

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

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content Areas, Parent Aware Training Indicators

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, the CDA Content Areas, and (as appropriate) Parent Aware Training Indicators are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Area: Child Development and Learning,

CDA Content Area: Principles of Child Development and Learning

Learning Objectives:

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:

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

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

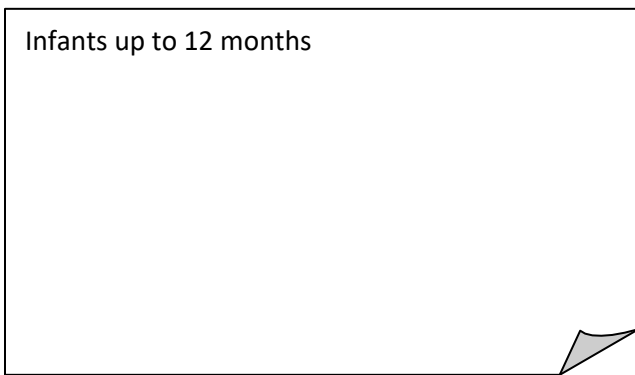
Red Flags in Development

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

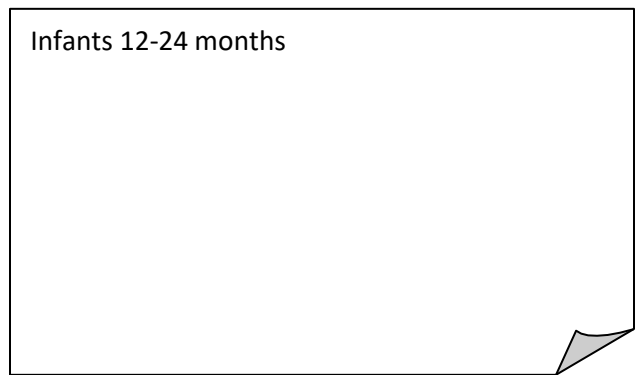
- *Know the normal patterns of growth and development.*
- *Observe a child in a variety of situations.*
- *Look for patterns or clusters of a behavior.*
- *Compare the child's behavior to a "norm" of six months younger and six months older.*
- *Note how much the child has grown in the past 3-6 months—has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

