

Guidance

The Revised Child Anxiety and Depression Scale (RCADS)

Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To identify emotional health and well-being needs of the child or young person.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

Guidance

- Google RCADS scoring. This will bring up Resources-Child FIRST. <http://www.childfirst>
- Click in this and scroll to the form of the language you require. You can print the form off or complete online with the child or young person. It is preferable to have a printed question version with you as your guide.
- The programme can be saved on your electronic device which gives the option to work off line.
- This is a US programme which means the school grading is different to the UK. Please see below equivalent grades:

Grade 3	Year 4 (age 8 - 9 years)
Grade 4	Year 5 (age 9 - 10 years)
Grade 5	Year 6 (age 10 - 11 years)
Grade 6	Year 7 (age 11 - 12 years)
Grade 7	Year 8 (age 12 - 13 years)
Grade 8	Year 9 (age 13 - 14 years)
Grade 9	Year 10 (age 14 - 15 years)
Grade 10	Year 11 (age 15 - 16 years)

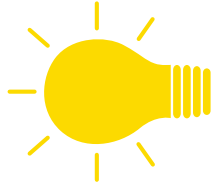


- The child or young person should input their own scores on the form (the practitioner can support the child or young person but it is important that you write exactly what they say).
- In each case it is important to explain to the child or young person this is not a way of diagnosing their mental health and well-being but it may identify areas in which they might want to work on.
- When introducing RCADS to a child or young person the following are possible opening lines:
 - I was wondering if you would mind completing this form. It is a tool we use to help us unpick some of what might be going on for you!
 - The RCADS form can show your progression each time you complete it and if there are other areas you may need to address.
 - What's really great about this tool (RCADS) it has a graph showing your areas you may be finding difficult.
 - I've used this tool with many other children and young people and they find it helps them to see things clearer where they may need help. Would you mind completing this and we can have a look at what yours comes up with?
- Once the information has been inputted click 'intro', then back to scoring (small boxes at the bottom) this will then bring the results up on a graph. You can print off the answers obtained, which can open up a discussion with the child or young person.
- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.
- If you need any further guidance, contact Paula Dennis or Susan Watson who are the CYP IAPT Champions. The Champions will advise and sign post you to any possible direct resource you may need.
- Children and Young People Improving Access to Psychological Therapies (CYP IAPT) Champions
 - Contacts are:
 - Paula.Dennis@derby.gov.uk
 - Susan.Watson@derby.gov.uk
 - Lydia.Langsdale@derby.gov.uk

Outcomes

- The child or young person should be able to identify their emotional health and well-being needs.
- The child or young person should have improved emotional health and well-being.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

Action Plan



Name

Date

What is going to help you?	How is it going to help you?	Who is going to help you?	When would you like it to start?
What else might help?			

Review



Name

Date

How much has it helped you?

A lot

A little

Not at all

--	--	--