Use an observation guide in a real-life setting

Objective(s)

Learners demonstrate knowledge of an observation guide by using this tool in a real-life setting to identify specific physical supports a child with disabilities needs.

Description

In this activity, learners visit an early childhood setting to identify specific supports a child with disabilities needs.

Required Materials/Resources

Instructor Materials

- Guidance for learners on key components to cover, such as:
  - Learning goals addressed
  - Child's strengths and interests incorporated
  - Times, activities, routines, and transitions
  - Appropriate evaluation measures
- Guidance for acquiring appropriate permissions for visitation and documentation of supports (e.g., photo releases)

Learner Materials

- Handout 2.6: Observation Guide for Initial Class Visit
- Documentation of permission to visit an inclusive early childhood program and appropriate program/family consent
- Equipment/materials needed to document physical supports (still or digital camera, video camera, paper/pencil)

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Field-Based Learning

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation

60-90 minutes for learner activity

Detailed Facilitator Instructions

1. Instruct learners to visit an inclusive setting that includes a child with disabilities.
2. Ask learners to use Handout 2.6: Observation Guide for Initial Class Visit and document (by taking a photo, video, or writing a description in a journal) specific supports a child with disabilities needs.
3. Ask learners to share their documentation with the class. Learners should cover
   a. Learning goals addressed
   b. Child strengths and interests
   c. Times, activities, routines, and transitions
   d. Appropriate evaluation measures
4. Ask class members to respond to the example with feedback and reactions.
5. Provide feedback.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- After learners note the physical support, ask them to answer the following questions: If the physical supports were not effective, what changes or alternatives would they suggest.
- Ask learners to describe how easily the physical support could be replicated in an alternate setting (e.g., at home or in the community).
- Some learners may need assistance identifying an appropriate setting.
- Parental permission slips may need to be obtained if video or photos are to be taken of children. Consult your agency, college, or university policy.

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

- Activity Guide 2.5a: Identify physical supports for Tamiya (Discovery)

Credits

The CONNECT Content Team

Stay CONNECT-ED

CONNECT hosts an **Instructor's Community** on our Module website. Please come and pose a question, share a challenge, and contribute ideas via the online discussion board.

Join us online at: http://community.fpg.unc.edu/connect-modules/instructor-community