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

UNC FPG CHILD DEVELOPMENT INSTITUTE

IDEAs that Work

Welcome and
Introduction

Logistics

Questions?

Comments?

USE THE CHAT BOX

Press "*6" to mute or unmute your phone

Who's There?

Type your name and affiliation into chat box

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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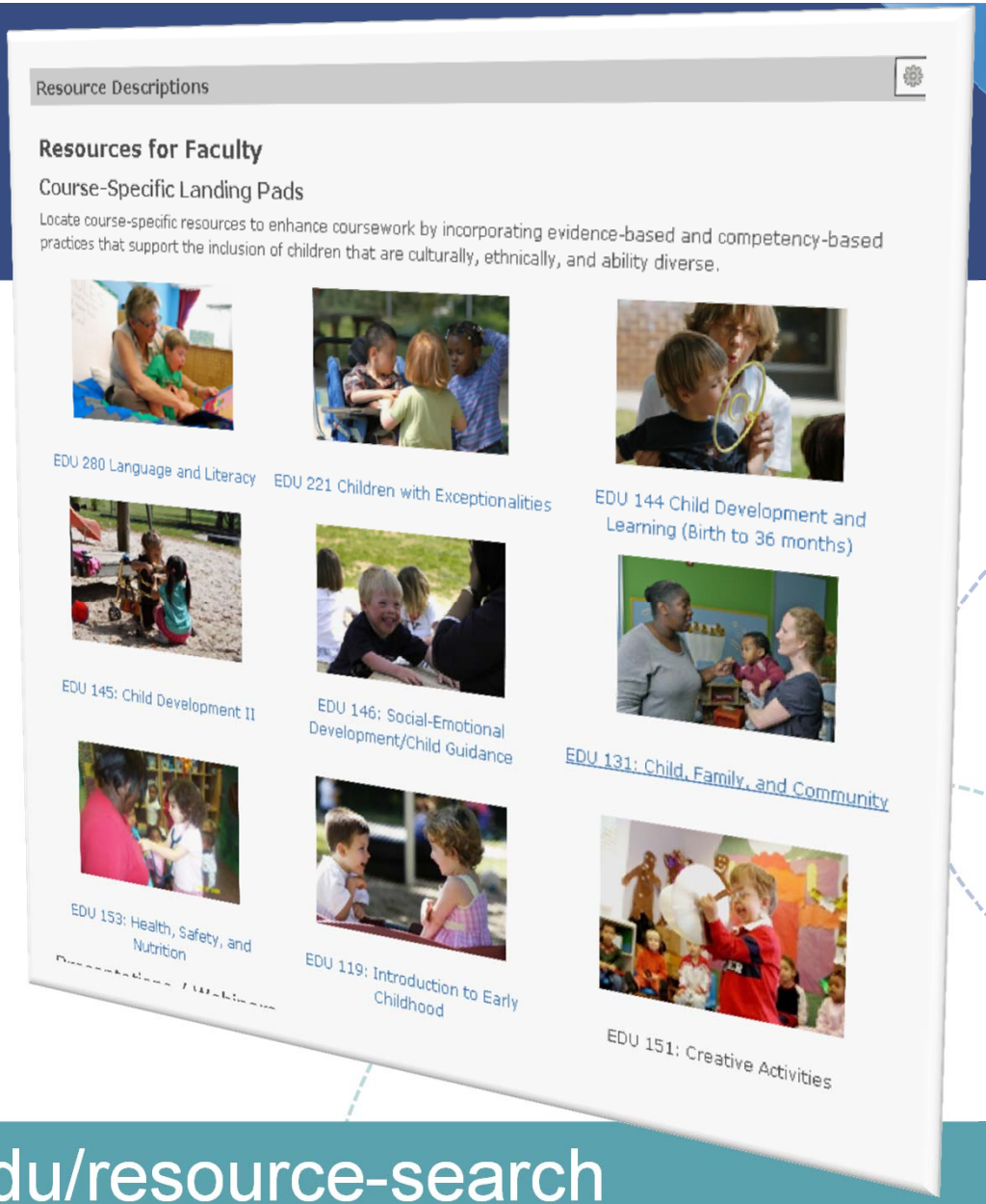
Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads



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

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Supporting Change and Reform in Preservice Teaching in North Carolina

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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.

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.

Children with Exceptionalities Landing Pad

Handouts

Resources and Activities in My Toolbox

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Typical/ Atypical Development		**Website** http://www.pbs.org/wgbh/misunderstoodminds/	**Disability Simulation Forum** 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. 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. **Visual Activity** – Reading with Distractions (use link in Forum Assignment section) **Auditory Activity** – Listening to Directions (use link in Forum Assignment section) **Decoding Activity** – (use link in Forum Assignment section) **Memory Activity** - (use link in Forum Assignment section). Then, choose **one** of the exercises below to experience loss of vision or hearing. **Vision Activity**: 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. **Hearing Activity**: 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. Then answer the following questions: **Post #1**: Answer the following questions in the first post. • 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. • 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. • Then, explain how your modification is could be beneficial to a children and why you chose that modification. Be sure to explain the modification and cite at least one quote from the resource. **Post #2**: 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. Respond to the person's idea by: • Noting the similarities and differences about your experiences • Giving your thought about the modification idea after visiting the resource • Asking 1 further question about the modification • Explain one situation where you might use the modification in an early childhood classroom **Post #3**: 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. You should address all four points in your post and make sure you use spell check before posting. ***Make sure you check your spelling and use professional language.***

