

# **“I Have this Child”**

## **“Recipe for Success” Activity Instructions**

### **Trainer Instructions**

1. Provide each small group with images for community agencies (same as for the matching game, if used), as well as a list of rights and responsibilities (child, parent, and teacher), and classroom interventions. (see Pages 2 and 3 of this document for ready-to-cut-out list)
2. Instruct each group to pick a child from the list of descriptions and to use the different “ingredients” they’ve been given to create a “recipe” specific to that child and their family.
3. Instruct each group to discuss how they might practically implement strategies, integrate rights/responsibilities, and develop and/or use policies and procedures in your scenario.
4. If time permits, instruct groups to identify some potential barriers to specific areas of your “recipe” and brainstorm possible solutions.
5. Have groups present their recipe to the larger group and facilitate discussion about any similarities and differences between “recipes” of groups who chose the same child.

### **Participant Instructions**

1. Pick a child from the list of descriptions use the different “ingredients” you’ve been given to create a “recipe” specific to that child and their family.
2. After determining what “ingredients” you need, discuss how you might practically implement strategies, integrate rights/responsibilities, and develop and/or use policies and procedures in your scenario.
3. If you have time, identify some potential barriers to specific areas of your “recipe” and brainstorm possible solutions.
4. Prepare to present your “recipe” to the larger group.

*Children's Right:* Children with disabilities are entitled to equal access to all early childhood programs and child care facilities (Child Care Law Center, 2001).

*Children's Right:* Programs cannot create eligibility standards that discriminate against or screen out children with disabilities (Child Care Law Center, 2001).

*Children's Right:* Programs must make reasonable accommodations on an individual basis to allow everyone to participate in the services and opportunities offered (Child Care Law Center, 2001).

*Parents' Right:* Parents have meaningful opportunities to participate in all decisions made about their children's education and services (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Complete explanation of all the procedural safeguards available under IDEA and the procedures in the state for presenting complaints (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Confidentiality and the right of parents to inspect and review the educational records of their child (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Participate in meetings related to the identification, evaluation, and placement of their child (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Obtain an independent educational evaluation of their child (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Receive "prior written notice" on matters relating to the identification, evaluation, or placement of their child (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* Give or deny consent before the school may take certain action with respect to their child (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* disagree with decisions made by the school system on issues (National Dissemination Center for Children with Disabilities, 2010).

*Parents' Right:* use IDEA's mechanisms for resolving disputes, including the right to appeal determinations (National Dissemination Center for Children with Disabilities, 2010).

*Teachers' Right:* Participate in Individualized Education Plan meetings.

*Teachers' Right:* Confer with parents and colleagues (and have an obligation to report progress to parents as often as she would report the progress of her typically developing students).

*Teachers' Right:* Suggest a re-evaluation to determine if different services and education are needed.

*Teachers' Right:* If different services are recommended through a re-evaluation, to ask for the IEP to be amended accordingly.

*Teachers' Right:* Expect to receive support from administrators and colleagues.

*Teachers' Right:* Expect to have professional development related to inclusion.

## **Universal Design**

## **Assistive Technology**

## **Embedded Instruction**

## **Naturalistic Intervention**

## **Scaffolding Strategies**