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ABSTRACT

This foundation guide is addressed to Head Start staff, parents, and consultants to help them develop a broader view of their roles and to support the program's efforts to include children with disabilities in the various worlds around them. The guide includes the following sections: (1) "Module 1: There's Room for All of Us," which helps participants identify ways in which their own perceptions and experiences influence how they interact with children with disabilities and their families; (2) "Module 2: Communication Counts," which helps participants identify and practice ways of communicating about disabilities that foster a sense of belonging in children with disabilities and their families; (3) "Module 3: Making It Work!" which helps participants identify how the principles underlying the laws and regulations that protect the rights of individuals with disabilities apply to everyday practice; (4) "Continuing Professional Development," which offers strategies that supervisors can use to help staff apply new skills and extend their learning; and (5) "Resources," which lists print and audiovisual materials and resources that staff can use to learn more about the key issues presented in the guide. (CK)

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HEAD START

Training Guides for the Head Start Learning Community

Setting the Stage: Including Children with Disabilities in Head Start



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HEAD START

Training Guides for the Head Start Learning Community



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HEAD START®



Setting the Stage: Including Children with Disabilities in Head Start

Training Guides for the Head Start Learning Community

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
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Head Start Bureau

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Preface

I consider myself a typical Head Start parent, but until recently my son, Anthony, was not a child who typically attended a Head Start program. Although there were children with disabilities attending Head Start, there had not been a child attending this program who was as physically challenged as Anthony.

Anthony had been enrolled at a local self-contained Preschool Handicapped Program. While all his therapy needs were met, he rarely interacted with the other children. Everything I was working so hard to build—independence, self-esteem, and friendships—was being destroyed in that setting.

Knowing Head Start's commitment to children with disabilities, I advocated for it as a placement for Anthony. The difference in Anthony since he has been at Head Start is absolutely remarkable. He no longer sits passively and allows others to do things for him. He brings home art work that was made by HIM! And Anthony is just so proud of his accomplishments!

The most heartwarming event was when Anthony was invited to a classmate's birthday party. He waited anxiously the day of the party, asking every five minutes if it was time to leave. As we pulled out of the driveway he was singing over and over, "We're going to the party." I literally had tears in my eyes. He had a sense of belonging.

Thank you Head Start. You've really defined and achieved "total inclusion."

Diane Bonelli
Phillipsburg, New Jersey

Preface

The letter on the previous page, written by a Head Start parent, underscores the belief, commitment, and support it takes to include children with disabilities in Head Start. Anthony's mother describes an outcome we hope this guide will help accomplish—to have every child and every family feel affirmed and supported for who they are and what they have to offer.

To achieve this result, we must view a child with a disability first and foremost as a child, with a unique personality, abilities, likes, and dislikes. That is the purpose of this foundation guide written for all Head Start staff, parents, and consultants—to support Head Start's efforts to include children with disabilities in the various worlds around them.

This guide will be useful to all Head Start programs—those that have just begun to reach out to and serve children with more significant disabilities, and programs that have considerable experience.

In order for staff to accept and implement this staff development program, they need to know that the management team will provide encouragement and practical assistance. You can offer support in a number of ways—by allocating time for staff development; by planning for follow-up from the very start; and by being involved as participants yourselves. Your presence in training sessions demonstrates that you value the content and allows you to reinforce on-the-job practice. Research and experience confirm that staff are most likely to internalize new ideas and apply new skills when managers offer focused support.

You can also increase the chances for success by involving everyone. Invite consultants and therapists who provide services to children and families in your program to participate. The more in tune they are with your program, the more useful and meaningful their services will be. Parents, too, deserve the opportunity to participate in training activities—and not only parents of children with disabilities. Parents of typically developing children also need to understand what inclusion is all about, why it is important, and how they and their children benefit.

This guide will lay the groundwork for inclusion, helping all those invested in Head Start to develop a broader view of their roles and set the stage for collaboration to meet the needs of all children. Other guides in this series will complement and build on the skills introduced here and focus on the more technical aspects of inclusion. We hope that these materials will strengthen Head Start's capacity to reach and include children with disabilities and their families.

Introduction

Overview

Four-year-old Jenny watches as Danny, a classmate, carefully traces his hand with a neon green marker. Jenny's arms end at her elbows. "Wanna borrow my hand?" Danny asks her. "That's okay," Jenny says, "I'll use my own." Then they both trace their hands together.

Purpose

Increasingly, this is becoming a typical scenario as Head Start programs are reaching more children with significant disabilities. Jenny and Danny are not just in the same classroom—they are also playmates. While the teacher observes the exchange, she does not interfere. She does not need to because she, along with other Head Start staff and families, have laid the groundwork for this kind of interaction. Together they have created a climate that fosters appreciation and understanding of individual differences.

Audience

That is the purpose of this foundation guide, written for all Head Start staff, parents, and consultants—to support Head Start's efforts to include children with disabilities in the various worlds around them.

Performance Standards

This guide applies Head Start core values as well as the Head Start Performance Standards for disabilities services. Since 1972, Head Start programs have reserved at least 10 percent of their enrollment for children with disabilities. The Performance Standards assert that all eligible children, including children with disabilities, are to receive Head Start services and be included in the full range of activities normally provided to all Head Start children. These regulations affirm Head Start's long-standing commitment to include children with disabilities and represent today's best practices and philosophy of inclusion.

Introduction

Organization of the Guide

This guide includes the following sections:

Module 1: There's Room for All of Us helps participants identify ways in which their own perceptions and experiences influence how they interact with children with disabilities and their families; and how basic principles and practices necessary for meaningfully including children with disabilities apply to their own Head Start programs.

Module 2: Communication Counts helps participants identify and practice ways of communicating about disabilities that foster a sense of belonging in children with disabilities and their families.

Module 3: Making It Work! helps participants identify how the principles underlying the laws and regulations that protect the rights of individuals with disabilities apply to everyday practice; and identify what role staff play in providing additional supports necessary to fully integrate children with disabilities into their program.

Continuing Professional Development offers strategies that supervisors can use to help staff apply new skills and extend their learning.

Resources lists print and audiovisual materials and resources that staff can use to learn more about the key issues presented in the guide.

Organization of the Modules

In order to accommodate the needs of different grantees, each module offers two different delivery strategies: workshop and coaching. Workshops are suitable for groups of 10 or more participants. Workshops can build strong site-based teams as well as help staff from multiple sites develop a programwide identity. Coaching permits one, two, or three staff members to work together under the guidance of a coach, who could be a Head Start director, coordinator, or head teacher, or an outside consultant. Coaching provides individual flexibility and allows participants to work on actual issues and challenges in their own program. While activities vary according to the type of delivery strategy, the content and objectives are the same for each approach.

Introduction

Each module is organized so that workshop leaders and coaches can easily implement the activities. All modules contain the following sections:

- *Learning Outcomes* summarizes the skills participants will learn in the module.
- *Key Concepts* describes the critical issues addressed.
- *Background Information* provides a rationale for the module.
- *Activities* provides step-by-step instructions for workshop or coaching sessions.
- *Next Steps: Ideas to Extend Practice* includes strategies to help participants practice the skills learned in the module.

Some activities include a Discussion Guide or Lecture Guide to help workshop leaders and coaches think through the session's key ideas and anticipate participants' responses. Handouts and transparencies appear at the end of each module.

Ideally, participants should complete all the workshops or all the coaching activities in each module sequentially. Similarly, the modules should be used sequentially since activities in each delivery strategy build on one another. If possible, allow participants to complete the modules over an extended period of time, perhaps a four- to six-month period. With *Next Steps: Ideas to Extend Practice* and *Continuing Professional Development*, training could extend into a year-long process.

Introduction

Definition of Icons

Coaching



A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.

Workshop



A facilitated group training strategy that fosters the development of skills through activities which build on learning through group interaction. These activities are written for up to 25 participants working in small or large groups with one or two trainers.

Next Steps: Ideas to Extend Practice



Activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.

Continuing Professional Development



Follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. It includes:

1. Opportunities tailored to the participant to continue building on the skills learned in the training

2. Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in such areas as in higher education, credentialing, or community educational programs.

At A Glance

Module	Activity	Time	Materials
Module 1: There's Room for All of Us	Activity 1: My Point of View (W) Participants explore how their personal experiences affect their ability to include children with disabilities.	60 mins.	Handout 1–Directions Handout 2–My Point of View Handout 3–Definition of Inclusion Easel, newsprint, markers, and tape
	Activity 2: Learning from Others (C) A coaching adaptation of Activity 1: My Point of View.	60–90 mins.	Handout 2–My Point of View Handout 4–The Interview Journal for each participant
	Activity 3: Taking Another Perspective (W) Participants examine a variety of viewpoints to improve the ability to welcome and involve children with disabilities and their families.	90 mins.	Handout 5–Geri's Story Handout 6–Viewpoints Handout 7–Hints for Small-Group Leaders Easel, newsprint, markers, and tape Prepared newsprint of ground rules
	Activity 4: What Is Inclusion? (C) A coaching adaptation of Activity 3: Taking Another Perspective.	60–90 mins.	Handout 3–Definition of Inclusion Handout 8–What Works Figure 1–Inclusive/Restrictive Practices
	Activity 5: A Vision for Our Program (W) Staff and parents create a common vision for inclusion.	120 mins.	Handout 9–MAPS Discussion Questions Easel, newsprint, markers, and tape
	Activity 6: Looking Ahead (C) A coaching adaptation of Activity 5: A Vision for Our Program.	60–90 mins.	Handout 10–A Personal MAP Next Steps: Ideas to Extend Practice

W = Workshop
C = Coaching

Introduction

Module	Activity	Time	Materials
Module 2: Communication Counts	Activity 1: Learning from an Expert (W) Participants analyze vignettes to identify aspects of communication that promote or hinder a sense of belonging.	90 mins.	Handout 1–Maggie and Joey Handout 2–Vignettes Handout 3–Vignette Worksheet Handout 4–Constructive Communication Easel, newsprint, markers, and tape
	Activity 2: One Parent's View (C) A coaching adaptation of Activity 1: Learning from an Expert.	60–90 mins.	Handout 1–Maggie and Joey Handout 2–Vignettes Handout 4–Constructive Communication Handout 5–Reflection
	Activity 3: What Should I Say? (W) Participants practice answering questions about children with disabilities.	90 mins.	Handout 6–Responding to Questions Handout 7–Choosing Words with Dignity Overhead projector, markers for transparencies, blank transparencies (or pencil and paper), a few completed transparencies Easel, newsprint, markers, and tape
	Activity 4: One-to-One (C) Participants engage in a discussion with a parent of a child with a disability (or with an adult with a disability) to learn more about communication that is constructive and welcoming.	60–90 mins.	Handout 4–Constructive Communication Handout 7–Choosing Words with Dignity Handout 8–Directions for Participants Handout 9–Prompts Handout 10–Responses
	Activity 5: What Does It Mean for Me? (W) Participants develop individual goals for improving their everyday communication skills.	60 mins.	Handout 11–Goals Easel, newsprint, markers, and tape
	Activity 6: Making a Plan (C) A coaching adaptation of Activity 5: What Does It Mean for Me?	60–90 mins.	Handout 6–Responding to Questions Handout 11–Goals Next Steps: Ideas to Extend Practice

W = Workshop
C = Coaching

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Module	Activity	Time	Materials
Module 3: Making It Work!	Activity 1: It's the Law (W) Participants analyze typical Head Start scenarios to learn how the principles underlying the laws apply to everyday practice.	60 mins.	Handout 1–Principles Underlying the Laws and Regulations Handout 2–All Things Considered Handout 3–Laws and Regulations Handout 4–Rights and Protections under the Law Easel, newsprint, markers, and tape
	Activity 2: Principles Underlying the Laws (C) A coaching adaptation of Activity 1: It's the Law.	60–90 mins.	Handout 1–Principles Underlying the Laws and Regulations Handout 2–All Things Considered Handout 5–Finding Some Answers
	Activity 3: On Target (C) Staff take a mini-tour of their site to assess program accessibility using guidelines consistent with federal laws.	60–90 mins.	Handout 3–Laws and Regulations Handout 4–Rights and Protections under the Law Handout 6–Barriers Checklist Easel, newsprint, markers, and tape Tape measures
	Activity 4: Nuts and Bolts (W) Participants discuss the many factors to consider when planning for children with disabilities.	60 mins.	Handout 7–Directions for Group Leaders Handout 8–Planning Worksheet Handout 9–Carla's Story, Part I Handout 10–Carla's Story, Part II About Inclusion Easel, newsprint, markers, and tape
	Activity 5: Moving Forward (C) Participants establish goals for themselves and make recommendations for program improvements.	60–90 mins.	Handout 11–Observation Checklist About Inclusion A Letter from a Head Start Parent Next Steps: Ideas to Extend Practice Easel, newsprint, markers, and tape

W = Workshop
C = Coaching

Introduction

Trainer and Coach Preparation

While there are no magic recipes for a successful staff development experience, here are some key steps to follow:

- *Learn about the program.* If you are not a Head Start staff member, it is important to identify background information about the particular program and the steps staff have taken to foster inclusion. The more relevant the session is to staff's immediate needs, the more effective the experience will be. Determine what adaptations may be necessary. For example, if you discover that several staff and parents are learning English as a new language, you might consider having materials translated into their native language. Or if participants are hearing impaired, you may need to locate an interpreter.

- *Develop links with supervisors.* Supervisors can help you assess the interests and needs of staff; they can also give you a picture of the day-to-day issues that arise. Lay the groundwork for a positive partnership by meeting with supervisors before you begin. Ask: Have staff, parents, and consultants discussed their ideas and feelings about including children with disabilities in the program? What are their greatest concerns and fears? What are the greatest barriers?

- *Get familiar with the content.* While workshop leaders and coaches do not need to know everything about inclusion, they do need to be knowledgeable about the subject. What follows will provide you with information about inclusion and its meaning for Head Start. You may also consult other sources. See the reference list on p. 13 and the Resources section at the end of this guide for a list of available print and audiovisual materials.

Remember, inclusion can feel like an abstract concept. In order for participants to understand what it means to fully include children with disabilities, they need concrete images of what inclusion looks like on the playground, in a classroom, or in the community. As you get ready, choose examples from your own experience that you can use to bring the concepts alive.

About Inclusion

While Head Start has long been a mainstreaming placement for children with disabilities, today the focus is on inclusion. This means not only allowing children with disabilities to be in close proximity to their typically developing peers, but also maximizing their full participation in the program. Just being in the same classroom does not automatically make a child with a disability a valued member of the group. Programs

such as Head Start must create environments that are responsive to the diverse needs of all children.

Inclusion is a philosophy driven by the belief that individuals with disabilities can and should be integrated into all aspects of community life. The Division of Early Childhood of the Council for Exceptional Children defines inclusion as:

> *a value that supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. Such settings include but are not limited to home and family, play groups, child care, nursery schools, Head Start programs, kindergartens, and neighborhood school classrooms* (1993).

What Does Inclusion Look Like?

Research and practice tell us that when a classroom is truly developmentally appropriate, it can meet the needs of children with varying abilities. However, because children with disabilities have unique needs, they will often require additional services and support if they are to be fully included.

Some necessary supports may be costly, while others may be relatively inexpensive or even free (e.g., asking community groups such as the Kiwanis Club or churches to make donations or lend equipment). Others may require some creativity on the part of staff (e.g., gluing corks on puzzle pieces to serve as handles, rearranging the physical space or the schedule).

But what does it mean to be fully included? Figure 1 illustrates some examples that highlight the differences between inclusive and restrictive settings.

How Does Inclusion Benefit Children and Families?

Inclusion can benefit children with disabilities by helping them to:

- Build friendships with typically developing peers from their own communities and neighborhoods. The ability to build friendships in the early years is a key to establishing relationships in later life.
- Receive services and supports in the context of their regular classroom without being isolated.
- Learn in the company of their peers.

- Develop the social competence they need to become active learners—the overall goal of the Head Start program.

Including children with disabilities also benefits their families by helping them to:

- Build connections with other families in the community.
- Realize that their children who have disabilities can succeed in regular classrooms and that they will continue to receive the necessary support services.
- Appreciate that their children can benefit when they play alongside peers.
- Learn about diversity and about the strengths that different people have.

Including children with disabilities also benefits children with more typical development and their families by providing opportunities to:

- Interact with children and families in their community whom they might otherwise not meet.
- Develop a greater understanding and respect for persons with disabilities.
- Build a stronger sense of social responsibility.

Inclusion also benefits Head Start staff by providing opportunities to:

- Interact with children who have a range of abilities.
- Learn from specialists who can provide information, skill building, and support for tapping the strengths of individual children.
- Build a collaborative partnership with specialists, parents, and other staff and service providers to plan and implement children's educational programs.

Figure 1

INCLUSIVE/RESTRICTIVE PRACTICES

Area	Inclusive Practices	Restrictive Practices
Delivering special services	Specialist provides services in the context of the child's regular classroom. Working with a small group of children (including those who need special services), the therapist provides intervention through a fun activity such as playing a game.	Specialist pulls the child with a disability out of the classroom to provide services in a resource room or therapist's office.
Mealtime	Staff use mealtimes as opportunities for social integration for *all* children. For example, one teacher provided adaptive equipment—a plate with a suction cup that sticks to the table, and a bent spoon—to make eating an easier task for a child with cerebral palsy.	Children who use adaptive equipment eat at a "special table" with a staff person.
Toys, posters, and other materials	Classroom materials include images of individuals with disabilities. These images focus on the individuals and their activities and capabilities; their disabilities are incidental.	There are few images of individuals with disabilities. When there are images, the focus is solely on the disability.
Classroom setup	The physical setup of the classroom promotes exploration and social interaction. Classroom materials are arranged so that they are accessible for all children, including children with disabilities. Furniture is arranged so that children who use special equipment can move around the room easily.	Most of the classroom materials are accessible only for adults and typically developing children. They are out of reach of children who cannot stand or walk independently.
Classroom activities	Activities are carefully planned and chosen to tap the interests and strengths of all children, and allow them to play leadership roles.	Teachers do not plan opportunities that encourage all children to interact, play, and take leadership roles.
Parent-staff relationships	Staff actively seek all parents' input in planning programwide activities, problemsolving, and decision-making.	Staff speak to parents only when problems arise or when a special education decision must be made.
Working with adults with disabilities	The program has an open hiring process, recruiting people with disabilities; the program also works actively to involve parents with disabilities. Extra supports are provided as needed (e.g., locating someone who can interpret for a parent who is deaf).	No adults with disabilities work in the program; no attempts are made to include parents with disabilities in the program.

Introduction

Leading the Way

Head Start has been a pioneer in including children with disabilities—reaching and serving children with disabilities before any federal educational mandates existed. Fortunately, laws and regulations related to the rights and protections of children and adults with disabilities have been enacted over the years. The landmark 1975 legislation the Education for All Handicapped Children Act (P.L. 94-142) entitled all children with disabilities from school age to age 21 to:

- a free, appropriate education in the least restrictive environment
- rights to due process
- individualized educational programming
- parents' participation in all decisions related to the education of their children

Its 1986 amendment, P.L. 99-457, mandated services to the preschool population (ages 3 to 5) over a five-year period. These laws have renewed professionals' commitment to form partnerships with parents as equal members of a team.

This legislation was reauthorized in 1990 as the Individuals with Disabilities Education Act (IDEA). It continues to strengthen the importance of Local Education Agency (LEA) partnerships with community agencies such as Head Start. It also continues to ensure children with disabilities the right to an education in the least restrictive environment (LRE).

The Americans with Disabilities Act (ADA), which was signed on July 26, 1990, marked another achievement in the struggle for equal rights and equal access for individuals with disabilities. This legislation protects basic civil rights for all individuals with disabilities in private sector employment, all public services, public accommodations, and telecommunications.

