Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 2.
- 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 Tamiya's transition.

Required Materials/Resources

Learner Materials

- Evidence-based practice decision-making tool
- Format for learner responses (written activity form, guidance for discussion)

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 2.8: Research Summary on Transition Practices in Early Childhood to summarize the best available research on transition.
     b. List the major points from C: Policies reflecting the field's views on transition.
     c. List the major points from families and practitioners on transition in D: Experience-Based Knowledge.
  2. Consider the context
     a. Summarize your answers from Activity 2.11a: Consider the unique contexts.
  3. Integrate the evidence and context to make a decision
     a. Recall the answerable question: *For children like Tamiya, who are transitioning from early intervention to preschool (P), do intentional transition activities/practices (I) support continued learning and development (short-term outcome) and later school success (long-term outcome)?*
     b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
- Provide Feedback.

This activity is part of Module 2: Transition. 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 2.12a

Suggested Assessment

1. Summarize the evidence
    a. Research Summary – Research has found that several transition practices such as establishing positive teacher-child relationships and coordinating transition supports between sending and receiving programs were associated with better adjustment and increased learning in the new setting for young children with and without developmental delays.
    b. Policies - Federal law supports transition planning for children leaving early intervention. Professional guidelines also emphasize transition practices individualized to child and family needs.
    c. Experienced-based knowledge – Family members and practitioners stress the importance of clear communication and respectful partnerships among team members. Transition practices such as home visits are recommended to ensure preparation and adjustment of children and families.
2. Consider the unique context

    Tamiya's new teacher has concerns about her ability to meet Tamiya's needs as Tamiya transitions into her classroom. She wants to work with Tamiya's parents and the members of Tamiya's early intervention team to help make this a successful transition and to help Tamiya adjust to the classroom. Tamiya's mother wants to help the new teacher learn about Tamiya's specific needs so Tamiya can be engaged in her new classroom activities. .
3. Integrate the evidence and context

    We can conclude from the research, policies, professional guidelines, and experience from practitioners and families that the transition practices outlined are important to consider for every child. However, we must be sure to individualize those practices for the unique child and family context.

    a. To support transition, sending and receiving practitioners need to communicate.

        This means Melanie B. (service coordinator) should be communicating with the team, and documenting important information in the transition plan.
    b. Engage the family in collaborative transition planning.

        Rosemary (mother) expressed an interest in a home visit and felt like it would be best for Tamiya to be introduced to her new teacher in an environment where she feels most comfortable. The program doesn't typically make home visits, but they should be flexible and meet this parent's request.
    c. Identify the individual needs of the child and family.

        A classroom visit is important for the child, but Rosemary is concerned about Tamiya being scared. Ideas should be considered on how to best conduct a classroom visit, like making sure the other children are not in the room. Melanie A., the teacher, should use an observation guide with Rosemary to think about what adaptations she can make to the classroom setup to ease Tamiya's transition. Finally, since Rosemary's schedule is flexible, a phase-in schedule should be developed that allows Tamiya to gradually increase the amount of time she spends in the program each day.

Facilitation Tips

- Break into groups to discuss and respond.

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