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# Learning Guide 3.6 Environment-

# Scenario-based Activity

## **Objectives**

* Learners will practice engaging in professional discussions that address the design of physical, social, and temporal environments that promote the access and participation of all children.
* Learners will apply what they have learned about environment practices.

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| **Related Content:** [Module 3](https://rpm.fpg.unc.edu/module-3-environment)  **Instructional Method:** Role-play  **Level:** Advanced  **Estimated Time Needed:** 25 minutes |

## **Description**

## In this role-play activity, learners will work in small groups to demonstrate examples of DEC Recommended Practices for designing and adapting environments. Learners will reflect on their practice in small and large groups and receive feedback from the instructor.

## **Materials/Resources**

* Environment 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 Scenario form.
   2. After the role-play, ask learners to share with the class their responses to the reflective questions.
3. Provide feedback.
   1. Learner correctly identifies the physical, social, and temporal environment.
   2. Learner finds or develops appropriate accommodations and modifications to promote access and participation (including assistive technology where appropriate).
   3. Learner considers ways to provide services in children’s natural environment.
   4. Learners identify ways to increase accessibility for all children.
   5. Learners consider family activities and routines as well as goals when designing environments and accommodations/modifications for children
   6. 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:** Beverley (teacher); Karen (speech-language pathologist) | | |
| **Brian Background:** Brian is a four-year-old boy who has recently started preschool in a Head Start classroom. He was identified with an expressive and receptive language delay and will be beginning bi-weekly speech therapy. | **Beverley Background:** Beverley knows the importance of working with service providers to provide space in her classroom and integrate goals within the daily activities and routines. | **Karen Background:** Karen’s goal for Brian is to use increasingly complex language to initiate play with peers and to reduce his frustration. She wants to provide supports in Brian’s natural environment and assist Beverley in implementing supports as well. |
| **Scenario:** Brian’s mother is going back to work after taking off a year and Brian will start in a daycare program four days a week. Beverly has called a meeting with Karen to discuss Brian’s needs and how they can make sure their goals, curriculum, and assessment are aligned so that Brian is not exposed to conflicting interventions and Brian’s family is not provided with incongruent information regarding his development. | | |
| 8:00 Arrival  8:15 Breakfast/Brush Teeth  8:45 Greeting Circle  9:00 Free choice centers  10:00 Outside Time | 10:45 Small groups  11:15 Lunch  11:45 Bathroom/Cots  12:00 Nap | 1:30 Snack  1:45 Storytime  2:00 Free choice centers  2:45 Goodbye circle/Pack to go home |
| Karen’s schedule is somewhat flexible. She has proposed coming to work with Brian on Mondays either at 9:00am or 1:00pm. Karen and Beverly must discuss a time for Karen to come and how she can provide services in a natural and inclusive environment. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice E1 (below), carry out a role-play activity where the practitioners (Beverley and Karen) consider how to provide services in a natural and inclusive environment for Brian.

*DEC Recommended Practice E1 Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.*

1. In your group of three, decide who will play the role of Beverley, Karen, and who will observe.
   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 identifying ways to provide services and supports in natural and inclusive environments align.
   2. Specific suggestions for how to increase the child’s participation and access to learning experiences
3. Share your reflections with the class.

*DEC Recommended Practice E1 Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in identifying ways to provide services and supports in natural and inclusive environments.

Specific suggestions for how to increase the child’s participation and access to learning experiences.

## **SCENARIO 2**

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| **Characters:** Blaise (daycare toddler teacher); William (daycare director) | | |
| **Brittany (child) Background:** Brittany is a two-year-old child with cerebral palsy. She uses a walker to help her move and needs other modifications to help her access materials. This will be Brittany’s first time in a group care setting. She will spend four hours in the morning, three days a week at the center. | **Blaise Background:** Blaise has been a toddler teacher for five years. Brittany will the first child she was worked with who has severe disabilities. She is nervous that she won’t know the appropriate ways to modify and accommodate the environment and activities to best meet Brittany’s needs. | **William Background:** William’s daycare center has served children with disabilities before but never a child with assistive device needs like Brittany. He is worried about what kinds of changes will need to be made to the physical environment to ensure UDL principles are being met for Brittany and the other children in her class. |
| **Scenario:** Blaise and William are meeting after school one week before Brittany is scheduled to join Blaise’s class. They need to discuss what kinds of changes need to be made to the environment to ensure that UDL principles are being met and that the classroom is accessible for Brittany. (see classroom layout to discuss areas that may need adjustment) | | |

## **Picture of preschool room layout with book area, blocks, toys and games, cubbies, cots, sand and water table, music, art supplies, changing table, sink and bathroom.DIRECTIONS**

Based on DEC Recommended Practice E2 (below), carry out a role-play activity where the practitioners (Blaise and William) consider how to design and change the environment to create increased accessibility for all students.

*DEC Recommended Practice E2 Practitioners consider Universal Design for Learning principles to create accessible environments.*

1. In your group of three, decide who will play the role of Blaise, William and the 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 designing accessible environments for all children
   2. Specific suggestions for how to incorporate Universal Design for Learning principles into design considerations.
3. Share your reflections with the class.

*DEC Recommended Practice E2 Practitioners consider Universal Design for Learning principles to create accessible environments.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in designing accessible environments for all children.

Specific suggestions for how to incorporate Universal Design for Learning principles into design considerations.

