

Needs of the Field:

Learn what your stakeholders know

...and what they want to know.

Organizing this activity

Assemble a cross-role group.

- Ask yourself, “who cares about this issue?”
- Invite them to participate in the activity.

Decide if you will do one or more than one activities, given your time and purpose.

Pre-prepare flip charts for this activity as indicated..

Provide the **Needs of the Field** document as a handout.

- One copy per person
- Consider alternate format needs of the group.

Address the group,

- Share your goals with them.
- Let them know that they will be reacting to statements prepared by over 150 stakeholders from many location and many roles.
- Tell them that we will use these statements to learn about our own views on ASD and how we serve students on the spectrum.

Choose from the activities provided:

- Activity 1 will take about 45 minutes and focuses on beliefs
 - You will need a flip chart prepared in advance and number from 1-11(Shared vision) with space to tally responses. You will need another blank flip chart to record insights from reviewing the group tallies.
- Activity 2 will take about 75 minutes and focuses on what people know and can ...or cannot do.
 - You will need a one flip chart prepared in advance and number from 1-7 with space to tally responses (Information gaps). You will need a second flip chart prepared in advance and number from 1-10 (Skill gaps) with space to tally responses. You will need a blank third flip chart to record insights from reviewing the group tallies.
- You might also think about breaking Activity 2 into two sessions each lasting about 45 minutes.
- Think about creating your own needs of the field document and using it in this activity format.

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Activity 1: Is there a common vision?

Plan for about 45 minutes to complete this section, including discussion.

Using the handouts, ask the group to focus on the first section of the document, the ***Vision for Individuals on the ASD Spectrum..***

Work in rounds. In the first round ask each person to identify a statement with which they most agree and believe that most of their colleagues also agree. Record it with a hash mark on flip chart. Tally the hash marks.

In the second round, ask each person to review the tallies and come to a conclusion of their own. Then, ask the group to share their review of the tallies and make some inferences about areas of agreement which could become rallying points for shared work on ASD. Record the inferences on the flip chart.

Note: Make the point the beliefs about what colleagues think need to be validated. Ask the group to begin some informal conversations by describing the session to know better whether colleagues do really agree.

Prominently display the Flip Charts.

Ask:

- What do we need to do to highlight our shared beliefs about individuals on the spectrum?
- Who can do it?

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Activity 2: Are there gaps that challenge our ability to achieve the vision?

Plan for about 75 minutes for this activity, including discussion

For this activity, move to the **Gaps Section** of the document you have provided as a handout

First, focus on the section of the document entitled, **Information Gaps**.

Do a 'Think Pair Share'.

- ✓ Ask the participants to pair with another person and for 3 minutes share their perspective on information gaps. On their handouts indicate with + for agree and – for disagree
- ✓ Ask each pair to report out, using up to 1 minute to summarize the gaps with which they most agree and disagree. Record their report out by putting + for agree and – for disagree on the flip chart.

Ask the group to review the flip chart tallies and make some inferences about information needs that can become the basis for interaction and capacity building on ASD. Record the inferences on the blank flip chart.

- ✓ You may choose to break here based on your time...or go on to the **Skills Gaps**.
- ✓ If you break here, be sure to use the **Concluding Questions**.

Next, move to the **Skill Gaps**. Ask each person read and reflect on the list. Ask for any other gaps that are unique to their setting. Ask the participants' to rank the top three skill gaps from their perspective and experience. Record the responses with a hash mark on the flip chart.

Ask the group to review the flip chart tallies and make some inferences about skill development that can become the basis for interaction and capacity building on ASD. Record the inferences on the flip chart.

Prominently display the flip charts.

Concluding Questions

Ask:

- What can we do to provide accurate information about individuals on the spectrum?
- Where are the existing opportunities?
- What opportunities might be created?
 - For teachers
 - For families
 - Across roles in the school community

Review the ASD Collection from the IDEA Partnership. How can the Collection help answer your needs?

