

Describe the dilemma

Objective(s)

Learners describe a dilemma from the teacher's and family member's viewpoints.

Description

In this activity, learners watch two video clips that present a dilemma about how a teacher and father can develop a trusting partnership as viewed from their individual perspectives.

Required Materials/Resources

Learner Materials

- [Video 4.1: The teacher's viewpoint](#)
- [Video 4.2: The family's viewpoint](#)

Detailed Facilitator Instructions

1. Provide access to dilemma videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Have learners describe (in writing or discussion) the dilemma or particular challenge the teacher and father face in developing a trusting partnership.
3. Provide feedback.

Suggested Assessment

China has concerns about little Aaron's behavior and is worried about how to bring this up with his father, Aaron. Aaron is thankful for the good childcare program for his children, is worried about keeping them safe, and has felt criticized by teachers in the past.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite one or more parents to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to [Step 1: Dilemma](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 4.1a](#)

Credits

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Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about developing a trusting partnership between a teacher and father.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how a teacher and father can develop a trusting partnership into an answerable question about partnership-oriented practices.

Required Materials/Resources

Learner Materials

- [Video 4.1: The teacher's viewpoint](#)
- [Video 4.2: The family's viewpoint](#)

Detailed Facilitator Instructions

1. Decide whether learners will complete this activity individually or in small groups.
2. Provide access to dilemma videos and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
3. Have learners describe the dilemma and find what is missing in each sample PICO to complete it.
4. Remind learners that PICO requires you to identify the following information:

P – Person (characteristics of the child or family who will receive the intervention)

I – Interventions being considered

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

O – Outcomes desired

In this module we will not focus on C– comparison to other interventions. Thus, you will be guiding students to identify the following three elements:

P – Person (characteristics of the child or family who will receive the intervention)

I – Interventions being considered

O – Outcomes desired

5. Have learners write the full answerable question.

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
[Structured Exercise](#)

Level
Beginner

Estimated Time Needed
15 minutes for instructor preparation

10-20 minutes for learner activity

Learner Form
[Activity 4.2a](#)

Suggested Assessment

1. Aaron's priorities and concerns are to:
 - Keep his children safe.
 - Take care of his family.
 - Create a better future for his family.
 - Get his children to school so that they can have a good learning environment.
2. China's priorities and concerns are to:
 - Figure out a way to enable little Aaron to improve his behavior.
 - Protect the other children in the classroom from getting hurt by little Aaron.
 - Be sensitive to Aaron's feelings and responsibilities as a single father.
 - Get more information about some of the factors that may be influencing little Aaron's behavior.
3. are partnership-oriented practices
4. For families of young children in early care and education programs
5. in promoting trusting family-professional partnerships
6. P – In working with families of young children in early care and education programs,
I – are partnership-oriented practices
O – effective in promoting trusting family-professional partnerships?

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Reflect on your partnerships with professionals

Objective(s)

Learners reflect on the nature of partnerships they have had with professionals in their own lives.

Description

In this activity, learners will reflect on partnerships they have had with professionals in their own lives – physicians, nurses, counselors, teachers, principals, etc. They will compare and contrast a trusting partnership they have experienced with a partnership where there was a lack of trust.

Required Materials/Resources

Learner Materials

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

Detailed Facilitator Instructions

1. Have learners review [Activity 4.3a](#).
2. Ask learners to answer the questions on the form.
3. Provide opportunities for learners to share their experiences in small groups or with the entire class.
4. Review Handout 4.1 with learners. Have learners identify similarities between their responses and the examples and applications on this handout.

Suggested Assessment

Personal Reflections

Facilitation Tips

- Learners can respond in class, online, or using the PDF Form; which can be printed, emailed, or submitted online.
- Have learners share in small groups or as a whole class.
- Capture themes as learners share related to practices that lead to trust and distrust.

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
10 minutes for instructor preparation

20-30 minutes for learner activity

Learner Form
[Activity 4.3a](#)

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Identify video examples of developing an initial friendly relationship (beginning ground)

Objective(s)

Learners identify examples of beginning ground practices in partnership building.

Description

Learners will view two video examples of conversations between a professional and a mother and then a teacher and mother and then use a checklist to identify the applications of developing an initial friendly relationship.

