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 Tamiya's story and discuss in small groups the unique contexts of the dilemma.

Required Materials/Resources

Learner Materials

- Three envelopes

Learner Materials

- Audio 2.5: Rosemary's perspective (Tamiya's mother)
- Audio 2.6: Melanie A.'s perspective (receiving teacher)
- Audio 2.7: Randah's perspective (physical therapist)
- Audio 2.8: Melanie B.'s perspective (Tamiya's early intervention service coordinator)
- Audio 2.9: Judy's perspective (program administrator in Tamiya's new program)
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 2: Transition. 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

15-20 minutes for learner activity

Detailed Facilitator Instructions

1. Write one of the following questions on each envelope:
   a. Describe the program and the perspectives of staff members on transition practices?
   b. What is the family's perspective on the upcoming transition?
   c. What is your perspective on transitions?
2. Provide access to audio clips or transcripts.
3. Divide learners into at least three 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.

Suggested Assessment

1. Program Context: The program has a set of transition procedures staff typically follows; however, the procedures seem flexible to change. They typically encourage two visits to the program – one for only the family to ask questions, and the second for both the child and family to visit the program. The staff doesn't usually go on home visits, but they seem open to considering making one for Tamiya. The staff wants to develop a strong relationship with the child and family. Tamiya's current physical therapist will continue to serve her at the new program. So she will be able to answer questions and be a familiar face for Tamiya.
2. Family perspective: The mother is concerned about the upcoming transition because Tamiya is a shy easily frightened child. She wants Tamiya to feel comfortable and be able to show her personality in this new setting, but is worried that won't happen. She would like the teacher to come for a home visit. She also thinks a slow phase-in schedule would be best for Tamiya.

Facilitation Tips

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

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

- Activity Guide 2.11a: Consider the unique contexts (Problem Solving Session)

Credits

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