

**Audience** Groups 2-8 (Working Together 2010)

**Methods** Small group activity; large group discussion

### Preparation

Read the following:

Cleaver, H., Unell, I. and Aldgate, J. (2011) Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence (2nd edition). London: The Stationery Office.

Leeson, C. (2007) 'My life in care: experiences of non-participation in decision making processes.' Child and Family Social Work 12(3): 268-277.

Wright, P., Turner, C., Clay, D. and Mills, H. (2006) The participation of children and young people in developing social care. London: SCIE.

### Links to Common Core

**Common Core 5** Multi-agency working (knowledge: your role and remit). Know the value and expertise you bring to a team and that brought by colleagues

**Common Core 5** Multi-agency working (knowledge: procedures and working methods). Know how to work within your own and other organisational values, beliefs and cultures

### Learning Outcomes

To overcome factors that impede assessment, analysis and planning.

### Process

This is primarily aimed at a multi-disciplinary group.

The aim of the exercise is for participants to reflect how different organisations may understand the involvement or participation of children, parents and families in a meaningful way in the services that are tasked with meeting their children's developmental needs.

Ask participants to work in small groups of 3-4, preferably multi-agency to consider the elements involved in the participation of children and families and to reflect critically on the effectiveness of participation within their organisations.

In large group discussion trainers might ask the group to think about what they could do to assist individual participation, and also what they might try to ensure that the voices of children, parents and other family members are represented in a meaningful way in service planning and review. The benefits could include:

- **Assessment will be more likely to reflect children and families' lived experiences**
- **Increase the ability of children and family members to make other decisions in future**

Consider the potentially negative impact on children, parents and families of tokenistic professional involvement.

### Time

Total : 45 minutes

Small group discussion 30 mins

Group feedback 15 mins

further

Working with  
children, parents  
and families

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