

**Audience** Groups 1-6 (Working Together 2010)

**Methods** Small groups using flip charts

### Preparation

Trainers might find it useful to read Spencer and Baldwin (2005) before using this exercise. Ensure that you have flip chart paper and pens available for groups to map their interventions.

### Links to Common Core

**Common Core 5** Multi-agency working (skills: communication and teamwork). Provide timely, appropriate, succinct information to enable other practitioners to deliver their support to the child or young person, parent or carer.

## Childhood Neglect: Improving Outcomes for Children

### Learning Outcomes

To address family and environmental factors.

### Process

Neglected children and their families tend to find community resources and supports difficult to access. Parents of neglected children may be wary of formal support services for a range of personal and historical reasons. Services may also lack sufficient outreach support. Children may lack the confidence and knowledge to make use of community resources. The existence of resources for children and families is, therefore, not sufficient. Parents and children can be supported to make use of resources in the context of good working relationships that can act as bridges and supports.

Participants are asked to use the diagram as a guide to map out on a flip chart the kinds of bridges and supports that can be put in place to enable children and families to benefit from a range of supports including formal and informal, universal and specialised. They should think about bridges and supports as human or other resources and in relation to parents and children, and draw on their own practice experience.

In large group discussion a number of issues can be explored further. For example, this is an opportunity to explore the benefits of good working relationships with children and parents. If a parent has a trusting relationship with a practitioner they may feel able to make a visit to a local children's centre or other type of service with support. A child who has experienced responsive support from an individual practitioner is better prepared to respond to youth workers and community workers. Practitioners who have got to know parents and children well are in a stronger position to engage in discussions and negotiations with universal and specialist services about how they can be made accessible to families with a range of complex support needs.

### Time

Total : 45 minutes

Small groups 30 mins

Feedback 15 mins

Connecting the child  
and family with  
communities

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