

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Children with Exceptionalities

July 15, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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# Welcome and Introduction

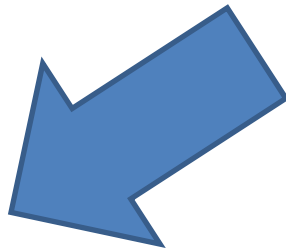


# Logistics

Questions?  
Comments?



**USE THE CHAT BOX**



Press “\*6” to  
mute or  
unmute your  
phone

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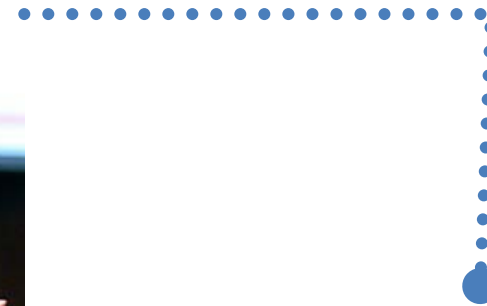
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# Who's There?



Type your name  
and affiliation into  
chat box

  
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# Guest Presenter: Jen Benoit

- **Online Adjunct Professor at Vance Granville Community College**
- **Online course developer and instructor at various colleges**
- **Licensed in NC Elementary Education and Special Education**
- **Two siblings with special needs and son with sensory issues**



  
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## Landing Pads

### Resource Descriptions

#### Resources for Faculty

##### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>

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## Landing Page: EDU 221 Children with Exceptionalities

### Approved Course Description

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.



## Children with Exceptionalities Landing Pad

This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [[here](#)] to download the landing pad resources as a document.

  
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# Handouts

## Resources and Activities in My Toolbox



Topic	Slide #	Toolbox Resource Used	Toolbox Example
Typical/Atypical Development		<p><b>Website</b>  <a href="http://www.pbs.org/wgbh/misunderstoodminds/">http://www.pbs.org/wgbh/misunderstoodminds/</a></p>	<p><b>Disability Simulation Forum</b></p> <p>Often teachers struggle with how to understand how different needs or abilities impact learning. It can be very helpful for to understand what children with differing abilities are experiencing.</p> <p>You will find the link to the website Misunderstood Minds in the forum section (to the left on this sheet) for this week. You will then choose two of the simulations there to learn what a child with visual, auditory, decoding, or memory issues may experience.</p> <p><b>Visual Activity</b>– Reading with Distractions (use link in Forum Assignment section)</p> <p><b>Auditory Activity</b> – Listening to Directions (use link in Forum Assignment section)</p> <p><b>Decoding Activity</b>– (use link in Forum Assignment section)</p> <p><b>Memory Activity</b> - (use link in Forum Assignment section).</p> <p>Then, choose one of the exercises below to experience loss of vision or hearing.</p> <p><b>Vision Activity:</b> Blindfold yourself for a short period of time (not while you are driving a car or operating heavy machinery) and try to do the things you always do.</p> <p><b>Hearing Activity:</b> Wear a pair of ear plugs for a while, maybe as you take a walk around the mall or interact with your children at home.</p> <p>Then answer the following questions:</p> <p><b>Post #1:</b> Answer the following questions in the first post.</p> <ul style="list-style-type: none"> <li>• Describe your three experiences and your reaction to them to your classmates giving details about how you felt and what was a struggle... or not.</li> <li>• Think of one of the activities you did. Then research a modification within the classroom that can be used for a child with that diverse ability. Choose a website, article, or YouTube video.</li> <li>• Then, explain how your modification is could be beneficial to a child and why you chose that modification. Be sure to explain the modification and cite at least one quote from the resource.</li> </ul> <p><b>Post #2:</b> Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply if you can. If not, post to the person with the least responses.</p> <p>Respond to the person's idea by:</p> <ul style="list-style-type: none"> <li>• Noting the similarities and differences about your experiences</li> <li>• Giving your thought about the modification idea after visiting the resource</li> <li>• Asking 1 further question about the modification</li> <li>• Explain one situation where you might use the modification in an early childhood classroom</li> </ul> <p><b>Post #3:</b> Reply to someone who has responded to you with a "thank you" and give an explanation of how his or her message was helpful and answer the given question.</p> <p>You should address all four points in your post and make sure you use spell check before posting.</p> <p><b>Make sure you check your spelling and use professional language.</b></p>

1

## EDU 221 Children with Exceptionalities

Just The Facts, Ma'am	<p>Child Care and the Americans with Disabilities Act ADA  <a href="http://www.wrightslaw.com/advoc/articles/child_care.pdf">http://www.wrightslaw.com/advoc/articles/child_care.pdf</a></p> <p>DEC recommended practices in early intervention/early childhood special education2014  <a href="http://dec.membershipsoftware.org/files/DEC%20RP%206%2025%202014%20final1.pdf">http://dec.membershipsoftware.org/files/DEC%20RP%206%2025%202014%20final1.pdf</a></p> <p>Developmental Delay as an Eligibility Category  <a href="http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf">http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf</a></p> <p>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)  <a href="http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion">http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion</a></p> <p>Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder  <a href="http://autismpdc.fpg.unc.edu/content/evidence-based-practices">http://autismpdc.fpg.unc.edu/content/evidence-based-practices</a></p> <p>Guiding Principles and Practices for the Delivery of Family-Centered Services  <a href="http://educateiowa.gov/index.php?option=com_docman&amp;task=doc_download&amp;gid=1960">http://educateiowa.gov/index.php?option=com_docman&amp;task=doc_download&amp;gid=1960</a></p> <p>The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families  <a href="http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf">http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf</a></p> <p>The Individuals with Disabilities Education Act (IDEA) <a href="http://ectacenter.org/idea/idea.asp">http://ectacenter.org/idea/idea.asp</a></p> <p>Parallels in Time (history of developmental disabilities) <a href="http://www.mnddc.org/parallels/index.html">http://www.mnddc.org/parallels/index.html</a></p> <p>People First Language <a href="http://www.disabilityisnatural.com/explore/pfl">http://www.disabilityisnatural.com/explore/pfl</a></p> <p>Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation (DEC Position Statement)  <a href="http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf">http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf</a></p> <p>Research Synthesis Points on Early Childhood Inclusion  <a href="http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDO-ResearchSynthesisPoints-10-2009_0.pdf">http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDO-ResearchSynthesisPoints-10-2009_0.pdf</a></p>
Read All About It	<p>Barriers and Solutions in Involving Culturally and Linguistically Diverse Families in the IFSP/IEP Process  <a href="http://organizations.bloomu.edu/connect/Spring%202011/Barriers%20Solutions.pdf">http://organizations.bloomu.edu/connect/Spring%202011/Barriers%20Solutions.pdf</a></p> <p>Collaborative Steps: Paving the Way to Kindergarten for Young Children with Disabilities  <a href="http://journal.naeyc.org/btj/200503/04fenlon.pdf">http://journal.naeyc.org/btj/200503/04fenlon.pdf</a></p> <p>How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story  <a href="http://ici.umn.edu/products/impact/221/9.html">http://ici.umn.edu/products/impact/221/9.html</a></p> <p>Impact (articles on early childhood education and children with disabilities)  <a href="http://ici.umn.edu/products/impact/221/">http://ici.umn.edu/products/impact/221/</a></p> <p>Including Children with Special Needs: Are You and Your Program Ready?  <a href="http://www.naeyc.org/files/yc/file/200903/BTWatson.pdf">http://www.naeyc.org/files/yc/file/200903/BTWatson.pdf</a></p> <p>Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs.  <a href="http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf">http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf</a></p> <p>Kingsley, E. P. (n.d.). Welcome to Holland <a href="http://home.vicnet.net.au/~dskit/disaware/handout10.htm">http://home.vicnet.net.au/~dskit/disaware/handout10.htm</a></p> <p>Maude, S. P., &amp; Dempsey, J. L. (2009). Improving relationships between families and practitioners during the early years. <i>Impact</i>, 22(1), 4-5. <a href="http://ici.umn.edu/products/impact/221/3.html">http://ici.umn.edu/products/impact/221/3.html</a></p> <p>Natural Environments: A Letter From a Mother to Friends, Families, and Professionals  <a href="http://yec.sagepub.com/content/5/3/21.full.pdf+html">http://yec.sagepub.com/content/5/3/21.full.pdf+html</a></p> <p>Partnering with Families of Children with Special Needs  <a href="http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf">http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf</a></p> <p>Supporting Families of Children with Disabilities in Inclusive Programs.  <a href="http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf">http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf</a></p> <p>What is the difference between an IFSP and an IEP? <a href="http://www.pacer.org/parent/php/PHP-59.pdf">http://www.pacer.org/parent/php/PHP-59.pdf</a></p>

