Children with Special Needs
Trainer’s Guide
version 1
(Last updated 2/15/2013)

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Suggested Citation


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NOTE TO TRAINER

This Trainer’s Guide is part of a Toolkit intended to accompany the Caring for Children with Special Needs Training Module. The Toolkit includes this Trainer’s Guide for leading training sessions, a Slide Presentation, and materials for participants’ packets.

For more information about using the NTI materials, please read “Guidelines for Using the NTI Curriculum Materials,” available in the “Curriculum” section of the NTI Resources Website (accessed by entering your NTI username and password at http://sakai.unc.edu).
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PREPARATION CHECKLIST

Curriculum Materials:
Download the following from the “Curriculum” section of the NTI Resources Website:
☐ Children with Special Needs Training Module
☐ Children with Special Needs Trainer’s Guide
☐ Children with Special Needs Slide Presentation
☐ Training Checklists

Preparation:
☐ Read the Children with Special Needs Training Module.
☐ Read the Children with Special Needs Trainer’s Guide.
☐ Review the Children with Special Needs Slide Presentation:
  ☐ Customize slide #2 to include your name, agency, and the date of your training.
  ☐ Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
☐ Create a participant’s packet (one per participant) per copyright guidelines:
  ☐ Copy activities, worksheets, and the evaluation form provided in this Trainer’s Guide under “Materials for Participant’s Packet”.
  ☐ Copy the Slide Presentation as a handout.
☐ On a flip chart sheet, write out the Overview of Training Session to display in the training room. (You may prefer to leave off the estimated time and training technique.)
☐ On a flip chart sheet, write out the Training Objectives to display in the training room.
☐ See “Training Implementation and Logistics Checklist” (located in the document titled Training Checklists) for set-up tasks to do the day of the training.
☐ Other: ________________________________________________________________

Equipment and Supplies:
☐ See “Equipment and Supplies Checklist” (located in the document titled Training Checklists) for general supplies
☐ Laptop, slide presentation, and LCD projector or overhead projector
☐ Flip chart sheet for posting Overview of Training Session
☐ Flip chart sheet for posting the Training Objectives
☐ Large post-it notes
☐ Other: ________________________________________________________________
OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Topic</th>
<th>Training Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 minutes prior to session</td>
<td>Registration</td>
<td>-----</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Introductions/Icebreaker</td>
<td>small or large group activity</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Overview of Training Session and Objectives</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Opening Activity: Survey Assessing Feelings and Beliefs About Inclusion</td>
<td>individual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation: Identifying Children with Special Needs, Prevalence, Assessing A Child’s Need for Special Services</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Activity: Choosing Words the Person First Way</td>
<td>small group</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation: Inclusion</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Activity: Benefits of Inclusion (“value signs”)</td>
<td>large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Presentation: The Family’s Perspective and Linking to Local Resources</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Review: Training Objectives</td>
<td>Slide/overhead, Q&amp;A</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Learning Assessment</td>
<td>individual and large group activity</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Evaluation of Trainer</td>
<td>slide/overhead individual activity</td>
</tr>
</tbody>
</table>

**Estimated Total Time:** Approx. 1 hour and 15 minutes

---

1 Not included in total time.
2 Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI’s *Building Curriculum Development and Training Skills* Training Module.
## TRAINERS OUTLINE

### Introductions/Icebreaker

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>large group activity</td>
</tr>
</tbody>
</table>

#### Supplies
- Flip chart or note pad
- Markers
- Large post-it notes

#### Instructions
- Slide 1 (Placeholder slide not printed here.) should be displayed as trainees first enter the training room.
- Show slide 2 (Placeholder slide not printed here.) as you introduce yourself and welcome the trainees to the training.
- Show slide 3 during the introduction/icebreaker. Read the slide aloud, allow one minute for trainees to think about their answers, and ask them to write the adaptations that they identify on the post-it note.
- Go around the room or ask for volunteers and ask each person to share her name, number of years in the child care field, and adaptation. When all are finished speaking, ask each one to quietly come to the front of the room to place their post-it note on the blank flip chart sheet available for this purpose. Continue until everyone has had a chance to share.
- As trainers tell you how many years experience in the child care field they have, record this information either on a notepad or on a flip chart sheet.
- If the number of trainees is very large, consider having everyone introduce themselves by sharing their name and number of years in the child care field. Then ask a few volunteers to share adaptations that have worked for them in the past.

