Describe the dilemma

Objective(s)

Learners describe a dilemma from the teacher's and speech therapist's viewpoints.

Description

In this activity, learners describe a dilemma after watching two video clips that present a dilemma about a teacher and therapist working together to provide services for a young child with disabilities.

Required Materials/Resources

Learner Materials

- Video 3.1: The teacher's viewpoint
- Video 3.2: The therapist's viewpoint
- Format for learner responses (written activity form, guidance for discussion)

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 through discussion) the dilemma or particular challenge the teacher and therapist face.
3. Provide feedback.

> This activity is part of Module 3: Communication for Collaboration. 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 3.1a

Suggested Assessment

The teacher and therapist do not know the best way to communicate with each other in order to meet David's goals in a collaborative fashion.

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 guest panel members (teachers, therapists, and family members) to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

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

No alternate versions of this activity.

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 a teacher and therapist trying to work together to serve a child with disabilities.

Description

In this activity, learners use a tool called PICO to help guide the search for evidence on communication.

Required Materials/Resources

Learner Materials

- Video 3.1: The teacher's viewpoint
- Video 3.2: The therapist's viewpoint
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the dilemma videos and/or transcripts. Videos or transcripts can be view as a class or independently outside of class.
2. Have learners describe the teacher, Shawanda, and the speech therapist, Ashley.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:

    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

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 2: Question.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

30-40 minutes for learner activity

Learner Form
Activity 3.2a

Putting the details into a chart may be helpful for learners 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

4. Have learners use the responses in the chart to create an answerable question about the dilemma.

    P   For early childhood professionals _____
(describe what you know about the teacher and speech therapist)

    I   is/are _____
(name communication practices the teacher might use to help the teacher and speech therapist collaborate) effective

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

    O   to achieve the following desired OUTCOMES (list the results you anticipate for early childhood practitioners who use the set of practices listed above)

          _____?

5. Have learners restate their question using the PICO example above.
6. Collect responses from learners.
7. Provide feedback.

Suggested Assessment
Hint provided to learner: For early childhood professionals (P), are communication practices (I) effective in promoting collaboration with other professionals and families (O)?

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 guest panel members (teachers, therapists, or family members) to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors* (parents and professionals) who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

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Identify examples of attending and active listening

Objective(s)
Learners watch a video clip of a teacher and therapist interacting and identify examples of attending and active listening.

Description
In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication practices used in the clip.

Required Materials/Resources
Learner Materials
- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist
- Handout 3.3: Communication Strategies Observation Checklist – Answer Key
- Video 3.3: Conversation with examples of attending and active listening
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method

Discovery

Level

Beginner

Estimated Time Needed
5 minutes for instructor preparation

25-30 minutes for learner activity

Learner Form
Activity 3.3a

Detailed Facilitator Instructions
1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review Handout 3.1, then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 1 of Handout 3.2: Communication Strategies Observation Checklist - Attending and Active Listening, following the directions on the handout.
4. Ask learners to compare their responses to Handout 3.3: Communication Strategies Observation Checklist – Answer Key.
5. If the learner's responses differ significantly (by more than 2 checkmarks), have them watch the video clip again to see what they missed.

Suggested Assessment

- Handout 3.3: Communication Strategies Observation Checklist – Answer Key provides learners with a self-assessment guide.
- A transcript of the video clip is provided below with the communication practices identified next to examples of the practices to share with learners if they want additional help.

Andi: Thanks for arranging this meeting today. I hope we can figure out how to address Enrique's learning goals in the classroom. Now you said that you would be visiting the classroom at least once a week. I'm hoping that you can tell me just a little bit more about what you will be doing during your visits to help Enrique.

LeeMarie: Sure, Andi. So that's one of the reasons I wanted to meet today to talk about how we'll be working together. So one of the things I want to say upfront is that—and this is just one of the constraints of my job—that Enrique is one of many children on my caseload which means that I don't get to spend as much time as I would like to in each program, including yours.

Andi: That must be so difficult, you know, to try to address the needs of so many different children in so many different places at the same time. (reflecting content and feelings)

LeeMarie: It is. But, thankfully, over the years, I've found ways to make the arrangement work for children and families I work with, and for the teachers that work with them. And I've found that early childhood teachers like you are great partners in this work.

