

Section A – General Information

1. **Applicant/Trainer:** Self Help Inc., Marsha Wright, M.E.d., 780 West Main St., Avon, MA 02322, phone- 508-559-1666, ext. 124, email- mwright@selfhelpinc.org or Leslie Dunn 508-559-1666, ext. 126, ldunn@selfhelpinc.org
2. **Title of Educational Offering:** Identifying and Supporting Children with Disabilities
3. **Type of Offering:** Standard Course
4. **Schedule of Dates and Instructional Hours:** two delivery options)
Two 5 hour sessions (Saturdays) ii) Four 2.5 hour sessions (Evenings)
5. **Total Number of Contact Hours:** 10 contact hours
6. **Number of CEU's:** 1.0 CEU
7. **Location:**

SECTION B Course Content:

1. **Course Description:** It is often in Early Education and Care Settings that young children begin to present with behaviors that may indicate a disability. In this course participants will learn how to identify, document, refer, and support young children with disabilities in their setting. This course will meet for three two hour evening sessions and one three hour Saturday session. Homework will include a final project which participants will present during the final session. There will be several books that will be used as part of this course.
2. **CORE Competency:** F: Children with Special Needs, Birth-16 years
3. **Target Population:** This course is designed for providers of Early Education and Care. It is appropriate for Family Child Care providers, teachers, assistant teachers, and directors.

Session 1: Identifying and Referring Children with Suspected Needs: (2.5 hours) In this session the participants will learn how to identify, document, and present information to parents regarding children with a suspected need. *(Students will get a fifteen minute break which is not reflected in the time listed above)*

Introduction and Course Overview: (5 minutes) Participants will be given a general overview of the course including how this course related to QRIS, participant outcomes, and a brief overview of the final project which will be introduced at the end of session 2. A

Opening Activity: (10 minutes) Participants will view the video “ **The Life That’s Chosen Me** “ a music video that will cause them to pause and think about families that have children with special needs. They will use a viewing guide to help focus the ensuing discussion. The discussion will end with an emphasis on their role in as families begin their journey. (Handout 1 viewing guide)

Lecture /PowerPoint : (35 minutes) Participants will be reminded that at times a child’s disability ,may present itself within their programs. A PowerPoint presentation called “ **Is this Normal**” will help participants understand how to look at typical development and what are the “red flags” that indicate a deeper look is needed. (Handout 2 Developmental Checklists Birth to Five) T he importance of ongoing communication with parents will be stressed as the participants think about how they gather information to understand a child’s developmental progression.

Large Group activity: (10 min) *Is this Normal?* Participants will be given a description of a child. They must decide if the child should be referred for a closer look or if the child’s issues fall within the normal realm of development. (Handout 3 What would You Do?)

Lecture and Activity: *Observing and Recording Behavior* (20 minutes) : The participants will be given an overview of the various ways of documenting behavior. Using the illusion of the various observation techniques as different types of brushes the participants will be asked to complete a handout which describes different scenarios and decide which type of observation and recording technique would best

apply . (Handout 4 Painting Behavioral Pictures, Handout 5 Which Brush Is Best?) Participants will be challenged to consider how documentation information should be shared with parents and how it is used to help illustrate issues over time. .

Lecture : *Essential Conversations* (25 minutes) Participants will be given a lecture on how to present concerns to parents. The role of ongoing communication will be stressed throughout the discussion. Included in the lecture will be cultural consideration when presenting information to families regarding a potential disability. The instructor will ask for a group of volunteers to role play a parent meeting to the whole group with the goal on encouraging the participants to share some of their experiences with these types of meetings.

Small Group Activity: (10 minutes) Participants will be broken into small groups and will be asked to read and comment on two articles which presents including children with disabilities from a parent and teachers perspective. They will be asked to discuss the two perspectives presented in the articles using the questions on a the guided reading sheet as a guide. (Handout 6 article “On the Other Side of the Table” and Handout 7 “A Teacher’s Perspective Handout 8 Guided reading Sheet) A few minutes will be spent with each group sharing their insights with the whole group.

Video: (15 minutes) Family Voices Participants will view a video that highlights the voices of parents of children with disabilities. A brief discussion will follow (Handout 9 Viewing guide) Participants will be asked to view the role ongoing communication as they listen to the stories of the families in this video.

Individual Activity: (10 minutes) Participants will be asked to read an article on inclusion and complete a sheet of questions pertaining to the article. Participants will be asked to share their impression with the group in the context of a discussion of this families experience with inclusion. (Handout 10 article “Can You See My Son Binny?” and Handout 11 Questions for Guided Reading)

Wrap up and Questions (5 minutes)

Evaluation: (5 minutes) Participants will be asked to fill out a content evaluation.

