

## **Handout #2: Developing Communication Skills through Role-Play**

**Directions:** Work through the role-playing activities with your teacher's support or a partner. Take turns being the student or the teacher.

### **Activity #1: I-ASK Steps with Script**

Practice reading through each role-play situation out loud. Remember to use the I-ASK steps. You can quickly review the *I-ASK Cue Cards* if needed.

Role-Play 1:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I wanted to remind you that I have an IEP. I am not going to finish my assignment by Friday. Can I please have extra time to finish it? It sometimes takes me a bit longer to organize my ideas and get them on paper.

Teacher: Yes, that would be fine.

Student: Thank-you.

Role-Play 2:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am having difficulty keeping up with the notes. I have an IEP. Can I please have copies of them? I find it challenging to focus on learning the material and trying to spell the words correctly at the same time.

Teacher: Certainly.

Student: Thank-you.

Role-Play 3:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: Our test is going to have a lot of reading on it. My IEP lists some accommodations for reading. Can I please write the test in the resource room so I can use Kurzweil or Google Read & Write? It will help me get through the test quicker and ensure I don't misunderstand any of the questions.

Teacher: Yes, that would be fine.

Student: Thank-you.

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Role-Play 4:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am feeling overwhelmed by the number of math questions and it's taking me too long to get my homework completed. I have an IEP and need extra time to process math questions. Is there a way I can get a reduced homework load? This will help me a lot to get through the work at home.

Teacher: Yes, just complete every second question.

Student: Thank-you.

**Activity #2: I-ASK Steps Without Script**

Read through each scenario, and then role-play the request for an adaptation. Remember to use the I-ASK steps. You can quickly review the *I-ASK Cue Card* if needed. Ask your partner if you followed the I-ASK steps afterwards.

Scenario 1:

A teacher assigns you two essays to complete for the weekend. It takes you longer to write essays and your IEP states that an accommodation you can access is a *reduced workload*. Make a request of your teacher.

Scenario 2:

A teacher is going to give the class a science test on Friday. There will be a lot of reading and you have difficulties with reading. Your IEP states that an accommodation you can access is a *reader or text to speech software (Kurzweil or Google Read & Write)*. Make a request of your teacher.

Scenario 3

A teacher has assigned a large project for Friday. You are making good progress, but sometimes, you just need more time to complete these big assignments. Your IEP states that an accommodation you can access is *extra time*. Make a request of your teacher.

Scenario 4

You have a final exam scheduled in two weeks for Social Studies. You are prepared for the exam but prefer to write the exam in a quieter space so that you are not distracted. Your IEP states that an accommodation that you can access is *quiet space for tests and exams*. Make a request of your teacher.

**Activity #3: I-ASK & Alt+CM+Leave Steps with Script**

Read through each script, and role-play the request for an adaptation. This time, the teacher will not respond affirmatively. Remember to use the Alt+CM steps. You can quickly review the *I-ASK Cue Cards* if needed.

Role-Play 1:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am not going to finish my assignment by Friday. I have an IEP Can I please have extra time to finish it? It takes me longer to get my ideas on paper.

Teacher: I have already given everyone lots of time, so you will need to hand the essay in on Friday like everyone else. I have a deadline for reporting all of our marks for report cards on Monday.

Student: My IEP states that I can have extra time if needed. Is there a way that I can have extra time and you can still meet your deadline? Could I take Saturday to complete the assignment and email it to you Saturday evening?

Teacher: That will work just fine as I won't be getting to my marking until Sunday.

Student: Thank-you.

Role-Play 2:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am going to need more time to finish this English test. Can I please have extra time to finish it?

Teacher: Unfortunately, it's almost lunch time. I have a meeting and cannot stay.

Student: My IEP states that I can have extra time if needed. Is there a way that I can have extra time and you can still attend your meeting? Could I finish writing the test in the resource room after lunch?

Teacher: That will work for me.

Student: Thank-you.

Role-Play 3:

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am having difficulty reading my novel. I have an IEP and I am going to need to use Kurzweil or Google Read & Write to help me get through a chapter every evening. Can I please listen to the novel during class time on my phone?

Teacher: I don't allow phones in my class. You know that's a rule.

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Student: My IEP states that I can access reading support. Is there a way that I can use Kurzweil and Google Read & Write and still respect your no-phones-rule? Could one of us sign out a laptop or tablet for reading period and use this for reading period?

Teacher: I think that is a fair plan.

Student: Great. Thank-you.

**Role-Play 4:**

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I am struggling with writing the notes in class. I have an IEP which states that I can access class notes. Can I please get copies of them?

Teacher: I expect all my students to write down their own notes. It's a way to learn the material and I worry you won't focus if I just give you the notes.

Student: My IEP states that I can have copies of notes because of my difficulties with reading. Is there a way that I can get notes and show you that I am focussed and learning? Could you provide me with a copy of the notes, but delete some of the key vocab words or put them on your website for me to print?

Teacher: I don't know if I will have time to do that.

Student: Okay. I will connect with my Case Manager, Mr./Ms. \_\_\_\_\_, to see if we can come up with another plan.

*LEAVE*

**Role-Play 5:**

Student: Excuse me, Mr./Ms. \_\_\_\_\_

Teacher: Yes.

Student: I wanted to remind you that I have an IEP. Can I please write my test in the resource room? I struggle with focussing during tests and find that I do much better when I write them there.

Teacher: I expect all my students to write their tests with me. That way, I can provide them with help and see how they are doing..

Student: My IEP states that I can have extra time and a quiet space to write tests. Is there a way that I can write somewhere else? Could you let me write in the resource room and maybe I can check in with you every 20 minutes?

Teacher: That might work. I just don't know if it will work for the teacher in the resource room.

Student: Okay. I will connect with my Case Manager, Mr./Ms. \_\_\_\_\_, to see if we can come up with another plan.

*LEAVE*