

Appendix F

SpecialQuest Multimedia Training Library Session Descriptions

Including Infants and Toddlers with Disabilities

“Session 1: Creating Bright Futures”

“Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs” is intended as the first step toward helping participants explore a vision of inclusion in programs and communities, based on images and ideas from programs throughout the country. The DVD *Creating Bright Futures* highlights the SpecialQuest vision for including infants and toddlers with disabilities and their families in early care and education programs with early intervention and other community supports. The perspectives of families and service providers on inclusion are discussed.

“Session 2: Developing Your Vision”

This session builds on Session 1, “Creating Bright Futures” and asks participants to consider their individual program and/or community visions for including young children with disabilities and their families. Session activities allow time for small groups to discuss their views of inclusion and to develop a representation of their vision for inclusion that can be shared with others.

“Session 3: Adults with Disabilities—Creating A Long-Term Vision”

Focusing on the perspectives of adults with disabilities, this session examines the importance of their experiences and successes in developing a long-term vision for infants and toddlers with disabilities and their families. The DVDs *Marvin and Jack* and *Ted Polio, Jr.: An American Man* provide an opportunity to celebrate the lives of three men with disabilities and to learn what inclusion means in their lives. Session activities allow participants to consider how involving adults with disabilities in their programs and communities can have a positive impact on children, families, and service providers. The session ends with the inspirational DVD *I Wanna Be, a*

public service announcement developed by the National Dissemination Center for Children with Disabilities (NICHCY). In this PSA, children with and without disabilities share their visions of what they want be when they grow up.

“Session 4: Enhancing Staff’s Comfort and Confidence”

In this session, participants explore specific strategies for addressing staff concerns as they work with families and other service providers in identifying disabilities in young children and in sharing that information with families. The session particularly addresses the challenges staff members face—and the feelings of being unprepared they may have—when they first become concerned about a child’s development or hear the initial concerns of families.

“Session 5: Making It Happen for Families”

This session is designed to help participants consider issues that arise when including infants and toddlers with disabilities and their families in early care and education programs and to practice the “Cause to Pause” activity for identifying issues in inclusive settings. Three vignettes of children and their families from diverse background and experiences are used to consider and discuss the implications for services. Strategies for planning to serve infants and toddlers with disabilities and their families in their own programs and communities are identified.

“Session 6: An Inclusion Story”

The DVD *Christopher’s Story* is used in this session to consider what inclusive services means and what that can look like for a young child with a disability and his family. In the session activities, participants identify strategies for providing coordinated, comprehensive, family-centered services through their partnerships with families, early care and education, early intervention, and other community partners in their own programs and communities.

“Session 7: Getting Started”

Participants discuss specific strategies and practices for initially planning to include a child with a disability in early care and education in collaboration with early intervention. Participants are introduced to two Inclusion Planning Checklists for serving infants and toddlers with significant disabilities and their families in either a home-based or a center-based early care and education program. The DVD *Getting Started* offers a story of one program that includes a young child named Jalisa in an early care and education setting; the DVD offers specific examples of how to plan for this inclusion across a variety of roles. Participants are asked to consider how they might use the checklists and strategies in their own programs and communities.

“Session 8: Just Do It”

This session focuses on the specialized activities and accommodations that can, during normal routines, be provided in inclusive settings to serve an infant or toddler with a significant disability. The session's approach is based on the belief that all staff members share the responsibility of ensuring that each child's specialized needs are met in a way that supports the child's development, while nurturing relationships with the child and family. Participants explore the importance of having good communication and close collaboration with family members and with early intervention, early care and education, and other key partners in serving children and families. Participants also identify specific strategies to address challenges and barriers to effective collaboration and the inclusion of a child with a significant disability in their own programs and communities.

“Session 9: Transition at Age Three”

The process of transition for a child with disabilities at age three and their family is the focus of this session. Participants explore strategies that service providers can use to support families and ensure smooth transitions between infant/toddler services and preschool services (early intervention and preschool special education services, early care and education, and other preschool programs). The DVD *Transition At Age 3*, the families' experiences of these changes and how providers work together, despite differences among systems (such as early intervention and preschool special education and Early Head Start and Head Start). Session activities provide an opportunity for participants to consider specific strategies to promote optimal transitions by facilitating the transition, before, during, and after a child's transition at age three.

Building Relationships with Families

“Session 1: Creating Bright Futures”

This session, “Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs” is intended as the first step toward helping participants think about creating a vision of what inclusion will look like in their programs and communities. The DVD *Creating Bright Futures* highlights our SpecialQuest vision for including infants and toddlers with disabilities and their families in early care and education programs with early intervention and other community supports. Working from the perspectives of families and service providers, participants discuss the importance of listening to and supporting families.

“Session 2: Listening to Families”

“Listening to Families” is a skill that is essential for service providers in providing responsive services for infants and toddlers with disabilities. It builds on Session 1, “Creating Bright Futures”, and lays the foundation for building relationships with families. Relationships with families are based on good communication skills, including listening and individualizing services and supports for each family. The DVDs *Family Voices* and *Aracelly and Elizabeth* provide an opportunity for participants to practice hearing what families have to say and also to explore communication when a family’s culture and/or language differs from that of the service provider. Session activities are designed to allow groups to consider ideas and strategies that would enhance building relationships with families in their own programs and communities.

