

# QUICK START GUIDE PRESCHOOL INCLUSION SERIES

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## Preschool Inclusion Series Description

The *Preschool Inclusion Series* of the *SpecialQuest Multimedia Training Library* focuses on several aspects of including preschool-age children who have disabilities in programs and settings with their typically developing peers. This series contains four videos. The first provides an overview of the benefits and rationale for inclusion, as well as perspectives from many stakeholders of what makes inclusion work. Two additional videos each feature a story about the successful inclusion of a child—in one, a girl named Samantha; in the other, a boy named Drew. In these videos, viewers learn what it took for their families and their service providers to ensure that these children were given the supports and opportunities they needed to flourish in programs with their typically developing peers. The fourth video provides practical and concrete strategies for making the Individualized Education Program (IEP) process that is collaborative and that ensures inclusion, with perspectives from family members, service providers, and administrators from several service delivery systems. Five sessions, complete with facilitator scripts and handouts, accompany the videos.

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## Preschool Inclusion Series Video and Session Descriptions

**Video:** *Preschool Inclusion: Working Together to Make It Happen*  
(18 minutes)

This video is the foundation for the SpecialQuest Multimedia Training Library's Preschool Inclusion Series. *Preschool Inclusion: Working Together to Make It Happen* provides examples of staff and families working together to support high-quality inclusion of preschoolers with disabilities in early care and education settings. This video illustrates how services can be responsive to the priorities and concerns of both families and service providers. In the video, classroom staff, administrators, service providers, and families share their perspectives on what makes inclusion work. The video also shows many images of children with disabilities in inclusive environments. *Preschool Inclusion: Working Together to Make It Happen* also can be a useful tool for discussing the three defining features of inclusion: access, participation, and support (DEC/NAEYC Joint Position Statement on Inclusion, 2009).

**Session:** *Preschool Inclusion: Laying the Groundwork for Success*  
(4 hours total)

This session is intended to lay the groundwork for successful inclusion in preschool. After viewing the video, *Preschool Inclusion: Working Together to Make It Happen*, participants will explore and discuss how families and service providers can effectively work together to create and support inclusive experiences for preschool-age children who have disabilities. Participants are introduced to *Early Childhood Inclusion*, a summary of a joint position statement released in April 2009 by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). They will use the concepts in the position statement to discuss the defining features of inclusion: access, participation, and supports. Finally, the session highlights federal legislation from several systems that support inclusion.

**Keywords:** inclusion, collaboration, preschool

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*Preschool Inclusion Series Video and Session Descriptions Continued*

**Video: *Preschool Inclusion: Samantha* (10 minutes)**

This video highlights the experiences of Samantha and her family and the people who worked with them. Samantha was enrolled in Early Head Start at 18 months of age, transitioned to Head Start at age three, and was in the process of transitioning to kindergarten at the time this video was developed. Samantha's story provides an opportunity to see how families can work collaboratively with Head Start, childcare, the public schools, and other agencies and service providers to realize their dreams for their children who have disabilities.

**Session: *Samantha's Story—Preschool Inclusion Success***

*(see options 1 and 2 below for length of session)*

In this session, participants will use the video *Preschool Inclusion: Samantha* to identify aspects of successful inclusion. Participants will explore what is necessary to provide collaborative services to preschoolers with disabilities and their families in early care and education environments.

**Option 1 (3 hours, 10 minutes)**

Participants will identify challenges to inclusion and generate strategies that support effective inclusion in their own work.

**Option 2 (3 hours, 20 minutes)**

Participants will use a tool, the Inclusion Planning Checklist, to explore how they and their partners can support the inclusion of preschool-age children who have disabilities in early care and education programs.

**Keywords:** inclusion, collaboration, preschool, transition, coordinated service delivery, families

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**Video: *Preschool Inclusion: Drew* (6 minutes)**

This video illustrates how Drew, one preschooler with a disability, flourished in an inclusive environment. Drew's parents and staff from various agencies describe how he transitioned from a home-based early intervention program to an Early Head Start program with early intervention services, and then onto a preschool/Head Start center where he received special education services in the classroom. The video allows participants to consider the array of services that may be needed when including a child with a disability in their classroom and the collaboration needed to ensure that parents' dreams for their child are realized.

**Session: *Drew's Family Story of Inclusion* (2 hours, 40 minutes)**

This session uses the video *Preschool Inclusion: Drew* as the foundation for learning about an array of resources needed to support the inclusion of a child with a disability. Through the story of Drew's family, session participants also consider the influence of a parent's own disability on the collaborative process of inclusion. Participants explore and discuss their early experiences with disabilities and how these experiences currently influence their perspectives about disability. In addition, participants explore formal and informal resources and use a community mapping

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*Preschool Inclusion Series Video and Session Descriptions Continued*

process to identify the various types of resources available in their own communities, with a focus on what could be used to support Drew, his family, and children with disabilities in general.

**Keywords:** inclusion, collaboration, preschool, coordinated service delivery, families, adults with disabilities

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### **Video: *The Individualized Education Program: Strategies for Making It Work and Doing It Well***

- **Part I: *Preparing for IEP Meetings*** (17 minutes)
- **Part II: *Contributing to Successful Meetings*** (16 minutes)
- **Part III: *Putting IEPs into Action*** (14 minutes)

This three-part video offers practical strategies for a successful IEP process, before, during, and after the IEP meeting. The strategies from families, service providers, and administrators address planning for the IEP meeting, participating in the IEP meeting, and implementing an IEP that ensures that preschool-age children with disabilities are given optimal opportunities to learn, grow, and develop with their typically developing peers.

### **Session: *The Individualized Education Program: Partnering for Success*** (4 hours, 15 minutes)

This session draws upon the experiences of families, service providers, and administrators in preparing for and contributing to IEP meetings and in implementing IEPs. Participants will consider the IEP process from various perspectives and explore how teams work together to create inclusive experiences that are supported by the IEP process.

**Keywords:** inclusion, collaboration, preschool, coordinated service delivery, Individualized Education Program (IEP), families