

Module 3C: Session Handouts

The Parallel Process: Modeling CLASS® in Adult-Adult Workplace Interactions

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Pre- and Post-Assessment

Module 3C: *The Parallel Process*

Date: _____

Trainer's Name: _____ Participant's Name: _____

Job Title: Teacher Assistant Teacher Director Other: _____
(circle one)

Ages you work with: infants toddler: ones toddler: twos preschool pre-k
(circle all that apply) 6 weeks to 12 months 13 to 23 months 24 to 35 months 3 to 4 years 4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Relating CLASS® to your own words and behaviors in adult-adult interactions												
Using CLASS® behavioral markers to define your adult-adult interactions												
Supporting and developing your instructional staff by modeling CLASS®												

Emotional Support Role-Play Activity: Role Play #1

Administrator: Manager of Early Head Start

You are the manager of an Early Head Start that takes care of 20 infants and 40 toddlers. You have a good group of well-qualified staff and your staffing goal is to keep your turnover under 30% this year. It's Monday morning and at 8:15 one of your toddler teachers texts you, "I can't come in today. I need to take a sick day." The children arrive at 8:30 a.m. and your floater is not scheduled to come in until 11:00 in the morning to cover lunch breaks. Also, you have an important meeting with a building inspector at 9:00 a.m. You call the teacher to find out what is going on...

Other Adult: Head Start Toddler Teacher

You are an Early Head Start teacher who takes care of four toddlers in a room of eight toddlers. You have an assistant teacher who is experienced and good with the children. It is Monday morning and you are exhausted. You had a tough weekend. After getting groceries and cooking for the week, you got a call from your sister. Her boyfriend was being abusive, so you told her to come over. You stayed up until 3 a.m. listening to her cry and trying to comfort her. She stayed all night and the next morning, her boyfriend showed up. They had a huge fight and you had to call the police, who came over and sent him away. Your neighbor watched your three kids while you went with your sister to file a restraining order. When you got home, your kids were traumatized, and you had to help them understand what was happening and your sister stayed the night again. You woke up today, got your children to school, but can't get enough energy to go to work. You feel like a jerk, but you text your boss at 8:15 a.m. and tell her you need to take a sick day.

Observer: Office Staff Member

Observe the conversation and “score” the interaction by indicating what markers you hear and see from the administrator.

Emotional Support in Adult-Adult Interactions		
Was this observed in the Role Play?		Behavioral Markers
Yes	No	1. Make eye contact.
Yes	No	2. Engage in social conversation.
Yes	No	3. Smile during the interaction.
Yes	No	4. Laugh during the interaction.
Yes	No	5. Use a warm, calm voice.
Yes	No	6. Match the other person’s affect.
Yes	No	7. Use respectful language (please, thank you, etc.).
Yes	No	8. Acknowledge the other person’s emotions.
Yes	No	9. Provide comfort and support.
Yes	No	10. Position yourself at an equal position with the other person (sitting, standing).
Yes	No	11. Identify potential problems and act proactively.
Yes	No	12. Watch for and correct misunderstandings and confusion.
Yes	No	13. Be flexible.
Yes	No	14. Give the other person opportunities to make choices.
Yes	No	15. Share responsibilities and decision-making.
Yes	No	16. Elicit the other person’s input; regularly encourage him or her to talk.
Yes	No	17. Don’t get irritable or angry.
Yes	No	18. Don’t disconnect.
Yes	No	19. Don’t threaten.
Yes	No	20. Don’t use sarcasm or tease.

Emotional Support Role-Play Activity: Role Play #2

Administrator: Elementary School Principal

You are the principal of an elementary school that has a 4-year-old pre-kindergarten program. You have three pre-kindergarten classes, three kindergarten classes, four 1st grade classes, four 2nd grade classes, and two 3rd grade classes. You have been the principal at the school for three years and your goal for the year is to raise the test scores. Your boss is putting a lot of pressure on you to do that, so you stay focused on making sure teachers are teaching the curriculum.

