



Getting Started

Facilitator's Script



2 hours,
35 minutes total



5 minutes



Getting Started

Introduction and Overview

Welcome to our session, "Getting Started." My name is _____. I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).

Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

In this session we will discuss the inclusion of infants and toddlers with significant disabilities in early care and education programs. First, we will look at a DVD that describes one early care and education program's experience enrolling a toddler with significant needs. Then we will consider a tool—an Inclusion Planning Checklist—that is designed to help programs "take the first steps" toward inclusion.



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will discuss strategies and best practices for taking the first steps to include a child with a significant disability in early care and education programs.*
- ◆ *Participants will use an Inclusion Planning Checklist, designed to help early care and education programs:*
 - ◆ *Think through the unique issues that may be involved in serving an infant or toddler with a significant disability*
 - ◆ *Ensure that all the necessary systems are in place*
 - ◆ *Continually evaluate and modify the original inclusion plan*

Agenda

Agree on Ground Rules

Including Infants and Toddlers with Significant Disabilities

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Using an Inclusion Planning Checklist

- Lecturette: Introducing the Inclusion Planning Checklist
- View DVD: *Getting Started*
- Large-Group Discussion
- Small-Group Activity
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



50 minutes total



5 minutes

Including Infants and Toddlers with Significant Disabilities

Lecturette

In this session we are discussing the inclusion of infants and toddlers with significant disabilities in early care and education programs. Although the term “significant disabilities” may have different meanings for different people, our mission is to promote the inclusion of all children with all kinds of special needs, delays, and disabilities.

This session focuses on the planning involved when children have special needs that require additional specialized planning and accommodations. Early care and education service providers must engage in extra planning and provide accommodations to ensure that a child with a significant disability can participate fully in an early care and education setting.



10 minutes



Large-Group Discussion

Ask participants the following questions to get a sense of their attitudes about and experiences with inclusion.



How many of you have been involved with an infant or toddler with a significant disability when he/she was first being enrolled in an early care and education program?



How did you preplan?

What worked?

In retrospect, what do you wish you had done differently?



Discuss one example each of the following perspectives: family member, early care and education, and early intervention. If all “voices” are not present among the participants, the facilitation team should fill in for any missing roles.



Add the following key point, if not mentioned by the group.

- ◆ *Thorough planning, before the child enters the program, is essential.*



25 minutes

View DVD: *Getting Started*

The DVD we are about to see is about one Early Head Start program in Virginia. It shows how this early care and education program began to serve Jalisa, first in a home visiting program and then, as her family’s situation changed, in child care. This DVD was made just two and a half months after Jalisa enrolled in the child care setting.



Handout #2: Acknowledgements: *Getting Started*



Start DVD: *Getting Started* (22 minutes)



10 minutes



Large-Group Discussion

What stood out for you when watching the DVD?

Add any of the following key points not mentioned by the group.

- ◆ *The staff was concerned, even afraid, at first—including the administrator.*
- ◆ *The administrator came in, listened to staff concerns, and worked to build their confidence and skills by providing training, information, and support.*
- ◆ *The early interventionist (occupational therapist) came in to answer questions and support the child care staff, and she later took guidance from them.*
- ◆ **Before Jalisa came to class, the child care staff planned with and/or got training from:**
 - a) *Jalisa's mother*
 - b) *Jalisa's home visitor*
 - c) *Administrators*
 - d) *An early interventionist*



1 hour,
15 minutes total



15 minutes



Using an Inclusion Planning Checklist

Lecturette: Introducing the Inclusion Planning Checklist

Handout #3: Inclusion Planning Checklist: Home Visiting Programs

Handout #4: Inclusion Planning Checklist: Center-Based Early Care and Education Programs

There are two checklists—one for home visiting programs and one for center-based early care and education programs. While they have many items in common, there are also some items that are unique to each kind of setting. The Center-Based Early Care and Education Checklist is applicable to center-based child care, Early Head Start, and family child care programs.

Select the checklist that represents the type of program setting you are most involved in. If you are involved in both types of settings, please select one to focus on during this session.