Andi: Really? I'd like to hear more about how that works, LeeMarie. (encouraging and affirming)

LeeMarie: Sure. Well, let me tell you how I typically work with teachers. I use a collaborative consultation approach. So, you can be thinking if you think that this approach will work for you in supporting Enrique's needs and if you have any ideas or suggestions for how to make it work better.

Andi: Sounds good. (encouraging and affirming)

LeeMarie: O.K. So first off, we should talk about addressing Enrique's IEP goals—those are the ones that we all chose together, including Enrique's family.

Andi: [nodding] Right, yeah. (encouraging and affirming)

LeeMarie: I'm here to assist you in addressing those goals. Because as his teacher, you'll be spending a lot more time with him than I will, since I'll only be here once a week for about an hour each time, and I want to make sure that you feel comfortable in addressing those goals.

Andi: Sure. So, you'll be visiting us in the classroom once a week for about an hour, but then I'll be the primary person responsible for making sure that everything on Enrique's IEP is addressed. (reflecting content and feelings)

LeeMarie: Exactly. So you'll be the primary person at school, and his parents will be the primary people at home.

Andi: Great. Now you also said that we're going to be working together to figure out exactly how to do that. (reflecting content and feelings)

LeeMarie: Right.

Andi: O.K. So I'd like to hear more about that. (encouraging and affirming)

Facilitation Tips

- Have the learner look back at Handout 3.1 to help with examples from the video clip if answers differ significantly from answer key.
- Learners can respond in class, online, or using the PDF Form which can be printed, emailed, or submitted online.
- Learners should complete the activity individually. They can compare and discuss their responses with others after they have completed the activity.

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

- Activity Guide 3.3b: Practice attending & active listening (Interviews & Structured Exercise)

Credits

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Practice attending & active listening

Objective(s)
Learners put into practice attending and active listening skills.

Description
In this activity, learners will take the information from Activity 3.3a about attending and active listening and practice the strategies by interviewing a colleague or peer.

Required Materials/Resources
Learner Materials
- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist

Detailed Facilitator Instructions
1. Have learners get into groups of 3, preferably with individuals they do not know well. This activity is a good icebreaker for a group.
2. Ask learners to take on the role of interviewer, interviewee, and observer.
3. The interviewer asks the interviewee what led him/her to be involved in education or human services. The interviewer uses attending and active listening strategies and the interviewee responds in a natural manner. Discussion using attending and active listening continues for 3-5 minutes while the observer takes notes on communication attending and active listening strategies demonstrated by the interviewer. The observer also acts as timekeeper. When each interview finishes, the observer debriefs with both interviewer and interviewee by sharing the attending and active listening strategies he/she observed. Both interviewer and interviewee have a chance to reflect on their roles and their perspectives on the practices.
4. Learners rotate and repeat interviews until each learner has had a chance to practice all 3 roles.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method

Interviews & Structured Exercise

Level
Advanced

Estimated Time Needed
15 minutes for instructor preparation

20-30 minutes for learner activity, 15-20 minutes for reflection aspect

Facilitation Tips
- Have learners refer back to Handout 3.1: Communication Strategies to Build Collaboration to review the practices and examples.
- Have learners use Handout 3.2: Communication Strategies Observation Checklist as a guide when they are in the observer role.
- Each interview should last 3-5 minutes
- Provide these prompts for reflection if necessary:
  - What were some of the challenges in using attending and active listening strategies?
  - What are some of the attending and active listening strategies you specifically want to use more as a professional?

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

- Activity Guide 3.3a: Identify examples of attending and active listening (Discovery)

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Identify examples of seeking and verifying information

Objective(s)
Learners watch a video clip of a teacher and specialist interacting and identify examples of seeking and verifying information.

Description
In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication strategies used in the clip.

Required Materials/Resources
Learner Materials
- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist
- Handout 3.3: Communication Strategies Observation Checklist – Answer Key
- Video 3.4: Conversation with examples of seeking and verifying information
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method

Discovery

Level

Beginner

Estimated Time Needed
5 minutes for instructor preparation

25-30 minutes for learner activity

Learner Form
Activity 3.4a

Detailed Facilitator Instructions
1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review Handout 3.1, then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 2 of Handout 3.2: Communication Practices Observation Checklist – Seeking and Verifying, following the directions on the Handout.
4. Ask learners to compare their responses to Handout 3.3: Communication Strategies Observation Checklist – Answer Key.
5. If the learner's responses differ significantly (by more than 2 check marks), have them watch the video clip again to see what they missed.