EDU 221 Children with Exceptionalities

Just The Facts, Ma'Am

Child Care and the Americans with Disabilities Act ADA
http://www.wrightslaw.com/advoc/articles/child.care.pdf
DEC recommended practices in early intervention/early childhood special education2014
http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf
Developmental Delay as an Eligibility Category
http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf
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)
http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder
http://autismpdc.fpg.unc.edu/content/evidence-based-practices
Guiding Principles and Practices for the Delivery of Family-Centered Services
http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=1960
The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families
http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf
The Individuals with Disabilities Education Act (IDEA) http://ectacenter.org/idea/idea.asp
Parallels in Time (history of developmental disabilities) http://www.mnddc.org/parallels/index.html
People First Language http://www.disabilityisnatural.com/explore/pfl
Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation (DEC Position Statement)
http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf
Research Synthesis Points on Early Childhood Inclusion
http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf

Read All About It

Barriers and Solutions in Involving Culturally and Linguistically Diverse Families in the IFSP/IEP Process
http://organizations.bloomu.edu/connect/Spring%202011/Barriers%20Solutions.pdf
Collaborative Steps: Paving the Way to Kindergarten for Young Children with Disabilities
http://journal.naeyc.org/btj/200503/04fenlon.pdf
How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story
http://ici.umn.edu/products/impact/221/9.html
Impact (articles on early childhood education and children with disabilities)
http://ici.umn.edu/products/impact/221/
Including Children with Special Needs: Are You and Your Program Ready?
http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf
Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs.
http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf
Kingsley, E. P. (n.d.). Welcome to Holland http://home.vicnet.net.au/~dakit/disaware/handout10.htm
Maude, S. P., & Dempsey, J. L. (2009). Improving relationships between families and practitioners during the early years. *Impact, 22*(1), 4-5. http://ici.umn.edu/products/impact/221/3.html
Natural Environments: A Letter From a Mother to Friends, Families, and Professionals
http://yec.sagepub.com/content/5/3/21.full.pdf+html
Partnering with Families of Children with Special Needs
http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf
Supporting Families of Children with Disabilities in Inclusive Programs.
http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf
What is the difference between an IFSP and an IEP? http://www.pacer.org/parent/php/PHP-c59.pdf

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 IFSP-IEP-504 Process

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.

Phase 1: Recognition
Student exhibits atypical needs as compared to peers.

Phase 2: Pre-referral
Student is provided interventions developed by the parents and a school-based team. Response to Intervention (RTI) is tried at this point.

- Successful intervention → Process stops
- Interventions not successful → Move to Referral

Phase 3: Referral
Student is officially referred for evaluation for special education services by an adult with intimate knowledge of the student's ability.

Phase 4: Evaluation
With consent of the parents, the student is evaluated with a variety of assessment tools and strategies. The assessments must not discriminate and should provide information to help determine the unique needs of the student.

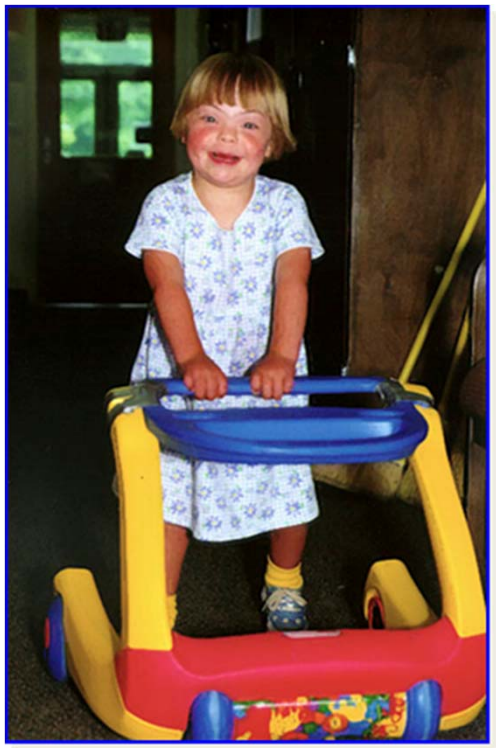
Phase 5: Eligibility
IEP team determines if the student is eligible for special education services. The student must have a disability that negatively impacts his/her educational performance and the child needs special education services in order to benefit from education.

- No disability is noted that impacts educational performance. Special education not required. Process stops. Student referred for interventions again.
- Determination that a disability impacts educational performance and eligibility is determined for special education services.

Phase 6: IEP Process (IEP and LRE)
A multi-disciplinary team of parents, general and special education teachers, administrators, and others meets to develop the **Individualized Education Program (IEP)**. This document guides the special education program that will be provided for the student. The IEP team must also determine the **least restrictive environment (LRE)** and provide justification in the IEP for more restrictive placements.

Phase 7: IEP Implementation (FAPE)
The entire IEP team has the responsibility to ensure that the IEP is implemented.

Phase 8: IEP Reevaluation
Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.



