

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 1 Effective communication and engagement with children, young people, their families and carers (skills: listening and building empathy). Hold conversations at the appropriate time and place, understanding.

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.

Childhood Neglect: Improving Outcomes for Children

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.

Continued ↘

Time

Total : 30 minutes

further

Engaging parents
and carers

G21 1

Process Continued ↘

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?

Observers:

- Examples of good practice.