Suggested Assessment

- Handout 3.3: Communication Strategies Observation Checklist – Answer Key provides learners with a self-assessment guide.
- A transcript of the video clip is provided below with the communication practices identified next to examples of the practices to share with learners if they want additional help.

LeeMarie: So you and I should decide how we want to gather information about Enrique's progress with his IEP goals, and how we'll share that information with each other and with his family. So why don't we get started by talking about how we will gather this information.

Andi: O.K. So how do you usually gather information for the children you work with? (questioning)

[There is brief silence. Andi pauses to allow LeeMarie time to answer this question.] (silence)

LeeMarie: (pause)…..Well, let me think. There are many different options, and usually it depends on the kind of information that you want to gather. So in Enrique's case, I'd say the primary focus is on his communication skills and helping him interact positively with his peers. Would you agree?

Andi: Yes, that makes sense. (encouraging and affirming) Now my program requires that I use a curriculum-based measure with all of the children throughout the year. I just check off the skills that they've mastered in each of the areas. (informing) Now is this the type of information that would help us to determine if Enrique is meeting his communication and social goals? (questioning)

LeeMarie: Maybe. We should take a look at that measure together, Andi, and see if we think it would provide enough information about Enrique's communication and social skills. But we might also want to consider using an additional tool to gather some more information.

Andi: So, you're suggesting that we should take a look at the curriculum-based tool and see if this would be helpful in keeping track of Enrique's progress, but that we might want to consider using another tool as well. Is that right? (clarifying and validating)

LeeMarie: Yes, that's what I'd recommend.

Andi: Is there a particular assessment tool that you have in mind that we should consider? (questioning)

LeeMarie: (pauses and considers)….Yes, there is a simple observation tool that I've used in the past. I think it would help us monitor Enrique's attempts to relate positively to his peers and it would also look at how often he makes simple verbal requests.

Andi: O.K. So far, I think we've agreed that we should consider two different approaches for gathering information about Enrique's progress—the curriculum-based assessment tool that I've already been using and then the classroom observation tool that you've used in the past. (summarizing) But, that we should actually look at both of these tools more to see if they'll actually help Enrique. Did I get that right? (clarifying and validating)

Facilitation Tips

- Have the learner look back at Handout 3.1 to help with examples from the video clip if answers differ significantly from answer key.
- Learners can respond in class, online, or using the PDF Form which can be printed, emailed, or submitted online.
- Learners should complete the activity individually.
- Learners could be asked to share their responses in a small group for discussion.

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

- Activity Guide 3.4b: Formulate open-ended questions (Structured Exercise)

Credits

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Formulate open-ended questions

Objective(s)

Learners change closed-ended questions to open-ended questions to elicit more information when seeking and verifying information.

Description

Learners change five closed-ended questions, typically answered with a yes/no response, to open-ended questions in order to elicit more information on a topic of interest.

Required Materials/Resources

Learner Materials

- Format for learner responses

Detailed Facilitator Instructions

1. Provide a brief explanation of the difference between closed-ended and open-ended questions:

   a. Closed-ended questions are those that can be answered by yes/no or short factual statements. They are best reserved for times when specific information is needed.

   b. Open-ended questions elicit more information and allow individuals to share what is important to them. They are good conversation starters.

2. Provide the following questions for the activity:

   1. Does Juan have siblings?
   2. Does Carla participate in circle time?
   3. Is your classroom aide able to implement the routines-based interventions for Jamal?
   4. Did Olivia's mother participate in the IEP meeting for Olivia?
   5. Did you implement the ideas for free play that we discussed last week?

3. Ask learners to change the five close-ended questions to open-ended questions. There are a number of different open-ended possibilities that could be generated by learners. The assessment hints provide one example for each closed-ended question.

Suggested Assessment

1. Does Juan have siblings?
   Can you tell me a little about Juan's family?
2. Does Carla participate in circle time?

> This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.
>
> **Instructional Method**
> Structured Exercise
>
> **Level**
> Beginner
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 10-25 minutes for learner activity

What is circle time like for Carla?

3. Is your classroom aide able to implement the routines-based interventions for Jamal?

How did the classroom aide play in implementing interventions with Jamal?