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 1](#)
- [Handout 4.3: Partnership-Oriented Practices: Observation Checklist – Answer Key](#)
- [Video 4.4: Starting a relationship](#)
- [Video 4.5: Beginning ground conversation](#)

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 4.4a](#)

Detailed Facilitator Instructions

1. Provide learners access to Video 4.4. Ask learners to focus on how Clara, the practitioner, begins her relationship with the mother. Then, ask the learners to complete the question on the form, Activity 4.4a about how Clara started the relationship on a positive note.
2. Next, ask learners to download and print Handout 4.2, Part 1. Provide learners access to Video 4.5. Ask learners to focus on the partnership-oriented practices of the teacher (Maggie) as she interacts with a mother (Latesha). The student should identify the applications of developing an initial friendly relationship they observed in the video using Handout 4.2.
3. After the students have initially completed Handout 4.2, Part 1; ask them to watch Video 4.5 again and to double-check their responses on Handout 4.2.
4. Provide learner access to Handout 4.3, Answer Key. Ask learners to compare their responses with the responses on the answer key. The answer key corresponds to practices identified in Video 4.5: Beginning ground conversation.
5. Provide feedback.

Suggested Assessment

See [Handout 4.3: Partnership-Oriented Practices: Observation Checklist- Answer Key, Part 1](#)

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.4b](#): Reflect on learning about developing an initial friendly relationship (beginning ground) ([Discovery](#))

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Reflect on learning about developing an initial friendly relationship (beginning ground)

Objective(s)

Learners reflect on ways to improve their approach to developing an initial friendly relationship.

Description

In this activity, learners reflect on video examples of partnership-oriented practices related to developing an initial friendly relationship (beginning ground). They will then identify three partnership-oriented practices they particularly want to incorporate into their own family-professional partnerships.

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 1](#)
- [Video 4.5: Beginning ground conversation](#)

Detailed Facilitator Instructions

1. Provide access to Handout 4.2 and Video 4.5.
2. Ask learners to identify three partnership-oriented practices they particularly want to incorporate into their own family-professional partnerships.
3. Provide feedback.

Suggested Assessment

See [Handout 4.1: Partnership-Oriented Practices: Examples and Applications](#) for a list of examples and applications from which learners can choose in their reflection regarding their own practice.

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.4a](#): Identify video examples developing an initial friendly relationship (beginning ground) ([Discovery](#))

Credits

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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
Advanced

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

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Identify video examples of making shared decisions (middle ground)

Objective(s)

Learners identify examples of making shared decisions in partnership building.

Description

Learners view a video clip from a conversation between a teacher and mother and then use a checklist to identify practices for making shared decisions.

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 2](#)
- [Handout 4.3: Partnership-Oriented Practices: Observation Checklist, Part 2 – Answer Key](#)
- [Video 4.6: Middle ground conversations](#)

Detailed Facilitator Instructions

1. Ask learners to download and print Handout 4.2, Part 2. Provide access to Video 4.6. Ask learners to focus on the partnership-oriented practices of the teacher (Maggie) as she interacts with a mother (Latesha). Have learners identify the practices related to making shared decisions they observed in the video using Handout 4.2.
2. After the learners have initially completed Handout 4.2, Part 2; ask them to watch Video 4.6 again and to double-check their responses on Handout 4.2.
3. Provide learner access to Handout 4.3, Answer Key. Ask learners to compare their responses with the responses on the answer key.
4. Provide feedback.

Suggested Assessment

See [Handout 4.3: Partnership-Oriented Practices: Observation Checklist- Answer Key, Part 2](#)

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 4.5a](#)

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.5b](#): Reflect on learning about making shared decisions (middle ground) ([Discovery](#))

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Reflect on learning about making shared decisions (middle ground)

Objective(s)

Learners reflect on ways to improve their approach to making shared decisions.

Description

Learners reflect on video examples of partnership-oriented practices related to making shared decisions (middle ground).

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 2](#)
- [Video 4.6: Middle ground conversation](#)

Detailed Facilitator Instructions

1. Provide access to Handout 4.2, Video 4.6.
2. Ask learners to identify three partnership-oriented practices for making shared decisions that they particularly want to incorporate into their own family-professional partnerships.
3. Provide feedback.

Suggested Assessment

See [Handout 4.1: Partnership-Oriented Practices: Examples and Applications](#) for list of examples and applications from which learners can choose in their reflection regarding their own practice.

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.5a](#): Identify video examples of making shared decisions (middle ground) ([Discovery](#))

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
Advanced

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

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Identify video examples of addressing challenging issues (firm ground)

Objective(s)

Learners identify examples of addressing challenging issues in partnership building.

Description

Learners view video examples of interactions with a teacher and then use a checklist to identify practices for addressing challenging issues.