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# Context for this Course

- Typical-atypical development
- History, policies and trends in supporting the learning and development of children of diverse abilities
- Characteristics of exceptionalities
- Appropriate assessment, including ongoing observation, data collection, and analysis
- Developing and implementing Individualized Education Programs (IEP) and Individualized Family Support Plans (IFSP)
- Collaborating with families and communities
- Adapting environments and curricula

# Shifts in Conceptualizing this Course

Emphasis on  
specific  
disabilities and  
syndromes



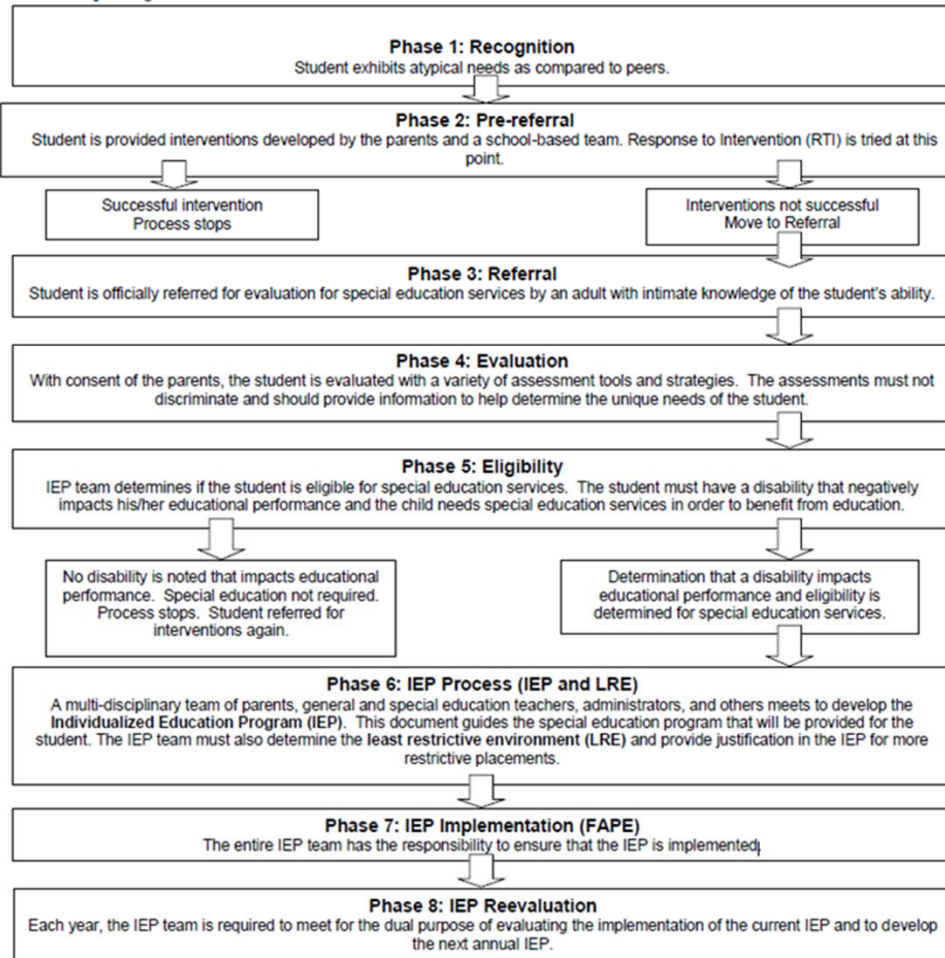
Emphasis on children with  
exceptionalities in relation to:

- Family-centered practices
- Inclusion
- Evidence-based practices
- Cultural & linguistic diversity

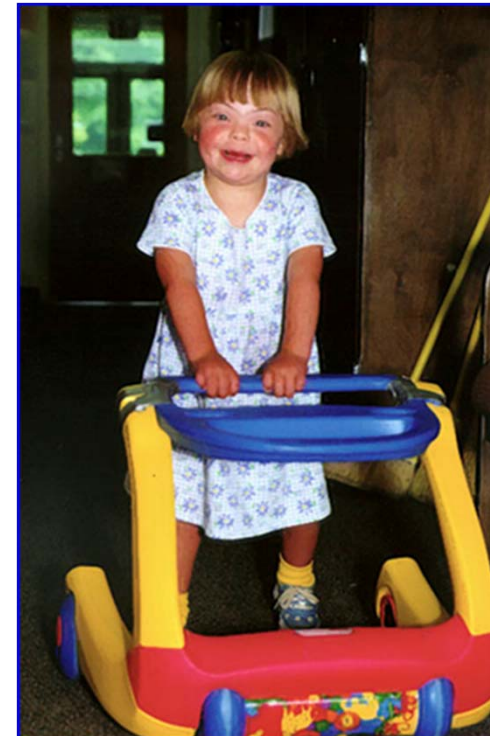


## The IEP Process Flowchart

This flow chart illustrates the IEP referral process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs.