4. Did Olivia's mother participate in the IEP meeting for Olivia?

How did the IEP meeting for Olivia go?

5. Did you implement the ideas for free play that we discussed last week?

How did free play go this week?

Facilitation Tips

- Encourage learners to use **what**, **how**, and **when statements rather than why statements**. Why statements can sometimes cause defensive communication.

- After completing the task, learners can get into pairs and compare their responses.

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

- Activity Guide 3.4a: Identify examples of seeking and verifying information (Discovery)

Credits

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Identify examples of joining and supporting

Objective(s)

Learners watch a video clip of a teacher and specialist interacting and identify examples of joining and supporting.

Description

In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication practices used in the clip.

Required Materials/Resources

Learner Materials

- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist
- Handout 3.3: Communication Strategies Observation Checklist – Answer Key
- Video 3.4: Conversation with examples of joining and supporting
- Format for learner responses (written activity form, guidance for discussion)

> This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.
>
> **Instructional Method**
>
> Discovery
>
> **Level**
>
> Beginner
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 25-30 minutes for learner activity
>
> **Learner Form**
> Activity 3.5a

Detailed Facilitator Instructions

1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review Handout 3.1, then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 3 of Handout 3.2: Communication Practices Observation Checklist – Joining and Supporting, following the directions on the handout.
4. Ask learners to compare their responses to Handout 3.3: Communication Strategies Observation Checklist – Answer Key.
5. If the learners responses differ significantly (by more than 1 check mark), have them watch the video clip again to see what they've missed.

Suggested Assessment

- Handout 3.3: Communication Strategies Observation Checklist – Answer Key provides learners with a self-assessment guide.
- A transcript of the video clip is provided below with the communication practices identified next to examples of the practices to share with learners if they want additional help.

Andi: I'm really looking forward to our conversation today, LeeMarie. I'm so glad that we're at the point of figuring out some new strategies that I can use in the classroom to make sure that Enrique continues to make progress.

LeeMarie: Me too. Let's get started.

Andi: O.K. Now I'd really like to start with Enrique's communication goals, if you don't mind. Now when he first started coming into my classroom, as you know, he wasn't really communicating very well at all. And this is something that is really important to his parents. It's one of the reasons why they enrolled him in the program. Now Enrique is actually starting to communicate more with me and the other adults in the classroom, which is really exciting. But I'm hoping that we can find some ways to help Enrique communicate more with the other children in the classroom. (informing)

LeeMarie: Wow. That's great to hear, Andi. This is such a huge milestone for Enrique. And it's exactly what we hoped would happen this year.

Andi: Yes, it is. It's a really big milestone, but I would like us to build on this success and see if we can find a way to help Enrique communicate more with the other children. (building)

LeeMarie: Absolutely. That's what we should focus on next. It would help me if you could remind me what strategies you used to help Enrique communicate more with adults.

Andi: Right. Well, we've started with some basic ideas that you and I discussed earlier. You know, about not anticipating his needs, but waiting until he made simple requests by signing before giving him what he wants. That has worked really well. (informing)

LeeMarie: Hmm…I wonder if a similar approach could work with his peers.

Andi: Hmm…I'm trying think how that would work. You know, we would have to find a way to somehow convey that idea to the children and then also help them understand what his signs mean. (building)

LeeMarie: That's right. But I've seen it work in that past.

Andi: Really? Could you tell me more about that? (questioning)

LeeMarie: Sure, so before, we've set up peer groups for special activities. And for those activities, we've actually coached the children on how they'll be involved and what roles they'll take. So for Enrique, I think we could encourage a few of the older children in the group to make sure that he uses his signs.

Andi: O.K. So it sounds like we're in agreement that we need to work on helping Enrique communicate more with the adults. Oh I'm sorry, with the children in the classroom. And we want to build on the success that we've had in helping him communicate more with the adults, and then you have some ideas about how we might help him communicate more children.(summarizing) Did I get that right? (seeking consensus)

LeeMarie: Sounds perfect.

Andi: O.K. So let's think also about how we can get some input from Enrique's parents. I know they've been working on these same goals at home and it might be a good time for all of us to just share how things are going and talk about the strategies that we want to use moving forward. (informing and building)

LeeMarie: I couldn't agree more.

Facilitation Tips

- Have the learner look back at Handout 3.1 to help with examples from the video clip if answers differ significantly.
- Learners can respond in class, online, or using the PDF Form which can be printed, emailed, or submitted online.
- Learners should complete the activity individually.

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 on communication practices to a specific context.

Required Materials/Resources
Learner Materials
- Handout 3.4: Research Summary on Communication Practices for Collaboration
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide learners with Handout 3.4: Research Summary on Communication Practices for Collaboration.
2. Ask learners to respond to the following questions:
   a. How relevant is the research to the context portrayed in the dilemma?
3. Provide feedback.

Instructional Method
Discovery

Level
Intermediate

Estimated Time Needed
7-8 minutes for instructor preparation

30-45 minutes for learner activity

Learner Form
Activity 3.6a

Suggested Assessment

The research was conducted with health care providers in a healthcare setting and parents of children with and without disabilities aged 0-14 years, so the characteristics of the participants and research settings are different from the dilemma. The communication practices and outcomes examined in the research were similar to those in the dilemma.

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)
There are no alternates for this activity.

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)
  - o Research Connections article topics (www.researchconnections.org/childcare/topics.jsp)
  - o 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 Communication from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.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/topics.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 3: Communication for Collaboration. 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 3.6a: 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 communication

Objective(s)

Learners identify the specific policies on communication for teachers of young children with disabilities.

Description

In this activity, learners read the Policy Advisory and then identify the relevant policies for teachers of young children with disabilities.

Required Materials/Resources

Learner Materials

- Handout 3.5: Policy Advisory, The Law Affecting Communication Among Professionals
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to handout.
2. Ask learners to respond to the question: "What are the policies pertaining to communication that are applicable to Shawanda and Ashley?
3. Provide feedback.

> This activity is part of Module 3: Communication for Collaboration. 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 3.7a

Suggested Assessment

- The IDEA statutory requirements for teams, which include regular early educators, to develop IEPs / IFSPs collaboratively mean that professionals must communicate effectively.
- Head Start Program Performance Standards outline the importance of communication among professionals and with families.

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.
- Learners may need examples in advance of completing this activity.

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

No alternate versions of this activity.

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Listen to experience-based knowledge

Objective(s)
Learners listen to experienced family members and practitioners talk about important considerations for communication and identify take-away messages.

Description
In this activity, learners listen to audio clips from phone interviews with family and professional leaders in early childhood and identify important considerations relating to effective communication for promoting collaboration.

Required Materials/Resources
Learner Materials
- Audio 3.1: Marshall Peter
- Audio 3.2: Vera Stroup-Rentier
- Audio 3.3: Barbara Hanft
- Format for learner responses (written activity form, guidance for discussion)

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 considerations or strategies for communication to make collaboration successful.
3. Provide feedback.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 3.8a

Suggested Assessment
1. Marshall stresses the importance of listening – "seek first to understand, then to be understood". While the other person is talking, really listen, instead of thinking about what you are going to say next.
2. Vera discusses the importance of being open during a conversation and be willing to learn. Realize that everyone brings something to the table.
3. Barbara first explains the difference between communicating and talking. Communicating is about connecting with others for a common purpose where all perspectives are respected and there is a sharing of responsibility. Talking lacks collaboration and is focused on informing, explaining, instructing, and directing. Barbara then explains how conversation blossoms from a give and take of listening and responding. Pay attention to both verbal messages and body language. This helps you to develop a sense of empathy. By developing empathy, you understand where the person is coming from, what is significant to him or her and what motivates his or her actions. This leads to more meaningful interactions and effective communication.

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)

No alternates available for this activity.

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Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read different perspectives on collaboration and consider the unique context.

Required Materials/Resources

Learner Materials
- Audio 3.4: Shawanda's perspective (teacher)
- Audio 3.5: Ashley's perspective (speech therapist)
- Format for learner responses (written activity form, guidance for discussion)

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 following perspectives:
   a. Program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the teacher? The therapist?
   b. What is your own perspective on how collaboration could be enhanced?
3. Provide feedback.

> 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 3.9a

Suggested Assessment

1. Program:
   a. Preschool classroom in child care center with 15 children
   b. Teacher:
      i. believes in high standards
      ii. is implementing new curriculum
      iii. wants to meet individual needs of each child but questions how realistic therapist's suggestions are
      iv. is not able to carry out suggestions of therapist
      v. respects therapist's expertise about therapy
      vi. is not sure how to share her perspectives on therapy
   c. Therapist:
      i. values collaboration
      ii. is frustrated when her recommendations are not followed
      iii. suspects teacher is not following her recommendations

iv.   needs teacher's help

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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Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 3.
- Learners make a recommendation using an evidence-based practice decision-making framework.

