister resides?		
125. Do they know who is the Head of State?		
126. Do they know where the Head of State resides?		
127. Do they show an awareness of current affairs?		
128. Do they pursue appropriate areas of interest independently?		
129. Do they understand that laws are in place to protect everyone?		
130. Do they respect the law?		

Comments box.
This box is to discuss issues identified or progress made.

Issues in this section give an indication as to their ability and knowledge in a functional or practical sense. It also gives an indication to the child or young persons awareness of the world around them both past and present and knowledge needed to function in society.

EDUCATION TRAINING AND EMPLOYMENT.

	Yes	No
131. Are they in education / training or employment? Does the young person attend: Mainstream School, Special School, Other Specialist School or College / Further education, Independent training/ Work / Employment		
132. Do they attend willingly and regularly?		
133. Can they get themselves up and ready on time in the morning?		
134. Do they leave the home properly equipped for the day?		
135. Do they positively engage in their daytime occupation?		
136. Are they making progress?		
137. Do they have a positive relationship with teachers / instructors / employers?		
138. Are they receiving appropriate careers advice?		
139. Do they listen to instructions?		
140. Do they follow instructions?		
141. Can they be part of a team?		
142. Can they work independently?		
143. Can they have a positive influence on others and lead by example?		
Comments box. This box is to discuss issues identified or progress made.		
Issues in this section give an indication as to the child or young person's ability to function in education or employment. Issues identified in this section indicate difficulties that may impact on their ability to make progress and personal development.		

MAKING A POSITIVE CONTRIBUTION.

	Yes	No
144. Do they demonstrate a sense of ownership within their home?		
145. Do they engage in decision making about their care?		
146. Do they engage in decision making about their home?		
147. Do they engage in decision making about their activities?		
148. Do they look after their bedroom properly?		
149. Do they look after their laundry and clothes?		
150. Do they help with household chores?		
151. Do they help with making or preparing meals?		
152. Do they demonstrate that they care for others in their home?		
153. Do they demonstrate that they care for others in the community?		

Comments box.
This box is to discuss issues identified or progress made.

Issues in this section indicate the child or young person's ability to contribute to their immediate environment.

ACHIEVING ECONOMIC WELL- BEING.

		Yes	No
154.	Are they willing to learn and improve?		
155.	Are they self organised?		
156.	Are they self motivated?		
157.	Are they able to be punctual?		
158.	Are they able to meet deadlines?		
159.	Are they able to demonstrate responsibility?		
160.	Are they able to demonstrate reliability?		
161.	Are they working positively towards an agreed plan?		
162.	Can they communicate effectively with different people?		
163.	Can they demonstrate a broad and varied vocabulary?		
164.	Do they appear to be making progress with their values?		
165.	Are they working towards independence?		
166.	Are they honest?		
167.	Can they identify UK currency and know its value?		
168.	Can they use a banking system?		
169.	Can they save and plan for future spending?		
170.	Are they able to work with other agencies?		
Comments box. This box is to discuss issues identified or progress made.			
Issues in this section indicate the ability of the child or young person to put their skills and knowledge into practice and function in the world around them. This section is also relevant to children who will use these skills in preparation for the time they interact with the world around them, at any age, any stage, any setting.			

ACTION PLAN.

From the issues identified in the questions above, they generate a response of specific advice which forms the heading of further work or support to be given. Every action plan is different depending on the issues identified.

Being Healthy
1. Give attention to progress general health.
2. Ensure help is received to improve hearing.
3. Ensure help is received to improve vision.
4. Ensure help is received to improve dental issues.
5. Ensure help is received to improve issues around weight.
6. Ensure help is received to help with issues around height.
8. Help address issues related to wetting, bed wetting or incontinence.
9. Help address issues to do with soiling, smearing or incontinence.
10. Provide strategies to monitor and reduce accidents requiring medical attention.
11. Provide strategies that encourage and promote a good healthy diet.
12. Assess and monitor medication required to manage behaviour.
13. Provide education on the dangers of alcohol misuse and support to reduce the impact.
14. Provide education on the dangers of drug misuse and support to reduce impact.
15. Provide education on the dangers of substance misuse and support to reduce impact.
16. Provide education on the dangers of smoking and support to reduce impact.
17. Provide advice on the importance of vaccinations and arrange appointment with health care professionals as appropriate.