#### Talking Points
- Read slide 3 to the trainees.
- Ask trainees to share their name, number of years experience in the field of child care, and their ideas regarding adaptations.
- After each trainer has introduced herself, add up the total number of years that they all have been working in the child care field. Share this number with the group, pointing out how much experience the group has and how valuable this is to the children and families they serve.

#### For More Information
See NTI’s *Building Curriculum Development and Training Skills* Training Module for ideas about introductions and icebreaker activities.
### Overview of Training Session and Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Slides/overheads</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
</tbody>
</table>
  - Flip chart sheet with Overview of Training Session written on it  
  - Flip chart sheet with Training Objectives written on it |
| **Instructions** |  
  - Direct trainee’s attention to the posted Overview of Training Session.  
  - Show slide 4. |

#### Talking Points

**Training Objectives**

- Review Overview of Training Session.
- Review Training Objectives.

#### For More Information

See NTI’s *Building Curriculum Development and Training Skills* Training Module to learn more about training objectives.

**Notes**
Opening: Activity: Assessing Feelings and Beliefs about Inclusion

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
</table>
| Training Technique | • Slide/overhead  
|                  | • Individual activity |
| Supplies | Handout: *Feelings and Beliefs About Inclusion* |
| Instructions | Display slide 5. |
| Talking Points | Ask trainees to complete the *Feelings and Beliefs about Inclusion* survey in their participant’s packet. Allow the trainees five minutes to complete the survey. When completed, ask trainees to set the survey aside for later use. |

For More Information

Wesley PW, Dennis BC, Tyndall ST. (2007). *QuickNotes: Inclusion resources for early childhood professionals* (2nd ed.). Chapel Hill (NC): UNC, FPG, PFI.
Presentation: Overview

- Who are Children with Special Needs?
- *Caring for Our Children* – Standards and Recommendations
- Assessing a Child’s Need for Special Services

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 6 – 16.</td>
</tr>
</tbody>
</table>

**Talking Points**

- Let’s look at the Maternal and Child Health Bureau (MCHB) definition of Children with Special Health Care Needs on slide 6. Note that, in order to meet this definition, a child must have at least one of the conditions AND must also require health-related services beyond those generally required. This definition is broad and covers a range of chronic health conditions and disabilities, but may not capture children with conditions less directly related to health, such as learning disabilities.

**Prevalence of CSN**

- The Maternal and Child Health Bureau funded a national survey of families of children with special health care needs in 2001, 2005, and again in 2009/2010. This is the first large-scale study of this kind.
- In 2005, the national survey determined that 13.9% or 10.2 million children under age 18 have special needs.
- The prevalence of special needs increases as children get older, because certain conditions are not diagnosed or do not develop until later in childhood.
- More boys than girls have special health care needs.
- The prevalence of special needs does not vary by income, but does vary by race and ethnicity. More Native American, multi-racial, and non-Hispanic white children have special health care needs.

**For More Information**

### Notes

### Talking Points

**CCHC Resource**
- If you aren’t already familiar with *Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs [CFOC] (3rd ed., 2011)*, I would recommend that you look into it. *Caring for Our Children* is a resource that includes 686 attainable standards related to child care settings. In particular, Chapter 8, “Children with Special Health Care Needs and Disabilities,” includes 17 standards specifically related to children with special needs and references 40 additional standards in which provisions for children with special needs are included.

- Note that, although children with special needs are specifically addressed in Chapter 8, the standards for children with special needs have been integrated throughout the book to promote inclusion. The standards in other chapters of the book are relevant for children who are typically developing and those who have special needs.

### For More Information


### Notes
### Talking Points

**Assessing a Child’s Need for Special Services**
- Assessing a child’s development is an ongoing process that provides information about the child’s interests, preferences, strengths, and needs. This information can be used to plan appropriate and meaningful activities to promote each child’s development and learning. The assessment process includes observing the child, gathering information from the family, and screening the child’s development.

### Observation
- Child care settings provide daily opportunities for promoting and monitoring children’s development. As a CCHC, you can encourage caregivers/teachers to monitor a child’s development by watching for key developmental milestones or for warning signs of developmental delay.
- A child’s development can be observed in how they play, learn, speak, and behave and milestones in each of these behaviors can be observed for most children at different stages of development.
- Every child reaches developmental milestones differently, but significant concerns should be brought to the child’s parents/guardians and primary health care provider. It is important that any developmental delay is identified as early as possible, so that children can receive the services and support they need.

