Chapter 7 Extended Training Agenda

TIME	FACILITATOR	CONTENT/ACTIVITY	MATERIALS
At time of registration		Set up: **Prepare the Google doc (link google doc here).** **Participant at-home activities to be completed prior to the training:**	
30–45 min. before training		**Set up:** Give instructions in chat (e.g., Welcome! You will come into the room on mute and can locate the chat room to stay in contact with everyone.) Encourage participants who are familiar with the Registry website to enroll in the course on the website. For those who are unfamiliar, the registry will be reviewed at the end of the training.	
		Welcome • Introduce yourself. • Welcome the participants. • Tell participants that they are muted. • Go through the agenda. **Getting to know you:** • Ask participants to type their name, organization, and roll into the chat box. • Trainer welcomes everyone by calling out participants information **OUTCOMES:** Participants will begin the day by introducing themselves to each other and the trainer: in this way we will begin to build a community of learners for the day.	PowerPoint handouts

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Slide 2		**Activity 1: Seashells** OUTCOME: All children come to our classrooms with their own special, unique differences! Invite participants to debrief about finding the "perfect shell." Again, all children are important regardless of their abilities and appearances. Make sure to introduce the concept of people-first language so that participants and presenters are mindful of using appropriate terms throughout this presentation. Group discussions: Ask participants why they think we did this activity or how they think this activity relates to the topic.	PPT slide 2
Slide 3		**Outcomes:** • Current issues (systems, data, complexities of diagnosis, etc.) related to English learners with disabilities (outcomes 1 and 2). • Cultural considerations and instructional strategies for the classroom and home (culturally considerate responsive practices, adaptations, and accessible curriculum) (outcome 3). • Collaboration (Who might the local partners be, and what are some resources?) (outcome 4).	
Slide 6		• **Review California's Early learning and Development Systems and California Department of Education resources.**	• Preschool Learning Foundations (PLF), Volume 1. • Preschool Curriculum Framework (PCF), Volume 1.
Slide 8		• **Special Education Division Early Childhood Support System**	
Slide 9		• **Access to Regular Preschool Activities Law**	PPT slide 9
Slides 10–13		• **Resources to Support Access to Regular Preschool Activities**	PPT slides 10–13

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Slide 14		**Elements of Successful Collaboration** Have participants discuss on the following: Think about a time in your personal life, or in a work setting, when you were a part of a successful collaboration. Use the following question to guide a discussion with your table group: What made that experience successful, and how did you feel during and after that experience? Resources in multiple languages can often foster collaboration. The Center for Parent Information and Resources website is a good resource (https://www.parentcenterhub.org/).	PPT slide 14
Slides 15–17		**Partners: School District**	PPT slides 15–17
Slides 15–17		- Remind participants of their pre-reading. - Refer participants to Principle 8 on page 69 of the PEL Resource Guide. - Turn to page seven in the Preschool Curriculum Framework (PCF) and read the paragraph under the Overarching Principle.	
Slides 18–19		**10 Practices** **Procedure:** - Review pre-reading: Have participants read, review, and discuss Principle 8 and the practices that follow on page 69 of the PEL Guide. - Invite them to share successful strategies they have used before, as well as those learned from the reading with their breakout groups. - Note: Overarching principle "Family and community partnerships create meaningful connections" (PCF, Vol. 1, p.	Slides 18–19
Slides 20		**Preschool Children with IEPs**	

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Slide 21		**Activity2: What do you think?** Invite participants to vote with their feet by standing if they agree and remaining seated if they disagree. Let participants know that each statement will be read, then they will have a chance to vote. After everyone has voted, we will discuss the facts and false assumptions associated with these statements (following two slides). Now it's time to read each statement and ask participants to annotate depending on their vote.	PPT slide 21
Slide 24		**Language Disorder or Language Difference** • Have participants refer to page 64 in the PEL Guide. • Have participants take out Handout 2: Language Disorder or Language Difference and read the definitions of language disorder, language difference, and general characteristics.	• Slide 24 • Handout 2: Language Disorder or Language Difference • Slide 19—ELD and LLD Interactions and Strategies HO1 • Slide 20—Feeling Chart Flower Faces (English and Spanish) HO2
Slide 25		**Early Warning Signs** Have participants refer to the CDE brochure—Reasons for Concern that Your Child or a Child in Your Care May Need Special Help—that can be found in their folders. This brochure can also be downloaded in several languages from the following links: • https://www.cde.ca.gov/sp/se/fp/concerns.asp • https://www.dds.ca.gov/services/early-start/ **Refer participants to the page 64 PEL Guide pre-reading.**	PPT Slide 25–26
Slide 27 (20 minutes)		**Activity 3: Synthesis Activity—Part 1** OUTCOMES: Participants will synthesize previous information and read a section of the Preschool Curriculum Framework (PCF).	• PPT slide 27 • PCF

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Slide 28		**Activity3: Synthesis Activity—Part 2** Read PCF, Vol. 1, p. 185 and discuss the questions with the group.	• PPT Slide 28 • PCF
Slides 29–32		**Cultural Considerations**	PPT slides 29–32
Slide 33–36		**Activity 4: Cue Cards** The presenter starts by reading the first question. Participants can look at their handout while viewing the slide. Participants respond by annotating on the correct answer to the question or by typing the number to the correct answer in chat. Follow this same process of questioning and answering with cue cards one through three.	• PPT Slides 33–36 • HO Slide 31
Slides 37–39		**Strategies**	Slide 35–36
Slide 40		**Adaptations**	Handout 5: Seven Adaptations
Slide 41		**Augmentative or Alternative Communication Systems**	Refer participants to Handout 6: Assistive Technology Toolkit
Slide 44		**A Closer Look at Adaptive Materials**	Refer participants to Handout 7: Ways to Adapt Classroom Materials to introduce more examples of adapted materials.
Slide 45		**Book Activity: Easy-to-Turn Pages**	Refer participants to Handout 8: 101 Ways to Fluff and Turn a Page for more ideas.
Slide 46		**3. Accessible Curriculum**	Refer participants to Handout 9: Practices of Universal Design.

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Slides 47–57		**Inclusive Classroom Video Clips** • Intent: These five clips from the *Welcoming ALL Children* video—Circle Time, Mealtime, Center Time, Transition Time, and Outside Play Time—explain creative strategies to make accommodations to meet the unique needs of each child. This video, and companion updated CD, were developed for child care providers to help them welcome and include children with special needs into their child care programs. • The CD was updated and expanded by Elizabeth Traub, Lois Hutter-Pishgahi, Tamyra Freeman, Early Childhood Center and The Indiana Parent Information Network (2008). • Procedure: Refer participants to Handout 10: Viewing Guide for note taking. • "We will be viewing the video Welcoming ALL Children which includes 5 short segments. While viewing the clips, please jot down some notes. For example, What are some of the ideas/strategies that stood out to you in the video clip? What ideas/strategies did you hear that might be helpful for your students?"	• PPT slides 47–57 • Video clips
Slides 57		**After watching the five video clips, have participants share what they learned with a partner in a breakout room.**	Breakout rooms
Slides 60		**Collaborative Partners**	
Slides 63–64		**Resources**	
Slide 65		**Closure: Revisit the Outcomes**	
12:50–12:55		**Q and A (5 min.)** **Thank you for coming!**	