# **Scenario: Everyday Living: Participating in a Parent-Teacher Conference**

**General Procedure**

Set up the simplest interaction (shortest phrases that do the job) and ask the learner to play the role of the parent.

* Play the role of the teacher.
* Praise the learner's efforts.
* Vary the interaction as needed
* Make sure to review this interaction at subsequent meetings if work is still needed.

**Note: blank lines and underlined words indicate that you can model the different elements that could go there.**

**Procedure:**

Determine whether the learner has participated in such interactions.

If not, explain what they are and why they are important.

Share the following videos.

These are very simple but you can complicate them as needed.

Point out that teachers will always suggest things that need to be improved.

Focus on what the teacher says and what the parent says.

Focus also on what the teacher could typically say about a child.

Find out what the learner would like to ask and practice these questions so that he/she can ask them smoothly.

**Useful examples of simple questions are included below:**

Youtube Videos:

<https://youtu.be/lqYpgy7n9vI>

<https://youtu.be/OpWj8-FMkPY>

**Useful phrases (after appropriate introductions and greetings)**

How is \_\_\_ doing?

How is \_\_\_\_doing in \_\_\_\_\_ (math, reading, writing, spelling, science)?

What does\_\_\_need to do to improve?

How is \_\_\_\_ behaving?

Does \_\_\_ have friends?

What can I do at home to help?

**Interactions and Role Plays**

Set up and practice several different interactions: e.g. one with no issues and one with many issues and questions.

1. Simple roleplay: the child is doing very well.
2. Child has problems in math and does not do homework.
3. Child is very advanced, finishes work quickly but distracts others.
4. Child needs work in reading. Parents need to read every day.

Coach the learner by modeling what you would say– but remember to think of the most economical ways of saying what you think is important.