# The IFSP-IEP-504 Process



# Family-Centered



  
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# Inclusion



  
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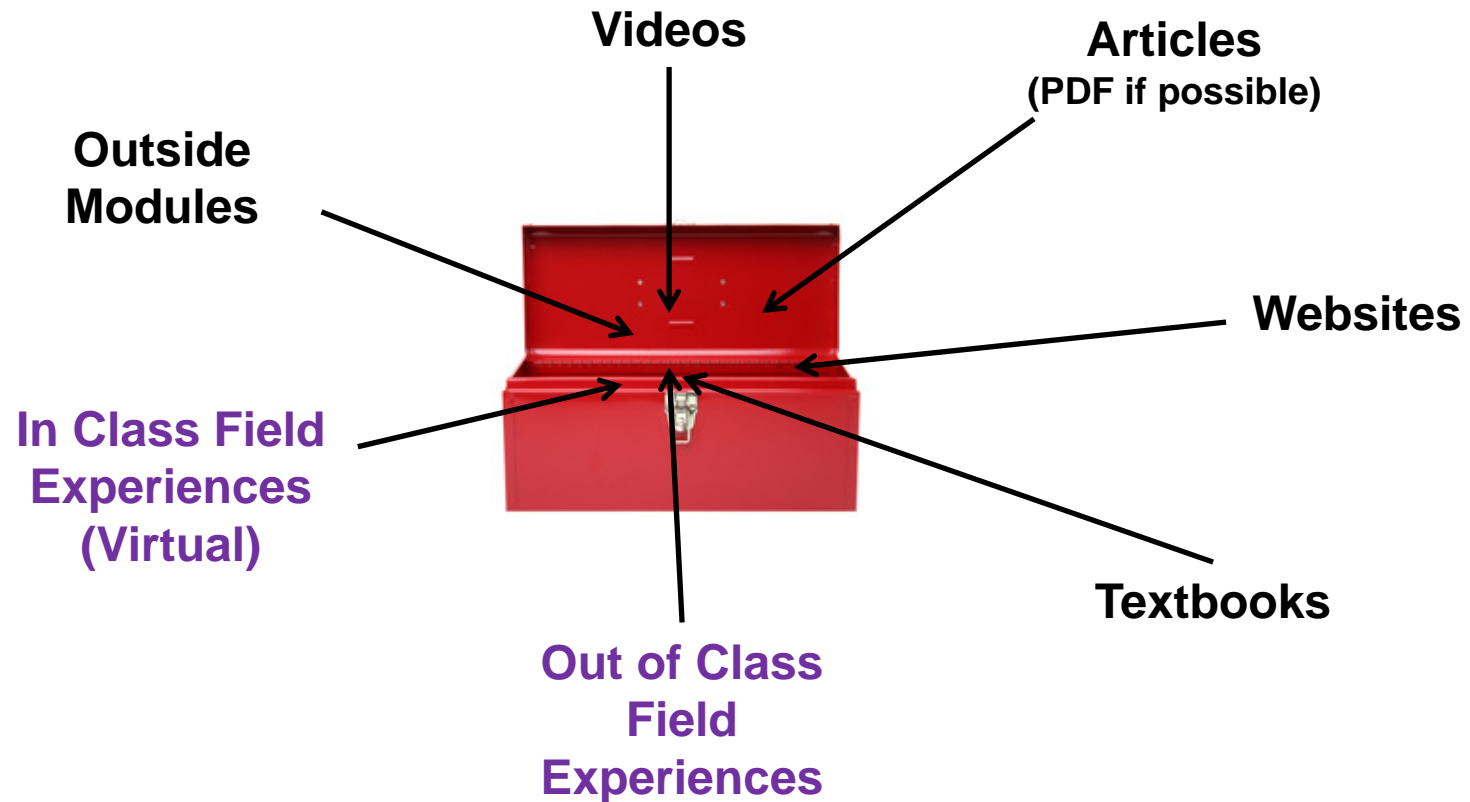
# Before Building the Course...



- Think of your students and their future experiences
- Move away from course pieces that need specific training
- Leave room for other courses
- Have someone in the field look over the course
- Ask yourself, “Do the activities support acquisition of knowledge, application of knowledge, or both?”
- Consider scaffolding assignments

# First Steps in Building an Online Course

## Develop Your Resource Toolbox



  
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# Consider the Outcome

## What Do You Want the Student to Know?

How to research exceptionalities and appropriate practices?

Knowledge of a variety of evidence-based practices?

Application of practices with benefit to both a child and entire class?



Common diversities and diagnoses at this age level?

The LAW and their role in the law?

How to support and interact with family members?

How to identify and work with a team?

