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# Learning Guide 2.6 Transition-

# Scenario-based Activity

## **Objectives**

* Learners will practice professional discussions that address the continuity and alignment of transition services.
* Learners will apply what they have learned about transitions practices to suggest planned and timely strategies that contribute to greater positive outcomes for children.

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| **Related Content:** [Module 2](https://rpm.fpg.unc.edu/module-2-transition)  **Instructional Method:** Role-play  **Level:** Advanced  **Estimated Time Needed:** 25 minutes |

## **Description**

## In this activity, learners will work in groups to role-play possible scenarios that are focused on transitions for 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 Transition.

## **Materials/Resources**

* Transitions Scenarios (3 copies of chosen scenario per group)
* 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.
   1. Ask learners to follow instructions listed on the learner form.
   2. After the role-play, ask learners to share with the class their responses to the reflective questions.
3. Provide feedback.
   1. Learner uses a clear communication style.
   2. Learner’s communication addresses the continuity of services for the child.
   3. Learner’s communication addresses the alignment of services for the child.
   4. The learner suggests planned and timely strategies that will contribute to positive outcomes for the child.
   5. See more: *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**

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| **Characters:** Sarah (early interventionist); Alicia (daycare teacher) | | |
| **Ana Background:** Ana (age one year) was born premature and at a low birth weight. She spent 8 weeks in the NICU before she was ready to go home. She has hypotonia and has been slow to achieve developmental milestones. At age one she is able to hold her head up and sit with support. She has some trouble with swallowing and there is a specific protocol caregivers must use for all bottle feedings. | **Sarah Background:** Sarah has been working with Ana since she came home from the hospital on certain goals related to oral-motor and gross-motor development. The therapy that she provides to Ana and Ana’s mother focuses on using environmental stimuli to encourage Ana’s movement. Sarah is using the Alberta Infant Motor Scale as the outcome measure. | **Alicia Background:** Alicia has been a daycare teacher in the infant/toddler program for ten years. She has some experience with children with disabilities. Alicia is nervous about remembering all of the details about Ana’s care and worried about how she will be able to balance caring for Ana and the other children. However, she is eager to learn what will be best for Ana. |
| **Scenario:** Ana’s mother is going back to work after taking off a year and Ana will start in a daycare program four days a week. Sarah has called a meeting with Alicia to discuss Ana’s needs and how they can make sure their goals, curriculum, and assessment are aligned so that Ana is not exposed to conflicting interventions and Ana’s family is not provided with incongruent information regarding Ana’s development. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice TR1 (below), carry out a role-play activity where the practitioners (Sarah and Alicia) consider alignment of goals, curriculum, and assessment that contribute to positive outcomes for Ana.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

1. In your group of three, decide who will play the role of Sarah, Alicia, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).

1. After the role-play, reflect and discuss the following:
   1. The practitioners’ strengths in communication that speaks directly to how the programs align.
   2. Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.
2. Share your reflections with the class.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in communication that speaks directly to how the programs align.

Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.

## **SCENARIO 2**

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| **Characters:** Crystal (case manager); Nadinka (daycare teacher) | | |
| **Francisco Background:** Francisco (age 4 years) has an intellectual disability due to a lack of oxygen at birth. He has received early intervention services at the hospital and then at home until the age of three. Currently, Francisco goes to special education preschool in the morning for three hours and then spends the rest of the day at a local daycare center. | **Crystal Background:** Mr. Crystal has been working with Francisco’s family since he transitioned to Section 619 from Part C services. Before he turned three, Francisco’s early intervention providers worked on goals related to appropriate responses and receptive language. He has shown remarkable growth. | **Nadinka Background:** Mr. Nadinka has had Francisco in her preschool class for nine months. He is a sweet child who is happy to participate in all activities. Since Francisco is bussed to the daycare center from his special education preschool morning class, Nadinka has had limited contact with his teachers there. |
| **Scenario:** Francisco takes the bus from his special education preschool in the morning to a daycare center for the afternoon. One of the IEP goals for Francisco is to follow simple directions such as “hang up your coat” or “wash your hands.” One day Crystal came to Francisco’s daycare center to drop off some paperwork and check in with Francisco’s teachers. She noticed that they were completing many tasks for him (i.e. putting his things into his cubby, opening his milk, cleaning up his snack tray, etc.) instead of first giving him the direction and allowing him to complete the task. Crystal makes a time to meet with Nadinka after the kids are dismissed. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice TR1 (below), carry out a role-play activity where the practitioners (Crystal and Nadinka) consider continuity of services that contribute to positive outcomes for Francisco.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

1. In your group of three, decide who will play the role of Crystal, Nadinka, 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 communication that speaks directly to how to maintain continuity
   2. Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.
3. Share your reflections with the class.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in communication that speaks directly to how to maintain continuity.

Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.

## **SCENARIO 3**

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| **Characters:** Jackson (special education preschool teacher); Jinhai (Ming’s father) | | |
| **Ming Background:** Ming (age 3 years) was diagnosed with autism spectrum disorder at age 2. He has received services at his home with an early interventionist. He uses augmentive communication tools while working with his therapist and parents. Ming loves playing with cars and trains and watching magic tricks on YouTube. He has sensory issues and is often upset by close touching. | **Jackson Background:** Jackson has been teaching children with autism in his preschool special education class for the past 10 years. He visits each child’s home before starting the school year to learn more about the child’s background and strengths the family bring. | **Jinhai Background:** Jinhai has lived in the USA for five years and it is where his son was born. Jinhai and his wife noticed that Ming was not talking or playing the same as other children his age. They talked to their pediatrician who referred them to the local intervention team. Jinhai was shocked by Ming’s diagnosis and is often unsure of how to proceed in his educational care. Jinhai is a pharmacist. |
| **Scenario:** Jackson has received the paperwork for the new student to start in his preschool class, Ming. After reviewing the case Jackson schedules a home visit to talk with Ming’s parents. When he arrives he sits down with Ming’s father, Jinhai, to learn more about Ming, their goals for Ming, and what they hope to learn about the new class. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice TR2 (below), carry out a role-play activity where the practitioners consider planned strategies that contribute to positive outcomes for CHILD.

*DEC Recommended Practice TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.*

1. In your group of three decide who will play the role of Jackson, Jinhai, 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 planned strategies to support transition.
   2. Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.

1. Share your reflections with the class.

*DEC Recommended Practice TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in using planned strategies to support transition.

Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.

## **SCENARIO 4**

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| **Characters:** Jazmin (case manager); Helena (hospital social worker) | | |
| **Polina Background:** Polina (age 2 months) was born with multiple disabilities and requires oxygen, feeding tubes, and other medically necessary devices. After 2 months in the hospital at birth she is able to come home with her family. | **Jazmin Background:** Jazmin will be managing Polina’s early intervention case. She has reviewed the file that she received from the hospital to learn about her diagnoses, needs, and developmental goals. Jazmin is also in charge of organizing the various services Polina will need. | **Helena Background:** Helena has been serving as the liaison between Polina’s family and the hospital staff and helping Polina’s parents to identify and access the appropriate services and resources needed to help care for their high needs child. |
| **Scenario:** Polina is scheduled to go home in the next few days. Jazmin has been in phone contact with Polina’s family to help learn more about their wants, needs, fears, hopes, etc. Jazmin schedules a time to talk with Helena to learn more about what has been done for Polina and her family during her stay in the hospital and how Jazmin and the rest of the intervention team can make the transition from hospital to home as smooth as possible for this family. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice TR1 (below), carry out a role-play activity where the practitioners (Jazmin and Helena) use timely strategies that contribute to positive outcomes for Polina.

*DEC Recommended Practice TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.*

1. In your group of three decide who will play the role of Jazmin, Helena, 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 timely strategies to support transition.
   2. Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.
3. Share your reflections with the class.

*DEC Recommended Practice TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in using timely strategies to support transition.

Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.

## **SCENARIO 5**

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| **Characters:** Kathy (physical therapist); Marc (kindergarten teacher) | | |
| **Gabriel Background:** Gabriel (age 5 years) was diagnosed with cerebral palsy (CP) at the age of one when he wasn’t hitting his physical developmental milestones. Cognitively, Gabriel is at or above his peers’ developmental level. He uses a walker to help him move. | **Kathy Background:** Kathy has been working with Gabriel for the past three years. Kathy has found that Gabriel is eager to try new things and is not easily frustrated. Also he has a high intelligence, which helps him to persevere through difficult tasks. Kathy is worried, however, that Gabriel may have a learning disability, which is associated with CP. | **Marc Background:** Marc has been teaching Kindergarten for five years but has never had a child with a physical disability as severe as Gabriel’s. He doesn’t know what is considered best practice in setting up the environment for Gabriel while also making sure accommodations and modifications are made to maximize his participation. |
| **Scenario:** Gabriel has been working with his physical therapist Kathy for the past three years. She has been able to help him achieve many developmental milestones such as sitting up without support, standing, and using his walker. Gabriel is about to start Kindergarten in a general education classroom with an aide as a support for his mobility. Kathy and Marc are participants in an IEP meeting to talk about Gabriel’s goals and necessary modifications and adaptations Marc needs to make to the Kindergarten environment. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice TR1 (below), carry out a role-play activity where the practitioners (Kathy and Marc) consider how good communication will contribute to positive outcomes for Gabriel.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

1. In your group of three decide who will play the role of Kathy, Marc, 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 communication to support transition.
   2. Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.
3. Share your reflections with the class.

*DEC Recommended Practice TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in communication to support transition.

Specific suggestions for how the communication can support consistent developmental goals and outcomes identified for the child.