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 3](#)
- [Handout 4.3: Partnership-Oriented Practices: Observation Checklist, Part 3 – Answer Key](#)
- [Video 4.7: Firm ground conversation](#)

Detailed Facilitator Instructions

1. Ask learners to download and print Handout 4.2, Part 3. Provide access to Video 4.7. Ask learners to focus on the partnership-oriented practices of the teacher (Maggie) as she interacts with a mother (Latesha). Have learners identify the practices related to addressing challenging issues they observed in the video using Handout 4.2.
2. After learners have initially completed Handout 4.2, Part 3; ask them to watch Video 4.7 again and to double-check their responses on Handout 4.2.
3. Provide learner access to Handout 4.3, Answer Key. Ask learners to compare their responses with the responses on the answer key.
4. Provide feedback.

Suggested Assessment

See [Handout 4.3: Partnership-Oriented Practices: Observation Checklist- Answer Key, Part 3](#)

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.6b](#): Reflect on addressing challenging issues (firm ground) ([Discovery](#))

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 4.6a](#)

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Reflect on addressing challenging issues (firm ground)

Objective(s)

Learners reflect on ways to improve their approach to addressing challenging issues.

Description

Learners reflect on a video clip of partnership-oriented practices related to addressing challenging issues (firm ground).

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist, Part 3](#)
- [Video 4.7: Firm ground conversation](#)

Detailed Facilitator Instructions

1. Provide access to Handout 4.2 and Video 4.7.
2. Ask learners to identify three partnership-oriented practices for addressing challenging issues they particularly want to incorporate into their own family-professional partnerships.
3. Provide feedback.

Suggested Assessment

See [Handout 4.1: Partnership-Oriented Practices: Examples and Applications](#) for list of examples and applications from which learners can choose in their reflection regarding their own practice.

Facilitation Tips

- Responses can be collected in class or online using a discussion board.
- Ask learners to complete the activity in pairs or small groups.

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

- [Activity Guide 4.6a](#): Identify video examples of addressing challenging issues (firm ground) ([Discovery](#))

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
Advanced

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

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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.

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.

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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Demonstrate partnership-oriented practices

Objective(s)

In this activity learners demonstrate ways to incorporate partnership-oriented practices when dealing with parents.

Description

Learners use role play to demonstrate examples of partnership-oriented practices.

Required Materials/Resources

Learner Materials

- [Handout 4.2: Partnership-Oriented Practices: Observation Checklist](#)
- Parent Role Play
- Teacher Role Play

Detailed Facilitator Instructions

1. Provide access to handout and print out Parent Role Play and Teacher Role Play instructions below.
2. Divide learners into groups of three.
 - a. Allow learners to determine who will play the role of the parent, the teacher, and the observer.
 - b. Ask learners to follow instructions listed on the learner form.
 - c. After the role play, ask learners to share with the class their responses to the following:
 - i. The teacher's strengths in using partnership-oriented practices
 - ii. Specific suggestions for how partnership-oriented practices can be incorporated into future interactions
3. Provide feedback.

Facilitation Tips

- Have learners wear nametags to indicate which role they are playing.
- As this is a role play activity, it is not recommended for online-only courses.

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

- [Activity 4.7a](#): Incorporate additional partnership-oriented practices ([Discovery](#))

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
[Role Playing](#)

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Parent Role Play

Role Play Participants

- Parent – Allison Cooper played by yourself.
- Childcare teacher – Darla Fuller played by another group member.

Background Information

You will be assuming the role of **Allison Cooper** who lives on a large Army base with her three children, Tess (an 8th grade student who is in the gifted program at school), Charlie (a 3rd grader who is excelling in playing the violin), and Seth (a 4-year-old who attends a full-day military childcare center). Your husband, Thomas, is deployed for his second combat tour. On this second tour, he has been gone for five months and will not be back home for at least 10 more months.

Current Situation

When you look back on the first preschool experiences of Tess and Charlie, you wish that it could be so simple for Seth. You clearly are worried about the delays that you see in his development. He was born five weeks early and weighed only 4½ lbs. Right from the start, it seemed that he was slower to develop than your older two children. You thought his months of colic would never end, and you wearily remember the intense bouts of crying throughout the night. Seth rolled over, sat up, crawled, and walked 3-6 months later than his older sister and brother. Your husband has always been in the top of his class at every level of his education, and now he is rising faster than usual in his military career appointments. It is not part of the family history to even be average, much less below average.