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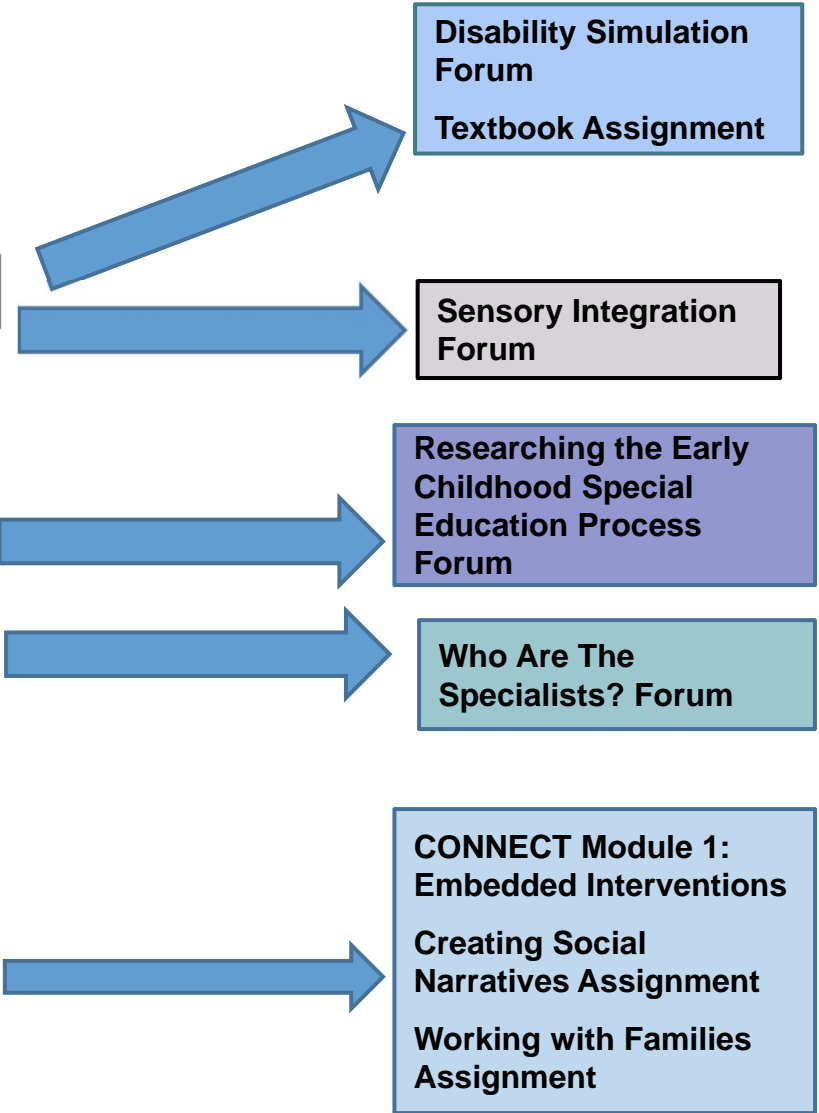
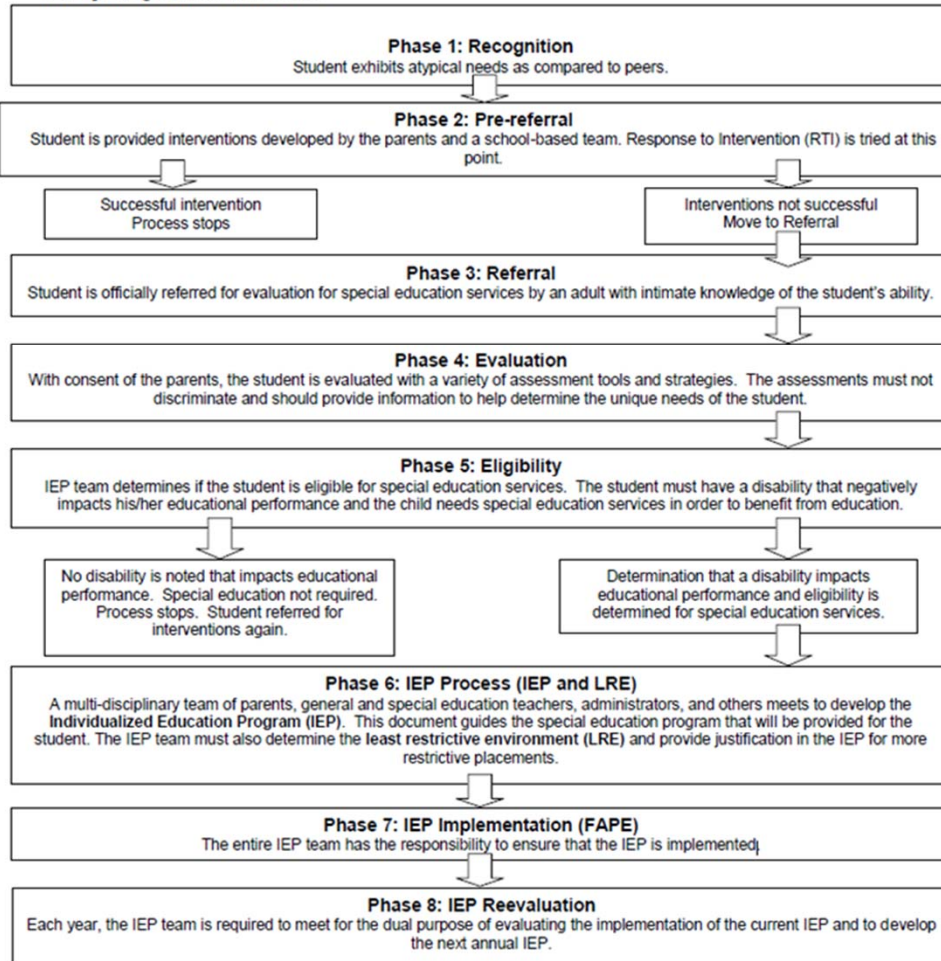
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This flow chart illustrates the IEP referral process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs.



# Construction Tip: Assignments



## When Creating Assignments...

- Eliminate confusion for student and instructor – be specific, clear, and gradable
- Lessen questions about assignment
- Is it acquisition or application?
- Create successful situation encouraging student confidence
- Make it memorable – resources and reflection

  
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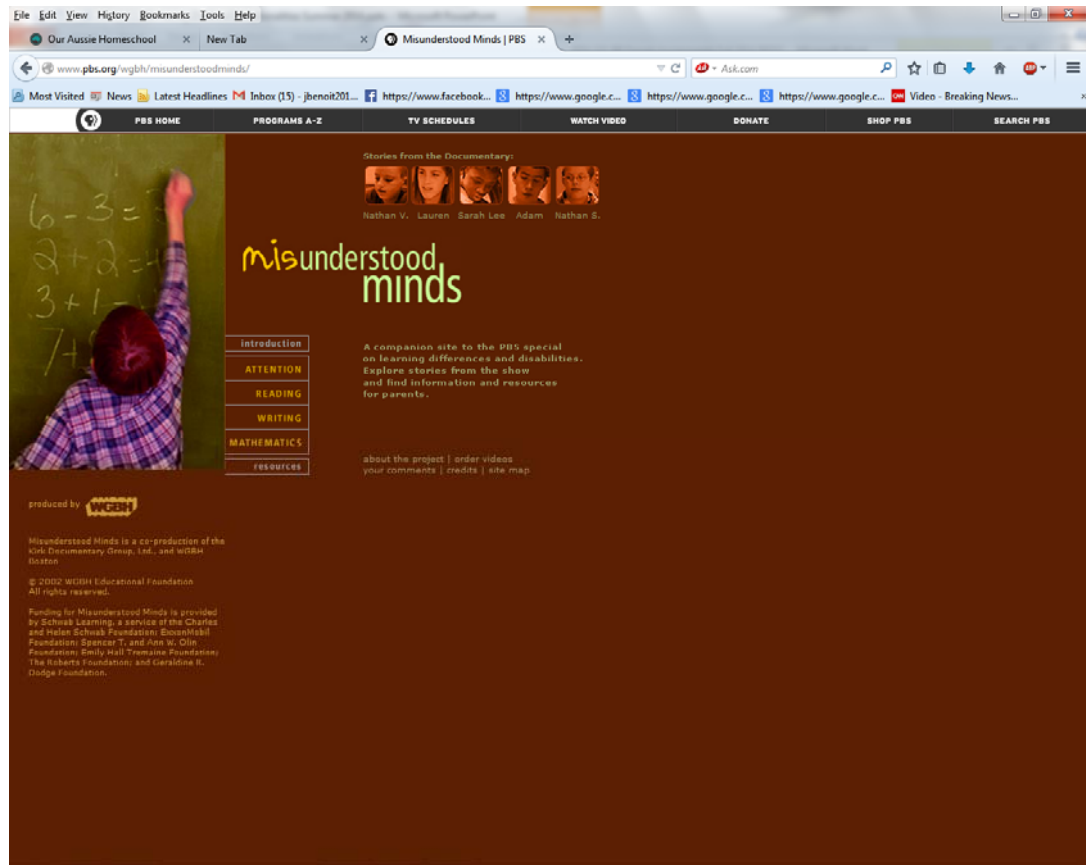
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# Typical/Atypical Development Website Resource