Being Safe
18. Have in place strategies to help the home life become more stable.
19. Monitor and assess the suitability of the home life.
20. Address issues relating to vulnerability and cyber bullying.
21. Address issues relating to challenging behaviour that affects others.
22. Address issues relating to bullying and cyber bullying.
23. Provide strategies to help to control emotions.
24. Ensure they know how to seek appropriate help when needed.
25. Encourage them to be able to talk about their feelings with a trusted adult.
26. Provide emotional warmth and encourage appropriate responses.
27. Continue to encourage good relationships with carers.
28. Provide strategies that discourage temper tantrums and emotional outbursts.
29. Address a pre-occupation with violence.
30. Provide education on the dangers of starting fires.
31. Continue to address general emotional presentation.
32. Provide strategies that encourage them to share and take turns.
33. Provide strategies that appropriately address self harm issues.
34. Provide strategies that help them present as less vulnerable.
35. Provide strategies that help to increase resilience.

Identity
36. Provide strategies that encourage them to stand up for themselves appropriately.
37. Encourage and help develop a sense of their own culture.
38. Provide information in various forms and activities that promote an understanding of people from different cultures and backgrounds.
39. Encourage respect for people of different cultures and backgrounds. Challenge inappropriate beliefs and advise on legal consequences of such beliefs.
40. Provide religious education to ensure knowledge of at least 3 religions.

41. Encourage respect for people with different faiths and beliefs. Challenge inappropriate beliefs and advise on the legal consequences of such beliefs.

42. Provide continuous assessment and monitoring along with information to help them understand the dangers of extremist views in their varying different forms.

43. Provide strategies that encourage them to take pride in their achievements.

44. Help them remember their full name, date of birth, address and postcode.

45. Help them remember their home (residential home) telephone number.

46. Provide information about how to stay safe online.

47. Provide regular reminders of the importance of staying safe online and ensure up to date risk assessment reflects the level of concern and stipulates any action required.

48. Provide strategies that encourage self confidence.

49. Provide strategies that encourage them to take pride in their appearance.

50. Provide activities that actively help to raise their self esteem.

Family and Social Relationships

51. Undertake family work to help them to be able to identify important relatives.

52. Provide strategies that improve sexual knowledge and encourage appropriate behaviour.

53. Provide appropriate sex education.

54. Provide strategies that encourage consideration for others and promote empathy.

55. Help them understand the importance of consent to a sexual relationship.

56. Provide information on the age of consent.

57. Help them understand how the age of consent may vary depending on vulnerability and responsibility.

58. Encourage building relationships with safe and positive friends.

59. Provide strategies that encourage appropriate behaviour around animals.

60. Help with issues that may inhibit relationships with siblings and family members.

61. Encourage respect for people of both sexes. Challenge inappropriate beliefs and advise on the legal consequences of such beliefs.

62. Encourage respect for people of different sexual orientations. Challenge inappropriate beliefs and advise on the legal consequences of such beliefs.

63. Encourage respect for people who may have changed their gender. Challenge inappropriate beliefs and advise on the legal consequences of such beliefs.

64. Provide information on marriage and civil partnerships.

65. Encourage respect for those in marriage or civil partnership. Challenge inappropriate beliefs and advise on legal consequences of such beliefs.

66. Encourage respect for people of all ages. Challenge inappropriate beliefs and advise on legal consequences of such beliefs.

67. Encourage respect for people with a disability. Challenge inappropriate beliefs and advise on legal consequences of such beliefs.

68. Encourage respect for women who are pregnant. Challenge inappropriate beliefs and advise on legal consequences of such beliefs.