Undoubtedly, Seth has strengths. He is highly verbal and loves to talk to everyone. He also has a great sense of humor and becomes very amused when he can engage with others in riddles and “knock-knock” jokes. You are especially worried, however, that he seems to get so very excited and hyperactive that he fills up every space of any room that he is in. When he has been in childcare settings in the past, his childcare providers often complained that he was too disruptive in class, too noisy, and too rough with the other children. Even though Seth just thought he was playing, some of the other children were afraid of him because he often hurt them with his roughhousing.

You share your husband’s commitment to “serve his country,” and you are proud of his dedication and self-sacrifice. On long days with the children, however, you question whether the lifestyle of continual separation and frequent moves is one that can possibly be manageable for you over the long haul. Some nights Seth cries because he misses his Dad so much. Every night you show him a scrapbook of his Dad’s pictures and read him messages about how much his Dad misses him and loves him. Ironically, your husband is the one in the family who can best manage the kid’s behavior, and he is halfway around the world at a time when you really need him.

Developing an Initial Friendly Relationship – Beginning Ground

You have enrolled Seth in the childcare center that is on the military installation where you live. Your meeting with Seth's new teacher, **Darla Fuller**, is just about ready to start. Over the last week, you have been wondering how much you should tell her about Seth. You have mixed feelings about whether it would be better to share your concerns from the outset or to just hope that the new childcare situation will resolve his current problems. You clearly are worried that Seth is not experiencing the success that his siblings have experienced all of their lives, and you wonder what impact it will have on his self-concept.

Engage in Role Play for Beginning Ground

Debrief from Role Play

Making Shared Decisions – Middle Ground

Seth's problems at home are escalating. Every night you feel that not only your husband is in combat, but you also are in combat with Seth. Getting him to go to bed is clearly a battle. He engages in every postponing activity he can think of and then has a complete melt-down when you push for bedtime. He is even getting up 5-7 times after you put him to bed to walk around the house, get a snack, and try to play with his toys.

In his backpack, his teacher has been including notes about increasing problems at the center. You think it's time to have a meeting, but you are worried about what you might hear. You wish your husband were home because you know that his tougher discipline would help Seth toe the line.

Darla sent a note yesterday asking if the two of you could have a phone call later today. As you look back over the time that Seth was in preschool and that first meeting that you had with Darla, you feel thankful that the two of you have been able to be on the same wave length and that she is sensitive to Seth's needs and to your priorities of keeping the family afloat until your husband returns. Feeling as if the two of you are on the same team in helping Seth is a relief.

Engage in Role Play for Middle Ground

Debrief from Role Play

Addressing Challenging Issues – Firm Ground

Darla has just sent an email asking if you will meet with her when you pick up Seth tomorrow. She says that she wants to bring you up-to-date on her latest thinking about how Seth is doing. You have noticed that Seth is increasingly being resistive in the mornings in terms of going to the childcare center. He tells you that he doesn't feel good or has a tantrum and tries to convince you to keep him at home. He also has stopped talking about a couple of his friends. You get the idea that maybe the other kids don't like him as much as they have in the past. On the one hand, it doesn't surprise you that concerns are escalating at school because they are at home as well. On the other hand, you clearly are worried about Seth's performance and what this might mean for his schooling in years to come.

Darla's email was very vague in terms of just saying that she wants to share ideas. You were wondering if she is going to recommend that Seth's behavioral needs are more than she can handle in the childcare center.

After worrying about the meeting since you got the email yesterday, you are walking into the room and ready to sit down at the table with Darla.

Engage in Role Play for Firm Ground

Debrief from Role Play

Teacher Role Play

Role Play Participants

- Darla Fuller – Childcare teacher played by yourself.
- Allison Cooper – Parent played by another group member.

Background Information

You will be assuming the role of **Darla Fuller** who is a first year teacher at a full-day childcare center on a large Army base. You graduated just several months ago from a community college in the same locale, and you are greatly relieved to have a job and are excited about getting started. Although you have grown up in the same community as the Army base, you don't know very much about Army life. You have been aware, however, that classmates of yours throughout the elementary and secondary years whose parents were in the military seem to move every year or so. You often hesitated to become friends with them because you knew that they would likely not be around for a long time.

Current Situation

You just started your job last week and had some professional development experiences and a chance to get your classroom set-up. You have scheduled 20-minute parent conferences with all of the parents of the children in your class. These conferences are spread out across two days, and you clearly are feeling nervous about meeting so many new people. You wonder if they will think you have had enough experience to really know how to best support their children's development. You also are wondering about the families in which one or both of the parents are deployed, and you especially want to be sensitive to the needs of their children. Your own parents were divorced when you were two, and from that time on your father lived very far away from you. He would call and write periodically, but you often just wished that he could be home. You are eager to understand the challenges associated with deployment for the military parents of children in your class.