## Disability Simulation Forum

[http://www.pbs.org/wgbh/  
misunderstoodminds/](http://www.pbs.org/wgbh/misunderstoodminds/)



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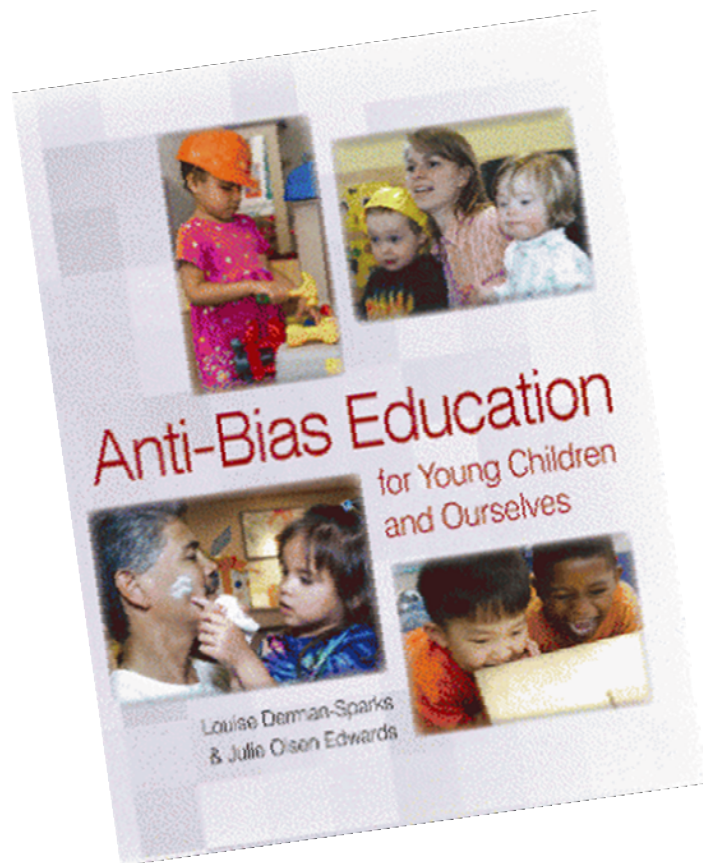
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# Learning About Diverse Abilities Textbook Resource



## Learning About Diverse Abilities and Fairness Assignment

- R**ead
- R**eflect
- R**eport (citing)
- R**espond (application)

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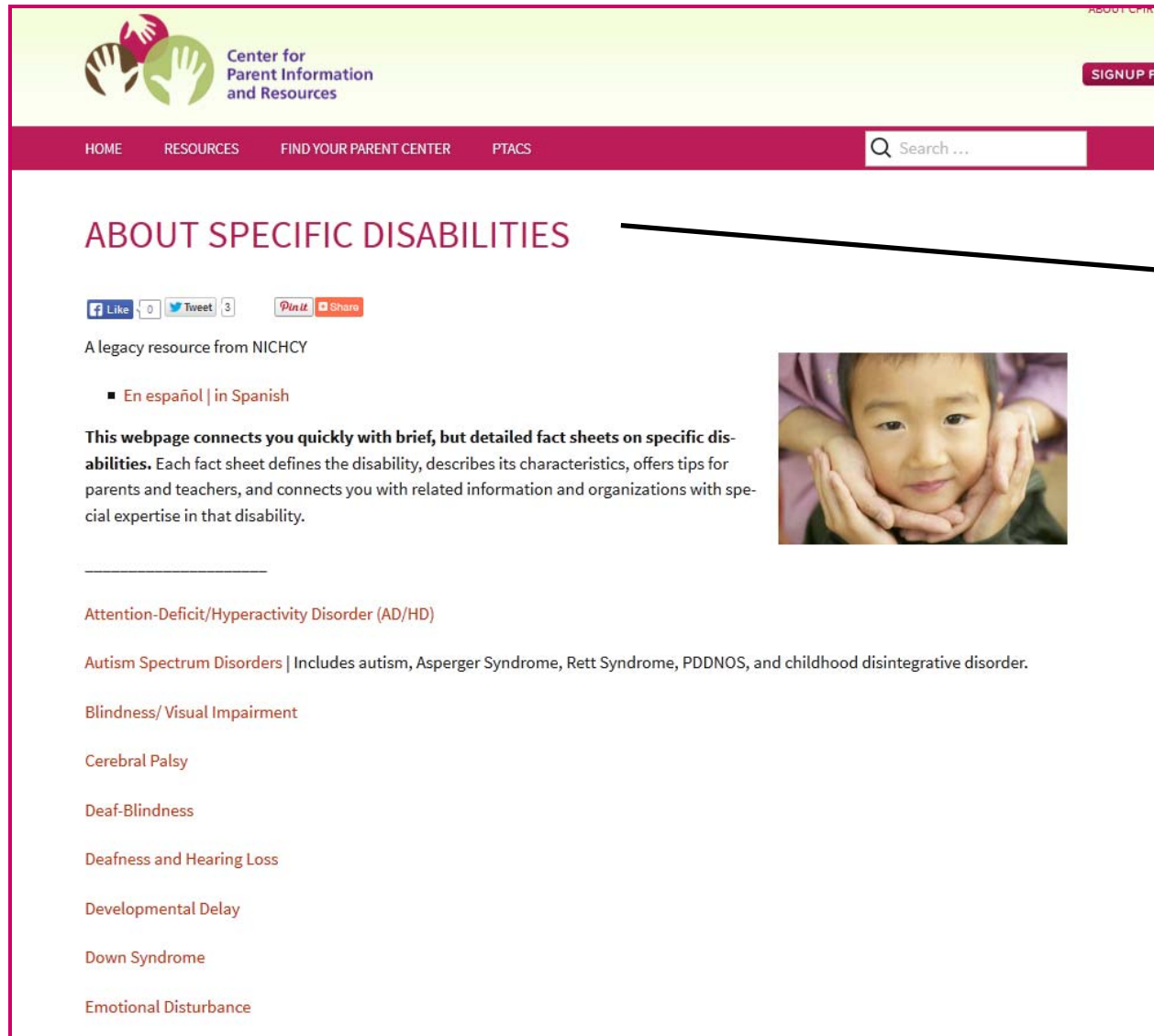
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# Learning About Diverse Abilities



The screenshot shows the website for the Center for Parent Information and Resources. The header includes the center's logo and name, a search bar, and navigation links for HOME, RESOURCES, FIND YOUR PARENT CENTER, and PTACS. The main content area is titled "ABOUT SPECIFIC DISABILITIES" and features social media sharing options (Like, Tweet, Pin It, Share). Below this, it states "A legacy resource from NICHCY" and offers a link "En español | in Spanish". A photograph of a young child with their hands framing their face is displayed. A list of disabilities follows, including Attention-Deficit/Hyperactivity Disorder (AD/HD), Autism Spectrum Disorders, Blindness/ Visual Impairment, Cerebral Palsy, Deaf-Blindness, Deafness and Hearing Loss, Developmental Delay, Down Syndrome, and Emotional Disturbance.