### Gathering Information from the Family
- Family members are the experts when it comes to their child. They have watched the child learn and develop over his/her entire lifetime and know how a child will behave and react in different settings – at home, with friends or relatives, and out in public. Talking with parents about what they know about their child will aid in assessment and in planning the curriculum for this child.
- Raising a concern about a child’s development can be hard to do. Child care staff may need support and guidance about when to approach a family with a concern.
- Encourage staff to schedule a meeting at a time that is convenient for the family. Let family members know ahead of time what the meeting is about, and ask them to share their experiences and ideas.
Screening Process

- All child care facilities should have a formalized system of developmental screening with all children that can be used
  - near the beginning of a child’s placement in the program,
  - at least yearly thereafter, and
  - as developmental concerns become apparent to staff and/or parents/guardians.
- Assessing a child’s developmental progress is an on-going process that provides information about the child’s interests, preferences, strengths, and needs. Information from the assessment can be used to plan appropriate and meaningful activities to promote each child’s development and learning.

Developmental Screening

- Developmental screening typically consists of a brief health exam, including hearing and vision evaluations, and the completion of a checklist to determine how the child is developing in other areas: gross motor, fine motor, cognition, communication, social and emotional, and self-help.
- Screenings may occur in child care centers, doctors’ offices, health clinics, hospitals, and during local health fairs.

Screening Tools

There are several developmental screening tools commonly used in child care settings. These include the

- Ages and Stages Questionnaire [ASQ],
- Parents’ Evaluation of Developmental Status [PEDS],
- Denver – II Developmental Screening Test, and
- Modified Checklist for Autism in Toddlers (MCHAT).

- Screening tools take approximately 15 minutes to administer and are inexpensive to purchase. Parent-report tools also allow flexibility and can be completed at the facility or at home to reduce the amount of time needed to conduct a screening.
The Role of the CCHC

The CCHC can play an important role in this process by:

- Educating staff about developmental milestones,
- Helping facilities establish a formalized system of developmental screening,
- Working with caregivers/teachers so they are comfortable monitoring children’s development, sharing observations with parents/guardians, and providing resource information as needed for screenings, evaluations, and early intervention and treatment.

(Trainer: You may want to personalize the next slide to include contact information for your state’s Early Intervention program. You can find a comprehensive list of lead agencies in your state at http://nichcy.org/state-organization-search-by-state.)

The Role of the CCHC (continued)

All states have an early intervention system that identifies and provides services to children with special needs. Public Law 99-457 requires public schools to extend special education services to children as young as 3 years old. Eligibility and services provided varies by state. The CCHC should be familiar with:

- Lead agencies serving CSN,
- Options for screening and assessment,
- Eligibility requirements, and
- Options for service delivery.

For More Information

Wesley PW, Dennis BC, Tyndall ST. (2007). QuickNotes: Inclusion resources for early childhood professionals (2nd ed.). Chapel Hill (NC): UNC, FPG, PFI.

Refer to Module section, “What The CCHC Should Know: Assessing a Child’s Need for Special Services.”

Notes
Activity: Choosing Words the People First Way (Helen Keller) (Adapted from Maze-Hsu)

<table>
<thead>
<tr>
<th>Time</th>
<th>7.5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Small group</td>
</tr>
<tr>
<td>Supplies</td>
<td>Two or more sheets of paper (depending on how many groups you will have) Handout “Choosing Words the People First Way”</td>
</tr>
</tbody>
</table>
| Instructions | • Prior to the session, prepare two sheets of paper. At the top of one paper, write the name Helen Keller. On the top of the second paper, write Deaf and Blind.  
• Show slide 17.  
• Prior to sharing information about the challenges of inclusion, divide trainees into two groups. Give one group the sheet of paper with the name Helen Keller. Ask the group to write words or phrases that describe this person. Do not let the other group know what the paper says. Give the second group a piece of paper with the words Deaf and Blind. Ask this group to write their perceptions of a person whom these words might describe. Do not let the first group know what the paper says. Give the groups 5 minutes to complete this task. (Note: More time may be needed depending upon the size of the groups. If the trainers are divided into several small groups, provide a “Helen Keller” or “Deaf and Blind” handout for each group.)  
• Collect the lists.  
• After sharing information about attitudes as a challenge to inclusion, share the headings and descriptions with all trainers. (Suggested answers are presented in Appendix A.)  
• Provide prizes or treats, such as stickers or candies, for each table. Invite trainers to give a treat each time someone at their table uses “people first” language throughout the remainder of the session. |

Talking Points Let’s do a quick activity to help us think about how we associate limitations and prejudices with developmental disabilities. Note that our attitudes may affect the language we use to talk about people with disabilities. Please pull out the handout entitled, Choosing Words the “People First” Way in your participant’s packet.

