



**Creating
Bright
Futures**

*Facilitator's
Planning
Worksheet*



**1 hour,
15 minutes total**

Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs

Learning Outcomes

- ◆ *Participants will consider their vision for inclusion of young children with disabilities and their families in early care and education programs.*
- ◆ *Participants will listen to families sharing their experiences.*

Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5–10 minutes	
Creating Bright Futures	25 minutes	
View DVD: <i>Creating Bright Futures</i>	<i>10 minutes</i>	
Discussion: Visions & Quotations	<i>15 minutes</i>	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Facilitator Team

Name/Family Voice

Name/Early Care and Education Voice

Name/Early Intervention Voice

Presentation

Date/Time

Location

of Participants

Icon Key



Chart



Note



Handouts



DVD



Key Point

What you will need:



Equipment:

- LCD/DVD/Monitor



DVD:

- Creating Bright Futures*



Charting Equipment:

- Flip chart and markers
- Masking tape or pins



Handouts (English/Spanish):

- #1 Learning Outcomes
- #2 Acknowledgements: *Creating Bright Futures*
- #3 Guided Viewing: *Creating Bright Futures*
- #4 Quotations: *Creating Bright Futures*

Important Considerations

This session is essential to set the tone for audiences who are considering including young children with disabilities and their families in early care and education programs. It is also important to create a safe climate for personal reflection and sharing.

This session will help participants consider their vision for including individuals with disabilities in their programs and communities and explore the importance of working collaboratively to enhance services for infants and toddlers with disabilities and their families.

Introductions are particularly important the first time a group is together to get to know each other. The suggested opener may be modified to gather input or identify issues that may be of importance to the group. In the brief introductions suggested, participants briefly share their name, role, and program. They also share one word or idea that comes to mind when they think about building relationships between families and service providers. Other options include sharing key issues that affect family-service provider relationships, effective strategies that build positive relationships, reasons for (or the importance of) building relationships with families, etc. Some of these openers may take longer than others. Facilitators may want to chart some of the ideas, issues, or strategies to refer to later in the session.

In the wrap-up, the importance of having a vision for inclusive services is highlighted. Participants are asked to consider developing or revisiting their own vision for services to children and families. In the *Including Infants and Toddlers with Disabilities and their Families* volume, "Session 2: Developing Your Vision," there are suggested activities for developing a common vision for inclusive services. This volume provides opportunities to consider how to effectively partner with families to achieve these visions.