Center for Parent Information and Resources

HOME RESOURCES FIND YOUR PARENT CENTER PTACS Search ...


## ABOUT SPECIFIC DISABILITIES

Like 0 Tweet 3 Pin It Share

A legacy resource from NICHCY

- En español | in Spanish

**This webpage connects you quickly with brief, but detailed fact sheets on specific disabilities.** Each fact sheet defines the disability, describes its characteristics, offers tips for parents and teachers, and connects you with related information and organizations with special expertise in that disability.



Attention-Deficit/Hyperactivity Disorder (AD/HD)

Autism Spectrum Disorders | Includes autism, Asperger Syndrome, Rett Syndrome, PDDNOS, and childhood disintegrative disorder.

Blindness/ Visual Impairment

Cerebral Palsy

Deaf-Blindness

Deafness and Hearing Loss

Developmental Delay

Down Syndrome

Emotional Disturbance

Find It  
Online  
page 4

# Construction Tip: Forums



## When Creating Forum Assignments...

- Be specific in first post AND posts to peers
- Ask them to find resources and share
- Use Jigsaw approach
- Have them cite when reading article/text OR watching video

# Learning About Specific Abilities Video and Article

## Sensory Integration Forum

ist Visited News Latest Headlines Inbox (15) - jbenoit201... https://www.facebook... https://www.google.c... https://www.google.c...

YouTube

0 to 5 in 30 Minutes! Sensory Processing Disorders

Super Duper® Handy Handouts!®

### Shake, Rattle, and Roll!

Understanding Sensory Integration Dysfunction  
by Lisa Priddy, MS, CCC-SLP

**What is Sensory Integration?**  
Sam opened the front door and walks into the house. He immediately enters the kitchen. Yum! Smells like chocolate chip cookies! Sam's mouth waters. He runs to the kitchen to see his mom pull out the first batch of chocolate chip cookies. Our senses (sight, sound, smell, taste, and touch) tell us about our environment from both inside and outside of our bodies. In the above, Sam tells his mom something was baking in the oven. Sensory integration (SI) allows us to organize and process incoming sensory information from the central nervous system, made up of the brain and spinal cord. It allows us to interact with the environment in purposeful and meaningful ways.

**What is Sensory Integration Dysfunction?**  
Sensory integration dysfunction refers to the body's inability to process sensory information. A child with an SI dysfunction has difficulty organizing and processing sensory information. Some activities that are difficult for a child with SI dysfunction include: dressing, eating, or even playing. Some activities that are difficult for a child with SI dysfunction include: playing with clay or sticky, large crowds may overwhelm the child with SI dysfunction. Large crowds may overwhelm the child with SI dysfunction. Large crowds may overwhelm the child with SI dysfunction. Large crowds may overwhelm the child with SI dysfunction.

**Some common characteristics of SI D**

1. Over- or under-responsiveness to sensory input
2. Unusually high or low activity level
3. Child is in constant motion or easily fatigued
4. Difficulties with fine motor (cutting with scissors, throwing a ball)
5. Self-regulation problems (i.e., difficulty focusing)
6. Difficulty changing activities
7. Poor eye-hand coordination

\*Note that if your child demonstrates some of the above characteristics, it does not necessarily mean he/she has an SI dysfunction!

### Individualizing in Early Childhood: The What, Why, and How of Differentiated Approaches

Stacy O. Thompson and BM Baber

**Preschool and Primary Grades**

### Meeting the Sensory Needs of Young Children

As a first grade teacher, Jill, the second author, went in search of decorations for her classroom prior to the start of the school year. She purchased multicolored Slinky toys, which she thought would add a nice touch to the white ceiling. She spaced them evenly above the children's desks. As the students entered the classroom she turned on the ceiling fans, which made all the Slinkys start to bounce. Some children seemed to enjoy the sensory output from the bouncing Slinkys, yet were able to stay focused on classroom tasks. Other children became distracted, more interested in the movement of the Slinkys than in what Jill was asking them to do. During recess, Jill sat at one of the children's desks to view the Slinkys from their perspective. The bouncing Slinkys were overwhelming, and along with the post-its, charts, and other items in the room it overloaded her senses. She could understand why some of the children had been unable to pay attention to her. Jill spent the remainder of her break removing the Slinkys.

**S**ENSORY PROCESSING REFERS TO THE way that information from the senses is processed through the brain. All children have neurological processes that help them organize the information coming in from their environment along with sensations from their bodies (Ayres 2005). A child's ability to use this information to respond appropriately to the environment—including sounds, lights, textures, motion, and gravity—is known as sensory integration (Zuck & Simpson 2006). "Sensory integration is the part of sensory processing in which the brain organizes sensory information from the body and the environment so that it can be used to guide behavior" (Ayres 2005).

www.naepc.org/young-children Mar 2015

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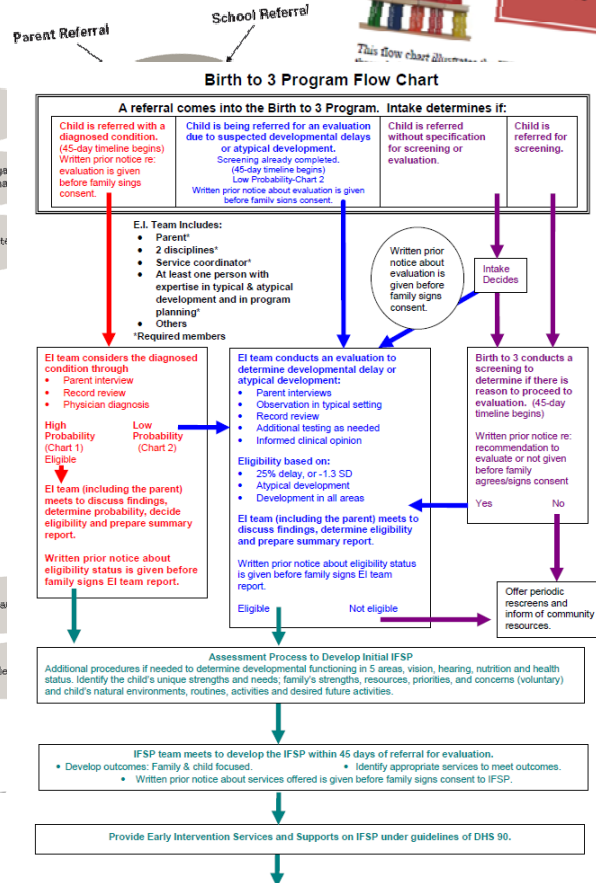
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# The Early Childhood Special Education Process Article Resource