Description

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

Required Materials/Resources

Learner Materials

- Evidence-based practice decision-making tool
- Handout 3.1: Communication Strategies to Build Collaboration
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
   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
      a. Summarize your answers from Activity 3.10a: Consider the unique contexts.
      b. Examine Handout 3.1: Communication Strategies to Build Collaboration.
   3) Integrate the evidence and context to make a decision
      a. Recall the answerable question: *For early childhood practitioners (P), are communication practices (I) effective in promoting collaboration with other professionals and families (O)?*
      b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback.

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
Structured Exercise

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 3.10a

Suggested Assessment

1. Summarize Step 3: Evidence

   a. Research Summary – For professionals who serve children and families in health care settings, communication practices that demonstrate interest, attention, empathy and support; that reflect others' feelings and concerns; and that share information that is perceived to be relevant and useful, are associated with increased satisfaction with services, improved adherence to recommendations, and greater likelihood that concerns are disclosed.

   b. Policies – Federal laws and Head Start Program Performance Standards support collaboration among interdisciplinary team members including early educators and families. There are no specific policies about communication, but it is implied by the emphasis on collaboration and teaming.

   c. Experience-based Knowledge – From the perspectives of experienced professionals and families, communication is essential to collaboration. Effective communication requires using both eyes and ears to listen in order to first understand the perspectives of others before sharing your own, engaging in two-way conversations whereby information is shared in a give-and-take fashion, and being open to different perspectives and new ways of doing things.

2. Consider the unique context – Shawanda (teacher) respects and likes Ashley (therapist) but is unable to carry out her therapy recommendations because they do not seem realistic given other classroom demands. She and Ashley have a friendly relationship but are not working collaboratively on David's goals. Ashley values collaboration and suspects that Shawanda might not be following her recommendations.

3. Examine the three categories of communication strategies – Given that Shawanda and Ashley have established a friendly relationship, trying to explore the concerns they each have using the strategies related to seeking and verifying is a logical starting point for a conversation that will lead to stronger collaboration around meeting David's goals. The same is true for building stronger collaboration with Susan, David's mother.

4. Integrate the evidence and context – The research is somewhat relevant to the program and family context. Although there are no formal policies that directly address communication, the emphasis in policies on teaming and collaboration support the importance of using effective communication practices with families and other professionals. A panel of respected experts endorses the importance of using effective communication practices. Given the weight of the evidence, a recommendation could be for Shawanda and/or Ashley to focus on using the communication strategies related to seeking and verifying to begin a conversation about how to best meet David's goals in the classroom and how to involve the family more in collaboration.

Facilitation Tips

- Break into groups to discuss and respond.

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Implementation plan for seeking and verifying information from the therapist

Objective(s)
Learners will identify specific practices to support a teacher as she communicates with other professionals.

Description
In this activity, learners complete the implementation plan to show how a teacher can use specific communication strategies to help her seek and verify information in future meetings with other professionals.

Required Materials/Resources
Learner Materials
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Ask learners to 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.

> 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**
> Discovery
>
> **Level**
> Intermediate
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 15-20 minutes for learner activity
>
> **Learner Form**
> Activity 3.11a

Suggested Assessment
See Activity 3.12a for a sample implementation plan.

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 3.11b: Role play (Role playing)
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Role play

Objective(s)

Learners participate in a role play to practice using and observing effective communication practices.

Description

In this activity, learners take turns playing different roles (teacher, specialist, parent, and observer) in three different role play situations. The instructor is the facilitator of the activity.

Required Materials/Resources

Learner Materials

- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist
- Activity 3.11a: Implementation plan for seeking and verifying information from the therapist
- Video 3.1: The teacher's viewpoint
- Video 3.2: The therapist's viewpoint
- Audio 3.4: Shawanda's perspective (teacher)
- Audio 3.5: Ashley's perspective (therapist)
- Audio 3.6: Susan's perspective (David's mother)
- Video or audio recording device (optional)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Role Playing

Level

Advanced

Estimated Time Needed

20-30 minutes for instructor preparation

1 hour for learner activity

Detailed Facilitator Instructions

Divide learners into groups of three. The learners can prepare for the activity individually but must be in a face to face situation in groups of three to implement the activity.

