**2024 Masters**

**ISD 3**

**Scenario & Goal Analysis**

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**Interaction**

Considerations for cultural sensitivity and expressing empathy in this realm was a priority. Their goals is to facilitate meaningful reflection and techniques that can be easily replicated and even taught to those around them. The responsiveness that needs to be encouraged in participants is crucial to their continual motivation to contribute their own unique perspectives. So a big component of social constructivist learning is unavoidable.

**Intention**

The framework of the intervention to align as much as possible with considerations for the diversity of the audience. Constant evaluation on how their environment drives their contextualization is very important. They have to be guided in how to best examine their own competencies and the potential for their growth.

**Introspection**

I constantly question my own background and lived experiences. So much of my education has been as an adult as I've embraced all my shifting identities. The more I stepped outside myself and sought diverse means of educational resources the more I began to question and reflect on how this overlay shapes my perspectives. It can be hard to be objective as my experiences can be debated because they are that of my own. I realize they are not one size fits all. I stove to understand the fundamentals of race education and best way to present that to my peers fully knowing it can be extremely challenging to address your own racial and cultural identity development.

**Scenario**

**Adopters:**

The focus is on transracial and transnational adoptions. Research has shown there are barriers to understanding how race and ethnicity interplay with society and affect family dynamics. A handful of families have voiced concern in undertaking this type of adoption or considerations for undergoing. Adopters want to better educate themselves and find the appropriate resources to address barriers.

**Adoptees:**

Some of their children have begun to question their racial identities and some have been having issues in school, with friends, and other interactions with family and the community.

At this time the workshops are being created to address the gap in parental knowledge of how to start and maintain open dialogues and understanding of how racial identity functions with society and in turn their respective family dynamics

*Desired Outcomes*

* *More thoughtful consideration of how race and ethnic identity play a crucial role in transracial adoptions in order to increase the adoption success and further cultural awareness*

**Goal Analysis**

These are categorized by Gagne’s 5 Domains

**#1 Goal:**

Provide resources to educate potential and current parents on transracial and transnational adoptions

**DRIVING QUESTION**

***What needs to be known to help them understand the importance of cultural identity within a transracial & transnational adoption?***

1. Where are they now?
2. What proficiencies do they need to arrive at?

**GAPS**

**( Address hidden assumptions & habitual practices)**

* Ignorance: importance of cultural identity
* Fear: rejection, failure, change, retaliation
* Defensive: taken “too” personal
* Challenge: personal bias of race/ethnicity, own identity
* Change: resistance, no “growth” mindset
* Resources: available, may not know how to find
* Confidence: addressing cultural differences
* Communication: starting conversations on cultural impacts
* Timing: based on age of child and or parents
* Power Dynamics: hesitancy to address issues of race within family and community dynamics

| **Verbal Info** | Verbalize the most effective methods to consistently create and implement constructive feedback by deconstructing their understanding of it |
| --- | --- |
| **Intellectual** | Discriminate: Between various processes based on the specific criteria (context)  Conceptualize: Address how background knowledge shapes goals and aids in identifying key concepts  Application: Explore and implementation multiple iterations of assessments guided with various criteria  Problem Solving: Select the most appropriate problem-solving approach based on context |
| **Cognition** | Analyze the significance of specific methods of providing feedback and their relation to its manifestation based on tools needed |
| **Motor** | Physical skills implemented to complete the tasks |

| **Audience** | **Behavior** | **Conditions of Task** | **Criteria of Task** |
| --- | --- | --- | --- |
| Parents of Transracial Adoption | Grasp an understanding of racial and ethnic identity for adoptee | * Home * Outside of Home | Build a framework to understand the impacts of racial and ethnic identity in transracial adoption to promote well-being of adoptee and further successful adoption. |