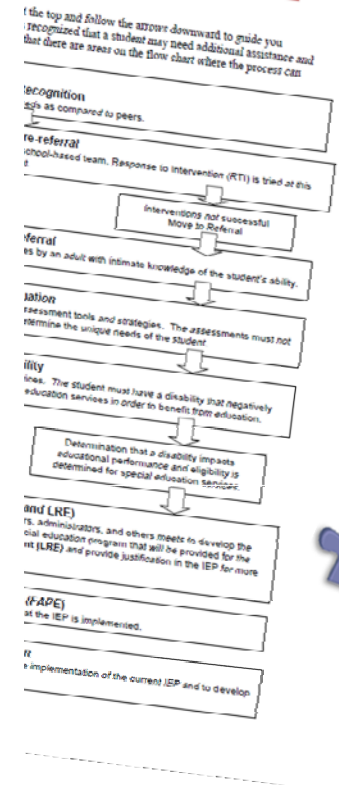
504 Process Flowchart

Refer to 504  
504 Coordinator ga available informa  
Convene 504 t

Obtain pa  
Imple



The IEP Process Flowchart



## Researching the Early Childhood Special Education Process Forum





# Evaluation and Assessment Website, Video and Article Resources

## Who Are the Specialists?

Forum



  
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# Classroom Implementation Outside Modules

## Connect Module 1 Embedded Interventions

The screenshot shows a web browser displaying the 'Module 1: Introduction' page. The page title is 'Module 1: Embedded Interventions'. The main heading is 'Module 1: Introduction'. The page content includes a welcome message: 'Welcome to the module on embedded interventions developed by CONECT. This module will give you new ways of ensuring each and every child's participation in a wide variety of early learning opportunities and environments to promote high quality inclusion.' It also mentions a 12-minute video titled 'Foundations of Inclusion Birth to Five'. Below the text, there is a video player showing a scene with a woman and children. The page has a navigation menu on the left with options like 'Learning Cycle', 'Step 1: Dilemma', 'Step 2: Question', 'Step 3: Evidence', 'Step 4: Decision', 'Step 5: Evaluation', 'Summary and Wrap Up', 'References and Credits', 'Supplemental Materials', and 'Module 1 Hints for Activities'. There is also a 'SWITCH LANGUAGE' section with options for English, Español, Português, and 普通话中文.

  
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# Connect Module 1 Embedded Interventions


## Purpose and History of Special Education Part II


### Objectives:


This is a continuation of Module 1.


### Forum Assignments:

 Disability Simulation

 Visual Activity

 Auditory Activity

 Decoding Activity

 Memory Activity

### Tamiya Connect Module Assignment

#### Step 1: Dilemma

In Step 1 you will hear and read about two perspectives on a practice dilemma. The dilemma is about a child's transition to preschool family and the receiving teacher.


Meet Melanie A. She is a teacher in an *NAEYC* accredited program that serves children two through five years of age. Melanie's program is a child care center. Melanie just learned that Tamiya, a three-year-old with multiple developmental delays will be joining her class of

#### Video 2.1: The teacher's viewpoint

Melanie A., a teacher in a community-based childcare program shares a dilemma about the transition of Tamiya, a two year old girl with developmental delays, joining her classroom. (running time: 1 min. 55 sec.)


#### Video 2.2: The family's viewpoint

Rosemary, the mother of Tamiya, a two year old girl turning three with developmental delays shares her view on the upcoming transition program. (running time: 2 min. 27 sec.)


 The Dilemma Assignment

 Connect Videos 2.1 and 2.2

### Assignments:

 Case Study 75-77

### Quiz:

 Chapter 3 Quiz

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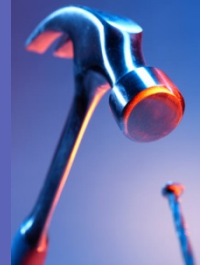
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# Construction Tip: Playlist



## Connect Module 1 – Setting Up a Playlist

The screenshot shows a YouTube browser window with the URL <https://www.youtube.com/playlist?list=PLhwy3q7CvmVFfS0sm-7PEuqsYIlyV9CVhQ>. The page title is "Connect Module 1 Decision A and B Audio" by Jen Benoit, containing 4 videos with a total duration of 8 minutes and 39 seconds. The playlist items are:

Number	Video Title	Channel	Duration
1	CONNECT Audio 1.2: Christine's perspective (Luke's mother)	FPGUNC	2:33
2	CONNECT Audio 1.3: Maggie's perspective (Program administrator)	FPGUNC	2:10
3	CONNECT Audio 1.4: Kathy's perspective (Speech therapist)	FPGUNC	2:03
4	CONNECT Audio 1.5: Jackie's perspective (Luke's teacher)	FPGUNC	1:53

The left sidebar shows a list of playlists, with "Connect Module 1 D..." selected. The channel name "Jen Benoit" and navigation tabs "Videos", "Playlists", "Channels", "Discussion", and "About" are visible at the top of the content area.

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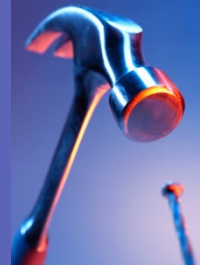
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# Construction Tip: Playlist



## Connect Module 1 – Setting Up a Playlist

- Need a YouTube account
- Find FPG YouTube account
- Decide the order of your assignments/pieces of module
- Divide videos up by week, making playlist for each



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# Ongoing Monitoring and Supports Outside Module Resource

National Professional Development Center on  
Autism Spectrum Disorders

## Module: Social Narratives

### Steps for Implementation: Social Narratives

These steps for implementation were adapted from:

Wragge, A. (2008). *Social narratives: Online training module*. (Lincoln, NE: Nebraska Department of Education). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, [www.autisminternetmodules.org](http://www.autisminternetmodules.org). Columbus, OH: OCALI.

When planning for and implementing social narratives with children and youth with ASD, the following steps are recommended.

#### Step 1. Identifying the Social Situation for the Intervention

1. Teachers/practitioners refer to IEP or IFSP for learner's goals.
2. Teachers/practitioners discuss goals with IFSP/IEP team members, including family and learner.
3. Teachers/practitioners select a social behavior for change, preferably one that will result in positive social interactions, a safer environment, additional social learning opportunities, or all three.

The first step in creating a social narrative is for teachers/practitioners to select a social behavior for change. Additional information from the learner, his/her family, and/or educational team may be helpful in identifying a target for change as well.

