



Just Do It

*Facilitator's
Script*



3 hours total



5 minutes



Just Do It

Introduction and Overview

Welcome to our session, "Just Do It." 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 are going to discuss making adaptations and accommodations for infants and toddlers with significant disabilities. Successful inclusion involves making sure that each child's specialized needs are met in all the settings in his or her life. Adults in early care and education settings have the responsibility to ensure that each child's specialized needs are met in a way that supports growth and development, while focusing on nurturing relationships with the child and his or her family. Today we are going to consider some adaptations and accommodations that several programs have used for children with significant disabilities enrolled in their programs.



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitators' Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will recognize that specialized activities and accommodations can be provided in the course of normal routines at home or in group settings.*
- ◆ *Participants will recognize the need for close, ongoing communication among family members, early interventionists, and early care and education service providers to ensure that specialized activities infused into daily routines are successful.*
- ◆ *Participants will consider some concrete ideas about specific strategies, accommodations, and activities that can be adapted for individual children and settings.*

Agenda

Agree on Ground Rules

What Is a Significant Disability?

Making Adaptations and Accommodations Outdoors

- View DVD: *Just Do It*, Part 1
- Large-Group Discussion
- Small-Group Activity
- Large-Group Share-Back

Making Adaptations and Accommodations in Inclusive Settings

- View DVD: *Just Do It*, Part 2
- Large-Group Discussion
- Small-Group Activity
- Large-Group Share-Back

Making Adaptations and Accommodations: Home Visiting and Socializations

- View DVD: *Just Do It*, Part 3
- Large-Group Discussion

Wrap-up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



10 minutes

What Is a Significant Disability?

Sometimes people wonder what the term “significant disability” means. When we use the term, we are referring to children whose special needs require that adults engage in careful planning and make significant accommodations and adaptations so that the child can participate fully in an early care and education program.

When working with young children, service providers in early care and education programs need to consider three levels of support:

- ◆ High quality, developmentally appropriate curriculum
- ◆ Individualization
- ◆ Specialized adaptations and accommodations

All children require a developmentally appropriate curriculum that is individualized to meet their unique needs. For many children with disabilities, individualization provides adequate support for them to participate fully in the curriculum. However, some children with disabilities will require specialized adaptations and accommodations to take part in the daily routines and activities with their peers. You will see and discuss examples of adaptations and accommodations made by early care and education service providers from across the country in the videos and activities in this session.



When you think of a child with a significant disability, what comes to your mind?



Take a few comments from the group and summarize the discussion with the following key points:

- ◆ *Early care and education staff who have not had experience with children with disabilities may express fear or concern when they hear that they will have a child with a significant disability in their program.*
- ◆ *Staff who have experience with a child and have received support from families, early intervention partners, and others, share how much they enjoy the child—that he or she is just “one of the kids.”*
- ◆ *Getting to know the child as a child first eases concerns staff may have. In addition, knowing that all the supports are in place and questions answered requires advance planning.*
- ◆ *Checklists, such as the Inclusion Planning Checklists introduced in “Session 7: Getting Started,” provide early care and education programs with a guide to support their internal planning and preparation to serve a child with a significant disability.*
- ◆ *When staff are preparing to include a child with disabilities, it is helpful to know whether the child needs specialized accommodations or adaptations.*
- ◆ *Adaptations and accommodations are best developed by a team of family members and early care and education and early intervention staff.*



50 minutes total



20 minutes

Making Adaptations and Accommodations Outdoors

View DVD: *Just Do It, Part 1: "You Can Do It, Using the Child's World: The Great Outdoors"*

The DVD we are using today is divided into 3 sections:

- ◆ *Outdoor activities*
- ◆ *Routines that occur in inclusive group settings*
- ◆ *Home visiting and socializations*

We will view each section separately and then discuss it before moving on to the next section.

The first section shows adaptations and accommodations being made during outdoor time. Early care and education providers recognize the value of outdoor play for young children. Be sure that young children with significant disabilities have the same opportunities to participate in and benefit from outdoor activities as other children.



Handout #2: Acknowledgements: *Just Do It*

Handout #3: Guided Viewing: *Just Do It, Part 1: "The Great Outdoors"*

Please take out the Guided Viewing Handout #3. While you are watching the DVD, please consider the following questions on your handout:

- ◆ *What outdoor accommodations did you see?*
- ◆ *What other outdoor adaptations and accommodations have you used successfully?*

You may take notes on your handout if you wish.



Start DVD: *Just Do It*, Part 1: “You Can Do It, Using the Child’s World: The Great Outdoors” (5 minutes).



Stop at the heading, “A World Inside” (the children are standing in the window waving).



10 minutes

Large-Group Discussion



What are your initial reactions?

What outdoor accommodations did you see?



Take a few comments from the group, reinforcing some of the key points made earlier.



10 minutes

Small-Group Activity

We will now work in small groups and answer the following questions:

- ♦ *What outdoor accommodations and adaptations did you see?*
- ♦ *What other outdoor adaptations and accommodations have you used successfully?*

You have 10 minutes to complete your discussion. Then you will share with the large group.



