



We're going to give everyone a few minutes to join us and then we'll get started.

While we wait, if you know where the chat is located, please introduce yourself.

Your name, age group you work with, where you are from, and something exciting that happened to you in the past week (in your classroom or personal life).

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Supporting Children & Their Specific Needs

- Successful Solutions Training in Child Development
- *Brittney Andrade, MS Early Childhood Studies & Kimberlee Turner, MS Ed*
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Housekeeping Information

- **Keep yourself on mute** to keep us on track and refrain from distractions.
- If you have specific or situational questions, please email Kimberlee or I and we'll get back to you as soon as we can.
- Kimberlee is handling chat so any technical questions, please direct them to her.
- We will be having **1** breakout session and **one/two** breaks.
- **PLEASE** fill out the evaluation form at the end of the session to give us feedback.
- **Certificates:** will be sent out today (if you don't see it by the end of the day, let us know!)
- **Recording:** will be done within the next few business days (if you don't see it within a week, let us know!)
- **"Leave the stories but keep the lessons."**

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Learning Outcomes

- After reading and discussing common disabilities and specific needs for children, participants will be able to identify aspects of each through peer discussion.
- After reading and discussing how to help support children with differing abilities in the classroom, participants will be able to describe this in peer discussion.
- After reading and discussing how to build a relationship with the families and children to best support them, participants will be able to describe this in peer discussion.

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Schedule

- Key Terms
- Differing Abilities
- Classroom Support
- Break
- Support Families
- Scenarios
- Questions

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Key Terms

- Accommodations
- Accessibility
- ADA
- Disability
- Disorder
- Equality/Equity
- Inclusion
- People First

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Definitions

Accommodations

Providing adjustments or modifications in the classroom to ensure equal opportunities and accessibility for children with disabilities.

Accessibility

Making activities and areas in the classroom easy to use and accessible for everyone, regardless of their abilities.

ADA

The ADA (Americans with Disabilities Act) is a U.S. law that ensures equal opportunities and prohibits discrimination against those with disabilities.

Disability

A condition that may affect a child's body, mind, or senses, making certain activities more challenging.

Disorder

A disruption in the normal functioning of the body or mind, usually presented by specific symptoms or behaviors.

Equality/Equity

Equality refers to being equal, especially in rights, opportunities, or status. Equity means not everyone is going to be given the same thing but instead their own individual needs will be considered.

Inclusion

Making everyone feel involved and welcomed, regardless of differences in abilities or characteristics.

People First

An approach or mindset that focuses on the importance of recognizing individuals as people before focusing on their characteristics or disabilities.

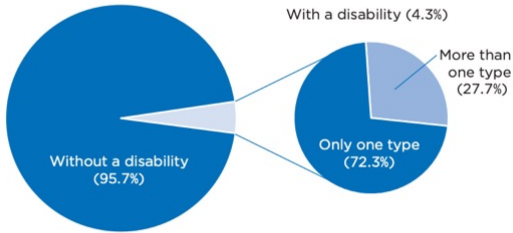
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Childhood Disability in the United States: 2019

- The percentage of children with a disability in the United States increased between 2008 and 2019, from 3.9 percent to 4.3 percent.
- The most common type of disability among children 5 years and older in 2019 was cognitive difficulty.
- The most common type of disability among children 5 years and older in 2019 was cognitive difficulty Alaska Native children (5.9 percent) and lowest among Asian children (2.3 percent).
- While children in poverty were more likely to have a disability than children above the poverty threshold in 2008 and 2019, the prevalence of disability significantly increased for both groups over this period.
- There were regional differences in childhood disability prevalence in 2019, with the highest rates observed in the South and the Northeast and the lowest rate observed in the West (Table 3).¹⁵ These regional patterns were somewhat similar to those observed for adult disability.

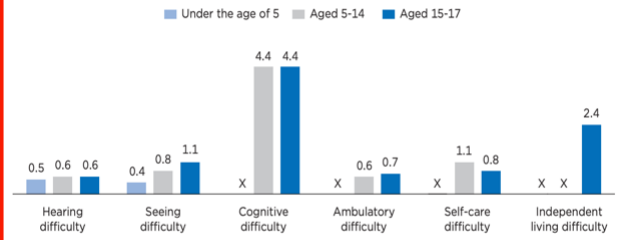
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Figure 1. Percentage of Children Under the Age of 18 With a Disability: 2019



Note: Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html>. Source: U.S. Census Bureau, 2019 American Community Survey, 1-year estimates.

