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# Learning Guide 7.6 Assessment-

# Reframing Activity Guide

## **Objectives**

* Learners will reframe statements about families and children during the assessment process 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 and children. Instructors usually use these prompts before introducing the subject material as a way to help learners recognize a differing perspective.

## **Materials/Resources**

* Learning Guide 7.6 Activity Handout - “Assessment Reframing Exercise”
* Learning Guide 7.6 Activity Handout: - “Assessment Reframing Exercise – Possible Answers

## **Facilitator Instructions**

1. Open a discussion with the following scenario: Pam is the mother of an infant recently diagnosed with developmental delays. She is recently separated from the infant’s father but the infant spends about 25% of her time with the father. The early intervention team would like to conduct an interview with both the mother and the father (either at the same time or in separate locations) to have a complete assessment. However, Pam is pushing back heavily on the IFSP team’s wishes because she says the father’s judgment can’t be trusted.
2. Ask learners to write down some initial thoughts and feelings about the child/family. Then have learners raise their hand if they had any thoughts similar to the examples below.

Examples:

* Pam is obstructing the assessment process.
* Pam is prioritizing her own personal issues with the father over the needs of her child.
* Pam is not a team player.

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

Examples:

* Pam is struggling with stress and anxiety that causes her to make certain decisions.
* Pam is protecting her daughter the best way she can.
* Pam wants the assessment to have the most accurate information and is worried that the father’s opinions may not be well-founded.
1. Break learners into partners to reframe perspectives using the Assessment Reframing Exercise handout.
2. Come together to discuss the implicit biases all practitioners bring to their interactions with families and children 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 7.6 Activity Handout**

**Assessment Reframing Exercise**

**Directions:** Read the short vignette and the possible explanations for the child and/or family’s perspective. Reframe the statements to reflect a positive, strengths-based perspective.

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| *An IEP team has recently completed the eligibility process and found that Devon, a three-year-old with sensory processing needs, could benefit from special education services. Barry, Devon’s father, initially agreed to the assessments but now believes that Devon can be cured through a special diet and vitamins so is refusing to continue with educational planning.*  |
| PERSPECTIVE | REFRAME |
| 1. Barry has archaic ideas about how to best serve his son with a disability.
 |  |
| 1. Barry is in denial about his son’s diagnosis.
 |  |
| 1. Barry is mistrustful of the IEP team.
 |  |
| *A physical therapist (PT) has been seeing two-year-old Maya in private practice at an out-patient clinic following Maya receiving a new walker to assist with her mobility. The PT would like to visit the child in the home to obtain information about Maya’s skills in daily routines, activities, and environments. Maya’s grandmother, Francine, has refused this request.* |
| PERSPECTIVE | REFRAME |
| 1. Francine is obstructing the assessment process.
 |  |
| 1. Francine is hiding something from the assessment team.
 |  |
| 1. Francine does not want Maya to be successful with her new walker.
 |  |
| *The Buledi family has recently moved to the United States from Pakistan. Mr. Buledi is eager for all of his children to succeed in the public school system. Their youngest son, Fahad, 4 years old, has been referred to the school district for possible eligibility. The schools have found a person to administer the assessments in Urdu however the family insists on only having Fahad use English while at school – even for assessment.*  |
| PERSPECTIVE | REFRAME |
| 1. The Buledi family doesn’t understand the value of bilingualism.
 |  |
| 1. The Buledi family is ashamed of their culture.
 |  |
| 1. The Buledi family doesn’t want their child to do well in school.
 |  |

**Learning Guide 7.6 Activity Handout**

**Assessment Reframing Exercise** – Possible Answers Guide

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| *An IEP team has recently completed the eligibility process and found that Devon, a three-year-old with sensory processing needs, could benefit from special education services. Barry, Devon’s father, initially agreed to the assessments but now believes that Devon can be cured through a special diet and vitamins so is refusing to continue with educational planning.*  |
| PERSPECTIVE | REFRAME |
| 1. Barry has archaic ideas about how to best serve his son with a disability.
 | Barry is using all trusted information available to him to make decisions about his son’s care. |
| 1. Barry is in denial about his son’s diagnosis.
 | Barry is hopeful that his son will have typical development patterns despite his diagnosis. |
| 1. Barry is mistrustful of the IEP team.
 | Barry is taking into consideration the opinions of many trusted sources, including the IEP team. |
| *A physical therapist (PT) has been seeing two-year-old Maya in private practice at an out-patient clinic following Maya receiving a new walker to assist with her mobility. The PT would like to visit the child in the home to obtain information about Maya’s skills in daily routines, activities, and environments. Maya’s grandmother, Francine, has refused this request.* |
| PERSPECTIVE | REFRAME |
| 1. Francine is obstructing the assessment process.
 | Francine is working to the best of her abilities with Maya’s treatment team.  |
| 1. Francine is hiding something from the assessment team.
 | Francine is busy and doesn’t have time to host a stranger in her home. |
| 1. Francine does not want Maya to be successful with her new walker.
 | Francine is working to make her home as accessible as possible for Maya given the advice she has from the PT. |
| *The Buledi family has recently moved to the United States from Pakistan. Mr. Buledi is eager for all of his children to succeed in the public school system. Their youngest son, Fahad, 4 years old, has been referred to the school district for possible eligibility. The schools have found a person to administer the assessments in Urdu however the family insists on only having Fahad use English while at school – even for assessment.*  |
| PERSPECTIVE | REFRAME |
| 1. The Buledi family doesn’t understand the value of bilingualism.
 | The Buledi family are focused on their children’s learning of the new language needed to be successful. |
| 1. The Buledi family is ashamed of their culture.
 | The Buledi family is proud of their culture but they are also eager to demonstrate themselves as Americans. |
| 1. The Buledi family doesn’t want their child to do well in school.
 | The Buledi family wants their child to do well in school as compared to other American children, and therefore, want their child to be held to the same standards.  |