Describe the dilemma

Name [   ] **Date** [   ]

To complete this activity form electronically, remember to first **save your file**.
If you need further assistance, see the Help & FAQs on pdfs.

Instructions

Watch the two clips, Video 3.1: The teacher's viewpoint and Video 3.2: The therapist's viewpoint. Then in your own words, describe the dilemma – the particular challenge the teacher and therapist face.

[   ]

Hints

Turn the dilemma into an answerable question

Name [   ] **Date** [   ]

> To complete this activity form electronically, remember to first **save your file**.
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Instructions

Turn the dilemma about how to communicate effectively into an answerable question to help guide the search for evidence on a particular practice.

You can use a tool called PICO to help create a focused question that is answerable through research. PICO identifies the most essential information needed for this question. This information consists of short phrases that can be entered into a web-based search engine to find the best available research evidence on a particular practice such as communication. PICO requires that you identify the following information to develop the answerable question:

P – Person (characteristics of the person who will participate in the intervention)

 I – Interventions being considered

C – Comparison to other interventions (if there is research that compares two or more interventions)

O – Outcomes desired

Now identify the important information from the two perspectives you have just heard or read.

1. Describe Shawanda and Ashley.

2. What are the goals for communication you heard stated by Shawanda and Ashley?

Putting the details into a chart may be helpful for you to identify the question:

PICO	P **Person** (who will participate in the intervention)	I **Interventions** or practice(s) being considered	C **Comparison** to other interventions (if there is research that compares two or more interventions)	O **Outcomes** desired
Responses	Early childhood professionals	Communication practices	N/A	Promoting collaboration with other professionals and families

Now, use the **Responses** in the chart above to create an answerable question about Shawanda's Dilemma

P   For early childhood professionals *(describe what you know about Shawanda and Ashley)*

I   is/are

(name practices the teacher might use to communicate with the speech therapist) effective

C   COMPARISON to other interventions *(not applicable in this dilemma)*

O   to achieve the following desired OUTCOMES *(list the results you anticipate for professionals if they use the set of practices listed above)*

?

Hints

Identify examples of attending and active listening

Name [   ] **Date** [   ]

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Instructions

1. Read Handout 3.1: Communication Strategies to Build Collaboration. Now watch Video 3.3: Conversation with examples of attending and active listening, to see examples of attending and active listening.

2. Download and print Handout 3.2: Communication Strategies Observation Checklist. Watch Video 3.3: Conversation with examples of attending and active listening, again and **focus on the communication strategies of the teacher (Andi)**. Identify the examples of attending and active listening you observed in the video using Handout 3.2 and follow the directions to record your responses.

3. View Handout 3.3: Communication Strategies Observation Checklist – Answer Key. Compare your responses with the responses on the answer key.

4. If your responses differ significantly (by more than 2 check marks) from those on the answer key, watch the video clip again to identify examples that you missed. Read the examples in Handout 3.1 to help you find examples in the video clip.

Hints

Identify examples of seeking and verifying information

Name [   ] **Date** [   ]

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Instructions

1. Read Handout 3.1: Communication Strategies to Build Collaboration. Now watch Video 3.4: Conversation with examples of seeking and verifying information, to see examples.

2. Download and print Handout 3.2: Communication Strategies Observation Checklist. Watch Video 3.4: Conversation with examples of seeking and verifying information, again and **focus on the communication strategies of the teacher (Andi)**. Identify the examples of seeking and verifying you observed in the video using Handout 3.2 and follow the directions to record your responses.

3. View Handout 3.3: Communication Strategies Observation Checklist – Answer Key. Compare your responses with the responses on the answer key.

4. If your responses differ significantly (by more than 2 check marks) from those on the answer key, watch the video clip again to identify examples that you missed seeing. Read the examples in Handout 3.1 to help you find examples in the video clip.

Hints

Identify examples of joining and supporting

Name [ ] **Date** [ ]

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Instructions

1. Read Handout 3.1: Communication Strategies to Build Collaboration. Now watch Video 3.5: Conversation with examples of joining and supporting, to see examples.

2. Download and print Handout 3.2: Communication Strategies Observation Checklist. Watch Video 3.5: Conversation with examples of joining and supporting, again and **focus on the communication strategies of the teacher (Andi)**. Identify the examples of joining and supporting you observed in the video using Handout 3.2 and follow the directions to record your responses.

3. View Handout 3.3: Communication Practices Observation Checklist – Answer Key. Compare your responses with the responses on the answer key.

4. If your responses differ significantly (by more than 1 check mark) from those on the answer key, watch the video clip again to identify examples that you missed seeing. Read the examples in Handout 3.1 to help you find examples in the video clip.

Hints

Apply the research to practice

Name [   ] **Date** [   ]

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Instructions

Read Handout 3.4: Research Summary on Communication Practices for Collaboration and be prepared to discuss your written responses to the following questions.