Taken together, these laws are a mandate to end discrimination against individuals with disabilities. They also provide individuals with opportunities to fully participate in community life. Head Start programs must acquire special knowledge and skills to take full advantage of the opportunities created by these laws and regulations.

Managers, in particular, must be prepared to lead the way in advocating for the delivery of quality services to children with disabilities and their families. Managers also need to build and nurture alliances among Head Start and other service systems, especially as they reach out to children with more significant disabilities. By forming such partnerships, programs can:

- build networks to recruit children with disabilities
- access services to support children with disabilities and their families
- identify local experts to assist with staff development
- plan service delivery systems that are more integrated
- gain broad-based community support for policy changes and innovations

Changes in attitudes, physical environments, and access to opportunity are challenges faced by Head Start programs and society as a whole. But by including everyone, we will all benefit.

References

Read the following articles for more information about inclusion.

McLean, M., and M. F. Hanline. 1990. Providing early intervention services in integrated environments: Challenges and opportunities for the future. *Topics in Early Childhood Special Education.* 10(2): 62–67.

Rose, D. F., and B. J. Smith. 1992. *Attitude barriers and strategies for preschool mainstreaming.* Pittsburgh, Penn.: Allegheny-Singer Research Institute.

Salisbury, C. L. 1990. *The least restrictive environment: Understanding the options.* Pittsburgh, Penn.: Allegheny-Singer Research Institute.

Wolery, M., P. Strain, and D. B. Bailey, Jr. 1992. Reaching potentials of children with special needs. In *Appropriate curriculum and assessment for young children, vol. 1,* edited by S. Bredekamp and T. Rosegrant. Washington, D.C.: National Association for the Education of Young Children.

Module 1

There's Room for All of Us

Learning Outcomes

After completing this module, participants will be able to:

- Identify how their own perceptions and experiences influence the ways they interact with and treat children with disabilities and their families.
- Recognize some basic principles and practices necessary for meaningfully including children with disabilities and identify how these principles and practices apply to their own Head Start program.
- Identify how inclusion benefits children with disabilities and their families and the Head Start program as a whole.

See At A Glance on p. 5 for an overview of activities in this module.

Key Concepts

- Attitudes and beliefs shape our behavior. Knowledge and individual experiences have a powerful effect on how we interact with children with disabilities and their families.
- Dialogue promotes the understanding and collaboration needed to make inclusion work.

Background Information

What do we mean when we say the word inclusion? What does inclusion mean in Head Start? What is the best way to meet the needs of young children with disabilities and their families? These questions form the foundation of this first module.

Making inclusion a success in Head Start begins with understanding and self-reflection. Before staff can learn and practice specific skills that foster and strengthen inclusion, they must first understand the concept and explore what it means to welcome all children into their programs. To begin, we must look at our experiences and how they influence our thoughts and feelings about working with children and adults with disabilities. We must also consider the thoughts and experiences of others in the program. In this module, participants have opportunities to voice concerns, explore experiences, share successes, and contribute to future plans for the program.

Module 1

There's Room for All of Us

Activity 1: My Point of View



Purpose: The purpose of this workshop activity is to introduce participants to the concept of inclusion so that they may begin to define it for themselves and their programs. They will explore how their personal experiences influence their views about including children with disabilities. Participants will also have the chance to share the challenges and successes they are experiencing.

Preparation

Arrange for:	Easel, newsprint, markers, and tape
Make:	"My Point of View" booklets: one for each pair of participants. Assemble by duplicating Handout 1–Directions (p. 37) and Handout 2–My Point of View (p. 38), cutting along the lines, arranging pages, and stapling in the upper left-hand corner. The directions should appear on the first page of each booklet.
Duplicate:	Handout 3–Definition of Inclusion (p. 39): one for each participant
Review:	About Inclusion (pp. 8–13)

Leading the Activity

1. Introduce the activity and review the agenda with participants. Explain that this activity will allow them to share their feelings about including children with disabilities in their programs.

2. Each participant should be seated with a partner, with enough distance between them and any other pair to talk freely without intruding on the conversation of others. (If there is not an even number of participants, create a group of 3 people.)

3. Explain that participants will work in pairs and that each pair will receive a booklet. Tell them that they should follow the order in the book (no skipping!). Distribute "My Point of View" booklets.

4. As conversations begin, listen to the pairs and notice where they are in the booklets. Allow enough time for everyone to finish.

5. Reconvene the whole group to discuss participants' responses. Record responses on sheets of newsprint. Use the Discussion Guide below to lead this part of the activity.

6. Distribute Handout 3–Definition of Inclusion. Read it aloud to the group. Discuss the meaning of inclusion, using information from the section About Inclusion.

Discussion Guide

Use the following questions to stimulate discussion, but call only on those who volunteer. Remind participants to honor their partners' right to privacy.

➪ What did you notice about the times when you felt included or unique versus times when you felt left out? How does this knowledge affect the kinds of experiences children in our Head Start program have?

Questions about feeling unique and different may evoke powerful memories for participants. Help participants recognize how painful it is to be excluded. When we feel left out our self-esteem and self-confidence can be damaged. In contrast, even though we are all different we can be made to feel wonderful when we are recognized for our unique gifts.

➪ How did you describe your first experience (or one you remember well) with a person with a disability? What are the links between that experience (and how you felt) and your feelings about including children with disabilities in this program?

Many people have vivid memories of an "encounter." Thinking about these experiences can help participants understand how their past experiences influence their feelings about people with disabilities; and how their feelings affect their behaviors and interactions.

⇨ When you talked about roles, what similarities did you see between your own role and the person you talked with? What changes do you anticipate or would you like to make in your role in welcoming children with disabilities and their families?

Help participants begin to see what they can do, within their roles, to promote or prevent the successful inclusion of children with disabilities in their program. Point out that inclusion requires a programwide effort; everyone must play a role.

⇨ What does including children with disabilities in Head Start mean for you? What does this mean for your Head Start program?

Point out that there are a number of ways to meet the needs of children with disabilities and their families. Inclusion strives to build on the strengths and address the needs of children with disabilities in the daily routine.

Summing Up

Summarize the session for participants using these key points:

- More children with significant disabilities are entering Head Start. It is critical that all participants have a basic understanding about what inclusion means for their program and for their roles.
- Inclusion is not just the responsibility of the disabilities services coordinator. Everyone, as part of a team, plays a role in welcoming and supporting children with disabilities and their families.
- People have many different ideas and feelings about inclusion. Our feelings are influenced by many factors—our values, beliefs, experiences, and cultural backgrounds. Head Start staff need to be aware of how their own experiences impact the way they interact with and treat children with disabilities; they must also be sensitive to the perspectives of others.

There's Room for All of Us

Activity 2: Learning from Others



Purpose: Making inclusion a success in Head Start begins with understanding and self-reflection. This coaching session will use guided discussion and interviewing to help participants explore the connection between their own experiences and their thoughts and feelings about including children with disabilities and their families in Head Start. It will also define their interests and needs with respect to inclusion; and help them develop a clear picture of the impact of including children with disabilities in Head Start.

Preparation

This coaching session has two major parts: 1) participating in an open-ended discussion designed to stimulate participants' thinking about inclusion and 2) preparing for interviews with other Head Start staff. For their assignment, participants will conduct interviews to learn what steps other staff have taken to foster inclusion in their day-to-day practice. To prepare for this session:

- Review all the directions and handouts for this session.
- Duplicate Handout 2–My Point of View (p. 38) and Handout 4–The Interview (pp. 40–41): one for each participant.
- Mark five sentence stems on Handout 2–My Point of View for participants to complete.
- Buy journals (blank notebooks) that participants can use throughout the coaching sessions.
- Identify potential candidates for participants to interview. Interviewees should have experience working with children with disabilities in integrated preschool settings. They should also be open and comfortable with sharing their ideas about inclusion.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session.
2. Give each participant a journal. Explain that participants should use these journals throughout the coaching sessions to keep track of their ideas and feelings about including children with disabilities. They can also use the journals to record available resources and strategies they would like to try. Assure participants that their journals are private.

3. Ask participants to take a moment to think about what, if anything, they have heard about the term inclusion.

4. Give participants a copy of Handout 2–My Point of View. Explain the purpose of the handout and provide guidelines for responding to the sentence stems. (Allow about 15 minutes.)

> Tip for the Coach
> Participants may respond to the sentence stems in a number of ways. They may participate in a guided discussion with one or two other participants, or they may write or draw their responses in their journals. As you think about which option to use, consider the number of participants in your group and their willingness to talk openly about a sensitive issue.

5. After participants complete the handout, discuss their answers with them. Use the Discussion Guide below to encourage participants to share their ideas.

> Tip for the Coach
> During your discussion, participants may lean towards telling you what they think you want to hear, rather than what they are really feeling. It is important not to exhaust all of your energy getting participants to "open up." Keep in mind that you and participants will have opportunities to explore some of the issues raised by the sentence stems later in the session.

6. Conclude the discussion by asking participants what information would help them understand their roles in including children with disabilities in Head Start. Record their responses. Tell participants that they will use their responses to develop a set of interview questions. For their assignment, they will use these questions to interview other Head Start staff in similar roles about what steps they have taken to foster inclusion in their day-to-day practice.

7. Help participants use their responses to define a few major goals for their interviews.

8. Based on their goals, have participants create six open-ended interview questions.

Tip for the Coach
Because it is critical that interview questions are meaningful to participants, encourage them to create questions of their own. If participants need help getting started, you may offer some of the questions below.

- How would you define the word inclusion?
- What are the benefits of inclusion for children with disabilities?
- What are the benefits of inclusion for typically developing children?
- What are the benefits of inclusion for Head Start staff?
- What has been the biggest challenge to including children with disabilities and their families?
- What would you say is your most important contribution to making inclusion successful in your program?

Discussion Guide

Use these key ideas to structure your discussion.

⇨ What did you notice about times when you felt unique versus feeling left out?

Help participants recognize how painful it is to be excluded—for adults and for children. When we feel left out our self-confidence and self-esteem can be damaged. In contrast, even though we are all different, we can be made to feel wonderful when we are recogniz' 'for our unique gifts.

⇨ How did you describe your first encounter (or one you remember well) with a person with a disability? How has that experience influenced how you feel about and interact with people with disabilities?

Thinking about past experiences can help participants take a closer look at their own attitudes and feelings about people with disabilities, and at how their attitudes affect their behaviors and interactions.

- Do you have fears about including children with disabilities in Head Start? What are they? If you do not, why do you think other people are afraid? What suggestions would you make to help people overcome their fears?

  It is important for everyone to have a chance to voice fears and concerns about including children with disabilities in Head Start. Initially, participants may feel more comfortable if they start by focusing on other people's fears. Encourage participants to share their ideas and feelings, both positive and negative. Only then can misconceptions be challenged and support be offered.

- Were you able to tell a successful inclusion story?

  Ask participants to tell you why they think the story they told was a successful one. This is a good way to begin thinking about what beliefs, skills, and supports are necessary to make success stories.

- Were you able to tell what you think your role is?

  Help participants begin to see what they can do, within their roles, to promote or prevent the successful inclusion of children with disabilities in their programs. Point out that inclusion requires a program-wide effort; everyone must play a role. You may also use this time to talk about any changes participants anticipate in their roles as they include children with (more significant) disabilities.

Wrap-up and Assignment

Briefly summarize the session by emphasizing that people have a lot of different ideas and feelings about inclusion. Our feelings are influenced by many factors—our values, beliefs, experiences, and cultural backgrounds. Head Start staff need to be aware of how their own experiences affect the way they interact with children with disabilities. They must also be sensitive to the perspectives of others.

Then give participants this assignment: use the interview guides they developed to conduct a 30-minute interview with a Head Start staff member in a similar role. Give participants a copy of Handout 4–The Interview. Together, review the handout and answer any questions participants may have. Then, with participants, review potential interviewees. Tell participants that you will be available if they need help making contacts with interviewees.

Ask participants to complete the assignment and bring it to the next coaching session, What Is Inclusion? Thank participants for their participation and confirm a time and place for the next meeting.

There's Room for All of Us

Activity 3: Taking Another Perspective



Purpose: In this workshop activity participants will examine a variety of viewpoints about what it means to welcome and include children with disabilities and their families. These viewpoints will serve as a starting point for openly discussing existing attitudes and beliefs. They will also help participants explore different perspectives on inclusion. In this discussion, participants will discover ways they contribute to inclusion through their roles in Head Start. They will also be able to discuss frankly their concerns about meeting their responsibilities.

Preparation

Arrange for:	Easel, newsprint, markers, and tape
Make:	A newsprint with the ground rules for discussion that appear below.
Duplicate:	Handout 5–Geri's Story (p. 42): one for each participant
	Handout 6–Viewpoints (pp. 43–44): one for each participant
	Handout 7–Hints for Small-Group Leaders (pp. 45–46): one for each group of 8 to 10.

Leading the Activity

1. Introduce the activity and review the agenda with participants. Explain that this activity will allow participants to discuss their views about including children with disabilities in their programs.
2. Display the following ground rules on newsprint and review them with participants:*
   - Speak to the group, not the leader.
   - Listen carefully to others.
   - Speak your mind freely, but don't monopolize the discussion.

* Adapted with permission from *The Role of the Participant.* 1992. The Study Circles Resource Center, P.O. Box 203, Pomfret, Conn. 06258, (203) 928-2616.

- Don't withdraw from the discussion.
- It is fine to challenge someone else's ideas—"I disagree with that, Bob."
- It is not acceptable to challenge anyone in the group personally—"Bob, you're all wrong about that!"

3. Distribute Handout 5–Geri's Story and Handout 6–Viewpoints, to all participants. Ask for volunteers and have them read the handouts aloud to the entire workshop group.

4. Assign participants to small groups of 8 to 10 people. Ask for one volunteer from each small group to lead the small-group discussions.

5. While participants move to form their small groups, take the volunteer leaders aside. Give each leader a copy of Handout 7–Hints for Small-Group Leaders, which offers guidance for facilitating small-group discussions. Explain that their job is to help keep the conversation on track and make sure everyone has a chance to speak.

6. Have the leaders return to their small groups. Tell participants they will have 30 to 45 minutes to react to the handouts and that you will give them a 5-minute warning. Tell participants that you will be available to answer any questions, but will not participate in any one group.

7. After 40 minutes, tell the group leaders they have 5 minutes left to wrap up their discussions.

8. Reconvene the large group and ask leaders to share one or two key ideas from their small groups. Record their ideas on newsprint. Then lead a large-group discussion using the questions from the Discussion Guide below.

Discussion Guide

Use the following questions to guide the large-group discussion.

- ⇨ What did your responses to the viewpoints show about what we can do to foster or hinder inclusion? What are the similarities and differences between your own program and Geri's?
- ⇨ What viewpoints are missing? There are many cultural, regional, religious, and other influences on viewpoints that are not represented in these examples.
- ⇨ What did this discussion reveal about how people's roles affect their feelings about inclusion?
- ⇨ Has this discussion influenced how you define your role in welcoming children with disabilities into your Head Start program? How? What did you realize about what you are doing well and what you need to change?
- ⇨ Based on the discussions, what would you say are the benefits of inclusion to children with disabilities and their families? To typically developing children and their families? To staff, specialists, consultants, and the community?

Point out that considering different viewpoints is a technique used to promote open discussion and understanding. Ask participants to reflect on this activity. Then ask in what ways they can use this technique for group discussions in their programs.

Summing Up

Summarize the key ideas generated during the discussion. Point out that there are many viewpoints about inclusion. Our awareness and respect for them will help us provide a welcoming environment that supports all children and families.

Module 1

There's Room for All of Us

Activity 4:
What Is Inclusion?



Purpose: This coaching session will use examples and reflective practice to help participants better understand what inclusion looks like, not only in the classroom but in terms of Head Start program operations; and identify basic principles and practices necessary for including all children and families.

Preparation

This coaching session has two major parts: 1) a discussion about the assignment from the previous coaching session–Activity 2 and 2) an analysis of inclusive and restrictive practices to generate a list of principles necessary for including children with disabilities and their families in meaningful ways. At the end of the session, participants will receive an assignment. Their task is to "collect" examples that reflect the guiding principles. To prepare for this session:

- Review all the directions and handouts for this session and About Inclusion (pp. 8–13).
- Duplicate Handout 3–Definition of Inclusion (p. 39), Handout 8–What Works (p. 47), and Figure 1–Inclusive/Restrictive Practices (p. 11): one for each participant.
- Select four examples from Figure 1–Inclusive/Restrictive Practices (p. 11) to discuss with participants.
- Identify opportunities or situations that can allow participants to observe positive examples of inclusion within their own programs, in another inclusive preschool setting, or in a video highlighting inclusive practices.

Conducting the Session

1. Welcome participants and tell them that the session will begin by reviewing the material they collected in the interviews.
2. Talk about the interview process with participants. First, ask for their general impressions: What was it like? What were the main points that interviewees raised? In what ways did interviewees challenge or support your ideas? Were there any surprises? Now review and discuss participants' responses to Handout 4–The Interview, item by item. If you are working with more than one participant, point out similarities in their responses.

3. Summarize what was learned from the assignment. Then read aloud and discuss the examples you selected from Figure 1–Inclusive/Restrictive Practices. Ask participants to share examples of inclusive and restrictive practices from their own experiences.

4. With participants, analyze the examples you have discussed to make a list of principles that support inclusive practices, such as:

   - See the child first, not the disability.
   - Provide additional supports for children, families, and staff to foster inclusion.
   - Plan with specialists, families, and other Head Start staff to help children with disabilities participate in program activities.

   Then, with the group, identify elements that create barriers. Record participants' responses under the appropriate heading: "Fostering Inclusion" or "Barriers." Suggest that participants jot these two lists down in their journals as they will be useful for their assignment and for future coaching sessions.

> Tip for the Coach
> Figure 1–Inclusive/Restrictive Practices (p. 11) may be used as a handout.

5. After your discussion, give participants a copy of Handout 3–Definition of Inclusion, and read it aloud. Give a brief talk about the meaning of inclusion, tying together points made during the session and information from the section About Inclusion. Emphasize that because children with disabilities have unique needs, they will often require additional services and support to be fully included into the program. Head Start staff, along with families and other service providers, need to plan and solve problems together to remove existing barriers for full participation and to identify the extra services and supports that may be needed.

Wrap-up and Assignment

Briefly summarize the session with participants. Then ask participants to think about the principles that support inclusive practices. Ask them to identify opportunities or situations that will allow them to see these principles at work. These opportunities will serve as the basis for the participants' assignment.

> Tip for the Coach
> If participants have difficulty identifying a specific opportunity for observing a child with a disability, you may: 1) help participants become aware of opportunities that exist within their own program; 2) arrange for participants to observe in an inclusive preschool setting; 3) have participants respond to Handout 9 from Module 3–Carla's Story, Part I (p. 125) and Handout 10–Carla's Story, Part II (pp. 126–127); or 4) arrange for participants to see a video highlighting inclusive practices. See the Resources section for ideas.

Give participants a copy of Handout 8–What Works, and review it with them, answering any questions they may have. Ask participants to complete the assignment and bring it to the next coaching session, Looking Ahead. Thank participants for their participation and confirm a time and place for the next meeting.

There's Room for All of Us

Activity 5: A Vision for Our Program



Purpose: Making Action Plans (MAPS)* is designed to help teachers, specialists, and families develop a vision for fully including children with disabilities and their families. This workshop activity, which is based on MAPS, will involve participants in answering a series of questions. The answers will help participants form a vision—a map—for what inclusion can look like in their program. Since this vision affects everyone, staff, families, and consultants should participate in the activity together.

> Tip for the Trainer
> Because it is important that all staff, parents, and consultants be participants in this activity, an outside facilitator is recommended. If it is not possible to do this activity with everyone at one time, have small groups representing all areas of the program go through this process. Then a facilitator may help the entire program to integrate and synthesize the outcomes from each group.

