

# FILL IN SPACES - PROFESSIONAL SUPPORT

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**Page 1** – Professional support for utilising this communication tool

**Page 2** - Encourage child/ young person to draw a self-portrait and fill in their name.

**Page 3** - Talk about where the child/ young person lives and what their home is like. You can ask them about who lives at home and who comes to the family home. This page could also encourage conversation around what their neighbourhood is like and where they go.

**Page 4** - This page is designed to get to know the child/ young person's routine in the morning. You can talk about what time they get up and what they do before going to school, how they get to school and who takes them. The same page can be used around their journey home.

**Page 5** - This page is for the child/ young person to talk about what they do after school and you can ask who takes them home and how they get home. You could ask what they do and don't enjoy doing after school.

**Page 6** - This page could help the child/ young person talk about their bedtime routine. Do they brush their teeth, read a book or watch TV. It is a chance to see what time they go to bed. This could help talk about what their rooms look like, do they have a bed or sleep on a mattress. Do they share a room or bed? How does the room look aesthetically, curtains or decorated? You can also ask if they feel safe when at home, talking about the home as a whole.

**Page 7** - You could use this page to talk about who lives in or attends the family home. Who do they physically say good night to, if co-parenting do they telephone mum or dad? You can talk about to them about what time they go to bed, does it take them a long time to fall asleep. Ask if they remember their dreams or if they have any reoccurring nightmares.

**Page 8** - This page will allow the child, young person to voice their views around how they feel, they can draw or discuss what and who makes them feel sad or happy. This page will enable them to talk about what they enjoy and what they would like to do in the future.

**Page 9** - This page could help them talk about what food they enjoy and what they don't like. You can ask what meals they have at home and school. Encourage them to talk about who cooks at home and if they are ready made meals.

**Page 10** - Talk to them about who they are close to but you can also ask who is part of their life but they do not feel not close to. This page can help them talk about relationships, positive and negative.

# Fill in the spaces communication tool

f\_ll in the  
s\_ac-s



By Adam Seomore  
and Mark Couzens

I live...

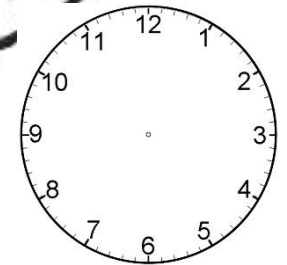
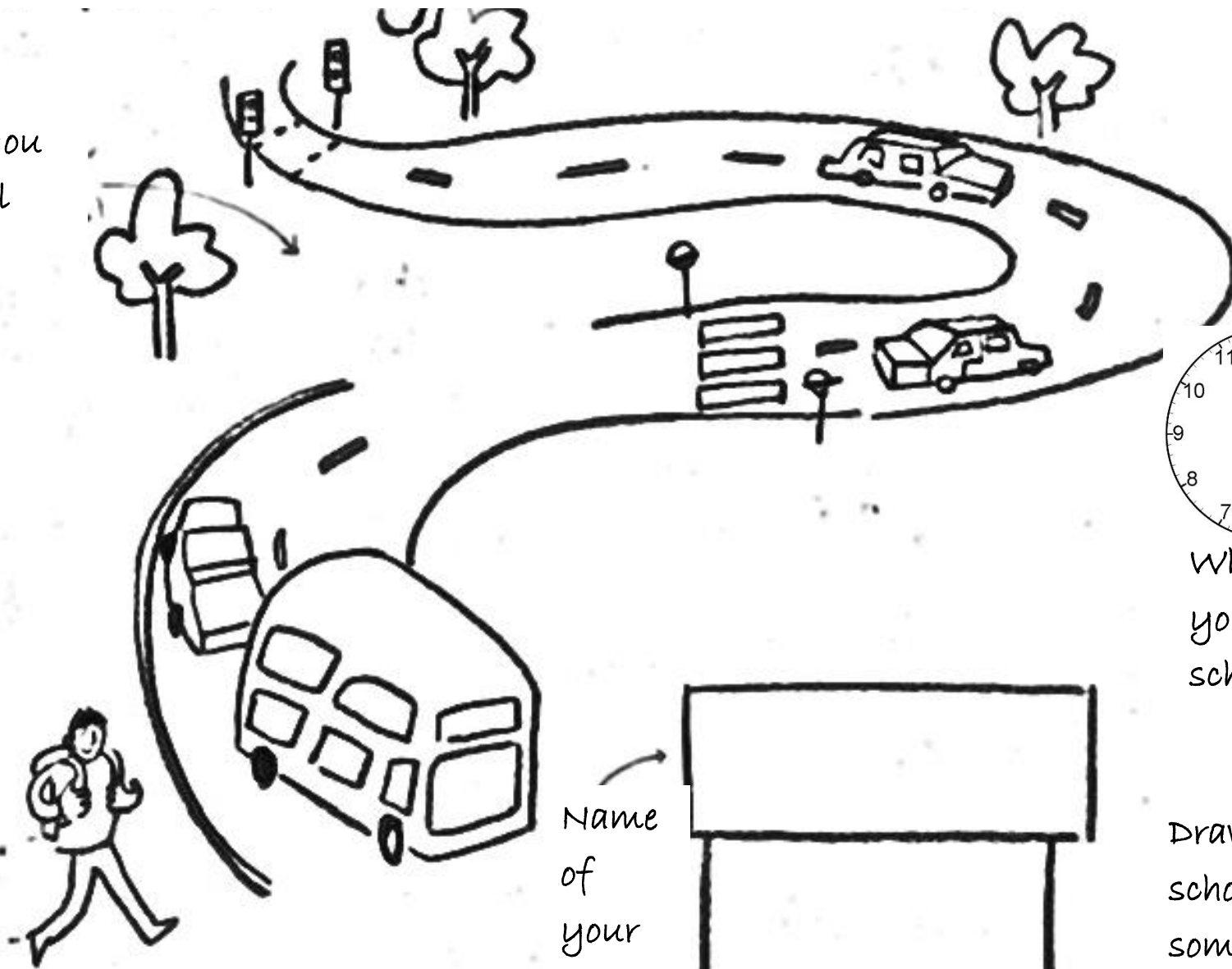