69. Encourage appropriate relationships with peers in their community.

70. Encourage building trust with those responsible for their day to day care.

71. Encourage appropriate relationships with peers at school, college or workplace.

72. Review home visit arrangements and look to find ways of overcoming difficulties.

73. Address any issues that may negatively impact on home visit arrangements.

74. Address any issues arising from home visits.

75. Address any issues that may impact on their ability to be relaxed during home visits.

76. Provide strategies that promote the development of appropriate attachment.

77. Provide strategies that reduce the assessed level of risk to them.

78. Provide strategies that attempt to reduce the level of risk from them.

Social Presentation

79. Provide strategies that encourage them to be able relate differently and appropriately to different adults.
80. Provide strategies that encourage them to behave appropriately with peers outside of their home.
81. Encourage self confidence and appropriate openness with adults.
82. Encourage appropriate interactions with peers.
83. Encourage self awareness.
84. Encourage awareness of others.
85. Challenge inappropriate language and behaviour.
86. Provide strategies that encourages them to value appropriate adult attention.
87. Discourage them from being over friendly with strangers and explain the reasons why.
88. Promote good manners at home.
89. Promote good manners in public.
90. Promote the need for a good social presentation.
91. Encourage opportunities to learn good table manners.
92. Give regular reminders to say please and thank you.

Self Care

93. Encourage self care skills and high standards of personal hygiene.
94. Provide regular reminders of the need to be aware of personal dangers.
95. Encourage involvement in the preparation of meals.
96. Encourage to look after their belongings.
97. Encourage self reliance for varying weather conditions.

Enjoying and Achieving

98. Encourage motivation to be involved in recreational activities.
99. When appropriate, look to encourage the involvement of recreational activities independently.

General Knowledge

100. Help to improve numerical skills.
101. Encourage regular exercises that help them learn their times tables up to 12.
102. Help to improve literacy skills.
103. Encourage them to write their name and address.
104. Encourage them to read for an hour a week.
105. Help them learn the countries that make up the United Kingdom and their capital cities.
106. Provide information on the flags of the world.
107. Help them be able to identify the 7 continents of the world.
108. Help them be able to read a basic map.
109. Encourage motivation to learn significant dates from history prior to 1900.
110. Encourage to learn significant dates between 1900 and 1999.
111. Encourage to learn significant dates after 2000.
112. Help them learn left from right.
113. Help them learn to swim 25 metres or more.
114. Help them pass a cycling proficiency test.
115. Help them learn how to cross the road safely.
116. Help them be able to read a bus / train timetable.
117. Help them learn basic IT skills.
118. Provide advice on the importance of regulating screen time.
119. Provide advice and encouragement / strategies to self regulate screen time.
120. Help to identify colours correctly or provide information on colour blindness if necessary.
121. Encourage use of a calendar as a measure of time, helping them insert key dates in their life.
122. Help them be able to tell digital and analogue time.

123. Inform them who the current Prime Minister is.
124. Inform them where the Prime Minister resides.
125. Inform them who is Head of State.
126. Inform them where the Head of State resides.
127. Encourage an awareness of current affairs.
128. Encourage to follow areas of appropriate interest independently.
129. Provide advice that laws are in place to protect everyone.
130. Put strategies in place to encourage respect for the rule of law.

Education - Training - Employment
131. Engage in education / training or employment.
132. Encourage motivation to attend willingly and regularly.
133. Encourage them to be motivated to get themselves up and ready on a morning and address issues that may negatively impact on this.
134. Provide strategies to encourage self reliance and motivate them to be able to leave the home properly equipped for the day.
135. Encourage to positively engage in their day time occupation.
136. To help make progress in their day time occupation.
137. Encourage to build positive relationships with teachers / instructors / employers and address any issues that may negatively impact on this.
138. Ensure they receive appropriate careers advice.
139. Put strategies in place to encourage listening to instructions.
140. Put strategies in place to encourage following instructions.
141. Create opportunities to be part of a team.
142. Put strategies in place to encourage independent work.
143. Put strategies in place to encourage positive influence on others and leading by example.

Making a Positive Contribution
144. Provide strategies that promote a sense of ownership within the home.
145. Encourage them to be involved in decision making about their care.
146. Encourage them to be involved in decision making about their home.
147. Encourage them to be involved in decision making about their activities.
148. Encourage them to look after their bedroom properly.
149. When appropriate, encourage them to look after and launder their own clothes.
150. Encourage them to help with household chores.
151. Encourage them to help with the preparation of evening meals.
152. Encourage the thinking of others and for this to be demonstrated in the home.
153. Encourage the thinking of others and for this to be demonstrated for those outside of the home.

