Learning Outcomes
To overcome factors that impede assessment, analysis and planning.

Process
Give each group a parent’s story (or pair of parents’ stories), for example, Steve and Fiona Evans, Claire Henderson and Darren Miller, Mabina and Saleem Akhtar.

Ask the groups to spend 45 minutes discussing the following questions:

1. List the factors that are impacting on this person’s ability to care for their child and order them into three lists – personal factors, family factors and community/societal factors. Think about the interaction between all three factors and how this impacts on their capacity to respond to each of their children’s developmental needs.

2. What resources or services may be available to you in order to meet the parent’s needs?

3. How would you go about pulling together a plan of action to support the needs of the parents?

4. What strategies and approaches are needed to ensure that planning with the parent(s) is done in partnership, in a non-confrontational way, whilst remaining authoritative?

Continued ➔

Links to Common Core
Common Core 6 Information sharing (skill: information handling). Make good use of available information, for example whether a common assessment has been completed – appraise content and assess what else might be needed.

Common Core 6 Information sharing (skill: information handling). Be able to assess the relevance and status of information (for example, whether it is observation or opinion) and to pass it on when appropriate.

Preparation
No additional preparation required, but trainers may wish to make available the stories of each character:

- F1.1 Fiona’s story
- F1.2 Steve’s story
- F2.1 Claire’s story
- F2.2 Darren’s story
- F3.1 Mabina’s story
- F3.2 Salem’s story

And also play the audios:

- M1.1 Fiona’s story
- M1.2 Steve’s story
- M2.1 Claire’s story
- M2.2 Darren’s story
- M3.1 Mabina’s story
- M3.2 Salem’s story

Audience Groups 2-6 (Working Together 2010)

Methods Small group exercise; large group feedback

Time Total: 1 hour

Planning to meet carers needs
15 minute feedback to wider group:

Below are some useful prompts for you to use during the feedback session:

- the importance of not losing focus on the most important task of safeguarding and promoting the welfare of the children in the family

- the significance of the interaction between personal, family and societal factors and the combined effects of all three

- the parents’ thinking and feelings in relation to being a parent

- the sources of evidence and means of communicating with, and fully engaging with, the parent(s) in the assessment and plan(s)

- identification of local, accessible support for the parent, and direct provision of support

- the barriers to accessing support: for example, financial, motivation, accessibility, time, confidence

- parental secrecy, denial and resistance and the need for an intervention approach that is clear, open and honest

- outcome focused planning, relating the plan to the needs of the children.