“Session 3: When Concerns Arise— Learning from Families’ Experiences”

This session covers information that is important to families and service providers when a disability is first identified. The DVD *Embrace Possibilities* shares information from the perspectives of families, early care and education and early intervention service providers on how to identify a possible delay in development or a disability in an infant or toddler. Families share how information, support, and resources were provided to them, and what was most helpful. Session activities allow groups to consider how this content relates to their experiences and to generate ideas for addressing developmental concerns with families as soon as the concern arises.

“Session 4: Getting Services Started”

Using the DVD *Getting Services*, this session reviews the processes of early identification; referral to early intervention to determine eligibility for IDEA, Part C, services; and support to families who are accessing services. Participants discuss program policies and procedures, screening and assessment activities, and other opportunities for joint collaboration between early care and education, early intervention, and other community partners to enhance Child Find and initial services to families of infants and toddlers with disabilities. The session takes into account the various ways in which families get started with early care and education and early intervention services for their infants and toddlers with disabilities.

“Session 5: Developing Family-Service Provider Collaboration”

This session emphasizes the importance of building relationships with families in developing family-service provider collaboration. The DVD *Embrace Possibilities* is viewed to observe specific examples of what that family-service provider collaboration can look like and what families view as important in building those collaborative relationships so that they can be informed decision-makers for their child and themselves. Session activities give participants the opportunity to explore strategies in four areas in the development of family-service provider collaboration: building relationships, gathering and sharing information and resources, developing collaborative plans, and implementing collaborative plans. This session lays the foundation for further discussion in Session 7, “Developing Family-Service Provider Leadership.”

“Session 6: Opening Doors to Family Leadership”

In this session, participants consider the diverse ways that families of infants and toddlers with disabilities can be leaders in their own family with their children, in programs, and in communities. The DVD *Opening Doors to Family Leadership* provides examples of how relationships and supports between families and service providers can affect opportunities for family leadership. Session activities give participants an opportunity to consider strategies to open doors to family leadership: as informed decision-makers for their own children and for themselves; as supports to other families; and as systems-level advocates and decision-makers to effect legislative, procedural, and systems changes.

“Session 7: Developing Family-Service Provider Leadership”

Building on Sessions 5 and 6, this session shows how collaborative relationships can promote family leadership. Session activities provide an opportunity for participants to consider specific strategies for creating and supporting opportunities to build family-service provider leadership in their own teams, programs, and communities.

“Session 8: The Individualized Family Service Plan Process”

This session focuses on the Individualized Family Service Plan (IFSP) process and each team member's role in that process before, during and after the IFSP development. Participants divide into small groups according to their role and consider two vignettes. They discuss the IFSP process for their vignette and what their role would be in the process before, during, and after the IFSP. Participants consider the similarities and differences across roles and how the ideas they generate apply to their own work.

“Session 9: Planning to Serve the Diego Family”

This session introduces a family's story through the DVD *Francisco and the Diego Family*. The Diego family story allows participants to consider the family's cultural values and beliefs, experiences, and successes and to think about how this relates to their work with young children with disabilities and their families in their communities. Session activities ask participants to generate strategies and ideas for enhancing services to families from diverse backgrounds in their own programs and communities.

Collaboration and Teaming

“Session 1: Creating Bright Futures”

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“Session 2: Steps to Collaborative Services”

This session highlights the issues involved in building collaborative relationships among service providers and families. The DVD *In Concert* highlights the experiences of families and service providers from a variety of roles in coordinating services for infants and toddlers with disabilities and their families. Participants consider the examples from the DVD, as well as the challenges and successes in their own programs and communities in the effort to identify strategies for enhancing collaboration.

“Session 3: Building Collaborative Relationships”

This session builds on earlier sessions and focuses on identifying community resources and building relationships among programs in communities. The DVD *Together We're Better* provides specific strategies for successful teaming and integration of services for infants and toddlers with disabilities and their families. The session includes an activity on community mapping of both informal and formal resources that support young children with disabilities and their families in their communities. The session also prompts a discussion and offers supporting materials on learning about community partners and strengthening collaborative relationships.

“Session 4: Building Effective Teams”

This session explores ideas for working together as teams to best serve infants and toddlers with disabilities and their families, in support of the collaboration among team members that is critical to providing effective services to infants and toddlers with disabilities and their families. The DVD *Teaming to Make A Difference* shows examples of four skills necessary for successful teaming. Participants consider the characteristics of effective teams and generate ideas for creating successful teams in their own work.

“Session 5: Elements of Team Functioning”

Building on Session 4, “Building Effective Teams,” this session explores the elements of effective teaming through the movie *Sister Act*, starring Whoopi Goldberg (available at your local DVD/video rental store). The session activities are a fun way for participants to think about what makes their own teams effective and how they might incorporate effective strategies for teaming in their own work.

“Session 6: Enhancing Team Functioning”

This session builds on earlier sessions in the volume and focuses on a framework, guide and strategies for enhancing team functioning. Participants work together to identify strategies for team development using the “Building Effective Teams” guide. They also discuss how to introduce these team development strategies in their own programs and communities.