

Drew's Family Story of Inclusion

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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Drew's Family Story of Inclusion

Facilitator's Planning Worksheet



2 hours,
40 minutes total

Drew's Family Story of Inclusion


Learning Outcomes

- ◆ Participants will reflect on the collaboration needed among parents and service providers to foster the growth and development of a child with a disability in an inclusive environment.
- ◆ Participants will identify the formal and informal resources available in their community to support high-quality inclusive services for a child with a disability.
- ◆ Participants will consider the influence of a parent's own disability on collaboration between service providers and the parents of a child who has a disability.
- ◆ Participants will identify formal and informal resources in their communities to support collaboration with parents who have disabilities.


Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5-10 minutes	
Our Personal Experiences with Disability	20 minutes	
Drew's Family Story of Inclusion	25 minutes	
View Video	10 minutes	
Large-Group Discussion	15 minutes	

Drew's Family Story of Inclusion


Icon Key




Chart



Handouts



DVD



Key Point

Agenda	Length	Facilitator
Mapping Our Community for Including Drew and His Family	65 minutes	
Drew's Family Story	<i>20 minutes</i>	
Large-Group Discussion	<i>5 minutes</i>	
Small-Group Activity	<i>30 minutes</i>	
Large-Group Share-Back	<i>10 minutes</i>	
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: Drew*

Charting Equipment:



- Flip chart and markers
- Masking tape or pins



Handout (English/Spanish):

- #1 Learning Outcomes
- #2 *Preschool Inclusion: Drew* – Acknowledgements
- #3 *Preschool Inclusion: Drew* – Guided Viewing
- #4 Drew's Family Story of Inclusion: Background Information
- #5 Our Village Map

Important Considerations

This session will focus on Drew, who has visual impairments and developmental delays, and on how agencies worked together collaboratively to help him flourish in an inclusive environment. In this session participants will consider what formal and informal community supports are needed to support Drew's father, who also has a significant visual impairment, and to help both Drew's father and mother realize their dreams for their child.

This is the third session in the *Preschool Inclusion Series* of the *SpecialQuest Multimedia Training Library*. Other sessions in this series are "Preschool Inclusion: Laying the Groundwork for Success," "Samantha's Story: Preschool Inclusion Success," and "The Individualized Education Program: Partnering for Success."

This session also relates to several sessions in the original *SpecialQuest Multimedia Training Library*:

- ◆ "Adults with Disabilities—Creating a Long-Term Vision," session 3 in the volume *Including Infants and Toddlers with Disabilities**
- ◆ "Just Do It," session 8 in the volume *Including Infants and Toddlers with Disabilities**
- ◆ "Steps to Collaborative Services," session 2 in the volume *Teaming and Collaboration*

Drew's Family Story of Inclusion

* These materials were originally developed for individuals who work with infants and toddlers who have disabilities; the materials are easily adapted for those who plan for and serve preschool-age children who have disabilities.



Drew's Family Story of Inclusion

Facilitator's Script



25 minutes

Drew's Family Story of Inclusion

Introduction and Overview

Welcome to "Drew's Family Story of Inclusion." 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 we will hear from Drew's family and service providers about how they worked together to support Drew's growth and development in an inclusive environment. Through the lens of Drew's story we will also have an opportunity to discuss working with parents who have disabilities.

Add participant introductions, 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 reflect on the collaboration needed among parents and service providers to foster the growth and development of a child with a disability in an inclusive environment.*
- ◆ *Participants will identify the formal and informal resources available in their community to support high-quality inclusive services for a child with a disability.*
- ◆ *Participants will consider the influence of a parent's own disability on collaboration between service providers and the parents of a child who has a disability.*
- ◆ *Participants will identify formal and informal resources in their communities to support collaboration with parents who have disabilities.*

Agenda

Agree on Ground Rules

Our Personal Experiences with Disability

Drew's Family Story of Inclusion

- View Video: *Preschool Inclusion: Drew*
- Large-Group Discussion

Mapping Our Community for Including Drew and His Family

- Drew's Family Story
- Large-Group Discussion: Formal and Informal Supports

- Small-Group Activity: Our Village Map
- Large-Group Share-Back
- Personal Reflection

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.