## **SCENARIO 3**

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| **Characters:** Rebecca (preschool teacher); Tamera (mother) | | |
| **Zion (child) Background:** Zion is a three-year-old child with developmental delays that affect his social and emotional development. He was previously being cared for by his grandmother and has not experienced a group care setting. | **Rebecca Background:** Rebecca is a highly experience preschool teacher. She is eager to welcome Zion to her classroom and engage Tamera in ongoing conversation to modify and adapt the environment to best meet the developmental needs of Zion. | **Tamera Background:** Tamera is worried about how Zion will adjust to the new setting after spending so much one on one time with his grandmother. Specifically, she wants to know how Rebecca will help Zion to join play with other children, manage frustration and disappointment, and how he will be able to make the most of learning experiences. |
| **Scenario:** Rebecca and Tamera are having a conference after school during Zion’s first week of class. Rebecca has noticed that Zion spends a lot of time playing by himself and will avoid contact with other children. She has also noticed that Zion is easily upset (i.e., he will cry when a block tower falls down). However, Zion has shown interest in playing in the sand and there is another child in the class, Thomas, with whom Zion will sometimes interact. Rebecca and Tamera need to discuss how to modify and adapt the physical, social, and temporal environments to better meet Zion’s needs. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice E3 (below), carry out a role-play activity where the practitioners and family (Rebecca and Tamera) consider modifications and accommodations to the environment to promote access and participation.

*DEC Recommended Practice E3 Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.*

1. In your group of three decide who will play the role of Rebecca, Tamera, 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 discussing modifications and accommodations to the physical, social, and temporal environments.
   2. Specific suggestions for how to increase access and participation for children.
3. Share your reflections with the class.

*DEC Recommended Practice E3 Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in discussing modifications and accommodations to the physical, social, and temporal environments.

Specific suggestions for how to modify the environment to increase access and participation.

## **SCENARIO 4**

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| **Characters:** Olivia (early interventionist); Oran (father) | | |
| **Karima (child) Background:** Karima is a 16-month-old child with developmental delays. Karima loves to watch her brother and sister play and is a very happy baby. However, she is not able to sit independently which limits her participation in activities with family members. | **Olivia Background:** Olivia provides early intervention services to Karima and her family. She has noticed that Olivia’s access and participation in family routines is greatly reduced by her inability to sit up. Olivia wonders what kinds of assistive technology she could help Karima’s family access to increase participation. | **Oran Background:** Oran and his wife, Fatima, have three children with Karima being their youngest. They have never experienced a child with a severe disability in their family or community and are unsure the best way to support Karima in her development. |
| **Scenario:** During a home visit, Olivia asks Oran to talk about Karima’s access and participation in family routines. Her notes from the session read:  *Oran and Fatima are concerned that Karima isn’t able to play with her siblings because she lies on the floor on her back and can’t always see them. During meals, Karima sits in a reclined bouncy seat on the floor. She can’t see the table or her family, except her mother who feeds her.*  Olivia and Oran have a meeting scheduled to talk about how to increase Fatima’s access and participation through the use of assistive technology. | | |

## **DIRECTIONS**

Based on DEC Recommended Practices E4 and E5 (below), carry out a role-play activity where the practitioners and family (Olivia and Oran) consider ways to promote participation and access through assistive technology.

*DEC Recommended Practice E4 Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences.*

*DEC Recommended Practice E5 Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences.*

1. In your group of three decide who will play the role of Olivia, Oran 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 families to identify needs and acquire or create appropriate assistive technology transition.
   2. Specific suggestions for how to use assistive technology to promote Karima’s access and participation.
3. Share your reflections with the class.

*DEC Recommended Practice E4 Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences.*

*DEC Recommended Practice E5 Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in working with families to identify needs and acquire or create appropriate assistive technology.

Specific suggestions for how to use assistive technology to promote Karima’s access and participation.

## **SCENARIO 5**

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| **Characters:** Tanesha (teacher); Julia (teaching assistant) | | |
| **Brandon (child) Background:** Brandon is a four-year-old child with sensory processing disorder. He loves playing with Duplo blocks and listening to music. Brandon does not like to go outside and fights getting his coat on along with hat and gloves. Brandon’s mother relayed that his doctor is concerned with his weight. | **Tanesha Background:** Tanesha has been teaching preschool in the Northeast for nearly ten years. Winters are cold but they go outside every day unless there is a weather advisory. She is concerned about Brandon’s lack of participation in outdoor activities and how this might be affecting his overall fitness and wellness. | **Julia Background:** Julia has been working with Tanesha for two years and is eager to help design effective environments for children. Julia has also noticed that Brandon does not engage in many physical activities, even inside the classroom, and wants to utilize Brandon’s strengths and interests to increase his participation. |
| **Scenario:** Tanesha and Julia have received a note from Brandon’s mother that asked for more movement and physical activities since Brandon is at risk for becoming overweight. Additionally, Tanesha and Julia know the importance of maintaining fitness and wellness for all the children in their class. After school Tanesha and Julia sit down to brainstorm ways to work in more movement activities across the day – including during indoor times – particularly for Brandon who does not like to go outside. Particularly, they want to devise ways to include movement in each interest area in the classroom: blocks, table toys, dramatic play, art, books, sand/water and music. | | |

## **DIRECTIONS**

Based on DEC Recommended Practice E6 (below), carry out a role-play activity where the practitioners (Tanesha and Julia) design environments that provide opportunities for movement to maintain and improve fitness and wellness.

*DEC Recommended Practice E6 Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.*

1. In your group of three decide who will play the role of Tanesha, Julia, 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 designing environments to provide opportunities for movement and physical activities.
   2. Specific suggestions for how to increase or maintain fitness and wellness for all children.
3. Share your reflections with the class.

*DEC Recommended Practice E6 Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.*

## **Observer Notes:**

## **Reflection Notes:**

The practitioners’ strengths in designing environments to provide opportunities for movement and physical activities transition.

Specific suggestions for how to increase or maintain fitness and wellness for all.