Figure 3. Prevalence of Different Disability Types by Age: 2019 (In percent)



X Not applicable. Note: Since some children have more than one type of disability, the number (or percentage) of children with each type of disability may not sum to the total number (or percentage) of children with "any disability." Data on certain disability types were not collected for the under-the-age-of-5 group and the aged-5-to-14 group. For these disability types, the value of the estimate is displayed in the figure as "X." Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html>. Source: U.S. Census Bureau, 2019 American Community Survey, 1-year estimates.

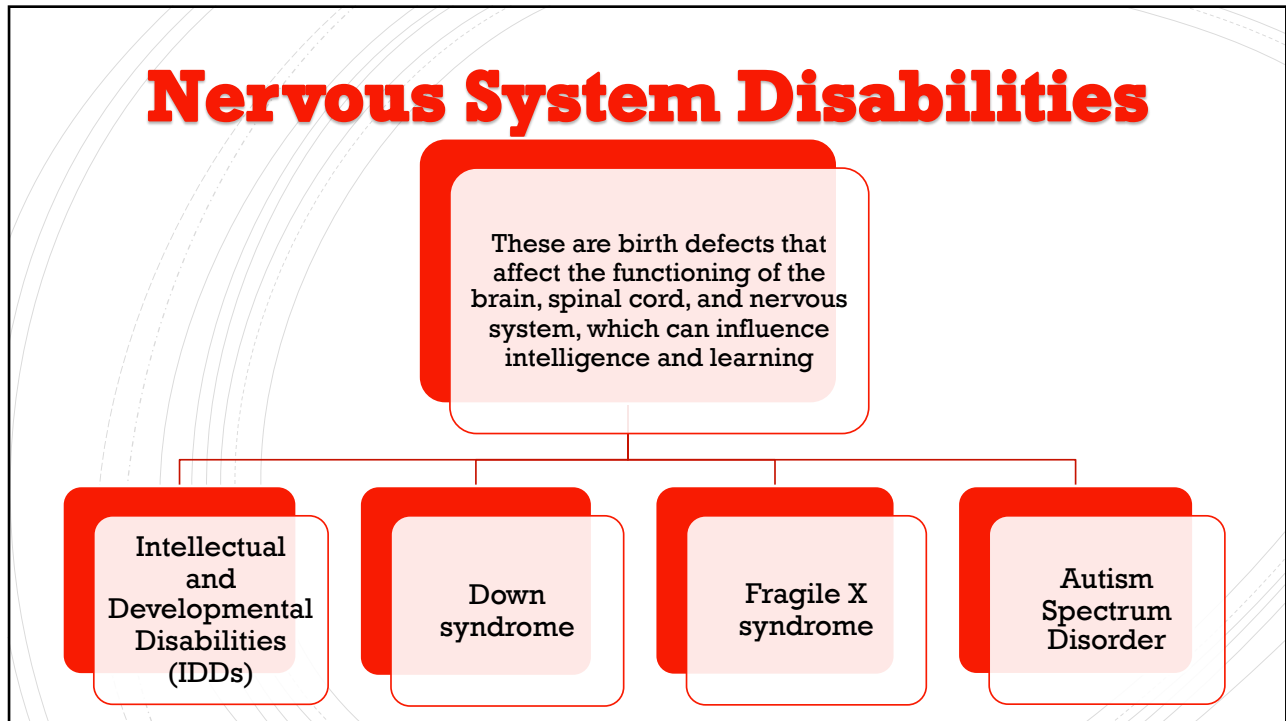
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Common Disabilities & Special Needs



- **nervous system disabilities**
- **sensory related disabilities**
- **metabolic disabilities**
- **degenerative disorders**

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Approximately 1 in 100 children is diagnosed with Autism Spectrum Disorder (ASD)

ASD can be diagnosed as young as 2 years of age, but the most common age for diagnosis in the U.S. is 5 years old

Children with ASD will often experience issues with social communication and interactions

Another common symptom is restricted or repetitive behaviors and interests

Autism Spectrum Disorder (ASD)

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What might it look like?

