



Bean Counting

Module: III
Topic: Special Needs
Type: Visualization
Group Size: Large Group
Time: 20 minutes

Purpose:

To help participants understand and appreciate the important role they, as infant/toddler caregivers, and parents play on a child’s Individual Family Service Plan (IFSP) team.

What you will need:

Participant Materials	Trainer Materials	Equipment
	:: 3 identical clear containers with lids (acrylic containers are available in craft stores) :: Dry beans (pinto) :: Bean Counting Scenario describing the assumptions for this demonstration	

Directions:

- Prior to the training, the appropriate number of beans should be placed in each container to represent the “awake” time parents, child care providers, and early intervention providers spend with the child described in the scenario. Hint: use a measuring cup to estimate by counting the number of beans it takes to fill the cup. The “parent” container should have 2640 beans in it. The other two containers should have 2100 (child care provider) and 300 (EI provider) beans.
- At the start of the training (even if this is not the first activity), place the containers side-by-side where they can be seen by everyone. Do not label the containers.
- Begin this activity by asking participants the following questions:
 - How many of you have infants or toddlers with special needs in your classroom receiving services from your state’s early intervention (Part C) program?
 - Where are these special services provided?
 - What is your role on the IFSP (Individual Family Service Plan)?
- Next, introduce the scenario before explaining the beans!

Jamie is a 2 year-old with special needs who attends an all day Early Head Start center-based program Monday through Friday. Jamie’s mom is Linda, a single parent who drops him off at the center at 7:00AM every morning before work and picks him up at 5PM. While at the center, Jamie takes a nap every day for 2 hours. Jamie receives 2 hours of speech therapy, 2 hours of occupational therapy, and 1 hour of physical therapy each week. Almost all of the therapy visits occur at the child care center. Jamie spends an average of 12 hours awake each day. When Jamie is not at the center, he and his mom spend all of their time together.

(Directions continued on next page)

PITC ACTIVITIES

Directions (continued):

5. Now explain that the beans represent the number of waking minutes that Jamie's parent, early intervention providers, and child care providers spend with him. Ask participants to guess which one goes with whom. After identifying which is which, make the following key points:
- Parents and caregivers have very important roles to play in the development of a child with special needs.
 - Relationships between the parents, caregivers, and other "service" providers should be cultivated and maintained to maximize the benefits for the child.
 - There's no magic in the minutes the early intervention provider spends with the child. It is what happens in between visits that are important, for this is when early intervention truly takes place. The early intervention provider has knowledge to share that will support the parent and child care provider's ability to ensure multiple learning opportunities during each day's typical routines and activities.
 - Parents and caregivers usually know more about what the child with special needs CAN do, because they are with them throughout the day. The specialists need this information to help them assess progress toward goals.

Variations:

:: A chart or graph to show a illustrate a number of different scenarios could be used.

:: Also, additional time could be given to small group discussion of the barriers to the child care provider's participation on a child's IFSP Team.

Links to Head Start Program Performance Standards:

:: 1304.20(f)(2)(i) Child Health and Development Services

:: 1304.21(a)(1)(ii) Education and Early Childhood Development

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Source Material:



