



Caring for Children with Special Needs



- Your Name
- Agency
- Date



Introductions/Icebreaker

- You are a teacher in a child care center caring for three children with special needs. One child has diabetes, one uses a wheelchair, and one has behavioral needs.
- Tell us
 - your name,
 - the number of years you have worked in the child care field, and
 - one adaptation that you could make to assist one of the children.



Training Objectives

- Know how CCHCs can help child care staff caring for CSN
- Understand the developmental screening process and how to refer to appropriate screening sources
- List benefits and challenges of inclusion
- Consider the unique circumstances of families of children with special needs



Activity: Assessing Feelings and Beliefs about Inclusion

- Take 5 minutes to complete the “Feelings and Beliefs about Inclusion” survey.
- Set the completed survey aside for later use.



MCHB Definition

“Children with Special Health Care Needs” are:

- “those who have or are at increased risk for a chronic physical, developmental, behavioral, or those who have or are at increased risk for a chronic emotional condition and who ALSO require health and related services of a type or amount beyond those required by children generally” (McPherson et al. *Pediatrics* 1998; 102:137-140)



Prevalence of CSN

- 2005 National Survey estimates 13.9% or 10.2 million children under age 18
 - Representing a range of functional abilities, from those barely affected to those severely impaired
 - Prevalence increases with age



CCHC Resource

- *Caring for Our Children*, National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (3rd ed., 2011) (www.nrckids.org)
 - Chapter 8 – Children with Special Health Care Needs and Disabilities

Assessing Need for Special Services



- The Assessment Process
 - Observing the Child
 - Gathering Information from the Family
 - Screening the Child's Development



Observation

- Watch for developmental milestones and signs of delay.
- Observe how a child plays, learns, speaks, and behaves.
- Bring significant concerns to the child's parents/guardians and primary health care provider.



Gathering Information from the Family

- Schedule a meeting at a time that is convenient for the family.
- Let family members know ahead of time what the meeting is about.
- Ask them to share their experiences and ideas.



Screening Process

- Child care facilities should have a 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.



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, cognitive, communication, social and emotional, and self-help.



Screening Tools

- Ages and Stages Questionnaire [ASQ]
- Parent's Evaluation of Developmental Status [PEDS]
- Denver – II Developmental Screening Test
- Modified Checklist for Autism in Toddlers (M-CHAT)



The Role of the CCHC

CCHCs should

- Educate staff about developmental milestones.
- Help facilities establish a formalized system of developmental screening.
- Work 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. ^{2.1.1.1}



The Role of the CCHC (continued)

The CCHC should be familiar with:

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



Activity: Choosing Words the People First Way

- Select a group leader and a recorder/reporter.
- Discuss with your group your perceptions of the person described at the top of the handout.
- Have the recorder write down your ideas.
- Take 5 minutes to complete.



Inclusion

- “Means serving children with disabilities together with other children who are developing in a typical way.” (Wesley PW, Dennis BC, and Tyndall ST, 1998, p.1)



Reasons to Include CSN

- Social Reasons
- Educational Reasons
- Legal Reasons



Legal Reasons - IDEA

Individuals with Disabilities Education Act

- Part C requires states to create early intervention services for children birth to age two who are identified as having developmental delays or who are *at risk* for developmental delays.
- Part B requires special education services be provided by the public school system to CSN ages three to five years.



States are Required to:

- Find and identify CSN,
- Provide a multidisciplinary evaluation,
- Provide related services,
- Encourage parental involvement and consent, and
- Inform participants of their right to confidentiality.



IDEA Requirements

- Infants and toddlers enrolled in Part C receive an Individualized Family Service Plan (IFSP).
- Children enrolled in Part B receive an Individual Education Program (IEP).
- A special services team that includes the child's family develops the plans.



Legal Reasons - ADA

Americans with Disabilities Act

- Prohibits the discrimination of persons with disabilities
- Includes private programs such as family child care homes, child care centers, nursery schools, and preschools



ADA Requirements

- Eliminate eligibility criteria that screen out a child with a disability.
- Make reasonable modifications in policies, practices, and procedures.
- Provide aids and services for children with disabilities affecting hearing, vision, or speech.
- Remove architectural barriers.



Challenges of Inclusion

- Values and Beliefs
- Personnel Preparation
- Policies
- Resources



Program Considerations

- Child care staff need help understanding the child's special needs and training in the skills needed to work with the child in a group setting.
- A care plan should be developed and in place at the time of enrollment.



The Care Plan

- A list of the child's diagnosis/diagnoses
- Contact info for the primary care provider
- medications to be administered
- signs, and symptoms that warrant giving the medication,
- procedures to be performed,
- allergies,
- dietary modifications required



The Care Plan (continued)

- activity modifications
- environmental modifications,
- stimulus that initiates or precipitates a reaction
- behavioral modifications,
- suggested special skills training and education for staff, and
- emergency response plans.^{3.5.0.1}



Activity: Benefits of Inclusion

- After each statement is read, move to the side of the room that reflects your belief.
 - If you believe 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.



Working with Families/Caregivers

- Families are the experts! They know:
 - Medical history
 - Current health issues
 - Interests and talents
 - Likes and dislikes



Understanding the Family's Perspective

- Child caregivers/teachers have knowledge to share, too. They know:
 - Information about the child's day,
 - New skills or interests in the classroom,
 - Friendships, and
 - Challenges in the classroom.



Challenges in Parenting a Child with Special Needs

- Influence on Daily Routine
- Difficulty in Finding Care
- Altered Employment
- Impact on Mental Health



Strategies for Building Partnerships with Families

- Take time to get to know families.
- Respect and accept family diversity.
- Show sensitivity toward the emotional needs of the family by respecting privacy.
- Design flexible schedules.



Strategies for Building Partnerships with Families

- Frame concerns positively.
- Communicate frequently using different venues.
- Help families find resources in the community.
- Support families during transitions.



Linking to Local Resources

- Central Directory of Resources (1-800 #)
- Family Voices
- Family Support Organizations
- State and National Organizations (ARC, March of Dimes, Autism Society)
- Early Intervention
- Community Organizations



Review: Training Objectives

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Learning Assessment

- Pull out the “Feelings and Beliefs about Inclusion” survey that you completed at the beginning of the training. Take a minute to review your answers.
- Consider how what you’ve learned here might influence your ratings if you were to complete the survey again.
- Comments?



Evaluation of Trainer

- Please take 5 minutes to complete the Evaluation of Trainer Form.