



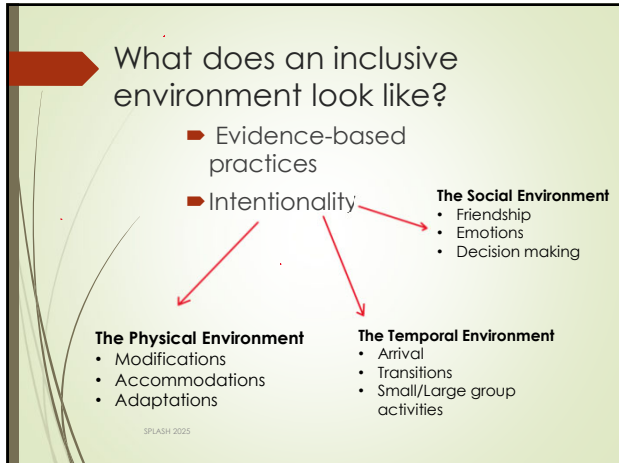
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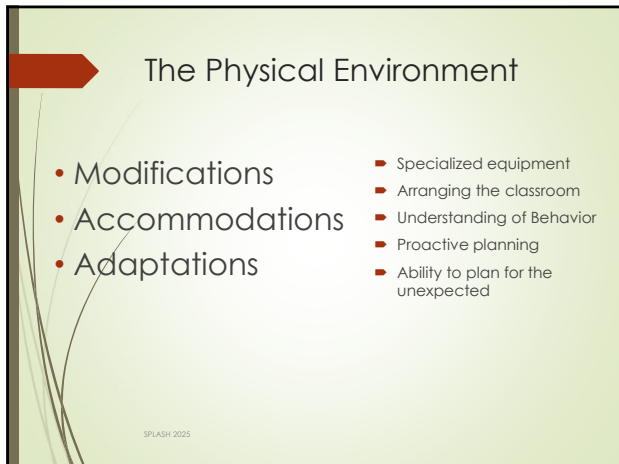
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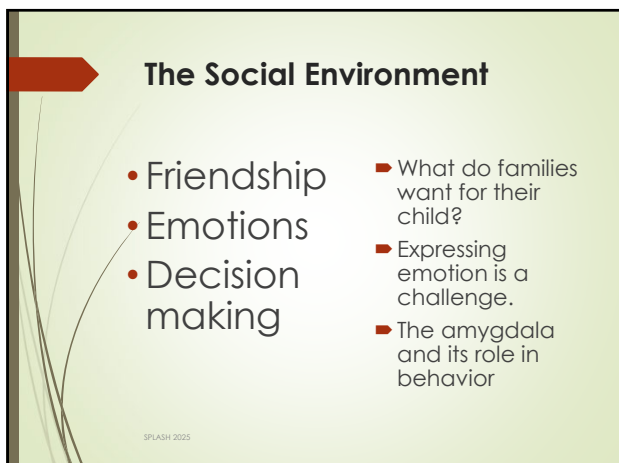
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Five Important Factors

1. All children can participate.
2. Children learn best in natural environments with typically developing peers.
3. Each child is unique a child might exhibit one or more of these characteristics of a disability.
4. Always put the child first
5. Parents know all about what their child **can't do**, tell them about the things he can do!

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At-Risk Children

- Abject poverty
- Home insecure
- Familial Issues
 - Adolescent mother
 - Incarcerated parent
 - Foster care
 - Abuse and neglect

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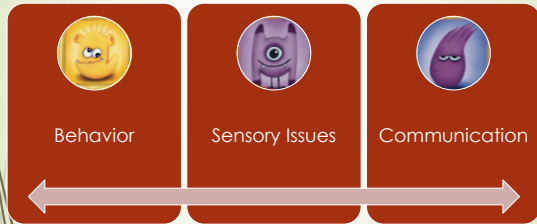
Autism Spectrum Disorder Diagnosis

Medical Diagnosis	Educational Determination
<ul style="list-style-type: none"> Made by a licensed physician or psychologist Usually based on the criteria listed in the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</i> Diagnosis: autism spectrum disorder 	<ul style="list-style-type: none"> Made by a multidisciplinary school team Based on the regulations governing Individuals with Disabilities Education Act of 2004 (IDEA '04) Required to access educational services Eligibility determination: autism

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The Big Three



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Emotional & Behavior Issues

- Characteristics
- What to do?
- Evidence-based practices
 - Active supervision
 - Behavior-specific praise
 - Request a break
 - ABCs of behavior

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Developmental Delays

- The term developmental delays is often used by physicians when a child is delayed but they don't want to diagnose the child as special needs
- It leaves the possibility that the child may 'catch up' since all children develop at different speeds.
- It would typically not be used for a child with a very specific disability, such as Down syndrome.

