



Just Do It

*Facilitator's
Planning
Worksheet*

Just Do It



3 hours total

Learning Outcomes

- ◆ *Participants will recognize that specialized activities and accommodations can be provided in the course of normal routines at home or in inclusive group settings.*
- ◆ *Participants will recognize the need for close, ongoing communication among family members, early interventionists, and early care and education service providers to ensure that specialized activities infused into daily routines are successful.*
- ◆ *Participants will consider some concrete ideas about specific strategies, accommodations, and activities that can be adapted for individual children and settings.*

Agenda	Length	Facilitator
Introduction and Overview	5 minutes	
Agree on Ground Rules	5–10 minutes	
What Is a Significant Disability?	10 minutes	
Making Adaptations and Accommodations Outdoors	50 minutes	
View DVD: <i>Just Do It</i> , Part 1	20 minutes	
Large-Group Discussion	10 minutes	
Small-Group Activity	10 minutes	
Large-Group Share-Back	10 minutes	

Icon Key



Chart



Note



Handouts



DVD



Key Point

Agenda	Length	Facilitator
Making Adaptations and Accommodations in Inclusive Settings	60 minutes	
View DVD: <i>Just Do It</i> , Part 2	<i>20 minutes</i>	
Large-Group Discussion	<i>15 minutes</i>	
Small-Group Activity	<i>10 minutes</i>	
Large-Group Share-Back	<i>15 minutes</i>	
Making Adaptations and Accommodations: Home Visiting and Socializations	30 minutes	
View DVD: <i>Just Do It</i> , Part 3	<i>15 minutes</i>	
Large-Group Discussion	<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

What you will need:



Equipment:

- LCD/DVD/Monitor



Charting Equipment:

- Flip chart and markers
- Masking tape or pins



DVD:

- Just Do It*

Note Cards:

- Index cards listing daily routines in child care centers (see instructions below in Important Considerations)



Handouts (English/Spanish):

- #1 Learning Outcomes
- #2 Acknowledgements: *Just Do It*
- #3 Guided Viewing: *Just Do It*, Part 1: "The Great Outdoors"
- #4 Guided Viewing: *Just Do It*, Part 2: "A World Inside"
- #5 Guided Viewing: *Just Do It*, Part 3: "No Place Like Home"

Important Considerations

The purpose of this session is to demonstrate ways that early care and education programs across the country have included infants and toddlers with significant disabilities through close collaboration among family members, early interventionists, and early care and education service providers. The facilitation team should have direct experience making adaptations and accommodations for children with significant disabilities. Facilitators should share some of their personal examples of what inclusion can look like, while emphasizing the fact that each child and family is unique and that adaptations and accommodations must be individualized.

Another important message is that early care and education staff already have many of the skills required to include infants and toddlers with significant disabilities, but inclusion requires that early care and education staff collaborate closely with families and early interventionists. Inclusion involves early care and education staff sharing their day-to-day knowledge of a child with early interventionists, who, in turn, share their specialized expertise in meeting the child's unique needs with early care and education staff.

In some states the funding systems for early intervention services only pay for direct contact with children. This creates barriers to communication and collaboration. Although collaboration becomes challenging in these circumstances, it is still possible to work together to find creative ways to address barriers when those involved are committed to quality services for young children and their families.

This session builds on "Session 7: Getting Started." The facilitation team may refer to the Inclusion Planning Checklists that were used in that session to reinforce the importance of planning that is discussed in this session.

* Before beginning the session, prepare for the segment called “Making Adaptations and Accommodations in Inclusive Settings.” In this activity, small groups are assigned two of the six routines to discuss. To facilitate clear directions for the activity, trainers can label 5x8-inch index cards (or Post-It® notes) with two routines as follows:

Two cards listing:

Eating and Drinking

Being Together

or

Napping

Playing and Learning

or

Changing and Pottyng

Playing and Learning

You will give one index card (listing two routines) to each small group. Assuming you have six groups, two groups will have the same routines to discuss.