

# Incorporate additional partnership-oriented practices

## Objective(s)

In this activity learners describe ways to incorporate partnership-oriented practices when interacting with parents.

## Description

Learners view video examples of interactions with a teacher and parent, then select practices from Handout 4.1 that were not observed (not marked on Handout 4.2) and describe how to incorporate them into the discussion.

## Required Materials/Resources

### Learner Materials

- [Handout 4.1: Partnership-Oriented Practices: Examples and Applications](#)
- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist](#)

## Detailed Facilitator Instructions

1. Ask learners to look over their responses from Activities 4.4a, 4.5a, and 4.6a.
2. Have learners select one additional partnership-oriented practice at the beginning ground, middle ground, and firm ground phases that they did **not** observe in Activities 4.4a, 4.5a, and 4.6a.
3. Putting themselves in Maggie's (the teacher's) position, learners should describe how they would incorporate these practices into the discussion with Latesha (the parent).
4. Provide feedback.

## Suggested Assessment

Sample responses:

1.
  - a. *Asking families how they have been involved in educational decision-making in the past* (Beginning ground practice #9 on Handout 4.2 [Advocacy])
  - b. Maggie could ask Latesha about the classroom Cameron was in last year, and whether and how Latesha was involved in decisions that were made about Cameron.
2.
  - a. *Making a joint decision about how often to communicate about how an intervention program at the preschool is generalizing to the home setting* (Middle ground practice #15 on Handout 4.2 [Respect]).

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Discovery

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 4.7a](#)

- b. Maggie could ask how often Latesha would like Maggie to let her know how Cameron is progressing with the intervention at school and could ask how often Latesha would like Maggie to check back with her about Cameron's progress at home. Maggie and Latesha might decide together to email each other once a week.
3. a. *Letting families know that that the timeline for reaching some of the anticipated goals will likely take longer than expected, but that you remain firm in your belief that their child will be able to be successful in the long-run (Firm ground practice #22 on Handout 4.2 [High expectations]).*
- b. Maggie could acknowledge that there are some things Cameron and his mom can work on together at home, and that although it will take a little while to figure everything out and get Cameron back on track, these ideas will help him to be successful and happier once things settle down.

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### Facilitation Tips

- Responses can be collected and discussed in class or online using a discussion board.
- Learners could complete the activity individually, in pairs or in small groups.

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

- [Activity Guide 4.7b](#): Demonstrate partnership-oriented practices (Role Playing)  
*Note: this is a role play activity that is not recommended for online-only courses.*

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### Credits

The CONNECT Content Team