



PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

Child Development

It is important for social workers and family support practitioners to have a good understanding of child development. A knowledge of developmental 'norms' and 'milestones' will support effective assessments of children's needs. It will also help to ensure that support and interventions are appropriate and optimal.

However, milestones are relative 'norms': one size does not fit all. Children with learning disabilities may have a different rate of progress towards developmental milestones. Similarly, children who have been exposed to abuse, neglect or other trauma may experience disruption in development.



Supporting resources:

These resources explore the research on child development and the different integral and/or external factors that can impact this.

- > **Social work and child development in the early and middle years - Ages 0 to 11: Frontline briefing**
- > **The impact of parental substance use on child development: Frontline briefing**
- > **Infant brain development - Key messages: Video resources**



Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up **here**.
4. Ahead of time review the videos and plan how you might frame the opening of the session.
5. Play each of the **four videos on infant brain development** in turn. There is around 26 minutes of content in total.
6. Ask your team/group to reflect on the key messages from the videos. Use the reflection prompts below to stimulate discussion:
 - What have you learned that you didn't know before watching the videos?
 - How might you use the videos when supporting foster carers, kinship carers or adopters?
 - How might the videos help older children who have experienced trauma or other adverse experiences in their early life?
 - What other resources might help you develop your knowledge and practice in this area?
7. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for the videos, so they have a record for CPD purposes (and can export these if needed).
8. Share the preceding page with the links to the supporting resources with the team/group. Ask them to select a resource that is relevant to a child, young person or family they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.