

Audience Groups 1-8 (Working Together 2010)

Methods Individual work; small group activity

Preparation

You will need Henderson/Miller/Taylor family case study; Michelle's chronology; Michelle's story; and Michelle's history:

- F2.0 Henderson/Miller/Taylor family case study
- F2.3 Michelle's story
- F2.6 Michelle's history
- F2.7 Michelle's chronology
- M2.3 Michelle's story

Also, useful is:

- H7 The importance of historical information

You could consider using one of the case studies or asking different groups to work on different case studies.

Links to Common Core

Common Core 5 Multi-agency working (skills: assertiveness). Present facts and judgements objectively.

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To understand importance of looking beyond single incidents.

Process

Ask participants to work individually on the Henderson/Miller/Taylor family case study and Michelle's chronology, story and history, to separate fact, opinion and hypothesis. Then ask participants to work in pairs to consider the importance of the historical information for current circumstances and explore possible interventions.

In discussion, you might ask participants to draw out Michelle's developmental history, key family events and other events in her life. You could also ask them to think about their personal and emotional reactions to the material as well as the professional response and consider whether there were any differences and why?

Time

Total : 45 minutes

Taking account
of historical
information

G40₁