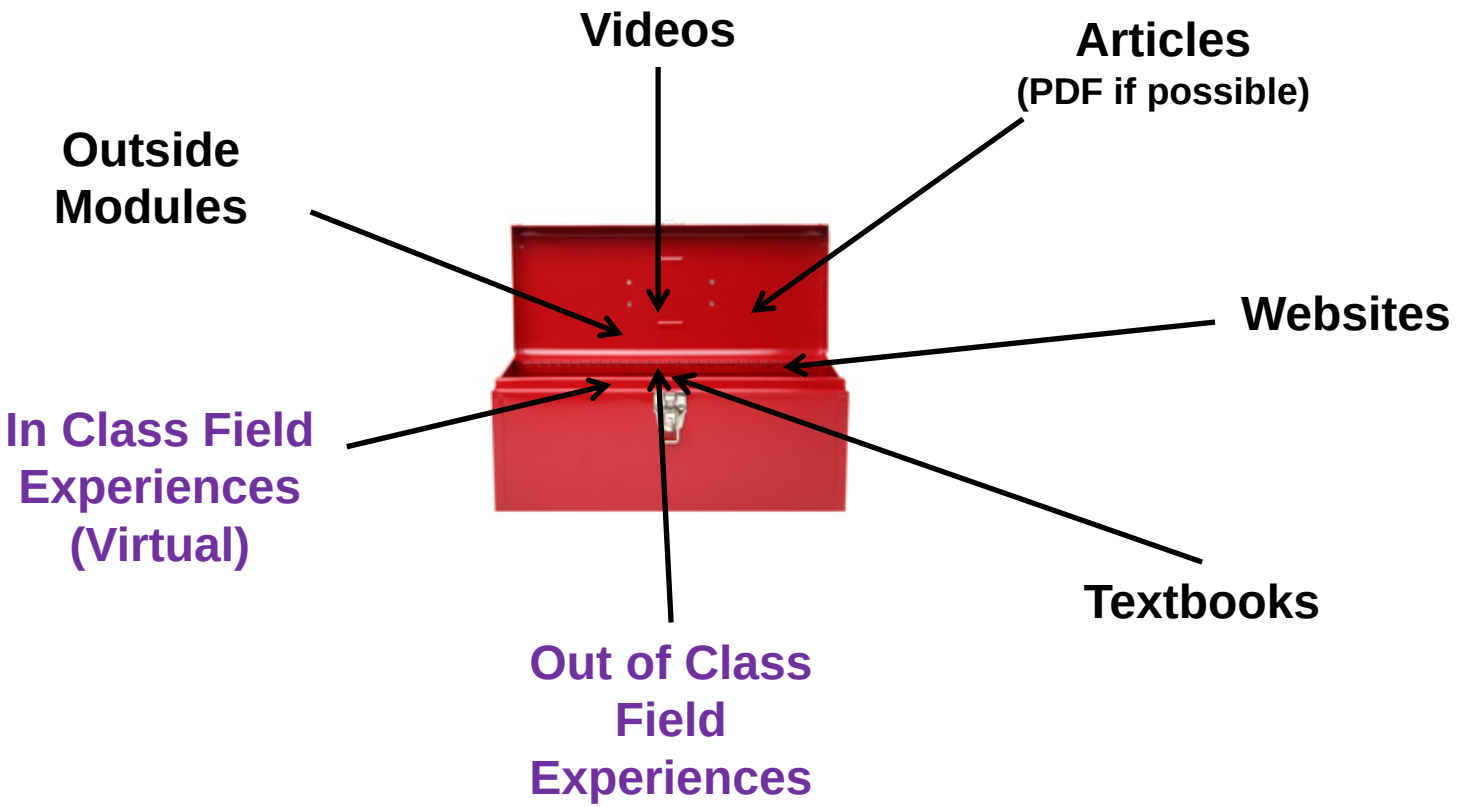
Family-Centered

Inclusion

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



Consider the Outcome
What Do You Want the Student to Know?

How to research exceptionalities and appropriate practices?

Common diversities and diagnoses at this age level?

Knowledge of a variety of evidence-based practices?

The LAW and their role in the law?

How to identify and work with a team?

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

How to support and interact with family members?