You are doing your annual professional development planning meetings with all your teachers. In one of the meetings, one of your new teachers says she is having a hard time teaching this curriculum to 4-year-olds. It does not align with the way she was taught to teach in college. She does not like reading a script to children and does not think the children are interested in the material. You think she is making excuses for poor teaching because her children are never behaving when you walk past her room. You are not happy with her attitude.

Other Adult: Pre-Kindergarten Teacher

You are a pre-kindergarten teacher in your second year of teaching. You just started in a new school and the principal is very focused on academics. In October, you decide you need to talk with her. The curriculum is not developmentally appropriate, and the children are not learning anything. You spend all your time trying to control children's behaviors because they are expected to sit still and do paperwork all day. You do not think your principal knows anything about early childhood education and her priorities are not in the best interests of children. Your principal called you in for your annual professional development planning meeting and you are going to try to explain what is going on.

Observer: Assistant Principal

Observe the conversation and “score” the interaction by indicating what markers you hear and see from the administrator.

Emotional Support in Adult-Adult Interactions		
Was this observed in the Role Play?		Behavioral Markers
Yes	No	1. Make eye contact.
Yes	No	2. Engage in social conversation.
Yes	No	3. Smile during the interaction.
Yes	No	4. Laugh during the interaction.
Yes	No	5. Use a warm, calm voice.
Yes	No	6. Match the other person’s affect.
Yes	No	7. Use respectful language (please, thank you, etc.).
Yes	No	8. Acknowledge the other person’s emotions.
Yes	No	9. Provide comfort and support.
Yes	No	10. Position yourself at an equal position with the other person (sitting, standing).
Yes	No	11. Identify potential problems and act proactively.
Yes	No	12. Watch for and correct misunderstandings and confusion.
Yes	No	13. Be flexible.
Yes	No	14. Give the other person opportunities to make choices.
Yes	No	15. Share responsibilities and decision-making.
Yes	No	16. Elicit the other person’s input; regularly encourage him or her to talk.
Yes	No	17. Don’t get irritable or angry.
Yes	No	18. Don’t disconnect.
Yes	No	19. Don’t threaten.
Yes	No	20. Don’t use sarcasm or tease.

Emotional Support Role-Play Activity: Role Play #3

Administrator: Childcare Director

You are the director of a childcare center that cares for 150 children and is a part of a large franchise. You have policies and procedures that you have to follow and your work is closely monitored by “national.” One of your favorite families has had three children you have taken care of over the past five years. The parents come to every event and are very involved in the program. One child transitioned to kindergarten this year, one is three years old, and the third is a brand new 8-week-old who started with you two weeks ago.

The infant teacher just told you she is worried about the mother. She has taken care of the other two children and knows this mother pretty well. She tells you, “something just does not seem right.” One afternoon the father comes to pick up the baby and you happen to be in the hall when he comes out holding the infant. You, the teacher, and the father are all exchanging small talk. The teacher looks at you meaningfully and you know you should say something.

Other Adult: Parent of Three

You are the father of three small children. You work as a welder and make pretty good money when you are working, but you get laid off at least once or twice a year. Your wife has a steady job as a bookkeeper with a large accounting firm. She makes a regular salary, but it is not enough to pay the bills. About a month after your third child was born, you got laid off. You know you will get hired again, but it is taking longer than normal.

Your wife has post-partum depression. She’s been taking off of work a few days a week and spends her days lying in bed. You’re helping out around the house as best you can, but the housework is starting to get out of control, the baby is always fussy, and you feel like your older children are being neglected.

Observer: Child's Teacher

Observe the conversation and "score" the interaction by indicating what markers you hear and see from the administrator.

Emotional Support in Adult-Adult Interactions		
Was this observed in the Role Play?		Behavioral Markers
Yes	No	1. Make eye contact.
Yes	No	2. Engage in social conversation.
Yes	No	3. Smile during the interaction.
Yes	No	4. Laugh during the interaction.
Yes	No	5. Use a warm, calm voice.
Yes	No	6. Match the other person's affect.
Yes	No	7. Use respectful language (please, thank you, etc.).
Yes	No	8. Acknowledge the other person's emotions.
Yes	No	9. Provide comfort and support.
Yes	No	10. Position yourself at an equal position with the other person (sitting, standing).
Yes	No	11. Identify potential problems and act proactively.
Yes	No	12. Watch for and correct misunderstandings and confusion.
Yes	No	13. Be flexible.
Yes	No	14. Give the other person opportunities to make choices.
Yes	No	15. Share responsibilities and decision-making.
Yes	No	16. Elicit the other person's input; regularly encourage him or her to talk.
Yes	No	17. Don't get irritable or angry.
Yes	No	18. Don't disconnect.
Yes	No	19. Don't threaten.
Yes	No	20. Don't use sarcasm or tease.