A 45 minute lunch period will be given between sessions on Saturday

Session 2: The Process: Navigating the System: (2 Hours) In this session the participants will learn about the laws that govern the service delivery systems available for young children with special needs. Participants learn about the referral process, their role in the process, and how children are determined to be eligible for services. Through the lecture, handouts and discussion the participants will begin to understand how parents shape and guide the process. In addition they will learn the disability categories as identified by the state of Massachusetts. At the end of this session students will be given instructions for their final project.

Opening Activity: (10 minutes) The students will be asked to complete a sheet determining if a statement is a myth or fact about people with disabilities. A brief discussion will follow pertaining to common stereotypes and misconceptions about children with disabilities. (Handout 12 Myths and Fact about People with Disabilities)

Powerpoint/Lecture/Discussion: (25 minutes) Where Do I Begin? Participants will review the DEC/NAEYC position statement pertaining to inclusion. Participants will be given a crash course on the laws and process to refer children for evaluations. Topics discussed will be ADA , IDEA, Mass Special education timelines , disability categories, the eligibility determination process, and the important role

of providers in this process. (Handout 13 Early Childhood Inclusion, Handout 14 EEC chart “Serving Children with Disabilities”, Handout 15 A Parent’s Guide to Special Education; Handout 16 Eligibility Determination Sheet, Handout 17 IFSP/IEP Comparison Chart) Throughout the lecture the participants will be reminded how they can serve as a guide to parents during the process of evaluation and the development of the plan. The participants will learn about the process of evaluation throughout the lecture by listening to concrete examples given of children with specific disabilities. In session three they will view some examples of evaluations and their completed IEPs’.

Large group activity: (15 minutes) Participants will be given a handout with several cases. Participants must decide if the child qualifies for special education services and why or why not. (Handout 18 Eligible or Not!)

Lecture and Discussion: (10 minutes) Building on the opening activity pertaining to fact and myths about disabilities participants will be engaged in a discussion about cultural perspectives regarding disabilities. Participants will be challenged to think about the difficulties international families may encounter attempting to navigate the special education system and how cultural attitudes towards disabilities can affect the process.

Lecture and Discussion: (10 minutes) Disability categories in Massachusetts.

Small Group Activity: (35 minutes) Participants will be divided into small groups and asked to give a brief presentation on a specific disability category. Each group will be asked to list the characteristic behaviors that children with this disability present and what this means in terms of including this child in their program. Participants will use Disability Fact sheets from NiCHY and the book Children with Special Needs in Early Childhood Settings as a tool along with a handout to document their work. Each group will document their answers on a large piece of paper hung on the wall and present their work to the class. (Handout 19-32* Disability Fact Sheets Handout 33 Disability Documentation Sheet) Each group will present the disability category to the large group. *The instructor will provide each participant with a CD that contains pdf files of each disability category

Homework: (5 minutes) The participants will be given a one hour homework assignment to allow them to research a disability that of their own interest. Participants will be asked to choose a specific disability of their choosing and research it on their own. They will be given a guide to document their research. They will use their research in session 3 as a guide as we discuss practical strategies to include children with disabilities in early education and care settings. The homework will be checked off at complete by the instructor at the beginning of session 3. (Handout 34 Homework Documentation Sheet)

Wrap up and Questions and Content Evaluation: 10 minutes

Session 3: Supporting Young Children with Disabilities in Early Education and Care Settings : (2 Hours)

In this session the participants will learn strategies for including young children with disabilities in their settings. Participants will share their homework with the presenter at the beginning of the session. The presenter will check the homework to ensure that the participant has listed the specific behaviors associated with the disability they chose to research. The presenter will make a list of the various disabilities that the participants chose and refer to the list as the discussions on supports, adaptations and accommodations unfold throughout this session. Participants will use their fictional child they researched for homework as a guide throughout this session. They will be asked to refer to their fictional child as we go over the various supports and accommodations and encouraged to verbally share some of the strategies with the group. Participants will learn strategies to adapt their

environment, routines, and curriculum to support children with disabilities in their setting. (*Students will get a fifteen minute break which is not reflected in the time listed above*)

Opening Activity: (15 minutes) *What do we need to do to include this child in our program?*

Participants will be asked to use their homework to as a guide to imagining a child with that particular disability entering their program. Using the handout Accommodations checklist, from Young Children Magazine, they will decide what needs to be accomplished in order for this child to enter their program. Results will be shared in the large group. (Handout 35 article from Young Children magazine “Including Children with Special Needs Are You and Your Program Ready?”)

