

**Small Group Activity
Vignette #1**

Directions:

1. Briefly introduce yourselves.
 2. Appoint a facilitator **and** a recorder for your small group.
 3. Read the remainder of these directions below; ask for clarification from each other or session facilitators, if there are questions.
 4. Take a minute to individually read the vignette and Question #1. Silently write down your responses to the question.
 5. The facilitator should support sharing of responses in the following way: In a round robin fashion, each person shares one response to Question #1. Keep going around in turn until all responses have been given. If your response has been shared, say “pass,” and move to the next person.
 6. Recorder writes down responses on blank paper (included), so everyone can see the list.
 7. From this list the group generates their “agreed upon” response to the question.
The recorder writes down this list (on the Yellow sheet enclosed) to share with session facilitators and the large group.
 8. Continue with Questions #2- #4 repeating this sequence (4-7 above).
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Discussion Vignette and Questions

Andreas is an engaging three-year-old boy who has moderate cerebral palsy. Andreas uses a wheelchair for physical mobility and a communications device to augment his speech which is somewhat limited. His cognitive abilities are above average.

Question #1: Key Dimensions of Quality for Inclusive Classrooms

You are Andreas’ **parent**. You feel an inclusive preschool experience would be the best educational placement for Andreas. You are visiting a publicly funded preschool that was recommended because it is accredited by NAEYC and has been designated by the highest star rating from the state quality rating system. A child with disabilities is enrolled in the 3-year old classroom in which you are observing during your visit.

What dimensions of program quality do you look for in deciding whether this is the best placement for Andreas?

Question #2: Competencies for High Quality Personnel in Inclusive Classrooms

You are the **teacher** in the inclusive classroom described above. Based on the list of key dimensions of quality identified in Question #1, identify what knowledge, attitudes, and practice skills you would need to ensure that the classroom reflected those dimensions of quality (identified during discussion of Question #1).

Question #3: Professional Development to Build Competencies and Quality

You are the **administrator** with responsibility for designing and delivering the professional development for the publicly funded pre-k program described above. What kinds of professional development experiences and supports do the personnel need to develop the competencies described above, and how should those experiences and supports be delivered?

General discussion in small group: Are these professional development experiences and supports available to the personnel in the preschools in your community or state?

**Small Group Activity
Vignette #2**

Directions:

1. Briefly introduce yourselves.
2. Appoint a facilitator **and** a recorder for your small group.
3. Read the remainder of these directions; ask for clarification from each other or session facilitators, if there are questions.
4. Take a minute to individually read the vignette and Question #1. Silently write down your responses to the question.
5. The facilitator should support sharing of responses in the following way: In a round robin fashion, each person shares one response to Question #1. Keep going around in turn until all responses have been given. If your response has been shared, say “pass,” and move to the next person.
6. Recorder writes down responses on blank paper (included), so everyone can see the list.
7. From this list the group generates their “agreed upon” response to the question.
The recorder writes down this list (on the Yellow sheet enclosed) to share with session facilitators and the large group.
8. Continue with Questions #2- #4 repeating this sequence (4-7 above).

Discussion Vignette and Questions

Andreas is a three-year-old boy with the diagnosis of autism. His language is unintelligible and he engages in solitary behavior most of the time.

Question #1: Key Dimensions of Quality for Inclusive Classrooms

You are Andreas’ **parent**. You feel an inclusive preschool experience would be the best educational placement for Andreas. You are visiting a publicly funded preschool that was recommended because it is accredited by NAEYC and has been designated by the highest star rating from the state quality rating system. A child with disabilities is enrolled in the 3-year old classroom in which you are observing during your visit.

What dimensions of program quality do you look for in deciding whether this is the best placement for Andreas?

Question #2: Competencies for High Quality Personnel in Inclusive Classrooms

You are the **teacher** in the inclusive classroom described above. Based on the list of key dimensions of quality identified in Question #1, identify what knowledge, attitudes, and practice skills you would need to ensure that the classroom reflected those dimensions of quality (identified during discussion Question #1.)

Question #3: Professional Development to Build Competencies and Quality

You are the **administrator** with responsibility for designing and delivering the professional development for the publicly funded pre-k program described above. What kinds of professional development experiences and supports do the personnel need to develop the competencies described above, and how should those experiences and supports be delivered?

General discussion in small group:

Are these professional development experiences and supports available to the personnel in the preschools in your community or state?