Develop an individual phase-in transition days plan

Objective(s)

Learners will prepare a phase-in transition days plan for a child with disabilities.

Description

In this activity after reading a scenario, learners will be asked to develop an individual phase schedule that would meet the child's needs.

Required Materials/Resources

Learner Materials

- Handout 2.7: Phase-In Transition Days Plan
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with the handout.
2. Provide learners with a scenario of child with disabilities transitioning from one setting to another. You can create your own scenario or use the sample scenario provided in Activity 2.6a.
3. Ask learners to complete the tasks below:
   a. Read the scenario.
   b. Develop an individual phase-in schedule that you think would meet this child's needs.
   c. Complete Handout 2.7 and include:
      i. How many hours a day or days a week,
      ii. Over what period of time, and
      iii. How family and/or other caregivers will be involved.
4. Ask learners to share responses with the class.
5. Provide feedback.

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

Instructional Method
Discovery

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 2.6a

Suggested Assessment

Phase-In Transition Days Plan should include the number of hours a day or number of days a week and over what period of time the child will be participating in the new setting and how the time will be increased to support their transition. Guidelines for learners to consider in any scenario are: encourage the family to come in and spend as much time as they can in the new setting to help the child transition; listen carefully if the family has scheduling constraints due to their jobs, transportation, or other issues and respond appropriately; clearly communicate with the family any preplanned classroom events or possible staffing issues (e.g., lead teacher out for vacation, therapist only comes in on Tuesdays, etc.) that they may need to consider; and work together to set the phase-in schedule that starts with the time and activities of the day when the child is most comfortable.

For the scenario provided in Activity 2.6a: Learners might suggest a compromise between the 2 week phase-in schedule the family is wanting, and the 4 weeks that the teachers would prefer. The teacher and family could agree to plan for a two week phase-in schedule and then evaluate how it is going at that time. Luke is a good eater so starting the phase-in schedule at breakfast time would avoid the large group time that he does not like. Teachers will communicate with the occupational therapist, so that she is available to assist for the first few mealtimes. Luke's mom's schedule should allow her to be in the classroom for short periods of time to support his engagement and model the use of his communication device.

Facilitation Tips

- The sample scenario provided on the learner activity form is taken from the dilemma featured in Module 1: Embedded Interventions. To learn more about Luke and his teacher, Jackie, go to http://community.fpg.unc.edu/connect-modules/learners/module-1.
- Learners can respond in class, online, or using the PDF Form which can be printed, emailed, or submitted online.
- Learners can complete the activity individually, in pairs, or in small groups.

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

No alternate versions for this activity.

Credits

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