Emotional Support Role-Play Activity: Role Play #4

Administrator: Nursery School Director

You are the director of an elite nursery school. Your program runs half-day, four days a week. It is over 30 years old and many of the children in the program are “legacies” whose parents attended also. The families are almost all well-to-do. Your program has a great reputation in the community and many of your graduates are well-known civic and business leaders. You have a board of directors you report to and you have had that job for 20 years.

Every year, you have an elaborate Mardi Gras event. The children dress up and have their pictures made in front of an elaborate Mardi Gras set. You serve king cake and catered food. The event is well-attended and families seem to love it. Your teachers all have degrees and you have very little turnover, but last year you hired two new teachers who replaced longtime well-loved infant teachers. They have asked to meet with you about this year’s Mardi Gras event.

Other Adult: New Teacher

You are a new teacher in the community’s “best nursery school.” You feel lucky because everyone wants to work there. You and the other new teacher each have about seven years of experience teaching. You love the children, your co-workers, the physical space, and your boss is very professional. You are happy with your job but you have concerns about the big annual Mardi Gras event. You talked with the other new teacher and you both agree it is a problem. The babies cried for the entire event last year. They seemed overwhelmed and overstimulated. They did not seem to like costumes, the noise, or the confusion. They were thrown completely off schedule. It was not a fun day for you or for the children. The best you can say is that the photos were cute. You come up with a different idea for a Mardi Gras event that is meaningful, educational, and still seems like something fun the families would like. With the other new teacher, you come to the director with your idea.

Observer: Second, Quieter Teacher

Observe the conversation and “score” the interaction by indicating what markers you hear and see from the administrator.

Emotional Support in Adult-Adult Interactions		
Was this observed in the Role Play?		Behavioral Markers
Yes	No	1. Make eye contact.
Yes	No	2. Engage in social conversation.
Yes	No	3. Smile during the interaction.
Yes	No	4. Laugh during the interaction.
Yes	No	5. Use a warm, calm voice.
Yes	No	6. Match the other person’s affect.
Yes	No	7. Use respectful language (please, thank you, etc.).
Yes	No	8. Acknowledge the other person’s emotions.
Yes	No	9. Provide comfort and support.
Yes	No	10. Position yourself at an equal position with the other person (sitting, standing).
Yes	No	11. Identify potential problems and act proactively.
Yes	No	12. Watch for and correct misunderstandings and confusion.
Yes	No	13. Be flexible.
Yes	No	14. Give the other person opportunities to make choices.
Yes	No	15. Share responsibilities and decision-making.
Yes	No	16. Elicit the other person’s input; regularly encourage him or her to talk.
Yes	No	17. Don’t get irritable or angry.
Yes	No	18. Don’t disconnect.
Yes	No	19. Don’t threaten.
Yes	No	20. Don’t use sarcasm or tease.

Emotional Support Role-Play Activity: Role Play #5

Administrator: Manager of a Resource and Referral

You are the manager of a resource and referral program. You have been the manager of the program for three years. It is early September, 10:00 on a Tuesday morning. Your senior office staff person is an older woman who has been working at the program for almost 15 years. Her hours begin at 8:00 a.m.

She has been coming later and later every morning. Today, she showed up at 10:15 a.m. She walked into the office, put her things away, and began to do her work. You decide you need to say something to her.

Other Adult: Office Staff

You work as an office staff/receptionist at a resource and referral program in your community. You started working there 14 years ago when you were a parent and have had several jobs in the organization. About seven years ago, you started working at the front desk, where you greet visitors, make sure the program runs smoothly, and keep up with paperwork. Things have been running well for the past few years. You have a new manager who is very hands-on. She seems to like to do a lot of the things you have done in the past, so you let her.