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5 Areas in Which a Child Might Have A Delay

- 1. Cognitive (or thinking) skills:** This is the ability to think, learn and solve problems. It's how kids explore the world around them with their eyes, ears, and hands.
- 2. Social and emotional skills:** This is the ability to relate to other people. That includes being able to express and **control emotions**.
- 3. Speech and language skills:** This is the ability to use and understand language.
- 4. Fine and gross motor skills:** This is the ability to use small muscles (**fine motor**), particularly in the hands, and large muscles (**gross motor**) in the body.
- 5. Daily living activities:** This is the ability to handle everyday tasks. For children, that includes eating, dressing, and bathing themselves.

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Sensory Processing Disorder

Sense	Sensory Avoider	Sensory Seeker
Sight	<ul style="list-style-type: none"> Cover eyes Overwhelmed by color Rubs/squints 	<ul style="list-style-type: none"> Low light response Holds items close to face Stares at flickering lights
Sound	<ul style="list-style-type: none"> Covers ears Responds to sounds others ignore Appears to not hear Yells with fingers in ear 	<ul style="list-style-type: none"> Speaks loudly Turns up volume Sings loudly Loves toys that make loud noises
Smell	<ul style="list-style-type: none"> Holds nose Sniffs air or people 	<ul style="list-style-type: none"> Ignores bad odors Unaware of strong smells
Touch	<ul style="list-style-type: none"> Doesn't like touch Sensitive to textures Scratches at skin Startles when touched 	<ul style="list-style-type: none"> Bumps into others Chew on items Unaware of temperature changes Appears to not recognize pain Doesn't cry when falls down
Taste	<ul style="list-style-type: none"> Gags Hot/Cold & textures 	<ul style="list-style-type: none"> Loves spicy food Salt and pepper Licks objects/trays
Movement	<ul style="list-style-type: none"> Clumsy Doesn't like to move (dance etc) 	<ul style="list-style-type: none"> Twirls without getting dizzy Moves constantly Moves Fast

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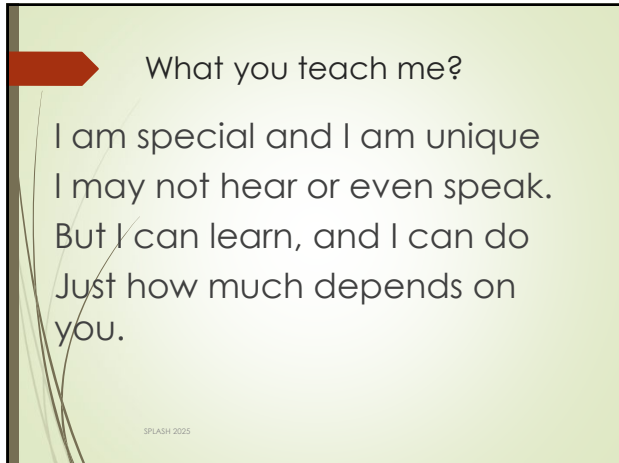
The importance of Literacy

- Read books that demonstrate cultural responsiveness
- Build understanding
- Teach acceptance of differences
- Recognize that children with special needs 'can' do many things

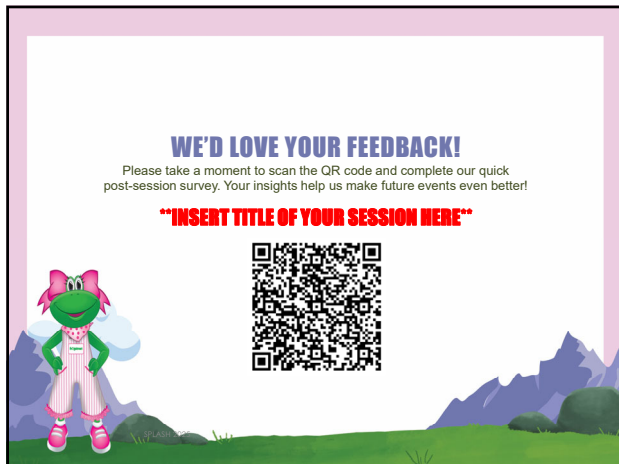


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