



Planning to Serve the Diego Family

SESSION

9

Facilitator's Script



3 hours,
15 minutes total



5 minutes

Planning to Serve the Diego Family

Introduction and Overview

Welcome to our session, "Planning to Serve the Diego Family."

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.

This session will introduce you to a family with young children with disabilities. You will learn about the family's strengths, dreams, and needs. Then you will examine your program's practices in relation to serving the Diego family and identify areas that need to be addressed. A problem-solving process will be used to analyze and plan for a high-quality early care and education experience for the Diego family and all families that you serve.



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 consider one family's strengths, dreams, and needs in relation to their own programs' practices.*
- ◆ *Participants will identify the Causes to Pause affecting their program's ability to serve this one family, analyze the Cause to Pause with the highest priority, and develop a plan to address this challenge.*

Agenda

Agree on Ground Rules

Getting to Know the Diego Family

- Introduction
- View DVD: *Francisco and the Diego Family*
- Large-Group Discussion

Planning to Serve the Diego Family

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

Cause to Pause Problem Solving

- Cause to Pause Analysis and Action Planning
- 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

Getting to Know the Diego Family

Introduction

Today you will meet Francisco and the Diego Family in a DVD that was produced by the Hilton/Early Head Start Training Program. We want to thank the entire Diego family for so generously sharing their lives with us. The purpose of this DVD is to help you apply your knowledge and skills in working with infants and toddlers with disabilities and their families and consider your program practices. You will have time to problem solve and plan how to best serve families of young children with disabilities, based on the example provided by the Diego family. Please note, we would always take the family's lead in determining what services are appropriate for their child and family. However, for the sake of this learning activity, we ask you to consider the DVD and guided viewing questions based on the information the Diegos have shared with us.



Handout #2: Meet the Diego Family



Ask participants to take 2–3 minutes to read the handout, “Meet the Diego Family.”

Do you have any questions?



Handout #3: Acknowledgements: *Francisco and the Diego Family*

Handout #4: Guided Viewing: *Francisco and the Diego Family*



10 minutes

View DVD: *Francisco and the Diego Family*

Please take out the Guided Viewing Handout #4 and record your thoughts to the following questions as you view this DVD, *Francisco and the Diego Family*:

- ◆ *What did you learn about the Diego family’s strengths, dreams and needs?*



Start DVD: *Francisco and the Diego Family* (10 minutes)

You heard Mr. Diego tell us about his dreams for his family. Mrs. Diego also spoke to us about her dreams, and, while her words are not included in this version of the DVD, we want to share them with you:

“My dreams have come true . . . because in this country they [Francisco and Catarina] get medical care and help. If they were in Guatemala, I think they would not have survived.”



15 minutes

Large-Group Discussion

Do you have any general reactions to the DVD?



Accept general reactions for 2–3 minutes and then move on to the assigned question.



What did you learn about the Diego family's strengths, dreams, and needs?



Chart comments.



Add the following key points not mentioned by the group:

- ◆ *This is a loving family.*
- ◆ *They care for their children.*
- ◆ *They are hard-working.*
- ◆ *The family is resourceful.*
- ◆ *They value education.*



50 minutes total



5 minutes

Planning to Serve the Diego Family

Lecturette

It is important to take time to think about where your program is in relation to all the families that you serve. This helps determine the program's strengths and the areas that need improvement. Ongoing reflection and problem solving is a critical aspect of program growth and development. It is essential to review and revise your program's practices and policies continually to ensure responsiveness to community needs. The areas that you identify as challenges to that responsiveness are those that cause you to stop, think, and plan before you can move on. They are what we call "Causes to Pause." High-quality programs incorporate this process into their normal, everyday practices to ensure continuous improvement.

The Diego Family has just moved to your community, and Francisco is enrolling in your early care and education program. There is an opening, so he does not have to wait. If your program provides child care, he will be enrolled in full-day care. If you have a home visiting program, you will need to help Mr. and Ms. Diego find full-day child care as soon as possible. If you require any additional information, make it up as you go along. This activity is designed to provide you with an opportunity to review the way your program works. Think about the Diegos as you review the questions in your handout.



30 minutes



Small-Group Discussion

Handout #5: Planning to Serve the Diego Family

Break into small groups. Each small group will discuss the program practices listed on your handout. They are:

Enrollment

- ◆ *What program practices and policies are needed to facilitate Francisco's prompt enrollment?*
- ◆ *How will you prepare all staff members before Francisco enters the program, especially with regard to their ability to respond to his medical needs?*
- ◆ *Consider the processes that are in place to ensure that everyone involved with Francisco knows the specialized techniques they need.*
- ◆ *Consider the processes that are in place to ensure that early care and education staff receive ongoing information and support from early intervention service providers.*

Individualized Family Service Plan (IFSP) Development

- ◆ *How would you prepare to participate as part of Francisco's IFSP team?*
- ◆ *What would your role be?*
- ◆ *How can the services he needs be provided as part of his center-based care and coordinated so that his family is fully informed and all service providers are kept up-to-date?*

Communication and Collaboration

- ◆ *What processes are in place to ensure that everyone working with Francisco can share information and ideas with the early intervention service providers who may not see Francisco often?*
- ◆ *How might you ensure the family is always informed and involved in those communications and decisions?*

Family Leadership

- ◆ *In what ways does your program actively involve and provide leadership opportunities for families who have heavy work schedules, such as the Diegos?*

Transition

- ◆ *What would the transition plan for Francisco look like? When would it begin? Who would take the lead?*
- ◆ *How would all of the providers be involved in the process? How would this affect Mr. and Mrs. Diego?*

Identify the areas that your program would need to address in order to provide a positive experience for Francisco and his family. Then, from that list, identify the most critical issue, or Cause to Pause, that you need to address in order to serve the Diego family well.