20 minutes total

Our Personal Experiences with Disability

Before we begin discussing inclusion, it's important for us to think about our own experiences with and perceptions of disabilities. Recognizing how those experiences—either with people who have disabilities or with our own struggles with a disability, whether temporary or permanent—have influenced our thinking or behavior allows us to see “beyond the walls” that may be barriers to inclusion. Thinking about our experiences also re-energizes our efforts to create warm and welcoming communities for individuals who have disabilities.

Take about 2–3 minutes to share with one or two of your neighbors:

- a. Your personal experience with disability and
- b. How those experiences or relationships have influenced your perceptions of individuals with disabilities.

This conversation may bring up some strong emotions and uncomfortable feelings for some people. Be sure to circulate around the room to ensure that each person has a chance to share and is comfortable with the direction of the conversation. You may need to let individuals who are touched at a deep level by this activity know that you or your co-facilitator will be available at break to discuss their experiences more if they'd like.

After 6–7 minutes, ask for a few volunteers to share one experience they've had with disability and how it has influenced their perceptions of individuals with disabilities. You may want to pre-select the last person to share back to ensure that a positive tone is set for the rest of the session.

Summarize this activity with one key point: Familiarity breeds comfort.



One of the things that we have heard over and over from service providers is that, once they meet a child who has a disability and his or her family, many of their concerns about working with a child who has a disability melt away. It is often the “big unknown” and stereotypes that stir up the emotions that create concerns. In a nutshell, “Familiarity breeds comfort.”



25 minutes total



10 minutes

Drew's Family Story of Inclusion

View Video: *Preschool Inclusion: Drew*

Let's now turn to our video. This video is one in a series of preschool materials developed by SpecialQuest Birth-Five to support families, special educators, early care and education staff, administrators, and others to provide high-quality inclusive services to preschoolers who have disabilities.

The video *Preschool Inclusion: Drew* was developed in 2009, with the original videotaping taking place in 2003.



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

In the video you are about to see, Drew's family and service providers tell the story of how Drew moved from a home-based early intervention program to an Early Head Start program with early intervention services, and then onto a child care/Head Start center where he received special education services in the classroom. Through a local partnership agreement, the preschool Drew attended held a number of enrollment slots specifically for children who met eligibility criteria for Head Start, including children with disabilities.



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

Please take out Handout #3, *Preschool Inclusion: Drew* – Guided Viewing. You may want to take notes on this handout while you watch the video.

The question we will discuss after we watch the video is



What kind of collaboration among various agencies and Drew's family made this a rich experience for Drew?

Drew's Family Story of Inclusion



Start video: *Preschool Inclusion: Drew*. (6 minutes)



15 minutes



Large-Group Discussion

What are your general reactions to the video?

What images stood out for you?

The video shows Drew flourishing in his inclusive environment.



What kind of collaboration among various agencies and Drew's family made this a rich experience for Drew?



Chart comments. Summarize comments and add, as needed:

- **Programs communicated well and planned together**
- **An interagency agreement was in place to facilitate collaboration among key agencies**
- **Professionals listened to Drew's family's input in planning and delivering services**
- **Drew's family participated fully in decision-making**

We'll keep these thoughts in mind as we look at identifying community resources that support collaboration for inclusion.



1 hour,
5 minutes total



20 minutes



Mapping Our Community for Including Drew and His Family

Drew's Family Story

Numerous community resources not mentioned in the video most likely contributed to Drew's success in an inclusive environment.

Who or what might some of these be?

Now we'd like you to spend some time identifying resources in *your community* that support children who have disabilities, as well as parents who have disabilities. We will consider the resources in your community through the lens of Drew's story.

Let's take a moment to read Drew's Family story and reflect on the information it provides.



Handout #4: Drew's Family Story of Inclusion: Background Information.

Ask someone to read the story aloud.



What implications does the information shared about Drew's father have for collaboration among Drew's family and service providers?



Listen for the following key points and add, as needed:

- **Relationships between service providers and family members support knowledge of family preferences for participating in the collaborative process.**
- **Information is made available to the family in their preferred format (e.g., audio, braille, large print text, standard sized text).**
- **Additional agencies, which provide services for adults who have disabilities, may need to contribute resources to ensure that Drew's family can fully participate in the inclusion process.**



5 minutes

Large-Group Discussion: Formal and Informal Supports

As we think about supports for inclusion in your community, let's take a minute to talk about two types of supports: formal and informal.

