

Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 4.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

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

Required Materials/Resources

Learner Materials

- Learner form for [Activity 4.12a](#)

Detailed Facilitator Instructions

- Provide access to the evidence-based practice decision-making tool.
- Ask learners to complete the tasks below:
 - 1) Summarize Step 3. Evidence
 - a. List the major points from [Handout 4.4: Research Summary on Family-Centered Helpgiving Practices](#) to summarize the best available research related to partnership-oriented practices.
 - b. List the major points from [C: Policies](#) reflecting the field's views on partnership-oriented practices.
 - c. List the major points from the professionals and family members on family-professional partnerships in [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from [Activity 4.11a: Consider the unique contexts](#).
 - 3) Examine the three phases of partnership-oriented practices. Decide which phase best characterizes the current relationship between China and Aaron.
 - 4) Integrate the evidence and context to make a decision.
 - a. Recall the answerable question: *In working with families of young children in early care and education programs (P), are partnership-oriented practices (I), effective in promoting trusting family-professional partnerships (O)?*
 - b. Weigh the evidence in light of the context to come to a decision about which practices should be used, and how they should be used, given the current phase of China and Aaron's relationship. What is your recommendation? Be prepared to discuss.
- Provide feedback.

This activity is part of Module 4: Family-Professional Partnerships. 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 4.12a](#)

Suggested Assessment

1. Summary of Step 3: Evidence
 - a. Research – Family-centered practices are related to positive parent, child, and family outcomes.
 - b. Policies – Both the Head Start Performance Standards and IDEA have policies focused on involving families and emphasizing parents being equal partners in making decisions about their children. The Head Start Performance Standards include a standard on Family Partnerships. This standard requires partnership-building with parents and family partnership agreements. The IDEA emphasizes parents being equal partners with professionals when making decisions about their children.
 - c. Evidence-based Knowledge
 - Make sure you invite parents to share their perspectives/life experiences and listen to what they say, but most importantly, value and validate what they are saying.
 - Think about what it would be like to “walk in the parent’s shoes” and try to understand where they are coming from in all aspects of their lives.
 - Educate parents and show them that their views and opinions are important. Enable them to be the great advocates for their children that they have the potential to be.

2. Consider the unique context

Program characteristics

 - NAEYC accredited program serving children who are infants through five years of age.
 - Large, full-day childcare center

Teacher attitudes and beliefs

China:

 - Believes that it is important to understand why children act the way they do.
 - Has concerns about little Aaron.
 - Is concerned that other children in the class may get hurt by little Aaron.
 - Is worried about talking with Aaron.
 - Is worried about future educational problems for little Aaron.
 - Realizes how much she does not know about little Aaron’s life outside the classroom.

3. Phase of building a trusting partnership – a) Developing an initial friendly relationship. China has not yet implemented partnership-oriented practice applications related to developing an initial friendly relationship. Although she speaks to Aaron and is kind to him, she has not had conversations with him to get to know what is important to him and to learn more about his family story.

4. Recommendation –China could implement the practice applications at the beginning ground phase such as sharing information about little Aaron’s strengths; asking Aaron open-ended questions to learn more about his hopes, dreams, strengths, needs, and preferences; asking Aaron’s opinions about goals for little Aaron; and learning more about how Aaron would most prefer to be involved in shared decision-making about little Aaron.

Facilitation Tips

- Break into groups to discuss and respond.

Credits

The CONNECT Content Team