10 minutes

Large-Group Share-Back

Each table will share one idea of an adaptation or accommodation you saw in the DVD and one that you have used successfully in your work.



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

- ♦ *Doing physical therapy-type activities, such as range of motion, when the other children were also exercising*
- ♦ *Incorporating all of the children into specialized activities*
- ♦ *Collaborating with early intervention about specialized equipment and techniques*
- ♦ *Doing a home visit out of doors*
- ♦ *Make sure that outdoor play spaces support independent mobility of all infants and toddlers*



60 minutes total



20 minutes



Making Adaptations and Accommodations in Inclusive Settings

View DVD:

Just Do It, Part 2: "A World Inside"

Give each small group an index card listing two routines. See the Facilitators' Planning Worksheet for instructions.

The next section of the DVD shows children involved in all the routine aspects of day-to-day care—eating and drinking, diaper changing and pottying, napping, being together, playing, and learning. As you watch, pay particular attention to the two routines assigned to your group.



Handout #4: Guided Viewing: *Just Do It, Part 2: "A World Inside"*

Use the handout to take notes:

- ◆ *List the accommodations and adaptations you saw in the DVD for the routines you have been assigned.*
- ◆ *What other adaptations and accommodations have you used and found helpful?*



Start DVD: *Just Do It, Part 2: "A World Inside"* (15 minutes)

Stop at "No Place Like Home."



15 minutes



Large-Group Discussion

What are your initial reactions?

What observations do you have about accommodations in indoor activities?



Take a few comments from the group, reinforcing some of the key points for this session.



10 minutes

Small-Group Activity

For the next 10 minutes, work in your small groups to answer the questions on the handout. Please be prepared to share your best ideas.

- ◆ *List the accommodations and adaptations you saw for the routines you have been assigned.*
- ◆ *What other adaptations and accommodations have you used and found helpful?*



15 minutes



Large-Group Share-Back

Chart the responses for each routine on a separate piece of paper so that each chart contains an example of adaptations and accommodations for each routine.

Would each group share one of its best adaptations or accommodations for the routine that they were assigned?



Which groups had eating and drinking? What adaptations and accommodations did you see?

Who had diaper changing and toileting?

What about napping?

Who had being together?

Which group had playing and learning?

Finally, what other adaptations and accommodations have you used and found helpful?



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

- ◆ *Collaborating and sharing ideas and techniques with family, early intervention, and early care and education service providers is key.*
- ◆ *Many adaptations and accommodations are not particularly different—for example, working on language throughout the day in all settings and routines.*
- ◆ *Non-classroom staff are often involved—for example, the nutritionist and the cook.*
- ◆ *Correct positioning often enables optimal participation.*
- ◆ *Staff concerns and reactions vary and are often assuaged when they come to see the child as a child first, who just happens to have a disability.*
- ◆ *It is important to consider a child's social and emotional development: When Suzanna supported Laura to throw away her own paper towel, she supported her emerging sense of self and independence.*



30 minutes total



15 minutes



Making Adaptations and Accommodations: Home Visiting and Socializations

View DVD: *Just Do It*, Part 3: “No Place Like Home”

**Handout #5: Guided Viewing: *Just Do It*, Part 3:
“No Place Like Home”**

We have talked about how important it is that inclusion be rooted in collaborative models of service delivery involving families, staff from early care and education, and early interventionists. This short segment focuses on various examples of collaboration in home visiting and socialization. As you watch the segment, consider:

- ◆ *What models of collaboration do you see?*
- ◆ *How can these models be applied in early care and education settings?*
- ◆ *What other models of providing collaborative services have you used successfully?*

You may record your thoughts on your handout.



Start DVD: *Just Do It*, Part 3: “No Place Like Home” (11 minutes)



15 minutes



Large-Group Discussion

What are your initial reactions?

What models of collaboration did you see?



Take a few comments from the group, reinforcing some of the key points for this session.



How can these models be applied in other settings?

What other models of collaborative service delivery have you implemented successfully?



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

- ◆ *Possible models of collaboration between early care and education and early intervention*
 - *Joint home visits*
 - *Team planning*
 - *Partnerships with families*
 - *Sibling involvement*
 - *Parent-to-parent support during socialization opportunities*



5 minutes

Wrap-Up

Today we have seen a number of adaptations and accommodations that have been made for infants and toddlers with significant disabilities and their families in a variety of inclusive programs settings.

Key Points:

- Specialized accommodations and adaptations are used to enable a child to participate fully in his or her natural environments.
- Not all children with disabilities need specialized adaptations and accommodations.
- When a child does need specialized adaptations and accommodations, they should be:
 - Planned
 - Supportive of the child's full participation in activities at home and/or in group care
 - Developed in collaboration with families and team members
 - Supported by training and follow-up
 - Included in daily routines
 - Something to share with other children
 - Easily accomplished by family members and caregivers
 - Fun!



Review Learning Outcomes.

See Facilitators' Guide.



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 to 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.





What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session