Draw your  
home



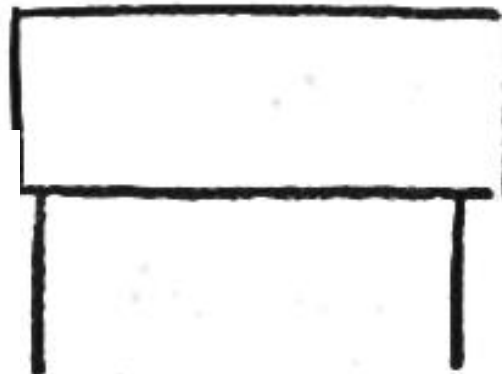
In the morning I ..... to school

Draw how you get to school



What time do you start school?

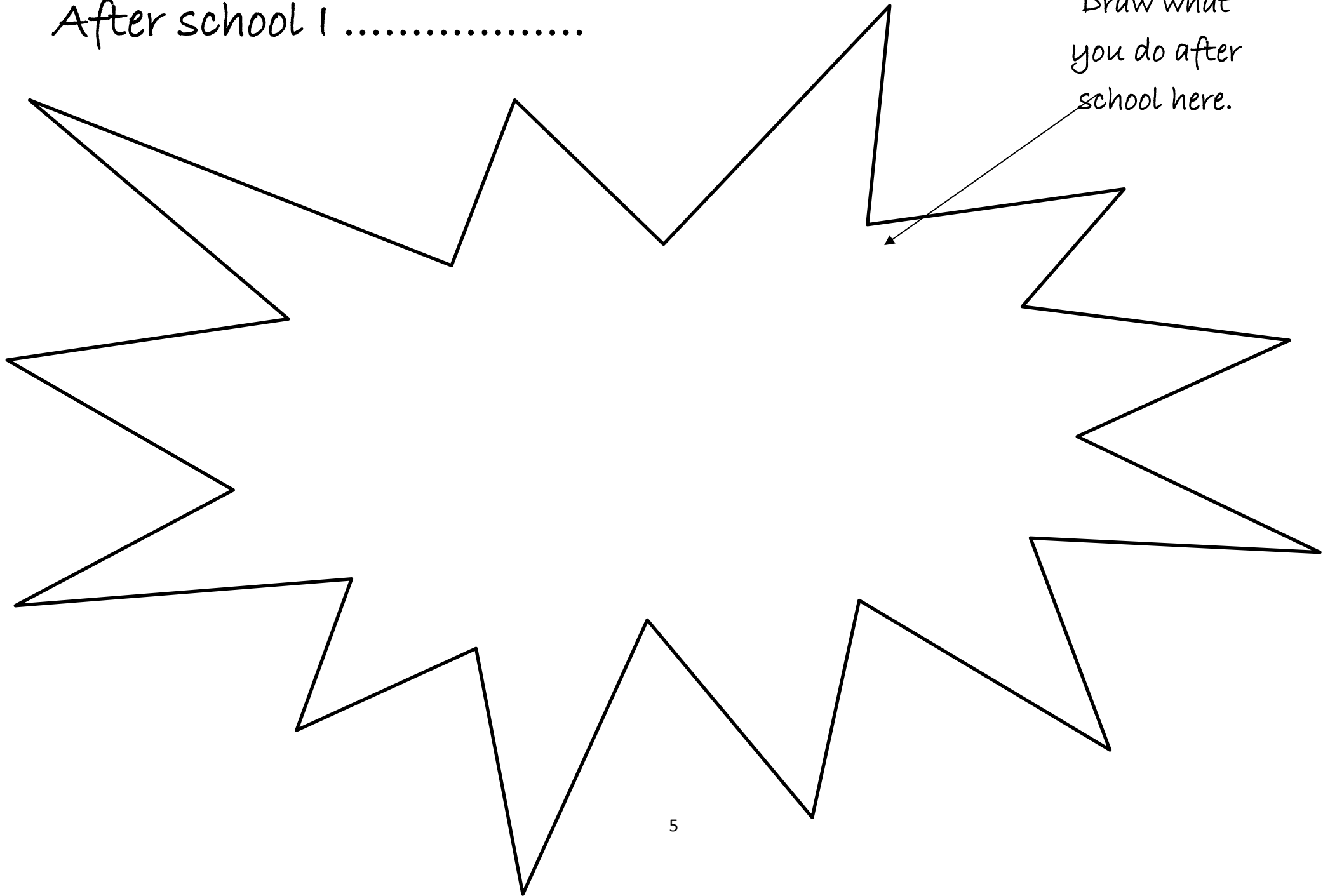
Name of your school



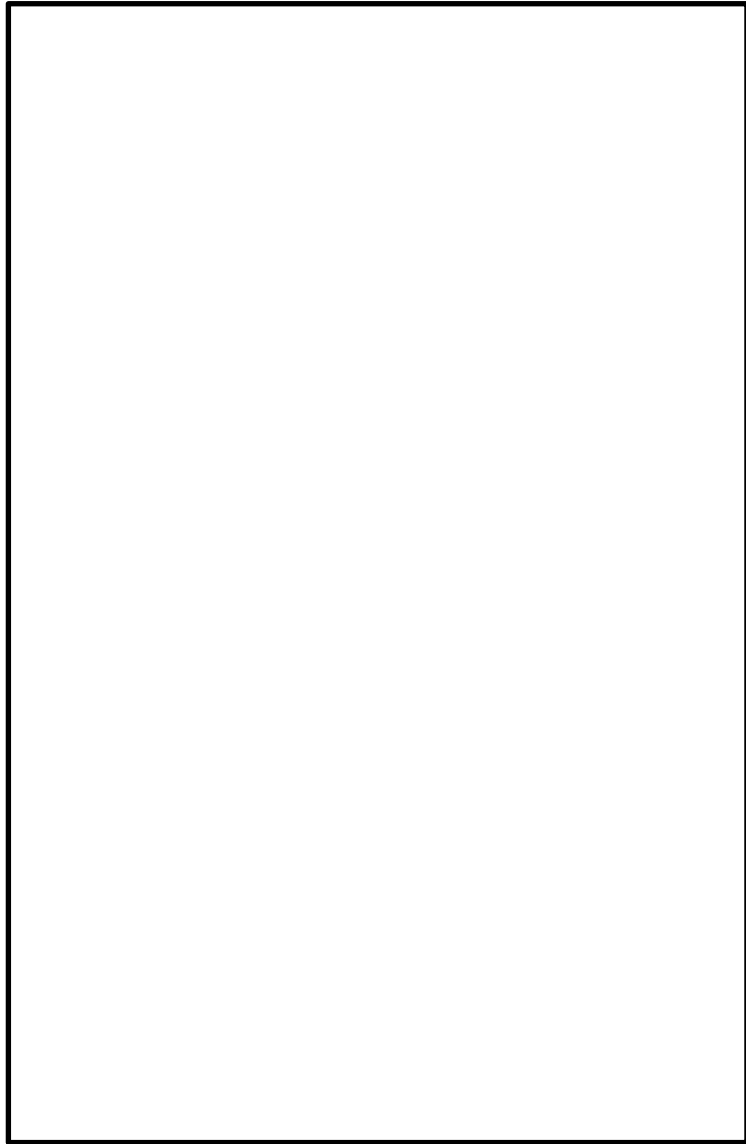
Draw your school somewhere on this page.

