**Resource P:** **Full Scenario for Simulation Specialist (Hits/Misses)**

The following simulation scenario is intended for the simulation specialist running the scenarios in a simulated environment.

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| **Target behaviors for simulation/role play:** The below “hits” represent strategies that we would like to see the teachers display. The below “misses” refer to nonpreferred teacher behaviors. - | |
| When teachers… | Adult avatars will… |
| *HIT* | *HIT* |
| * Remain calm and professional throughout the duration of the meeting. * Use person-first and asset-based language. * Inquire about and affirm student’s cultural, religious, family, intellectual, and personal experiences. * Explain student progress and areas of support in clear layman’s terms. Explanation is not overly technical, and checks for parent/guardian understanding are in place. * Balance discussion of student strengths and student needs. * Attempt to build respectful relationships with family members. * Solicit input from family members to inform instructional supports and services. * Allow conversational "space” for family members to ask questions, seek clarification, and share concerns and personal insights. * Affirm the importance and value of family member input. * Demonstrate aspects of effective communication including:   + Positive turn-taking   + Responsive listening   + Follow-up questioning   + Non-confrontational language   + Warm body language   + Rapport building   + Understanding the other’s perspective | * + Respond positively and with interest.   + Share additional information about Harrison.   + Engage in problem solving to decide on appropriate supports and services that might improve Harrison’s reading fluency.   + Volunteer to provide extra practice at home.   + Ask the teacher questions about instruction, school services, and supports.   + Show appreciation for the teacher’s attempts to build a relationship. |
| *MISS* | *MISS* |
| If teacher is not engaging and/or is not prepared, assuming that the family members might disengage or become upset or angry during the meeting is realistic. Not engaging may include the teacher making assumptions, seeming disinterested (checking off boxes/not really wanting to be in the meeting) or using abrasive or derogatory language (intentionally or unintentionally). Play off the participant as they develop their communication and collaboration strategies. | If teacher is not engaging and/or is not prepared, assuming that the family members might disengage or become upset or angry during the meeting is realistic. Not engaging may include the teacher making assumptions, seeming disinterested (checking off boxes/not really wanting to be in the meeting) or using abrasive or derogatory language (intentionally or unintentionally). Play off the participant as they develop their communication and collaboration strategies. |