Notes
Presentation: Inclusion

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 18 - 28.</td>
</tr>
</tbody>
</table>

Talking Points

**Inclusion**
- Inclusion means ensuring that children with special needs have the same opportunities to participate in programs and activities as children without special needs. This doesn’t always happen naturally but may take special effort and adaptations.

**Reasons to Include CSN**
- **Social Reasons** - Participating in activities with their peers who are typically developing is important for children with special needs and helps them learn skills that will help them get along in the world. Children without disabilities continue to grow and develop in a typical way and can learn about themselves by being around children who have special needs. They may increase their acceptance of others who are different from them.
- **Educational Reasons** - Young children with disabilities need the same positive early experiences as children who are typically developing. Inclusive programs offer more opportunities for children to
  o learn naturally through play,
  o use a greater variety of materials in new and different ways,
  o interact with other children, and
  o explore the environment (Allen & Cowdery, 2012).
Collaboration with specialized therapists such as speech-language pathologists, occupational therapists, and physical therapists may provide teachers with opportunities to increase their knowledge about specific developmental areas.
- **Legal Reasons** - Two acts of federal legislation provide support to the inclusion of young children with special needs in community programs such as child care centers.
Legal Reasons - IDEA

- The Individuals with Disabilities Education Act (IDEA) has two parts. Part C requires states to create early intervention services for children birth through age two who are identified as having developmental delays or who are at risk for developmental delays. Part B requires that special education services be provided by the public school system to children with special needs ages three to five years.

States are Required to:
- Other major provisions of IDEA require states to
  - find and identify children with special needs,
  - provide a nondiscriminatory, multidisciplinary evaluation performed by qualified professionals,
  - provide related services including transportation and such supportive services as are required to assist a child to benefit from special education,
  - encourage parental involvement and consent in all aspects of the educational process, and
  - inform all participants of their right to confidentiality (Allen & Cowdery, 2012).

IDEA Requirements
- An Individualized Family Service Plan (IFSP) is developed for every infant and toddler determined eligible for Part C services. Likewise, an Individual Education Program (IEP) is developed for every child who is determined eligible for Part B services. A special services team that includes the child’s family develops these plans.
Legal Reasons - ADA

- The Americans with Disabilities Act (ADA) prohibits the discrimination of persons with disabilities in employment, public services, public accommodations, and transportation. The part of this law that affects child care programs is the section on public accommodations. Public accommodations include private programs such as family child care homes, child care centers, nursery schools, and preschools.

ADA Requirements

- Title III of the ADA requires child care programs to make changes in the following areas:
  - Eliminate eligibility criteria that screen out or tend to screen out a child with a disability.
  - Make reasonable modifications in policies, practices, and procedures to accommodate the child with a disability. For example, a program may make a schedule change for a child who takes medication and needs a morning nap.
  - Provide auxiliary aids and services for those children with disabilities affecting hearing, vision, or speech. Auxiliary aids and services refer to services and devices designed to ensure effective communication. Examples include learning some sign language to improve communication with a child who has a hearing impairment, and putting a Braille label on the cubby of a child who has a visual impairment.
  - Remove architectural barriers that prevent access to services if removal is readily achievable. For example, furniture may need to be rearranged to enable a child in a wheelchair to access all areas of the facility.

Challenges of Inclusion – There are some challenges that must be addressed when planning to include a child with special needs in the child care setting. These include:

- Values and Beliefs - Pre-existing values and beliefs of individuals can make the acceptance of an inclusive child care setting difficult. For example, a family may feel guilty about asking child care staff to take on additional work to meet their child’s special needs. Some families may fear that children who are typically
developing will mock their child with special needs. Early care and education staff may fear that typically developing children will imitate inappropriate behaviors of children with special needs resulting in behavior problems.

- **Personnel Preparation** - Many caregivers/teachers have not had any training about children with special needs. Fear of the unknown often becomes the greatest obstacle to including a child with special needs. Successful inclusion requires a team approach, and frequently involves many people from various agencies in addition to the family. Few early childhood professionals have received training on building successful teams and partnerships with families.

- **Policies** - Policies at the state, local, and program level may present challenges to inclusion. A child care center may not have a diapering area in the 4-year-old classroom, resulting in a 4-year-old child with spina bifida who may never be able to control urination and bowel movements being refused enrollment.