| **Learner Level/Characteristics** |
| --- |

| **Exdfdfasdfdsfdsfdsfdsfdfs External Instructional Event** | **Internal Processes** | **Planned Instructional Activities** | **Anticipated Learner’s Activities** |
| --- | --- | --- | --- |
| 1. **Gain Attention** | **Reception**  Learner is focused on event | Participants will go through an instructor lead orientation that outlines the following LO’s.   * Introduce training reason and monitor comprehension of goals * Emphasize importance of acquiring proficiency of skills within real world context * Illustrate available services and locations of feedback resources * Enhance understanding of how the processes can be adapted to individual preferences | Instructors will engage with participants in a “guided” capacity making sure to not dominate conversations in order for them to construct, extend, and apply their insights. |
| 1. **Inform learners of objective** | **Expectancy**  Adopters know the importance of internalizing foundations of racial and ethnic identities. | After informing adopters of objectives, LO’s will illustrate implications of ignoring the interplay of racial and ethnic identities of adoptees and steps to take in building this connection. | There is greater success for education since adoptees have been informed. |
| 1. **Stimulate Recall of Prior Knowledge** | **Retrieval to Working Memory**  Adopters access prior knowledge in relation to current content. | Instructors engage with adopters in a “guided” learning capacity to explore their knowledge.   1. What’s your current experience racial and ethnic identities? 2. What composes racial and ethnic identities? 3. What are the implications of not addressing racial and ethnic identities? 4. How do you determine the best approach to addressing racial and ethnic identities? | As adopters share their insights, the instructor and adopter are gathering a better awareness of their bias.  This also helps to gauge that the current framework for the intervention is taking shape as anticipated. |
| 1. **Present New Content** | **Selective Perception**  Adopters recognize new information and associated characteristics | During this step the instructor will implore a relevant activity to first illustrate how to open dialogues on race and ethnic identity.  The instructor will also pose a problem based scenario to relate skills to direct application.  It will highlight the function and components as succeeding steps to contextualize race and ethnic identity discussions. | Observations allow adoptees to conceptualize the foundations of authentic reflection to implement effective discussions on race and ethnic identities.  This is further aided by utilizing real world scenarios flexible in nature to reflect the diverse and occasional unexpected contexts. |
| 1. **Provide Learning Guidance** | **Semantic Coding**  Adoptees take an active role in utilizing new knowledge via resources provided and constructed during intervention | Resources supplied and created as a result of engaging, exploring, and explaining via various discussions shows adoptees how to categorize the competency needed.   * Displaying understand of racial concepts * Make direct connection to various contexts   + motivations   + influences | Adoptees are fully active in application of knowledge. This is accomplished by replicating the foundational steps of constructing authentic reflection on the interplay of race and ethnic identity in transracial and transnational adoptions. |
| 1. **Elicit Performance** | **Responding**  Adoptees demonstrate a level of proficiency through implementation | Intervention framework offers adoptees multiple means of assessment to track their current and emerging comprehension of authentic dialogue on racial and ethnic identities.  Adoptees will not gain understanding of more complex interplay of racial and ethnic concepts without measuring the outcomes of their current situations and implementation of methods. | Misconceptions via metacognition and implementation execution are illuminated.  This ensures adoptees will have to engage in realistic expectations to continually adjust and replicate the process for the desired outcomes. |
| 1. **Provide Feedback** | **Reinforcement**  Adoptees are supplied with direct feedback based on proficiency. | Feedback is immediate and specific to individualized learner goals and proficiency with regards to their situations. | Feedback functions to aid the adoptee make adjustments in real time. (specificity,immediacy)  It eliminates the chances of ineffective application of content and furthers effective “self” assessments. |
| 1. **Assess Performance** | **Retrieval & Reinforcement**  Adoptees retrieve knowledge to finish task and receive feedback | Instructors model a reliable framework of reflection in intervention on how to examine their meta-cognition, biases, and reasoning for conclusions. | Adoptees are able to evaluate the validity of their conclusions to further improve their proficiency. It’s an emphasis on the power of “ownership” to foster autonomy. |
| 1. **Enhance Retention/Transfer** | **Retrieval & Generalization**  Adopters will retain new information through application via real contexts | Adopters will utilize all resources to reference frameworks to start and continually engage in discussions on race and ethnic identities.  Instructional efforts to facilitate their targeted behavior will encourage continued engagement and further seeking new methods based on individual motivations and environments. | * Functions as benchmarks ( built in scaffolding) * Derived from all observations of past, current, and future experiences * Ability to create hypothetical scenarios to explore understanding * Freedom in experimentation of selecting problem solving methods ( no “one-size fits-all) |