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# Learning Guide 2.7 Transition-

# 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. Faculty members usually use these prompts before introducing the subject material as a way to help learners recognize a differing perspective.

## **Materials/Resources**

* Handout – “Transitions Reframing Exercise”
* Possible answers guide – “Transitions Reframing Exercise – Possible Answers”

## **Facilitator Instructions**

1. Open a discussion with the following focus statement:  
   *Mohammed and his wife, Mahwish, have just moved states with their three children, including their youngest, Ivan (three years old). In their previous state, Ivan was identified as having developmental delays by the local intervention team. They have been in their new home for the past six months and at Ivan’s most recent pediatrician appointment it is discovered that Mohammed and Mahwish have not followed up on getting intervention services for Ivan. Mahwish explains that they haven’t looked for services for Ivan because now they live closer to family and she can provide more attention to Ivan while her sisters care for her other children*
2. In a large group, ask learners to articulate possible explanations for the family’s perspective.  
   Examples:

* Mohammed and Mahwish are ignorant.
* Mahwish doesn’t know what is best for Ivan and needs professional help.
* Mohammed and Mahwish are not making good decisions for their family.

1. Offer other possible explanations that focus on the positive and/or reflect an increased sensitivity to the family’s perspective.  
   Examples:
   1. Mohammed and Mahwish are caring for their son in a culturally appropriate way using knowledge gained from their extended family and collective history
   2. Mahwish is the expert in Ivan’s needs because she is Ivan’s primary caregiver and her knowledge about his development is highly valuable and necessary.
   3. Mohammed and Mahwish have made the good choice to live closer to their support systems as they care for their disabled child.
2. Break learners into partners to reframe perspectives on family decisions using the Transitions Reframing Exercise handout.
3. 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 would be better to be done in groups for learners to hear differing responses.
* Explore different platforms for students to collaborate with each other (i.e. Google hangouts, OTHERS?)
* Have learners post brainstorms and reflections in an easily accessed place for future reference.
* Provide feedback in a timely manner.

## **Transitions 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 for the family. | |
| *The Kassim family are listening to the practitioners discuss strategies and interventions that have worked for their young son with disabilities, Awad. He is transitioning into Kindergarten from Special Education Preschool. Awad has mild cognitive delays that the teachers have discussed ways to mediate. Awad’s father, Kareem, says, “We don’t have to worry about Awad learning his letters. He can work in the back of my shop when he grows up. I want him to know how to count the money.”* | |
| **Perspective** | **Reframe** |
| Kareem is ignorant. |  |
| Kareem underestimates his son’s abilities. |  |
| Kareem doesn’t love his son. |  |
| *Althea has multiple disabilities and requires services from many care providers including early intervention, hospitals, and a case manager. Recently, Althea’s case manager was discussing the intervention plan put into place by the team with Althea’s mother, Krisha. After listening, Krisha declared that she appreciated the work and care but she had made an appointment for Althea to meet with a local healer and she would no longer need the intervention services.* | |
| **Perspective** | **Reframe** |
| Krisha is superstitious. |  |
| Krisha does not value the work done by professionals. |  |
| Krisha is misinformed. |  |
| *A pediatrician refers one-year-old LaQuinda to the local early intervention program due to delays in language development. LaQuinda’s family’s home language is Spanish. The early interventionist (who speaks Spanish) found out when reviewing hospital records that LaQuinda had failed her newborn hearing screen at birth. When she asked Beverley, LaQuinda’s mother, about it, she said that she was very stressed with all of the papers, caring for her newborn, and there wasn’t always a translator available to explain documents.* | |
| **Perspective** | **Reframe** |
| Beverley is disorganized. |  |
| Beverley doesn’t adequately advocate for her child. |  |
| Beverley is incompetent. |  |

## **Transitions Reframing Exercise** – Possible Answers Guide

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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 for the family. | |
| *The Kassim family are listening to the practitioners discuss strategies and interventions that have worked for their young son with disabilities, Awad. He is transitioning into Kindergarten from Special Education Preschool. Awad has mild cognitive delays that the teachers have discussed ways to mediate. Awad’s father, Kareem, says, “We don’t have to worry about Awad learning his letters. He can work in the back of my shop when he grows up. I want him to know how to count the money.”* | |
| **Perspective** | **Reframe** |
| Kareem is ignorant. | Kareem is trying to protect his son by making sure he has a secure future and that his education reflects this. |
| Kareem underestimates his son’s abilities. | Kareem is making the best decision for his son based on what he knows about his son’s future. |
| Kareem doesn’t love his son. | Kareem cares deeply about his son and is thinking about his future. |
| *Althea has multiple disabilities and requires services from many care providers including early intervention, hospitals, and a case manager. Recently, Althea’s case manager was discussing the intervention plan put into place by the team with Althea’s mother, Krisha. After listening, Krisha declared that she appreciated the work and care but she had made an appointment for Althea to meet with a local healer and she would no longer need the intervention services.* | |
| **Perspective** | **Reframe** |
| Krisha is superstitious. | Krisha is accessing what she knows to be the best possible care for her daughter. |
| Krisha does not value the work done by professionals. | Krisha is making what she believes to be the best decision for her daughter based on all information she can collect. |
| Krisha is misinformed. | Krisha trusts and honors the loved ones in her life that guide her in the parenting of her child. |
| *A pediatrician refers one-year-old LaQuinda to the local early intervention program due to delays in language development. LaQuinda’s family’s home language is Spanish. The early interventionist (who speaks Spanish) found out when reviewing hospital records that LaQuinda had failed her newborn hearing screen at birth. When she asked Beverley, LaQuinda’s mother, about it, she said that she was very stressed with all of the papers, caring for her newborn, and there wasn’t always a translator available to explain documents.* | |
| **Perspective** | **Reframe** |
| Beverley is disorganized. | Beverley has kept careful track of all the documents associated with her newborn daughter and is able to share those with the early interventionist. |
| Beverley doesn’t adequately advocate for her child. | Beverley was denied the opportunity to advocate for her child due to issues of access. |
| Beverley is incompetent. | Beverley is caring for LaQuinda with love and competence. |