Preparation

Arrange for: Easel, newsprint, markers, and tape

Duplicate: Handout 9–MAPS Discussion Questions (p. 48): one for each participant

Leading the Activity

1. Introduce the activity and review the agenda with participants.
2. Before beginning the MAPS activity, take a few minutes to get everyone in the room thinking about the subject of inclusion. For this ice-breaker, have people talk with 1 or 2 people who are sitting near them about this metaphor: "Inclusion is like gardening because . . ." (you may substitute another word). (Allow 10 minutes or less.) When time is up, ask for volunteers to share a few of the ideas from their group.

* Adapted with permission from M. Forest and J.C. Pearpoint. 1992. Putting All Kids on the MAP. *Educational Leadership.* 50(2):26-31.

3. Introduce the MAPS activity. Explain that the creation of a vision—a map—will help everyone in the program understand where they are headed. This vision will provide a guide for carrying out day-to-day work.

4. Distribute Handout 9–MAPS Discussion Questions to participants. Explain that they will not have to answer the questions in writing but that they can use the handout to take notes.

5. To begin, ask participants to move their chairs to form a semicircle. Do your best to create this seating arrangement since it allows participants to make eye contact.

6. Discuss each item on the handout. Use the Discussion Guide below to encourage participants to share their ideas. For each question, try to get a good cross section of responses (with the exception of question 1, which will be answered by 1 person). Record the group's ideas about each question on newsprint.

7. Close the large-group discussion by emphasizing that the group's completed responses, ideas, and decisions form the map, or vision, for the program. Review the responses with the group to be sure that they reflect the ideas and decisions of the group as accurately as possible.

8. To complete the MAPS process, highlight or rewrite the big ideas from the discussion on a separate page. This sheet can then be posted somewhere to remind staff about their vision and their goals for inclusion.

> Tip for the Trainer
> If you have a particularly large group, you may want to continue the discussion using the same format as the icebreaker. Ask everyone to answer the question with 1 to 3 people sitting near them and have volunteers share the points with the larger group. Even though this is not the ideal, it is critical that every participant is heard. Take as much time as you need to ensure this. Take a break after completing question 4. The Discussion Guide gives approximate times to spend on each question.

Discussion Guide

Use these key points and ideas to structure your large-group discussion.

⇨ What is this program's history of including children with disabilities? What milestones have we achieved?

This question should be answered by one person—the director, the person longest at the program, or another appropriate person. (Allow 10 minutes.)

⇨ What are your hopes for the future? What do we want our program to be like in 5 years?

This should be a chance to look beyond current reality. Don't let the conversation go far off into what cannot be done. This question is about dreams. (Allow 10 minutes.)

⇨ What are your nightmares? What are the things you must absolutely prevent from happening?

This is where people should feel free to discuss their fears: Will they hurt a child by holding him the wrong way? What if there is an emergency and they don't know how to respond? (Allow 10 minutes.)

⇨ Who are we?

Ask participants to describe in one word the program's current efforts to serve children with disabilities. (Allow 5 minutes.)

⇨ What are our strengths, gifts, and abilities?

Use this question to help participants see that they are part of a team that has many assets and access to resources, which will enable them to provide necessary services to children and families with a wide range of abilities and special needs. (Allow 15 minutes.)

⇨ What do we need?

This is the place where participants can think critically about the current reality of their program. Are there gaps in the services they can provide? What about issues like accessibility? What additional supports do they feel they will need? What supports will they need from each other and from outside the program? (Allow 15 minutes.)

⇨ What would the ideal day for a child with disabilities look like in our program? What must be done to make it happen?

It may help to look first at what a day would be like for a typically developing child, and then discuss how the needs of a child with disabilities can be met in that context. (Allow 25 minutes.)

Summing Up

Thank participants for their ideas. Point out that their thoughts (and hard work) have helped them devise an image of what inclusion can look like in their program. Encourage participants to use their map to create goals and assess steps they have taken to reach their goals. For each step they take, they should ask: "Why am I choosing to do this? Does this bring us closer to our goals?"

There's Room for All of Us

Activity 6: Looking Ahead



Purpose: In order to foster inclusion, Head Start staff must have a vision of what inclusion can and should look like for their program. In this coaching session, strategies such as guided reflection and MAPS* discussion questions will be used to help participants create an image for fully including children with disabilities and their families. In addition, participants will use their vision to create goals for their program and for their roles.

Preparation

This coaching session has two parts: 1) a discussion of the assignment from the previous coaching session–Activity 4 and 2) an exploration of questions that will help participants think about their roles in providing an inclusive Head Start program. At the end of the session, participants will choose which Next Steps they will work on to extend their learning. To prepare for this session:

- Review all the directions and handouts for this session, and Next Steps: Ideas to Extend Practice (p. 36).
- Duplicate Handout 10–A Personal MAP (p. 49): one for each participant.
- Look at Handout 10–A Personal MAP, and answer the questions yourself to learn about the process and the thinking it promotes.
- Read through the Resources section (pp. 135–142), particularly those recommended for Module 1. Note the resources that may help participants as they begin to apply their new skills to their daily work.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session. Tell participants that you will spend time reviewing their assignments.
2. Ask participants to take out their notes from Handout 8–What Works. Have participants take turns describing the situations they observed and examples of inclusive practices. Ask for specifics: Why do you

* Adapted with permission from M. Forest and J.C. Pearpoint. 1992. Putting All Kids on the MAP. *Educational Leadership*. 50(2):26-31.

feel the examples you chose were positive ones? What were the guiding principles? What, if any, barriers did you notice? Conclude the discussion by asking participants to identify how they would apply what they learned during their observation to their own practice.

3. Explain to participants that for the remaining time, you will explore a series of questions that will help them think about their roles in providing an inclusive Head Start program. Point out that you will use an approach based on Making Action Plans, or MAPS (they may have heard of it), a process that was first developed to help plan for students with disabilities. Explain that the MAPS questions will help them form a vision, or map, for the roles they will play in making inclusion a reality.

4. Give participants a copy of Handout 10–A Personal MAP. Read each item aloud; give participants enough time to think about each question and to record their ideas on the handout or in their journals.

5. Lead a discussion about each item on the handout. Use the key points from the Discussion Guide below to encourage participants to share their ideas.

Discussion Guide

Use these questions to guide discussion about Handout 10–A Personal MAP.

⇨ What have you already achieved in welcoming and working with children with disabilities?

This is an opportunity for participants to think about areas in which they are already successful in working with children with disabilities. It is an opportunity to assess where they are, from a positive perspective.

⇨ What are your hopes for the future? What do you want to accomplish in the next 5 years?

These responses should also focus on the positive. What are participants' career goals? How do their goals relate to working with children with disabilities and their families? Are there any areas of their work they would like to strengthen? If they were asked to paint their ideal picture of serving children with disabilities, what would it look

like? Don't allow this question to lead people into discussing what they do not have or what keeps them from accomplishing their goals. This is a time to talk about dreams.

⇨ What are your nightmares?

The responses to this question should focus on the roles participants have in the Head Start program. Are there mistakes they fear they will make?

⇨ What are your talents, gifts, and abilities?

This is an opportunity for participants to think about inner resources they can draw on to help them meet the challenges of working with children with disabilities and their families.

⇨ What are the strengths and resources of your program for meeting the needs of children with disabilities and their families?

This is a time to think about how participants are not alone, but part of an entire team that will work together. Encourage them to see how their strengths and gifts contribute to the overall program, and how they can get the supports they need to continue to assist children and families.

⇨ What do you feel you need in order to fulfill your role now? What do you need in order to accomplish your goals for the future?

The responses to this question should lead you to planning next steps with participants. Think about what resources would be helpful. Set realistic goals and target dates to implement, review, and revise plans.

Wrap-up and Next Steps

Briefly summarize the session with participants. Explain that they can use this vision, their map, to create goals and assess steps they have taken to reach their goals. For example, for each step they take, they can ask: "Why am I choosing to do this? Does this bring us closer to our goals?"

Review Next Steps: Ideas to Extend Practice with participants. Together, select one option for continuing your work together. Thank participants for their participation and set or confirm a time and place for a follow-up meeting.

Next Steps: Ideas to Extend Practice



As a supervisor you can encourage and support staff members to practice what they have learned in this module. Ways to accomplish this include:

1. Help participants develop and work on a "Back Home Plan." Each plan should include a specific goal or goals and strategies to reach the goals. Have staff share their plans with at least one other person.

2. Arrange for participants to see a video about including people with disabilities. See the Resources section or contact your local Resource Access Project. After viewing the video, lead a discussion. Ask staff to consider what viewpoints are represented in the video, how the ideas presented apply to Head Start, and their particular roles. Encourage staff to share their reactions to the video with you or with another colleague.

3. Ask a team (teacher, teaching assistant, parent, etc.) that has successfully included a child to make a presentation to other staff, parents, and consultants about their story. They may wish to speak about their initial fears, challenges they faced, and the benefits to all children, families, and staff. Involve participants in developing key concepts to be addressed in this presentation.

Handout 1: Directions

Assemble "My Point of View" booklets by duplicating the directions below and the sentence stems on Handout 2. Then cut each stem and paste it on a separate blank sheet of paper. Put the directions on the first page of each booklet.

Directions

1. Begin by reading the first sentence stem to your partner.
2. Give your partner as much time as she needs to complete the stem. Feel free to ask questions about her response.
3. Now it's your turn to respond to the same sentence stem.
4. Continue this process until you complete the booklet. (Please do not skip pages or read ahead.)
5. This conversation is confidential. It is just between you and your partner.

Handout 2: My Point of View

Sentence Stems

1. Hello. My name is . . .

2. I identify myself as . . .

3. I really felt included in a group when . . .

4. A time when I felt left out was . . .

5. A time when I felt unique was . . .

6. Tell about your first experience (or one you remember well) with a person with disabilities. How did you feel?

7. I think including children with disabilities in Head Start means . . .

8. The way I feel about children with disabilities participating in our program is . . .

9. My fears about including children with disabilities in our Head Start program are . . .

10. A successful experience of including children with disabilities that I've seen (or heard about) is . . .

11. I think my role in including children with disabilities into our program is to . . .

12. This talk has been . . .

Handout 3: Definition of Inclusion*

The Division of Early Childhood of the Council for Exceptional Children defines inclusion as:

> *a value that supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. Such settings include but are not limited to home and family, play groups, child care, nursery schools, Head Start programs, kindergartens, and neighborhood school classrooms.*

* Reprinted with permission from Division of Early Childhood of the Council for Exceptional Children. 1993. *Position on Inclusion.* Reston, Va.: Division of Early Childhood of the Council for Exceptional Children.

Handout 4: The Interview

Consider the following tips as you prepare for your interview.

- Whether interviewing by phone or in person, find a quiet place where you won't be interrupted. Take a few minutes before and after the scheduled time to get ready and then finish up any notes while the discussion is still fresh in your mind.

- Have your questions, a note pad and pens or pencils ready.

- Before you begin, make it clear that the conversation will be kept confidential. If you are audiotaping, ask for permission first. Remember to begin and end by thanking the interviewee for his or her time.

- Be an attentive listener by making eye contact and smiling. Don't spend all your time looking down to write. Focus on key words or phrases that will help you remember what was said when you reread your notes.

- Do your best not to go over the scheduled time.

- Relax. Most people enjoy talking to an interested listener.

Handout 4: The Interview, page 2

Becoming a skilled interviewer can be a valuable asset to your work. You can expand your knowledge and support network. Answer the questions below, focusing on the information you gathered and on the experience of interviewing.

1. How would you describe the interview overall? What was it like (e.g., relaxed, rushed, awkward, fun)?

2. Describe your "best moment" from the interview.

3. Describe your most difficult moment.

4. What did you learn about different points of view about inclusion?

5. Explain how the interview helped you meet one of the goals you wrote during the Preparation session.

6. What else would you like to learn about inclusion?

7. Write a new goal (something else you would like to learn or do) based on what this experience taught you.

Handout 5: Geri's Story

Geri is a four-year-old girl who was enrolled in Head Start for the first time a month ago. She lives with her mother and her older brother. Her mother works part-time on a late-night shift while the children stay with extended family members. Geri is very active and she likes to play outdoors. Her behavior is hard to predict. She has bitten other children a number of times. And just last week, while she was playing with dough, she hit the child next to her in the face with a garlic press. Then she threw herself down on the floor and began sobbing. Geri will not talk and no one knows why. She is still wearing diapers.

Handout 6: Viewpoints

The purpose of viewpoints is to offer a starting place, something to react to for the discussion. You may find you agree with one of the viewpoints. Or you may think it should be changed in some way, or that a new one could be added. What do you think about each viewpoint? Do any of them support what you were thinking when you read or heard the story?

Viewpoint 1

Geri is creative. She loves to climb and play outdoors. We are trying very hard to help other children welcome her. Their parents don't always understand that, but we are all learning that she has a lot to offer. It isn't always easy accepting her for who she is, but we try everything we can to make sure she participates as much as she can. Over the past month I've seen a lot of progress. The other children are learning to be tolerant and accept her for who she is. I think our hard teamwork is starting to pay off, and it's worth it.

Viewpoint 2

Geri is so sweet. It's really too bad she has so many problems. Her mother is doing the best she can, but you know how things are with those single mothers. I don't think she and her brother even have the same dad. We do everything we can to help. She needs us so very much. She gets confused sometimes, this little one. Like the other day, we had a fire drill. She didn't remember to go to the door, so we just picked her up. Other than that, I don't make any exceptions for her. She has to learn to play by the rules, just like everyone else. I feel sorry for her. She doesn't get very much from home so she needs us.

Viewpoint 3

I don't want to say that having Geri in the program is such a big deal, but it's hard. She doesn't always let you know when she needs something, like to change her diaper. And you can't always stop what you're doing to take care of it. Then there is the behavior. I worry whenever I step out of the classroom. What if Geri hits someone while I'm gone? I'm only one person and it's too much sometimes.

Handout 6: Viewpoints, page 2

Viewpoint 4

This is not the right place for a kid like Geri. We tried, but it's been hard, because when she gets upset, the biting and tantrums. . . . It puts the other kids in danger, and the staff, too. The other day she tried to bite her teacher. We have so many children with special needs in our program these days it's overwhelming. There are too many, and we aren't stopping to think about what kinds of problems these kids have. How can we possibly meet everyone's needs? What happens to the regular kids when we get so busy with the children with problems? The other children have rights, too.

Viewpoint 5

One of the specialists suggested that Geri might be having some sort of reaction to the food she eats, like an allergy. It seems pretty unusual, but I know it can happen. It takes extra work to be on the lookout for the things we know cause trouble for children, like Mike, he can't tolerate dairy products. What do we do with someone like Geri, though, when we aren't sure what the cause is? We just don't have the time or know enough to figure it out. I know she has rights, but I just don't have the time to figure out how to help her.

Viewpoint 6

Some people think Head Start isn't the place for Geri. Even though she's been in the program for a month, they still don't think of her as one of our kids. I think they are wrong. Maybe they are prejudiced or afraid. I can understand that, but we have to get over our fears and help the other children, too. The bottom line is that there are laws that protect children like Geri. She has as much right to be in this program as any other child.

Handout 7: Hints for Small-Group Leaders

Directions for Leading Small Groups

The story and viewpoints will probably generate discussion on their own. The first and most effective thing you can do as discussion leader is to make the group safe for any and all opinions and feelings members want to express. Specific statements made in the small-group discussions are strictly confidential. Do not repeat any comments unless the speaker gives permission. You may want to agree together about how to report your discussion to the large group. (For example, will one person speak for everyone?)

Points to Remember

- Keep the conversation focused on the subject. Listen carefully and stay aware of how the group is doing.
- Give each person a chance to speak. This can be tricky because some people feel embarrassed when you call on them. Sometimes it helps just to look at them and smile, so they know you are there to support them when they are ready to speak.
- Don't allow anyone to dominate the conversation. Don't be afraid to say something such as: "Excuse me, I know I'm cutting you off, but I'd like everyone to have a chance to speak."
- Encourage people to speak to the whole group. They may be tempted to speak just to you.
- It is fine to challenge someone else's ideas. For example, "I disagree with that, Bob."
- It is not acceptable to challenge anyone in the group personally. For example, "Bob, you're all wrong about that!"
- If the discussion lags, don't panic. Give the group a few moments to think about what they are hearing.

Handout 7: Hints for Small-Group Leaders, page 2

Discussion Questions

- Is the situation with Geri one your program can relate to? What are the similarities? What are the differences?
- Which of the viewpoints do you feel you understand/agree with?
- Which of the viewpoints surprised you?
- Did any of the viewpoints offend you?
- What viewpoints are missing?

Handout 8: What Works

Observe a child with a disability in one of the following settings: in a classroom, on the playground, or in the community. The purpose is to identify and "collect" examples of practices that foster inclusion as well as practices that create barriers. After your observation, write down answers to the following questions. For ideas, refer to your notes from Activity 4–What Is Inclusion? and to Figure 1– Inclusive/Restrictive Practices.

Respond to each item below in your journal or in the space on this handout. Bring your completed assignment (along with any questions that you have) to your next session.

1. What situation did you observe?

2. Identify two positive examples of inclusion. Why do you feel the examples you chose were positive ones? What were the guiding principles?

3. Did you notice any barriers? What were they?

4. How could you apply what you learned to your own practice?

Handout 9: MAPS Discussion Questions

These questions will help you think about the program's vision for including children with disabilities. What do you strive for? What do you feel you need in order to accomplish this vision? Please answer each question as openly as you can.

1. What is this program's history of including children with disabilities? What milestones have we achieved?

2. What are your hopes for the future? What do we want our program to be like in 5 years?



3. What are your nightmares? What are the things you must absolutely prevent from happening?

4. Who are we? Use one word to describe our program's current efforts to serve children with disabilities.

5. What are your strengths, gifts, and abilities for including children with disabilities?

6. What do we need?

7. What would the ideal day for a child with disabilities look like in our program? What must be done to make it happen?

Handout 10: A Personal MAP

Think about what it means for you to include children with disabilities and their families. Then answer each question below in the order they are written.

1. What have you already achieved in welcoming and working with children with disabilities?

2. What are your hopes for your program's future? What do you want to accomplish in the next 5 years?

3. What are your night mares?

4. What are your talents, gifts, and abilities for inclusion?

5. What are the strengths and resources of your program for meeting the needs of children with disabilities and their families?

6. What do you feel you need in order to fulfill your role now? What do you need in order to accomplish your goals for the future?

Module 2

Communication Counts

Learning Outcomes

After completing this module, participants will be able to:

- Identify opportunities they have in their programs to communicate constructively with parents of children with disabilities.
- Identify types of communication that invite or discourage participation.
- Talk about disabilities with adults in a way that promotes belonging and invites participation.
- Talk to Head Start children in a way that fosters inclusion of children with disabilities.

See At A Glance on p. 6 for an overview of activities in this module.

Key Concepts

- Every interaction with children with disabilities and their families can foster or hinder full participation in the program.
- All staff play a role in creating a welcoming and respectful environment for children with disabilities and their families.

Background Information

Whenever we communicate, in words or actions, we express our attitudes, values, and beliefs. Simple words and gestures can make people feel included or left out. For most Head Start staff, reaching out, communicating respectfully, and building community just comes naturally. However, there are times when we may "forget" how to communicate with respect, especially when we are afraid of saying something that might offend someone.

Constructive communication requires both skill and "heart"—respect, empathy, and caring. By recognizing ways in which our communication fosters or hinders inclusion, and practicing communication that promotes a sense of belonging, each of us will enhance our ability to welcome and support all children and families.

Module 2

Communication Counts

Activity 1: Learning from an Expert



Purpose: This workshop activity will give participants an opportunity to identify examples of communication that foster or hinder inclusion. They will also develop communication skills that help parents and children feel that they are respected and valued members of the group. The workshop will also help staff members recognize the roles they play in creating an inclusive program.

