



Beginning Together

*Caring for Infants and Toddlers with
Disabilities and Special Needs
in Inclusive Settings*

CERTIFICATION PROCESS

The overall goal of the BEGINNING TOGETHER Institute is to increase the PITC graduates capacity to address the needs of infants and toddlers with disabilities in their existing and future training content. The following are the Learner Outcomes for the BEGINNING TOGETHER Institute.

THROUGH THE BEGINNING TOGETHER INSTITUTE, PARTICIPANTS WILL:

- ❖ Design lessons based on the Key Concepts presented in the workshops.
- ❖ Expand and strengthen their knowledge of community resources and know how to link with appropriate specialists in their local area in order to provide collaborative training
- ❖ Increase their comfort and competence in relating to parents of children with special needs and partnering with parents as co-presenters.
- ❖ Incorporate information about infants and toddlers with disabilities and other special needs into their existing PITC trainings.

Participants who become certified in BEGINNING TOGETHER will be eligible for the PITC Stipend Program for Certified Trainers in the four topics covered in BEGINNING TOGETHER workshops: When Concerns Arise; Inclusive Group Care and Individualization; Building Relationships to Support All Children; and combining the session on Confidentiality with Attitudes.

Certification Requirements

ATTEND AND FULLY PARTICIPATE in all sessions of the Institute.

SUBMIT A CERTIFICATION PAPER. The paper will consist of context, community partnership information and two lesson plans from two of the four *workshop sessions* presented in the Institute. (If you write with a partner, you will need to have lesson plans for all four sessions)

Send Certification Paper to:

Beginning Together

751 Rancheros Drive • Suite 2
San Marcos, CA 92069



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Using the key concepts from two different BEGINNING TOGETHER workshop sessions, write plans for how these concepts will be shared with your audience. In one lesson plan, include a co-presenter from the community. In the other lesson plan, use a parent of a child with special needs or a person with a disability as co-presenter or use a panel made up of parents of children with special needs and persons with disabilities. There should be clear links to PITC concepts and knowledge. Since these are plans, you do not have to conduct the session prior to turning in your paper.

The certification paper must be a minimum of **10 full pages of text** (does not include handouts). **Please label each section as outlined below.**

The Certification Paper	Minimum Number of Pages
Community Partnerships	1 page
Context	1 page
Training plan for one of the workshop sessions: <ul style="list-style-type: none">• Professional Co-Presenter ~ Thoughtful plan...• Then the lesson plan	1 page 3 pages
Training plan for a different one of the workshop sessions: <ul style="list-style-type: none">• Parent/Person with a Disability Co-Presenter or Panel ~ Thoughtful plan...• Then the lesson plan	1 page 3 pages

Here is a description of each section. Use this information to guide your writing.

Community Partnerships (one page)

A big emphasis of this certification process is exploring and developing partnerships in your community with agencies and persons providing service to infants and toddlers with disabilities and their families. If you are already well-connected with some agencies, describe how you are expanding into other resources or deepening your current relationships. **You do not have to have completely accomplished your goals of networking by the time you turn in your paper**, but should have made some outreach. **In at least one page**, describe your effort in beginning or developing relationships with community partners along with documentation such as

- ✓ A letter of introduction from you
- ✓ A letter from a potential co-presenter, a pamphlet from an agency, etc.
- ✓ Networking or meeting schedules or opportunities, etc.



Two training plans (minimum 4 pages each, plus Context)

For one training plan, include a co-presenter from the community. Write at least one page on how you would thoughtfully plan for and team with this person. Answer the following questions.

- What is the purpose of including a co-presenter in this workshop? What need would this serve in the community?
- What type of specialization would the person need to bring?
- Who in your community might you use? Why would you select this person?
- How would you build a collaborative team for training?
- What would your role be in planning and presenting the workshop?

For the second training plan, include a parent of a child with special needs or a person with a disability as co-presenter or use a panel made up of parents of children with special needs and persons with disabilities. Write at least one page on how you would thoughtfully plan for and team with this person or panel. Answer the following questions.

- What is the purpose of including a parent of a child with special needs or a person with a disability or a panel in this workshop? What need would this serve in the community?
- Who in your community might you use? How would you identify your co-presenter or panelists?
- How would you build a collaborative team for training? If using a panel, what questions might you use for the panelists and how might you partner with them?
- What would your role be in planning and presenting the workshop?

Each training plan shall contain the following:

Context (approximately one page)

The context may be the same for both lessons. Context includes:

Type of training:

Will you be offering an in-service training for program staff, training for family child care providers, an infant/toddler course at the community college, a session at a conference, a workshop for parents? Include information about the trainees' prior training and experience, the programs in which they work, and the characteristics of the population they serve. Explain the link between your trainees' caregiving or teaching situation of content and materials.

Training format:

For example, will it be a ten-week course, five one-hour in-service training sessions, or a weekend intensive for caregivers, etc.? How long will each session be? How often will you meet? Describe the factors influencing your choice of training format.

Building a Community of Learners:

Describe ways you will consider the needs and learning styles of your group, promote connections between your participants, encourage their professionalism, incorporate their talents and resources in your sessions, maintain the group over time, support their change in practice based on your teachings.



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Lesson Topic: List the workshop session title you are using for each lesson plan. The content of each lesson should be based on information and strategies presented in the BEGINNING TOGETHER Institute workshop session with the same title as the lesson:

- **Building Relationships**
- **Attitudes plus Confidentiality**
- **When Concerns Arise**
- **Inclusive Group Care/Individualization**

Please stay with the concepts emphasized in BEGINNING TOGETHER, not those from Module III or activities exclusively from Project EXCEPTIONAL.

Description (Each lesson plan should consist of a series of activities that are designed to help training participants learn about the topic.)

The description should include:

- **Major concepts and content** from each of the workshop sessions you selected, as well as information from the manuals, handouts and faculty lectures. You need not cover all issues presented in the workshop session that you attended, although the major concepts must be included. The content should reflect what *your* trainees need to know about each topic. Please integrate the content (specific information in the lesson) into the activities you are presenting to your trainees.
- **Materials:** What are the materials you will use (e.g. handouts, articles, specific videos, video clips, and readings)? Describe within the body of the lesson, how the multimedia materials, handouts and other materials will be used. Weave the use of these materials into your description of the training. **Do not include copies of handouts from the trainer's manuals or your packets with your paper, but refer to them by title and/or number. Do attach any other handouts you wish to include.**
- **Teaching Strategies:** This includes lecture, role play, reflection exercises, group discussion, written assignments, etc. and how you will guide discussions and feedback from small group work. Include any modifications and adaptations of strategies observed during the BEGINNING TOGETHER Institute. Include ***how much time*** you will allow for each activity or segment of training. Describe the "give and take" between the trainer and the participants. Include any ***outside assignments*** that will be given as part of the training. Since you will be co-presenting, you need to anticipate what your co-presenter would be doing although you would not necessarily have the details for their parts. You should list generally what you expect your co-presenter to address and how.
- **Evaluation:** Describe any methods you will be using to evaluate the effectiveness of the training (e.g. written tests and reports, oral presentations, observation of children responding to trainees' practices in the work setting, journal writing. Be sure to consider your audience when developing these methods.