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Disability Simulation Forum

Textbook Assignment

Sensory Integration Forum

Researching the Early Childhood Special Education Process Forum

Who Are The Specialists? Forum

CONNECT Module 1: Embedded Interventions

Creating Social Narratives Assignment

Working with Families Assignment

Construction Tip: Assignments

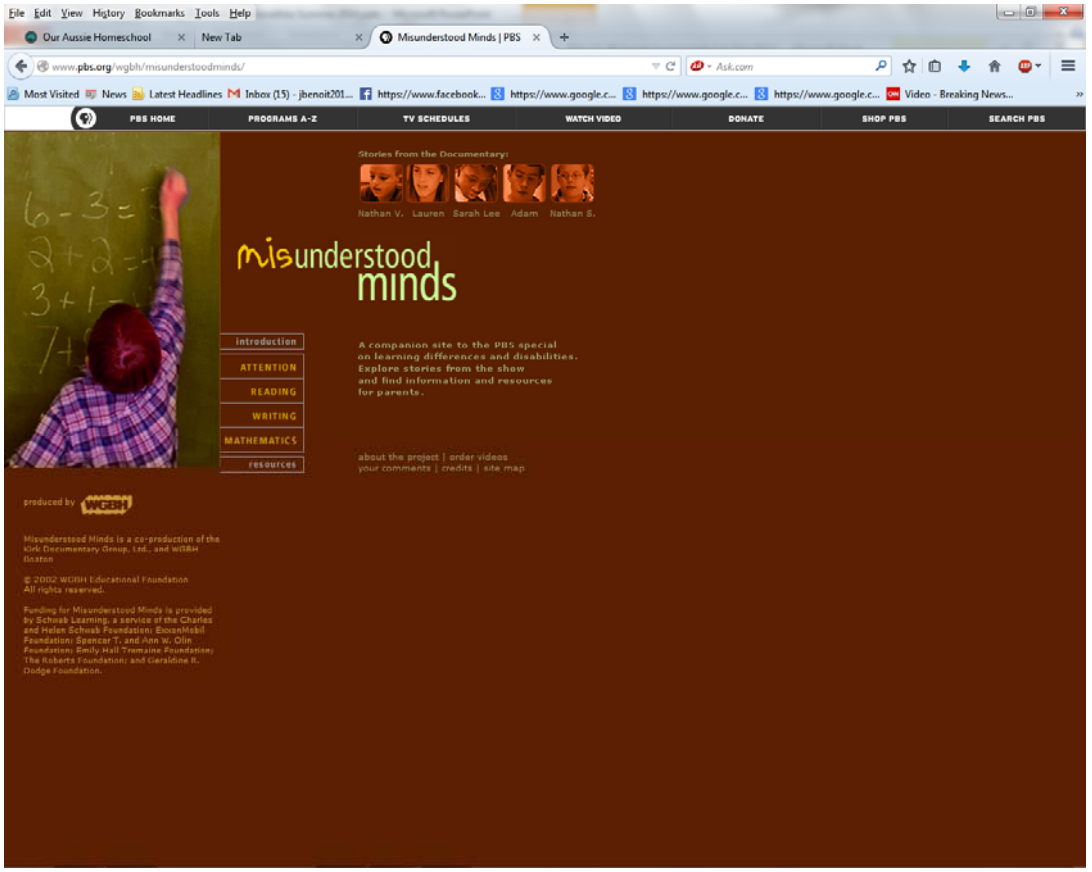
When Creating Assignments…

- 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

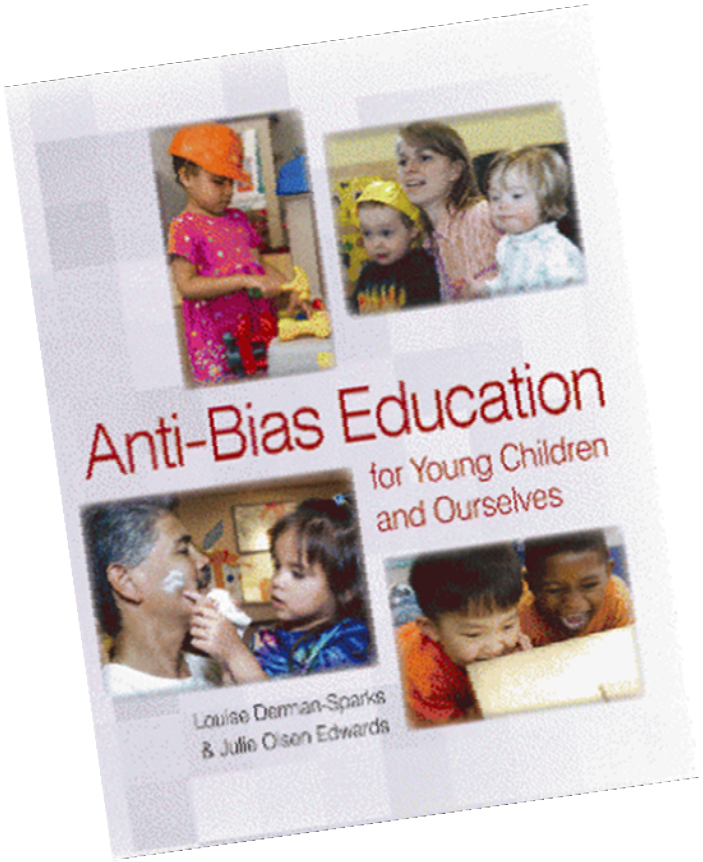
Typical/Atypical Development Website Resource