After school I .....

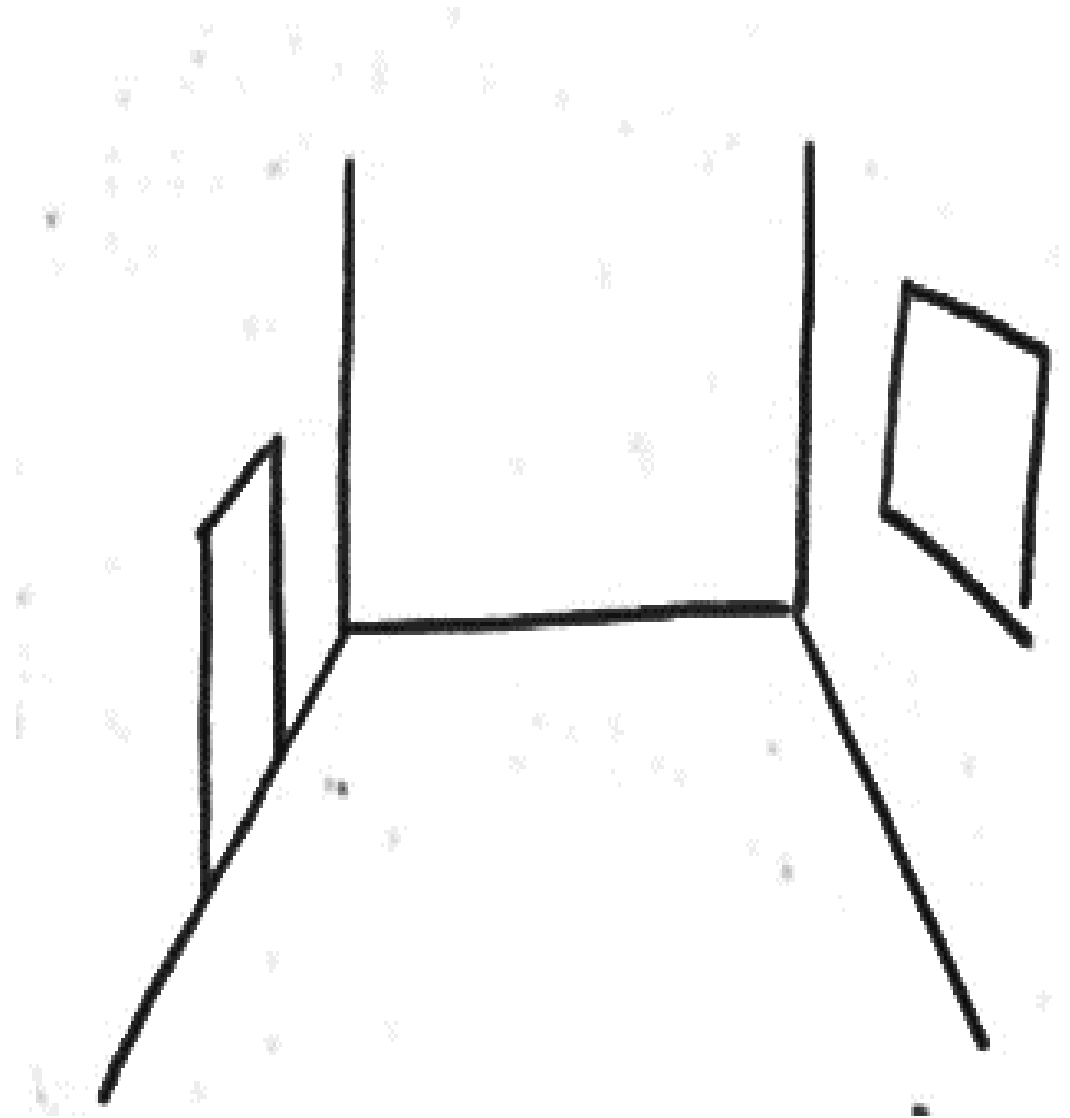
Draw what  
you do after  
school here.



Before bedtime 1.....

