Role Play – Scenario A

Skill building opportunity
• Having a difficult conversation: practice for moving forward in collaboration
• How to communicate and approach difficult discussions using "I" statements. What kinds of statements could start those kinds of conversations?

Role 1

You are an Infant and Child Consultant who has been working with a child and family for over 10 months and know the child well. You are aware that this child and her mother are scheduled to see another professional in a different agency. While you have not met this professional, you’ve heard from other clients and professionals that this person was often quite blunt with clients. You are afraid that your client, once seeing this other professional, would not continue and then would not receive the services that she and her child needed. You will be seeing this professional and decide to tell her about your client who is very self conscious and let her know that it has taken a lot to get her to the point of seeing this other professional. You want to get across your concerns that the trust or relationship that has taken so long to develop could be damaged if she interacts with the child and her mother in a blunt manner.

Role 2

An Infant and Child Consultant approaches you about her concerns about a child she has been seeing for 10 months whom you are scheduled to see. You are feeling a bit defensive. You take your job very seriously - you really care about your clients. Sometimes you feel that when people talk to you about cases you’re involved in, they are being critical of your judgment. You have heard that people can feel intimidated by you. This doesn’t make sense to you. Can’t they see you are only acting in the best interests of the children?
Role Play - Scenario A

Skill building opportunity
• Having a difficult conversation: practice for moving forward in collaboration
• How to communicate and approach difficult discussions using “I” statements. What kinds of statements could start those kinds of conversations?

Role 3 - Coach/Lifeliner:

You will start the role play in an observing role. What do you notice working or not working well as the conversation progresses? You will be asked to give feedback to the role playing pair when it’s over. UNLESS - one of the two in the role play is stuck and really doesn’t know what to say next. They can either ask you for some suggestions for them to take back into the role play. Or they can hand you the reins - you will then step in and continue.

Role Play - Scenario B

Skills building opportunity
• Navigating differences which can occur among different case stakeholders, including differences of professional opinion
• Exploring potential conflict which arises from these differences

Role 1

As the Speech-Language Pathologist (SLP) you have identified a child with an expressive language delay and have been treating him for 10 months. The child is progressing well and the family seems happy with how things are going. The mother of the child tells you that the child was recently assessed by the Autism Spectrum Disorder (ASD) team who determined that he has autism.

You disagree with the team’s assessment and are annoyed that your professional opinion did not get heard because you were not asked to give input at the assessment.

Bonus variation:
Once you have done the first conversation, here is another variation you can try. Pretend all members of the team - both the SLP and the ASD team are together with the family. Mom has asked one of you why you can’t agree. What do you say? Note which members of the team you choose to represent. Why do you think that might be?
Role Play - Scenario B

Skills building opportunity
• Navigating differences which can occur among different case stakeholders, including differences of professional opinion
• Exploring potential conflict which arises from these differences

Role 2

You are a member of the ASD (Autism Spectrum Disorder) team, which has prepared an extensive list of recommendations for a child who was recently assessed. The SLP who has been treating the child for 10 months approaches you about her concerns.

Bonus variation:
Once you have done the first conversation, here is another variation you can try. Pretend all members of the team - both the SLP and the ASD team are together with the family. Mom has asked one of you why you can’t agree. What do you say? Note which members of the team you choose to represent. Why do you think that might be?

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Role Play - Scenario C

Skill building opportunity
• Working hard to understand a team perspective different than your own
• Talking about the feelings that accompany the loss of a team member

Role 1

You are working in one of the agencies which has experienced drastic budget cuts. You have been stressed out and feeling sick over the past 3 months because of the cuts in staff and restructuring. You recently found out that a team member who was working with several of your clients is now gone and it is unknown whether she will be replaced. There is one infant client in particular, who is in foster care and receives OT, PT, SLP and IDP services, that you are frustrated and concerned about. You run into another colleague and express your concerns about continuity of care for this client.

Role Play - Scenario C

Role 2

You encounter one of your colleagues who seems upset about drastic budget cuts in the community. You are also concerned about cutbacks in the community, the loss of team members and the impact on quality of care. You feel that there is no time for collaboration and it increases the expectations and responsibilities of all team members. You want to help your colleague to problem solve around strategies to maintain quality of care.

Role Play - Scenario C

Role 3 - Coach/Lifeliner:

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**Role Play - Scenario D**

**Skill building opportunity**
- Dealing with uncertainty
- How to access resources beyond your own areas of comfort or familiarity.

**Role 1**

You are an ECE teacher working in a child care setting and have concerns about a child’s developmental/behavioural presentation. You have spoken to the mother on several occasions about how her child is doing but she has never expressed any concerns about development or behaviour. She has, however, talked at length about her own difficulties with mental health issues. You are concerned about how to approach the parents about your concerns. You decide to seek some advice from a visiting professional to help you cope with this situation.

**Role 2**

You are a consultant who comes into a child care setting. An ECE teacher approaches you to discuss concerns about the behaviour/development of a child. The mother has attended the centre regularly and has not identified any concerns. There is a history of mental health issues for the mother and other social stressors may be present.

**Role 3 - Coach/Lifeliner:**

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Skill building opportunity
- Navigating differences across different systems
- Helping parent deal with discrepant information
- Giving feedback to colleague who provides wrong information to a parent

Role 1
You are a JK teacher who has told a mother that her adopted child has Fetal Alcohol Syndrome. You have been a teacher for 20 years and have seen a few cases and have been to a workshop recently. You have observed this child since the beginning of the school year and are confident of the information you gave the mother. You are quite concerned about this child and feel that you were doing the parent a favour. You truly believe you can diagnose the child with FAS and feel it was your duty to inform the parent.

Role 2
You are a clinician (service provider) with clinical experience and expertise in Fetal Alcohol Syndrome. Apparently one of the JK teachers has informed a parent that her adopted child has FAS. You know that the diagnosis has not been confirmed and you think it is questionable. Through your program administrator, you discover that the mother is demanding that her child be referred to the FAS assessment team immediately. You decide to have a conversation with the teacher.
Role Play - Scenario E

Skill building opportunity
- Navigating differences across different systems
- Helping parent deal with discrepant information
- Giving feedback to colleague who provides wrong information to a parent

Role 3 - Coach/Lifeliner:

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Role Play - Scenario F

Skill building opportunity
- Negotiating team roles and potential territorial conflicts

Role 1

You are a therapist new to the community and the team. You have worked 10 years to attain specialty in your field and have certification. It is clear in your mind that there are certain interventions that you are proficient in and would be your responsibility on this team. After your 1st week on the job, you are steaming because you assumed you would be taking the lead on some aspects of care and this is not the case. You go to another team member to express your concerns*.

* You could look at this from the perspective a community team or the inclusion support services team whichever you prefer.

Role 2

You are either a member of a community team or the inclusion support services team whichever you prefer. A new staff member approaches you about her concerns. Your position requires you to explain how collaboration on the team works and that there is a culture of respect and tolerance for overlap of roles. You talk about how treatment of young children is not clear cut, why roles must overlap sometimes and about the need for flexibility and trust.
Skill building opportunity
• Negotiating team roles and potential territorial conflicts

Role 3 - Coach/Lifeliner:

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