

Learning Guide 5.7 Family - Reframing Activity

**Objectives**

* Learners will reframe statements about families to reflect an anti-bias viewpoint.
* Learners will reflect on implicit bias and its impact on their practice.

**Description**

This activity can be used as a way to uncover biases practitioners may hold regarding families. Instructors usually use these prompts before introducing the subject material as a way to help learners recognize a differing perspective.

**Materials/Resources**

* Learning Guide 5.7 Activity Handout – “Family Reframing Exercise”
* Learning Guide 5.7 Answer Guide – “Family Reframing Exercise – Possible Answers”

**Facilitator Instructions**

1. Open a discussion with the following focus statement: Every time Julia, an occupational therapist, goes to visit the Karp family, she finds the younger toddler sibling playing alone with usually non-toy items (i.e., a box of paperclips, a pile of junk mail, pots and pans etc.). Once Julia arrives the mother, Alicia, picks the toddler up and places her in front of the TV in a highchair for the rest of the visit while Julia, Alicia, and Alicia’s older daughter, Lina, work together.
2. Ask learners to write down some initial thoughts and feelings about the family. Then have learners raise their hand if they had any thoughts similar to the examples below.

Examples:

* Alicia has bad parenting practices.
* Alicia is uninvolved with her child’s play.
* Alicia is neglectful.

Offer other possible explanations that focus on the positive and/or reflect an increased sensitivity to the family’s perspective.

Examples:

* Alicia is resourceful in finding ways to care for two young children.
* Alicia is balancing the needs of both of her children.
* Alicia is invested in the future of her children, as evidenced by her participation in Lina’s therapy visit.

1. Break learners into partners to reframe perspectives on family decisions using the Family Reframing Exercise handout.
2. Come together to discuss the implicit biases all practitioners bring to their interactions with families and ways to become more sensitive and rethink judgments of families and children.

**Suggested Assessment**

See attached possible answers guide.

**Distance Learning Tips**

* This activity can also be done individually although it would be better to be done in groups for learners to hear differing responses. Students may post to a discussion board.
* Explore different platforms for students to collaborate with each other (i.e. Google hangouts, Slack, Skype, etc.).
* Have learners post brainstorms and reflections in an easily accessed place for future reference.
* Provide feedback in a timely manner.

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. |