Disability Simulation Forum

http://www.pbs.org/wgbh/misunderstoodminds/



Learning About Diverse Abilities Textbook Resource



Learning About Diverse Abilities and Fairness Assignment

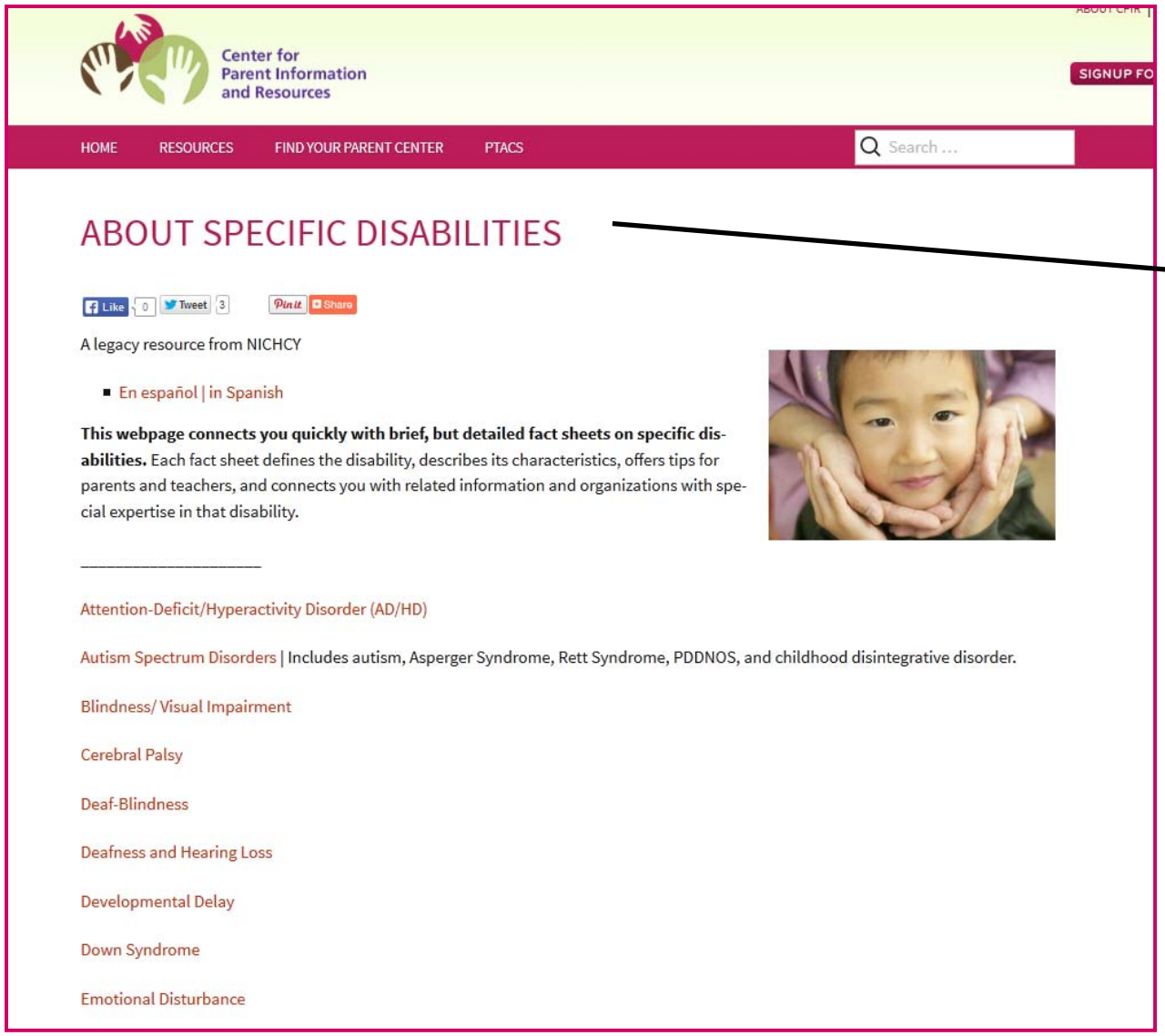
Read

Reflect

Report (citing)

Respond (application)

