

**Samantha's Story:
Preschool Inclusion Success
(Option 2)**

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,
5 minutes total

Samantha's Story: Preschool Inclusion Success (Option 2)

(In Option 1, participants brainstorm strategies to address challenges to inclusion that they have identified.)

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 use an Inclusion Planning Checklist to 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	

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Icon Key




Chart



Handouts



DVD



Key Point

Agenda	Length	Facilitator
Planning for Successful Inclusion	60 minutes	
Strategies for Including Samantha	5 minutes	
Small-Group Discussion	30 minutes	
Large-Group Share-back	25 minutes	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

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

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Handout (English/Spanish):

- #1 Learning Outcomes
- #2 *Preschool Inclusion: Samantha* – Acknowledgements
- #3 *Preschool Inclusion: Samantha* – Guided Viewing
- #4 Inclusion Planning Checklist: Center-Based Early Care and Education Programs

Important Considerations

- Facilitators should be familiar with state and federal regulations related to preschool inclusion.
- The Inclusion Planning Checklist used in this session is revised from the original in the *SpecialQuest Multimedia Training Library*; the new checklist incorporates considerations for including preschool-aged children with disabilities in early care and education settings.
- 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*

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Samantha's Story

Facilitator's Script



25 minutes

Samantha's Story: Preschool Inclusion Success (Option 2)

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 use an Inclusion Planning Checklist as a tool to help you consider what you and other team members contribute to planning and preparing for effective inclusion.

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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 use an Inclusion Planning Checklist to 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

Planning for Successful Inclusion

- Strategies for Including Samantha
- 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.

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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

View Video: *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.

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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'll 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 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?

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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.



60 minutes total



5 minutes

Planning for Successful Inclusion

Strategies for Including Samantha

See relevant sessions listed in the Important Considerations section of the Facilitator's Planning Worksheet for this session, especially Family-Service Provider Collaboration and Steps to Collaborative Service.

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We're now going to think about how you might include Samantha and her family in your early childhood programs.



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

Please take out Handout #4, the Inclusion Planning Checklist: Center-Based Early Care and Education Programs. This checklist is organized around the steps to collaborative services that we have used in other SpecialQuest training materials. The steps are

- ♦ *building relationships,*
- ♦ *sharing information,*
- ♦ *collaborative planning, and*
- ♦ *collaborative service delivery.*



30 minutes

Small-Group Discussion

Please scan the items on the Inclusion Planning Checklist. The checklist has 3 columns: one with the checklist items, one to record what you might do, and the third to record who else you might need to work with. You might also add other items to the checklist.

Facilitators break the large group into smaller groups of 4–5 participants. Assign one section of the Inclusion Planning Checklist to each small group; more than one group can work on the same section.

In light of the section of the planning checklist that your group is assigned, think about Samantha and what you saw in the DVD.

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How would you and your program prepare to include Samantha—or other children with disabilities—in your program?

Take a few minutes to reflect individually, and then discuss this question in your small group—all in terms of the section you're assigned.

You have 30 minutes to discuss and then each group will share back their best or most interesting idea (4–5 minutes per group). You should select someone to be the reporter for the group during share-back.

Make sure participants understand their task. Provide a 5-minute reminder to help the groups prepare for the share-back.



25 minutes

Large-Group Share-Back

Each group shares the section of the planning checklist that it reviewed. If more than one group worked on the same section, make sure all groups are invited to contribute new ideas to the initial share-back.

We'd like to hear the best or most interesting idea that your group discussed and that you think would help insure inclusion success, similar to what we saw in Samantha's story.

Chart feedback from each of the small groups.



What great ideas you've come up with! Thank you for the thought you put into the Inclusion Planning Checklist process.



5 minutes total

Wrap-Up

Today we discussed some of the ingredients that contribute to effective inclusion and we also considered inclusion from Samantha's story. The video, *Preschool Inclusion: Samantha*, provides a rich background for developing strategies for creating successful inclusion. The ability to work together to prepare for inclusion is a key to its success. We hope the discussion and the Inclusion Planning Checklist will provide ideas for how you can continue or enhance effective inclusive practices in your programs and communities.



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

When learning something new, it's important to think about how what we've learned can be used in our own work.



What from Samantha's story can inform how you work to include preschool-age children who have disabilities in your programs and communities?

How might you use the ideas from the Inclusion Planning Checklist in your work?

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

For each question ask 1-2 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 better facilitate your learning.

Gather Continuous Improvement feedback.

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

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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