

**Samantha's Story:
Preschool Inclusion Success
(Option 1)**

SpecialQuest

Multimedia Training Library

*Supporting Young Children with Disabilities
and Their Families in Inclusive Settings*

Developed by

SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program

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Samantha's Story

Facilitator's Planning Worksheet



3 hours,
10 minutes total

Samantha's Story: Preschool Inclusion Success (Option 1)

(In Option 2, participants use the Inclusion Planning Checklist to identify contributions of key stakeholders to the inclusive process.)

Learning Outcomes

- ◆ Participants will consider the vision and dreams that members of a family hold for their child and how the family worked with Head Start, childcare, early childhood special education, and others to realize those dreams.
- ◆ Participants will explore how staff worked together to ensure that Samantha had the supports she needed in her classroom and in the process of her transitioning to kindergarten.
- ◆ Participants will identify strategies that teams can use to make inclusion work and consider ways to apply these strategies to their own work.

Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5-10 minutes	
Ingredients of Effective Inclusion	15 minutes	
Samantha's Story	60 minutes	
View Video	15 minutes	
Large-Group Discussion	5 minutes	
Small-Group Discussion	20 minutes	
Large-Group Share-back	20 minutes	

Samantha's Story: Preschool Inclusion Success (Option 1)

Agenda	Length	Facilitator
Addressing the Challenges to Inclusion	65 minutes	
Large-Group Discussion	<i>15 minutes</i>	
Small-Group Discussion	<i>30 minutes</i>	
Large-Group Share-back	<i>20 minutes</i>	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Icon Key



Chart



Handouts



DVD



Key Point

Facilitation Team

Name/Family Voice

Name/Early Care and Education or Early Childhood Special Education Voice

Name/Early Intervention Voice

Presentation

Date/Time

Location

of Participants

What you will need:



Audio/Visual Equipment:

- LCD Projector and Screen or TV
- DVD Player
- Speakers



DVD:

- Preschool Inclusion: Samantha*



Charting Equipment:

- Flip chart and markers
- Masking tape or pins

Samantha's Story: Preschool Inclusion Success (Option 1)



Handout (English/Spanish):

- #1 Learning Outcomes
- #2 *Preschool Inclusion: Samantha* – Acknowledgements
- #3 *Preschool Inclusion: Samantha* – Guided Viewing
- #4 Creating Successful Inclusion: Challenges and Strategies

Important Considerations

- Facilitators should be familiar with state and federal regulations related to preschool inclusion.
- This session relates to several sessions in the original SpecialQuest Multimedia Training Library:
 - “Steps to Collaborative Services,” session 2 in the volume *Collaboration and Teaming*.
 - “Opening Doors to Family Leadership,” session 6 in the volume *Building Relationships with Families*.
 - “Developing Family-Service Provider Leadership,” session 7 in the volume *Building Relationships with Families*.

Samantha's Story: Preschool Inclusion Success (Option 1)



Samantha's Story

Facilitator's Script



25 minutes

Samantha's Story: Preschool Inclusion Success (Option 1)

Introduction and Overview

Welcome to our session "Samantha's Story: Preschool Inclusion Success." My name is _____. I represent the voice of _____ (family, preschool special education, 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 you will have an opportunity to think about the ingredients for successful inclusion and ways of combining these ingredients to provide collaborative services to preschoolers with disabilities and their families in early care and education environments. You will hear from families and service providers on how to work together to make inclusion successful for preschoolers. You will also have the opportunity to think about and discuss ways you are currently experiencing success in your use of inclusive strategies, along with ways to improve and increase these efforts.

Samantha's Story: Preschool Inclusion Success (Option 1)

We are going to consider one family's story of inclusion and use that to generate strategies for creating effective inclusion and then to explore how you might use those strategies in your work.

Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See pp. 21-22 of the Facilitator's Guide.

Learning Outcomes

Handout #1: Learning Outcomes.

