**Imagining the Future**

**Directions**: As you listen and process during our day together...you are invited to reflect upon and answer any of the following questions.

Think of a 3-year-old who is typically developing. What do you imagine/wish for that child in 20-30 years from now in terms of relationships, connections, and quality of life?

Child’s name: ______________________________________  
Child’s current age: ___________  
Child’s future age (20-30 years from now): ___________  
What you wish for him/her:

Think of a 3-year-old who is struggling (e.g., has a diagnosis of autism, ADHD, is often aggressive or oppositional). This can be a child from your classroom, school, program, family, or neighborhood. What do you wish for this child in 20-30 years from now in terms of relationships, connections, and quality of life?

Child’s name: ______________________________________  
Child’s current age: ___________  
Child’s future age (20-30 years from now): ___________  
What you wish for him/her:

For the child who is struggling, what skills or developmental milestones would be ideal for him or her to learn, grow, and flourish (*Please, go deeper than answering “compliance”*)?

What skills or developmental milestones are taught in a self-contained/segregated classroom/setting (e.g., a room just for children with autism)? If the child who is struggling is placed in the self-contained classroom, will these early experiences open the doors for the future you wish for them? What about an integrated and inclusive classroom? What accommodations could be made to support the child who is struggling that would make an inclusive classroom a safe place for him/her to learn?