1. How relevant is the research to the context portrayed in the dilemma?

[   ]

Hints

Consider the policy on communication

Name [   ] **Date** [   ]

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Instructions

Read Handout 3.5: Policy Advisory, The Law Affecting Communications Among Professionals, then answer the following question, considering the dilemma of Shawanda, David's teacher and Ashley, David's speech therapist.

What are the policies pertaining to communication that are applicable to Shawanda and Ashley?

[   ]

Hints

Listen to experience-based knowledge

Name [   ] **Date** [   ]

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Instructions

Listen to the following audio clips from phone interviews with experienced family members and practitioners on the topic of communication.

For each clip, identify important considerations or strategies relating to effective communication for promoting collaboration.

1. Audio 3.1: Marshall Peter

2. Audio 3.2: Vera Stroup-Rentier

3. Audio 3.3: Barbara Hanft

Hints

Consider the unique contexts

Name [   ] **Date** [   ]

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Instructions

Listen to or read the two perspectives on collaborating to meet David's goals: Audio 3.4: Shawanda's perspective (teacher) and Audio 3.5: Ashley's perspective (speech therapist).

In your own words, briefly describe the situation from each of the following perspectives:

1. Program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the teacher? The therapist?

2. What is your own perspective on how collaboration could be enhanced?
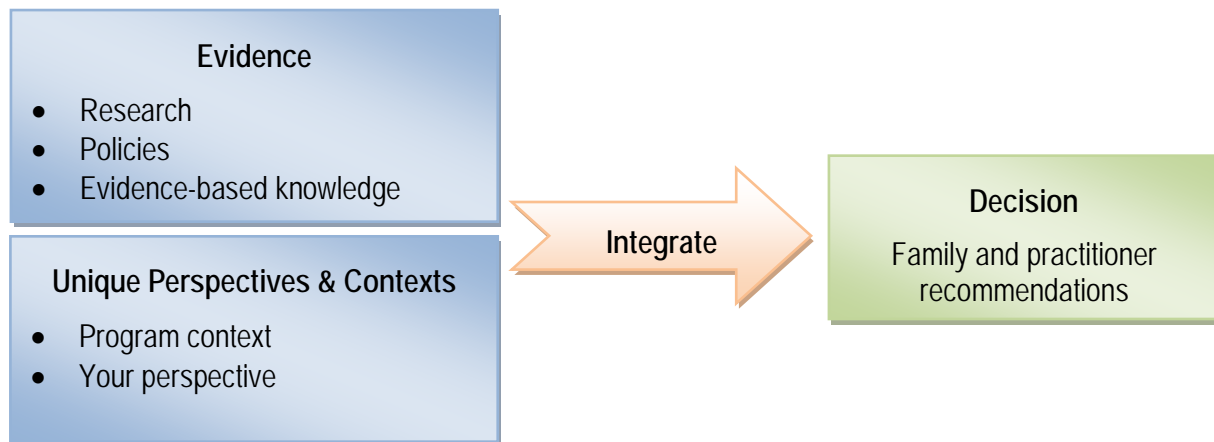
Hints

Use evidence-based practice decision-making

Name | **Date**

To complete this activity form electronically, remember to first **save your file**.
If you need further assistance, see the Help & FAQs on pdfs.

Instructions

Use the framework below to come to an evidence-based practice decision about the use of communication practices for Shawanda and Ashley. Summarize sources of evidence, consider that evidence in light of different perspectives and contexts, and make a recommendation for the answerable question you posed in Step 2.

Evidence

- Research
- Policies
- Evidence-based knowledge

Unique Perspectives & Contexts

- Program context
- Your perspective

Integrate

Decision

Family and practitioner recommendations

1. Summarize Step 3: Evidence

   a. List the major points from Handout 3.4: Research Summary on Communication Practices for Collaboration to summarize the best available research on communication practices:

   b. List the major points from C: Policies reflecting the field's views on communication practices:

c. List the major points from the professionals and family members on communication practices in D: Experience-Based Knowledge:

2. Consider the context

Summarize your answers from Activity 3.9a: Consider the unique contexts.

3. Examine the three categories of communication strategies: (1) attending and active listening; (2) seeking and verifying; and (3) joining and supporting. Decide which of these three kinds of communication strategies are best suited for the teacher to use to communicate effectively with the therapist.

4. Integrate the evidence and context to make a decision

    Recall the answerable question: *For early childhood professionals (P), are communication practices (I) effective in promoting collaboration with other professionals and families (O)?*

    Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.

