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# Learning Guide 3.7 Environment-

# 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 – “Environment Reframing Exercise”
* Possible answers guide – “Environment Reframing Exercise – Possible Answers”

## **Facilitator Instructions**

1. Open a discussion with the following focus statement:  
   *Jacobo is a three-year-old child with developmental delays who is overweight for his age/height. Every morning, his mother brings him to his Early Head Start center in his stroller and leaves him with a bag of McDonald’s breakfast pancakes to eat. Jacobo has a doctor’s note to excuse him from strenuous exercise.*
2. In a large group, ask learners to articulate possible explanations for the family’s perspective.  
   Examples:

* Jacobo’s family does not value health.
* Jacobo’s parents are lazy and ill prepared to raise a healthy child.
* Jacobo’s doctor is negligent in allowing him to be excused from exercise.

1. Offer other possible explanations that focus on the positive and/or reflect an increased sensitivity to the family’s perspective.  
   Examples:
   1. Jacobo has a heart condition that precludes him from engaging in strenuous exercise that may put undue stress on his weakened cardiovascular system
   2. Jacobo’s parents love their son tremendously and culturally value children who look “well-fed”.
   3. Jacobo’s doctor is concerned about the health of Jacobo’s heart during exercise and has been working with Jacobo’s family to safely design situations where he can engage in active play. The doctor feels that Jacobo’s weight is still within the normal range and is more concerned about other health issues.
2. Break learners into partners to reframe perspectives on family decisions using the Environment 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, Slack, Skype, etc.)
* Have learners post brainstorms and reflections in an easily accessed place for future reference.
* Provide feedback in a timely manner.

## **Environment 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. | |
| *Kekoa is four-year-old child with moderate developmental delays. She struggles with expressive language and limited social skills. Her family is native Hawaiian. A priority for Kekoa’s family is for her to participate in cultural routines such as sibling care-taking. There is a new baby in Kekoa’s household and Kekoa’s mother, Sia, would like Kekoa to change the baby’s diapers and prepare bottles.* | |
| **Perspective** | **Reframe** |
| Sia’s goals for her daughter are inappropriate. |  |
| Sia is selfish. |  |
| Sia is lazy. |  |
| *Shanice needs to move following an apartment fire. Her son, Rashawn, is a three-year-old who requires a walker to move independently. Shanice would like to live near her sister and chooses and apartment on a second floor of a housing complex. She tells the interventionist that she simply plans to carry Rashawn up and down the stairs when they need to leave the house.* | |
| **Perspective** | **Reframe** |
| Shanice does not have her priorities aligned. |  |
| Shanice is not thinking for the long-term. |  |
| Shanice is denying her son access and participation. |  |
| *Roberta, a speech language pathologist, works with the Ramirez family to try a communication device with their two-year-old, Mateo. The device is prerecorded with three messages in Spanish. After showing the family how to use the device Roberta leaves the device and comes back to visit two weeks later. At that time she finds that Camila, Mateo’s mother, leaves the device on a high shelf so the other children can’t break it and Mateo has not had the opportunity to use the device.* | |
| **Perspective** | **Reframe** |
| Camila is not committed to Mateo’s intervention plan. |  |
| Camila cannot control her children. |  |
| Camila is ignorant to the purpose of the assistive technology. |  |

## **Environment 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. | |
| *Kekoa is four-year-old child with moderate developmental delays. She struggles with expressive language and limited social skills. Her family is native Hawaiian. A priority for Kekoa’s family is for her to participate in cultural routines such as sibling care-taking. There is a new baby in Kekoa’s household and Kekoa’s mother, Sia, would like Kekoa to change the baby’s diapers and prepare bottles.* | |
| **Perspective** | **Reframe** |
| Sia’s goals for her daughter are inappropriate. | Sia’s goals for her daughter align with traditional values for child rearing. |
| Sia is selfish. | Sia is ensuring opportunities for Kekoa to engage in culturally competent routines. |
| Sia is lazy. | Sia is ready to support Kekoa in achieving goals that are culturally relevant to their lives. |
| *Shanice needs to move following an apartment fire. Her son, Rashawn, is a three-year-old who requires a walker to move independently. Shanice would like to live near her sister and chooses and apartment on a second floor of a housing complex. She tells the interventionist that she simply plans to carry Rashawn up and down the stairs when they need to leave the house.* | |
| **Perspective** | **Reframe** |
| Shanice does not have her priorities aligned. | Shanice is making the best choice for her family to have access to family support. |
| Shanice is not thinking for the long-term. | Shanice must make a quick decision to provide a safe place for her family. |
| Shanice is denying her son access and participation. | Shanice is allowing her son to use his walker and participate in most daily routines except for one. |
| *Roberta, a speech language pathologist, works with the Ramirez family to try a communication device with their two-year-old, Mateo. The device is prerecorded with three messages in Spanish. After showing the family how to use the device Roberta leaves the device and comes back to visit two weeks later. At that time she finds that Camila, Mateo’s mother, leaves the device on a high shelf so the other children can’t break it and Mateo has not had the opportunity to use the device.* | |
| **Perspective** | **Reframe** |
| Camila is not committed to Mateo’s intervention plan. | Camila wants to ensure that the Mateo’s intervention tools will be functional for a long time. |
| Camila cannot control her children. | Camila is protecting the expensive device from young children who are curious. |
| Camila is ignorant to the purpose of the assistive technology. | Camila understands how important the assistive technology is to Mateo’s expressive development and is protecting it so it can be used for a long time. |