Learning About Diverse Abilities



Find It Online page 4

Construction Tip: Forums

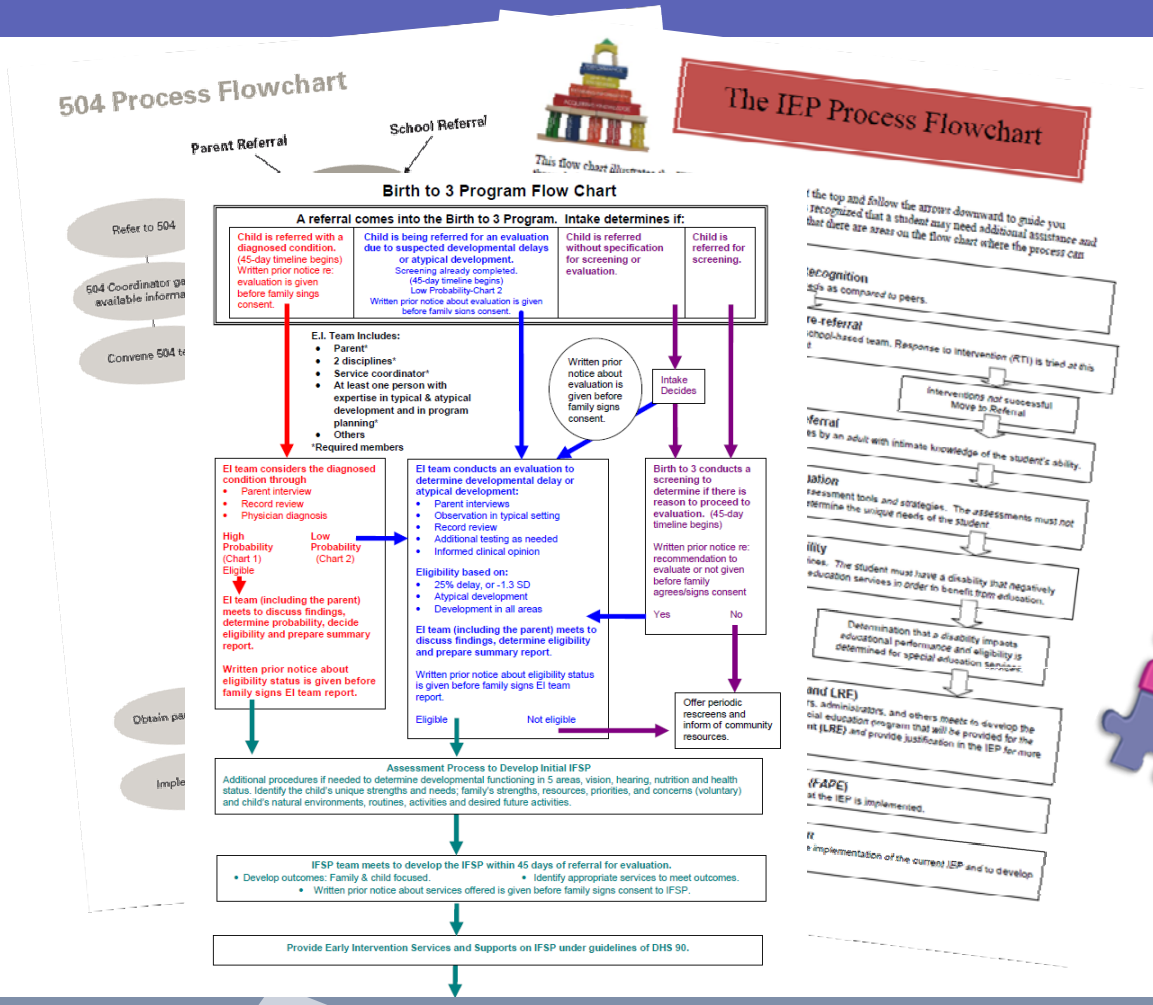
When Creating Forum Assignments…

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

Learning About Specific Abilities Video and Article

Sensory Integration Forum

The Early Childhood Special Education Process Article Resource



Researching the Early Childhood Special Education Process Forum

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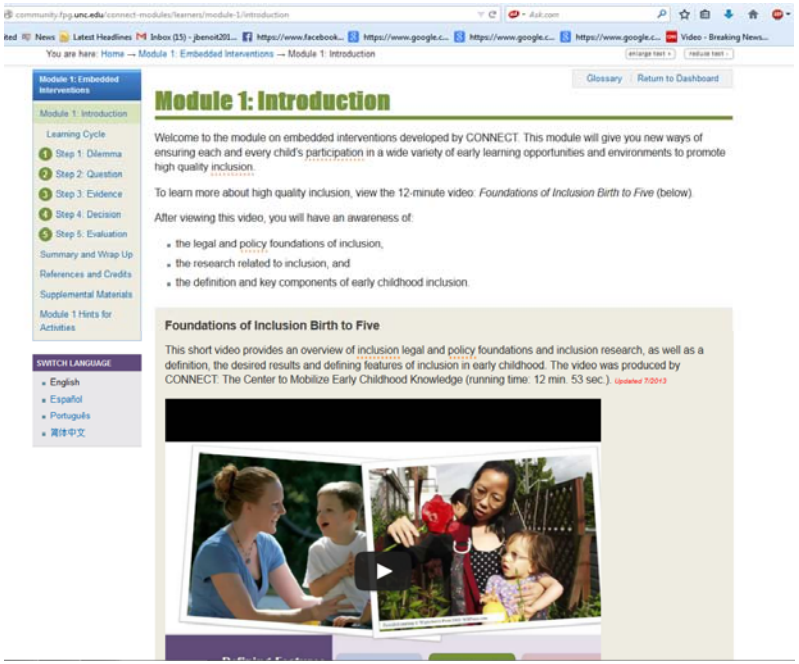
Evaluation and Assessment Website, Video and Article Resources

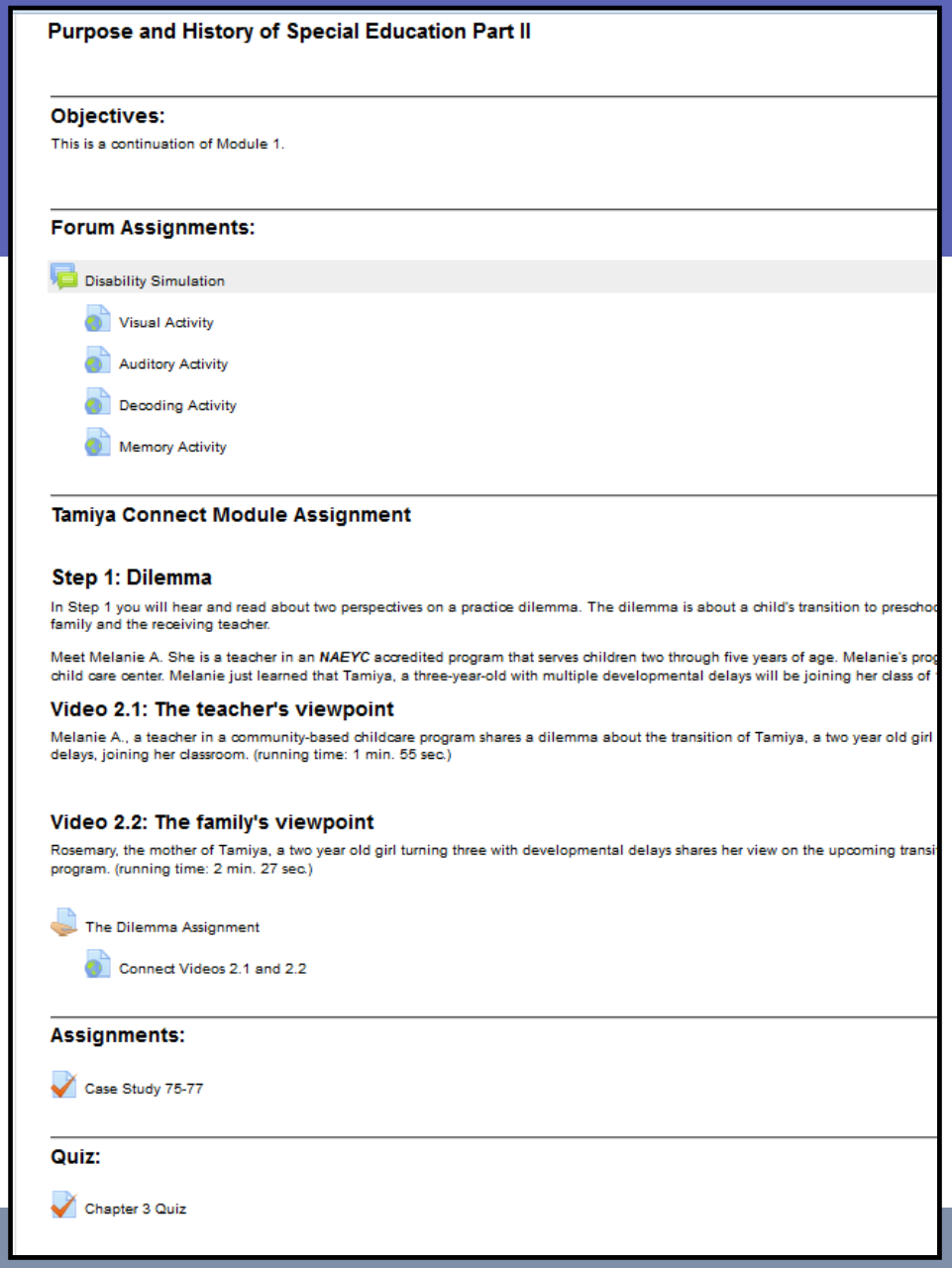
Who Are the Specialists? Forum

Classroom Implementation Outside Modules

Connect Module 1
Embedded Interventions



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 preschoo
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 prog
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
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 transi
program. (running time: 2 min. 27 sec.)