Now that you've selected one of the checklists, let's review it together.

As we are working together with the checklist, please identify and share any strategies that have worked for you but are not included.

The checklists have 4 major areas:

Build relationships:

It is impossible to plan well without building relationships with the child and family. Families know their children better than anyone and often are the best teachers about caring for them. Knowing what works for the family, and having an opportunity to see each child as a child first, can go a long way toward helping service providers be sure they can provide quality care for each child.

Gather and share information and resources:

No one person or program has to know everything; the key is to follow the family's lead to find out what to do and who can help you with what.

Develop and implement program plans:

Quality early care and education programs develop plans to individualize services to meet the unique needs of young children and their families. These various plans should be coordinated if the family is served by more than one program—which is often the case for children with disabilities. Infants and toddlers with disabilities will usually have an Individualized Family Service Plan (IFSP).

The IFSP is specific to each child and family and is developed for the child with the family and service providers. One of the purposes of the IFSP is to clarify what services are to be provided, by whom, and when and where those services will be delivered.

A program plan is the vehicle by which early care and education programs individualize services for each child, ensure the necessary internal systems and supports are in place, and evaluate and modify systems and supports on an ongoing basis.



Use several specific items in the checklist to illustrate the purpose and function of program plans, and stress that families can and should be involved to whatever extent they choose.

Review and Evaluate Services:

Evaluating plans and making revisions as the need arises is an ongoing process.



25 minutes

View DVD: *Getting Started*

Now we are going to watch the DVD, *Getting Started*, again. The first time you viewed it, you were looking for the big picture and taking in the whole story. Now we would like you to look at the DVD from the point of view of developing a program plan. Take a couple of minutes and look through the Inclusion Planning Checklist carefully. Consider what items on the checklist relate to what Jalisa's program did to prepare for her. The purpose of this activity is to give you a chance to become familiar with the checklist. Later, in your small group, you will plan ways to use this process in your own programs.



Start DVD: *Getting Started* (22 minutes)



5 minutes



Large-Group Discussion

Did Jalisa's team do most of the activities recommended on the checklist?

Use 2–3 minutes to take a few comments here. The main purpose of the activity is to become familiar with the checklist.



What additional activities would help the staff support Jalisa and meet her needs?

Use 2–3 minutes to take a few comments on this question.



15 minutes



Small-Group Activity

Handout #5: Using the Inclusion Planning Checklist

Now we are going to divide into small groups.



Participants who work in the same program should work together in the small groups.

Each group will consider the following questions:

- ◆ *How would this checklist augment the planning process you are currently using in your program/community?*
- ◆ *How would you introduce the checklist for use in your program/community?*

You may use your handout to record your thoughts. In 15 minutes, please be prepared to share at least one idea for each question.



15 minutes

Large-Group Share-Back

We would like each group to share your best answer to each question. If your best answer has already been given by another group, please share a different one from your list.



How would this checklist augment the planning process in your program or community?

How will you introduce the checklist for use in your program or community?



5 minutes

Wrap-Up

Today we have discussed planning that will better prepare your program to include an infant or toddler with a significant disability and to allow the child to fully participate.

Programs need to carefully plan as they begin to serve a child with a significant disability. This careful, up-front planning serves the child, family, and staff—and it saves time in the long run. This planning includes communication among the family, early intervention partners, and all staff from the early care and education program. Sometimes service providers may feel uneasy, untrained, or even frightened about working with a child with a disability. Proactive planning that provides information, resources, support, and practice can help address these kinds of concerns.

Each program plan should be unique for each child and family. Rely on the family members as the best sources of information about their child. Plan well and take the first step.



Are there any questions or comments about the training today?



Review the Learning Outcomes.

See Facilitator's Guide.



10 minutes

Reflections/Continuous Improvement

We now would like to give you an opportunity to think about how this session today applies to your work. Please list 2–3 strategies you can start to use next week.



Gather Continuous Improvement feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into 2 columns, as shown. Entitle 1 column **"What worked?"** and the other column **"Suggestions for improvement."**

What worked?	Suggestions for improvement

Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.





What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session