Video and Discussion: (25 minutes) Participants will view the video “Getting Started:” as an introduction to the process of including young children with disabilities in their classroom. Participants will be asked to use a guided viewing handout as a tool to view the video. (Handout 36 Guided Viewing Sheet)

Large Group Discussion: (10 min) *What are the challenges of including young children with disabilities in your program?* Participants will discuss the challenges of inclusion. A list will be generated and written on a large paper on the wall.

Video: (15 minutes) Participants will view the Specialquest “IEP’s putting them into action” video which features information regarding IEP’s and how to implement them into your program. (Handout 37 Guided Viewing)

Lecture and Discussion: (15 minutes) Participants will discuss how to read, interpret, utilize IEP’s and IFSP’s to design support strategies to use in their settings (Handout 38 Sample IEP ; Handout 39 Sample IFSP)

Small Group Activity: (15 min) Participants will be broken up into small group and given pieces of IEP’s or evaluations and asked to find strategies to support that child within the report/iep goals.

Powerpoint/Lecture /Discussion: (25 minutes) Participants will view a PowerPoint presentation on Basic Adaptations and Accommodations that can be done to support young children with disabilities in early childhood settings. Participants will be given a copy of Chapter 5 from Building Blocks for Teaching Preschoolers with Special Needs to use as a reference for the discussion. They will be asked to think about a fictional child with the disability that they researched as they learn the basic accommodations and adaptations discussed in the presentation and encouraged to share which adaptations and accommodations they would use with their fictional child during the discussion. (Handout 40 Chapter 5 Curriculum Modifications)

Lecture and Discussion: (25 minutes) A lecture on Planning Lessons for All Learners will focus on how to adapt specific pieces of the curriculum. Participants will continue to learn strategies to adapt their curriculum to accommodate all learners. The focus will be on literacy based lessons.

Questions and Wrap Up (5 minutes)

Session 4: Including Children with Disabilities in Early Education and Care Settings (2 hours)

Opening Activity: (10 minutes) People First Language –Participants will be asked to complete worksheet that illustrates the power of words–followed by a brief discussion on the importance of using people first language. (Handout 41)

Video: (65 minutes) Participants will watch the video “Including Samuel” to give them a personalized perspective on inclusion. Participants will be given a guide to use as they watch the film.

Discussion:(25 minutes) Participants will discuss the impact of this film using the questions from the viewing guide to focus the discussion. (Handout 42)

Final Thoughts: (10 minutes) Participants will be read an article “ The Boy Who Cried Silently” and reminded about the importance they play in the lives of families with disabilities. (Handout 43 “The Boy Who Cried Silently”)

Wrap up and Evaluations (10-15 minutes)

4. Bibliography and List of Resources:

Books:

Brody,Denise. (2007) The elephant in the Playroom Ordinary Parents Write Intimately and Honestly About the Extraordinary Highs and Heartbreaking Lows of Raising Kids with Special Needs. Hudson Street Press, Penguin USA

Fadiman Anne.(2012) The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Farrar, Struass, and Giroux: New York, New York

Gould, Patti and Sullivan, Joyce.(1999). The Inclusive Early Childhood Classroom. Gryphon House Publishing:Beltsville,Md.

Paasche,Carol, Gorrill, Lola, Strom, Bev. (2004). Children with Special Needs in Early Childhood Settings. Thomson Delmar Learning: Clifton Park, NY.

Sandall,Susan and Schwartz, Ilene. (2008). Building Blocks for Teaching Preschoolers with Special Needs. Brookes Publishing: Baltimore, Md.

Schiller, Pam and Willis, Clarissa. Inclusive Literacy Lessons for Early Childhood. Gryphon House Inc.: Beltsville,Md. 2008

Videos:

The Life That’s Chosen Me” Karen Taylor-Good/Lisa Aschmann , Harmonizing with Humanity.com
www.youtube.com/watch?v=zxkcUhW6Kzw

“ I Wanna Be” The Specialquest Multi media Training Library. Sonoma State University:_Rohnert Park, CA.,2007.

“The Baby” The Specialquest Multi media Training Library. Sonoma State University:_Rohnert Park, CA.,2007.

“Family Voices” The Specialquest Multi media Training Library. Sonoma State University:_Rohnert Park, CA.,2007.

“IEP Putting it into Action” The Specialquest Multi media Training Library. Sonoma State University: Rohnert Park, CA.,2007.