Achieving Economical Well-being
154. Encourage motivation to want to learn and improve.
155. Encourage motivation to be self organised.
156. Encourage self motivation.
157. Encourage to be punctual.
158. Encourage to be able to meet deadlines.
159. Provide opportunities to be able to demonstrate responsibility.
160. Encourage opportunities to be able to demonstrate reliability.
161. Provide strategies that encourage motivation to work towards an agreed plan.
162. Provide strategies that encourage effective communication between different people.
163. Provide strategies that encourage the use of a broad and varied vocabulary.
164. Consider how the use of values language and our environment can promote ethical intelligence.
165. Consider ways of encouraging working towards independence.

166. Provide regular reminders of the importance of honesty.
167. Help them learn to identify UK currency and its value.
168. Help set up and use a bank account or system.
169. Encourage to save and plan for future spending.
170. Encourage responsiveness to working with other agencies.

Example

Each issue identified is recorded to produce data on progress made over time.
The progress is displayed in the table below.

Number of issues identified	Review Date		Review Date		Review Date		Review Date		Review Date		Review Date		Review Date		Review Date	
	12/10/18		01/03/19		03/10/19		05/02/20		07/09/20		02/03/21		23/06/21		29/12/21	
Health	9	3	11	1	13	3	16	1	15	2	15	2	14	3	17	0
Emotional and behavioural development	5	12	10	7	13	5	11	7	14	4	12	6	14	4	16	2
Identity	8	6	11	3	13	3	12	3	12	3	13	2	14	1	14	1
Family and Social Relationships	9	9	16	2	11	12	24	4	19	9	23	5	25	3	25	3
Social Presentation	11	2	11	2	10	3	12	2	12	2	12	2	12	2	12	2
Self Care	2	1	3	0	2	1	3	2	3	2	5	0	5	0	5	0
Recreation	2	0	1	1	2	0	1	1	1	1	1	1	2	0	2	0
General Knowledge	12	12	22	2	22	6	28	3	28	3	29	2	29	2	29	2
Education - Training - Employment	9	4	13	0	12	1	13	0	12	1	13	0	13	0	13	0
Making a positive contribution	7	3	10	0	9	1	10	0	9	1	10	0	10	0	10	0
Achieving Economical Well-being	6	8	13	1	10	4	13	4	14	3	13	4	14	3	15	2
Total number of issues identified	80	60	121	19	117	39	143	27	139	31	146	24	152	18	158	12
	140		140		156		170		170		170		170		170	
Positivity Percentage	57%		86%		75%		84%		81%		85%		89%		92%	

VALUES.

Aristotle and the Golden Mean.

Aristotle believed that being morally good meant striking a balance between two vices. You could have a vice of deficiency or of excess.