Developing an Initial Friendly Relationship – Beginning Ground

The first parent coming in for a meeting is **Allison Cooper**. All you know about her is that she is the mother of Seth who is a new four-year-old who will be starting the childcare program this week. You are looking forward to meeting Allison, as well as all the parents. In your childcare program you learned about the importance of developing trusting partnerships with parents. It all sounded so much out of the textbook during the course, but now it is all too real. You are trying to recall exactly what it was that you learned that can help you get off to a good start and earn the trust of the parents you will be meeting over these next couple of days.

Allison has just walked into the room and sat down at the table with you. You open the conference by welcoming her.

Engage in Role Play for Beginning Ground

Debrief from Role Play

Making Shared Decisions – Middle Ground

After your sixth week of teaching, your concerns are escalating about Seth's behavior. You thought at first that he just needed more time to get adjusted, but his outbursts seem to be increasing rather than decreasing. He seems to start the day on a fairly even keel. He loves circle time, engages in lots of conversation, and sometimes has a hard time refraining from telling continual riddles and "knock-knock" jokes. He seems to tell the same ones over and over, and the other children get tired of it. Toward mid-morning and lunch, his behavior deteriorates to the point that he is very disruptive and distracting to other children in the class. Even though Seth perceives that he is playing and just having fun, some of the other children are afraid of him because he has hurt them with his roughhousing.

For the last several weeks, you have sent a couple of notes every week home to Allison about his behavior. Although you try to always point out good things that are happening, your notes have become increasingly negative in letting her know that Seth is very disruptive on most days.

You hate to tell Allison these things, because you know that it is hard for her, given that Seth's father is on a second deployment and the whole family, including Seth's older brother and sister, miss him very much. You don't want to add to Allison's worries.

Yesterday you sent a note home asking if you could have a phone call later today. You know it is hard for Allison to come in for meetings, but you want to have an extended conversation with her to see how things are going at home and also whether she has any ideas about why Seth's behavior seems to be getting worse rather than better. You know that it is very important for discipline to be consistent between home and school. You appreciate Allison's commitment to doing anything she possibly can to help Seth. You look forward to seeing if together you can come up with some constructive approaches.

Engage in Role Play for Middle Ground

Debrief from Role Play

Addressing Challenging Issues – Firm Ground

Maybe today is the day that was the straw that broke the camel's back. Seth came in with increased agitation, and his agitation seemed to grow hourly throughout the day. He knocked over furniture, knocked down his classmates, argued with you and your teaching assistant, and even had a couple of toileting accidents. By the end of the day, he had had a temper tantrum in the classroom when he didn't want to engage in your planned activities, and he also had a tantrum on the playground when it was time to come back inside. The assistant had to stay out on the playground with him for 20 extra minutes, because he absolutely would not budge and was kicking and screaming the whole time.

You know the time has come to take an additional step. There is a developmental clinic at a nearby medical center, and the director of your program has advised you that it is time to talk with Allison about initiating a referral for Seth to be evaluated by a psychologist who is a specialist in positive behavior support. You hope very much that this approach will provide help for Seth and also guidance for how you can be effective with him and prevent him from disrupting the whole class.

You have decided to send Allison an email to ask if she will meet with you tomorrow afternoon when she picks up Seth. You don't want to scare her in the email so you tell her very vaguely that you want to share some ideas with her about next steps.

She is just walking in the room and is joining you at the table. You open the conversation with her.

Engage in Role Play for Firm Ground

Debrief from Role Play

Credits

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Apply the research to practice

Objective(s)

Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description

In this activity, learners apply information from a research summary to a specific context.

Required Materials/Resources

Learner Materials

- [Handout 4.4: Research Summary on Family-Centered Helping Practices](#)
- [Audio 4.1: Perspectives of Dr. Beth Harry](#)

Detailed Facilitator Instructions

1. Provide learners with Handout 4.4: Research Summary on Family-Centered Helping Practices.
2. Ask learners to respond to questions 1-3 on the form.
3. Provide learners with Audio 4.2: Perspectives of Dr. Beth Harry
4. Ask learners to respond to question 4 on the form.
5. Provide feedback.