#### Step 2. Defining the Target Behavior or Skill

1. Teachers/practitioners clearly define the target behavior or skill so that it is observable and measurable.

Once the social situation has been identified, it is important for teachers/practitioners to clearly define the target behavior or skill so that it is observable and measurable. For example, "Bill will interact appropriately," is less easy to identify than "Bill will greet others by saying, 'Hello', waving, or giving a high-five." Clearly defined target behaviors make it easier to teach the skills and to collect data on the skills. Even more important, it will be easier for the student to learn the expected behavior or skill.

#### Step 3. Collecting Baseline Data

1. Teachers/practitioners determine the type of data (e.g., permanent product, assessment) needed to assess the target skill.
2. Teachers/practitioners collect data on at least three occasions over three to five days to identify the baseline skills of the learner before beginning the intervention.

Social Narratives Module  
National Professional Development Center on ASD  
10/31/2008

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## Creating Social Narratives Assignment



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# Collaborating with Families and Communities Articles Resource



**Partnering with Families of Children**

Julie A. Ray, Julia Pewitt-Kinder, and Suzanne George

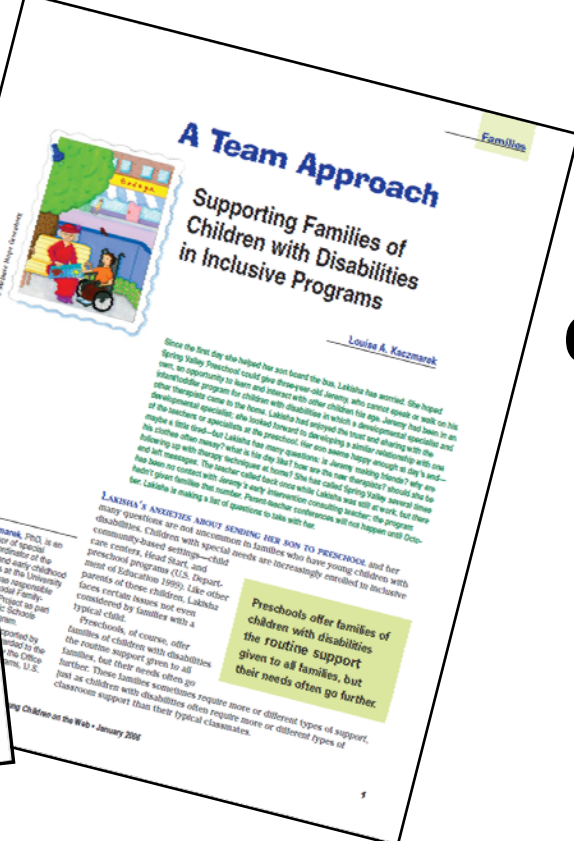
"There's no good way to tell you. Your baby has Down syndrome," said the pediatrician. My words instantly stopped, and felt a blank fog closing in. I couldn't move or breathe or speak. The only sound I heard was my husband sobbing. My first thoughts were "Yes, I can't do this. How do we get from expecting a perfectly healthy baby to receiving a stranger?" "Feeling out that our daughter Ella had Down syndrome was like being told that the baby we dreamed of had died and now we had a child we knew absolutely nothing about."  
—Baby Ella's Mother (One of the Authors)

**FAMILIES MAY LEARN THEIR CHILD HAS A DISABILITY**  
during pregnancy, at birth (as baby Ella's parents did), or even later, when their child enters a special room in a home or classroom setting. Although a family's reaction to the news that their child has a special need may depend upon the child's age, the severity of the disability, and the family's cultural view of disabilities (Munson, 2002), researchers like the experience to the greatest extent possible (Kiddell-Rosen, 1999) describes in her classic book, *On Death and Dying*. Resilience moves from denial of the disability to anger at the diagnosis, to bargaining with the experts involved in the diagnosis, depression, and to acceptance of the disability. Acceptance of the disability causes families to experience the grief. For example, one parent said, "Grief may hit you when you first expect to—during a Christmas shopping trip... when you buy baby toys for a 9-year-old" (Nason, 2009, 217).

**Stages of adjustment**  
Some parents criticize this "grief" view of adjustment to a disability as being paternalizing and not fitting their experiences. Ulrich and Bauer (2003) propose instead that the adjustment experience occurs in four levels as parents gradually become aware of the impact of their child's disability. These levels include the following:

**naeyc 2, 3, 7**

Reprinted from *Young Children* • September 2009



**A Team Approach**

Supporting Families of Children with Disabilities in Inclusive Programs

Lakshmi A. Kaczmarek

Since the first day she helped her son feed the dog, Lakshmi has accrued the hoped-for opportunity to learn and interact with other children her age. Lakshmi had been in an after-school program for children with disabilities in which a development specialist and a teacher or assistants at the preschool. Her son seems happy enough at day's end... maybe a little tired—but Lakshmi has many questions: Is January really Monday? Why are his clothes often messy? What is the day that I have the new sleeping blanket? Why are we being up with therapy technique at home? She has called Spring Valley several times and has been in contact with Jerry's daily intervention consulting teacher. She has been... Lakshmi is making a lot of questions to take with her.

**LAKSHMI'S ANXIETIES ABOUT SENDING HER SON TO PRESCHOOL** and her many questions are not uncommon in families who have young children with disabilities. Children with special needs are increasingly enrolled in inclusive community-based settings—child care centers, Head Start, and preschool programs (U.S. Department of Education, 1999). Like other faces parents of diverse children, Lakshmi is considered by families with a typical child. Preschools, of course, offer families of children with disabilities the routine support given to all families, but their needs often go further. These families sometimes require more or different types of support, but their needs often go further. These families sometimes require more or different types of classroom support than their typical classmates.

**Preschools offer families of children with disabilities the routine support given to all families, but their needs often go further.**

Children on the Web • January 2008

## Ideas and Challenges with Working with Families and Communities

# Construction Tip: Videos



## When Considering Videos...



## Look For...

- Length
- Quality
- Author

  
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## Landing Pads

### Resources for Faculty

#### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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# Guest Presenter: Jen Benoit

## Contact Information

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# Upcoming Webinars

Co-sponsored by  and 



**August 20, 2:00- 3:30 pm EST**

**Language & Literacy Experiences**

(With an emphasis on organizing and delivering this course content online)

**Guest Presenter: Jen Benoit, Vance-Granville Community College, NC**

**September 16, 2:00- 3:30 pm EST**

**Creative Activities**

(With an extensive emphasis on supporting diverse adult learners to be successful in online courses)

**Guest Presenter: Sharon Little, South Piedmont Community College, NC**

  
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# Upcoming Webinars (cont'd)

Co-sponsored by **SCRIPT-NC** and



**October 15, 2:00- 3:00 pm EST.**

Early Childhood Practicum

**November 18, 2:00- 3:00 pm EST.**

Educational Technology

**December 2, 2:00- 3:00 pm EST.**

Child Guidance

(Note: Re-scheduled from May 15)



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