

Identify examples of attending and active listening

Objective(s)

Learners watch a video clip of a teacher and therapist interacting and identify examples of attending and active listening.

Description

In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication practices used in the clip.

Required Materials/Resources

Learner Materials

- [Handout 3.1: Communication Strategies to Build Collaboration](#)
- [Handout 3.2: Communication Strategies Observation Checklist](#)
- [Handout 3.3: Communication Strategies Observation Checklist – Answer Key](#)
- [Video 3.3: Conversation with examples of attending and active listening](#)
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method

Discovery

Level

Beginner

Estimated Time Needed

5 minutes for instructor preparation

25-30 minutes for learner activity

Learner Form

[Activity 3.3a](#)

Detailed Facilitator Instructions

1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review Handout 3.1, then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 1 of Handout 3.2, following the directions on the handout.
4. Ask learners to compare their responses to Handout 3.3.
5. If the learner's responses differ significantly (by more than 2 checkmarks), have them watch the video clip again to see what they missed.

Suggested Assessment

- Handout 3.3 provides learners with a self-assessment guide.
- A transcript of the video clip is provided below with the communication practices identified next to examples of the practices to share with learners if they want additional help.

Andi: Thanks for arranging this meeting today. I hope we can figure out how to address Enrique's learning goals in the classroom. Now you said that you would be visiting the classroom at least once a week. I'm hoping that you can tell me just a little bit more about what you will be doing during your visits to help Enrique.

LeeMarie: Sure, Andi. So that's one of the reasons I wanted to meet today to talk about how we'll be working together. So one of the things I want to say upfront is that—and this is just one of the constraints of my job—that Enrique is one of many children on my caseload which means that I don't get to spend as much time as I would like to in each program, including yours.

Andi: That must be so difficult, you know, to try to address the needs of so many different children in so many different places at the same time. (*reflecting content and feelings*)

LeeMarie: It is. But, thankfully, over the years, I've found ways to make the arrangement work for children and families I work with, and for the teachers that work with them. And I've found that early childhood teachers like you are great partners in this work.

Andi: Really? I'd like to hear more about how that works, LeeMarie. (*encouraging and affirming*)

LeeMarie: Sure. Well, let me tell you how I typically work with teachers. I use a collaborative consultation approach. So, you can be thinking if you think that this approach will work for you in supporting Enrique's needs and if you have any ideas or suggestions for how to make it work better.

Andi: Sounds good. (*encouraging and affirming*)

LeeMarie: O.K. So first off, we should talk about addressing Enrique's IEP goals—those are the ones that we all chose together, including Enrique's family.

Andi: [nodding] Right, yeah. (*encouraging and affirming*)

LeeMarie: I'm here to assist you in addressing those goals. Because as his teacher, you'll be spending a lot more time with him than I will, since I'll only be here once a week for about an hour each time, and I want to make sure that you feel comfortable in addressing those goals.

Andi: Sure. So, you'll be visiting us in the classroom once a week for about an hour, but then I'll be the primary person responsible for making sure that everything on Enrique's IEP is addressed. (*reflecting content and feelings*)

LeeMarie: Exactly. So you'll be the primary person at school, and his parents will be the primary people at home.

Andi: Great. Now you also said that we're going to be working together to figure out exactly how to do that. (*reflecting content and feelings*)

LeeMarie: Right.

Andi: O.K. So I'd like to hear more about that. (*encouraging and affirming*)

Facilitation Tips

- Have the learner look back at Handout 3.1 to help with examples from the video clip if answers differ significantly from answer key.
- Learners can respond in class, online, or using the PDF Form which can be printed, emailed, or submitted online.
- Learners should complete the activity individually. They can compare and discuss their responses with others after they have completed the activity.

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

- [Activity Guide 3.3b](#): Practice attending & active listening

Credits

The CONNECT Content Team