You have been coming in later in the mornings because you started watching your new grandbaby while her momma works the night shift, and that child does not like to sleep. Anyway, with this new manager, you do not feel as necessary as you used to feel. She does everything you used to do. Today is just another Tuesday for you.

Observer: One of the Instructional Coaches

Observe the conversation and “score” the interaction by indicating what markers you hear and see from the administrator.

Emotional Support in Adult-Adult Interactions		
Was this observed in the Role Play?		Behavioral Markers
Yes	No	1. Make eye contact.
Yes	No	2. Engage in social conversation.
Yes	No	3. Smile during the interaction.
Yes	No	4. Laugh during the interaction.
Yes	No	5. Use a warm, calm voice.
Yes	No	6. Match the other person’s affect.
Yes	No	7. Use respectful language (please, thank you, etc.).
Yes	No	8. Acknowledge the other person’s emotions.
Yes	No	9. Provide comfort and support.
Yes	No	10. Position yourself at an equal position with the other person (sitting, standing).
Yes	No	11. Identify potential problems and act proactively.
Yes	No	12. Watch for and correct misunderstandings and confusion.
Yes	No	13. Be flexible.
Yes	No	14. Give the other person opportunities to make choices.
Yes	No	15. Share responsibilities and decision-making.
Yes	No	16. Elicit the other person’s input; regularly encourage him or her to talk.
Yes	No	17. Don’t get irritable or angry.
Yes	No	18. Don’t disconnect.
Yes	No	19. Don’t threaten.
Yes	No	20. Don’t use sarcasm or tease.

Behavior Management	Productivity
Instructional Learning Format	Have clear expectations and rules.
Consistently enforce behavior expectations.	Be proactive and prevent problems instead of reacting.
Focus on what is working.	Give attention to positive behavior.
Use cues to redirect inappropriate words and behaviors.	Provide choices to avoid wasting people's time.
Manage disruptions efficiently.	Do managerial tasks effectively and efficiently.

Plan meaningful transitions.	Plan and conduct follow-through activities.
Fully prepare for meetings and interactions.	Keep materials, information, and ideas well-organized.
Actively facilitate engagement in activities and meetings.	Ask effective questions to encourage participation and expand involvement.
Use a variety of modalities (auditory, visual, and movement).	Use creative and interesting materials.
Provide opportunities for others to create things with objects.	Summarize learning and objectives after interactions and meetings.
Use re-orientation statements to keep things focused on objectives.	

Cognitive Support Semi-Structured Prompts

Scenario 1: Planning an event. It's January and you have decided to hold a "moving up" event. You have never done this for your toddlers before, but some parents want to mark the transition to preschool with a ceremony. You have 19 children "graduating" or "moving up," five teachers have volunteered to help plan, and seven parents want to help and are very excited. You calculated a budget of \$75 and are willing to host fundraisers for the event. Your objectives are that is be developmentally appropriate – sensitive to the needs of children and the families, educationally meaningful, and won't cost much time, energy, or money. How can you model cognitive support?

1. Ask how and why.	How:
2. Encourage problem solving.	The problem to be solved is:
3. Use predictions, experiments, classifications, comparisons, analysis, reasoning, and evaluation.	I will use (which one of the seven tools):
4. Give the other person opportunities to brainstorm and generate ideas.	"What _____ can you think of?"
5. Link concepts and activities to other person's knowledge and experience.	This is like:
6. Use multi-step back-and-forth exchanges (feedback loops).	
7. Persist to ensure accurate understanding (yours and the other person's understanding).	"What else can _____"
8. Ask follow-up questions.	A possible question:
9. Give specific and concrete feedback.	"I [see, hear, smell, feel, taste] _____"
10. Recognize and acknowledge the other person's efforts.	"You are really _____"
11. Encourage persistence and participation.	"What about _____"
12. Prompt meaningful work-related discussions.	"Have you thought about _____"
13. Facilitate frequent interactions among others.	"Let's all _____"

