



**Creating  
Bright  
Futures**

*Facilitator's  
Script*



1 hour,  
10 minutes total

## **Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs**



25 minutes

### **Introduction and Overview**

Welcome to our training session on “Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs.” 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 begin to think about including young children with disabilities and their families in all early care and education programs—home-based, center-based, and family child care. The first step in including young children with disabilities and their families is having a vision of what inclusion will look like.

We will look at some programs that include young children with disabilities and their families in early care and education programs.

Before we start, we'd like to get to know more about you and learn a little about you. Please share your name, your role, your program, and one word or idea that comes to mind when you think about including infants and toddlers with disabilities. Each participant has approximately 30 seconds.



**Add participant introductions/openers, as needed.**

**Review the Learning Outcomes and Agenda.**

**See Facilitators' Guide, page 21.**

## Learning Outcomes



### Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will consider their vision for including young children with disabilities and their families in early care and education programs.*
- ◆ *Participants will listen to families and service providers share their experiences.*

## Agenda

Agree on Ground Rules

Creating Bright Futures

- View DVD: *Creating Bright Futures*
- Discussion: Vision & Quotations
- Wrap-Up
- Reflections/Continuous Improvement



5–10 minutes



## Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



25 minutes total



10 minutes

## Creating Bright Futures

### View DVD: *Creating Bright Futures*

We are going to be thinking about visions for including infants and toddlers with disabilities and their families in our programs.

When you begin to plan any program for children and families, you must think about what that program will be like. What do you want to accomplish for children, families, and the community? What do families in your community tell you about their visions? What do they want to accomplish?

By answering these questions, you begin to clarify your own vision. Another way to clarify your vision is to consider other visions. That's why we are going to show the DVD, *Creating Bright Futures*, produced by the Hilton/Early Head Start Training Program. You will see footage of infants and toddlers with disabilities in early care and education programs where early intervention services are provided in natural environments. These programs have actualized their vision of including infants and toddlers with disabilities. These are settings in which the children and families have a sense of belonging and inclusion.



**Handout #2: Acknowledgements: *Creating Bright Futures***

**Handout #3: Guided Viewing: *Creating Bright Futures***

Please take out your Guided Viewing Handout #3 and record your thoughts to the following questions as you view the DVD:

- ◆ *What vision of inclusion is illustrated in the DVD?*
- ◆ *What do families and service providers say about their experiences?*



**Start DVD: *Creating Bright Futures* (10 minutes)**



*15 minutes*

### Discussion: Visions and Quotations




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*What vision of inclusion is illustrated in the DVD?*

*What did you hear families and service providers say about their experiences?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *Childhood belongs to all children.*
- ◆ *Children with disabilities can do things that no one thought they could do—others get to see that.*
- ◆ *Seeing kids as kids first*
- ◆ *Parent was unsure if she was giving her children what they needed. It helped to have someone to talk to—someone to say she was doing a good job.*
- ◆ *Having a place where the child is considered just another child in the classroom*

At the beginning of the DVD, there are several quotations. Let's look at your handout of the quotations.



#### Handout #4: Quotations: *Creating Bright Futures*

Read the quotations aloud.

"Children are likely to live up to what you believe of them."

—Lady Bird Johnson

"When I approach a child, he inspires in me two sentiments: tenderness for what he is and respect for what he will become."

—Louis Pasteur

"Life affords no greater responsibility, no greater privilege, than the raising of the next generation."

—Everett Koop



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*What do these quotations say to you about your work with young children and their families?*

*What do these quotations tell you about including infants and toddlers with disabilities and their families in your community programs?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *We need to have a vision of including infants and toddlers with disabilities and their families before it can become reality.*
- ◆ *Expectations of infants and toddlers with disabilities and their families shape program designs and services.*
- ◆ *Infants and toddlers with disabilities grow up, so we must think about their lives as contributing adults and work toward that vision from the very beginning.*

Lady Bird Johnson and Louis Pasteur had positive, clear visions for the future of all children. Our vision is that including young children with disabilities and their families will enhance their lives now and in the future.

The importance of this vision has been recognized by the federal government through legislation and regulations, including the Individuals with Disabilities Education Act (IDEA), the Head Start Performance Standards (HSPS), the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act.

These pieces of legislation guarantee that individuals with disabilities will have access to the things that most people take for granted: a free appropriate public education; meaningful work in the community; easy access to public places; and support to address unique, individual needs. The legislation is also intended to facilitate the coordination of services across the diverse service systems and professional disciplines that serve infants and toddlers with disabilities and their families. This emphasis of welcoming individuals with disabilities and their families in inclusive settings, along with their peers who do not have disabilities, is the focus of this volume.



Facilitators should be sure to remind participants to access the most current information on these laws and regulations (see the Facilitator's Guide).



5 minutes

## Wrap-Up

The *Creating Bright Futures* DVD contains numerous ideas that can be used to think through many aspects of inclusion in early care and education programs.

Having a clear vision for collaborative inclusive services is one of the important elements in providing quality services to young children with disabilities and their families. If your program or community does not have a vision for inclusive services, plan some time to work together to develop one.



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*Are there any questions or comments about the training today?*

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**Review Learning Outcomes.**

**See Facilitators' Guide.**

As we work together in future sessions, you will have the opportunity to consider your vision while you are collaborating with others to develop a broader vision for including young children with disabilities and their families in your community.





10 minutes

## Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



**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.





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*What worked for you today?*

*What suggestions for improvement do you have?*

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We appreciate your participation today.

**End training session**