"Getting Started" The Specialquest Multi media Training Library. Sonoma State University: Rohnert Park, CA., 2007.

Classroom Moments Video Clips to Enhance Early Childhood Observation and Training. Prod. Devereux Early Childhood Foundation. 2007.

"Including Samuel " Dir. Dan Habib. The Institute on Disability: Durham, NH. 2008.

Articles:

The CNY Early Childhood Direction Center (2012). *Developmental Checklist Birth to Five*. Syracuse University, Syracuse NY <http://ecdc.syr.edu>.

Painting Behavioral Pictures adapted from Gonzalez-Mena, Janet. (2003) Foundations of Early Childhood Education. McGraw-Hill <http://highered.mcgraw-hill.co>

Bradley, Jenifer and Kibera, Peris. (2006) "Closing the Gap Culture and the Promotion of Inclusion in Child Care." *Young Children*, January 2006. Pp. 34-40. National Association for Young Children: Washington, D.C

Chavarria, Jamie . (2010). *A Teacher's Perspective* . S. I. Focus Magazine, winter 2010, pp2-3 and 12-13. Kathleen E. Morris; Dallas, Tx.

Ellenbogen, Debbie. (2004) *Can You See My Son Binny?* Coalition for the Advancement of Jewish Education: New York, NY

French, Kathryn. (2004) *Supporting Children with Special Health Care Needs*. *Young Children*, March 2004. Pp62-63. National Association for Young Children: Washington, D.C.

French, Kathryn and Cain Hal, M. (2006) *Including a Young Child with Spina Bifida*. *Young Children* May 2006. Pp 78-84. National Association for Young Children: Washington, D.C.

Humpal, Marcia Earl and Wolf, Jan (2003) *Music in the Inclusive Environment*. *Young Children*, March 2003. Pp103-107. National Association for Young Children: Washington, D.C.

Kadell, Amy (2004) *Inclusion for Pre-schoolers. Creating Quality Jewish Environments for Early Childhood*. Coalition for Jewish Education, New York, NY.

Katz, Laurie and Schery, Teris K. (2006) *Including Children with Hearing Loss in Early Childhood Programs*. *Young Children*, January 2006. Pp 86-95. National Association for Young Children: Washington, D.C.

Lamorey, Suzanne(2002) *The Effect of culture on Special Education Services Evil Eyes, Prayer Meetings, and IEPs*. *Teaching Exceptional Children*, May/June 2002 pp67-71

Madall, David S. and Maytali Novak (2005) *The role of culture in Families Treatment Decisions for Children with Autism Spectrum Disorders* April 2005 *Mental Retardation and Developmental Disabilities Research Reviews* 11 pp 110-115; Wiley-Liss Inc.

Mitchell, Linda Crane. (2004) *Making the Most of Creativity for Young Children with Disabilities*. *Young Children*, July, 2004. National Association for Young Children: Washington, D.C.

Sandall, Susan. (2003) *Play Modifications for Children with Disabilities*. . Beyond the Journal-Young Children on the web. May 2003. National Association for Young Children: Washington, D.C.

Steiert, Alice. (2010). *On the Other Side of the Table: Humbling Lessons from to Special Education Teacher Turned Mom*. S. I. Focus Magazine, Spring 2010, pp2-3 and 11-13. Kathleen E. Morris; Dallas, Tx.

Watson, Amy and McCathren, Rebecca. (2009) *Including Children with Special Needs Are you and Your Early Childhood Program Ready?* . Beyond the Journal-Young Children on the web. March 2009. National Association for Young Children: Washington, D.C.

IFSP/IEP Comparison Chart from SpecialQuest Birth –Five: Training Library
www.specialquest.org/sqtm/v2s8_comp_chart.pdf

TAGSACDDisabilitiyFLOWCHART2006410 Group and School Age Child Care Technical Assistance: Serving Children with Disabilities.
www.eec.state.ma.us/docs1/forms_techasst/technical_assistance/disability_flowchart.pdf

DEC/NAEYC. (2009) *Early Childhood Inclusion: A Joint position statement of the Division of Early Childhood (DEC) and National Association for the Education of Young Children(NAEYC)*. Chapel Hill: THE University of North Carolina, FPG Child Development Institute.

“A Parent’s Guide to Special Education”. A joint publication of the Federation for Children with Special Needs and the Massachusetts Department of Education. (No date)

“Facts Sheets on Specific Disabilities” Center for Parent Information and Resources
www.parentcenterhub.org