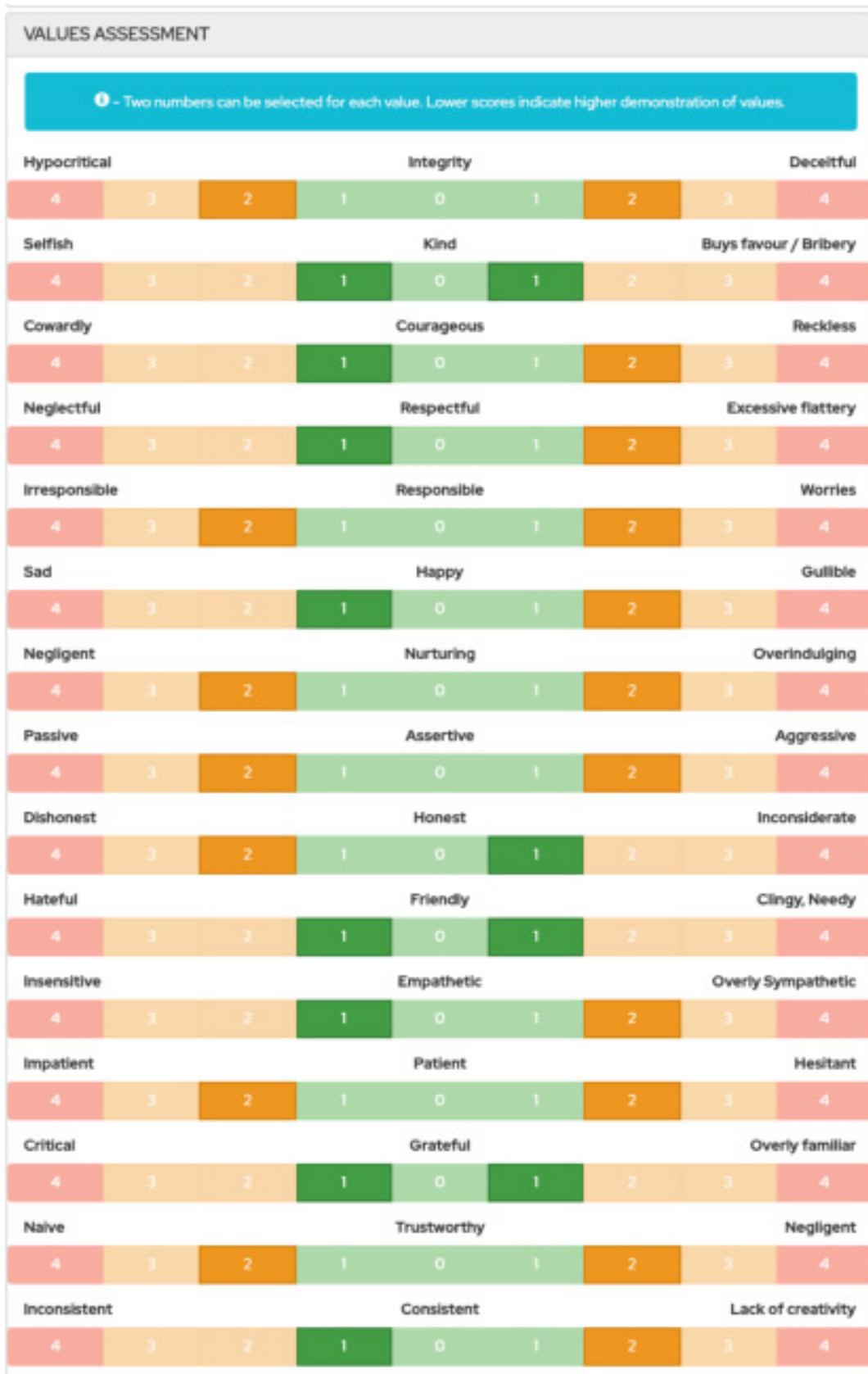| VICE	VIRTUE	VICE
Deficiency	The ideal	Excess

Below is a list of values with the virtue in the centre in the green area. The vices are the polar opposite. The ideal is to be in the centre ground of the green area. Amber gives concern, red highly concerning. This is listed with a score to each cell. The lower the score the higher the virtues.

Values Assessment

VALUES ASSESSMENT

ⓘ - Two numbers can be selected for each value. Lower scores indicate higher demonstration of values.

Hypocritical			Integrity					Deceitful
4	3	2	1	0	1	2	3	4

Selfish			Kind					Buys favour / Bribery
4	3	2	1	0	1	2	3	4

Cowardly			Courageous					Reckless
4	3	2	1	0	1	2	3	4

Neglectful			Respectful					Excessive flattery
4	3	2	1	0	1	2	3	4

Irresponsible			Responsible					Worries
4	3	2	1	0	1	2	3	4

Sad			Happy					Gullible
4	3	2	1	0	1	2	3	4

Negligent			Nurturing					Overindulging
4	3	2	1	0	1	2	3	4

Passive			Assertive					Aggressive
4	3	2	1	0	1	2	3	4

Dishonest			Honest					Inconsiderate
4	3	2	1	0	1	2	3	4

Hateful			Friendly					Clingy, Needy
4	3	2	1	0	1	2	3	4

Insensitive			Empathetic					Overly Sympathetic
4	3	2	1	0	1	2	3	4

Impatient			Patient					Hesitant
4	3	2	1	0	1	2	3	4

Critical			Grateful					Overly familiar
4	3	2	1	0	1	2	3	4

Naïve			Trustworthy					Negligent
4	3	2	1	0	1	2	3	4

Inconsistent			Consistent					Lack of creativity
4	3	2	1	0	1	2	3	4

Example of a completed Values Assessment Chart

VALUES ASSESSMENT

ⓘ – Two numbers can be selected for each value. Lower scores indicate higher demonstration of values.