Preparation

Arrange for: Easel, newsprint, markers, and tape

Duplicate:

- Handout 1–Maggie and Joey (p. 73): one for each participant
- Handout 2–Vignettes (pp. 74–75): one for each participant
- Handout 3–Vignette Worksheet (pp. 76–77): one for each group of 5
- Handout 4–Constructive Communication (p. 78): one for each participant

Leading the Activity

1. Introduce the activity and review the agenda with participants. Stress that every interaction we have with parents of children with disabilities, no matter how brief, can help them feel valued. Likewise, our interactions can make them and their children feel like outsiders and as if they are different and do not truly belong. In this activity, participants will learn from an expert—Maggie, the mother of a boy with disabilities.

2. Divide participants into groups of 5 and have them form small groups. Ask for volunteers in each group to choose one of the following roles: reader of the story and vignettes, facilitator of small-group discussion, timekeeper, writer of responses on the worksheets, and person who reports back to the larger group. Pass out Handout 1–Maggie and Joey and Handout 2–Vignettes to each participant.

3. Ask one of the "readers" of a small group to stand and read the story to the entire group of participants. Then have other "readers" take turns reading the vignettes to the whole group. These vignettes will give participants a sense of Maggie and Joey's Head Start experience.

4. Lead a brief discussion with the entire group, asking general questions such as, "If you were Maggie or Joey, how would you feel about Head Start?" Help participants see that each person has the ability to make the program a great experience for Maggie and Joey, and to welcome them as true members of the community.

5. At the end of this large-group discussion, have participants work in their small groups. Pass out one copy of Handout 3–Vignette Worksheet to each small group. Tell participants they will have 20 minutes to discuss the questions and complete the worksheet.

6. While the groups are working, hang up 3 pieces of newsprint. Write one of the following headings on each sheet: "What made the interaction positive?" "What made the interaction negative?" and "Key features of communication that foster inclusion."

7. At the end of 20 minutes, ask each reporter from the small groups to summarize the responses on the worksheet. Record responses on the appropriate sheet of newsprint.

8. After each small group has reported back, ask the large group to look over all the responses and create a list of key features of communication that foster a sense of belonging. Record responses on the third sheet of newsprint.

> Tip for the Trainer
> Handout 4–Constructive Communication is designed for distribution after participants generate a list of key features of communication. However, if the group appears to be struggling, feel free to distribute the handout earlier or use it yourself to guide the discussion.

9. Pass out and review Handout 4–Constructive Communication with participants, noting where the group-generated list and the handout are similar and where they are different. Point out that neither list is complete. Encourage participants to add their own ideas, examples, or strategies to the handout.

Summing Up

Maggie and Joey's story represents the experience of only one Head Start family. However, staff need to be sensitive to the needs, experiences, and perspectives of a range of families. Remind participants that cultural, religious, community, and family norms all play a role in communicating well. Some parents, for instance, may have different beliefs or values about disabilities. Others may not want their children "included" in Head Start because they are concerned about staff's level of knowledge and skill in meeting their child's needs.

The best strategy may be to ask families directly about what they want or need. Staff can understand and respond to the needs of individual families only by communicating respectfully with parents and children. This communication also helps include parents in planning for their children. If we want our interactions to be family focused we must make the time and commitment to understand families from their point of view.

Remind participants that the key features of respectful and constructive communication apply to anyone. Close by emphasizing two points:

- There is no single way to talk with and about children with disabilities and their families.
- Each of us has the opportunity to help children with disabilities and their parents feel welcomed and valued.

Communication Counts

Activity 2: One Parent's View



Purpose: Every interaction can help people feel valued or like outsiders. This coaching session will use vignettes, journaling, and reflective practice to help participants better understand the impact of simple, everyday interactions on persons with disabilities.

Preparation

This session has three parts: 1) an introduction on the importance of our everyday communications with children and families; 2) an analysis of vignettes that highlight a variety of interactions between Head Start staff members and Maggie, a parent of a child with disabilities; and 3) a brief discussion about elements of constructive communication. At the end of the session, participants will receive an assignment to document and reflect on their communications with or about persons with disabilities. To prepare for this session:

- Review all the directions and handouts for this session.
- Duplicate Handout 1–Maggie and Joey (p. 73), Handout 2–Vignettes (pp. 74–75), Handout 4–Constructive Communication (p. 78), and Handout 5–Reflection (p. 79): one for each participant.
- Select vignettes from Handout 2 to discuss with participants.

Conducting the Session

1. Welcome participants and discuss the purpose of today's session. Lead a brief discussion about how our interactions with children with disabilities and their parents, even brief ones, can help them feel as if they belong.
2. Ask participants to think about a time when an interaction helped them feel welcomed. Then have them think about a time when an interaction made them feel like outsiders. After a few moments, ask participants to share their stories and what they recall about how each communication made them feel. Probe for specifics: Was it the person's words that made a difference? The tone? A gesture? What was not said? Be prepared to share your own stories to help the group.

3. Pass out and read aloud Handout 1–Maggie and Joey. Do the same for any of the vignettes you selected for discussion from Handout 2–Vignettes. Have participants analyze the vignettes one by one. Ask: "What specifically made this interaction positive?" "What made this interaction negative?" "What might change this negative interaction into a more positive one?"

4. Together, list the elements that can make an interaction positive and welcoming or negative and excluding. For example, you may identify items that are observable, such as words, tone, gestures, facial expression; as well as items that are not observable but rather felt, such as caring and respect, or avoidance. Ask each group member to list the elements under the heading "Positive and Welcoming" or "Negative and Excluding" in their journals.

> Tip for the Coach
> Handout 4–Constructive Communication can be used to help lead the discussion in step 4.

5. Tell participants to think about the chances they have during a typical day to interact either with a person (child or adult) with a disability or a parent of a child with a disability. Help participants list all the opportunities they have for interacting, such as on the bus, greeting children in the morning, eating lunch, in the supermarket, at a parents' meeting, etc.

> Tip for the Coach
> Identifying an opportunity for an interaction is an important first step in completing the assignment that participants will be given (below). You may want to help them list specific opportunities for interactions. You may also need to facilitate a situation in which an interaction, no matter how brief, can occur.

6. Pass out Handout 4–Constructive Communication and review it with participants. Point out the similarities and differences between the participants' list and the handout. Remind participants that neither is complete. Encourage them to add new items to the handout as they complete their assignment.

Wrap-up and Assignment

Briefly summarize the session with participants; focus on all that they know about constructive communication, from their own experiences and from what they have learned from Maggie and Joey. Stress the importance of skills and techniques as well as the importance of underlying qualities such as empathy and caring that promote a sense of belonging.

Tell participants that you will invite a parent of a child with disabilities (or an adult with disabilities) to join the group during the next coaching session. Give participants a copy of Handout 5–Reflection, and review it with them. Ask participants to complete the assignment and bring it to the next coaching session, One-to-One. Thank participants for their participation and confirm a time and place for the next meeting.

Module 2

Communication Counts

Activity 3: What Should I Say?*



Purpose: In order for children with disabilities to be an integral part of the program, staff must communicate respectfully with and about them, so that they will feel valued for who they are and what they have to offer. In this workshop activity, participants will sharpen skills needed to communicate respectfully about children with disabilities.

Preparation

Arrange for:

- Overhead projector
- Markers for transparencies
- Blank transparencies (or pencil and paper)
- A few completed transparencies
- Easel, newsprint, markers, and tape

Make:

- Transparencies with sample prompts and responses. First, read through all the directions for this activity and choose a few prompts from Handout 9–Prompts (p. 85). Then choose both appropriate and inappropriate responses from Handout 10–Responses (pp. 86–87) that match the prompts you selected. Add or substitute prompts and responses that reflect issues experienced in your program.

Duplicate:

- Handout 6–Responding to Questions (pp. 80–81): one for each participant
- Handout 7–Choosing Words with Dignity (pp. 82–83): one for each participant

* Adapted with permission from J. Rothschild-Stolberg, M. Rutman, and D. Heller. 1985. *Talking: Between the Lines. A Workshop on Communicating with Children in Early Childhood Mainstream Settings.* New York: New York University Resource Access Project, Region II.

Leading the Activity

1. Introduce the activity and review the agenda with participants. Tell participants that in this activity, they will each get a chance to practice answering questions about children with disabilities. Assure participants that they will not have to practice in public.

2. Ask participants to close their eyes and think about their day-to-day interactions with children, either at home or in the program. Tell them to think about a child with whom they interact easily. Ask them to think about how they would describe the way they answer this child's questions. Have participants open their eyes; then ask for a few volunteers to share their responses. Typically, people will say that they try to understand what the child is truly asking, or that they try to answer honestly, or that they answer in a way that is appropriate to the developmental level of the child.

3. Now ask participants to think about a time when it was difficult to answer a child's questions. Maybe they could not find the words to convey what they were really thinking or they just didn't know what to say.

4. Pass out a transparency to each participant and several markers for participants to share. (Transparencies are ideal, but paper and pencils will do.) Tell participants that you will read a prompt and that they will write down the actual words they would say as a response. Assure participants that no one will be required to share responses with anyone else and all responses will be anonymous.

5. Read aloud one of the prompts you prepared in advance. Then ask participants to write down the actual words they would say in response (rather than a description of the response). Remind participants that there are many answers that are constructive and appropriate.

6. Ask for volunteers to pass in their transparencies or papers. Select several responses to read aloud to the group. At this point, add in the transparencies you made earlier with responses of your own that match the selected prompt. Before reading each aloud, remind participants that the responses are anonymous and that you have added a few responses of your own.

7. Use the overhead projector and read the responses one at a time. Ask participants to analyze each response and discuss how it fosters or creates a barrier to inclusion. After analyzing all responses to one

prompt, point out that many responses seem to foster inclusion, regardless of particular word choice. Write the key elements or principles of constructive responses generated by the group on newsprint.

Tips for the Trainer

- Handout 6–Responding to Questions, will be used as a handout later in the activity, but you might want to refer to it now to help guide the discussion.
- During the discussion, issues related to confidentiality may surface. Remind participants that children and parents have a legal right to confidentiality. In general, no information should be shared without the parents' written permission, but there are exceptions (such as the mandate to report abuse or neglect). In any case, parents and children deserve privacy and respect. Refer to p. 93 for a discussion of confidentiality.

8. If time permits, use another prompt and repeat the process.

9. Ask participants to find common elements that foster inclusion. Write them on newsprint. Next ask the group to identify elements that create barriers, and record these, too. Handout 6–Responding to Questions might help guide this discussion.

10. Summarize key points on newsprint and pass out Handout 6–Responding to Questions to each participant. Review similarities and differences between the items on the newsprint and the points on the handout.

11. Pass out Handout 7–Choosing Words with Dignity and briefly review the information in the handout.

Summing Up

Remind participants that every interaction with or about children with disabilities can show they are valued members of the group. These interactions may be long or very brief, and may involve anybody in the program: children, staff, parents, or community members. Words are important, but the feelings that go along with the words are critical in promoting inclusion.

Communication Counts

Activity 4:
*One-to-One**



Purpose: In order for persons with disabilities to be a part of the program or community, staff must consistently and respectfully communicate with and about them, so that they feel valued for who they are and what they have to offer. In this coaching session, strategies such as guided reflection, asking questions, modeling, and interviewing will be used to help participants further sharpen the skills needed to communicate constructively with and about persons with disabilities.

Preparation

This session has three parts: 1) a review of the assignment; 2) a discussion with a parent of a child with disabilities (or an adult with disabilities) about communication; and 3) a follow-up discussion, synthesizing what was learned. At the end of the session, participants will receive an assignment. This assignment will involve analyzing responses to questions about disabilities, then asking colleagues for their thoughts. To prepare for this session:

- Review all the directions and handouts for this session. Add or substitute items to Handout 9–Prompts (p. 85) and Handout 10–Responses (pp. 86–87) that reflect the cultures, issues, and typical circumstances in your program.

- Duplicate Handout 4–Constructive Communication (p. 78), Handout 7–Choosing Words with Dignity (pp. 82–83), Handout 8–Directions for Participants (p. 84), Handout 9–Prompts (p. 85), and Handout 10–Responses (pp. 86–87): one for each participant.

- Arrange for a parent of a child with disabilities (or an adult with disabilities) to spend about 30 minutes with you during your next coaching session. The person you invite should be able and willing to discuss aspects of communication in an open and positive way and be responsive to participants' questions. A parent in the program whom you know well or a spokesperson from an advocacy group are good choices.

* Adapted with permission from J. Rothschild-Stolberg, M. Rutman, and D. Heller. 1985. *Talking: Between the Lines. A Workshop on Communicating with Children in Early Childhood Mainstream Settings.* New York: New York University Resource Access Project, Region II.

Give the guest information about the participants in the group and the purpose of the discussion. Include one or two items for the guest to think about ahead of time. Ask the guest to be ready to discuss how people can respond to questions about disabilities with dignity and respect.

The guest should join the session about 30 minutes after it begins.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session. Tell participants that you will first review their assignments. Then an "expert" will give her point of view about communication that is respectful and inclusive.

2. Have participants choose one of their interactions, describe it, and then share the responses they recorded on Handout 5–Reflection.

3. After participants report back, pass out Handout 4–Constructive Communication. Ask participants to discuss their interactions using the handout as a framework. Help participants focus on what seemed to work well and what didn't work as well. Ask participants to share what they might do differently in a similar situation. Tell participants that they may be able to work toward their goals during the discussion with the invited guest.

> Tip for the Coach
> This discussion should help participants reflect on their interaction in a nonjudgemental way. They can share what worked well and what they would change in the future. The discussion gives participants a safe place to begin to think about action, self-reflection, discussion, and goal setting.

4. Help prepare participants for the discussion with the invited guest. Tell participants about the guest and what she will speak about. Tell participants there will be time for each of them to ask at least one question from Handout 5–Reflection. Ask them to participate actively in the discussion. Assure them that this is an opportunity to learn more and is not a "test."

Tips for the Coach

- The discussion with the guest should be open and informal, not an interview. If the participants do not ask their questions naturally during the conversation, stop the discussion early to allow time for a brief question-and-answer period at the end.

- The discussion with the guest has three purposes. Participants will learn from an "expert"; they will see you model constructive communication; and they will practice their communication skills in a safe place.

5. Welcome the guest and ask participants to introduce themselves. To start the discussion, briefly describe the work you and the participants are doing together, and ask the guest to share her experience. Continue the discussion for 20 to 30 minutes. End the discussion on time and thank the guest for her time and insights.

6. Debrief with participants, focusing on two areas. First ask them what they learned from the guest. For example, you might ask: "What seemed new to you?" "What surprised you?" or "What contradicted something you believed?" Then ask participants to reflect on their thoughts, feelings, and behaviors during the conversation.

Tip for the Coach

One point that may surface during the debriefing is that every person, child, and family is unique. The ideas and feelings expressed by the guest may be very different from ideas expressed by others. Make sure that participants understand that all people and families are different and that personal history and preferences, religion, community norms, and culture can all play a part in the development of our values and beliefs. Probably the best way to get guidance is to talk with families openly about their interests and needs.

Wrap-up and Assignment

Briefly summarize the session with participants. Give each participant a copy of Handout 7–Choosing Words with Dignity, and review it with them. Have a brief discussion about critical elements for constructive communication, especially as it relates to persons with disabilities. Acknowledge that while specific words and phrases are important to use or avoid, and certain skills and techniques are helpful in communicating, words and techniques are not enough. Genuineness, empathy, caring, and respect—qualities very familiar to Head Start staff—are essential for creating an inclusive community and have been shown to be key ingredients of constructive communication.

Give participants a copy of Handout 8–Directions for Participants, Handout 9–Prompts, and Handout 10–Responses and review the handouts with them. Ask participants to complete the assignment and bring it to the next coaching session, Making a Plan. Thank participants for their participation and confirm a time and place for the next meeting.

Communication Counts

Activity 5: What Does It Mean for Me?



Purpose: This workshop activity will help participants see how they can foster inclusion within their program. It will also help participants identify personal goals for communicating with parents of children with disabilities, and with and about children with disabilities.

Preparation

Arrange for: Easel, newsprint, markers, and tape

Duplicate: Handout 11–Goals (p. 88): one for each participant

Leading the Activity

1. Introduce the activity by explaining to participants that many Head Start staff may think that working with children with disabilities and their families is the job of the disabilities services coordinator or the teacher. However, all staff help create a welcoming environment for children and their families. Tell participants that in this activity, they will identify their roles in fostering inclusion for children with disabilities. They will also create personal goals to strengthen their ability to do so.

> Tip for the Trainer
> Part of this activity is designed to help staff members become more aware of the roles they play in helping families feel welcome. To achieve this, divide the group into job-similar groups. If you are not familiar with the roles of participants, ask for a show of hands by job category (e.g., teaching staff, family advocates, bus drivers, etc.). Then divide participants into groups of 4 to 6 people.

2. Give each group a marker and a sheet of newsprint. Tell participants to fill in the role they have in the program (e.g., teachers, cooks, managers, etc.). Then write the heading "Communicating with Children with Disabilities and Their Parents." Ask participants to make a list of all the opportunities they have within their roles for communicating with parents of children with disabilities as well as with their children.

You may need to give examples, such as in the hallways, at parent meetings, and at pick-up time. Allow 20 minutes to complete the task. Ask each group to hang the completed newsprint on the wall.

3. Ask each group to report back. Then have the entire group share reactions. Ask participants to find similarities and differences among the various groups' responses. Point out the numerous times we interact with families regardless of our Head Start roles. Stress that each interaction is an opportunity to foster a sense of belonging for the parent and the child.

4. Point out that we all have strengths and we all have room to grow. Ask participants to close their eyes as they think about the following questions:

   - Is it easier to speak with the parent when the child is present or not present?
   - Are some disabilities more difficult for you to accept? Be nonjudgemental about?
   - Do these feelings create barriers between you and the parent? Between you and the child?
   - Are you at ease in some situations but nervous in others?
   - Do you try to avoid talking or answering questions about disabilities?
   - Is it difficult for you to speak out about the rights of persons with disabilities in the program or the community?

Ask participants to open their eyes.

> Tip for the Trainer
> This step will increase participants' awareness of their own thoughts, feelings, and responses to persons with disabilities. This awareness is a first step in setting individual goals to create more inclusive programs and communities.

5. Pass out Handout 11–Goals, and read the directions aloud. Remind participants that they will not have to share their responses, although they may share them with a partner when they have completed the form. Give participants 5 minutes to complete the handout. Ask for volunteers to share their thoughts, insights, or what they wrote or drew.

Summing Up

Close the session by summarizing key points from the activity as well as points made by the group. Emphasize that all of us in Head Start have an opportunity to communicate with others in ways that create belonging, and that we each should identify ways we can increase our ability to do so. Remind participants that although word choice, gestures, and skill in communicating are very important, they are not enough. The more important message is beneath the words and gestures. Genuineness, empathy, caring, and respect—qualities very familiar to Head Start staff—are critical to creating an inclusive community and have been shown to be essential ingredients of constructive communication.

Module 2

Communication Counts

Activity 6: Making a Plan



Purpose: In order for children with disabilities to feel as if they truly belong, they must feel valued for who they are. In this coaching session, participants will develop goals for strengthening their ability to communicate constructively with and about children with disabilities.

Preparation

This session has two parts: 1) a discussion of the assignment and 2) a goal-setting exercise for strengthening each participant's ability to communicate constructively about persons with disabilities. At the end of the session, participants will choose Next Steps to work on to extend their learning. To prepare for this session:

- Review all the directions and handouts for this session, and Next Steps: Ideas to Extend Practice (p. 71).
- Duplicate Handout 6–Responding to Questions (pp. 80–81), Handout 11–Goals (p. 88), and Next Steps: Ideas to Extend Practice (p. 71): one for each participant.
- Read through the Resources section (pp. 135–142), particularly those recommended for Module 2. Note resources that may be helpful as participants apply their new skills to their daily work.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session.
2. Ask participants to review their notes on Handout 9–Prompts and Handout 10–Responses. Then lead a discussion about the assignment, asking for general reactions.
3. Next, ask participants to share their specific reactions. Remind them that there is no single "right" answer. Review each prompt and the matching response. Ask participants: "Which responses are constructive and inclusive, and why?" and "Which are destructive and exclusive, and why?" Ask participants to share any responses they wrote and explain how these responses promote belonging. After analyzing all prompts and responses, have participants make two lists: "What Makes Answers Constructive" and "What Makes Answers Destructive."