Suggested Assessment

1. Family-centered helping practices found to be associated with positive family outcomes are:
 - A single definition is not provided in the research literature.
 - Examples of family-centered helping practices include treating families with dignity and respect, sharing relevant information so that families can make informed decisions, offering families choices regarding their involvement in the provision of services, and forming partnerships with families and working collaboratively with them.
2. Relevancy of research findings to context portrayed in dilemma is:
 - The research sample included almost 90% mothers rather than fathers, and only 7% of the participants were African American.
 - However, early childhood practitioners and preschool settings were among the professionals and settings included in these studies.
3. Similarities and differences between families in research summary and Aaron and his family are:
 - Aaron is a single father who has experienced long-term economic challenges, but there are no data from the studies on the socioeconomic status of the families, which is noteworthy because families who

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

20-35 minutes for learner activity

Learner Form
[Activity 4.8a](#)

experience economic challenges typically have been less satisfied with services and have greater caregiving stress.

- The vast majority of the families in the research summary had children with developmental disabilities and little Aaron is not classified with a disability.
- Over 90% of the sample was white and were mothers, while Aaron is African American and a single father.

4. Three recommendations to building trusting partnerships are:

- Earn trust by showing respect for the families
- Invite families' views and opinions
- Really listen to families, even if you don't necessarily agree with their opinions or views

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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

- Activity Guide 4.8b: Connecting to the research

Credits

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Connecting to the research

Objective(s)

Learners review and appraise a research study.

Description

Learners select and read a research study focused on parents and families and then assess the quality of the study.

Required Materials/Resources

- Research Connections website (www.researchconnections.org)
 - Parent and Families articles (www.researchconnections.org/childcare/topic.jsp)
 - Research Assessment Tools (www.researchconnections.org/childcare/researchquality.jsp)

Detailed Facilitator Instructions

Intermediate Activity:

1. Select an article that uses either quantitative or qualitative methodologies under the topic *Parents and Families* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topic.jsp).
2. Ask learners to write up an appraisal of the research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Read the selected article and provide feedback to learners based upon your appraisal of the research study.
4. Break the learners into small groups to discuss the appraisals of the selected research study, or as a class.

Advanced Activity: (Note- recommended for use with graduate level courses)

1. Have learners select **their own article** under the topic *Parents and Families* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topic.jsp).
2. Ask learners to appraise the quality of their selected research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Ask the learners to present their selected research study articles and their appraisals of the research study.
4. Provide feedback to learners about their appraisals of the articles the learners selected.

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
Advanced

Estimated Time Needed
20 minutes for instructor preparation

25-30 minutes for learner activity (Part 1); 45 minutes or longer (Part 2)

Alternate Version(s) (refers to different levels of difficulty)
Activity Guide 4.8a: Apply the research to practice (Discovery)

Credits

The CONNECT Content Team
Dale Epstein, Ph.D.
Research Connections

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Consider the policy on family-professional partnerships

Objective(s)

Learners consider policies on family-professional partnerships for teachers of young children with disabilities.

Description

In this activity, learners read a policy advisory on the law relating to family-professional partnerships and then answer questions about these policies.

Required Materials/Resources

- [Handout 4.5: Policy Advisory - The Law Governing Family-Professional Partnerships](#)

Detailed Facilitator Instructions

1. Provide learners with Handout 4.5: Policy Advisory – The Law Governing Family-Professional Partnerships.
2. Ask learners to respond to the questions on the activity form.
3. Provide feedback.

Suggested Assessment

1. Head Start and Early Head Start programs must:
 - Have a process of collaborative partnership-building with families to collaboratively identify goals, services, and supports.
 - Provide parents the opportunity to create an individualized parent partnership agreement regarding their involvement.
 - Have opportunities for parents to participate and interact throughout the year.
 - Work with families to identify and access resources.
 - Provide parent involvement and educational activities to address parent needs.
 - Allow parents to participate as employees or volunteers.
 - Provide opportunities for parents to work with each other and with other professionals on activities of interest.
2. Differences between Part B and Part C regarding family-professional partnerships:
 - Part C has the purpose of increasing the capacity of families to meet their child's special needs; and Part B does not have an explicitly stated purpose in terms of family outcomes.
 - Part C uses the term family; and Part B uses the term parents.
 - Part C includes a family-directed assessment of resources, priorities, and concerns; and Part B does not have a similar requirement.
 - Part C requires service coordination to assist families; and Part B does not have this requirement.

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

20-35 minutes for learner activity

Learner Form
[Activity 4.9a](#)

- Part C has the service of special instruction for families related to providing them with information, skills, and supports; and Part B does not have this requirement.

