ACTIVITY DESCRIPTION
Module: 1     Activity 4: Complete a perspectives matrix in a group where each student Serves as an expert on one of the theoretical perspectives.

Match to CEC Standards: #1 Foundations

Describe the activity:
Students are assigned to groups and roles. Each base group contains five students, each assigned as an “expert” in one of the theoretical perspectives (biophysical, behavioral, psychoeducational, ecological, integrative). Using a Jigsaw structure, students first meet with others assigned the same theoretical perspective. Using the case transcripts on the theoretical perspectives for content, students discuss their common theoretical perspective. After students have outlined their perspective and feel comfortable leading a discussion on it, they return to their base group containing one expert from each perspective. Each expert then takes turns leading a discussion on their perspective of the case while the other students in the group complete a matrix/semantic features map (see attached document) that requires key feature summarization for each perspective facilitating a comparison/contrast analysis.

Cases that activity fits: Can be used with any case in Program 1.

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>Biophysical</th>
<th>1</th>
<th>Behavioral</th>
<th>1</th>
<th>Psychoeducational</th>
<th>1</th>
<th>Ecological</th>
<th>1</th>
<th>Integrative</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biophysical</td>
<td>2</td>
<td>Behavioral</td>
<td>2</td>
<td>Psychoeducational</td>
<td>2</td>
<td>Ecological</td>
<td>2</td>
<td>Integrative</td>
<td>2</td>
</tr>
<tr>
<td>Biophysical</td>
<td>3</td>
<td>Behavioral</td>
<td>3</td>
<td>Psychoeducational</td>
<td>3</td>
<td>Ecological</td>
<td>3</td>
<td>Integrative</td>
<td>3</td>
</tr>
<tr>
<td>Biophysical</td>
<td>4</td>
<td>Behavioral</td>
<td>4</td>
<td>Psychoeducational</td>
<td>4</td>
<td>Ecological</td>
<td>4</td>
<td>Integrative</td>
<td>4</td>
</tr>
</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 perspective expertise as well as their base team assigned.

Suggestions for evaluation:
As a final graded activity, students can be asked to respond from an expert theoretical perspective to a brief case presenting a student with challenging behaviors. Alternatively, students could complete peer evaluations asking them to rate expert knowledge, information delivery, and opportunities for interactive engagement during the base group discussion.

Links to instructional sequence: The expert roles perspective activity fits well into a special education introduction course. This activity can also be used within a capstone seminar experience.