**Audience** Groups 1-8 (Working Together 2010)

**Methods** Small group role play; large group feedback

**Preparation**
Ensure that you have handouts of the Henderson/Miller/Taylor family case study and associated individual family member stories:
- F2.0 Henderson/Miller/Taylor family case study
- F2.1 Claire’s story
- F2.2 Darren’s story
- F2.3 Michelle’s story
- F2.4 Troy’s story
- F2.5 Susan’s story
You may want to use the audio-video of the stories:
- M2.1 Claire’s story
- M2.2 Darren’s story
- M2.3 Michelle’s story
- M2.4 Troy’s story
- M2.5 Susan’s story

**Links to Common Core**
**Common Core 1** Effective communication and engagement with children, young people, their families and carers (skills: listening and building empathy). Build open and honest relationships by respecting children, young people, parents and carers and making them feel valued as partners.

**Common Core 2** Child and young person development (skills: empathy and understanding). Demonstrate your commitment to reaching a shared understanding with a child, young person, parent or carer by talking and listening effectively; make sensitive judgements about what is being said and what is meant by what is being said.

**Learning Outcomes**
To assess parents' capacity to respond to the child's needs.

**Process**
This exercise aims to reflect on how we talk with parents and carers

Ask participants to work in small groups of 4 and provide them with the Henderson/Miller/Taylor family cases study and associated family member stories. Each member of the group take one role: 1 person to represent Claire Henderson; 1 person to represent Darren Miller; 1 person to represent the professional outlining their concern; and 1 observer.

They should then role play the discussion between the professional and the parents outlining the areas/issues of concern, remembering to avoid the use of jargon words – or ensuring that the words are clearly explained. The observer should note what helps and what is less effective.

**Time**
Total: 30 minutes
Bring the groups back for a large group discussion. The main learning points should be explored. You may want to prompt discussion, for example:

**Practitioner:**

- Was it possible to detail your concerns without being confrontational? What helped and what hindered?
- Did you manage to get a clear understanding of the parents’ perceptions of what the issues were?
- Did the parents share your concerns about the neglect of their children?

**Parents:**

- Did you feel that you were listened to and your ideas were heard? What helped and what hindered?
- Did you feel “under attack”?
- Did you agree with practitioner/professional concerns?

**Observables:**

- Examples of good practice.