**Learning Guide 5.8 Family –**

**Performance Feedback Guide**

**How to Use This Guide**

This guide can be used with learners who have engaged in family-professional partnerships that benefit young children with disabilities in either their own classroom/setting/program or in field-experiences associated with university coursework.

**Do the learner’s family practices…**

1. Promote the active participation of families in decision-making related to their child(ren)?

Performance Indicator: Participants will use practices that promote family-centeredness and family capacity-building, and will encourage positive parent-professional relationships. Specifically, participants will use practices (i.e., providing supportive feedback, asking questions, treating families with dignity and respect) that promote the active participation of families in decision-making related to their child(ren).

Look for:

* Learner identifies the family’s unique circumstances.
* Learner provides the family with unbiased information.
* Learner involves the family in decision-making.
* Learner uses practices that build relationships with families.

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| **IF** | **THEN** |
| The learner cannot identify the family’s unique circumstances. | Encourage the learner to spend more time learning about the family and engage in dialogue with the family. |
| The learner does not provide the family with unbiased information (e.g., auditory-verbal therapy is the sole communication therapy device for children with hearing loss). | Check the learner’s knowledge about the topic and provide resources to expand their knowledge.  Ask the learner to check with other practitioners before making recommendations or providing information to families. |
| The learner does not involve the family in decision-making. | Have the learner review M5L3 to view videos of practitioners and families engaged in joint decision-making. |
| The learner does not build a relationship with the family. | Have the learner review M5L2 to understand the importance of relationships between families and practitioners. |

1. Work towards developing a service plan that includes strategies to support families?

Performance Indicator: Participants will be able to use family practices that are sensitive and responsive and that build on parenting strengths and capacities.

Look for:

* Learner uses opportunities for families to build on their parenting strengths and increase their competence and confidence.
* Learner assesses family needs, develops plans, and implements plans using feedback from the family throughout.
* Learner treats the family with dignity and respect.
* Learner develops plans with families that are individualized, flexible, and responsive to unique circumstances.

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| **IF** | **THEN** |
| The learner does not build on parenting strengths or increase competence/confidence. | Refer the learner to the DEC Recommended Practices themes for Family practices. |
| The learner does not use family feedback when assessing, developing, or implementing plans. | Refer learner to M5L3 to observe practitioners and families working together to develop plans. |
| The learner does not treat the family with dignity or respect. | Refer learner to professional codes of ethics. Example: See DEC Code of Ethics at: <http://www.dec-sped.org/position-statements> |
| The learner does not develop individualize, flexible, or responsive plans for families. | Have the learner review the content and examples in M5L2. |