Formal supports are services that are provided by agencies or volunteer groups. For example, for Drew's family an agency or volunteer group might convert print documents into braille and provide vouchers so that they can use a local taxi company to get to the meetings.

Informal supports are those resources that may be provided by family members, friends, and acquaintances. For Drew's family, a neighbor may give them a ride to appointments or a friend from church may read documents aloud to Drew's father.



What are a couple of disability-related agencies or services in your community that provide formal supports?

What are a couple of formal agencies or services in your community that are not focused specifically on disability-related issues?

What are some informal supports that you call on in your own daily life?

If participants struggle to provide examples of informal supports, invite them to think about whom they might call if they had to face a challenge such as a flat tire (or other relevant difficulty). Help them distinguish between a formal support (e.g., tow-truck driver) and an informal support (e.g., brother-in-law).

With these two types of supports in mind, let's take out Handout #5, Our Village Map.



Handout #5: Our Village Map.



30 minutes

Small-Group Activity: Our Village Map

This map shows a town with many possible resources. Each "building" represents a group of individuals or organizations that are in a community. A community may have many groups within each building or may have only one or two groups within each building.

Drew's Family Story of Inclusion

The key on the map provides examples of the kinds of groups that might be included in each building. These are only examples. There may be other resources in your own community that you will want to add to the various categories. Feel free to modify the key or the community buildings.

As a small group, think about how your program could help Drew and his family have a successful inclusive experience. Discuss the organizations or groups available in your community that could support Drew's growth and development in an inclusive setting. As you plan consider:

- a. Formal supports, such as those needed to implement Drew's IEP, childcare, services to support Drews' father, etc.
- b. Informal supports that can promote Drew's development and learning, and foster his family's ability to collaborate with service providers .



10 minutes

Large-Group Share-Back

So that we can all benefit from the small groups' discussions, we're going to collect all of your ideas on charts. We'll start with recreation and leisure and ask each small group to share one support it identified. As you share back, please specify if this resource is formal or informal. After we've gone around the room once, we'll circle back around until we have charted all your ideas for recreation and leisure, without duplication. Then we'll move onto the next item on our map and go through the same process. You may want to record these additional notes for yourself on the back of your handout.



Chart.

It may be helpful to have charts titled with the Village Key labels ahead of time. You may also want to have two charts to keep the share-back flowing. You may want to type up these lists after the session is over and send them out to participants for their reference.

You've done some creative thinking about the resources in our community that could support Drew and his family! Thank you.



5 minutes total

Wrap-Up

The video, *Preschool Inclusion: Drew*, encourages discussion about interagency collaboration with families to support inclusion and about the ways that formal and informal community resources can work collaboratively with parents to support inclusion. This family's story also provides an opportunity to explore the individualized strategies needed to ensure that parents who have disabilities are fully included in the collaborative processes that are necessary for providing inclusive services to their children.



Are there any questions or comments about the training today?

Review Learning Outcomes.

See p. 28 in the Facilitator's Guide.

There are 3 more videos in the Preschool Inclusion Series of the SpecialQuest Multimedia Training Library. *Preschool Inclusion: Working Together to Make It Happen* provides information about the foundations for inclusion from the perspectives of family members, service providers, and administrators from several service delivery systems. *Preschool Inclusion: Samantha* gives participants the opportunity to examine inclusion from the perspective of a young girl and her family as she transitions to kindergarten. *The Individualized Education Program: Strategies for Making It Work and Doing It Well* is a 3-part video that offers practical suggestions for before, during, and after the IEP meeting. The suggestions, from families and service providers, address planning for the IEP meeting, participation in the development of the IEP, and implementation of the IEP to ensure that preschool-age children are given optimal opportunities to learn, grow, and develop with their typically developing peers.



10 minutes total

Reflections/Continuous Improvement

We know that brainstorming is good, but unless we apply what we've learned, the information does not help to change how we do things. Let's think about our own individual application of this information. Identify one thing you learned from this session that will change how you collaborate with families and services providers from a variety of agencies to support inclusion.



Would a few of you be willing to share your ideas for how you will apply what you've learned to your work?

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.

Gather Continuous Improvement feedback.

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

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