

Participant's Guide

Introduction to Special Needs

This module is part of the MN Parent Aware Training

4 hours



Session A

Introduction to Children with Special Needs, Session A

Date / Time:

Location:

Primary Core Competencies and Parent Aware Area

Core Competencies: Child Growth and Development and Assessment and Planning for Individual Needs

Session A

- I – 1. d. Accepts special needs variations and the effects those variations may have on behavior and development
- III -1. b. Assists with the collection of information about each child’s development

Parent Aware

1. *Completes 4 hours of training on developmental disabilities, special health care needs and behavioral challenges.*
2. *Provides families with contact information for all of the following services: early childhood and developmental screening, vision, dental, hearing and social-emotional screening, mental health services, and special education services.*

Learning Objectives

- Describe strategies for children with challenging behaviors for increasing social/ emotional competence
- Explain the importance of observation in early care environments
- Identify the red flags in development

Session Outline

Section	Overview
Introduction	<ul style="list-style-type: none">•
Understanding Behavior and its Impact on Development	<ul style="list-style-type: none">• Presentation – Understanding Behavior• Activity – Expectations in Behavior
Red Flags in Development	<ul style="list-style-type: none">• Presentation – What are Red Flags and Developmental Concerns• Activity – Identifying Red Flags
Observation and Talking with Parents	<ul style="list-style-type: none">• Presentation – Observation and Documentation• Activity – Talking with Parents
Closing	<ul style="list-style-type: none">• Discussion – Summary• Discussion – Assignments

Understanding Behavior and its Impact on Development

“Environments that are engaging, predictable, and characterized by on-going positive adult-child interactions are necessary for promoting children’s social and emotional development and preventing challenging behaviors”.

“Children are less likely to engage in problem behavior when they know what to do, how to do it, and what is expected.”

~ Hemmeter, M.L., Ostrosky, M., & Fox, L. (2006). Social and emotional foundations for early learning : A conceptual model for intervention. School Psychology Review, 35 (4), 583-601.

Children may display certain behaviors as a means of communication and to assist them in understanding the world around them. Behaviors can communicate a need, such as

- *Protection from an overwhelming situation*
- *To intensify sensory input to a level they can feel*
- *To meet the individual’s needs or wants*
- *To organize or make sense of their environment*

Motivation/ Cause	Description	Strategies
Sensory (always consider whether the child is physically able to perform task)	Child is using behavior to get or avoid sensory input	Deep pressure input, squish games, tickle games, sensory play, swinging, jumping, lotion, soft music, dim the lights
Escape	Child is avoiding an “undesired” or difficult task	Visual cues (break boards, schedules), list expectations, timer, alternate with motivating activity
Attention	Child is using behavior to get attention of peer or adult	Social stories, role plays, provide visual cues, cartoon drawings
Communication (Always consider a child’s ability to process information)	Child is replacing behavior for words to make request and/ or tell another individual something. Misunderstanding of expectations	Provide visual prompts and choices, social stories, cartoon drawings, verbal prompts

Participant Activity - discuss what might be the triggers for this behavior? What might be the motivator for the child to display the behavior? What might they be trying to communicate? What are some strategies you can try to intervene? What are your expectations of this child based on their age?

Description	
Motivation/ Cause	
Expectations	
Strategies	

Proactive Strategies to Guide Behavior

<p>Environmental Considerations</p> <ul style="list-style-type: none"> • Visual schedules and Supports • Provides structure and consistency • Organized Environment • Should be at child’s level! • Lighting • Provide break space 	<p>Communication</p> <ul style="list-style-type: none"> • Allow time for processing • Use consistent language • Tell child what to do rather what not to do
<p>Sensory</p> <ul style="list-style-type: none"> • Minimize stimulation • Provide fidget toys/ sensory modifications • Sensory activities (sensory table, playdough, etc.) • Climbing structures 	<p>Schedules and Routines</p> <ul style="list-style-type: none"> • Posted schedules

** You will note that many strategies can cross multiple categories

Red Flags in Development

Red flags are behaviors that should warn you to stop, look, and think and then observe and document. To complete this process,

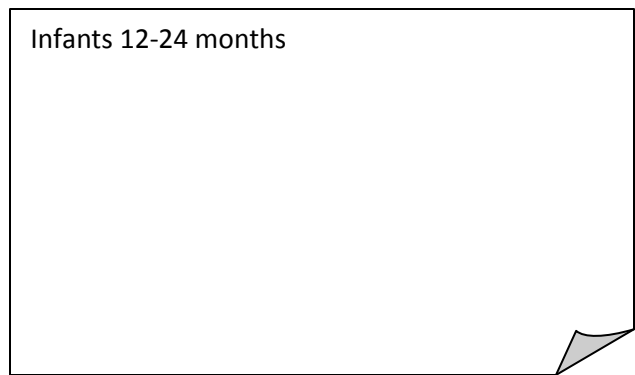
- *Know the normal patterns of growth and development.*
- *Observe a child in a variety of situations.*
- *Look for patterns or clusters of a behavior.*
- *Compare the child's behavior to a "norm" of six months younger and six months older.*
- *Note how much the child has grown in the past 3-6 months—has he/she progressed?*
- *Keep in mind the factors that may be influencing the development.*