The learning outcomes for this session are:

- *Participants will consider the vision and dreams that members of a family hold for their child and how the family worked with Head Start, childcare, early childhood special education, and others to realize those dreams.*
- *Participants will explore how staff worked together to ensure that Samantha had the supports she needed in her classroom and in the process of her transitioning to kindergarten.*
- *Participants will identify strategies that teams can use to make inclusion work and consider ways to apply these strategies to their own work.*



Agenda

Ingredients of Effective Inclusion

Samantha's Story

- View Video: *Preschool Inclusion: Samantha*
- Large-Group Discussion
- Small-Group Discussion
- Large-Group Share-Back

Addressing the Challenges to Inclusion

- Large-Group Discussion
- Small-Group Discussion
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5-10 minutes total



Agree on Ground Rules

See pp. 22-23 of the Facilitator's Guide.

Chart and post ground rules.



15 minutes total

Ingredients of Effective Inclusion

We'd like to use your expertise to generate ideas and strategies that support effective inclusion for preschoolers with disabilities and their families. Please take a moment to reflect on some of the successes that you have experienced in your efforts to create inclusive environments. What were some of the ingredients of successful inclusion? Write down your ideas; we'll brainstorm a list in a minute.

Samantha's Story: Preschool Inclusion Success (Option 1)



From your experiences, what were some of the ingredients of successful inclusion?

Give participants a minute or two to reflect and write their notes.

Remind participants that the purpose of brainstorming is to generate as many ideas as possible without judging the quality of the ideas.

We'll chart your ideas now. Let's get at least one idea from each person.



Chart. Continue adding to the charted list until all ideas are captured. Add the following ingredients of successful inclusion, as needed:

- **Demonstrating value for inclusive practices (e.g., using "people first language") and using a shared vision for inclusion as a guide for making decisions**
- **Maintaining an open-mind, a "can do" attitude, and a commitment to success**
- **Building and maintaining a strong, positive, and ongoing relationship with families**
- **Recognizing a child's strengths and interests and building on them**
- **Creating strong interdisciplinary teams that involve all the stakeholders-everyone has a critical role**
- **Respecting a family's dreams for their child**
- **Respecting families as decision makers for their child**

- Providing supports to families, as needed
- Recognizing that a child with a disability is a true member of the classroom by supporting and encouraging friendships.
- Informing and involving the classroom teacher in planning and implementing inclusive practices
- Supporting individualized instruction for diverse learners through design of learning environments
- Facilitating effective planning and problem-solving for inclusion through strong partnerships between specialists and classroom teachers
- Training teachers on appropriate intervention strategies within the context of daily activities and routines
- Setting clear expectations and providing supports and resources for inclusive practices by administrators

These are great ideas. We'll use them as we go through the session today.



60 minutes total



15 minutes

Samantha's Story

Video Viewing: *Preschool Inclusion: Samantha*

We're going to watch a video that was developed by SpecialQuest Birth-Five in 2009. This video highlights the experiences of Samantha and her family and the people who worked with her. Samantha was enrolled in Early Head Start at 18 months of age. She transitioned to Head Start and was in the process of transitioning to kindergarten when we filmed most recently.

Samantha's Story: Preschool Inclusion Success (Option 1)



Handout #2: *Preschool Inclusion: Samantha* – Acknowledgements

Handout #3: *Preschool Inclusion: Samantha* – Guided Viewing

Please take out Handout #3, *Preschool Inclusion: Samantha* – Guided Viewing. Record your thoughts to the following questions as you view the video:



What were Samantha's father's hopes, dreams, and concerns for his daughter? How do programs support families in realizing these kinds of hopes and dreams and in addressing the concerns family members have for their child?

What kinds of supports and teaming did you observe in the classroom that ensured Samantha's participation? What strategies do you think staff used to facilitate peer interaction and support?

What community collaboration was necessary for Samantha's preschool experience to be successful? What agencies and service providers needed to come together to make this happen? What administrative arrangements might need to be in place?

Who needed to work together to make Samantha's transition from preschool to kindergarten successful?

We will be discussing these questions after we watch the video.



Start video: *Preschool Inclusion: Samantha*. (10 minutes)



5 minutes



Large-Group Discussion

What were your general reactions to or thoughts about Samantha's story?