Developmental Expectations

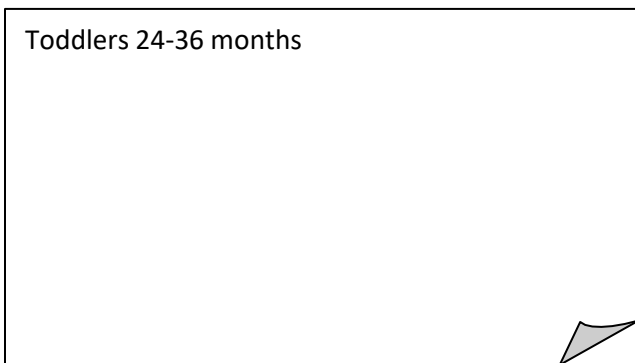
Infants up to 12 months



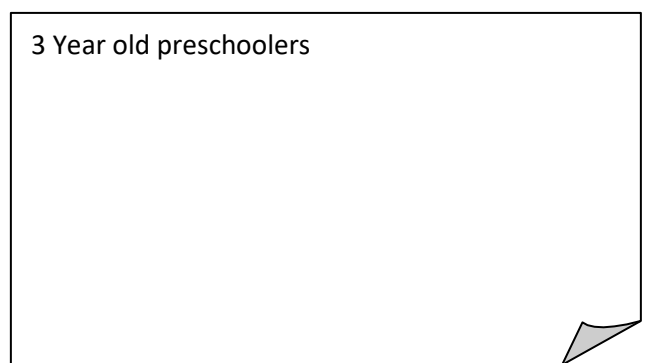
Infants 12-24 months



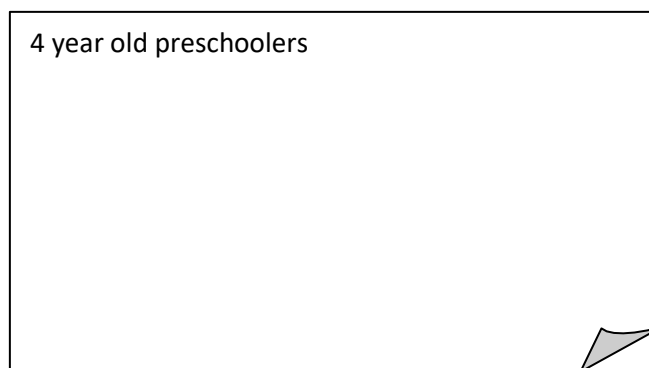
Toddlers 24-36 months



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)*

Assignments – Session A

1. Go to the website Help Me Grow – www.helpmegrowmn.org and review the site. Find the area where you can make a referral for screening. Review areas where development is presented. Bring questions and comments about the site to the next session.

2. Complete the “What is the Behavior” grid at the end of this packet for either a child who is in your care now or a child you know. Be prepared to share this information at the next session.

Session B

Introduction to Children with Special Needs, Session B

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content Areas, Parent Aware Training Indicators

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KCF Content Area: Child Development and Learning,

CDA Content Area: Principles of Child Development and Learning

Learning Objectives:

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:

- Recognize the most common special needs and special health needs and the impact on development
- Identify when and where to refer for screening and/or assessment
- List 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

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.*

Special Health Needs

Asthma	Food Allergies
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Disability:

Defining

Strategies

Resources

Disability:

Defining

Strategies

Resources

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

Center for Children with Special Needs, Seattle Children's Hospital, Child Care and the ADA web page.

<http://cshcn.org/childcare-schools-community/child-care-and-ada/child-care-and-ada-reference-list>

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

Center for Inclusive Child Care www.inclusivechildcare.org

Child Health USA 2014 - <https://mchb.hrsa.gov/chusa14/population-characteristics/children-special-health-care-needs.html>

Data Resource Center for Child & Adolescent Health www.childhealthdata.org

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

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

Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3, 2007, Minnesota Department of Human Services

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

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

Minnesota Parents Know www.mnparentsknow.info

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

Brief handout descriptions on various special needs and disabilities www.nichcy.org (<http://nichcy.org/disability>)

Minnesota Administrative Rule (Part C) eligibility for early intervention services for infant and toddlers

<https://www.revisor.leg.state.mn.us/rules/?id=3525.1350>

Minnesota Administrative Rules (Part B) for intervention services for children ages 3 to 6 years.

<https://www.revisor.mn.gov/rules/?id=3525.1351>

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

Minnesota Children and Youth with Special Health Needs (MCYSHN), Minnesota Department of Health.

<http://www.health.state.mn.us/divs/fh/mcshn/index.htm>

U.S. autism rates appear to be stabilizing, new study suggests <https://www.cbsnews.com/news/u-s-autism-rates-appear-to-be-stabilizing/>

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2010). Child Maltreatment 2009. Available from

http://www.acf.hhs.gov/programs/cb/stats_research/index.htm#can.

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

Children and Challenging Behavior Making Inclusion Work Edited by Cindy Croft and Deborah Hewitt, 2010, Center for Inclusive Child Care

Data Resource Center for Child & Adolescent Health www.childhealthdata.org

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
<http://education.state.mn.us/MDE/dse/early/ind/>

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

Minnesota Parents Know www.mnparentsknow.info

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")

Practical Tips for Sharing Developmental Concerns with Families, 2011, Center for Inclusive Child Care.

So This is Normal Too? By Deborah Hewitt, 2012, Redleaf Press

The Six Keys: Strategies for Children's Mental Health in Early Childhood Programs by Cindy Croft, 2007, Sparrow Press

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