Hints

Implementation plan for seeking and verifying information from the therapist

Name [   ] **Date** [   ]

> To complete this activity form electronically, remember to first **save your file**.
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Instructions

Complete the implementation plan to show how Shawanda (the teacher) will use specific communication strategies to help her seek and verify information in future meetings with Ashley (the therapist). Note that Shawanda can also use other communication strategies related to attending and active listening, or joining and supporting while she is seeking and verifying information.

Communication Goal	Communication Strategies	Notes*
1. Learn more about how Ashley (the therapist) views their work together to address David's goals in the classroom.	Open-ended questions: Clarifying and validating: Summarizing:	
2. Learn whether Ashley is open to using teaching strategies that Shawanda (the teacher) has used before and found to be effective with young children.	Open-ended questions: Clarifying and validating: Summarizing:	

3. Learn how Ashley plans to communicate and collaborate with David's family.	Open-ended questions: Clarifying and validating: Summarizing:	

*This column is used following or during a meeting to record how communication strategies were used.

Evaluate a communication implementation plan

Name [   ] **Date** [   ]

Instructions

1. Shawanda (the teacher) held a meeting with Ashley (the therapist) and asked the open-ended questions in the third column. Read excerpts from that conversation in the third column.
2. Using the implementation plan you completed in Activity 3.11a, compare the communication strategies you listed in the plan to those in the chart below. What are the differences and similarities between your examples and those written below? Write your responses in the box on page 4.
3. After examining the differences and similarities, make any changes or improvements to your examples. Indicate the changes or improvements to your examples in the box on page 4.

Communication Goal	Communication Strategies	Notes (excerpts from a meeting between Shawanda and Ashley)
1. Learn more about how Ashley (the therapist) views their work together to address David's goals in the classroom.	Open-ended questions: Shawanda should start the conversation with broad questions that elicits Ashley's perspectives on their collaboration.	Shawanda: "How do you think David is progressing on his IEP goals?" Shawanda: "What are your thoughts about our collaboration around David's goals?"
	Clarifying and validating: Shawanda should clarify and validate Ashley's answers to the open-ended questions listed above.	Shawanda: "You've got a lot of good strategies for working with David, but we both have some questions about how well the ideas are working in the classroom setting."
	Summarizing: Shawanda should summarize how both she and Ashley feel about their work together and	Shawanda: "We are both committed to collaboration and the importance of David's therapy goals being

		what their next steps are.	addressed in the classroom and at home. We agree that we need to refine some of our current strategies for collaborative problem-solving and now want to figure out how to do that."
2.	Learn whether Ashley is open to using teaching strategies that Shawanda (the teacher) has used before and found to be effective with young children.	Open-ended questions: Shawanda should start the conversation with broad questions to elicit Ashley's perspectives on learning about teaching strategies that Shawanda found effective.	Shawanda: "How would you feel about learning more about the classroom routines and the teaching strategies I am using now?" Shawanda: "What are some ways that might help you learn more about these things?"
		Clarifying and validating: Shawanda should clarify and validate Ashley's answers to the open-ended questions listed above.	Shawanda: "It sounds like you could juggle your schedule so that you could spend a morning observing the classroom. That is terrific and would be so helpful to me."
		Summarizing: Shawanda should summarize any decisions they've made today and what next steps they have agreed upon.	Shawanda: "To summarize some of our decisions, you are going to check your schedule and let me know when you can spend the morning in the classroom observing. I'm going to share more information about the new curriculum that we are using and some of the requirements that I must fulfill related to it. We are going to schedule a follow-up conversation after your visit to brainstorm ways to meet David's goals that we think will work well within the classroom routines and to talk about how we can

		best use your weekly visits to promote those goals. Have I got that right?"
3. Learn how Ashley plans to communicate and collaborate with David's family.	Open-ended questions: Shwanda should start the conversation with broad questions that elicit Ashley's perspectives on communicating and collaborating with David's family.	Shawanda: "What are some ways that you communicate with David's family about his goals, strategies for working on them, and the progress he is making?"
	Clarifying and validating: Shawanda should clarify and validate Ashley's answers to the open-ended questions listed above.	Shawanda: "Collaboration with families is a high priority, but your large caseload sometimes makes it difficult to have frequent communication with them. That's tough." Shawanda: "It sounds like we both feel we have a good relationship with David's parents and think they would welcome more information and involvement in his progress in meeting IEP goals."
	Summarizing: Shawanda should summarize how she and Ashley both plan to work with David's family together.	Shawanda: "To sum things up, we want to include David's parents in the planning we are doing for addressing David's goals. Since I have frequent chances to see David's mother, I will share our conversation and explore her ideas for how to best proceed in fully including them in our planning. After I talk with her, I will get back to you. I feel really good about being able to have this conversation. Thank you so much for taking this time. How are you feeling about it?"

Activity 3.12a

Make notes on similarities and differences between your examples of communication practices and those that Shawanda used.

Indicate any changes or improvements to your examples here after making the comparison.