



Making It Happen for Families

Facilitator's Script



1 hour,
50 minutes total



5 minutes



Making It Happen for Families

Introduction and Overview

Welcome to our session, "Making It Happen for Families." 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 address issues or concerns that arise when including infants and toddlers with disabilities and their families in early care and education programs. Each child and family is unique and may come from a variety of cultural and linguistic backgrounds and diverse experiences, which must be considered when planning for services. We will practice a problem-solving process to address these issues and concerns, which we call "causes to pause"—those things that make you stop and think when including infants and toddlers with disabilities and their families in your programs and communities.



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 identify their strengths and capabilities, as well as the resources needed, when including infants and toddlers with disabilities and their families in community programs.*
- ◆ *Participants will identify and discuss the Cause to Pause related to inclusive services.*

Agenda

Agree on Ground Rules

Making it Happen for Families

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

Causes to Pause

- Introduction
- Small-Group Discussion
- 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.



35 minutes total



20 minutes



Making It Happen for Families

Small-Group Discussion

Handout #2: Making it Happen for Families

Divide the three vignettes in the handout equally among the groups. Allow the groups to work for 8 minutes and record their ideas in the left-hand column.

Let's break into small groups of 5 or 6 for our discussion. Please take out the "Making It Happen for Families" Handout #2.

We have 3 vignettes about children and families. Let's suppose that the child in your vignette has been referred to your program. The vignette provides your group with information about the child and his or her family. Each group should read the story, discuss the situation and answer the question. In the **left-hand column**, record what services the family might need and how your program might support them.



After 8 minutes of work, ask the group to stop. Provide the additional instructions for completing the right-hand column.

Please stop. We have just learned that the child in your vignette has a disability. Choose one of the following disabilities:

- ◆ *Down Syndrome*
- ◆ *Cerebral Palsy*
- ◆ *Spina Bifida*
- ◆ *Severe hearing loss*
- ◆ *Another disability that your group would like to explore*

Discuss how this disability might change the needs of the child and family in your vignette and how your program might address these needs. Write down your thoughts, along with any additional strategies for serving this child and family, in the right-hand column of the handout.



Allow the groups to work for 8 more minutes.



15 minutes



Large-Group Share-Back

Bring the groups back together. Chart the issues that arise from the 2 questions below, including whether or not there were any differences once the child is known to have a disability. Use the response as the basis for the next activity, Causes to Pause.

Please describe the situation in your vignette and answer the following questions as you share back. You have about 2–3 minutes per vignette.



What needs did you identify before you were told the child has a disability?

What was the child's disability, and how did these needs change once the child's disability was identified?



Chart participants' responses.

These additional needs are what we call Causes to Pause. They indicate that you need to find out more in order to be able to resolve the issues or concerns. Let's hear what each group identified once they learned the child had a disability. Again, we have 2–3 minutes per vignette.



What additional resources would your program(s) need to serve this family?

How would your vision or plan for services change if you were to serve this child?



Chart responses.

For the most part, the family's needs remain the same, although new ones may be added as a result of their child's disability. For a child with a disability, the family might need information on the condition, treatment options, and/or support from other families that have children with disabilities or from an adult with that disability as a model of success.



It is important to recognize that the majority of what families need and want is similar, whether or not their children have disabilities. Families are families first. Children are children first. However, it is equally important to recognize the unique challenges a family of a child with a disability might encounter.



45 minutes total



10 minutes

Causes to Pause

Introduction

Now let's think about what you will need to have in place to serve all families. We're going to use a problem-solving process that you can use whenever you or your team meets a challenge in serving children and families. The problem-solving process is called Causes to Pause.

The Causes to Pause activity is designed to help program teams develop, clarify, or refine their definition of themselves as service providers for infants and toddlers with disabilities and their families. In so doing, you will:

- ◆ *Become more aware of the information, resources, and supports you need to access*
- ◆ *Address the fears of staff who do not have previous experience with disabilities*
- ◆ *Improve the quality of services*

In the previous activity, you identified some issues that might arise when including an infant or toddler with a disability and his or her family in your program. Let's review those Causes to Pause that we just charted.



Are there any other things you may need to consider?



Handout #3: Causes to Pause Worksheet

Please take out Causes to Pause Handout #3. Let's select one Cause to Pause from our list and work through the handout together. Which Cause to Pause shall we start with? Fill in the first column with the selected Cause to Pause.



Walk through the remaining columns as a large group to ensure that participants understand the process and the assignment. If the group struggles with this first sample, do a second one as a large group to ensure clarity. Focus on getting specifics listed in each column.

Now that you have practiced working through a Cause to Pause, let's get back into our small groups and use the handout with your particular vignette.



20 minutes

Small-Group Discussion

Select two Causes to Pause from the chart that apply to your vignette to complete the handout. You have approximately 20 minutes to complete this task. Your group should be prepared to answer the following questions about your Cause to Pause.

- ◆ *What information do we need to help us understand this?*
- ◆ *Who can help us?*
- ◆ *How will we work together to support this child and family?*



Let the groups know when they have 5 minutes left to complete the process and prepare to share their responses with the large group.



15 minutes

Large-Group Share-Back



Ask each team to respond to the questions. Each group has 2–3 minutes to share their responses to the vignette. You will have 2 groups working on each vignette, so ask the second group to add anything not covered by the first group.

Each team will have 2–3 minutes to report on one Cause to Pause and its sources of support and information.



After each group has shared, ask the following:



Which of these are different for children with disabilities, and which are needed for all infants and toddlers (for example, one needs to consider telephones for emergency services, CPR, etc. for all)?

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

- ◆ *It is important to look to parents and early intervention partners as experts and sources of information and support.*
- ◆ *Early care and education programs provide a “natural environment” in which children can receive early intervention services with their typically developing peers.*
- ◆ *Early care and education staff members are not expected to have the same level of expertise about disability as their early intervention partners.*
- ◆ *All early care and education staff members need information and support to provide quality services to infants and toddlers with disabilities.*

The intent of these activities is to support programs to develop a systematic way to find and successfully use needed resources to include infants and toddlers with disabilities and their families.



5 minutes

Wrap-Up

You already do many of the things for all children that support children with disabilities and their families.

The Causes to Pause activity can be used to plan and identify needed information, resources, and support whenever you enroll a child with a disability.

Working with infants and toddlers with disabilities **requires** that team members have positive attitudes toward overcoming challenges **and** that teams work together to problem-solve.

Are there any questions or comments about the training today?



Review Learning Outcomes.

See Facilitator's Guide



10 minutes

Reflections/Continuous Improvement



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