- **Resources** - A lack of resources may present challenges to inclusion. Centers may be reluctant to enroll a child with special needs, resulting in a lack of options for parents. Funding constraints may prevent special services from being provided in the child care setting. Early childhood special educators, early interventionists, and specialized therapists frequently have large caseloads that prevent them from providing the amount of support needed to ensure the successful inclusion of some children. Finally, a lack of transportation to an inclusive program may impact a parent’s selection of care for their child.

### Program Considerations

- It is critical that child care staff and parents/guardians are proactive in planning for the inclusion and participation of children with special needs. When a child care facility enrolls a child with special needs, the facility should ensure that all staff members have been oriented in understanding that child’s special needs and have the skills to work with that child in a group setting.

### The Care Plan

- Developing a care plan for a child with special needs at the time of enrollment is an ideal place to begin the planning process in order to identify the extent of the child’s needs and how those needs may relate to accessibility, medical requirements or other issues. In addition to the regular health report or health history taken at enrollment, the care plan should include the following information:
  - A list of the child’s diagnosis/diagnoses.
  - Contact information for the primary care provider and any relevant
| For More Information | sub-specialist,  
| --- | o medications to be administered on a scheduled basis,  
|  | o medications to be administered on an emergency basis with clearly stated parameters, and signs and symptoms that warrant giving the medication written in lay language,  
|  | o procedures to be performed,  
|  | o allergies,  
|  | o dietary modifications required for the health of the child,  
|  | o activity modifications,  
|  | o environmental modifications,  
|  | o stimulus that initiates or precipitates a reaction or series of reactions (triggers) to avoid,  
|  | o behavioral modifications,  
|  | o suggested special skills training and education for staff, and  
|  | o emergency response plans both if the child has a medical emergency and special factors to consider in programmatic emergency, like a fire.  
|  | Wesley PW, Dennis BC, and Tyndall ST. (2007). QuickNotes: Inclusion resources for early childhood professionals (2nd ed.). Chapel Hill (NC): UNC, FPG, PFL.  
| Notes |  

Activity: Benefits of Inclusion

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group activity</td>
</tr>
<tr>
<td>Supplies</td>
<td>Two signs – one (1) sign that reads “YES” and one (1) sign that reads “NO” hanging in opposite locations in the training room.</td>
</tr>
</tbody>
</table>

**Instructions**
- Before the training session begins, hang the signs on opposite sides of the training room.
- Show slide 29.
- Ask the trainees to stand.
- Say, “I will read a statement. If you believe that the statement is a benefit of inclusion, move to the “YES” sign. If you believe that the statement is not a benefit of inclusion, move to the “NO” sign.
- Read the first statement (below). Give trainers time to move to the sign of their choice. Ask for one or two volunteers to comment on their decisions. Give the suggested response with explanation if needed.
- If time allows, continue until all statements have been read and discussed. If not enough time, read and briefly discuss 3-4 statements that best address the needs of the trainees. Ask trainers to choose 1-2 additional statements that they would like to discuss.
- Refer trainees to the handout, What is Early Childhood Inclusion? in their participant’s packet.

**Talking Points**

Statements to Read (Suggested answers are in Appendix A.):

1. Children with special needs in inclusive settings show an increase in their rate of learning in all developmental areas.
2. The stimulation of an inclusive environment may increase social interaction between children with special needs and their peers.
3. When compared to children in segregated settings, children with special needs in inclusive settings show an increase in their social skills.
4. Children without special needs in inclusive settings show an increase in their social skills.
5. Positive experiences in inclusive settings may lead children without special needs to become more accepting of people who are different from them.
6. For families of children with special needs, opportunities to participate in activities with families of children without special needs eliminates all feelings that their family is different.
7. Families of children with special needs in inclusive settings may develop more positive attitudes about their child.
8. For families of children without special needs, positive experiences with...
|   | children with special needs may increase their knowledge and understanding of persons with disabilities.  
9. Teachers who work in inclusive settings become strong advocates for inclusion.  
10. Experiences in inclusive settings will ensure that persons with disabilities become contributing members of society. |

| Notes |   |
Presentation: Understanding the Family’s Perspective and Linking to Local Resources

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slide 30 - 35.</td>
</tr>
</tbody>
</table>

Talking Points

**Understanding the Family’s Perspective**

- Forming positive relationships with the families of the children you care for is key to providing quality child care. Because families know their children well, they can provide insight and share ideas that can help teachers and caregivers plan effective experiences for their children. Families know about their children’s medical histories, current health status, personality traits, changing interests, talents, likes and dislikes.

- Child care staff have information to share with families. They know about each child’s day, new skills or interests in the classroom, relationships with other children, and challenges. Sharing this information with families helps them understand their children’s moods and lets them help their children work through any issues or challenges they may be having.

