

Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 3.
- Learners make a recommendation using an evidence-based practice decision-making framework.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about communication for collaboration.

Required Materials/Resources

Learner Materials

- [Evidence-based practice decision-making tool](#)
- [Handout 3.1: Communication Strategies to Build Collaboration](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
 - 1) Summarize Step 3: Evidence
 - a. List the major points from [Handout 3.4: Research Summary on Communication Practices for Collaboration](#) to summarize the best available research on communication practices.
 - b. List the major points from [C: Policies](#) reflecting the field's views on communication practices.
 - c. List the major points from the professionals and family members on communication practices in [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from Activity 3.10a: Consider the unique contexts.
 - b. Examine Handout 3.1.
 - 3) Integrate the evidence and context to make a decision
 - a. Recall the answerable question: *For early childhood practitioners (P), are communication practices (I) effective in promoting collaboration with other professionals and families (O)?*
 - b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Structured Exercise

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 3.10a](#)

Suggested Assessment

1. Summarize Step 3: Evidence
 - a. Research Summary – For professionals who serve children and families in health care settings, communication practices that demonstrate interest, attention, empathy and support; that reflect others' feelings and concerns; and that share information that is perceived to be relevant and useful, are associated with increased satisfaction with services, improved adherence to recommendations, and greater likelihood that concerns are disclosed.
 - b. Policies – Federal laws and Head Start Program Performance Standards support collaboration among interdisciplinary team members including early educators and families. There are no specific policies about communication, but it is implied by the emphasis on collaboration and teaming.
 - c. Experience-based Knowledge – From the perspectives of experienced professionals and families, communication is essential to collaboration. Effective communication requires using both eyes and ears to listen in order to first understand the perspectives of others before sharing your own, engaging in two-way conversations whereby information is shared in a give-and-take fashion, and being open to different perspectives and new ways of doing things.
2. Consider the unique context – Shawanda (teacher) respects and likes Ashley (therapist) but is unable to carry out her therapy recommendations because they do not seem realistic given other classroom demands. She and Ashley have a friendly relationship but are not working collaboratively on David's goals. Ashley values collaboration and suspects that Shawanda might not be following her recommendations.
3. Examine the three categories of communication strategies – Given that Shawanda and Ashley have established a friendly relationship, trying to explore the concerns they each have using the strategies related to seeking and verifying is a logical starting point for a conversation that will lead to stronger collaboration around meeting David's goals. The same is true for building stronger collaboration with Susan, David's mother.
4. Integrate the evidence and context – The research is somewhat relevant to the program and family context. Although there are no formal policies that directly address communication, the emphasis in policies on teaming and collaboration support the importance of using effective communication practices with families and other professionals. A panel of respected experts endorses the importance of using effective communication practices. Given the weight of the evidence, a recommendation could be for Shawanda and/or Ashley to focus on using the communication strategies related to seeking and verifying to begin a conversation about how to best meet David's goals in the classroom and how to involve the family more in collaboration.

Facilitation Tips

- Break into groups to discuss and respond.

Credits

The CONNECT Content Team