Developmental Expectations

Infants up to 12 months



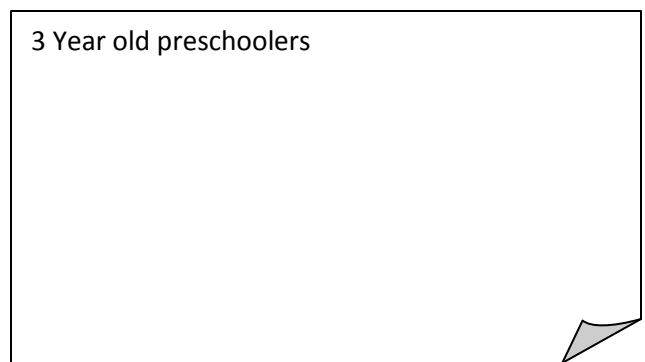
Infants 12-24 months



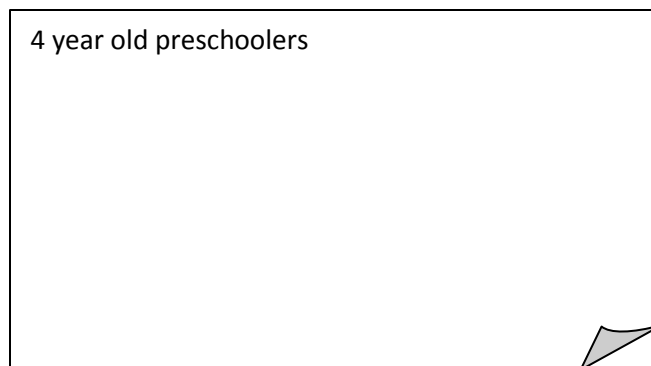
Toddlers 24-36 months



3 Year old preschoolers



4 year old preschoolers



Observation

Documentation of Observation Strategies

When concerns arise, we want to look at possible reasons for the concerns. The following are some questions to ask yourself when concerns arise:

- *Is the expectation we are having developmentally appropriate?*
- *Is the concern/behavior consistently occurring?*
- *Are there cultural components to be aware of that impact development?*
- *Is the area of concern getting in the way of*
 - *Learning*
 - *Communication*
 - *Social Interactions*

We also want to look at the whole child and the whole family situation and factors that may impact the child's development, these may include:

- *Cultural differences*
- *Poverty*
- *Abuse/ neglect in the family*
- *Nutrition*
- *Sleep issues*
- *Allergies*
- *English Language Learners (multiple languages)*
- *Birth risk factors (e.g. prematurity)*

Session B

Introduction to Children with Special Needs , Session B

Date / Time:

Location:

Primary Core Competencies and Parent Aware Area

Core Competencies: Child Growth and Development and Interactions with Children

Session B

- I – 1 d. Accepts special needs variations and the effect those variations may have on behavior and development
- III - 1 c. Raises concerns about children’s development to supervisors

Parent Aware

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2. *Provides families with contact information for all of the following services: early childhood and developmental screening, vision, dental, hearing and social-emotional screening, mental health services, and special education services.*

Learning Objectives

- *To have a general understanding of the most common special needs and special health needs and the impact on development*
- *Understand when and where to refer for screening and/or assessment*
- *To be aware of the resources and services for children with special needs including eligibility criteria and how to support families in accessing these services.*

Session Outline

Time	Section	Overview
20 minutes	Introduction	<ul style="list-style-type: none"> • Activity – Review Behavior Grid
15 minutes	Inclusion of Children with Disabilities and Special Health Needs	<ul style="list-style-type: none"> • Presentation – Inclusion
50 minutes	Understanding the Diagnosis	<ul style="list-style-type: none"> • Presentation – Autism • Activity – Personal Sensory Impact • Presentation – Sensory Processing • Activity – Strategies for Sensory • Presentation – ADHD and other Health Needs
35 minutes	Referring for Screening and Assessment and early Intervention	<ul style="list-style-type: none"> • Presentation – screening and intervention • Activity – Discuss Assignment of web site review
15 minutes	Closing	<ul style="list-style-type: none"> • Discussion – Summary • PLAT
2 hours total		

Inclusion

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation and supports.”