Draw general comments from the participants.



20 minutes

Small-Group Discussion

Now we're going to work in small groups at our tables. Each group will be assigned one of the guided viewing questions from Handout #3 to discuss. You'll have 20 minutes to talk within your groups and to prepare to share one or two key ideas with the large group. Select someone to report these ideas during the share-back.



20 minutes

Large-Group Share-Back

Let's hear from each other about what contributed to the success of including Samantha.



What were Samantha's father's hopes, dreams, and concerns for his daughter? How do programs support families in realizing their hopes and dreams and in addressing the concerns family members have for their child?

What kinds of supports and teaming did you observe in the classroom that ensured Samantha's participation? What strategies do you think staff used to facilitate peer interaction and support?

Samantha's Story: Preschool Inclusion Success (Option 1)

What community collaboration was necessary for Samantha's preschool experience to be successful? What agencies and service providers needed to come together to make this happen? What administrative arrangements might need to be in place?

Who needed to work together to make Samantha's transition from preschool to kindergarten successful?

Ask for comments related to each set of questions. Request that new comments add new ideas or build on previous comments.

Plan 3-4 minutes per question.

Summarize the share-back, referencing similarities between these comments and the comments previously charted about the ingredients of successful inclusion.

Thanks so much for sharing these great ideas. Now we are going to consider how these ideas can be applied to your work.



65 minutes total



15 minutes



Addressing the Challenges to Inclusion

Large-Group Discussion

Handout #4: Creating Successful Inclusion: Challenges and Strategies.

Samantha's Story: Preschool Inclusion Success (Option 1)

Let's brainstorm some of the challenges that you are facing in your work to support inclusion.

Give participants a minute or two to reflect and write their notes.

We'll chart your ideas now. Let's get at least one idea from each person.



Chart.

Continue adding ideas to the chart until all ideas are captured.

These are important considerations. We'll use them as we explore strategies to ensure successful inclusion in our own programs.



30 minutes

Small-Group Discussion

We have 30 minutes to work in small groups to generate strategies that could address the challenges to inclusion that we've just surfaced. Each group of 2 or 3 will be assigned one or more challenges to discuss, addressing the following questions:



Are there lessons learned from the video or your earlier discussions that you could use to support inclusion?

Do you have other ideas or strategies from your experience that can address these challenges?

Identify one idea or strategy that you are most excited about to share back with the rest of the group. You should select someone to be a reporter for the group during share-back.

Samantha's Story: Preschool Inclusion Success (Option 1)



20 minutes

Large-Group Share-Back

Please share back one idea or strategy that you discussed in your small group and that you are most excited about using in your work.



5 minutes total

Wrap-Up

The video, *Preschool Inclusion: Samantha*, provided a rich background for discussing some of the ingredients of successful inclusion as well as some challenges to inclusion. The video also provided us with opportunities for developing strategies for creating successful inclusion. The ability to work together to address challenges that inevitably arise is one key to success. Creativity, combined with information and resources, can also help to surmount these challenges and provide high-quality, inclusive services in preschool programs.



Are there any questions or comments about the training today?

Review Learning Outcomes.

See p. 28 in the Facilitator's Guide.

The remaining sessions in the *Preschool Inclusion Series of the SpecialQuest Multimedia Training Library* will give you the opportunity to think and learn more about collaboration among families and service providers, especially as it influences the success of any effort to include preschool-age children with disabilities in settings with their typically developing peers.



10 minutes total

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 to list 2–3 strategies you can start to use right away.

Pause for a moment or two to allow participants to reflect and write down their ideas for applying their learning to their work.

Ask for a couple of volunteers to share their ideas.

Just as you have shared how you will apply these learnings to your work, we'd like to learn from you about how we could improve this session to help you do your work better. Your suggestions for improvement help us 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.

Gather Continuous Improvement Feedback.

See p. 28-30 in the Facilitator's Guide.

Samantha's Story: Preschool Inclusion Success (Option 1)

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?

Share information about the next training and describe follow-up activities or participants' next steps.

We appreciate your participation today.

End training session