ACTIVITY DESCRIPTION

Module: 1  Activity 3: Participate in a mock case conference taking a specific provider or parent role.

Type: [X] Class Activity - 3

[ ] Discussion Question

[ ] Application Bridge

Match to CEC Standards: #10 Collaboration

Describe the activity:
After individually exploring the Program case and completing the embedded activities, students are assigned to groups and roles. Each group contains five students playing the roles of special educator, general educator, principal, parent, and school psychologist. Using a Jigsaw structure, students first meet with others assigned the same role and discuss the concerns and recommendations they would bring to the meeting. Students return to their base group made up of the five role team and conduct a simulated staffing in which a programming and placement plan is developed for the case. Students are provided a discussion guide (see attached document) to facilitate their meeting. This discussion guide requires students to write a present level of performance, identify paired target behaviors, personal adjustment or relationship concerns, and intervention approaches for each. In addition, students document academic instructional needs and appropriate interventions providing a placement recommendation with supporting rationale. As a final reflective activity, students return to the case embedded activity and revise their “Write Report” activity as a team. During this editing process the students reflect on how their perspectives have changed as a result of the team activity.

Cases that activity fits: Can be used with any case.

Tips for implementation:
Assign students to a role and team by creating a chart that assigns a role and a team number as follows:

<table>
<thead>
<tr>
<th>Special Educator</th>
<th>General Educator</th>
<th>Parent</th>
<th>Principal</th>
<th>School Psych</th>
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</thead>
<tbody>
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</tbody>
</table>

These roles can be cut into strips and placed in a basket. Students can then draw one slip of paper telling them their role as well as their assigned base team.

Suggestions for evaluation:
If students conduct the simulated staffing in a chat room, it is usually possible to record or archive the chat. This allows the instructor to review the students’ discussion and assign a grade for professionalism, etc., as well as content of the report.

Links to instructional sequence: This activity can be used in special education introduction course. However, the performance expectations would be somewhat lower than if it was used after students had completed both academic and behavioral methods coursework. The content fits very well in a course on collaboration.