# M5: IEP Communication Bingo

## Course

Special Education

## Location

Module 5

## Alignments

### Course Outcomes

CLO V: Describe the utility of important collaborative relationships: school, district, and family members/guardians.

### Module Outcomes

MLO 5.2: Apply evidence-based and equitable practices in communication and collaboration with partners in the special education process.

### Specific InTASC Standards

| **InTASC** | **Type** | **Specific Standard** |
| --- | --- | --- |
| 1c | Performance | The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. |
| 7e | Performance | The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. |
| 7m | Knowledge | The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). |
| 10d | Performance | The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. |

## Activity Instructions

### Purpose

Practicing recognizing effective communication techniques in a common special education environment—in this case, an IEP meeting—will help you better understand what they are, how they can be effective when collaborating with others, and when to use them yourself. In this low-stakes game, not only will you get a chance to engage in some friendly competition, but you and your colleagues will practice social learning by explaining where you saw an effective communication practice and how well it worked. You can also discuss ways that the IEP team participants in the video might improve their collaborations as well.

### Task

#### Instructor Preparation for Activity

* Be sure you have placed the H5P interactive bingo game ([M5 IEP Communication Bingo](https://minnstate.pressbooks.pub/introductiontospecialeducation/chapter/m5-activities/)) where students can access it: in your Pressbook, in your Learning Management System (LMS) course shell, etc. You might consider printing off a few hard copies if you conduct this activity in a face-to-face classroom, in case a student doesn’t have access to an electronic device or doesn’t understand how to use the interactive version.
* Consider providing access to the [Mock IEP Meeting: Transition Planning](http://youtu.be/v449Q3omDfM?si=ZGO3LwMRBJCKaaGz) video ahead of time in your LMS course shell. This will support learning for students who may need additional time to process content. You can still have fun playing bingo together during class time, and students who haven’t seen the video ahead of time can still participate.

#### Instructor Guide During the Activity

* Play the [Mock IEP Meeting: Transition Planning](http://youtu.be/v449Q3omDfM?si=ZGO3LwMRBJCKaaGz) video.
  + Be sure you’ve got the captions on.
  + Consider placing the video transcript in your LMS course shell or wherever you provide electronic course materials to your students.
  + Having a few hard copies of the transcript might also be helpful, especially for students who might have a hard time processing verbal information.
* Explain the rules of the bingo game (listed below in [*Student Directions*](#_Student_Directions)). You can opt for a small prize for the person who achieves bingo first (or not; it’s important that any prize is unrelated to the student’s grade, so that the competition remains friendly).
* Play the video. Once a student has called “BINGO!” ask them to describe where in the video they observed each communication element they marked.
  + Go back to the element and play it for the class.
  + If they can’t remember where they saw the element, that’s okay! Ask other students if they also observed the element and where.
  + If no student can identify where they saw it, play them an example.
  + If the element isn’t present, explain the element, and ask students speculate about what it might look like during an IEP meeting.
* Option: play bingo until three students have achieved bingo. This can address the potential issue of a student calling bingo before most of the video has been played.
* You can use this activity for other videos as well. There are several examples online, including these: [IEP Webinars from the Minnesota Commission of the Deaf, Deafblind & Hard of Hearing](https://mn.gov/deaf-commission/advocacy-issues/education/iep-discussion-guide/webinars/)

#### Student Directions

For this activity, you will need access to the IEP Communication Bingo card. Your instructor will provide access to the interactive (online) version and will also have some paper copies available if you prefer to play along that way. You will be watching a video, marking your bingo card, and taking a few simple notes (you can choose how to take notes, as they are only for you and not for submission).

* Watch the [Mock IEP Meeting: Transition Planning](http://youtu.be/v449Q3omDfM?si=ZGO3LwMRBJCKaaGz) video as a class. Look for examples of effective communication practices that were covered in the Collaboration module.
* When you see one in practice in the video, mark the corresponding square, then make a note so you can describe it in class. Don’t worry; if you can’t remember where it was or explain it, your classmates and instructor will help!
* Once you have four squares in a row, column, or diagonal filled in, yell “BINGO!” The game will stop, and the class will discuss where the communication practice occurred, what made it effective, and what else the IEP team members might have done to improve collaboration.