The Dilemma Assignment

- Connect Videos 2.1 and 2.2

Assignments:

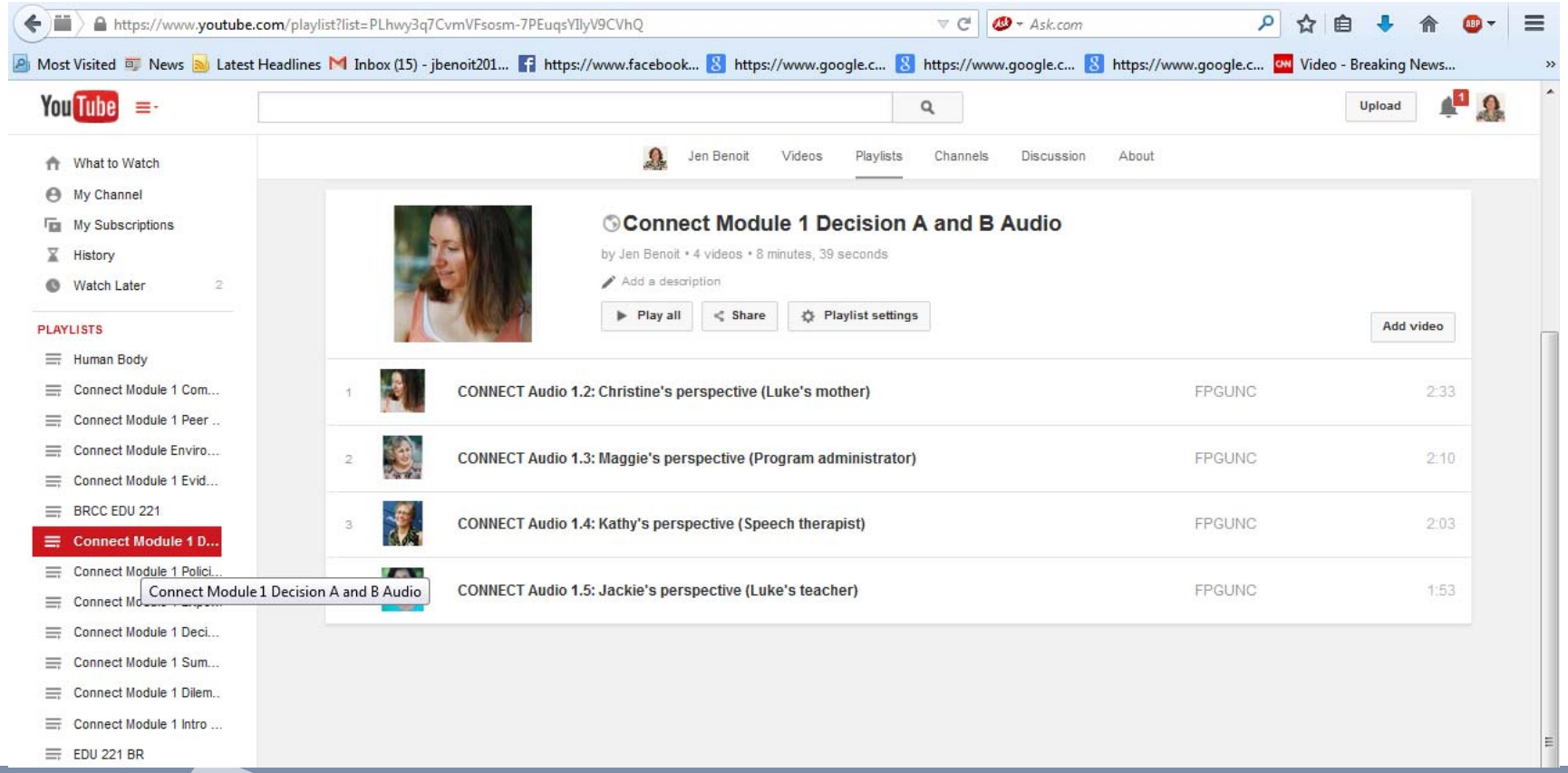
Case Study 75-77

Quiz:

Chapter 3 Quiz

Construction Tip: Playlist

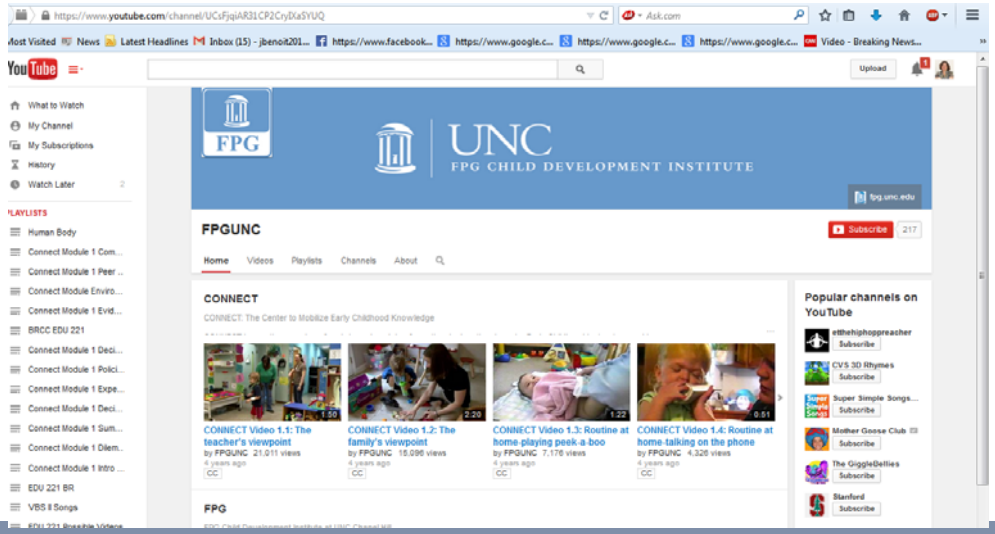
Connect Module 1 – Setting Up a Playlist



