Consider the unique contexts

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 4: Decision.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 2.11a

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read different perspectives on Tamiya's story and consider the unique contexts of the dilemma.

Required Materials/Resources

Learner Materials

- Audio 2.5: Rosemary's perspective (Tamiya's mother)
- Audio 2.6: Melanie A.'s perspective (receiving teacher)
- Audio 2.7: Randah's perspective (physical therapist)
- Audio 2.8: Melanie B.'s perspective (Tamiya's early intervention service coordinator)
- Audio 2.9: Judy's perspective (program administrator in Tamiya's new program)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the situation for Tamiya from each of the following perspectives:
   a. Program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the staff?
   b. Family perspective – What are the values and experiences of the family?
   c. What is your own perspective?
3. Provide feedback.

Suggested Assessment

1. Program Context: The program has a set of transition procedures which the staff typically follows; however, the procedures seem flexible to change. They typically encourage two visits to the program – one for only the family to ask questions, and the second for both the child and family to visit the program. The staff doesn't usually go on home visits, but they seem open to considering making one for Tamiya. The staff wants to develop a strong relationship with the child and family. Tamiya's current physical therapist will continue to serve her at the new program. So she will be able to answer questions and be a familiar face for Tamiya.
2. Family perspective: The mother is concerned about the upcoming transition because Tamiya is a shy easily frightened child. She wants Tamiya to feel comfortable and be able to show her personality in this new setting, but is worried that won't happen. She would like the teacher to come for a home visit. She also thinks a slow phase-in schedule would be best for Tamiya.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 2.11b: Discover and discuss the unique contexts (Problem Solving Session)

Credits

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