As you go over this list, you will probably find areas in which your program is strong and areas that need more work. Make a list of both. Then select the most pressing need, or Cause to Pause. You will have time later to work on a plan for your program to address that Cause to Pause.

You have 30 minutes to discuss these questions and identify your primary Cause to Pause. Please be prepared to share the Cause to Pause you will address first in serving the Diegos.



Facilitators should check on the progress of each group and be sure that participants are identifying priority areas for further work. Five minutes before the end of this activity, remind the groups to identify their Cause to Pause for the share-back.



15 minutes

Large-Group Share-Back

Will each small group share the Cause to Pause that you identified as your most pressing issue in serving Francisco and his family?

Each group has about 2 minutes to share their “big issue.”



1 hour,
25 minutes total

Cause to Pause Problem Solving

Cause to Pause Analysis and Action Planning

Causes to Pause—meaning challenges, barriers, and/or issues—are inevitable. Teams will accomplish much more if they expect Causes to Pause and view working through them as one of the stimulating and rewarding (if sometimes frustrating) aspects of their work.

The real work in serving infants/toddlers with disabilities and their families is recognizing that service is about working through these challenges and barriers. Challenges can often be solved if you understand the source of the problem. Understanding the source of the problem helps you decide on the best approach to use in resolving the issue.

In this activity, you will use the Cause-to-Pause problem-solving process to identify the source of the barrier and specific strategies to improve the quality of services to infants/toddlers with disabilities and their families in your own program/community.



1 hour,
10 minutes

Refer to the Cause to Pause that you identified in the last activity. You will use the “Cause to Pause Workbook” to plan changes to address your Cause to Pause.



Handout #6: Planning to Serve the Diego Family: Cause to Pause Workbook

Please find the “Cause to Pause Workbook” (Handout #6) and follow along to review the steps in the Cause-to-Pause problem-solving process. We will go over the workbook together, and then you can begin to work with it.

1. Identifying the Cause to Pause

The first step in the Cause-to-Pause activity is “Identifying the Cause to Pause” that your program needs to deal with before Francisco is enrolled.

2. Visualizing What You Want

It is critical that everyone on your team or everyone in your program or everyone in your small group is clear on what you collectively want to have happen so you can efficiently plan how to make it happen. This is one of the most important parts of the process. If you all agree on exactly what you want things to be like, it will be much easier to see how to get there.

3. Cause to Pause Analysis

“What’s the Cause of this Pause” helps you to analyze the source of your barrier or challenge.

Understanding the cause of a problem can help you figure how to resolve it. Common sources of challenges to inclusion are:

- ◆ *Systems issues*
- ◆ *Relationship issues*
- ◆ *Environmental/curricular issues*
- ◆ *Attitudinal issues*

Knowing if you have a systems issue, a relationship issue, an environmental/curricular issue, or attitudinal issue can be particularly helpful in knowing where to direct your energies to make a change and resolve your challenge.

4. Strategizing Solutions/Resolutions

Now let’s look at the next section, called “Strategizing Solutions/Resolutions,” on page 8. You will gather information and consider possible strategies based on the sources of the barrier. It is common for people to rush to fix the problem, to make things okay as soon as possible. But taking the time to gather all the needed information and consider a variety of strategies usually results in better solutions.



Briefly review the questions in this section (Strategizing Solutions/Resolutions). It is important that participants understand how to use this section and the questions in it. However, please be sure they don’t get bogged down in their small groups trying to answer every question; but instead, select the most pertinent ones.

5. Action Plan to Resolve a Cause to Pause

The next section, on page 11, is a form, called “Plan to Resolve a Cause to Pause.” Developing specific plans, assigning responsibilities clearly, and checking in with one another helps to bring matters to closure. You will have time to develop your plan for your Cause to Pause right here.

6. Implement the Plan

A plan is not much good unless you implement it. Too many plans sit in file cabinets and are never put into action. Of course, you can't do these last 2 steps today, but you can take your plan with you by the end of today's session.

7. Evaluate the Plan

The last step is very important. Take the time to stop and evaluate, see how things are going, and revise as needed as you go along.

Do you have any questions about the “Cause to Pause Workbook”?

You will have 1 hour to work in your small groups. Remember not to get bogged down in any one section, but to move through each of the sections in the time allotted. Manage your time so you are able to develop a strong action plan to help your program move forward. When we come back together, be prepared to share one Cause to Pause, one source—a cause of your pause (step 3 in your workbook), and 1 specific strategy in your action plan. We hope that this action plan will lead to quality services for all the families you serve.



15 minutes

Large-Group Share-Back

Each group has 2–3 minutes to share back.



5 minutes

Wrap-Up

Working with infants and toddlers with disabilities and their families requires that team members have positive attitudes toward overcoming challenges and that teams master problem-solving skills. The Diego family story has given you the opportunity to consider 1 Cause to Pause and develop a plan to address this challenge.

Knowing how to tackle problems is an essential skill for teams who serve infants and toddlers with disabilities and their families. You used the “Cause to Pause Workbook” process today to develop a plan to address an issue facing your program. We hope you find the workbook process useful in your ongoing problem solving and continuous improvement.



Are there any questions or comments about the training today?



Review Learning Outcomes.

See Facilitator’s Guide



10 minutes

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



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 improve.



Divide a piece of chart paper into two columns, as shown. Entitle one 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