**Phase 2 – Identifying Tool**

Systematically review all the information collected in Phase 1 to identify potential concern areas.

**Please note** this initial hypothesis is not a diagnosis or definitive conclusion but a starting point for further investigation and understanding. As new information is gathered and interventions are implemented, this hypothesis will evolve and become more refined.

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| Name of child:  |  | DoB: |  |
| Name of school: |  |
| Completed by: |  | Role: |  |
| Date of completion: |  | Year Group: |  |

| magnifying glass icon | **Presenting Factors: What is currently happening or showing?***What can we see that's happening with the child or young person? What are they having difficulties with? This might be things they do, or ways they behave, that show us something might not be quite right.* |
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| What are the main concerns or behaviours that have initiated this process? |  |
| How are these factors impacting on the student’s academic performance, social interactions, and emotional well-being?  |  |

| past icon | **Predisposing Factors:** **Things from your past or background that make something more likely.***What things about the child or young person make them more likely to have these issues? It might be things that happened in the past, or personal characteristics.* |
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| What are the known factors in the student’s background, family history, or earlier life experiences that might make them more vulnerable to these issues? |  |

| bomb icon | **Precipitating Factors:** **The trigger or event that sets something off.***What recent events or changes have set off these issues for the child or young person? It could be a big change at home, incidents of bullying or an argument with a friend.* |
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| What are the specific incidents, triggers or changes that might have triggered the presenting issues? |  |

| reset password icon | **Perpetuating Factors:** **Things that keep an issue going or make it last longer.***What things keep the problem going? This might be things the child or young person keeps doing, or ways they keep thinking, that don't help with the issues they are having.* |
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| What are the ongoing situations, behaviours, or thought patterns that are maintaining or making the issues worse? |  |

| first aid icon | **Protective Factors: Things that help guard or shield you from harm or problems.***What things help the child or young person deal with these issues? It could be their strengths, people who support them, or good things happening in their life.* |
| --- | --- |
| What strengths, supports, or positive influences does the student have that could help them cope with or overcome these issues? |  |

| idea icon | **Initial Hypothesis: Starting point of an idea based on initial evidence.** *Your best idea about the problem, an idea you will test.*  |
| --- | --- |
| Based on the above considerations, what is your initial hypothesis about the nature of the student’s difficulties? This should be a broad understanding that will be refined in the following phases. |  |