**Learning Guide 5.4 Family –**

**Gathering the Information**

**Objectives**

Recognize and identify: family centered practices, family capacity-building practices, and family and professional collaboration.

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| Related Content:[Module 5, lesson 2 – Gathering information](https://rpm.fpg.unc.edu/module-5-family-plan/lesson-2-gathering-information)  Instructional Method: Discovery  Level: Intermediate/Advanced  Estimated Time Needed: 5 min. instructor preparation; 30 min. learner activity  Learner Form: None |

**Description**

Learners will develop family-centered support plans for the unique context in which they work/teach. Each learner will have to identify the strengths, resources, and needs of the families in their care and the specific strategies they will use to build capacity and collaboration. Then, learners will answer critical questions about their plans through peer review.

NOTE: For learners who do not work with families and children on a day-to-day basis (i.e. pre-service teachers), see the adaptation instructions at the end of this document.

**Materials/Resources**

* Learning Guide 5.4 Activity Handout 1: Family-Centered Support Plan
* Learning Guide 5.4 Activity Handout 2: Peer Review Guide

**Facilitator Instructions**

1. Learners should have viewed the lessons in Module 5 – Families in preparation for this activity.
2. Distribute one copy of the handouts to each learner. Have learners spend 15-20 minutes working on their Family-Centered Support Plans on their own.
3. Have learners work in pairs to review each other’s Family-Centered Support Plans and fill out the Peer Review Guide.
4. Allow time for group reflection on the process of considering family-centered practices, family capacity-building practices, and family/professional collaboration.
5. Provide feedback.

**Suggested Assessment**

Performance Indicator: Learners will recognize and identify family-centered, capacity-building, and collaboration practices for families within their unique contexts.

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| **If the learner…** | **Then provide feedback…** |
| Cannot recognize and identify family centered practices, family capacity-building practices, and family and professional collaboration for their unique contexts | Have the learner re-view the lessons in Module 5– Families and provide time and space for the learner to more fully reflect on the context in which they work and how they can apply Family practices. |

**Distance Learning Tips**

* This activity can be done individually. Learners can submit their responses electronically.
* Provide prompt feedback.

**Adaptation Instructions**

If learners DO NOT work with families on a day-to-day basis (i.e. preservice teachers), allow them to use families who are raising children with disabilities with which they have had prior experience and reimagine that family within their current community and context.

**Learning Guide 5.4 Activity Handout-1 – Family Centered Support Plan Guide (front)**

Name:

Date:

Directions: Answer the questions below to help design your family-centered support plan.

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| What are some of the **strengths** of the families with whom I work? | What are the specific **needs** of the families with whom I work? |
| What **resources** are there in my school and/or community that I can connect with families? | What are the various **goals** of families with whom I work? |

**Learning Guide 5.4 Activity Handout 1 – Family Centered Support Plan Guide (back)**

Directions: Using the information you have brainstormed on the front of this sheet, develop a family-centered support plan that will guide the practices and strategies you will use for the unique families in your context.

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| **My Family-Centered Support Plan** | |
| Family Characteristics | Practices/Strategies |
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**Learning Guide 5.4 Activity Handout-2 – Peer Review for Family Centered Support Plan**

Name of Reviewer:

Name of Reviewed Plan Author:

Directions: Read your peer’s “Family-Centered Support Plan” and provide feedback using the following questions as a guide.

1. How are family-centered practices supported in this plan? What are the strengths and what are the areas for improvement?

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2. How are family capacity-building practices supported in this plan? What are the strengths and what are the areas for improvement?

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3. How is family and professional collaboration addressed in this plan? What are the strengths and what are the areas for improvement?

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4. Other feedback:

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