

## Discover & discuss the unique contexts

### Objective(s)

Learners describe the dilemma from multiple perspectives.

### Description

In this activity, learners listen to or read different perspectives on Sophie's situation and discuss in small groups the unique context of the dilemma.

### Required Materials/Resources

#### Learner Materials

- Four envelopes

#### Learner Materials

- [Audio 5.4: Ms. Mary's perspective \(family child care provider\)](#)
- [Audio 5.5: Holly's perspective \(Sophie's mother\)](#)
- [Audio 5.6: Karen's perspective \(speech therapist\)](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Write one of the following questions on each envelope:
  - a. Program context – What are the characteristics of the family child care program? What are the attitudes and beliefs of the family child care provider?
  - b. Family perspective – What are Sophie's strengths, needs, and preferences? How does Sophie's mother feel about use of assistive technology (AT)?
  - c. Speech therapist – What is Karen's perspective on working with Sophie and introducing AT?
  - d. What is your own perspective on Sophie's situation?
2. Provide access to audio clips or transcripts.
3. Divide learners into at least four groups.
4. Distribute a different envelope to each group and have the group answer the question on a piece of paper, fold it, and put it back in the envelope.
5. Ask learners to pass the envelope to the next group and have that group answer the question.
6. Have learners continue passing envelopes until all groups have answered the questions. Do not let groups look in envelopes until all groups have answered the questions.
7. Ask learners to pass the envelopes one last time and have the group open the envelope. Let each group read the responses, then pick the response they feel is best to read to the class.
8. Facilitate a discussion about the "best" responses.
9. Provide feedback.

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

**Instructional Method**  
Problem Solving Session

**Level**  
Beginner

**Estimated Time Needed**  
5 minutes for instructor preparation  
45-60 minutes for learner activity

## Suggested Assessment

### 1. Program context

Family child care program characteristics:

- Licensed program that has been in operation for 20 years [details from Step 1: Dilemma]
- Currently has children aged 8 months – 3 years old enrolled, including Sophie, Sophie's sister, and Sophie's brother [details from Step 1: Dilemma]

Family child care provider attitudes and beliefs (Ms. Mary):

- Thinks assistive technology (AT) could be a powerful tool for helping children like Sophie communicate and participate
- Sounds open to the idea of using communication boards with Sophie
- Says she would be more comfortable using communication boards if she had training on their use and had a chance to meet with Karen (speech therapist)

### 2. Family perspective

Sophie's strengths, needs, and preferences:

- Uses noises and gestures to communicate with family members, but needs other ways to communicate with family members as well as others outside of her family
- Likes sensory play and experiences

Sophie's mother's thoughts about AT:

- Wants Sophie to have the power to communicate with those around her, especially when she (Holly) is not around (e.g., when she is at work)
- Is determined to help Sophie communicate through whatever AT interventions or devices will work for Sophie

### 3. Speech therapist's perspective (Karen)

- Thinks Sophie will benefit from use of AT to help her communicate
- Is not sure which specific AT devices will be most helpful for Sophie—has provided communication boards and voice output devices for Sophie's use at home
- Thinks it is important to use communication boards at the family child care program as well
- Is willing to meet with Ms. Mary (family child care provider)

### 4. Personal reflection

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### Facilitation Tips

- Learners can respond in class, online, or via email.
- For online courses, create an online survey to collect responses.

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

- [Activity Guide 5.10a](#): Consider the unique contexts

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### Credits

The CONNECT Content Team