- Having a child with a special need sometimes places additional stressors on a family. Families of children with special needs may have to reduce their working time or stop working outside the home to take care of their children. A reduction in work hours may impact the family’s financial situation, causing the family to worry about money issues. The family’s daily routine may change if the parents must spend a lot of time coordinating the care their child receives, making medical and therapy appointments, and providing care such as specialized therapies or medication administration. Parents must learn to navigate an often confusing service system to figure out how to access services (if their child is eligible for services) and how to get the services they need.
Strategies for Building Partnerships with Families
- As with any child, it is important that the family and the child care staff communicate about the child’s needs and expectations for care. Frequent communication with parents and families helps ensure that everyone is doing all she can to meet the unique needs of each child. There are several strategies you can use to help build partnerships with families.

Linking to Local Resources
Eligibility for special services is determined differently in each state. Child care teachers/caregivers should be familiar with resources and organizations in their area that offer services and support to families of children with special needs.
- Every state has a Central Directory of Resources (an 800 number that families or professionals can call for information about serving children with special needs).
- All states have a Family Voices chapter (Go to www.familyvoices.org to find out about the chapter in this state.)
- Some states have other family support organizations. (For example, North Carolina also has the Family Support Network.)
- There are many state and national organizations such as The ARC, the Autism Society, and Beginnings that provide assistance and consultation to families and professionals.
- All states have an Early Intervention program (IDEA).
- Many universities and colleges have centers and programs that offer programs and conduct research related to children with special needs.
- Community organizations such as the YMCA, the United Way, and others may offer services for children with special needs.
For More Information

- Family Voices  
  [www.familyvoices.org](http://www.familyvoices.org)
- The ARC  
  [www.thearc.org](http://www.thearc.org)
- State Directors of Programs for Children with Special Health Care Needs  
  [https://perf-data.hrsa.gov/MCHB/TVISReports/ContactInfo/StateContactSearch.aspx](https://perf-data.hrsa.gov/MCHB/TVISReports/ContactInfo/StateContactSearch.aspx)
- Links of Interest Related to CSN  
  [http://www.health.state.mn.us/mcshn](http://www.health.state.mn.us/mcshn)

Notes

### Review: Training Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
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<tbody>
<tr>
<td>Training Technique</td>
<td>Question and Answer</td>
</tr>
<tr>
<td>Instructions</td>
<td></td>
</tr>
</tbody>
</table>
  - Show slide 36.
  - Briefly review training objectives.
  - Address any of the participant’s objectives which have not been addressed.

**Talking Points**

- **Training Objectives**
  - Let’s review our training objectives.

For More Information

- Refer to the NTI Training Module, *Building Curriculum Development and Training Skills.*
Learning Assessment

Time | 5 minutes
--- | ---
Training Technique | • Slide/overhead  
|  | • Individual activity

Instructions | Feelings and Beliefs About Inclusion: A Reassessment  
|  | • Show slide 37.  
|  | • Ask the trainees to review their ratings on the survey regarding feelings and beliefs about inclusion.  
|  | • Ask trainees to consider how knowledge about inclusion, the benefits as well as the challenges, might influence their ratings if asked to complete the survey a second time.

Talking Points | Learning Assessment  
|  | Does anyone have any comments about this activity and about how their assessment might have changed?

Notes

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Evaluation

Time | 5 minutes
--- | ---
Training Technique | Individual

Instructions | • Show slide 38. (Placeholder slide not printed here.)  
|  | • Ask trainees to complete the “Evaluation of Trainer Form” at this time.  
|  | • Inform participants that the evaluations are anonymous.  
|  | • Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training.  
|  | • Allow participants 5 minutes to complete the evaluation.  
|  | • Collect forms.

Notes
APPENDIX A – Feelings and Beliefs about Inclusion Survey
Answers to Activity 2: Benefits of Inclusion (p. xx)
Answers for Activity 3: Choosing Words the People First Way (p. xx)
ASSESSING FEELINGS AND BELIEFS ABOUT INCLUSION

1. Many of the activities planned for children in child care are appropriate for children who have disabilities.
   
   Agree  Unsure  Disagree

2. The needs of children who have disabilities can best be served through special, separate programs.
   
   Agree  Unsure  Disagree

3. The behavior of a child with special needs generally requires more patience from the teacher than does the behavior of other children.
   