Tips for the Coach

- Handout 6–Responding to Questions will be used as a handout later in the session. You might want to refer to it now to help guide the discussion.
- During the discussion, issues related to confidentiality may surface. Remind participants that children and parents have a legal right to confidentiality. In general, no information should be shared without the parents' written permission, but there are exceptions (such as the mandate to report abuse or neglect). In any case, parents and children deserve privacy and respect.
- Participants may feel that they can't say whether a response is "constructive" or "destructive" without knowing more about the situation. They may question the relationship between the people, the tone, what else was said, etc. This is an important insight. Use it to reinforce the idea that communication is complex. Words and techniques are important, but the underlying "heart" of the message is the essential communication.

4. Give each participant a copy of Handout 6–Responding to Questions. Review the handout with participants, comparing the items on the handout with the experiences and ideas generated by the participants.

5. Have participants share the results of their homework and analyze the responses given by staff members. Use the lists participants generated earlier as a framework for the discussion. Remind participants that the staff members' identity should not be disclosed.

6. Tell participants that while we all have strengths, we all have room to grow. We can improve by developing specific goals for ourselves. We can also use the responses of the staff members, along with our experience in the program, to make specific recommendations for program improvement.

7. Give each participant Handout 11–Goals and remind them that their goals should relate to written and oral communication with and about children with disabilities. Tell participants they will have 5 minutes to complete the handout. Then ask them to share their responses to My Goals. Help them identify the steps and supports they need to reach their goals.

8. Ask participants for recommendations about how the program might improve its ability to communicate with children and adults with disabilities. For example, participants might suggest staff training to heighten awareness and strengthen communication skills. They might also have ideas for advocacy in the community or books and posters that the program could display to promote inclusion. Tell participants you will bring their recommendations to the management team.

Wrap-up and Next Steps

Briefly summarize the session with participants and highlight key points. Emphasize that all of us in Head Start, regardless of our roles, have an opportunity to communicate with others in a way that creates belonging. We all should identify ways we can improve our skills to do so. Distribute and review Next Steps: Ideas to Extend Practice. Together, select one option for continuing your work. Thank participants for their participation and confirm a time and place for a follow-up meeting.

Next Steps: Ideas to Extend Practice



As a supervisor, you can encourage staff members to practice what they have learned in this module. Ways to accomplish this include:

1. Help participants develop and work on a "Back Home Plan." These plans might be developed by individuals or by job-alike groups. Handout 11–Goals can be used as a first step in creating plans.

   Each plan should include a specific goal or goals and strategies to reach the goal. For example, goals might include having a constructive discussion with a particular parent of a child with disabilities, chatting with a child with disabilities, or advocating for change in the program or the community. Have staff share their plans with at least one other person. As a member of the group, develop your own "Back Home Plan" and share it with the group. Later, plan a "Follow-through Celebration" to celebrate the group's accomplishments.

2. Continue to encourage reflective practice. Ask participants to use a tape recorder or a journal to summarize individual interactions they have with and about persons with disabilities. Ask them to note what they said and did, what worked, and when they felt comfortable or uncomfortable. Use this to help staff recognize where they are strong and where they have difficulty. Reassure staff that supervision is a legitimate place to raise concerns and share difficulties.

3. Feature a parent panel. Invite Head Start parents who have children with disabilities to talk about their experiences. Learn from their point of view what communication—verbal, nonverbal, written—helped or would have helped them feel included in the program. Have a question-and-answer period at the end to give participants a chance to practice communicating about children with disabilities.

   As an alternative, have a panel consisting of adults with disabilities. Ask them to share their experiences, focusing on how communication—verbal, nonverbal, written—helped or hindered their sense of belonging in the community.

   Your local speakers' bureau or Resource Access Project will be able to help you identify speakers for this session.

Handout 1: Maggie and Joey

My name is Maggie and I have a four-year-old son named Joey. Joey loves Batman, tadpoles, and karate. He likes painting and using his hammer, too. He has a great sense of humor and other kids usually like him. He has not attended school yet but is eager to go. Right now, Joey needs a wheelchair to get around. We hope he'll be able to walk someday but we're not sure it will ever happen. Other things will probably last forever. He is blind in one eye and he wears a patch over it. One side of his face looks lopsided and he drools, and sometimes it takes him longer to understand what's going on. He's still Joey, though, and even though his right arm shakes a bit, he can still swing his hammer. I want Joey to be just like any other kid, and I want both of us to be treated like any other parent and child.

Handout 2: Vignettes

Vignette 1: Enrolling Joey

I saw a notice in the doctor's office about an opening in Head Start. It even said something about accepting children with disabilities. I went to the office and filled out some forms. I also spoke with a family worker. At the end of our conversation I told her about Joey's disabilities. She looked nervous and said, "That's fine, I'll have the disabilities services coordinator call you to talk about whether Head Start is really the best place for him."

Vignette 2: A Visit to Our Home

A new home visitor came out to see us yesterday. She came in and asked me how things were going with Joey. I asked her if she had met Joey yet or if she knew about Joey's special needs. She said, "I know he has neurological problems, but I haven't had the chance to meet him yet." I called Joey in. She squatted down and said hello to him. She looked him in the eye and put out her hand to shake his hand. Then she said, "How do you like Head Start, Joey?"

Vignette 3: A Surprise Meeting

On the first day of the program, I went along. We met the assistant teacher in the hallway. She seemed happy to talk to me. But she never once spoke with Joey. It was like he wasn't even there. When she asked me, "What does Joey like to do?" I said, "Oh, you'll need to ask Joey that one."

Vignette 4: Riding the Bus

From day one, the bus driver treated Joey and me like regular people. She almost always has something good to tell me about Joey, like, "He has a great sense of humor," or "He is so generous with other kids." I can tell that even though she only spends a short time with him each day, she has gotten to know him and has a relationship with him. She even corrected him today in front of me for trying to use karate on another boy!

Handout 2: Vignettes, page 2

Vignette 5: The Appointments

I had a meeting with the disabilities services coordinator, someone I hardly know. She seemed nice enough, but she asked me so many questions about Joey, like, "Was he born this way?" "Has he gotten worse over time?" "What doctors does he see?" "What support do you need?" I know she was trying to help, but it was too much, and I hardly know her. She didn't seem to want to get to know ME or JOEY, just things about his disabilities.

Vignette 6: The Cook

As we were leaving today, we met one of the cooks in the parking lot. I didn't know him, but Joey did. They smiled at each other and waved hello. He came over and introduced himself to me. He seemed a bit uncomfortable, and said, "Joey and I are buddies. I don't know much about Joey's problems, but if I can make Joey something special or help out, let me know."

Vignette 7: The Volunteer

One day I was at a parent workshop and a new volunteer came up to me. She told me she spent time in Joey's classroom and that she liked Joey a lot. She also said she gave him a special treat because she feels so sorry for him.

Handout 3: Vignette Worksheet

Choose a few vignettes that you think made Maggie and Joey feel as if they belonged in the program. Then answer the question below for each vignette you chose.

Title of Vignette: _____

What made the interaction positive? _____

_____

_____

_____

Title of Vignette: _____

What made the interaction positive? _____

_____

_____

_____

Title of Vignette: _____

What made the interaction positive? _____

_____

_____

_____

Handout 3: Vignette Worksheet, page 2

Choose a few vignettes that you think made Maggie and Joey feel bad—as if they were different and didn't truly belong. Then answer the question below for each vignette you chose.

Title of Vignette: _____

What made the interaction negative? _____

_____ _____

What could have made the interaction more positive? _____

_____

Title of Vignette: _____

What made the interaction negative? _____

_____

What could have made the interaction more positive? _____

_____

Title of Vignette: _____

What made the interaction negative? _____

_____

What could have made the interaction more positive? _____

_____

Handout 4: Constructive Communication

Your communication will foster inclusion if you:

- See the person first, not the disability.

  The Home Visitor—She squatted down and said hello to him. She looked him in the eye and put out her hand to shake his hand. Then she said, "How do you like Head Start, Joey?"

- Focus on the whole child.

  The Bus Driver—She almost always has something good to tell me about Joey, like, "He has a great sense of humor," or "He is so generous with other kids."

- Treat the child and family the same way you treat all families.
  - Get to know them as individuals.
  - Listen to them. Don't make assumptions about what they want or need.
  - Get to know their strengths.
  - Don't make exceptions because you feel sorry for them.

- Are genuine.

  The Cook—He came over and introduced himself to me. He seemed a bit uncomfortable, and said, "Joey and I are buddies. I don't know much about Joey's problems, but if I can make Joey something special or help out, let me know."

- Show by words and actions that you care—that you accept, respect, and support them.
- Empathize. Listen and understand from their point of view.
- Know about the rights of people with disabilities so you can be an advocate in the program and the community.
- Other: _____

Handout 5: Reflection

Complete the following assignment for your next session.

1. Have at least one interaction with a child with a disability, an adult with a disability, or a parent of a child with a disability before the next session. During the interaction, try to foster a sense that the person truly belongs and is a welcomed member of the group. For each interaction, jot down your responses to the following questions. Use the space below or write in your journal.

   What feelings and thoughts did you have about the interaction at the moment?

   I felt: _____

   I thought: _____

   What feelings and thoughts did you have about the interaction immediately after the interaction took place?

   I felt: _____

   I thought: _____

2. In preparation for our next session, write down at least one question or concern you have about communicating with or about people with disabilities.

   What do you still want to know? _____

   _____

   What are you unsure about? _____

   _____

   What would you like to ask the visitor who will be coming to our next session? _____

   _____

Handout 6: Responding to Questions

Answers that *foster a sense of belonging* to the group are:

- responsive
- nonjudgemental
- focus on the whole child and not the disability

  I don't think you are stupid, Peter. The seat belt is just a bit tricky to buckle.

- sensitive
- honest
- appropriate to the developmental level of the person asking

  Sophie can walk, Chrystal. She just needs a walker to help her.

- respectful
- genuine and caring, not just trying to use the "right" words
- given in a way that acknowledges and respects the family's values
- protective of a child's and family's rights to privacy

  You know, I'm not allowed to discuss any of the children or their families with other people unless I have their written permission.

- geared to ensure that the rights of persons with disabilities are known and respected by others in the program and the community
- other:

Handout 6: Responding to Questions, page 2

Answers that *hinder a sense of belonging* to the group, even if well-intentioned:

- are overprotective
- avoid the question

  There's nothing wrong with him. We're all the same.

- blame the person asking

  Don't ask that, Chrystal. It's not nice.

- focus on the disability and not the person

  Oh, yeah. He's an inclusion kid.

- focus on the law as the only reason to fully include persons with disabilities

  We have to take kids like Adam. It's the law.

- make generalizations about persons with disabilities

  She's hitting because she has Down syndrome, Vuk.

- have the "right" words in them, but not the feelings and attitudes that convey respect and dignity
- other:

Handout 7: Choosing Words with Dignity*

Choose Words with Dignity

People with disabilities, like other minority groups, want to be accepted in their communities as equals with other citizens.

What you write and what you say can enhance the dignity of people with disabilities and can promote positive attitudes about their abilities.

Let your descriptive words emphasize a person's worth and abilities, not the disabling condition. Refer to the *person first* rather than the disability. The phrase "people with disabilities" is preferred, for instance, to "the disabled."

Use Positive Images and Graphics

In printed communications, watch out for stereotypes in graphics and pictures. A cartoon of a person who is visually impaired being directed to the wrong door by a sighted person promotes negative attitudes. A picture of a person seated in a wheelchair at a computer console emphasizes ability.

Speaking with People with Disabilities

- ☑ When you speak to a person with a disability, remember that he or she is a person *first* who also happens to have a disability. If you need information about the disability, don't hesitate to ask the person about it directly.
- ☑ Ask if assistance is needed rather than assuming it is. Then follow the instructions of the individual to avoid possible injury to the person or yourself.
- ☑ Don't assume that a person with one disability also has others.
- ☑ Maintain eye contact and talk to the person even if he or she is using an interpreter.
- ☑ When speaking with a person who has a speech impairment or uses an augmentative communication system, be patient and give the person time to respond to your question. Don't try to finish a sentence for the person. If you don't understand what the individual has said, say so and ask him or her to repeat the statement or say it another way.
- ☑ Use a normal tone of voice. Speaking loudly causes pain for some people.
- ☑ Do not lean on a person's wheelchair or distract a working animal. Don't "play" with assistive equipment.
- ☑ Don't hesitate to use everyday expressions. It's fine to say "See you later" to a person who is visually impaired, or "Let's take a walk" to a person using a wheelchair.

* Adapted with permission from Developmental Disabilities Council. *Choosing Words with Dignity* Concord, N.H.: Developmental Disabilities Council.

Handout 7: Choosing Words with Dignity, page 2

This page presents suggestions for language preferred by people with disabilities. Not only is equality everyone's civil right, using appropriate language is common courtesy.

Use Affirmative Phrases	Don't Use Negative Terms
YES!	**NO!**
✓ people with disabilities	✗ the handicapped; the disabled
✓ person who is blind; person who is visually impaired	✗ the blind
✓ person who is deaf; person who is hard of hearing	✗ suffers from a hearing impairment
✓ person who has multiple sclerosis	✗ afflicted with MS
✓ person with cerebral palsy	✗ CP victim
✓ person with mental retardation	✗ retarded; mentally defective
✓ person who uses a wheelchair	✗ confined to a wheelchair; wheelchair *bound*
✓ person without disabilities	✗ *normal* person (implies person with a disability isn't normal)
✓ unable to speak; person who is nonverbal	✗ dumb; mute
✓ seizure	✗ fit
✓ successful; productive	✗ courageous (implies the person is a hero or martyr)

Do not use words or phrases like cripple, lame, vegetable, retard, he's mental, *those* children.

Handout 8: Directions for Participants

This assignment will give you a chance to practice and analyze conversations you may have about children who have disabilities. It will also give you a chance to learn how others in the program respond to questions.

1. Read the prompts on Handout 9. Choose three prompts to work on. For each, think about what you would say. Then write down the actual words you would use to answer the questions.

2. Next, look at Handout 10–Responses. Find the responses that match the prompts you just worked on. Read these responses. After each one, think about whether or not the response would help a person feel valued, and why. (Remember, there is no single "right" answer.) Write down your thoughts on Handout 10–Responses.

3. Before the next session, ask two staff members to tell you how they would respond to each of the three prompts you worked on. Tell these staff members that their answers will be anonymous. Record their responses near the appropriate prompt on Handout 9–Prompts.

Handout 9: Prompts

Read each prompt below. Choose 3 to work on. Then write down the actual words you would say.

Sophie and Chrystal

You are standing in the hallway as the children enter in the morning. Sophie, who is using a walker, is followed by Chrystal. As they pass you, Chrystal looks up and says, "Why can't Sophie walk?' You say . . .

Peter

You are sitting on the bus next to Peter, who has Down syndrome. He tries to put on his seat belt and gets frustrated. He says to you, "I'm stupid." You say . . .

Shiva and Vuk

Several children are in the kitchen helping prepare a meal. All of a sudden Shiva throws a pot down and then hits Vuk hard in the head. Vuk cries, "Why does Shiva hit me?" You say . . .

Neighbor

You meet a neighbor on your way home from work. He says, "Oh I saw you in the park with that boy who uses crutches. You must be very special to work with kids like that." You say . . .

Manny

Manny comes to speak with you about his son Ryan's behavior. He says, "Ever since Adam came into the class, Ryan has been acting up. Now he is starting to suck his thumb just like Adam does. Why are these kids in the program?" You say . . .

Gabriella's Aunt

You run into Gabriella's aunt in the grocery store. She says, "I heard Gabriella is really misbehaving again and something's wrong. What do you think is going on?" You say . . .

Community Center Staff Member

You attend a meeting at the community center about summer programs for children. A staff member at the center asks you why Head Start has children with disabilities. You say . . .

Handout 10: Responses

Read the following responses to the prompt you selected. Which responses seem to foster a sense of belonging? Why? Which seem to hinder inclusion? Why?

Sophie and Chrystal

Don't ask that, Chrystal. It's not nice.
She can walk, Chrystal. She just needs a walker to help her.
She was born that way.
Sophie is walking with her walker, Chrystal. Do you mean why does she need a walker?

Other: _____

Peter

I don't think you are stupid, Peter. That seat belt is just a bit tricky to buckle.
Don't say that, Peter.
You are fine, Peter. Let's not worry about that today.
I know you are not stupid, Peter. You are smart in lots of ways.

Other: _____

Shiva and Vuk

I'm not sure, Vuk. I'll try to make sure that it doesn't happen again. Hitting is not allowed here.
She's just like all of us, Vuk. She gets upset and takes it out on others.
I think Shiva just hits the person who is closest to her when she gets upset. I'm sorry you got hurt.
She's hitting because she has Down syndrome, Vuk.

Other: _____

Neighbor

Oh, yeah. He's an inclusion kid.
He's just like all kids, really. He just needs crutches to get around.
Oh, I don't feel special at all. It's those kids who are special.

Other: _____

Handout 10: Responses, page 2

Manny

We have to take kids like Adam. It's the law.
Let's talk about Ryan first. How is he acting up? What's got you worried?
Adam has as much right to be here as any other child. Let's talk about your concerns.

Other: _____

Gabriella's Aunt

You know, I'm not allowed to discuss any of the children or families with other people, not even relatives. Why don't you give Dora a call?
Gabriella is in bad shape. I think Dora's old boyfriend is back.
It's not really any of your business.

Other: _____

Community Center Staff Member

We are just as qualified as any other program to serve these kids.
We believe that all children have a right to attend our program and get the supports they need. It's been hard sometimes, but wonderful, too.
We have to—it's the law.

Other: _____

Handout 11: Goals

Complete the following by either writing responses or drawing pictures. Think generally about communicating with or about children with disabilities.

MY STRENGTHS

I help children with disabilities and their families feel included by . . .

1. _____

_____

2. _____

_____

WHAT I COULD IMPROVE

I can help children with disabilities feel more included if I . . .

1. _____

_____

2. _____

_____

MY GOALS

During the next two weeks I will communicate with _____(name) and foster a sense of belonging by...

1. _____

_____

2. _____

_____

If you feel comfortable, discuss your responses with a partner after you have completed this form.

Making It Work!

Learning Outcomes

After completing this module, participants will be able to:

- Recognize that there are basic principles underlying the laws and regulations that protect the rights of individuals with disabilities.
- Identify how these basic principles apply to everyday practice and what they can do within their roles to protect the rights of individuals with disabilities.
- Identify existing barriers for full participation through careful examination of the Head Start program.
- Recognize that children with disabilities require additional services and supports to be fully integrated into the program and identify their roles in providing such supports.

See At A Glance on p. 7 for an overview of activities in this module.

Key Concepts

- Staff need to understand how the laws and regulations protecting the rights of individuals with disabilities apply to their program.
- Inclusion requires commitment, resources, and collaboration among parents, staff, and other service providers.

Background Information

It takes much more than awareness, sensitivity, and commitment to promote belonging for children with disabilities. It also takes resources—money, personnel, and materials. Head Start staff, along with families and other service providers, must be able to solve problems and bring specific ideas to the table. Inclusion also requires that children get the extra support they need, such as special services and environmental adaptations. But first, Head Start staff need to understand the principles underlying the laws and regulations that protect the rights of children and adults with disabilities.

