SPN106: An Introduction to Inclusion and Children with Special Needs Handout

Welcome to SPN106:

As a result of completing this course, participants will be able to identify important laws and current "best practices" regarding the inclusion of children with special needs in the classroom. Participants will also become familiar with different types of special needs and begin to formulate a "vision for inclusion" to support children of all abilities and their families.

Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define *inclusion*
- Define key terms related to the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)
- Identify characteristics of general disability categories
- Recognize appropriate strategies for communicating with families about inclusion
- Identify how elements of the NAEYC *Code of Ethical Conduct* relate to inclusion
- Identify and interpret key aspects of the NAEYC position statement *Developmentally Appropriate Practice* as it relates to inclusion
- Recognize appropriate strategies for making classroom accommodations to support children with disabilities

References:

1. Allen, K.E. and Cowdery, G.E. (2021). *The Exceptional Child: Inclusion in Early Childhood Education, 8th edition*. Cengage.
2. American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 4th edition*. Retrieved from https://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf
3. American Psychiatric Association. (2021). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. Retrieved from https://www.psychiatry.org/psychiatrists/practice/dsm
4. Centers for Disease Control and Prevention (CDC). (2019). "Learn the Signs. Act Early. Early Intervention." Retrieved from https://www.cdc.gov/ncbddd/actearly/parents/states.html##textlinks
5. Lee, A. (2020). "The 13 Disability Categories under IDEA." Understood.org. Retrieved from https://www.understood.org/articles/en/conditions-covered-under-idea
6. Division for Early Childhood of the Council for Exceptional Children. (2014). "DEC Recommended Practices." Retrieved from https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U
7. Herr, J. (2020). *Working with Young Children, 9th edition*. Goodheart-Willcox.
8. National Association for the Education of Young Children (NAEYC). (2021). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th edition*. Washington, DC: NAEYC.
9. U.S. Department of Justice, (2020). "Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act." Retrieved from https://www.ada.gov/childqanda.htm

Additional Resources:

1. Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC). (2009). "Early Childhood Inclusion." A joint position statement. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
2. National Association for the Education of Young Children (NAEYC). (2005). Code of Ethical Conduct and Statement of Commitment: A Position Statement. Rev. ed. Brochure. Washington, DC.
3. U.S. Department of Education. (n.d.). "Individuals with Disabilities Education Act (IDEA)." Retrieved from https://sites.ed.gov/idea/

Course Notes:
Use the space provided to record important information for each section.

What is Inclusion?

In education, what is the meaning of inclusion?

According to the inclusion statement from the National Association for the Education of Young Children (NAEYC), there are 3 important features of high-quality inclusion:

1. *Access*

2. *Participation*

3. *Support*

What is the vision of inclusion today?

Legal and Regulatory Matters

The Americans with Disabilities Act (ADA)

According to the ADA, a disabled person is someone with:

According to the ADA, childcare providers cannot discriminate against persons with disabilities based on disability. In addition, they must provide equal access to programs and services to children and family members with disabilities.

The law further states that centers cannot exclude children with disabilities from their programs unless their presence would pose a direct threat to the health or safety of others or require a fundamental alteration of the program.

- Fundamental alteration:

- Reasonable Modifications:

- Auxiliary aids and services:

- Readily achievable:

The Individuals with Disabilities Education Act (IDEA)

What is Least Restrictive Environment?

What does IEP stand for?

What is an IEP?

What does IFSP stand for?

What is an IFSP?

What is a 504 plan?

Early Intervention Services

What is Child Find?

- Physical therapy:

- Occupational therapy:

- Medical or nursing services:

- Speech and Language Therapy:

- Psychological or behavioral therapy:

General Disability Categories

Intellectual Disability

Orthopedic Impairment

Sensory Impairment

Speech and Language Impairment

Emotional Impairment

Developmental Delay

Autism Spectrum Disorder

Specific Learning Disability

Examples of learning disabilities include:

Disorder	Description	Symptoms
Dyslexia	Causes difficulty processing written language.	• Slow and labor-intensive reading. • Difficulty reading aloud. • Mispronounces words. • Problems retrieving words. • Problems with writing and spelling.
Dysgraphia	It affects how a child writes words on a page.	• Cramped grip, sore hand. • Poor spatial planning of sentences and margins. • Frequent erasing. • Inconsistent letter and word spacing. • Poor spelling, missing words/letters.
Dyscalculia	Causes difficulty processing mathematical concepts.	• Difficulty identifying number patterns (e.g., place value, quantity, positive or negative value, carrying/borrowing). • Difficulty understanding and doing word problems. • Difficulty sequencing information or events. • Difficulty using steps in math operations.
Dyspraxia	A learning difficulty specific to fine or gross motor skills.	• A difference in speech. • Perception problems. • Poor hand-eye coordination. • Poor balance and posture. • Clumsiness. • Fatigue.

Other Health Impaired

Communicating with Families

Basic Tips for Working with Families

Here are some additional strategies for communicating with and supporting families:

- ***Stay positive and focus on benefiting the child.***
- Reassure families that you are interested in learning additional ways that you can support their child's growth and development.
- Inform families about the community resources available through IDEA and tell them that many services are free.
- Stress the importance of gathering as much information about the child as possible to help them be successful in school.
- Discuss the benefits of early intervention and share your commitment to the child's success regardless of the results.

Cultural Considerations

Creating Your Vision for Inclusion

NAEYC Code of Ethical Conduct

How does the NAEYC *Code of Ethical Conduct* guide inclusion practices?

What is the main purpose of each of the following NAEYC *Code of Ethical Conduct* guidelines?

- To recognize and respect the unique qualities, abilities, and potential of each child.

- To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

- To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

- To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

Developmentally Appropriate Practice

How does the NAEYC position statement on *Developmentally Appropriate Practice* guide inclusion practices?

Creating a Community of Learners

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Teaching to Enhance Development and Learning

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Planning Appropriate Curriculum

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Assessing Children's Development and Learning

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Developing Reciprocal Relationships with Families

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Making Classroom Accommodations

List classroom accommodations for each of the following areas of the classroom:

- The Art Area:

- The Block and Construction Area:

- The Dramatic Play Area:

- The Puzzle Area:

- The Manipulative Area:

- The Library Area:

- The Cozy Area or Calm Down Center:

- The Science Area:

- The Playground: