**Learning Guide 5.6 Family –**

**Scenario-Based Activity**

**Objectives**

* Learners will practice engaging with families to support parents to participate fully in all decision-making activities and support parents’ confidence and competence.
* Learners will apply what they have learned about family practices.

|  |
| --- |
| Related Content:[Module 5](https://rpm.fpg.unc.edu/module-5-family-plan/voices-field)  Instructional Method: Role-Play  Level: Advanced  Estimated Time Needed: 25 min.  Learner Form: None |

**Description**

In this activity, learners will work in groups to role-play possible scenarios that are focused on practices to support families of young children with disabilities. Learners will reflect and debrief as a group to identify strengths and areas of growth related to the DEC Recommended Practices on Family.

**Materials/Resources**

* Family Scenarios (3 copies of chosen scenario per group)
* Learning Guide 5.8: Performance Feedback Guide

**Facilitator Instructions**

1. Divide the class into small groups of three and hand out a Scenario (1-5) to each group.
2. Allow learners to determine who will play the role of each practitioner and the observer.
3. Ask learners to follow instructions listed on the learner form.
4. After the role-play, ask learners to share with the class their responses to the reflective questions.
5. Provide feedback.
6. Learners promote the active participation of families in decision-making.
7. Learners work towards the development of a service plan with family-centered goals.
8. Learners use opportunities to build on family strengths and increase competence and capacity.
9. The learner suggests strategies that will support family’s participation in decision-making and increase the confidence and competence of parents.
10. See more: Learning Guide 5.8: Performance Feedback Guide

**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.

## SCENARIO 1

|  |  |  |
| --- | --- | --- |
| **Characters:** Roman (early interventionist), Patricia (mother) | | |
| **Katie Background:** Katie is a 6-month-old infant with developmental delays. At her recent pediatrician appointment it was noted that she was not developing along certain milestones in gross motor development and that she was not babbling or responding to her mother. A hearing test showed that Katie does not have a hearing impairment. | **Roman Background:** Roman has been working in early intervention for a few years and really likes developing relationships with families to promote their confidence and competence. He is specifically interested in learning about Patricia’s strengths in parenting and how he can help her maximize those to ensure the best outcomes for Katie. | **Patricia Background:** Patricia is a new mother and just found out that her daughter has developmental delays. Patricia is feeling guilty that something she did, either during pregnancy or while Katie was a newborn, caused Katie’s disability. Patricia is an immigrant from Brazil who lives with extended family and they all speak primarily Portuguese. |
| **Scenario:** Patricia and Roman are meeting for the first time following Katie’s initial assessment and eligibility for early intervention. Patricia is not familiar with the early intervention program and does not know what to expect. Patricia’s experience with disability is negative since often, in her hometown, children with disabilities had poor outcomes (e.g., no employment, little to no language). Patricia wants Katie to grow up to be successful in the United States and believes she must start helping her to learn English. | | |

## DIRECTIONS

Based on DEC Recommended Practice F1 & F8 (below), carry out a role-play activity where the practitioner and family member (Roman & Patricia) engage in interactions that build trusting and respectful partnerships.

*DEC Recommended Practice F1 Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio- economic diversity.*

*DEC Recommended Practice F8 Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.*

1. In your group of three, decide who will play the role of Roman, Patricia, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in using sensitive and responsive interactions with the family member.
   2. Specific suggestions for how to build trusting and respectful partnerships.
3. Share your reflections with the class.

*DEC Recommended Practice F1* *Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio- economic diversity.*

*DEC Recommended Practice F8 Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in using sensitive and responsive interactions with the family member and providing information about the benefits of learning in multiple languages.

Specific suggestions for how to build trusting and respectful partnerships.

## SCENARIO 2

|  |  |  |
| --- | --- | --- |
| **Characters:** Kristina (preschool teacher); Eduardo (father) | | |
| **Bella Background:** Bella is a four-year-old girl who loves to play outside in the sand and build castles. She has a big imagination. She has an autism diagnosis and attends an inclusive preschool at the local public school. Bella struggles with transitions and anticipating appropriate behavior. She often screams and throws toys when asked to move to a new area (e.g., washing hands for lunch). | **Kristina Background:** Kristina is a veteran preschool teacher and she works with related service providers to help support the children with disabilities in her class. She has been gathering data on Bella’s behavior through functional behavior assessments and talking with the itinerant special education teacher to gather resources on new interventions to work with the parent to develop a new plan. | **Eduardo Background:** Eduardo is a single father raising two children. Having to care for Bella is often stressful for Eduardo and he needs help with developing Bella’s independence. He is eager to try new strategies with Bella and thinks that it is important to work together with her teachers to ensure the best outcomes for Bella. |
| **Scenario:** It is time to update Bella’s IEP for the upcoming school year and Kristina would like to include some of the newer interventions that she has discussed with the itinerant special education teacher (i.e., social narratives and naturalistic interventions). Kristina is bringing her functional behavior assessment data to demonstrate the need for Bella to have more support during transitions through these interventions. Eduardo will contribute his knowledge of Bella’s temperament and interests to help develop successful strategies.  **Note:** Social Narratives are interventions that describe social situations in detail and highlight relevant cues and offer examples of appropriate responding; Naturalistic Interventions target specific behaviors based on learner’s interests by building complex skills that are naturally reinforcing. | | |

## DIRECTIONS

Based on DEC Recommended Practices F2 & F3 (below), carry out a role-play activity where the practitioner and family member (Kristina & Eduardo) make decisions for Bella based on practitioner provided information and the family’s concerns, priorities, and circumstances.

*DEC Recommended Practice F2 Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.*

*DEC Recommended Practice F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.*

1. In your group of three, decide who will play the role of Kristina, Eduardo, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in providing up-to-date, comprehensive, and unbiased information.
   2. Specific suggestions for listening to the family’s concerns, priorities, and circumstances.
3. Share your reflections with the class.

*DEC Recommended Practice F2 Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.*

*DEC Recommended Practice F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in providing up-to-date, comprehensive, and unbiased information.

Specific suggestions for listening to the family’s concerns, priorities, and circumstances.

## SCENARIO 3

|  |  |  |
| --- | --- | --- |
| **Characters:** Beth (developmental specialist); Laurie (mother) | | |
| **Patrick Background:** Patrick is a three-year-old boy with complex communication needs due to a developmental disability. He uses an alternative communication board to communicate his wants and needs. Patrick is very interested in cars, trucks, and airplanes. He likes to play with toy vehicles, listen to books about vehicles, and watch the cars shows on TV. | **Beth Background:** Beth works with families to support them in implementing interventions and supports as described in IFSPs or IEPs. She often finds parents are given poor or little training on interventions and, as a result, better outcomes are not achieved. Beth wants to talk with Laurie to find out more about her daily routine to find ways to work in therapeutic interventions to help increase Patrick’s opportunities for communication. | **Laurie Background:** Laurie is a mother of four children as well as a full time nurse. She finds it difficult to implement all of the parent-mediated interventions that she is shown to help support Patrick’s communication development. She needs support in implementing supports within her existing activities and routines. |
| **Scenario:** Laurie and Beth are discussing the use of practices to support Patrick’s language through the communication board. Laurie thinks that the board is cumbersome and finds it difficult to work into their daily routine. For example, when they are at the grocery store, Patrick wants to tell his mother something he wants but Laurie has to pull the board out first which delays the process and produces frustration for Patrick. Laurie would like Beth to work with her to think about how to implement the practice effectively. | | |

## DIRECTIONS

Based on DEC Recommended Practice F4 (below), carry out a role-play activity where the practitioner and family member (Beth & Laurie) work together to create outcomes/goals for Patrick.

*DEC Recommended Practice F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.*

1. In your group of three decide who will play the role of Beth, Laurie, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in creating goals and outcomes that address the family’s priorities and concerns and Patrick’s strengths and needs.
   2. Specific suggestions for how to work collaboratively with the family member to address priorities and concerns.
3. Share your reflections with the class.

*DEC Recommended Practice F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in working with the family member to create goals and outcomes that address the family’s priorities and concerns and Patrick’s strengths and needs.

Specific suggestions for how to work collaboratively with the family member to address priorities and concerns.

## SCENARIO 4

|  |  |  |
| --- | --- | --- |
| **Characters:** Lisa (physical therapist); Angel (mother) | | |
| **Janelle Background:** Janelle is a 4-year-old girl with cerebral palsy that affects her gross motor development, among other things. Janelle likes playing with other children, like her sisters. She likes to play games with balls and really loves bubbles! | **Lisa Background:** Lisa has been working with Janelle for a few years and knows that her strengths are in her social interactions. Lisa wants to think of ways to have Janelle more involved in the local community so that she can form friendships outside of her immediate family. Talking with Angel, Lisa has noticed that Angel is nervous about letting Janelle have more independence. Lisa wants to build on Angel and Janelle’s strengths to work towards more independence for Janelle. | **Angel Background:** Angel has three girls including Janelle who is her middle child. Ever since Janelle was an infant Angel has been very protective of Janelle due to her disability. Angel has developed a very close bond with Janelle and she is sensitive and responsive to Janelle’s needs. Angel is eager to engage in activities that will help Janelle learn and develop. |
| **Scenario:** Angel is worried about Janelle interacting with her peers on the neighborhood playground. She feels like she doesn’t know how to support her daughter in playing appropriately so she doesn’t get hurt but also so she can access and participate in the play activities. Lisa knows that Angel is committed to helping her daughter and wants to support her confidence and competence through developing activities that Angel and Janelle can do together based on their strengths. | | |

## DIRECTIONS

Based on DEC Recommended Practices F5 and F6 (below), carry out a role-play activity where the practitioner and family member (Lisa and Angel) discuss ways that support the family’s confidence and competence while recognizing their strengths and capacities.

*DEC Recommended Practice F5 Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.*

*DEC Recommended Practice F6 Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.*

1. In your group of three decide who will play the role of Lisa, Angel, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet)
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in promoting family confidence and competence.
   2. Specific suggestions for recognizing and building on the family’s strengths and capacities.
3. Share your reflections with the class.

*DEC Recommended Practice F5 Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.*

*DEC Recommended Practice F6 Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in promoting family confidence and competence.

Specific suggestions for recognizing and building on the family’s strengths and capacities as well as building parenting knowledge and skills.

## 

## SCENARIO 5

|  |  |  |
| --- | --- | --- |
| **Characters:** Dustin (teacher of the deaf and hard of hearing); Candice (grandmother) | | |
| **Bryony Background:** Bryony is a two-year-old girl with a recent hearing impairment. She is eligible for a cochlear implant due to the severity of her hearing loss. Since Bryony could hear before she is having a regression in her communication development and it is causing a number of behavioral issues, (i.e. hitting and kicking). | **Dustin Background:** Dustin has been working with children with hearing loss for a long time and has seen the incredible progress many make with cochlear implants. He is in contact with many families who have older children with cochlear implants. He also helps organize a parents group that meets monthly to talk about parenting children with hearing loss. | **Candice Background:** Candice is Bryony’s grandmother and has full custody of Bryony. When Bryony’s doctor told her about the cochlear implant, Candice had never heard of it before and found it to be difficult to understand. She knows that Bryony would have to have a surgery to have a cochlear implant and she’s not sure if that’s the best choice for her. |
| **Scenario:** Candice has been thinking about the possibility of getting Bryony a cochlear implant. She just recently learned about the device and is worried about how it will work and the required surgery. Candice does not know any other people with cochlear implants so she doesn’t know what kinds of outcomes she can expect with the device. Dustin has worked with many children with hearing loss and knows about the incredible benefits cochlear implant users have. He wants to share resources with Candice to help her in making the decision. | | |

## DIRECTIONS

Based on DEC Recommended Practice F7 (below), carry out a role-play activity where the practitioner and family member (Dustin and Candice) work together to identify, access, or use resources to achieve goals.

*DEC Recommended Practice F7 Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.*

1. In your group of three decide who will play the role of Dustin, Candice, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in working with the family to identify, access, and use resources.
   2. Specific suggestions for how to support the family within family-identified outcomes or goals.
3. Share your reflections with the class.

*DEC Recommended Practice F7 Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in working with the family to identify, access, and use resources.

Specific suggestions for how to support the family within family-identified outcomes or goals.

## SCENARIO 6

|  |  |  |
| --- | --- | --- |
| **Characters:** Kaitlyn (preschool teacher); Dan (father) | | |
| **Perry Background:** Perry is a five-year-old boy who uses a wheelchair for mobility after an accident when he was three. He loves to play with other children and build with connecting blocks. He is really excited to be moving to the “big” school to go to Kindergarten. He already knows two children that will be in his class. | **Kaitlyn Background:** Katilyn loves having Perry in her classroom and finds him to be smart and kind. When he first came to her school, certain accommodations had to be made in her classroom so that he could access all areas. Kaitlyn was happy to make those accommodations and found that the accessibility improvements help all the children, not just Perry. | **Dan Background:** Dan is Perry’s father and primary decision maker while his wife serves in the army oversees. He often worries about Perry feeling left out of activities because of his wheelchair but was glad that the local preschool was able to make so many accommodations for him. He isn’t sure if his son qualifies for protection under IDEA since Dan thinks that special education is only for children who have learning issues. |
| **Scenario:** Perry will be starting kindergarten in the local school district soon, but recently Dan learned that Perry will not be able to participate in art and music since these classrooms are located in inaccessible modular trailers behind the school. The school district has said that Perry will get art and music throughout the kindergarten day and will remain with the kindergarten aide while the rest of the class goes to art and music. Dan shared his disappointment with Kaitlyn at drop-off one morning saying that Perry will be sad to miss the time with his peers. Kaitlyn decides to help Dan understand his son’s rights under IDEA. | | |

## DIRECTIONS

Based on DEC Recommended Practice F9 (below), carry out a role-play activity where the practitioner and family member (Kaitlyn and Dan) discuss the family’s rights.

*DEC Recommended Practice F9 Practitioners help families know and understand their rights.*

1. In your group of three decide who will play the role of Kaitlyn, Dan, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in helping families know and understand their rights.
   2. Specific suggestions for how the practitioner can help the family exercise their rights.

1. Share your reflections with the class.

*DEC Recommended Practice F9 Practitioners help families know and understand their rights.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in helping families know and understand their rights.

Specific suggestions for how the practitioner can help the family exercise their rights.

## SCENARIO 7

|  |  |  |
| --- | --- | --- |
| **Characters:** Jennifer (service coordinator); Susan (mother) | | |
| **Amelia Background:** Amelia is an eighteen-month-old girl with a rare intellectual disability called Neuhauser syndrome. She has some abnormalities that affect her eyes as well as cognitive deficits. She is a sweet baby and often laughs at her older brothers. She likes to sing songs as well. | **Jennifer Background:** Jennifer has been working with Susan since Amelia came home from the hospital following birth. Jennifer is the most senior service coordinator at her agency and is often tasked with organizing committees and task forces. Recently she and her director have noticed that the legislature has been cutting discretionary funding for their agency. | **Susan Background:** Although at Amelia’s birth, Susan was heartbroken about her daughter’s diagnosis, she now understands all of the available support she has through early intervention and her extended family and friends. Susan is eager to talk with anyone about her daughter’s condition and help drum up support and funding to contribute to intervention and research programs. |
| **Scenario:** Jennifer’s agency is starting a family task force to collaborate between families of infants and toddlers with disabilities and the infant/toddler program’s practitioners to advocate for increased funding from the state legislature. Jennifer knows that Susan is great at organizing and advocating for her daughter within the system already and thinks it would be great for Susan to expand her skills to help other children as well. Jennifer is going to brainstorm with Susan ways to build Susan’s advocacy skills through this task force. | | |

## DIRECTIONS

Based on DEC Recommended Practice F10 (below), carry out a role-play activity where the practitioner and family member (Jennifer and Susan) consider opportunities for leadership, advocacy, and skill-building.

*DEC Recommended Practice F10 Practitioners inform families about leadership and advocacy skill-building*

*opportunities and encourage those who are interested to participate.*

1. In your group of three decide who will play the role of Jennifer, Susan, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in informing and encouraging families to participate in leadership and advocacy skill-building activities.
   2. Specific suggestions for how the practitioner could further encourage the family member to advocate.

1. Share your reflections with the class.

*DEC Recommended Practice F10 Practitioners inform families about leadership and advocacy skill-building*

*opportunities and encourage those who are interested to participate.*

## Observer Notes:

## Reflection Notes:

The practitioners’ strengths in informing and encouraging families to participate in leadership and advocacy skill-building activities.

Specific suggestions for how the practitioner could further encourage the family member to advocat