

Evaluate a communication implementation plan

Name

Date

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

Instructions

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

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

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

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

Activity 3.12a

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

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