Social Behaviors

- Making little or inconsistent eye contact or appearing not to look at or listen to people who are talking
- Often talking at length about a favorite subject without noticing that others are not interested or without giving others a chance to respond
- Displaying facial expressions, movements, and gestures that do not match what is being said
- Having an unusual tone of voice that may sound sing-song or flat and robot-like
- Having trouble understanding another person's point of view or being unable to predict or understand other people's actions
- Difficulties adjusting behaviors to social situations

Restrictive or Repetitive Behaviors

- Repeating certain behaviors or having unusual behaviors
- Having a lasting intense interest in specific topics
- Becoming upset by slight changes in a routine and having difficulty with transitions
- Being more sensitive or less sensitive than other people to sensory input

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Attention-Deficit/Hyperactivity Disorder

Being disorganized, showing a lack of attention, or hyperactivity are some of the most common symptoms

Of children ages 3-5 years old, approximately 2% are diagnosed with ADHD, this jumps to 9.3% for ages 6-11 years old

Children need to show a persistent pattern of symptoms and exhibit at least 6 symptoms of attention difficult, hyperactivity, and/or impulsiveness in order to be diagnosed

Attention Deficit/Hyperactivity Disorder (ADHD) can present through attention difficulty, hyperactivity, and/or impulsiveness

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Inattention

- Overlook or miss details and make seemingly careless mistakes
- Not seem to listen when spoken to directly
- Find it hard to follow through on instructions or finish schoolwork, or may start tasks but lose focus and get easily sidetracked
- Have difficulty organizing tasks and activities, doing tasks in sequence, keeping materials and belongings in order, managing time, and meeting deadlines
- Lose things necessary for tasks or activities

Hyperactivity/Impulsive

- Fidget and squirm while seated
- Leave their seats in situations when staying seated is expected
- Run, dash around, or climb at inappropriate times
- Be unable to play or engage in hobbies quietly
- Be constantly in motion or on the go, or act as if driven by a motor
- Talk excessively
- Answer questions before they are fully asked, finish other people's sentences, or speak without waiting for a turn in a conversation
- Have difficulty waiting one's turn
- Interrupt or intrude on others, for example in conversations, games, or activities

What
might it
look like?

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Executive Function Disorder (EFD)

Approximately 90% of children with ADHD will also have Executive Function Disorder (EFD)

EFD can start as early as 2 years old

Children with EFD will often struggle with controlling impulses or emotions

Another common symptom of EFD is issues with multitasking or making future plans



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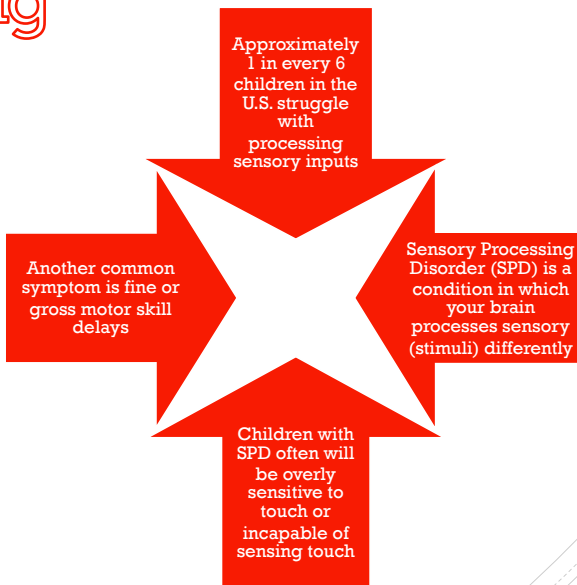
Sensory Related Disabilities

A birth defect that interferes with the normal function of a body's ability to sense the world around it.

- **Williams's Syndrome** - trouble seeing spatial relationships between objects around them
- **Fragile X syndrome** - sensitive to loud sounds

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Sensory Processing Disorder



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Metabolic Disabilities

- **Phenylketonuria (PKU)** - a condition in which a problem with a specific enzyme, a protein that speeds up certain chemical reactions, causes IDD
- **Hypothyroidism** - a common endocrine disorder in which a child's thyroid gland does not produce enough thyroid hormone which regulates heart rate, energy metabolism (how effectively the body uses calories), growth and development
- **Prader-Willi syndrome** - A genetic disorder that causes obesity, intellectual disability, and shortness in height.