3. Aaron will have the right to:

- Participate in the development of his son's Individualized Education Program (IEP).
- Examine his son's records.
- Have any personally identifiable information on his son be confidential.
- Receive a written notice anytime the program changes or decides to not change the services of his son.
- Use mediation to resolve conflicts.
- Parent counseling and training to enable him to understand his son's special needs, learn about child development, and acquire skills to effectively participate in the IEP meeting.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

Credits

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Consider experience-based knowledge

Objective(s)

Learners listen to families and practitioners talk about important considerations for family-professional partnerships and identify take-away messages.

Description

In this activity, learners listen to clips of phone interviews with family and professional leaders in early childhood, and identify important considerations about family-professional partnerships.

Required Materials/Resources

Learner Materials

- [Audio 4.2: Janice Fialka](#)
- [Audio 4.3: Samtra Devard](#)
- [Audio 4.4: Subarna Dharja](#)
- [Audio 4.5: Rosalia Fajardo](#)
- [Audio 4.6: Salvador Moran](#)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and identify at least two suggestions from each clip that they want to incorporate into their own partnership-oriented practices.
3. Provide feedback.

Suggested Assessment

Samtra Devard

- Encourage parents to have hope for their children's future.
- Ensure that families have a chance to express their perspectives and to be active participants in conversations.

Janice Fialka

- Highlight for parents their children's strengths, especially before bringing up their children's challenges.
- View children with special needs as "whole children" and recognize that any special need is just one aspect of the child.
- Develop comfort in talking with parents about emotions, and recognize that parental expression of strong emotions about their children is not a personal criticism of the teacher.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 4.10a](#)

Subarna Dharia

- Listen to parents' perspectives prior to providing instruction or advice.
- Try to put yourself in the place of parents and to “walk a mile in their shoes” in order to understand in a nonjudgmental way the decisions that they make.
- Strive to collaborate with parents because consistency between school and home encourages progress/success.

Rosalia Fajardo

- Provide guidance to parents, as appropriate, in supporting them to be advocates for their children.
- Recognize that families may be dealing with many challenges and difficult situations that are unknown to the teacher; recognize that participating in their child's education is one of many responsibilities for parents.
- Respect family diversity and do not expect families to make the same decisions or to see things in the same way that teachers do.

Salvador Moran

- Understand that many parents view teachers as experts and as having a great deal of power; thus, many parents are hesitant to make suggestions that might come across as inappropriate.
- Recognize that making a wrong decision for a child can have long-term consequences and that it is always advantageous to involve parents in decisions about their children.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

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Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

Learners listen to or read China's and Aaron's perspectives and consider the unique context of the dilemma from these perspectives.

Required Materials/Resources

Learner Materials

- [Audio 4.7: China's perspective \(little Aaron's teacher\)](#)
- [Audio 4.8: Aaron's perspective \(little Aaron's father\)](#)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the situation from each of the perspectives on the form [Activity 4.11a](#).
3. Provide feedback.

Suggested Assessment

1. Program Context

Program Characteristics:

- NAEYC accredited program serving children who are infants through five years of age.
- Large, full-day childcare center

Teacher attitudes and beliefs (China):

- Believes that it is important to understand why children act the way they do.
- Has concerns about little Aaron.
- Is concerned that other children in the class may get hurt by little Aaron.
- Is worried about talking with Aaron.
- Is worried about future educational problems for little Aaron.
- Realizes how much she does not know about little Aaron's life outside the classroom.

2. Family context

Aaron's strengths:

- Works hard as a single father to keep his family safe in an unsafe neighborhood.
- Has survived many significant personal and family challenges.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 4.11a](#)

Aaron's preferences:

- Wants a very good educational program for his children
- Believes it is important for him to volunteer in the classroom.
- Wants to communicate with his children's teachers.

Aaron's needs:

- Does not always have enough food for his family.
- Very worried about his children in terms of their experiences in an unsafe neighborhood.
- Family history of problems associated with poverty, substance abuse, medical emergencies, and neighborhood violence.

3. Personal reflection

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Credits

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Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 4.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about partnership-oriented practices.

