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# Learning Guide 4.7 Teaming and Collaboration- 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 team members, including families. Faculty members may use these prompts before introducing the subject material as a way to help learners recognize a differing perspective.

## **Materials/Resources**

* Learning Guide 4.7 Activity Handout – “Teaming and Collaboration Reframing Exercise”
* Learning Guide 4.7 Activity Answer Guide - “Teaming and Collaboration Reframing Exercise – Possible Answers”

## **Facilitator Instructions**

1. Open a discussion with the following focus statement: The Munoz family has a 2-year-old daughter, Carmen, with developmental delays. When scheduling a transition meeting for Carmen, the early intervention service coordinator asked to invite the local school district special education representative to the meeting. The Munoz family declined to allow the representative to be present.
2. In a large group, ask learners to articulate possible explanations for the family’s perspective.

Examples:

* The Munoz family is ignorant of the need for continuous care.
* The Munoz family doesn’t care about the best outcomes for their child.
* The Munoz is in denial about the seriousness of their child’s disability.

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

Examples:

* The Munoz family has a history of mistrust with the local school district that may be impacting their decision to disallow their participation in the meeting.
* The Munoz family’s cultural values dictate certain protocols for allowing a new person to be involved in personal matters.
* The Munoz family is protecting their child from unknown people who have undetermined ideas about their child.
1. Break learners into partners to reframe perspectives on family decisions using the Teaming and Collaboration Reframing Exercise handout.
2. Come together to discuss the implicit biases all practitioners bring to their interactions with families and teams 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 be completed individually, although it is best 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.

**Learning Guide 4.7 Activity Handout**

**Teaming and Collaboration Reframing Exercise**

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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. |
| *Meifen’s daughter, Xia, had a recent doctor’s appointment where they discovered gastroesophageal reflux issues that are a result of inconsistent use of optimal positioning during feedings. At the next team meeting for Xia when asked if there are any updates from the doctor, Meifen declines to mention the gastrointestinal issues that the doctor diagnosed.*  |
| PERSPECTIVE | REFRAME |
| 1. Meifen is secretive about the diagnosis.
 |  |
| 1. Meifen is ignorant of the importance of the diagnosis.
 |  |
| 1. Meifen is not a team-player.
 |  |
| *Paulo sits in the team meeting for his son, Ricardo, who has developmental delays. Paulo listens to the team members give their perspectives on possible placements for Ricardo in the community. When asked his opinion Paulo says, “I don’t know,” and demurs to the professionals.*  |
| PERSPECTIVE | REFRAME |
| 1. Paulo is not committed to making the best choice for his son.
 |  |
| 1. Paulo is bored.
 |  |
| 1. Paulo is unintelligent.
 |  |
| *Sarah emails her daughter’s service coordinator one day before the transition meeting saying that she won’t be able to attend. This is the second time they have had to reschedule the meeting due to Sarah’s conflicts. Sarah is unresponsive for three days to the service coordinators request for reschedule.* |
| PERSPECTIVE | REFRAME |
| 1. Sarah is disrespectful of people’s time.
 |  |
| 1. Sarah is forgetful.
 |  |
| 1. Sarah is heedless of the importance of the meeting.
 |  |

**Learning Guide 4.7**

**Teaming and Collaboration 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. |
| *Meifen’s daughter, Xia, had a recent doctor’s appointment where they discovered gastroesophageal reflux issues that are a result of inconsistent use of optimal positioning during feedings. At the next team meeting for Xia when asked if there are any updates from the doctor, Meifen declines to mention the gastrointestinal issues that the doctor diagnosed.*  |
| PERSPECTIVE | REFRAME |
| 1. Meifen is secretive about the diagnosis.
 | Meifen is working within her cultural norms of keeping health information private. |
| 1. Meifen is ignorant of the importance of the diagnosis.
 | Meifen understands that the importance of the diagnosis but is unaware of how it will affect the strategies and goals the team designs for Xia.  |
| 1. Meifen is not a team player.
 | Meifen has not felt that her voice or opinions/perspectives are important in the team meetings so she does not always divulge pertinent information. |
| *Paulo sits in the team meeting for his son, Ricardo, who has developmental delays. Paulo listens to the team members give their perspectives on possible placements for Ricardo in the community. When asked his opinion Paulo says, “I don’t know,” and demurs to the professionals.*  |
| PERSPECTIVE | REFRAME |
| 1. Paulo is not committed to making the best choice for his son.
 | Paulo believes the professionals have the knowledge to make the best choice for his son and is confused by why they would ask him. |
| 1. Paulo is bored.
 | Paulo is interested in the proceedings and perspectives of the professionals and doesn’t want to waste time saying what he’s thinking. |
| 1. Paulo is unintelligent.
 | Paulo is listening to a meeting being conducted in his second language and is focused on rapidly translating the content.  |
| *Sarah emails her daughter’s service coordinator one day before the transition meeting saying that she won’t be able to attend. This is the second time they have had to reschedule the meeting due to Sarah’s conflicts. Sarah is unresponsive for three days to the service coordinators request for reschedule.* |
| PERSPECTIVE | REFRAME |
| 1. Sarah is disrespectful of people’s time.
 | Sarah had childcare for her other two children fall through at the last minute and had to cancel the meeting for reasons outside of her control. |
| 1. Sarah is forgetful.
 | Sarah has not been able to pay her cable bill and has lost internet for the past few days and is unable to email the team back. |
| 1. Sarah is heedless of the importance of the meeting.
 | Sarah knows the meeting is important so she is spending time making sure she can find a time that she won’t have to cancel again.  |