

## Identify examples of joining and supporting

### Objective(s)

Learners watch a video clip of a teacher and specialist interacting and identify examples of joining and supporting.

### 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 3.4: Conversation with examples of joining and supporting](#)
- Format for learner responses (written activity form, guidance for discussion)

### 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 3 of Handout 3.2, following the directions on the handout.
4. Ask learners to compare their responses to Handout 3.3.
5. If the learners responses differ significantly (by more than 1 check mark), have them watch the video clip again to see what they've 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.

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 3.5a](#)

## Transcript (Video 3.4)

**Andi:** I'm really looking forward to our conversation today, LeeMarie. I'm so glad that we're at the point of figuring out some new strategies that I can use in the classroom to make sure that Enrique continues to make progress.

**LeeMarie:** Me too. Let's get started.

**Andi:** O.K. Now I'd really like to start with Enrique's communication goals, if you don't mind. Now when he first started coming into my classroom, as you know, he wasn't really communicating very well at all. And this is something that is really important to his parents. It's one of the reasons why they enrolled him in the program. Now Enrique is actually starting to communicate more with me and the other adults in the classroom, which is really exciting. But I'm hoping that we can find some ways to help Enrique communicate more with the other children in the classroom. (informing)

**LeeMarie:** Wow. That's great to hear, Andi. This is such a huge milestone for Enrique. And it's exactly what we hoped would happen this year.

**Andi:** Yes, it is. It's a really big milestone, but I would like us to build on this success and see if we can find a way to help Enrique communicate more with the other children. (building)

**LeeMarie:** Absolutely. That's what we should focus on next. It would help me if you could remind me what strategies you used to help Enrique communicate more with adults.

**Andi:** Right. Well, we've started with some basic ideas that you and I discussed earlier. You know, about not anticipating his needs, but waiting until he made simple requests by signing before giving him what he wants. That has worked really well. (informing)

**LeeMarie:** Hmm...I wonder if a similar approach could work with his peers.

**Andi:** Hmm...I'm trying think how that would work. You know, we would have to find a way to somehow convey that idea to the children and then also help them understand what his signs mean. (building)

**LeeMarie:** That's right. But I've seen it work in that past.

**Andi:** Really? Could you tell me more about that? (questioning)

**LeeMarie:** Sure, so before, we've set up peer groups for special activities. And for those activities, we've actually coached the children on how they'll be involved and what roles they'll take. So for Enrique, I think we could encourage a few of the older children in the group to make sure that he uses his signs.

**Andi:** O.K. So it sounds like we're in agreement that we need to work on helping Enrique communicate more with the adults. Oh I'm sorry, with the children in the classroom. And we want to build on the success that we've had in helping him communicate more with the adults, and then you have some ideas about how we might help him communicate more children. (summarizing) Did I get that right? (seeking consensus)

**LeeMarie:** Sounds perfect.

**Andi:** O.K. So let's think also about how we can get some input from Enrique's parents. I know they've been working on these same goals at home and it might be a good time for all of us to just share how things are going and talk about the strategies that we want to use moving forward. (informing and building)

**LeeMarie:** I couldn't agree more.

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## **Facilitation Tips**

- Have the learner look back at Handout 3.1 to help with examples from the video clip if answers differ significantly.
- 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.

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## **Credits**

The CONNECT Content Team