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Degenerative Disorders



- **Rett syndrome** - A rare genetic mutation affecting brain development in girls
- **Pediatric Multiple Sclerosis** - an autoimmune central nervous system disorder that affects children and teens
- **Juvenile Arthritis** - the immune system releases inflammatory chemicals that attack healthy cells and tissue

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Muscular Dystrophy

- Muscular Dystrophy is a group of diseases that create muscle weakness, they are caused by mutations in certain genes
- Duchenne Muscular Dystrophy is the most common type and usually starts between ages 2 and 5
- Every type of muscular dystrophy worsens over time and can cause children to be unable to walk
- Duchenne Muscular Dystrophy mostly affects males, but females can also inherit the gene and pass it to their children

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Break Time!

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The *Joint Statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)* describes an inclusive classroom as having three components, including **access, participation, and supports.**

- **Access** refers to providing children with a wide variety of opportunities in the classroom.
- **Participation** refers to providing an environment that works for every child in the classroom.
- **Support** refers to the knowledge and collaboration of the key stakeholders in a child's life.

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Build a Welcoming Environment

Person first language - using person first language and seeing the child before their disability is important in making them feel valued and cared for.

Check your bias - take the time to examine and understand what biases you may have about people with disabilities before you enter the classroom.

Be a learner - evaluate your own expertise in the child development field and especially surrounding working with children with disabilities.

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Positive Interaction Strategies

- **Talk with them.**
- **Interact with them, not just the parent or caregiver.**
- **Be positive.**
- **Use different cues.**
- **Be flexible.**
- **Remain aware.**

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- **Plan in advance**
- **Keep specific children in mind**
- **Small observations and assessments ahead of the activity**



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▼

Create centers that everyone wants to participate in

- Take a look at the centers, both temporary and fixed, within your classroom.
- Evaluate the other centers in your classroom and find ways to modify them to be more accessible, inviting and inclusive for that child.
- Include a theme within another center that you know the child is particularly interested in.

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01
Allow room for choices

02
Give time for breaks

03
Include sensory stimulation

04
Change the requirements

Modifying Lesson Plans

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Providing extra supports

During an activity, certain children may need more help than others. It is important to limit your helping as much as possible to foster an independent mindset, but this does not mean you shouldn't help the child when needed.

If you find that an activity is at the right level, but they are struggling with a small step, providing assistance is a great way to get them to the next part of the activity successfully.

An example of this is when the children are expected to glue flowers to paper and a child with fine motor delays is unable to roll up the glue stick, this is a perfect time to step in and provide some assistance.

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Family Support

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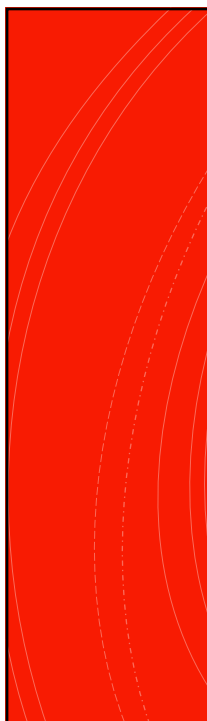


What can YOU do?

- Get to know them
- Keep communication open
- Provide resources or ask for resources

The image shows two women in a professional setting. The woman on the left has short brown hair and is wearing a leopard print top. The woman on the right has long red hair and is wearing a light-colored top. They are both looking at each other and appear to be in conversation. The bottom half of the image is a dark grey banner with white dashed lines and the text 'What can YOU do?' in red, followed by a bulleted list of three items.

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What are families looking for?

Safety

Education

Social

The image features a red vertical bar on the left side with white dashed lines. To the right of the bar, the text 'What are families looking for?' is written in a red, outlined font. Below this, the words 'Safety', 'Education', and 'Social' are listed in bold red font, each on a separate line.

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What do families notice?

- The character of staff**
- Ratios**
- The environment**
- Communication**
- Inclusivity**
- Routine**

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Break Time!

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Breakout Rooms

Now you're going to pair up and work through scenarios!

Any questions first?

The slide features a white background with faint, light blue curved lines. At the top, the text "Breakout Rooms" is written in a bold, red, sans-serif font. Below this, there are two red rounded rectangular boxes. The left box contains the text "Now you're going to pair up and work through scenarios!" and the right box contains "Any questions first?".

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