Module 3

Making It Work

Activity 1: It's the Law



Purpose: Head Start has been a pioneer in including children with disabilities. Even before any federal educational mandates existed, Head Start began reaching out to and serving children with disabilities. Fortunately, laws and regulations about the rights and protections of children and adults with disabilities have been enacted over the years. These laws provide a mandate to end discrimination against individuals with disabilities. They also protect individuals' essential right to participate in the community and have access to critical services. This workshop activity will help participants understand the principles underlying these laws and regulations and how these principles apply to everyday practice.

Preparation

Arrange for: Easel, newsprint, markers, and tape

Duplicate:

- Handout 1–Principles Underlying the Laws and Regulations (p. 113): one for each participant
- Handout 2–All Things Considered (p. 114): one for each participant
- Handout 3–Laws and Regulations (pp. 115–116): one for each participant
- Handout 4–Rights and Protections Under the Law (pp. 117–118): one for each participant

Leading the Activity

1. Introduce the activity and review the agenda with participants. Explain that including children with disabilities is best practice and required by the Head Start Program Performance Standards. It is based on federal law.

2. Tell participants that you will describe some of the basic principles that underlie the laws and regulations protecting individuals with disabilities. Give each participant a copy of Handout 1–Principles Underlying the Laws and Regulations. Suggest that participants use this handout to keep track of the main ideas.

3. Use the Lecture Guide below to discuss the basic principles underlying the laws and regulations.

4. Next give each participant a copy of Handout 2–All Things Considered. Explain that the worksheet is not a test of what participants know. It is a tool to help them think about how the principles apply to everyday experiences.

5. Read each item aloud. Give enough time after each item for participants to write down their answers. Suggest that participants look at Handout 1–Principles Underlying the Laws and Regulations for ideas.

6. When participants complete the worksheet, use the Discussion Guide below to conduct a large-group discussion. For each item, encourage participants to share their ideas. Then ask what these principles mean for their programs (and their roles). Consider recruitment and enrollment, parent involvement, facilities, confidentiality, personnel, and transportation.

> Tip for the Trainer
> Participants may share situations that raise questions about how the basic principles underlying the laws apply to their Head Start program. Acknowledge that there are not always clear-cut answers. The laws and regulations are always changing and many gray areas remain. For each item on the worksheet, ask participants whom they could ask if they had questions about a similar situation. For example, they might consult their supervisors or staff from their local Resource Access Project.

7. End the discussion by asking participants to share similar examples from their own experiences. Use the time to help participants recognize how the principles relate to their specific roles in the program.

8. Distribute Handout 3–Laws and Regulations and Handout 4–Rights and Protections Under the Law to participants. Point out that the principles discussed during the workshop form the basis of 3 laws: Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). Emphasize that the Head Start Program Performance Standards describe Head Start's obligations to follow federal laws of nondiscrimination and to be active partners with Local Education Agencies (LEAs) in implementing IDEA. These Performance Standards also affirm Head Start's long-standing commitment to inclusion and they promote best practices.

Lecture Guide

Use the following key concepts and points to guide your presentation.

Nondiscrimination: Too often society views accommodations to individual needs as gifts or favors. This suggests that the person who receives the accommodation should be grateful; and that the accommodation is optional. However, it is a basic right, not a privilege, for individuals with disabilities to have opportunities to participate fully in school, the community, and the workplace. It is therefore discriminatory and illegal to exclude children solely on the basis of the type of their disability or the severity of their condition. Furthermore, programs may not refuse to hire or promote persons with disabilities solely because of their disability.

Least Restrictive Environment (LRE): Children with disabilities have the right to be educated in integrated settings with children without disabilities in the least restrictive environment. Full inclusion often requires providing those additional services and supports that respond to the needs of children and families. This means that Head Start programs must work closely with LEAs and other agencies to ensure that children with disabilities receive the special education and related services they need to succeed in regular education settings. Children cannot be removed from the regular education environment unless their Individualized Education Plan (IEP) states that even with extra supports and services their needs cannot be met in a regular classroom.

Individualized Education Plan (IEP) as a Contract: Every child, ages 3 to 21, who receives special education services must have an IEP. The IEP is a written statement of a child's education program. It is developed by a team consisting of the child's parents, teachers, and a number of other specialists. The IEP determines the services that the child will receive. The IEP serves as a contract, one that cannot be changed unless the team reconvenes and parents sign the revised IEP to show their agreement. (If they don't want to sign, the IEP cannot be changed.) The Individualized Family Service Plan (IFSP) describes what services infants, toddlers, and their families receive.

Parents as Codecisionmakers: Parents know more about their children's capabilities and needs than anyone else. Their participation in all aspects of the education process leads to better services and developmental outcomes. Parents have the right to take part in and approve all educational decisions regarding their children. A parent's signature on the IEP is required. If parents ever disagree with their child's evaluation, identification, or placement, they have the right to request a due process

hearing from the public school. This means they can contest the school's actions. Head Start staff need to educate parents about their rights so that parents can be effective advocates for themselves and their children.

Confidentiality: All families have a right to confidentiality. This means that information about Head Start children and families cannot be shared with outside agencies without parents' (or legal guardian's) written permission. Information can only be shared within Head Start on a "need-to-know" basis. Disclosure (talking about the personal lives of children and families) is unethical and illegal. Even if children's names are not used, any inappropriate discussion that makes children and families identifiable is a violation of privacy.

Discussion Guide

Use the questions below to guide a large-group discussion about each item on Handout 2–All Things Considered.

Item 1: You are Joey's teacher. The occupational therapist says that Joey has made a lot of progress and that her schedule is pretty tight. She asks you if she can cut back on the amount of time she sees Joey. According to the principles, what do you need to consider?

Guiding Questions

⇨ What does Joey's IEP say?

⇨ Have you or the occupational therapist talked to Joey's parents about the occupational therapist's ideas? Do they agree? If so, would they want to consider the possibility of revising Joey's IEP?

⇨ What do other members of the IEP team think?

Basic Principles

⇨ The IEP as a Contract. The IEP serves as a contract that cannot be changed unless the team meets again and the parents agree with a signature.

⇨ Parents as Codecisionmakers. Parents have the right to be involved in and approve all educational decisions regarding their child.

Item 2: You have been Andre's home visitor for two years. Next year he will be going to kindergarten. You find out that the public school may recommend at the next IEP meeting that Andre be placed in a special education classroom. Andre's parents wonder if he belongs in a general education classroom. According to the principles, what do you need to consider?

Guiding Questions

⇨ Have you talked with Andre's parents about the different options for Andre's placement?

⇨ Do they think that Andre's needs could be met in a regular education setting if extra supports and services were provided?

⇨ How can you help Andre's parents prepare for the upcoming IEP meeting?

⇨ How can you or someone else from Head Start serve as an advocate for them during the meeting?

Basic Principles

⇨ Least Restrictive Setting. Children with disabilities have the right to an education in an integrated setting with children without disabilities whenever possible and beneficial.

⇨ Parents as Codecisionmakers. Parents have the right to be involved in and approve all educational decisions regarding their child. A parent's signature on the IEP is required.

Item 3: You are a bus driver. You find out that a child with severe asthma may be riding on your bus. You just don't feel that you have the skills to care for this child. According to the principles, what do you need to consider?

Guiding Questions

⇨ Can you refuse to let the child ride on the bus? Why or why not?

⇨ Have you talked to your supervisor or the Head Start director about your concerns and your fears?

⇨ What information, support, or training do you need to care for the child?

⇨ How do you develop a plan to ensure that all children are safe?

Basic Principle

⇨ Nondiscrimination. Programs cannot exclude children with a certain type or level of disability from participating in Head Start. The Performance Standards also state that all children, including children with disabilities, should receive Head Start services and be included in the full range of activities normally provided to all Head Start children.

Item 4: A mother wants to enroll her child in your program. You find out that the child is not toilet-trained. Your program doesn't have any changing tables. According to the principles, what do you need to consider?

Guiding Questions

⇨ Can you refuse to enroll a child based on his or her toileting skills? Why or why not?

⇨ What are your state or local health and child-care licensing requirements regarding the changing and disposing of diapers? How can you meet those requirements?

Basic Principle

⇨ Nondiscrimination. According to Head Start policy, programs cannot deny enrollment to a child on the basis of toileting skills, regardless of whether or not that child has a disability.

Item 5: You are Geri's assistant teacher. On your way home from work you bump into Geri's uncle. He wants to know why Geri isn't learning as fast as other children. According to the principles, what do you need to consider?

Guiding Questions

⇨ Is Geri's uncle her legal guardian?

⇨ If not, have Geri's parents signed a release of information?

Basic Principle

⇨ Confidentiality. All families have a right to confidentiality. This means that no information about the child or family can be shared with anyone else without the parents' (or guardian's) written permission.

> Tip for the Trainer
> Participants may say that sharing information can help staff better care for the child. Point out that it is important to distinguish between information that is relevant to the care of the child (e.g., information related to the child's educational plan) and information that is not relevant. They must also consider with whom to share this information, where, and when. Advise participants that when in doubt, they should say nothing or politely say, "I'm not able to discuss this with you."

Item 6: You are the director. Karim's mother tells you that she wants to volunteer in her son's classroom. But his classroom is in the basement and there are no elevators or ramps, and the bathroom is not accessible. You just don't know how she could manage with her wheelchair. According to the principles, what do you need to consider?

Guiding Questions

⇨ Have you talked with Karim's mother about what type of accommodation would be reasonable for her?

⇨ Have you also involved staff in coming up with a solution, e.g., moving classrooms around so that Karim's classroom is wheelchair accessible?

⇨ In the long term, what barriers will you need to eliminate?

⇨ What organizations could serve as resources in your planning?

⇨ What key players will you need to involve?

Basic Principle

⇨ Nondiscrimination. It is a basic right, not a privilege, for individuals with disabilities to have opportunities to participate fully in school, the community, and the workplace. Head Start programs must continue to improve accessibility of program facilities and services for persons with disabilities, including staff, parents, and children. Reasonable accommodation is key to ensuring nondiscrimination. Reasonable accommodation (any change to the job or work environment) must be tailored to meet the individual's needs. One size does not fit all.

Summing Up

Close the activity by summarizing the guiding principles underlying the laws and regulations. Emphasize that these laws provide individuals with disabilities and their families with essential rights to participate and have access to critical services. Head Start's long-standing experience in including children with disabilities offers a solid foundation. Stress that Head Start staff need to understand these principles and how they apply to their programs and to their specific roles. Only then can they advocate for the rights of children with disabilities and their families within the program and the larger community.

Module 3

Making It Work!

Activity 2: Principles Underlying the Laws



Purpose: Head Start has been a pioneer in including children with disabilities. Even before any federal mandates existed, Head Start began reaching out to and serving children with disabilities. Fortunately, laws and regulations related to the rights and protections of people with disabilities have been enacted over the years. These laws protect the essential right of individuals with disabilities and their families to participate and have access to critical services.

This coaching session will use scenarios and reflective practice to help participants understand the principles underlying the laws and regulations related to serving children with disabilities. It will also help them recognize how these principles apply to their programs and their specific roles. This understanding will enable them to advocate for the rights of children with disabilities and their families in their program and in the larger community.

Preparation

This session has two major parts: 1) an introduction to the basic principles underlying the laws and regulations that protect individuals with disabilities and 2) a discussion about a series of scenarios which will help participants identify how these basic principles apply to everyday practice. At the end of the session, participants will receive an assignment. The assignment will help participants identify how they can protect the rights of individuals with disabilities within their program and in their community. To prepare for this session:

- Review all the directions and handouts for this session.
- Duplicate Handout 1–Principles Underlying the Laws and Regulations (p. 113), Handout 2–All Things Considered (p. 114), and Handout 5–Finding Some Answers (p. 119): one for each participant.
- Create a list of experts that participants can contact if they have questions about how the principles underlying the laws apply to typical Head Start experiences.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session. Explain that including children with disabilities is best practice and required by the Head Start Performance Standards.

2. Tell participants that you will discuss some of the basic principles that underlie the laws and regulations that protect individuals with disabilities. Give each participant a copy of Handout 1–Principles Underlying the Laws and Regulations. Use the Lecture Guide that appears on pp. 92–93 to review the basic principles with participants.

3. Give each participant a copy of Handout 2–All Things Considered. Explain that the worksheet will help them think about how the principles apply to everyday experiences.

4. Read each item aloud. Participants may write their answers or just think about how they would respond to each item.

5. Discuss each item on the worksheet. Use the Discussion Guide that appears on pp. 93–97 to encourage participants to share their ideas. During your discussion, ask participants to share similar real-life situations they have encountered. Ask: "How did you handle the situation then?" "How would you handle it differently now?" "Why?"

> Tip for the Coach
> Participants may share situations that raise questions about how the basic principles underlying the laws apply to their Head Start program. Acknowledge that there are not always clear-cut answers. The laws and regulations are always changing, and many gray areas remain.

Help participants identify who they can turn to in their program or in their community when they have questions. You may suggest that participants ask their supervisors. They may also contact their local Resource Access Project (RAP) for technical assistance and materials about the laws and how they apply to Head Start. The Resources section includes organizations that provide up-to-date information on the civil rights of persons with disabilities.

Wrap-up and Assignment

Briefly summarize the session with participants. Emphasize that it is a basic right, not a privilege, for individuals with disabilities to participate fully in school, the community, and the workplace; and we all play a role in protecting those rights. Tell participants that the first step is to realize that they have questions about how the principles apply to everyday practice. The next step involves knowing how to find some answers.

Ask participants to think about the principles for a moment. Then ask them to think of one situation they (or someone else in the program) experienced that raised questions for them. The situation they choose will serve as the basis for their assignment.

> Tips for the Coach
> If participants have difficulty identifying a situation, you may 1) share a situation that you have encountered; 2) create a situation that would be relevant for participants and for their roles in the program; or 3) have participants choose one situation from those listed below.
>
> - A father wants to enroll his child in your Head Start program. You find out that the child has a significant disability. You think another program might be better for his son. According to the principles, what do you need to consider before you respond?
>
> - You are a Head Start teacher. Once a week you meet with the speech therapist to talk about children's progress. This week the therapist asks about Latoya. "Doesn't her mother have a drug problem?" she asks you. According to the principles, what do you need to consider before you respond?

Give participants a copy of Handout 5–Finding Some Answers and review it with them. Ask participants to complete the handout and bring it to the next coaching session, On Target. Thank participants for their participation and confirm a time and place for the next meeting.

Making It Work!

Activity 3: On Target



Purpose: The principles discussed during the previous session form the basis of Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). These laws provide a mandate to end discrimination against individuals with disabilities. They also protect individuals' essential right to participate in the community and gain access to critical services.

Head Start Performance Standards describe Head Start's obligations to follow federal laws of nondiscrimination and to be active partners with Local Education Agencies (LEAs) in implementing IDEA. In this coaching session, participants will learn about the laws and regulations that protect the rights of individuals with disabilities and how they apply to their programs.

Preparation

This session has three major parts: 1) reviewing the assignment from the previous session; 2) an introduction to the basic laws and regulations protecting the rights of children and adults with disabilities; and 3) taking a tour of the site to check program accessibility. (For this tour, participants will use guidelines consistent with Section 504 of the Rehabilitation Act and ADA.) At the end of the session, participants will receive an assignment. Their task is to identify potential problem areas for accessibility within their own programs. To prepare for this session:

- Review all the directions and handouts for this session.
- Arrange for easel, newsprint, markers, tape, and tape measures.
- Duplicate Handout 3–Laws and Regulations (pp. 115–116), Handout 4–Rights and Protections Under the Law (pp. 117–118), and Handout 6–Barriers Checklist (pp. 120–122): one for each participant.
- Select one section of Handout 6–Barriers Checklist to complete during the session. Use the section to plan the route of the tour you will take with participants.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session.

2. Ask participants to refer to their notes from their assignment, Handout 5–Finding Some Answers. Have participants take turns describing the scenario they selected, their questions, and what they learned.

> Tip for the Coach
> While you review the assignment, encourage participants to talk about what they learned about the principles underlying the laws and regulations. Also encourage participants to reflect on the process they used. Ask for specifics: "How did you get your leads?" "What resources did you discover?" "How might you use a similar process next time you have a question?"

3. After discussing the assignment, introduce the basic laws and regulations protecting individuals with disabilities: Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). Give participants copies of Handout 3–Laws and Regulations and Handout 4–Rights and Protections Under the Law. Review the handouts with participants and answer any questions they may have.

4. Prepare participants for their tour by focusing on ADA and Section 504. Point out that to comply with these laws, Head Start programs must ensure access to program facilities and services for persons with disabilities. Every part of a building does not have to be physically accessible, but program services as a whole must be accessible. Physical access means that people with disabilities can get into the building, move around in hallways and rooms, and use bathrooms and telephones.

5. Tell participants that a first step in making the program more accessible is to identify program barriers. Give participants a copy of Handout 6–Barriers Checklist. Explain that you will complete one section of the checklist together.

6. Walk through the building with participants and use the checklist to look for potential problem areas for accessibility.

7. Debrief with participants. Use the following questions to guide your discussion: "How is the program accessible to children and adults with disabilities?" "In what areas does the program do well?" "What barriers remain?" Record participants' responses on newsprint. Save the newsprint and bring it to the next coaching session.

Wrap-up and Assignment

Briefly summarize the session with participants. Then give them their assignment: to complete Handout 6–Barriers Checklist. Explain that in the next session, Moving Forward, they will use their checklists to develop a set of recommendations for program improvement. They will also have a chance to visit an inclusive classroom to identify barriers to and effective strategies for meeting the needs of children with diverse abilities. Thank participants for their participation and confirm the time and place for the next meeting.

Module 3

Making It Work!

Activity 4: Nuts and Bolts



Purpose: While acceptance and commitment set the stage for inclusion, full inclusion frequently demands additional services and supports—the nuts and bolts—to make it work. Head Start staff often feel overwhelmed by the demands of their jobs and the needs of the children and families in their program. This workshop activity is designed to help staff identify what is needed, not only by children with disabilities, but by their families and by staff as well. By learning how to identify specific needs, Head Start can develop strategies to access resources.

Preparation

Arrange for:	Easel, newsprint, markers, and tape
Duplicate:	Handout 7–Directions for Group Leaders (p. 123): one for each team leader
	Handout 8–Planning Worksheet (p. 124): one for each group of 4 to 6
	Handout 9–Carla's Story, Part I (p. 125): one for each participant
	Handout 10–Carla's Story, Part II (pp. 126–127): one for each participant
Review:	About Inclusion (pp. 8–13)

Leading the Activity

1. Introduce the activity and review the agenda with participants. Explain that Head Start programs will be including more children with significant disabilities—children who are deaf or physically challenged, and children who have mental retardation or chronic illness. Explain that this activity will help participants identify what type of information or additional help they need to tap each child's strengths and facilitate a child's full participation.

2. Tell participants that during the next hour they will work in small groups to analyze the story of Carla, a child with disabilities who was actually enrolled in a Head Start program. Explain that participants will brainstorm questions to ask Carla's family and other service pro-

viders. Point out that while participants will be working as members of cross-component teams, they should focus on Carla's story as it relates to their particular roles.

3. Divide participants into groups of 4 to 6 people, making sure the groups represent a good cross section of roles within the program. Ask for one volunteer from each group to lead the small-group discussion. Give leaders a copy of Handout 7–Directions for Group Leaders. Ask for another volunteer from each group to be the recorder. Give each recorder a copy of Handout 8–Planning Worksheet.

4. Distribute Handout 9–Carla's Story, Part I to all participants and read it aloud to the whole group. Tell the groups they have 20 minutes to discuss Carla and complete Handout 8–Planning Worksheet. While the groups are working, hang up 3 pieces of newsprint. Write one question from Handout 8–Planning Worksheet on each piece of newsprint: "What questions would you and your team want to ask Carla's family?" "What questions would you and your team want to ask other staff and service providers, such as Carla's occupational therapist or nurse?" "What other questions, concerns, or fears would you have?"