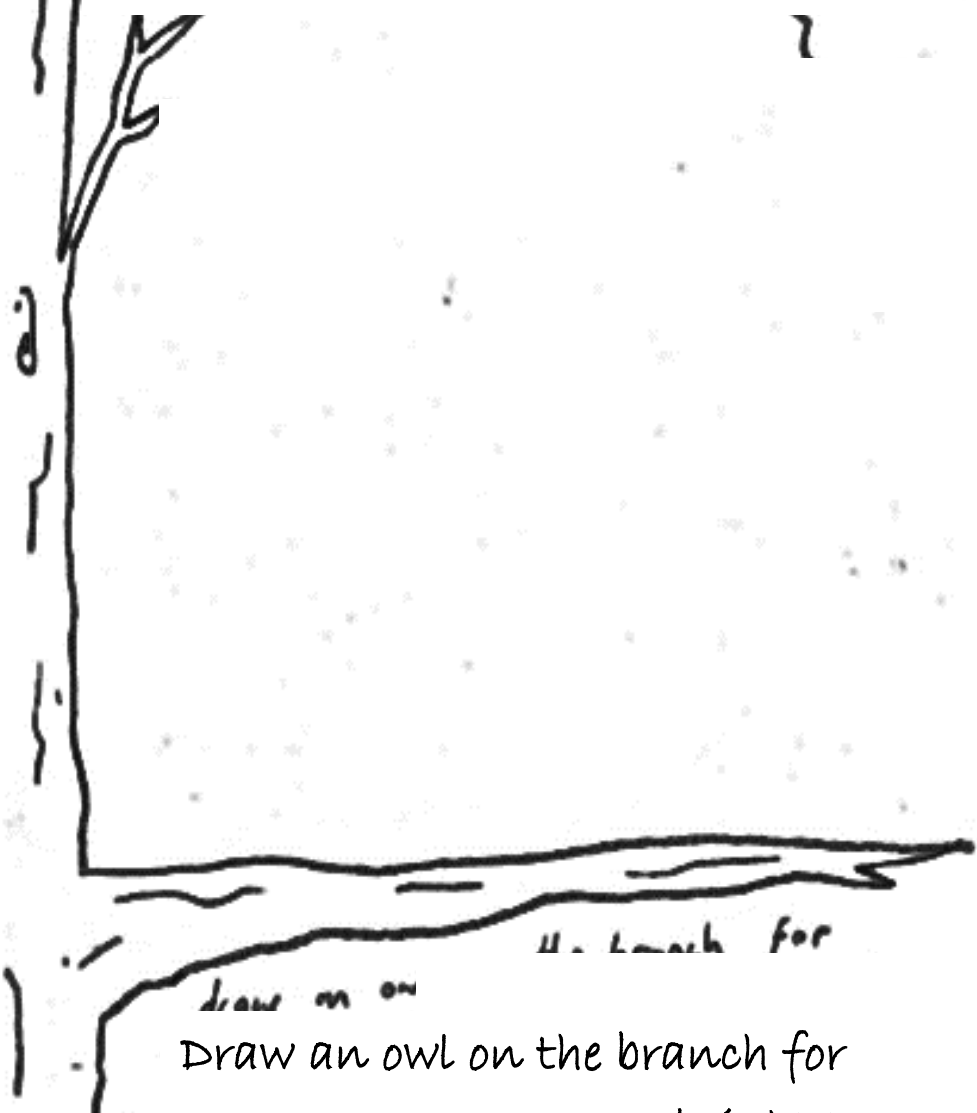


Draw what you do before bedtime

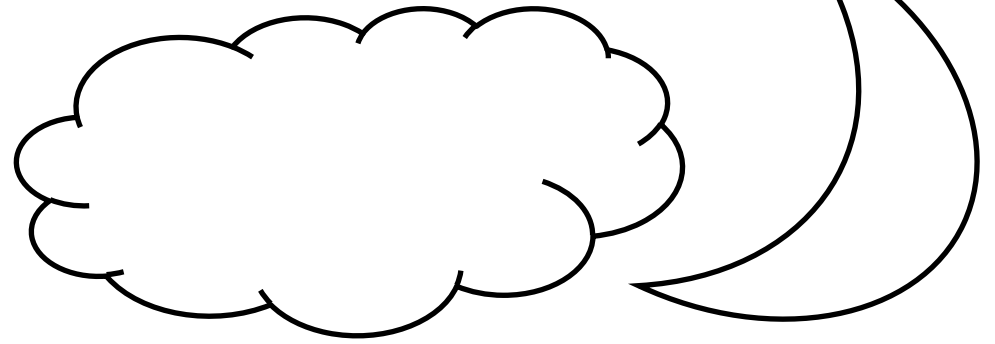


Draw what's in your room

I say goodnight to.....