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), 2009

Most Common Disabilities and Special Health Care Needs

Attention Deficit Hyperactivity Disorder (ADHD)

Strategies

Resources

Special Health Needs

Asthma	Food Allergies
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Autism Spectrum Disorder:

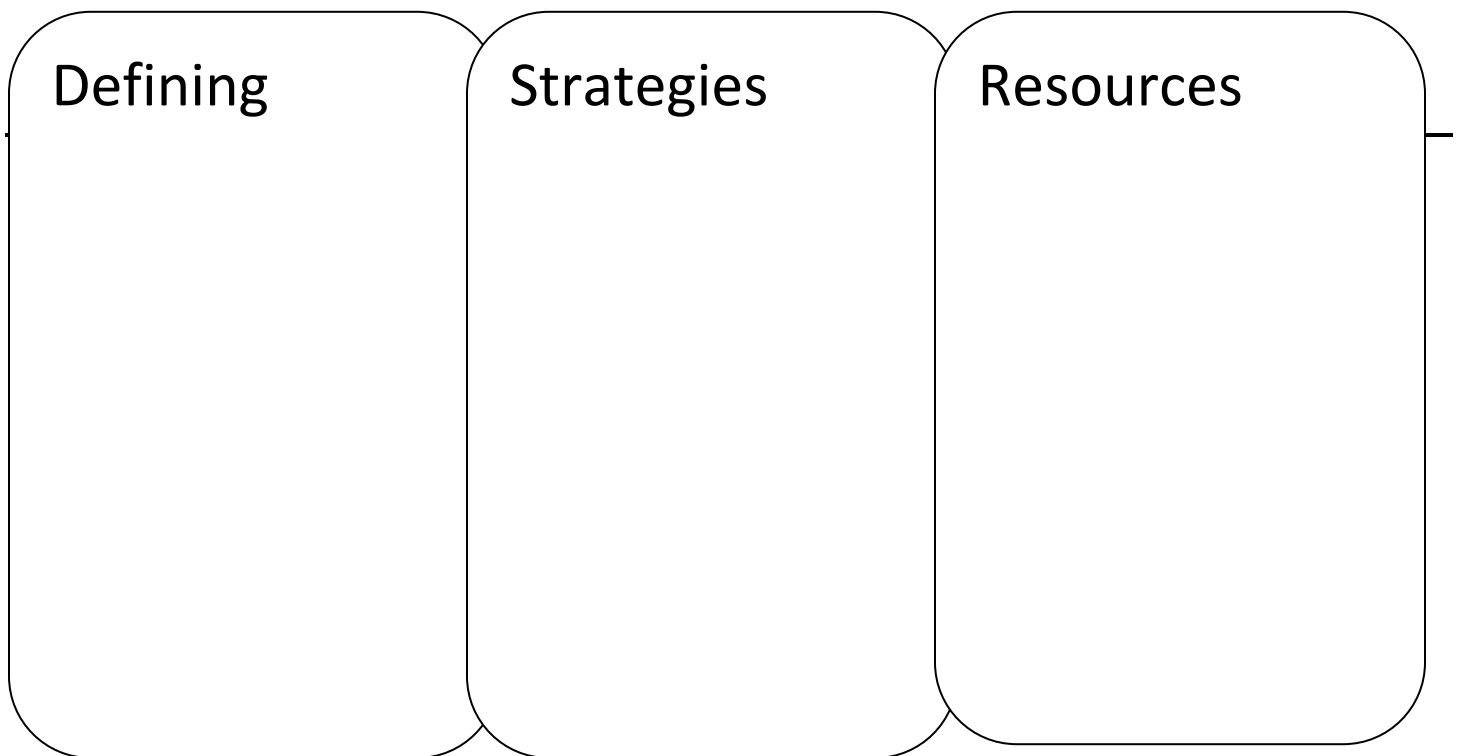
Autism affects the persons overall development in 3 primary areas:

- *the way a person communicates; understands and uses language,*
- *how the person interacts socially with others,*
- *how the person understands and responds to his environment and the world around him.*

Resources

Visual Supports: www.do2learn.org

Disability:



Disability: _____

Defining	Strategies	Resources
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Referral for Screening and Assessment - Notes

Learning Log

Take a few minutes to reflect on what you have learned in the sessions of this class. Use the spaces below to capture your ideas and plans for action.

In this class I learned...

Based on what I learned,
some things I plan to do ...

This class started me thinking about...

Resources

Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition) by Carol Copple and Sue Bredekamp (editors), 2009, NAEYC

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2005, Minnesota Department of Human Services <http://www.parentawaratings.org/en/providers/educators/tools>

Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3, 2007, Minnesota Department of Human Services <http://www.parentawaratings.org/en/providers/educators/tools>

DEC/NAEYC. (2009) *Early childhood Inclusion: A summary*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Minnesota Parents Know www.mnparentsknow.info

Center for Disease Control (CDC): Learn the Signs-Act Early <http://www.cdc.gov/ncbddd/actearly/index.html>

NICHCY <http://www.nichcy.org/Disabilities/Milestones/Pages/Default.aspx>

Brief handout descriptions on various special needs and disabilities

www.nichcy.org (go in to "Our Publications")

First Signs <http://www.firstsigns.org/>

Minnesota Association of Children's Mental Health (MACMH) Brief handout descriptions on various mental health disorders www.macmh.org

The Technical Assistance Center on Social Emotional Intervention for Young Children <http://www.tacsei.org/>

Health and Emergency plans http://www.mnchildcare.org/health/spec_needs.php

What is the Behavior Grid

What is the behavior?	Why might child be doing this?	What can I do to prevent this behavior?	What new skills can we teach?

Taken from The Technical Assistance Center on Social Emotional Intervention for Young Children

www.challengingbehavior.org