

Learning Guide 5.10 Family –

Setting the Stage Wrap-Up

**Objectives**

* Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.
* Describe how to apply DEC Recommended Practices for Family in discussing a practice dilemma.

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| Related Content:[Module 5](https://rpm.fpg.unc.edu/module-5-family-plan/voices-field)  Instructional Method: Problem Solving Session  Level: Intermediate  Estimated Time Needed: 20-30 min.  Learner Form: None |

**Description**

In this activity, learners will reflect on changes in their knowledge and comfort level in working with families and use knowledge gained from Module 5: Famliy content to answer a practice dilemma.

**Materials/Resources**

An account with [www.polleverywhere.com](http://www.polleverywhere.com/) (it’s free).

**Facilitator Instructions**

1. Remind learners about the Poll Everywhere discussion they had prior to the module. Have learners answer the same question using the technology again:

*What do you think about when considering working with families? What are your hopes and what are your fears?*

Learners can respond using their computer or their cell phone – directions will appear on the screen.

1. Allow time for learners to respond.
2. Read aloud responses and ask learners to compare their feelings about working with families from prior to engaging in Module 5 content.
3. Revisit the dilemma by viewing Module 5: Family “Setting the Stage.” [LINK]
4. Create a second Poll Everywhere activity. Start the Poll Everywhere software by logging in to the website and tapping the red “Create” button at the top left of the My Polls page. Choose the “Survey” activity type and enter the following three questions using open-ended prompts:

* How can Sherry help Laura and Robert implement strategies that address their priorities and concerns for Simon and focus on Simon’s strengths and needs?
* How can Sherry help build Laura and Robert’s parenting confidence?
* How can Sherry help Laura and Robert gain the skills to identify and contact agencies that can support Simon?

1. Provide remaining time to discuss learners’ answers.

**Suggested Assessment**

Performance Indicator: Learner can describe how to use DEC Recommended Practices for Family when working with families to promote family-centeredness, family capacity-building, and encourage positive parent-professional relationships.

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| **If the learner…** | **Then provide feedback…** |
| Does not identify challenges in promoting the active participation of families or supporting families. | Have the learner reflect on the diverse needs of families and children with disabilities and how those might not align with what the learner believes to be best practice. |
| Does not identify best practice for working with families. | Have the learner revisit M5L3 to see best practice for family in action. |

**Distance Learning Tips**

The polleverwhere.com software works best for synchronous class sessions. If you teach an asynchronous class period, the use of different polling software might be necessary (i.e. Google polls). Provide learners a set deadline for submitting their polls and then compile results to share with the group and allow time for reflection.

Learning Guide 5.7 Activity Handout

Family Reframing Exercise

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| Directions: Read the short vignette and the possible explanations for the family’s perspective. Reframe the statements to reflect a positive, strengths-based perspective. | |
| *The Nieto family has recently moved to a new county with their three-year-old son, Pedro, who has developmental delays. Pedro has been attending the Head Start center for two weeks when the teacher, Ms. Prieto, finds out that Pedro had been seeing an early interventionist for two years prior but Ms. Prieto did not receive any records or assessment information.* | |
| PERSPECTIVE | REFRAME |
| 1. The Nieto family is lying about their son’s history. |  |
| 1. The Nieto family is negligent in managing their son’s care. |  |
| 1. The Nieto family is ignorant of the importance of continuity of services. |  |
| *The Baharaj family speaks primarily Urdu in the home however they are learning English. Their four-year-old daughter, Saha, has a moderate language delay. Recently, they visited a respected family member who told them to only speak English in the home so that Saha and their other children would be more successful in the United States. You have shared that recent research suggests that learning two or more languages is actually beneficial to children. The Baharaj family chooses to only speak in English to their children.* | |
| PERSPECTIVE | REFRAME |
| 1. The Baharaj family is not intelligent enough to understand research. |  |
| 1. The Baharaj family is superstitious. |  |
| 1. The Baharaj parents are harming their children’s language potential. |  |
| *At an initial IFSP meeting, the Xi family listen to the assessment results for their son, Feng. The practitioner shares that Feng has a moderate gross motor delay and severe language delay. Mr. and Mrs. Xi nod their heads in agreement. The practitioners ask the Xi family to discuss their priorities and concerns for Feng. Mr. and Mrs. Xi do not share any personal details and ask the practitioners to tell them what they should buy and what therapist they should hire to help support Feng’s learning and development.* | |
| PERSPECTIVE | REFRAME |
| 1. The Xi family is uninvolved with their son. |  |
| 1. The Xi family is overly shy and private. |  |
| 1. The Xi parents are not smart enough to participate in the meeting. |  |

Learning Guide 5.7 Handout

Family Reframing Exercise – Possible Answers Guide

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| Directions: Read the short vignette and the possible explanations for the team member or family’s perspective. Reframe the statements to reflect a positive, strengths-based perspective. | |
| *The Nieto family has recently moved to a new county with their three-year-old son, Pedro, who has developmental delays. Pedro has been attending the Head Start center for two weeks when the teacher, Ms. Prieto, finds out that Pedro had been seeing an early interventionist for two years prior but Ms. Prieto did not receive any records or assessment information.* | |
| PERSPECTIVE | REFRAME |
| 1. The Nieto family is lying about their son’s history. | The Nieto family is knowledgeable about their son’s complicated history but wanted him to have a fresh start in their new setting due to possible stress they experienced in their prior county. |
| 1. The Nieto family is negligent in managing their son’s care. | The Nieto family is unaware of their right to collect his educational records to share with other providers. |
| 1. The Nieto family is ignorant of the importance of continuity. | The Nieto family found that their previous care and interventions for Pedro were not effective and wanted his new intervention plan to not be biased by previous care. |
| *The Baharaj family speaks primarily Urdu in the home however they are learning English. Their four-year-old daughter, Saha, has a moderate language delay. Recently, they visited a respected family member who told them to only speak English in the home so that Saha and their other children would be more successful in the United States. You have shared that recent research suggests that learning two or more languages is actually beneficial to children. The Baharaj family chooses to only speak in English to their children.* | |
| PERSPECTIVE | REFRAME |
| 1. The Baharaj family is not intelligent enough to understand research. | The Baharaj family understands that research is important but also elder wisdom is important in deciding parenting practices. |
| 1. The Baharaj family is superstitious. | The Baharaj family is making parenting decisions within their cultural values and norms. |
| 1. The Baharaj parents are harming their children’s language potential. | The Baharaj family have the right to choose the way they communicate with their children and their children’s language will develop with support from their parents and other adults. |
| *At an initial IFSP meeting, the Xi family listen to the assessment results for their son, Feng. The practitioner shares that Feng has a moderate gross motor delay and severe language delay. Mr. and Mrs. Xi nod their heads in agreement. The practitioners ask the Xi family to discuss their priorities and concerns for Feng. Mr. and Mrs. Xi do not share any personal details and ask the practitioners to tell them what they should buy and what therapist they should hire to help support Feng’s learning and development.* | |
| PERSPECTIVE | REFRAME |
| 1. The Xi family is uninvolved with their son. | The Xi family want the best outcomes for their son and feel that experts will provide proper care and intervention. |
| 1. The Xi family is overly shy and private. | The Xi family’s cultural norms dictate that personal information about family life are not shared with non-family members. |
| 1. The Xi parents are not smart enough to participate in the meeting. | The Xi parents are very intelligent and respect the education and wisdom of the practitioners in making the best intervention choices for their son. |