Review Guidelines for Material Selection
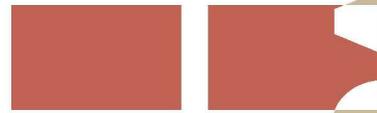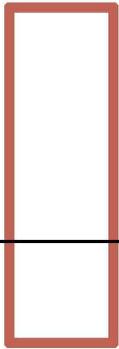
Motor Development

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The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Motor Development**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple adaptations to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been translated from one language to another. In addition, other suggestions for choosing materials are available on the CLAS Web site (http://clas.uiuc.edu). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

Effectiveness of Presentation

Please respond to all that apply.

CLARITY

(a) Is the purpose of the material clear?

(b) Is the presentation of the information easy to follow?

(c) If there are directions on how to use the material, are they clearly stated?

(d) Does the material include an effective explanation of technical terms or jargon?

(e) Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socio-economic status, religion, etc.)?

(f) Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?

(g) Are contact agencies or persons for accessing additional information or support easily identifiable?

COMPREHENSION LEVEL

Easy = *mainly simple sentences with minimal or no technical jargon;*

Average = *a mix of simple and complex sentences with some technical jargon (e.g., USA Today);*

Difficult = *mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., College-level text or New York Times).*

(a) For printed materials, the reading level of the material is:
   Easy | Average | Difficult | N/A

(b) For video and audio materials, the comprehension level of the material is:
   Easy | Average | Difficult | N/A

GRAPHICS, ILLUSTRATIONS AND PHOTOS

Do the graphics:

(a) Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?

(b) Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?

(c) Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?

1. **ESTABLISHING A HEALTHY RELATIONSHIP BETWEEN PROVIDERS AND FAMILIES**

To what extent does the material …

(a) Emphasize the importance of providers and families establishing a comfortable relationship prior to identifying, assessing, and addressing a child's motor needs *(e.g., understanding values and beliefs)*?

(b) Acknowledge the importance of employing service providers who respect and are knowledgeable about the culture and language of the families served?

(c) Encourage the provision of services in the families' preferred language or through the assistance of a qualified translator/ interpreter who can serve as a cultural mediator?

(d) Encourage providers to engage in self-reflection regarding their role, assumptions, and beliefs and how they may be perceived by the family *(e.g., supportive, interfering, guiding, intrusive)*?

(e) Offer strategies to address conflict or misunderstanding that may arise between suggested motor interventions and families' preferences?

(f) Acknowledge the importance of providers and families sharing information on an ongoing basis about the child's current level of motor development?

2. **INTERVENTION STRATEGIES**

To what extent does the material …

(a) Include information acknowledging a variety of caregiving practices and the impact they may have on the child's motor development?

(b) Encourage providers to consider the family's beliefs and expectations for their child's motor development as they plan intervention strategies?

(c) Suggest ways to obtain information and build on the caregiver's belief about his or her own role in supporting the child's motor development?

(d) Acknowledge that family members may differ in their availability or desire to participate in intervention activities, which may increase or decrease over time?

(e) Suggest intervention strategies and materials that can be embedded within the family's routines and environments?

(f) Acknowledge the importance of using games, songs, or activities familiar to the family to teach skills?

(g) Encourage strategies that address multiple domains of development as opposed to a singular focus during intervention *(e.g., combine motor, communication, and self-help activities)*?

(h) Encourage caregivers to respond to the child's preferences for movements as they relate to demands in the child's natural environment?

(i) Provide suggestions for adapting motor activities, materials, equipment, environments, and intervention strategies as needed to accommodate the abilities of individual children?

(j) Encourage making available a variety of options or settings where services can be provided *(e.g., home, clinic, school, group therapy)*?

(k) Encourage motor interventions that take into account the environment in which the family lives *(e.g., living space, safety considerations)* and in which the intervention will be delivered *(e.g., home, school, community)*? Strategies should be environmentally sensitive and may vary according to setting.

(l) Emphasize that intervention services must be consistent with what is required under IDEA *(e.g., assessment, orientation, mobility, and transition services)*?

3. MODEL EFFECTIVENESS

To what extent does the material …

(a) Identify potential <u>short-term</u> outcomes for both caregiver and/or child?

(b) Identify potential <u>long-term</u> outcomes for both caregiver and/or child?

(c) Specify the cultural and linguistic groups with whom the approach has been used?

4. EVALUATING IMPACT AND APPROPRIATENESS OF MOTOR DEVELOPMENT STRATEGIES

To what extent does the material …

(a) Encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?

(b) Suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?

(c) Include a variety of options for gathering information from families *(e.g., interviews, observations, checklists, etc.)* that respect families' cultural and linguistic background and consider families' level of acculturation?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.
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5. Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to motor development, such as:

(a) <u>Power</u> (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)

(b) <u>Racism</u> (refers to systems advantage based on race)

(c) <u>Prejudice</u> (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)

(d) <u>Socio-Economic Class</u> (refers to the division of society into levels with unequal wealth and prestige)

6. Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?