5. At the end of the 20 minutes ask for volunteers from each small group to report back, using their completed Handout 8–Planning Worksheet. Record responses on the appropriate sheets of newsprint.

6. Briefly summarize information on the 3 sheets of newsprint. Then lead a discussion, using the following questions as a guide:

   - What did you learn?
   - Were there any surprises?
   - If this were an actual planning meeting, what would your next steps be?

7. Read Handout 10–Carla's Story, Part II aloud to participants. This story provides information about the planning and collaboration that was actually involved to include Carla in a Head Start program.

8. Briefly relate the group-generated information on the newsprint to what actually happened for Carla. Highlight both the similarities and the differences. Then have participants discuss what they learned from Carla and the planning process.

9. Briefly summarize the main points from the section About Inclusion by describing what inclusion means for Head Start. Mention who benefits and why, and what it takes to make it work.

> Tip for the Trainer
> You may distribute copies of About Inclusion as a handout.

Summing Up

Remind participants that planning must occur before a child enters the program. Family, staff, and service providers need to work together to identify additional information, services, and supports that are needed to integrate a child with disabilities. Emphasize that families are key players in making inclusion work; and that we can all learn a lot from them. This means that Head Start staff need to find meaningful ways to plan and implement the Head Start program with parents. Point out that each family has unique needs, strengths, and preferences. Even families with similar needs may want very different approaches to meeting those needs.

Making It Work!

Activity 5: Moving Forward



Purpose: Because children with disabilities have unique needs, they often need additional services and support to be fully included in the program. Head Start staff, along with families and other service providers, need to plan and solve problems together to remove existing barriers. They also need to identify the extra services and supports that may be required. This coaching session will help participants identify what they can do within their roles to provide needed supports.

Purpose

This session has three major parts: 1) reviewing the assignment; 2) developing a set of recommendations for program improvements; and 3) conducting an observation at an inclusive preschool setting to identify barriers to inclusion and strategies for fostering it. At the end of the session, participants will choose which Next Steps they will work on to extend their learning. To prepare for this session:

Preparation

- Review all the directions and handouts for this session, A Letter from a Head Start Parent (p. vi), About Inclusion (pp. 8–13), and Next Steps: Ideas to Extend Practice (p. 111).
- Arrange for easel, newsprint, markers, and tape.
- Post the newsprint listing participants' responses from the previous session.
- Duplicate Handout 11–Observation Checklist (p. 128) and Next Steps: Ideas to Extend Practice (p. 111): one for each participant.
- Make arrangements to visit an inclusive preschool classroom where you can observe for 30 minutes, and then meet with teachers for 20 minutes. The classroom you select should include at least one child with a significant disability. A Head Start classroom would be ideal, but it is not a must. The classroom may be offsite. Contact the classroom teachers in advance to find out when you should arrive, how to greet children, where in the classroom you should sit, etc. Use this information to develop a set of guidelines for participants to follow.
- Read through the Resources section (pp. 135–142), particularly those recommended for Module 3. Note resources that may be helpful for participants as they begin to apply their new skills to their daily work.

Conducting the Session

1. Welcome participants and briefly discuss the purpose of today's session. Then tell participants that they will first spend time reviewing their assignments.

2. Ask participants to take out their notes from Handout 6–Barriers Checklist. Have participants take turns sharing their findings. Questions to ask include: "In what areas is the program accessible to children and adults with disabilities?" "In what areas does it fall short?" "What does the phrase physical access mean to you in terms of your program?" "In terms of your role?" "In what ways can Head Start staff make the program more accessible to both children and adults with special needs?" Record responses on newsprint.

> Tip for the Coach
> Handout 6–Barriers Checklist will give participants a yardstick for measuring their facility and identifying program barriers. Help participants analyze their results, and make two recommendations for program improvements. Try to ensure that their results and recommendations are heard. Talk to participants about the best way for them to share their findings. For example, they may present their findings and recommendations at the next staff meeting or submit them to the management team.

3. Prepare participants for their observation by explaining that inclusion requires identifying barriers to full participation. It also requires that children with disabilities get the added support they need, including special services and environmental changes.

4. Give participants a copy of Handout 11–Observation Checklist. Tell participants they will use this checklist to identify barriers to inclusion as well as strategies for promoting it. Review the items on the checklist with participants, and encourage them to add items of their own. Also help participants develop a set of questions to ask the teacher after their observation session.

> Tip for the Coach
> If you will be observing a classroom at another site, provide participants with some background information about the program and the children it serves. Give them guidelines for entering the classroom, interacting with children, and observing their activities.

5. Accompany participants on their classroom visit. During your visit, have participants complete the checklist. Complete the checklist yourself. Take additional notes about barriers and creative strategies that staff use to foster inclusion.

6. After the observation, meet with the classroom teachers. Use this time to find out how and why teachers made certain adaptations; and what types of planning and collaboration went on behind the scenes.

7. When you return to your site, have participants take turns sharing their observations. First focus on the type of adaptations teachers made to meet the needs of children in terms of room arrangement, display of materials, classroom activities, and the barriers to full participation.

8. Then turn your discussion to the importance of teamwork. Emphasize that staff, along with families and other service providers, need to be able to plan and solve problems together to identify and remove barriers to full participation. Members of the team must also identify what is needed, not only by children with disabilities, but by their families and by staff as well, in order to move forward. Planning is not a "one-shot deal," but an ongoing process—one that invites collaboration and reflection, and allows for growth and change.

9. Discuss what roles participants can play in making inclusion a reality. Help them list two goals and the steps to take and supports they need to reach those goals. For each goal, ask:

   - Who else will help?
   - How will you know when or if you've been successful?
   - When will it be accomplished? (Set a target date.)

Have participants record their responses and share them with at least one other person.

> Tip for the Coach
> If participants have difficulty setting goals for themselves, you can help them get started by asking some questions. For example, you might ask: "How can you let people in the community know that Head Start serves children with disabilities?" "How can you make the program more accessible and welcoming to children with disabilities and their families?" "What adaptations can you make to provide opportunities for children and adults with disabilities to participate in program activities?" You may also share some goals of your own.

Wrap-up and Next Steps

Summarize the key points from the session, and give participants a copy of Next Steps: Ideas to Extend Practice. Help participants choose the Next Step(s) they would like to pursue and set a place and time for a follow-up meeting. Together, develop a plan for how they will continue to work with you and other Head Start staff and families to promote and sustain inclusion.

Applaud participants for their efforts. Tell them what you have learned with them and from them. Briefly summarize the main points from the section About Inclusion by describing what inclusion means for Head Start. Mention who benefits and why and what it takes to make it work. You may distribute copies of About Inclusion.

Close the session by reading aloud the letter that appears on p. vi. Emphasize that inclusion does not stop at the end of the day or the end of the program year. Inclusion is a vision, one that lasts a lifetime.

Next Steps: Ideas to Extend Practice



As a supervisor you can help staff members practice what they have learned in this module. Ways to accomplish this include:

1. Help staff develop and work on a "Back Home Plan." These plans might be individual plans or plans developed by job-alike groups.

   Each plan should include a specific goal or goals and strategies to reach the goal(s). For example, goals might include developing one strategy to let people in the community know that the Head Start program accepts children with disabilities; adapting common classroom materials to meet the specific needs of an individual child; or working more closely with specialists. Have staff share their plans with at least one other person.

2. Invite a consultant—an adult with a disability—to survey the building and program operations. Have staff prepare for this event by planning the route for the tour and by developing a set of questions for the consultant. Staff can then walk with the consultant. One staff person may serve as the host; another as interviewer; and another as note taker. Have the consultant consider not only the classrooms, but also the common space. What areas are accessible to children and adults with disabilities? Which areas are not? What are the greatest barriers? What types of adaptations may be needed? In the long term, what barriers will the program need to eliminate?

   After the tour, debrief with staff. Help them think about what changes need to be made and who else needs to be involved in discussing possible changes. Whoever these people are, involve them in the discussion and work toward decisions that can be carried out. Also encourage staff to share their findings and progress at the next staff meeting.

3. Have staff select a "buddy"—someone in the program who has a similar role. On a regular basis, have buddies talk about strategies they are using (or would like to use) to foster inclusion. Buddies may also work together to develop a planning tool for identifying the supports that children with disabilities need to be included in the program.

4. Staff can use a number of strategies to ease children's transition from Head Start to public school. Use Handout 10–Carla's Story, Part II (pp. 126–127) to help staff analyze what transition means for children (especially for those with disabilities) and their families. Then have staff develop specific transition plans for children and families in their own program.

Handout 1: Principles Underlying the Laws and Regulations

Nondiscrimination

It is a basic right, not a privilege, for individuals with disabilities to have opportunities to participate fully in school, the community, and the workplace.

Least Restrictive Environment (LRE)

Children with disabilities have the right to be educated in integrated settings with their typically developing peers whenever possible and beneficial. Inclusion requires that children get the added supports they need, such as special services and environmental adaptations.

Individualized Education Plan (IEP) as a Contract

The IEP determines the services that the child will receive. The IEP serves as a contract, one that cannot be changed unless the team reconvenes and the parent(s) agree with their signature.

Parents as Codecisionmakers

Parents have the right to take part in and approve all educational decisions regarding their children. They indicate their agreement by signing the IEP.

Confidentiality

All families have a right to confidentiality. This means that information about Head Start children and families cannot be shared with outside agencies without parents' (or legal guardian's) written permission. Information can only be shared within Head Start on a "need-to-know" basis.

Handout 2: All Things Considered

What principles would you need to consider for each item?

Item 1: You are Joey's teacher. The occupational therapist says that Joey has made a lot of progress and that her schedule is pretty tight. She asks you if she can cut back on the amount of time she sees Joey. According to the principles, what do you need to consider?

Item 2: You have been Andre's home visitor for two years. Next year he will be going to kindergarten. You find out that the public school may recommend at the next IEP meeting that Andre be placed in a special education classroom. Andre's parents wonder if he belongs in a general education classroom. According to the principles, what do you need to consider?

Item 3: You are a bus driver. You find out that a child with severe asthma may be riding on your bus. You just don't feel that you have the skills needed to care for this child. According to the principles, what do you need to consider?

Item 4: A mother wants to enroll her child in your program. You find out that the child is not toilet-trained. Your program doesn't have any changing tables. According to the principles, what do you need to consider?

Item 5: You are Geri's assistant teacher. On your way home from work you bump into Geri's uncle. He wants to know why Geri isn't learning as fast as other children. According to the principles, what do you need to consider?

Item 6: You are the director. Karim's mother tells you that she wants to volunteer in her son's classroom. But his classroom is in the basement and there are no elevators or ramps, and the bathroom is not accessible. You just don't know how she could manage with her wheelchair. According to the principles, what do you need to consider?

Handout 3: Laws and Regulations*

Section 504 of the Rehabilitation Act of 1973

In September 1973, Congress passed Section 504 of the Rehabilitation Act, which prohibits discrimination on the basis of a physical or mental disability. This legislation applies to every program or activity in the country that receives federal money.

Americans with Disabilities Act (ADA)

The ADA, which was signed on July 26, 1990, provides "comprehensive civil rights protections to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications." This legislation extends the requirements of Section 504 to all public and private programs and provides a mandate to end discrimination against individuals with disabilities. In compliance with Section 504, Head Start programs must continue to ensure accessibility to program facilities and services for persons with disabilities, including staff, parents, children, and collaborating agencies. This law does not apply to sovereign nations.

Both Section 504 and ADA are two major laws that protect children and adults from discrimination.

Individuals with Disabilities Education Act (IDEA)

This law states that all children with disabilities ages 3 through 21 have a right to a free, appropriate, public education (FAPE) in the least restrictive environment (LRE). Children are eligible for services if they are professionally diagnosed as having a disability according to one or more of IDEA's diagnostic categories. Children between the ages of 3 and 5 have the right to receive services without labeling.

Children with disabilities and their families have a right to a coordinated, multi-agency approach to services. Therefore, collaboration between Head Start programs, Local Education Agencies (LEAs), and other community resources is essential. Besides serving as a partner with LEAs in coordinating services for children with disabilities, Head Start programs must also take an active role in helping children with disabilities make the transition into school-age programs.

Provisions of IDEA include the IEP, parents as codecisionmakers, due process, confidentiality, and services in the least restrictive environment.

* Adapted with permission from National Network of Resource Access Projects for Head Start. 1995. *Child to Child. Maximizing Opportunities for Social Integration.* Washington, D.C.: U.S Department of Health and Human Services, Administration for Children, Youth and Families.

Handout 3: Laws and Regulations, page 2

Head Start Program Performance Standards

The Performance Standards describe Head Start's obligations to follow federal laws of nondiscrimination and to be active partners with LEAs in implementing IDEA. The regulations assert that all eligible children, including children with disabilities, are entitled to receive Head Start services and be included in the full range of activities normally provided to all Head Start children. These regulations affirm Head Start's long-standing commitment to include children with disabilities, and represent today's best practices and the philosophy of inclusion.

Handout 4: Rights and Protections Under the Law*

Nondiscrimination

Children ages 3 to 5 with disabilities have the right to:

- Comprehensive and nondiscriminatory testing and evaluation.
- Buildings and materials that are accessible.
- Support (aids, equipment, adaptations) that they need.
- Be considered for admission to the program—no matter what their disability.

All persons with disabilities have the right to:

- Equal employment opportunities.
- Access to all public accommodations and public transportation.
- Access to all public buildings. Physical barriers must be removed or alternatives must be offered.
- All state and local services and telecommunications.

Confidentiality

Parents of children with disabilities have the right to:

- Confidentiality of records and conversations about their child's condition.
- Explanations of information and copies of records.
- Inspection and review of educational records.

* Adapted with permission from National Network of Resource Access Projects for Head Start. 1995. *Child to Child: Maximizing Opportunities for Social Integration.* Washington, D.C.: U.S. Department of Health and Human Services, Administration for Children, Youth and Families.

Handout 4: Rights and Protections Under the Law, page 2

Individualized Education Plan (IEP) as a Contract

Children ages 3 to 5 with disabilities have the right to:

- A free, appropriate, public education (FAPE) that provides special education and related services to meet their needs as specified in a written Individualized Education Plan (IEP).
- Services without labeling: diagnosis must meet IDEA criteria, but states are not required to report children ages 3 to 5 by category of disability.
- An annual written IEP designed to meet the child's needs.
- A coordinated, multi-agency approach to services.
- Variations in service delivery models.

Least Restrictive Environment (LRE)

Children ages 3 to 5 with disabilities have the right to:

- An education in an integrated setting with children without disabilities whenever possible and beneficial. This is called the least restrictive environment.

Parents as Codecisionmakers

Parents of children with disabilities have the right to:

- Involvement in developing and approving all educational decisions about their child. The parent(s) signature(s) must be on the IEP.
- Written notification of and participation in IEP meetings.
- Due process: parents can contest the school's actions.

Handout 5: Finding Some Answers

Complete the following questions for your next session.

1. Think about the principles for a moment. Then choose one situation you (or someone else in the program) have experienced which raised questions for you. Write down the situation in the space below or in your journal.

2. What questions do you have about the situation? What principles have you considered?

3. Do some research. Ask people within your program (the disabilities services coordinator or your supervisor) or outside of your program (staff from the Resource Access Project) for some answers. Below list the people you talked to and what you learned from them.

Handout 6: Barriers Checklist*

Priority 1: Accessible Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter the building as freely as everyone else. At least one path of travel should be safe and accessible for everyone, including people with disabilities.

QUESTIONS	YES	NO	POSSIBLE SOLUTIONS
Path of Travel Is there a path of travel that does not require the use of stairs?	❑	❑	❑ Add a ramp if the path of travel is interrupted by stairs. ❑ Add an alternative pathway on level ground.
Is the path of travel stable, firm, and slip-resistant?	❑	❑	❑ Repair uneven paving. ❑ Fill small bumps and breaks with beveled patches. ❑ Replace gravel with a hard surface.
Is the path of travel at least 36 inches wide?	❑	❑	❑ Change or move landscaping, furnishings, or other features that narrow the path of travel. ❑ Widen pathway.
Can all objects sticking out in the path be detected by a person with a visual disability using a cane? *In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear headroom. It is not necessary to remove objects that stick out less than 4 inches from the wall.*	❑	❑	❑ Move or remove objects sticking out into the path. ❑ Add a cane-detectable base that extends to the ground. ❑ Place a cane-detectable object on the ground underneath as a warning barrier.
Do curbs on the pathways have curb cuts at drives, parking, and drop-offs?	❑	❑	❑ Install curb cuts. ❑ Add small ramps up to curbs.

* Adapted with permission from Adaptive Environments Center, Inc., and Barrier Free Environments, Inc 1995. *The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal 2.0.* Boston, Mass.: Adaptive Environments Center, Inc The checklist created by Adaptive Environments Center, Inc., was funded by a grant from the National Institute on Disability and Rehabilitation Research and reviewed for accuracy by the U.S. Department of Justice. However, this adaptation in *Setting the Stage* has not been reviewed by the Adaptive Environments Center for the U S Department of Justice. For further guidance on the Americans with Disabilities Act (ADA), contact the Disability and Business Technical Assistance Centers, located in the 10 federal regions across the country, at (800) 949-4232 (voice/TDD).

Handout 6: Barriers Checklist, page 2

Priority 2: Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain goods or services without special assistance. Where it is not possible to provide full accessibility, assistance or alternative services should be available upon request.

QUESTIONS	YES	NO	POSSIBLE SOLUTIONS
Horizontal Circulation Does the accessible entrance provide direct access to the main floor, lobby, or elevator?	❑	❑	❑ Add ramps or lifts. ❑ Make another entrance accessible.
Are all public spaces on an accessible path of travel?	❑	❑	❑ Provide access to all public spaces along an accessible path of travel.
Is the accessible route to all public spaces at least 36 inches wide?	❑	❑	❑ Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.
Is there a 5-foot circle or T-shaped space for a person using a wheelchair to reverse direction?	❑	❑	❑ Rearrange furnishings, displays, and equipment.

Handout 6: Barriers Checklist, page 3

Priority 3: Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities. Closing a rest room that is currently open to the public is not allowed.

QUESTIONS	YES	NO	POSSIBLE SOLUTIONS
Getting to the Rest Rooms If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?	❑	❑	❑ Reconfigure a rest room. ❑ Combine rest rooms to create one unisex, accessible rest room.

Priority 4: Additional Access

When amenities such as public telephones and drinking fountains are provided to the general public, they should also be accessible to people with disabilities.

QUESTIONS	YES	NO	POSSIBLE SOLUTIONS
Drinking Fountains Is there at least one fountain with clear floor space of at least 30 x 48 inches in front?	❑	❑	❑ Clear more room by rearranging or removing furnishings.

Handout 7: Directions for Group Leaders

Work with your small group to complete Handout 8–Planning Worksheet. Use the questions below to help guide your discussion. During your discussion, remind members to think about Carla in terms of their specific roles.

- What questions would you want to ask Carla's parents?

- What questions would you want to ask other Head Start staff and service providers, such as Carla's occupational therapist or nurse?

- What services, supports, or resources might be needed to include Carla in the program? Consider such topics as transportation, playground, classroom setup, scheduling, meals, safety, health care, buildings, field trips, etc. (Remember, some supports will be costly, but others require more creativity than money.)

- What other steps could you take to help Carla and her family feel included, while ensuring that all children have opportunities to learn and grow?

- What other questions, concerns, or fears would you have?

Handout 8: Planning Worksheet

- What questions would you and your team want to ask Carla's family?

- What questions would you and your team want to ask other staff and service providers, such as Carla's occupational therapist or nurse?

- What other questions, concerns, or fears would you have?