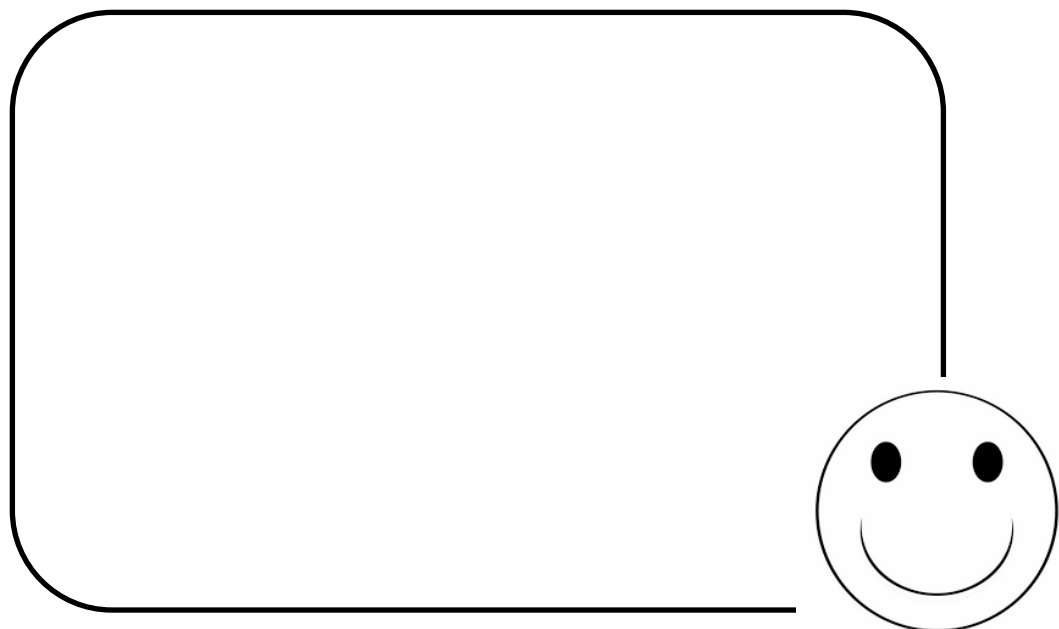


draw on owl  
Draw an owl on the branch for  
everyone you say goodnight to



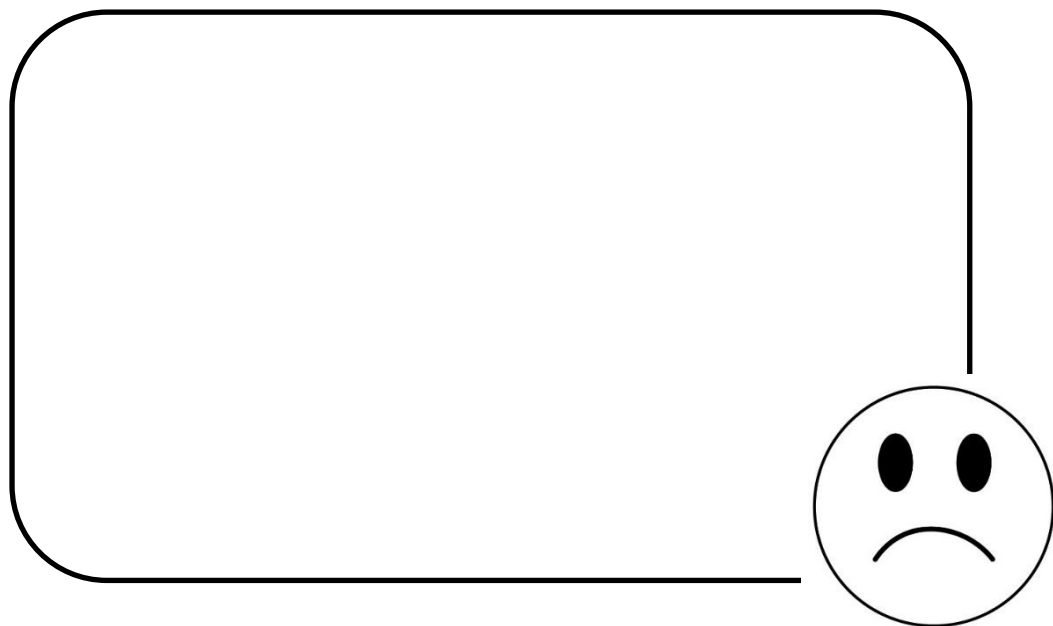
Draw what you dream about...