   Agree  Unsure  Disagree

4. Children with special needs who attend inclusive child care will experience gains in general skill development.
   
   Agree  Unsure  Disagree

5. The extra attention children with special needs require will take away from the other children.
   
   Agree  Unsure  Disagree

6. Inclusion will foster understanding and acceptance of differences among people.
   
   Agree  Unsure  Disagree

7. It is difficult to maintain order in a child care program that includes a child with special needs.
   
   Agree  Unsure  Disagree

8. The behavior of children with special needs will set a bad example for the other children.
   
   Agree  Unsure  Disagree

9. Isolation in a special program has a negative effect on the development of children with special needs.
   
   Agree  Unsure  Disagree

10. The child with special needs will probably develop skills more rapidly in a special program than in community child care.
    
    Agree  Unsure  Disagree
11. Including children with special needs in child care programs will require major changes in procedures.

   Agree       Unsure       Disagree

12. Most children with special needs are well behaved in an inclusive child care program.

   Agree       Unsure       Disagree

13. Contact with children with special needs may be harmful to typically developing children.

   Agree       Unsure       Disagree

14. Including the child with special needs will help him or her be more independent.

   Agree       Unsure       Disagree
Answers for Activity 2: Benefits of Inclusion

Answers are in parentheses after statements:

1. Children with special needs in inclusive settings show an increase in their rate of learning in all developmental areas. (Not a benefit – children maintain their rate of development)
2. The stimulation of an inclusive environment increases social interaction between children with special needs and their peers (Benefit)
3. When compared to children in segregated settings, children with special needs in inclusive settings show an increase in their social skills. (Benefit)
4. Children without special needs in inclusive settings show an increase in their social skills. (Not a benefit; however, they may learn about differences in human growth and development.)
5. Positive experiences in inclusive settings may lead children without special needs to become more accepting of people who are different from them. (Benefit)
6. For families of children with special needs, opportunities to participate in activities with families of children without special needs eliminates all feelings that their family is different. (Not a benefit; however, they may feel less isolated.)
7. Families of children with special needs in inclusive settings may develop more positive attitudes about their child. (Benefit)
8. For families of children without special needs, positive experiences with children with special needs may increase their knowledge and understanding of persons with disabilities. (Benefit – sometimes these parents become strong advocates for inclusion.)
9. Teachers who work in inclusive settings become strong advocates for inclusion. (Not a benefit; however, teachers may develop more positive attitudes toward inclusion.)
10. Experiences in inclusive settings will ensure that persons with disabilities become contributing members of society. (Not a benefit; however, the “real world” experience may help them to become contributing members of society rather than dependent on society.)
Answers for Activity 3: Helen Keller

Typical responses:

<table>
<thead>
<tr>
<th>Helen Keller</th>
<th>Deaf and Blind</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>isolated</td>
</tr>
<tr>
<td>ambitious</td>
<td>lonely</td>
</tr>
<tr>
<td>brave</td>
<td>unfortunate</td>
</tr>
<tr>
<td>determined</td>
<td>pathetic</td>
</tr>
<tr>
<td>strong</td>
<td>helpless</td>
</tr>
<tr>
<td>opened the door</td>
<td>dependent</td>
</tr>
<tr>
<td>someone to be</td>
<td>rejected</td>
</tr>
</tbody>
</table>

(Adapted from Maze-Hsu)
MATERIALS FOR PARTICIPANT’S PACKET

Activity
The following activity may be included in your training if you have additional time. Your audience analysis and training objectives will help you determine if this activity is appropriate for your group.

Any of the following may be printed and included in a participant’s packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Evaluation of Trainer
The “Evaluation of Trainer Form” at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

Cover Page
The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant’s packet. If your participant’s packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.
OPTIONAL ACTIVITY: Promoting Positive Outcomes

Print the following handouts from the NTI Module, “Caring for Children with Special Needs”:
- Using the Environment to Promote Self-Concept
- Using the Environment to Promote Independence
- Using the Environment to Promote Social Interaction among Children
- Using the Environment to Promote Child’s Appropriate Behavior
- Using the Environment to Promote Adult/Child Interaction and Supervision
- Adapting the Environment for Children with Special Needs
- Including Children with Autism
- Including Children with Challenging Behaviors
- Including Children with Physical and/or Mental Disabilities
- Including Children with Hearing Loss
- Including Children with Visual Impairments
- Assistive Technology

The objectives of this activity are:
- To recognize that developmentally appropriate practices form the foundation for effective inclusion
- To identify adaptations that may be necessary to support children with special needs

Facilitator:
(1) Prior to the session, write each of the following questions on separate pieces of paper or index cards:
- What adaptations could be made to promote positive self-esteem for a child who is severely mentally and physically disabled?
- What adaptations could be made to promote independence for a child who is deaf?
- What adaptations could be made to promote social interactions among children for a child with disfigurement?
- What adaptations could be made to promote appropriate behavior for a child with autism?
- What adaptations could be made to promote adult/child interactions and supervision in an inclusive class consisting of 5 children with special needs, 5 children who are typically developing, 1 teacher, and 2 assistants?