Left	4	3	2	1	0	1	2	3	4	Right
Hypocritical — Integrity — Deceitful			**2**				**2**			
Selfish — Kind — Buys favour / Bribery				**1**		**1**				
Cowardly — Courageous — Reckless				**1**			**2**			
Neglectful — Respectful — Excessive flattery				**1**			**2**			
Irresponsible — Responsible — Worries			**2**				**2**			
Sad — Happy — Gullible				**1**			**2**			
Negligent — Nurturing — Overindulging			**2**				**2**			
Passive — Assertive — Aggressive			**2**				**2**			
Dishonest — Honest — Inconsiderate			**2**			**1**				
Hateful — Friendly — Clingy, Needy				**1**		**1**				
Insensitive — Empathetic — Overly Sympathetic				**1**			**2**			
Impatient — Patient — Hesitant			**2**				**2**			
Critical — Grateful — Overly familiar				**1**		**1**				
Naïve — Trustworthy — Negligent			**2**				**2**			
Inconsistent — Consistent — Lack of creativity				**1**			**2**			

VALUES ASSESSMENT

Values Assessment	Review Date	Review Date	Review Date	Review Date	Review Date	Review Date	Review Date	Review Date
	12/10/18	01/03/19	03/10/19	05/02/20	07/09/20	02/03/21	23/06/21	29/12/21
Integrity	-	2/2	2/2	3/3	3/-	2/3	2/2	2/2
Kind	-	-/3	1/2	-/4	-/4	1/3	1/1	1/1
Courageous	-	3/4	2/2	-/4	-/3	1/3	1/2	1/2
Respectful	-	3/3	-/1	3/1	2/-	3/2	1/2	1/2
Responsible	-	3/3	-/3	3/3	2/-	3/3	2/2	2/2
Happy	-	1/4	2/-	-/1	-/1	1/3	1/2	1/2
Nurturing	-	1/-	-/2	2/-	2/-	2/2	2/2	2/2
Assertive	-	4/-	-/1	-/2	-/1	2/-	2/2	2/2
Honest	-	-/2	2/1	2/2	2/2	1/2	2/1	2/1
Friendly	-	-/3	1/3	-/2	-/1	1/2	1/1	1/1
Empathetic	-	1/-	1/-	2/-	2/-	2/2	1/2	1/2
Patient	-	3/-	2/3	4/3	2/-	3/2	2/2	2/2
Grateful	-	-/1	1/-	-/1	2/-	2/2	1/1	1/1
Trustworthy	-	3/1	2/-	2/2	2/-	3/2	2/2	2/2
Consistent	-	3/-	1/3	3/2	2/2	2/3	1/2	1/2
Total	0	53	40	54	35	63	48	48

The system automatically generates a certificate of competence.

Your own school or organisation logo can be used.

CONCLUSION.

The power of this assessment system is not in the knowledge of what is deficient but in the direction of energy that is generated by having that knowledge. It also gives a focal point for all those involved to have a list of issues and the ability to make progress as a result of having this information.

Whilst this system takes a reasonable amount of time to produce, it is versatile to be used to replace other less specific or detailed systems.

Typically, in my experience I am familiar with young people initially assessing in the mid 20% and over time achieving the high 90% or even 100%.

I hope you embrace the power of this system and help your children or young people at any age or any stage in any setting become the best they can be.
Above all else to be good human beings.

David Bartlett MBE.
March 2022.

This system has been designed to be universal and appropriate in all countries using the international version IPHC or UK PHC which is specific to the United Kingdom.

This system is free of charge and available at:

https://www.onlinephc.com/