Identify examples of seeking and verifying information

Objective(s)

Learners watch a video clip of a teacher and specialist interacting and identify examples of seeking and verifying information.

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 strategies 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 3.4: Conversation with examples of joining and supporting
- 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.
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> **Instructional Method**
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> Discovery
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> **Level**
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> Beginner
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> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 25-30 minutes for learner activity
>
> **Learner Form**
> Activity 3.4a

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 2 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 check marks), 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.

Transcript (Video 3.4)

LeeMarie: So you and I should decide how we want to gather information about Enrique's progress with his IEP goals, and how we'll share that information with each other and with his family. So why don't we get started by talking about how we will gather this information.

Andi: O.K. So how do you usually gather information for the children you work with? (questioning)

[There is brief silence. Andi pauses to allow LeeMarie time to answer this question.] (silence)

LeeMarie: (pause)…..Well, let me think. There are many different options, and usually it depends on the kind of information that you want to gather. So in Enrique's case, I'd say the primary focus is on his communication skills and helping him interact positively with his peers. Would you agree?

Andi: Yes, that makes sense. (encouraging and affirming) Now my program requires that I use a curriculum-based measure with all of the children throughout the year. I just check off the skills that they've mastered in each of the areas. (informing) Now is this the type of information that would help us to determine if Enrique is meeting his communication and social goals? (questioning)

LeeMarie: Maybe. We should take a look at that measure together, Andi, and see if we think it would provide enough information about Enrique's communication and social skills. But we might also want to consider using an additional tool to gather some more information.

Andi: So, you're suggesting that we should take a look at the curriculum-based tool and see if this would be helpful in keeping track of Enrique's progress, but that we might want to consider using another tool as well. Is that right? (clarifying and validating)

LeeMarie: Yes, that's what I'd recommend.

Andi: Is there a particular assessment tool that you have in mind that we should consider? (questioning)

LeeMarie: (pauses and considers)….Yes, there is a simple observation tool that I've used in the past. I think it would help us monitor Enrique's attempts to relate positively to his peers and it would also look at how often he makes simple verbal requests.

Andi: O.K. So far, I think we've agreed that we should consider two different approaches for gathering information about Enrique's progress—the curriculum-based assessment tool that I've already been using and then the classroom observation tool that you've used in the past. (summarizing) But, that we should actually look at both of these tools more to see if they'll actually help Enrique. Did I get that right? (clarifying and validating)

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.
- Learners could be asked to share their responses in a small group for discussion.

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

- Activity Guide 3.4b: Formulate open-ended questions

Credits

The CONNECT Content Team