Handout 9: Carla's Story, Part I

Carla Enters a Center-Based Program

Four-year-old Carla and her family are no strangers to Head Start. For a year, Carla was in a home-based program. This fall, Carla will be enrolled in a center-based program for the first time. Carla's family is excited that she will be around other children. After all, she's a friendly, bubbly child, and loves to be around other people. She also loves to be outdoors, especially when there are climbers that she can pull herself up on and wheel toys that she can push.

Carla "eats" with a feeding tube (she can't have any solid food) and uses a tracheostomy to help her breathe. She cannot be around dust or certain kinds of sand because it can clog the tracheostomy. She can make speech noises, but she doesn't like to. Mostly, she communicates by using gestures. Carla also has difficulty walking, and she is still in diapers.

Carla lives with her mother, father, and two older siblings. When the Head Start director asked Carla's parents what they wanted for Carla, they didn't even have to think about it. Their answer: "We want her to have the same kinds of opportunities that our other children had—to interact and play with other children."

Handout 10: Carla's Story, Part II

Planning for Carla

The Head Start staff had lots of meetings before Carla entered the center-based program. And they always involved Carla's family. There were just lots of unknowns. How, for instance, could Carla go on field trips if it was hard for her to walk? How could she get up and down the stairs? On and off the bus? What if her tracheostomy got clogged? What if the tube fell out? What equipment did Carla need so that she could be included in all of the classroom activities? What about scheduling? Who would change her diapers? And how would anyone even know when her diapers needed to be changed?

"These meetings gave everyone a chance to ask their questions," said the director. "Together, we tried to figure out what we knew, what we needed to know, and what extra help we needed. Yes, we were scared at the beginning, but these meetings made everyone realize that there were resources out there, within Head Start and the community, that we could use. We were not alone."

Carla did have a full-time nurse who did the tube feeding and breathing therapy. While the nurse was a big help, she was a bit overprotective. "She almost died when she saw Carla go down the slide," said Carla's teacher with a smile. "But we worked with her, helping her see that Carla sometimes needed to take risks and that it was important to let go."

While the nurse was there to provide for Carla's medical needs, staff realized they needed more help. And they got it. The school district agreed to pay for a full-time aide to work with Carla as well as other children in the classroom.

Carla also received lots of therapy. Twice a week, she worked with an occupational therapist. One day a week she worked

Handout 10: Carla's Story, Part II, page 2

with a physical therapist. Two days a week a speech therapist worked with Carla to teach her to sign and use a communication board. Staff attended workshops to learn how to sign and use a communication board as well.

Some things that we thought were going to be problems just resolved themselves. Carla didn't need a wheelchair to get around except when the class went on field trips. Special ramps weren't needed. The nurse changed Carla's diapers. The program ordered special sand that wouldn't clog Carla's tracheostomy from an artist's studio. Other things were more difficult. Carla didn't like being pulled out of the room for all her therapies. She didn't want to miss out on story time or free play. The disabilities services coordinator worked with service providers, urging them to provide Carla services within the context of the regular classroom with other children as well.

Planning was certainly not a "one-shot deal." Rather, it was an ongoing process that changed over time, just as Carla changed and grew over time. Staff used a revolving notebook to communicate with Carla's parents. Each day, the teacher used the notebook to record Carla's progress and things she needed to work on. Carla's parents then had a chance to share their ideas, concerns, and possible solutions.

Over the course of the year, Head Start staff learned a lot from Carla and her family and from each other—about determination, about how to work with lots of different professionals, and about the planning that's involved to make it work.

Next fall, Carla will be attending kindergarten at her local public school.

Handout 11: Observation Checklist

Survey a classroom to assess barriers as well as strategies staff can use to ensure inclusion. Here are some things to look for:

	Yes	No
1. Are classroom materials arranged so that they are accessible for all children, including children with disabilities?	❑	❑
2. Are a range of materials provided so that all children can use them comfortably?	❑	❑
3. Are there dolls, books, puzzles, pictures, posters, and other materials that reflect children with a variety of disabilities?	❑	❑

Other interesting observations (barriers, creative adaptations, etc.):

Continuing Professional Development



Professional development experiences are most effective when there is follow-up support. Follow-up builds on staff's motivation and interest and helps them transfer new skills to the workplace. It can extend the learning that takes place in workshops or coaching sessions.

Research and practice indicate that follow-up is most effective when it is:

- planned as a key component of professional development activities
- supported by supervisors
- designed with the participant
- based on the needs, interests, and learning style of the participant

A survey is a simple method to assess the needs and interests of staff in your program. A sample survey appears at the end of this section.

Follow-up Strategies

Once participants have selected their priorities, help them design the content and approach of follow-up. Below are several follow-up strategies that can be adapted to meet the needs of your staff. These strategies can be used alone or together to help participants bring all they have learned to their day-to-day practice in your Head Start program.

Personal Learning Plans

Personal Learning Plans are an extension of the "Back Home Plans" described in Next Steps: Ideas to Extend Practice. Staff create written plans for themselves, and then commit to action. Learning Plans help staff specify what they would like to learn (communication skills, benefits of inclusion) and how they would like to learn it (read, discuss, watch a video, observe others). As a supervisor, you can support participants by helping them create their plans. Once developed, meet with participants regularly to discuss their progress, and help them find resources or plan steps to complete their plans.

Peer Support Groups

In this strategy, a small group of staff members (either a mixed group or staff in similar roles) meet regularly for information and support. They share successes, discuss concerns and problems, and try to find solutions together. Peer support groups can also help staff support each other with their Back Home Plans or Personal Learning Plans. Support groups have evolving agendas, based on the needs of the members and the tasks they select to work on together. Most frequently, support groups deal with practical issues and concerns that arise in the program. Depending on the needs and interests of the members, you may be a member of the group, a facilitator for the group, or an outside resource.

Study Groups

Study groups can be used to refine and expand staff skills. In study groups, staff read journal articles and books, watch videos, or listen to speakers. They then meet to discuss how the content applies to their own roles in the program and to their lives. Study group members meet regularly to learn more about research and practice, current thinking and controversy about inclusion, and new topics and issues. The Resources section includes an annotated list of videos, books, organizations, and professional journals that can be used for study group exploration. As with the Peer Support Group strategy above, you may be a member of the group, a facilitator for the group, or an outside resource who recommends readings or activities and is available for consultation.

Observation, Practice, and Feedback

Ideally, observation, practice, and feedback should be ongoing and routine. Observers can use a simple form to make notes for giving feedback. Forms can focus on specific skills (communicating with a particular child), or more general issues (strategies used to foster belonging in the classroom). As the supervisor, you might be the observer or have staff observe you. Other possibilities include having new staff observe more experienced staff or having peers take turns observing each other.

This strategy is time-consuming and a bit difficult to arrange, but it is very effective and worth the effort. By observing others, staff will see different methods actually being used and will learn new skills along the way. Observation also promotes greater self-reflection, an essential skill for working effectively with others. By being observed in a nonthreaten-

ing way, participants receive feedback about what works well and what alternatives to explore. It also gives them a chance to practice new skills in their actual roles.

Follow-up Materials

Perhaps the least time-consuming follow-up strategy involves sending written materials and resources to staff after the training activities are finished. These materials might include a reminder of the results of a session, questions to encourage journal writing and self-reflection, a letter that discusses the participant's involvement in the training activities and her success in applying new skills on the job, or an interesting article to read. Such follow-up materials can match the needs and interests of staff to the specific content or skill being learned.

Taking Action

With your support and assistance, staff might work to educate others in the program or the community about inclusion. Or they might want to investigate resources in the community and start a resource directory for staff and families. Staff might also want to set up a resource library with materials for parents, staff, and children (in the classroom). These activities will help staff take a more active role in advocating for children and adults with disabilities in their programs and communities.

Continuing Professional Development

Professional Development Survey

Now that you have successfully completed *Setting the Stage: Including Children with Disabilities in Head Start*, what else would you like to learn or do as a result? Below is a list of topics related to the learning outcomes of this guide. Place a ✓ next to the topics that interest you. Then, in the first column, rank your top three choices. We will be designing follow-up activities based on your responses. Thank you!

Top Three Choices (1, 2, or 3)	✓ All that Apply	
		I would like to learn more about . . .
☐	☐	How my perceptions and experiences influence how I interact with children with disabilities and their families, and how I can strengthen my ability to welcome all children and families.
☐	☐	The principles and practices necessary for meaningfully including children, and how I can advocate for them in the program and in the community.
☐	☐	How inclusion benefits all of us, and how I can help others become more aware of this.
☐	☐	How I can better communicate with others in ways that will promote inclusion.
☐	☐	How I can strengthen my ability to talk about disabilities (or speak with persons with disabilities) in a way that promotes inclusion.
☐	☐	The laws and regulations that protect the rights of persons with disabilities, and how they apply to my job.
☐	☐	Ways to identify and remove existing barriers in the program or the community.
☐	☐	The special supports needed by children with disabilities and how I can advocate for these supports.
☐	☐	How staff in roles similar to mine create a welcoming and inclusive environment.
☐	☐	When and how I create an inclusive environment and when I inadvertently create barriers.
☐	☐	How to identify and advocate for the supports we need in order to successfully include children with disabilities.
☐	☐	Other (please specify):_____

Professional Development Survey, page 2

✓ All that Apply	
	How do you think you can best learn what you want to learn? Check all that apply.
☐	Reading and writing on my own, with occasional sessions with my supervisor.
☐	Meeting with peers for an ongoing support group in which we discuss successes and concerns, and create solutions.
☐	Meeting with peers for an ongoing study group in which we read articles, watch videos, etc. and have discussions.
☐	Observing experienced staff members and peers and having them observe me as I practice new skills.
☐	Attending other training sessions or taking a course at a nearby college.
☐	Receiving written notes and materials from my supervisor on topics that interest me.
☐	Other (please specify): _____

Resources

Refer to the following resources to learn more about the key issues presented in this guide. This chapter is organized into three main sections: Print/Audiovisual Materials, Organizations, and Journals/Periodicals.

Print/Audiovisual Materials

General

Chandler, P. A. 1994. *A place for me: Including children with special needs in early care and education settings.* Washington, D.C.: National Association for the Education of Young Children (202) 232-8777 or (800) 424-2460.

This is a practical guide for early childhood educators about the challenges of including children with disabilities in regular early childhood settings and the thoughtful planning and follow-through that can make it work.

Goodwin, T., and G. Wurzburg, producers. 1992. *Educating Peter.* New York: Ambrose Video Publishing (212) 265-7272 or (212) 696-4545.

Educating Peter is the Academy Award winning story of a child with Down syndrome and his classmates as they test the limits of a classroom in which all students learn together. As the camera follows Peter, the trials of coping with Peter's unpredictable behavior are evident, but so are the remarkable advances made by Peter and his classmates.

Kaiser, C. E., Ph.D. producer. 1982. *Young and special: A video-based inservice for mainstreaming preschool children.* Circle Pines, Minn.: American Guidance Service (800) 328-2560.

This inservice training course is designed to prepare early childhood teachers and aides for including children with disabilities in preschool settings. It includes leader and student guides, and 30 modules in documentary television format featuring scenarios, children, parents, and professionals in all major categories of special needs.

McNellis, K., V. Petty, and B. Wolfe, Ph.D. 1987. *Special training for special needs.* Minneapolis, Minn.: Project ETC/Exceptional Training for Caregivers and the Portage Project (612) 341-1177.

This is a comprehensive competency-based training program for personnel working with young children with disabilities.

Resources

National Network of Resource Access Projects for Head Start. 1995. *Child to child: Maximizing opportunities for social integration. A training program for Head Start.* Washington, D.C.: U.S. Department of Health and Human Services, Administration for Children, Youth and Families (202) 205-8347.

This curriculum provides teachers, administrators, and parents with practical strategies for promoting the social integration of children with disabilities in Head Start. The program was field-tested with more than 300 Head Start staff and parents in 13 states.

Office for Training and Educational Innovations. 1993. *Treasures: A celebration of inclusion.* Concord, N.H.: The Institute on Disability/ UAP, University of New Hampshire, The Concord Center (603) 228-2084.

This book captures the heart and soul of inclusion through photographs of children with disabilities participating in schools and in their communities.

Module 1: There's Room for All of Us

Bunnett, R. 1993. *Friends in the park.* New York: Checkerboard Press (212) 571-6300.

This book follows a group of young children as they spend a typical day in the park. The story reinforces the concept of inclusion in a natural way and shows how children are more alike than different. *Friends together: More alike than different,* a series of 11" X 17" full-color photographic posters showing children with a variety of disabilities at play, is also available from Checkerboard Press.

Knob wood puzzles. Grandview, Mo.: Constructive Playthings (800) 832-0572.

This set of puzzles includes a child in wheelchair, children with arm crutches, and an adult woman in a wheelchair. *Differently-challenged children,* a set of figures including five children with a range of disabilities, is also available from Constructive Playthings.

Dwight, L. 1992. *We can do it!* New York: Checkerboard Press (212) 571-6300.

This colorful photographic picture book sensitively shows daily events in the lives of five children with disabilities.

Holcomb, N. 1987. *How about a hug?* Hollidaysburg, Penn.: Jason & Nordic (814) 696-2920.

This is a beautiful picture book about a child with disabilities who wants a hug. Other books by this publisher are also recommended.

Multi-ethnic dolls with adaptive equipment. Carson, Calif.: Lakeshore Learning Materials (800) 421-5354.

These dolls come with wheelchair, leg braces, crutches, walker, hearing aid, glasses, and cane.

Module 2: Communication Counts

Association for the Care of Children's Health. 1986. *Seasons of caring.* Bethesda, Md.: Association for the Care of Children's Health (301) 654-6549; fax (301) 986-4553.

This 40-minute video documents the lives of several families who have young children with disabilities. The importance of having skillful and knowledgeable service providers is highlighted throughout the film. The video is accompanied by a training manual.

Association for the Care of Children's Health. 1989. *Special kids, special dads: Fathers of children with disabilities.* Bethesda, Md.: Association for the Care of Children's Health (301) 654-6549.

What challenges do fathers of children with disabilities face? This 23-minute video provides some answers as fathers speak for themselves about their emotional needs, their concerns, and the importance of involving them in the care of their children.

Rothschild-Stolberg, J., M. Rutman, and D. Heller. 1985. *Talking: Between the lines. A workshop series on communicating with children in early childhood mainstream settings.* New York: New York University Resource Access Project (212) 998-5528.

This series of workshops is designed to strengthen skills in communicating about disabilities with preschool-aged children.

Module 3: Making It Work!

Adaptive Environments Center, Inc. and Barrier Free Environments, Inc. 1995. *The Americans with Disabilities Act checklist for readily achievable barrier removal 2.0.* Boston, Mass.: Adaptive Environments Center, Inc. (617) 695-1225.

This checklist will help programs identify accessibility problems and solutions in existing facilities to support compliance with ADA requirements.

Child Care Law Center. 1993. *Caring for children with special needs: The Americans with Disabilities Act and child care.* San Francisco, Calif.: Child Care Law Center (415) 495-5498.

This report explains the implications of ADA for early child-care programs.

Doggett, L., Ph.D. and J. George. 1993. *All kids count: Child care and the Americans with Disabilities Act.* Arlington, Tex.: Association for Retarded Citizens. Publication No. 30-17 (817) 261-6003 or (817) or 277-0553 (TDD).

This guide provides child-care providers with information about ADA, while emphasizing the value of including all children in regular child-care settings.

Lindeman, D. P., and T. Adams. 1995. *Shining bright: Head Start inclusion.* Parsons, Kans.: Kansas University Affiliated Program (316) 421-6550.

This videotape illustrates the collaboration and planning needed to make inclusion work in Head Start.

National Information Center for Children and Youth with Disabilities. 1993. *Questions and answers about the Individuals with Disabilities Education Act (IDEA)* Vol. 3, No. 3. Washington, D.C.: National Information Center for Children and Youth with Disabilities (800) 695-0285.

This free news digest answers many of the questions commonly asked by families and professionals about the mandates and requirements of IDEA, the federal law that supports special education and related services programming for children and youth with disabilities.

Organizations

The following organizations provide information, materials, training sessions, and technical assistance on a wide range of topics related to disabilities services.

AbleNet, Inc.
1081 Tenth Avenue, SW
Minneapolis, MN 55414
(800) 322-0956

AbleNet designs and manufactures assistive devices for individuals with disabilities. Their quarterly publication, *ALDetails*, focuses on applications of automated learning devices for play/leisure, domestic, vocational, and learning environments for persons with severe disabilities. A catalog of their products, which include toys and games, is also available upon request.

Beach Center on Families and Disability
University of Kansas
3111 Haworth Hall
Lawrence, KS 66045-7516
(913) 864-7600

The Beach Center is a national rehabilitation research and training center with core funding from the National Institute of Disability and Rehabilitation Research and the University of Kansas. It engages in research, training, and dissemination of information relevant to families who have members with developmental disabilities, serious emotional disorders, and technology-support needs. The Center's *Families and Disability Newsletter* is published three times a year. A catalog listing many of the Center's publications, a descriptive brochure, and the newsletter are free upon request.

Resources

Council for Exceptional Children (CEC)
Division of Early Childhood (DEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

The Council for Exceptional Children (CEC) is the largest international professional organization committed to improving educational outcomes for individuals with disabilities. Members receive *Exceptional Children,* the research journal; *Teaching Exceptional Children,* a practical classroom-oriented magazine; and a newsletter called *Exceptional Times.* CEC is the home of the Educational Resources Information Center Clearinghouse on Handicapped and Gifted Children.

Disability and Businesses Technical Assistance Center
(800) 949-4232 (voice/TDD)

This center provides information about the ADA requirements.

Disability Rights Education and Defense Fund (DREDF)
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555 (voice) or (510) 644-2629 (TT)

This national, nonprofit organization offers concise, up-to-date information on the civil rights of persons with disabilities. The *Disability Rights Review,* the organization's free quarterly newsletter, reports on legislative activities affecting disability rights.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(202) 884-8200

NICHCY is a clearinghouse which provides information and services on disabilities and disability-related issues. NICHCY offers technical assistance to parent and professional groups, referrals to other organizations, and materials about a range of disability-related issues which are available in English and Spanish. All materials and services are provided free of charge. NICHCY's newsletter, *News Digest,* is published three times a year.

National Parent Network on Disabilities (NPND)
1600 Prince Street, #115
Alexandria, VA 22314
(703) 684-6763

This national network was established to provide a presence and personal voice for parents of children, youth, and adults with special needs. NPND shares information and resources in order to promote and support the power of parents to influence and affect policy issues concerning the needs of people with disabilities and their families. The NPND includes organizations of parents of children, youth, and adults with any type of disability. The governing boards of the member organizations are composed of a majority of parents.

Resource Access Projects (RAPs)

RAPs are a national technical assistance network, supporting local Head Start programs in serving children with disabilities. Contact your Administration for Children and Families Regional Office to find out the phone number for the RAP in your region.

Very Special Arts
1825 Connecticut Avenue, NW, Suite 417
Washington, DC 20009
(202) 628-0300

This organization provides information about curricula and instruction in the arts for children and adults with disabilities.

Journals/Periodicals

The following journals and magazines often feature articles relevant to inclusion and disabilities services.

Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98073
(800) 221-2864

This bimonthly publication is geared to meeting the management needs of early childhood programs.

Resources

Connections
Lane & Laurence, Inc.
28 Parkman Street, Suite #1
Brookline, MA 02146
(617) 739-2944

This newsletter, written by and for people with disabilities, provides resources and strategies for facilitating full participation for persons with disabilities.

Exceptional Parent
P.O. Box 3000
Department EP
Denville, NJ 07834
(800) 247-8080

This monthly magazine, geared to parents of children with disabilities, provides information about a range of topics such as working with schools, accessing resources, and advocating for children.

Teaching Tolerance
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286

This journal, published twice a year, strives to create communities in which differences are acknowledged, respected, and celebrated.

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Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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