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# Learning Guide 2.10 Interaction-

# Performance Feedback Guide

## **How to Use this Guide**

## This guide can be used to debrief with learners following their participation in a transition for a child and family in either their own classroom/setting/program or in field-experiences associated with university coursework.

**Are the learner’s transitions practices—** **Continuous and Aligned?**

**Performance Indicator:**

Participants will be able to effectively exchange information with other practitioners that support **continuous** and **aligned** programs for increased positive outcomes.

### **Look for:**

* Learner respond promptly to other practitioners.
* Learner ask clear questions.
* Learner understand their program’s infrastructure related to sharing and communicating information.
* Learner understand key routines and activities from other programs.

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| **IF** | **THEN** |
| The learner does not respond promptly to other practitioners. | Refer learner to M2L2 and “Ask the Expert – Dr. Beth Rous” to learn more about the importance of communication for effective transitions practices |
| The learner does not ask clear questions. |
| The learner does not understand their program’s infrastructure related to sharing and communicating information. | Have the learner interview their program director to learn more about how to share and communicate information with families and other programs. |
| Learners do not understand key routines and activities from other programs. | Ask the learner how you or others can support them in locating this information. |

**Are the learner’s transition practices —** **Planned and Timely?**

### **Performance Indicator:**

Participants will be able to identify key planned and timely strategies that can be used to support children and families transitioning between programs.

### **Look for:**

* Learners identify strategies that are intentional, planful, thoughtful, and purposeful.
* Learners identify strategies that are timely – before, during, and after transition.
* Learners plan high intensity or low intensity strategies.

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| **IF** | **THEN** |
| The learner identifies or chooses a strategy that is not intentional, planful, thoughtful or purposeful. | Refer learners to M2L3 and emphasize that strategies:   * Support the timely and successful adjustment of a child to a new program or setting and they * Support children with engaging with the physical environment, interact with peers and other adults, and quickly adapt to the structure and culture of the classroom (Rous, Harbin, & McCormick, 2006). |
| The learner identifies or chooses a strategy that is not matched to the particular time point in the transition process (i.e. classroom visit after transition). | Refer learners to the “Planned and Timely Strategies Table” |
| The learner incorrectly distinguishes between high and low intensity strategies. | Refer learners to M2L3 and “Planned and Timely Strategies Table”  Provide increased practice in sorting strategies into high intensity or low intensity. |