



## Wellbeing and Resilience Tool (WART)

This tool was developed by DMSS as part of our evaluation of the Full Effect project in Nottingham, funded by the Royal Foundation.

Children and young people can complete the tool by themselves or together with a support worker.

Tick the boxes to show how strongly you agree or disagree with each statement.

	<b>Strongly agree</b> 3	<b>Agree a bit</b> 2	<b>Disagree a bit</b> 1	<b>Strongly disagree</b> 0
1. I have people in my life that I look up to				
2. I get along well with most people				
3. I have an adult in my life that I can talk to about my feelings				
4. There are lots of things I plan to do in life				
5. I don't always learn from my mistakes				
6. The place I live is happy and comfortable				
7. I feel safe in my neighbourhood				
8. I know where to go to get help when I need it				

9. I feel I belong at school/college/work				
10. If I'm hungry there is usually plenty to eat				
11. I am treated fairly in my community				
12. I don't have that much fun in my life				
13. Other people think I'm a good person				
14. When I am upset or angry I find it hard to manage my feelings				
15. I mostly enjoy school/college/my job				
16. My parents/carers usually know where I am and what I'm doing				
17. There are a lot of good things about me				
18. I can solve problems without hurting myself or others (for example without hitting anyone)				
19. I get anxious about trying new things				
20. I often help other people				
21. I have an adult in my life who stands by me during difficult times				
22. I feel loved and cared for				
23. My friends don't always treat me well				

24. I often give up if something is difficult				
25. I'm looking forward to the future				

**BASIC** – basic needs that Full Effect cannot directly affect such as food, shelter and parental care – there are 5 of these that will provide some explanatory context for change/lack of change.

**BEING** – 5 things about the internal self – determination, confidence and self esteem

**RELATING** – 5 things about quality of relationships and support

**BELONGING** – 5 things about feeling part of something, 'at home' and accepted

**ENJOYING & ASPIRING** – 5 things about good times and ambition

### Worker assessment and planning tool

Based on your knowledge of the child/young person and their responses to the statements in the R-WART, what is your assessment of the extent to which they have the following resilience factors in their lives.

- 1. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
At least one trusted adult who they know cares about them and who helps them through life (see 1, 3, 16, 21, 22)**

Please tick:

0	1	2	3	4	5
Not at all			Plenty		

Comment: (e.g. who are the adults in their lives, how good is their support)

What else could we do to improve this factor in the child/young person's life?

2. **On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:**  
**Support with the basics of food, clothes, transport and housing (see 6, 8, 10, 21)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty

Comment: (e.g. what support, if any, does the child need with these basics; who is providing this support; is it adequate?)

What else could we do to improve this factor in the child/young person's life?

3. **On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:**  
**Access to activities that offer fun and excitement (see 12, 19, 23)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty

Comment: (e.g. what activities are they involved in? Do they have hobbies or interests they enjoy?)

What else could we do to improve this factor in the child/young person's life?

- 4. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
Opportunities to practise problem-solving in different situations (see 5, 18, 19, 20)**

Please tick:

0	1	2	3	4	5
Not at all			Plenty		

Comment: (e.g. is the child/young person trying new things; are they learning social skills?)

What else could we do to improve this factor in the child/young person's life?

**5. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
Places and spaces where they feel safe and can be themselves (see 6, 7, 11, 15)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty

Comment: (e.g. how safe is this child/young person at home and in their neighbourhood; how relaxed do they seem to be?)

What else could we do to improve this factor in the child/young person's life?

**6. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
Support to understand and manage their feelings (see 3, 5, 14, 18)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty

Comment: (e.g. who does this child/young person have to talk to? How do they cope when they are angry or upset?)

What else could we do to improve this factor in the child/young person's life?

**7. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
A chance to find things they are good at and that make them feel proud of themselves (see 2, 12, 13, 15, 17, 24)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty



Comment: (e.g. what talents/strengths does this child/young person have? How do they see themselves? Do they get positive feedback?)

What else could we do to improve this factor in the child/young person's life?

**8. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
Opportunities to help other people ( see 7, 9, 13, 17, 20)**

Please tick:

0	1	2	3	4	5
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Not at all Plenty

Comment: (e.g. is this child/young person involved in any voluntary activities? Are they helpful at school or at home?)

What else could we do to improve this factor in the child/young person's life?

- 9. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
Support which recognises their whole lives: at home, at school and in the community (see 3, 11, 21)**

Please tick:

0	1	2	3	4	5
Not at all					Plenty

Comment: (e.g. does this child/young person have someone who knows all these aspects of their lives? Do the people involved with the child/young person communicate well with each other?)

What else could we do to improve this factor in the child/young person's life?

**10. On a scale of 0 to 5, what is your assessment of the extent to which this child/young person has this resilience factor in their lives:  
A sense of hope and ambitions for the future (see 22, 24, 25)**

Please tick:

0	1	2	3	4	5
Not at all			Plenty		

Comment: (e.g. what does the child/young person want to do when they're older? Do they have ambitions?)

What else could we do to improve this factor in the child/young person's life?