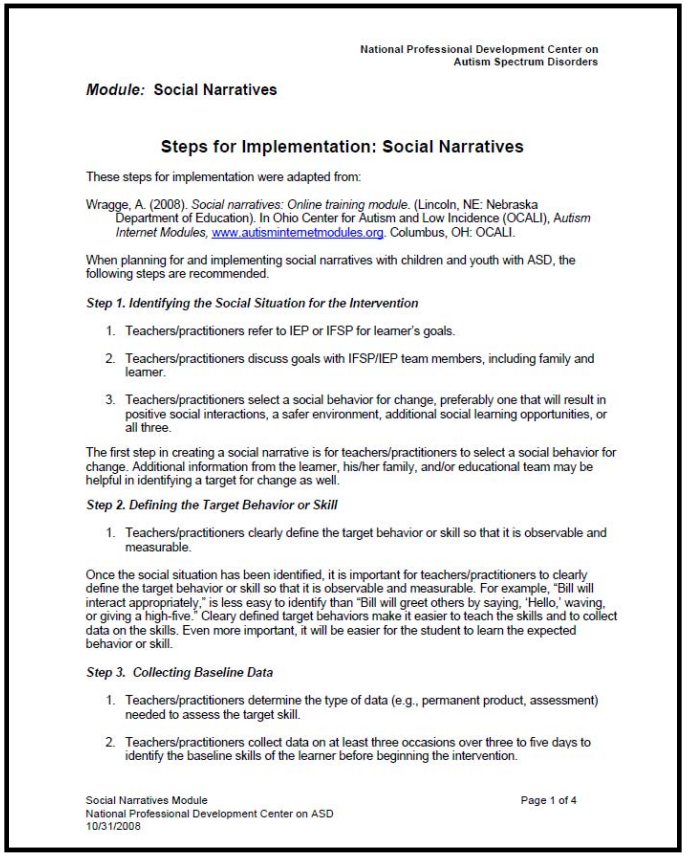
Construction Tip: Playlist

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



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. 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." Cleary 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.

Creating Social Narratives Assignment

Collaborating with Families and Communities Articles Resource

Ideas and Challenges with Working with Families Assignment

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Construction Tip: Videos

When Considering Videos…

Look For…

- Length
- Quality
- Author

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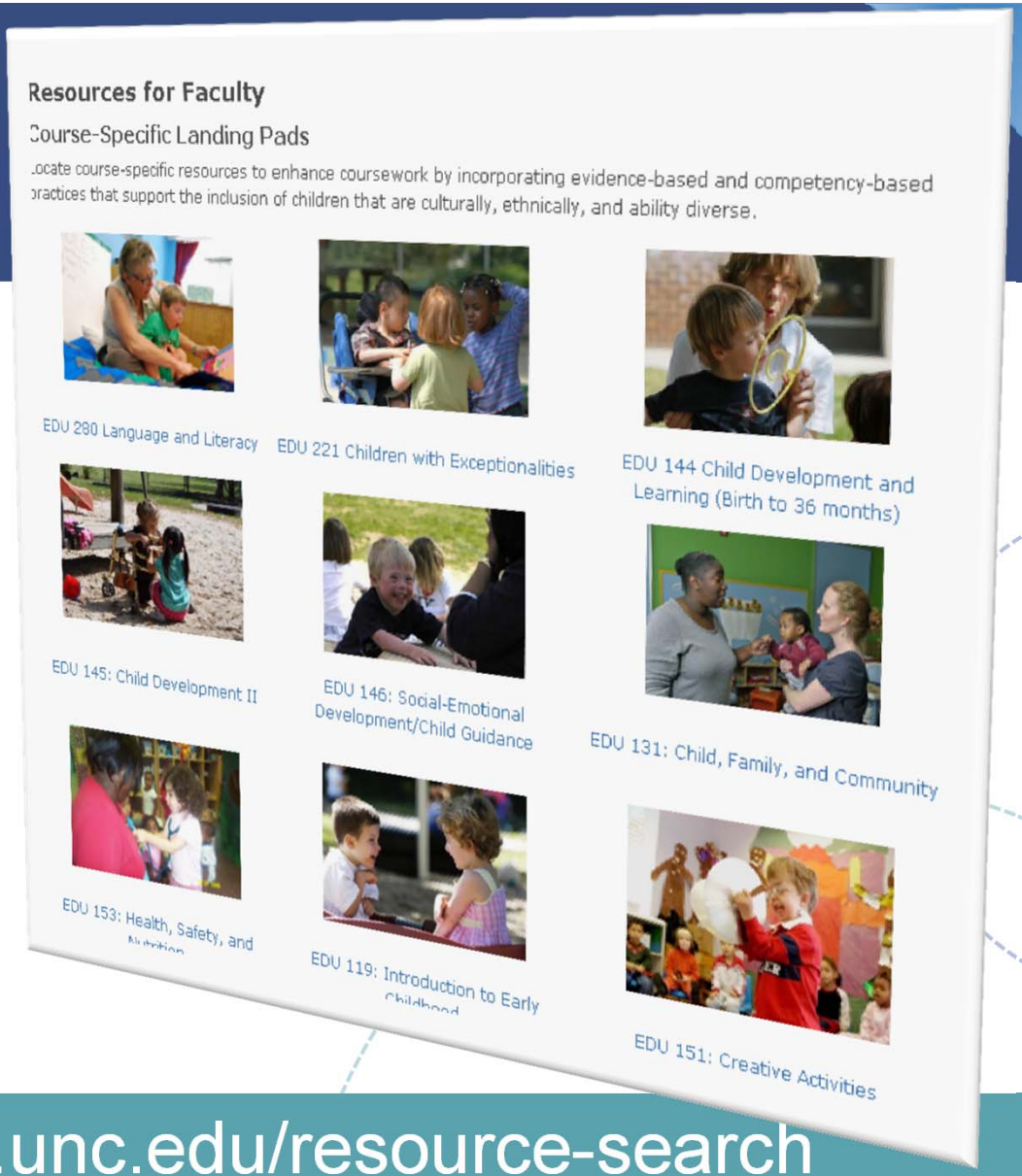

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Guest Presenter: Jen Benoit

Contact Information

jbenoit2934@vgcc.edu

Upcoming Webinars

Co-sponsored by SCRIPT-NC and ACCESS

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

Upcoming Webinars (cont'd)

Co-sponsored by SCRIPT-NC and access to shared knowledge and practices

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)