

Audience Groups 2-6 (Working Together 2010)

Methods Vignette (Liam Evans); individual work;
small group discussion

Preparation

In addition to the information provided within the exercise, trainers may want to ensure that handouts of the Evans family case study, Liam's history and Liam's story are available and prepare to use the Evans' family audios:

- F1.0 Evans family case study
- F1.3 Liam's story
- F1.6 Liam's history

You may also want to play the family stories audio-video to the group:

- M1.1 Fiona's story
- M1.2 Steve's story
- M1.3 Liam's story

Links to Common Core

Common Core 1 Effective communication and engagement with children, young people, their families and carers (skills: consultation and negotiation). Consult the child, young person, parent or carer from the beginning of the process.

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To assess the nature and extent of a child's developmental needs.

Process

This exercise aims to consider how much time and thought is given in assessment to the child's experiences and perspective. It also looks at what is needed to ensure a clear focus on the child, particularly from the perspective of wider family and environmental factors.

Part 1

Ask participants to read the vignette and information provided about Liam and make notes of significant events and information for him.

Continued ➤

Time

Total : 1 hour

Part 1 20 minutes

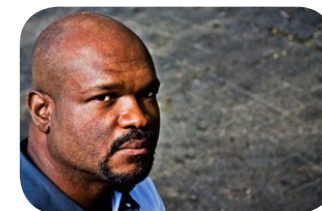
Part 2 30 minutes

Part 3 10 minutes

further

The child's
perspective

G16₁



Part 2

Split the delegates into small groups.

Ask each group to compile a chronology from Liam's perspective in relation to the dimensions of family and environmental domain. The groups should use the active voice 'I' to help present Liam's views, wishes, feelings and experiences as he has grown and developed. These statements should be like direct quotations from the child or young person.

Then bring accounts to the larger group for wider discussion and exploration of ways in which participants can take the learning back to your practice setting. Consider the implications of focusing on wider family and environmental factors.

Part 3

Then bring accounts to the larger group for wider discussion and exploration of ways in which participants can take the learning back to your practice setting. Consider the implications of focusing on wider family and environmental factors.

The child's
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