Draw what makes you happy:



When I grow up I am going to be:

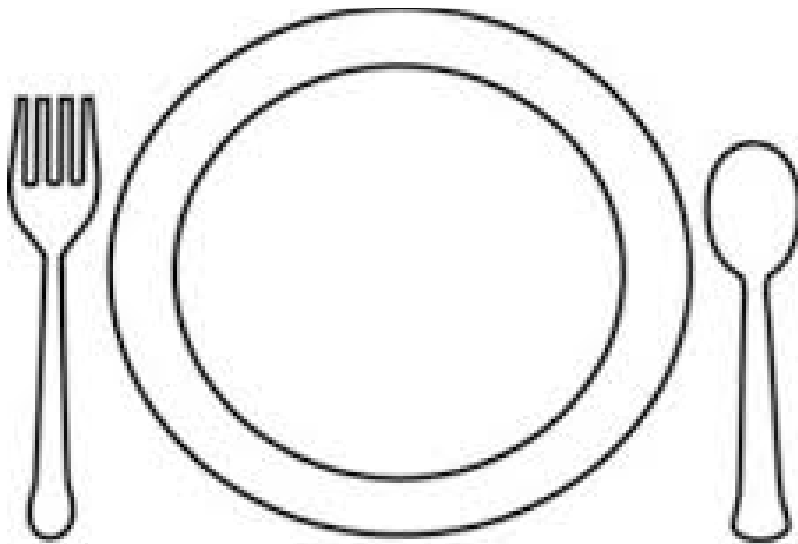
Draw what makes you worried:



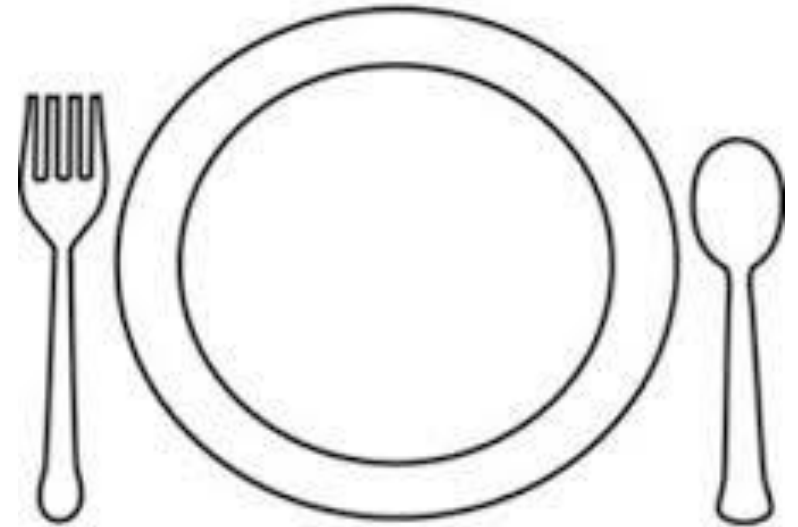


I like eating:

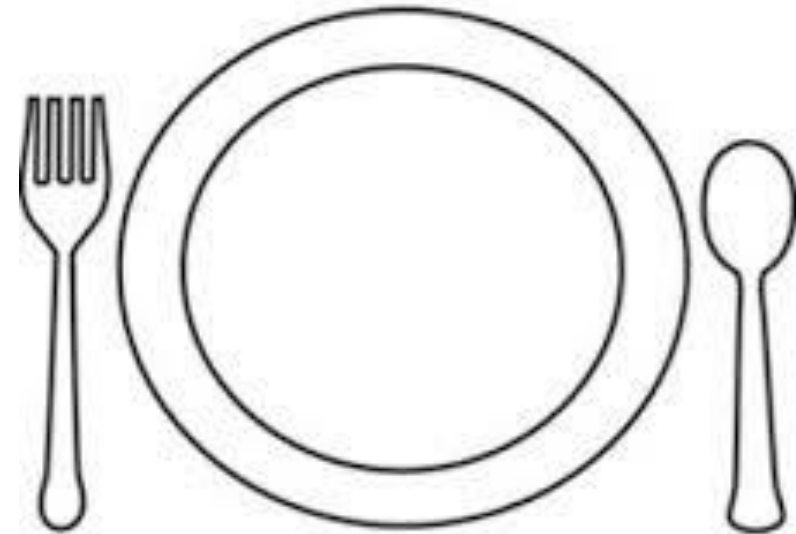
For lunch:



For breakfast:



For dinner:

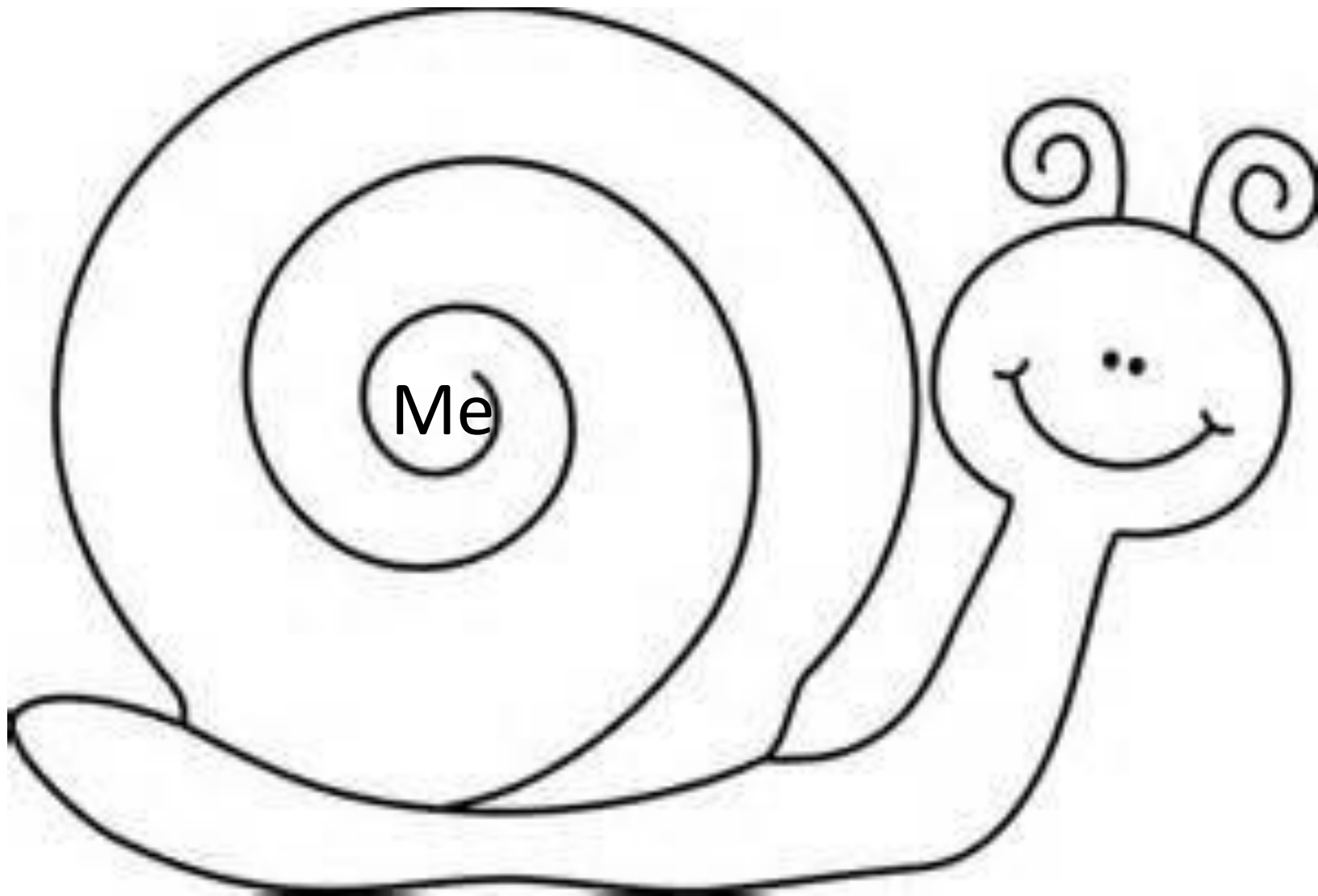


I like  
drinking:



In my social shell:

Working from the middle write the list of the people you are close to.



*With sincere gratitude to Adam Seomore, Named Nurse for Safeguarding Children, CNWL and Mark Couzens for designing this tool.*



**Camden** Safeguarding  
Children Board

[www.cscb-new.co.uk](http://www.cscb-new.co.uk)