14. Ask open-ended questions.	“[Who, what, when, where, how] _____”
15. Reflect or paraphrase what the other person says.	“You think _____”
16. Extend or elaborate on what the other person says.	“You said _____. I think _____”
17. Map your action by stating out loud what you are doing.	“Right now, I am _____”
18. Map the other person’s actions by stating out loud what they are doing.	“Right now, you are _____”
19. Use a variety of words and sentence structures.	Advanced vocabulary that applies:
20. Link new words and expressions to the other person’s knowledge or experience.	Related language:

Scenario 2: Instructional Planning. You are a Head Start Director. The state requires that you teach in ways that flow from the assessment of the children you teach, allow teachers to assess children while teaching, meet CLASS® guidelines, and adhere to a prescribed and approved curriculum. This is very complicated, so you have been doing planning for your entire center. How can you follow the guidelines while modeling cognitive support?

1. Ask how and why.	How:
2. Encourage problem solving.	The problem to be solved is:
3. Use predictions, experiments, classifications, comparisons, analysis, reasoning, and evaluation.	I will use (which one of the seven tools):
4. Give the other person opportunities to brainstorm and generate ideas.	“What _____ can you think of?”
5. Link concepts and activities to other person’s knowledge and experience.	This is like:
6. Use multi-step back-and-forth exchanges (feedback loops).	
7. Persist to ensure accurate understanding (yours and the other person’s understanding).	“What else can _____”
8. Ask follow-up questions.	A possible question:
9. Give specific and concrete feedback.	“I [see, hear, smell, feel, taste] _____”
10. Recognize and acknowledge the other person’s efforts.	“You are really _____”
11. Encourage persistence and participation.	“What about _____”
12. Prompt meaningful work-related discussions.	“Have you thought about _____”
13. Facilitate frequent interactions among others.	“Let’s all _____”
14. Ask open-ended questions.	“[Who, what, when, where, how] _____”

15. Reflect or paraphrase what the other person says.	“You think _____”
16. Extend or elaborate on what the other person says.	“You said _____. I think _____”
17. Map your action by stating out loud what you are doing.	“Right now, I am _____”
18. Map the other person’s actions by stating out loud what they are doing.	“Right now, you are _____”
19. Use a variety of words and sentence structures.	Advanced vocabulary that applies:
20. Link new words and expressions to the other person’s knowledge or experience.	Related language:

Example Scenario: Emergency Preparation. The state licensing agency just made it mandatory for all childcare centers to create and submit an extensive emergency plan. They have issued guidelines in the past which you read over quickly when they sent them out and you have an “emergency kit” for every classroom that includes copies of the authorized pick up lists, but that is all. You decide to meet with your staff to discuss this situation. You want to model CLASS® in your program, so you sit down to plan things you can do and say that will model cognitive support.

1. Ask how and why.	How: <i>How do you all think we should begin this process?</i>
2. Encourage problem solving.	The problem to be solved is: <i>to create an emergency plan</i>
3. Use predictions, experiments, classifications, comparisons, analysis, reasoning, and evaluation.	I will use (which one of the seven tools): <i>analysis, classification</i>
4. Give the other person opportunities to brainstorm and generate ideas.	“What <u>potential problems</u> can you think of?”
5. Link concepts and activities to other person’s knowledge and experience.	This is like: <i>that section in our staff handbook</i>
6. Use multi-step back-and-forth exchanges (feedback loops).	<i>I’ll reply to responses with, “tell me more” or “go on.”</i>
7. Persist to ensure accurate understanding (yours and the other person’s understanding).	“What else can <u>we do/they help with/do you think</u> ”
8. Ask follow-up questions.	A possible question: <i>How can we do that?</i>
9. Give specific and concrete feedback.	“I [see, hear, smell, feel, taste] <u>worry in your voice</u> ”
10. Recognize and acknowledge the other person’s efforts.	“You are really <u>coming up with some great ideas</u> ”
11. Encourage persistence and participation.	“What about <u>social media/your classroom/the infants</u> ”
12. Prompt meaningful work-related discussions.	“Have you thought about <u>contacting the families</u> ”
13. Facilitate frequent interactions among others.	“Let’s all <u>think about this some more and talk tomorrow</u> ”
14. Ask open-ended questions.	“[Who, what, when, where, how] <u>could check that?</u> ”