Preparation:

1. Find a quiet space available for a block of time that allows all learners to participate in the activity in groups of three.
2. Divide learners into groups of three, assign a 45-minute block of time for each group to be available to participate in the face to face component of the activity, and assign the order in which each learner in a group will play the role of teacher, therapist, or observer in the first role play situation.
3. Provide access to the handouts and audio/videos.
4. Ask the learners to listen/watch the video/audio clips to learn about the role play situation and the perspectives of the teacher, therapist, and parent. (You may choose to have learners complete this step prior to the face to face session.)
5. Ask the learners to read Handouts 3.1 and 3.2 to prepare to observe and demonstrate the communication practices.

Implementation:

Participation of the instructor in the implementation of the role play activity is advised. If this is not possible, ask the learner playing the observer role in the first role play to arrive a few minutes ahead of others to ensure that the space for the activity is available and has two chairs and to facilitate the debriefing discussion.

Role Play #1: Teacher, Therapist, Observer (instructor facilitates)

1. Direct the learners playing the roles of teacher and therapist to sit comfortably in their chairs. The observer sits in the third chair in a position where he/she can observe the interaction.
2. Ask the learner in the role of teacher to begin the role play conversation demonstrating overall effective communication practices, using the Implementation Plan they developed as a guide for seeking and verifying information.
3. Direct the learner in the observer role to observe using the observation checklist and to keep track of time. The conversation should last for 4-6 minutes, with the observer using his/her judgment about when to call time.
4. Facilitate a debriefing discussion focused on learners' perspectives of the communication strategies that were demonstrated.

Role Play #2: Teacher, Therapist, Observer (switch roles)

1. Direct learners to switch roles. The learner in the teacher role uses their Implementation Plan and what they learned in the first role play to guide the conversation.
2. Facilitate a debriefing discussion focused on learners' perspectives of the communication strategies that were demonstrated.

Role Play #3: Teacher, Parent, Observer

1. Direct learners to switch roles again. The learner who has not yet played the teacher role takes on that role. The learner who has not yet played the observer role takes on that role. The third learner takes on the role of the parent in the situation.
2. The learner in the teacher role has a conversation with the parent to seek and verify what the parent perspectives are on the child's therapy goals being implemented in the classroom and at home.
3. Facilitate a debriefing discussion focused on learners' perspectives on their roles and the communication strategies that were demonstrated.

Optional:

The role plays are video/audio taped by the instructor. The video/audio is viewed by the group prior to the debriefing.

Facilitation Tips

- Create a safe environment for all learners. Emphasize that feedback should be constructive and focused on the practices. At the same time, it is important that the instructor model candid feedback so that ineffective strategies are not encouraged. Learners who are apprehensive might start in the observer role.
- Video adds an important teaching and feedback component to the activity. If it is possible to use this component, it is recommended.

- Ask learners to wear nametags with the name of their role.

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

- Activity Guide 3.11a: Implementation plan for seeking and verifying information from the therapist (Discovery)

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Evaluate a communication implementation plan

Objective(s)

Learners view a completed communication implementation plan and compare that plan with one of their own.

Description

In this activity, learners examine a completed communication implementation plan and they compare the completed plan with one they filled out as part of Activity 3.11a. They then make any changes or improvements to the examples on their plan, based on this comparison.

Required Materials/Resources

Learner Materials

- Completed assignment for Activity 3.11a
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to learner form Activity 3.12a and ask learners to review each statement or question under the "communication strategies" column.
2. Ask learners to compare the examples on the completed plan with the examples on their own plan that they developed in order to complete Activity 3.11a. Ask them to comment on the differences and similarities between the examples on their own plan and the examples in the completed chart.
3. Ask learners to indicate how they changed or improved their own examples based on the comparison.

> This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 5: Evaluation.
>
> **Instructional Method**
> Discussions
>
> **Level**
> Intermediate
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 15-20 minutes for learner activity
>
> **Learner Form**
> Activity 3.12a

Suggested Assessment

Shawanda's comments on the implementation plan (Activity 3.12a) represent effective communication examples. If learners used similar examples, or identify changes or improvements that reflect more effective examples, they have accomplished the objectives of the activity.

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)

No alternate versions of this activity.

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