



**INPRO Training Day *Case management***

<b>Time</b>	<b>Aim</b>	<b>Content</b>	<b>Methods</b>	<b>Material</b>
30 Minutes	Getting to know each other and each other's expectations concerning the training to facilitate further communication and cooperation.	Guiding questions: "Who I am?"/ "What I expect from this training?"	"Flashlight" The participants briefly introduce themselves: name, profession, institution, responsibility and voice their expectations concerning the training.	Flipchart for noting each participant's expectations towards the course content.
90-120 Minutes	Getting insight into each other's difficult cases; Finding common problems; Stimulating the participants' extensive knowledge and experience; Sharing expertise.	The suggested reference points to be addressed by the participants sitting in a circle and passing their sheets of paper to each other clockwise: 1.Problem, 2.Hypothesis, 3.Suggested diagnostic tools, 4.Analysis of the knowledge about the problem.	"Circle" On the pieces of paper participants share the cases they find particularly difficult and then following the reference points refer to their theoretical knowledge and experience putting everything in writing. It must be stressed that this activity is strongly knowledge-based (requires the awareness of diagnostic tools, involves hypothesis-making concerning the source of the problem).	Worksheets with points from 1 to 4 (referring to four aspects) for the participants to address and a flipchart with the explanation what each number stands for; additionally the flipchart can be used for displaying the filled worksheets with problematic cases.

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120 Minutes	Getting insight into the nature of an expert network that needs to be built in a particular case, the role of specialists involved and their interdependency.	A diagram with the names of professions such as: psychologist, pedagogue, teacher, speech therapist etc.	“Sociometry“ Participants write on the ready cards of different color and/or shape the names of experts involved in a specific case and sort them on a flipchart. They increase or decrease the distance between particular experts to reflect the strength of cooperation bonds thus gaining insight into the nature of their interdependency.	Cards of different colors (red, yellow, green) and/ or shapes.
120 Minutes	Finding out core areas of improvement in a case management situation.	Participants come into an intensive dialogue on topics and issues of a chosen case management process. They specify and verbalize the areas of improvement and come up with the tools and resources.	“Teamspider“ Using three concentric circles: the smallest, the medium one and the biggest outer one and the numbers they represent, respectively 0, 50 and 100 the participants evaluate the aspects of case management they chose thus, automatically, coming up with areas for improvement.	Teamspider drawn on a flipchart and cards for writing areas/ aspects for evaluation (see illustration of team spider diagram <a href="http://www.inpro-childcare.eu">www.inpro-childcare.eu</a> )



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90 Minutes	Obtaining a different perspective on difficult cases by noticing opportunities, not only threats; Gaining a developmental and strategic view.	S- strengths W- weaknesses O- opportunities T- threats	“SWOT-Analysis” Participants analyze the chosen case/s obtaining a different perspective. They name strengths and weaknesses as well as opportunities and threats.	Worksheet with a graph (which divides the space into four squares: strengths, weaknesses, opportunities and threats).
30 Minutes	Reflecting on the lessons learned in the training; Evaluating the effectiveness of the methods used.	Participants reflect on the benefits they drew from the training.  “What did you learn from other participants?, “Which method did you particularly find useful?” etc.	“Moderated group discussion”.	Flipchart to summarize the lessons learned by all participants.