Required Materials/Resources

Learner Materials

- Learner form for [Activity 4.12a](#)

Detailed Facilitator Instructions

- Provide access to the evidence-based practice decision-making tool.
- Ask learners to complete the tasks below:
 - 1) Summarize Step 3. Evidence
 - a. List the major points from [Handout 4.4: Research Summary on Family-Centered Helpgiving Practices](#) to summarize the best available research related to partnership-oriented practices.
 - b. List the major points from [C: Policies](#) reflecting the field's views on partnership-oriented practices.
 - c. List the major points from the professionals and family members on family-professional partnerships in [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from [Activity 4.11a: Consider the unique contexts](#).
 - 3) Examine the three phases of partnership-oriented practices. Decide which phase best characterizes the current relationship between China and Aaron.
 - 4) Integrate the evidence and context to make a decision
 - a. Recall the answerable question: *In working with families of young children in early care and education programs (P), are partnership-oriented practices (I), effective in promoting trusting family-professional partnerships (O)?*
 - b. Weigh the evidence in light of the context to come to a decision about which practices should be used, and how they should be used, given the current phase of China and Aaron's relationship. What is your recommendation? Be prepared to discuss.
- Provide feedback.

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

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 4.12a](#)

Suggested Assessment

1. Summary of Step 3: Evidence
 - a. Research – Family-centered practices are related to positive parent, child, and family outcomes.
 - b. Policies – Both the Head Start Performance Standards and IDEA have policies focused on involving families and emphasizing parents being equal partners in making decisions about their children. The Head Start Performance Standards include a standard on Family Partnerships. This standard requires partnership-building with parents and family partnership agreements. The IDEA emphasizes parents being equal partners with professionals when making decisions about their children.
 - c. Evidence-based Knowledge
 - Make sure you invite parents to share their perspectives/life experiences and listen to what they say, but most importantly, value and validate what they are saying.
 - Think about what it would be like to “walk in the parent’s shoes” and try to understand where they are coming from in all aspects of their lives.
 - Educate parents and show them that their views and opinions are important. Enable them to be the great advocates for their children that they have the potential to be.

2. Consider the unique context

Program characteristics

- NAEYC accredited program serving children who are infants through five years of age.
- Large, full-day childcare center

Teacher attitudes and beliefs

China:

- Believes that it is important to understand why children act the way they do.
- Has concerns about little Aaron.
- Is concerned that other children in the class may get hurt by little Aaron.
- Is worried about talking with Aaron.
- Is worried about future educational problems for little Aaron.
- Realizes how much she does not know about little Aaron’s life outside the classroom.

3. Phase of building a trusting partnership – a) Developing an initial friendly relationship. China has not yet implemented partnership-oriented practice applications related to developing an initial friendly relationship. Although she speaks to Aaron and is kind to him, she has not had conversations with him to get to know what is important to him and to learn more about his family story.
4. Recommendation –China could implement the practice applications at the beginning ground phase such as sharing information about little Aaron’s strengths; asking Aaron open-ended questions to learn more about his hopes, dreams, strengths, needs, and preferences; asking Aaron’s opinions about goals for little Aaron; and learning more about how Aaron would most prefer to be involved in shared decision-making about little Aaron.

Facilitation Tips

- Break into groups to discuss and respond.

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Create an implementation plan to develop a trusting partnership with Aaron

Objective(s)

Learners identify specific practices a teacher can use to develop a trusting partnership with a parent.

Description

Learners complete the implementation plan to show how a teacher can use specific partnership-oriented practices to develop a trusting partnership with a parent.

Required Materials/Resources

Learner Materials

- Learner form for [Activity 4.13a](#)

Detailed Facilitator Instructions

1. Ask learners to complete the implementation plan indicating which specific partnership-oriented practices China will use to develop a trusting partnership with Aaron.

Suggested Assessment

1. Beginning ground practices:
 - a. Meet with Aaron at a time and location that is convenient for him (could be over a meal).
 - b. Tell Aaron all the good things that little Aaron is doing in the classroom, and ask Aaron what he sees as little Aaron's strengths.
 - c. Ask Aaron how he has been involved with his older children's teachers in the past, and ask what his preferences are for being involved in little Aaron's classroom.
2. Middle ground practices:
 - a. Ask Aaron to tell you about times at home when little Aaron is the best behaved, and ask if Aaron has any concerns about little Aaron's behavior at home.
 - b. Ask Aaron what his goals are for little Aaron for school and at home and brainstorm with Aaron (could make a list) about how the two of you can work together to accomplish them.
 - c. Decide together how often to communicate with each other about how little Aaron is doing.
3. Firm ground practices:
 - a. Begin the conversation by reminding Aaron about little Aaron's strengths in terms of how he does at school.
 - b. Communicate to Aaron your concerns about little Aaron and your suggestion that some additional evaluation be done.
 - c. Tell Aaron about local programs whose role it is to provide information to families about advocacy skills.

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

Instructional Method
[Discovery](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 4.13a](#)

Facilitation Tips

- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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