15. Reflect or paraphrase what the other person says.	“You think <u>this is going to take some time</u> ”
16. Extend or elaborate on what the other person says.	“You said <u>a backpack</u> . I think <u>it should be waterproof</u> ”
17. Map your action by stating out loud what you are doing.	“Right now, I am <u>writing down your ideas</u> ”
18. Map the other person’s actions by stating out loud what they are doing.	“Right now, you are <u>reading over the state guidelines</u> ”
19. Use a variety of words and sentence structures.	Advanced vocabulary that applies: <i>relocation, lockdown</i>
20. Link new words and expressions to the other person’s knowledge or experience.	Related language: <i>dissemination, shelter, evacuation, tracking</i>

Adult-Adult Behavioral Markers

Emotional Support in Adult-Adult Interactions

1. Make eye contact.
2. Engage in social conversation.
3. Smile during the interaction.
4. Laugh during the interaction.
5. Use a warm, calm voice.
6. Match the other person's affect.
7. Use respectful language (please, thank you, etc.).
8. Acknowledge the other person's emotions.
9. Provide comfort and support.
10. Position yourself at an equal position with the other person.
11. Identify potential problems and act proactively.
12. Watch for and correct misunderstandings and confusion.
13. Be flexible.
14. Give the other person opportunities to make choices.
15. Share responsibilities and decision-making.
16. Elicit the other person's input; regularly encourage them to talk.
17. Don't get irritable or angry.
18. Don't disconnect.
19. Don't threaten.
20. Don't use sarcasm or tease.

Organizational Support in Adult-Adult Interactions

1. Have clear behavior expectations and rules.
2. Consistently enforce behavior expectations.
3. Be proactive and prevent problems instead of reacting.
4. Focus on what is working.
5. Give attention to positive behavior.
6. Use cues to redirect inappropriate words and behaviors.
7. Provide choices to avoid wasting people's time.
8. Manage disruptions efficiently.
9. Do managerial tasks effectively and efficiently.
10. Plan meaningful transitions.
11. Plan and conduct follow-through activities.
12. Fully prepare for meetings and interactions.
13. Keep materials, information, and ideas well-organized.
14. Actively facilitate engagement in activities and meetings.
15. Ask effective questions to encourage participation.
16. Use a variety of modalities (auditory, visual, and movement).
17. Use creative and interesting materials.
18. Provide opportunities for others to create things with objects.
19. Summarize learning and objectives after interactions and meetings.

20. Use re-orientation statements to keep things focused on objectives.

Instructional/Cognitive Support in Adult-Adult Interactions

1. Ask how and why.
2. Encourage problem solving.
3. Use predictions, experiments, classifications, comparisons, analysis, reasoning, and evaluation.
4. Give the other person opportunities to brainstorm and generate ideas.
5. Link concepts and activities to person's knowledge and experience.
6. Use multi-step back-and-forth exchanges (feedback loops).
7. Persist in interactions and to ensure accurate understanding.
8. Ask follow-up questions.
9. Give specific and concrete feedback.
10. Recognize and acknowledge the other person's efforts.
11. Encourage persistence and participation.
12. Prompt meaningful work-related discussions.
13. Facilitate frequent interactions among others.
14. Ask open-ended questions.
15. Reflect or paraphrase what the other person says.
16. Extend or elaborate on what the other person says.
17. Map your action by stating out loud what you are doing.
18. Map the other's actions by stating out loud what they are doing.
19. Use a variety of words and sentence structures.
20. Link new words and expressions to knowledge or experience.

Parallel Process Action Plan

Action Plan		
The Dimension and Behavioral Marker I want to model more effectively is:		
I will know I am modeling this effectively when I:		
Steps to achieve this goal...	Resources needed:	By when:
Signature _____		The date I plan to review this: _____
My result:		
<input type="checkbox"/> I have achieved this goal by meeting the criteria specified in the goal achievement statement(s) above.	<input type="checkbox"/> I am making progress toward this goal and will keep implementing my action plan.	<input type="checkbox"/> I need to make changes to my plan to achieve this goal by revising the goal or changing the action steps.