(2) Ask the large group what positive outcomes they want for the children served in child care. Invite them to think about this broadly. What general hopes and dreams do they have for young children in early childhood settings? List their outcomes on a flip chart and listen for ideas such as:
- to develop positive self-concepts
- to exhibit behaviors that are appropriate for their ages and development
- to enjoy social interaction with each other and with adults
- to know how to do things for themselves
- to be supervised by adults effectively

(3) Divide the group into five (5) small groups. Refer trainers to the five (5) handouts entitled:
Using the Environment to Promote Positive Self-Concept
Using the Environment to Promote Independence
Using the Environment to Promote Social Interaction among Children
Using the Environment to Promote the Child’s Appropriate Behavior
Using the Environment to Promote Adult/Child Interaction and Supervision

Point out to trainers that these handouts include suggestions that reflect developmentally appropriate practice for early childhood programs. Ask each group to review each of the handouts and share specific strategies that can be implemented in early childhood programs to promote these positive outcomes.

(4) After 15-18 minutes, give each group one of the questions prepared prior to the session. Ask trainers to brainstorm strategies to promote the outcome for the specific child or situation in their question and record their ideas on flip charts. For assistance with this part of the activity, trainees may refer to the handouts in Appendix F entitled:

- Adapting the Environment for Children with Special Needs
- Including Children with Autism
- Including Children with Challenging Behaviors
- Including Children with Physical and/or Mental Disabilities
- Including Children with Hearing Loss
- Including Children with Visual Impairments
- Assistive Technology

Each group will then need to choose a spokesperson to share both general suggestions for promoting the positive outcome indicated and strategies for the specific child or situation described in the question.

(5) After 5-6 minutes, ask the spokesperson from each small group to share their ideas with the larger group. (Suggested answers are presented in Appendix H.) If time allows, give other trainees an opportunity to add ideas to each group’s list.

(6) Wrap up activity with a reminder that although developmentally appropriate practice is necessary for inclusion, it is not sufficient to meet the needs of children with disabilities. Additional resources and supports will be necessary to ensure the full inclusion of a child with special needs in an early childhood program.

Notes:
Trainer’s Name: _____________________________  Date: __________________________

National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form

Using the rating scale below, please evaluate the Trainer’s presentation skills by checking the cell of your choice.  
1 = unsatisfactory  2 = below average  3 = average  4 = above average  5 = outstanding  NA = non-applicable

<table>
<thead>
<tr>
<th>Training Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>Please rate the Trainer on the quality of the following:</td>
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<tr>
<td>• Introduction and opening</td>
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<td>• Accuracy of information</td>
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<td>• Usefulness of information</td>
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<tr>
<td>• Clear presentation of training objectives</td>
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<tr>
<td>• Fulfillment of training objectives</td>
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<tr>
<td>• Organization of training content</td>
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<td>• Closing</td>
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<th>2</th>
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<td>Please rate the effectiveness of the Trainer’s use of the following:</td>
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<tr>
<td>• Flip chart</td>
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<tr>
<td>• Handouts</td>
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<td>• Overhead transparencies</td>
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<td>• PowerPoint slides</td>
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<td>• Video</td>
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<td>• Other (specify):</td>
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<th>Training Techniques: Activities</th>
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<th>3</th>
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<tbody>
<tr>
<td>Please rate the Trainer’s use of training activities on the following characteristics:</td>
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<tr>
<td>• Clear instructions</td>
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<td>• Usefulness</td>
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<tr>
<td>• Opportunities for interaction among participants</td>
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<td>Please rate the Trainer on the following training dynamics:</td>
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<tr>
<td>• Enthusiasm</td>
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<tr>
<td>• Voice projection</td>
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<tr>
<td>• Clarity and professionalism of voice</td>
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<td>• Word choice</td>
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<td>• Pace of presentation</td>
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<td>• Eye contact</td>
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Facilitation Skills
Please rate the Trainer on the following skills: 1 2 3 4 5 NA
- Time management
- Manner of answering questions
- Manner of handling difficult participant behavior
- Ability to engage all participants

Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.
Caring for Children with Special Needs

Participant’s Packet