Chapter 1

EDUCATING YOUNG CHILDREN WITH DISABILITIES

THE CHALLENGE

OUTLINE

* 1. Viewing the Child with Disabilities as a Child First
     1. Person-First Language
  2. Inclusion of Young Children with Disabilities in Community-Based Settings
  3. Philosophy of This Text

* 1. Early Childhood Special Education: An Evolving Field
     1. Pioneering Influences and History of Early Childhood Special Education
     2. Casa dei Bambini
     3. Piaget’s Theory of Cognitive Development
     4. Recognition of the Role of Early Experiences
     5. Project Head Start: A Breakthrough
     6. Doubts
     7. Impact of Early Education
     8. Early Education for Children with Disabilities
  2. Changing Policies: The Impact of Public Pressure and Legislation
     1. Development of Professional Groups
     2. The Power of Private Citizens
     3. The First Chance Program
     4. Civil Rights Legislation
     5. Public Law 94-142: The Education for All Handicapped Children Act of 1975
     6. Public Law 99-457: The Education of the Handicapped Act Amendments of 1986
     7. Public Law 101-336: The Americans with Disabilities Act of 1990
     8. Public Law 101-476: The Education of the Handicapped Act Amendments of 1990
     9. Public Law102-119: The Individuals with Disabilities Education Act Amendments of 1991
     10. Public Law 105-17: The individuals with Disabilities Education Act Amendments of 1997
     11. Public Law 108-446: The Individuals with Disabilities Act of 2004
  3. Foundational Principles of Early Childhood Special Education
     1. Relationship-Focused Models of Early Intervention
     2. Family-Centered Services
     3. Community-Based Inclusive Settings
     4. Interdisciplinary Collaboration
     5. Culturally Responsive Practices
     6. Coordinated, Comprehensive Services
     7. Evidence-based Practices
     8. Routine-Based and Embedded Interventions
     9. Standards-Based Curriculum
     10. Child Outcomes
     11. Response to Intervention (RTI) or Tiered Instruction
     12. Pre-K Response to Intervention
     13. Universal Design for Learning (UDL)

VI. Building on Recommended Practices

1. Collaboration Between Early Childhood Education and Early Childhood Special Education Professionals
2. The Importance of Ongoing Pursuit of Evidence-Based Practices
   1. Service Delivery
      1. Services for Infants and Toddlers
      2. Services for Preschoolers

VIII. Educating Young Children with Disabilities in Inclusive Settings

1. Unique Challenges Involved in Supporting Early Childhood Inclusion
2. Key Findings from Research on Preschool Inclusion
3. The Role of the Early Childhood Special Educator
4. The Case for Specific Training Related to Inclusion Support

IX. Summary

X. Reflect and Apply

ESSENTIAL CONCEPTS AND VOCABULARY

Activity-based intervention

Americans with Disabilities Act

Americans with Disabilities Act Amendments Act

Developmentally Appropriate Practices (DAP)

Early Intervention

Embedded intervention

Evidence-based practices

Family-centered approach

Free appropriate public education

Inclusion

Inclusion support

Inclusive settings

Individuals with Disabilities Education Act

Individuals with Disabilities Education Improvement Act

Interdisciplinary team approach

Least restrictive environment

Natural environments

Person-first language

Recognition and response

Recommended practices

Relationship-focused intervention model

Response to Intervention (RTI)

Routines-based intervention

Section 504 of the Rehabilitation Act of 1973

Tiered instruction

Transactional

Transdisciplinary approach

Universal Design for Learning (UDL)

**DISCUSSION TOPICS AND ACTIVITIES**

1. If an interventionist believes that a child’s development is determined primarily by either heredity or by the environment, how will his/her behavior be influenced? What is your belief? As a teacher, how would your behavior be influenced?
2. Choose at least four articles about childrearing or education that have appeared in leading popular magazines during the past year. Discuss these in light of the beliefs espoused. How can these beliefs influence behavior of parents and early interventionists? Do you see any relationship between these beliefs and historical developments? In what way might these be setting precedents?
3. Contact the state department of education or local school district where you live and obtain a copy of their early learning standards, assuming they have been developed and adopted.
4. Discuss specific criteria an evaluator might use to determine whether a program encompasses the recommended practices of effective intervention programs listed in this chapter.
5. Obtain and study copies of guidelines explaining state/local legislation related to early intervention/special education preschool services for children 0-5 years old.
6. Compare and contrast the National Association for the Education of Young Children’s *best practices* with the *recommended practices* of the Division for Early Childhood Education.
7. The NAEYC and DEC joint position statement *Early Childhood Inclusion* at <https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf>. could be reviewed and discussed. Focus on this statement could be used to convince others of the benefits of inclusion?
8. Become informed about the service delivery options available in your area. Role-play a transdisciplinary team meeting to determine which would be the most appropriate options for children and families with differing needs.
9. Invite a teacher to speak to the class about the challenges he or she has faced in facilitating inclusion. If it is not possible for a teacher to be a guest, then students might interview teachers in their community to understand what challenges they face. Information should be shared and potential solutions discussed in class.
10. Consider exactly how is *person-first terminology* different from usual terminology when describing children with disabilities? Ask for examples of *person-first terminology*. Discuss the reason that each example is or is not appropriate. If in doubt, visit the website *Disability is Natural* at www.disability/natural.com.

**ACTIVITY: PERSON FIRST TERMINOLOGY PRACTICE**

**Activity1: Identify all the phrases (person and the disability) in this paragraph that place the person(s) ahead of the disability (person first terminology). Underline or highlight.**

Flexibility is a necessity for parenting a child with disabilities. As parents of Mary, a four-year-old who has Down syndrome, Eleanor and Doug have become very flexible. Elaine frequently writes about the attitude of flexibility on Facebook. She says, "Posting on Facebook can show others how wonderful kids with Down syndrome are. I'm hoping that people will move beyond pity to inclusion and belonging. When people write back that their attitudes have changed about those with disabilities, I feel so happy!"

**Activity 2: Identify all the phrases (person and the disability) below that do not place the person(s) ahead of the disability (non-person first terminology). Underline or highlight.**

Unlike autistic children, speech delayed children are often excellent communicators without saying a word. For example, they get their point across by communicating with their hands, face and/or whole body. Nonverbal children use a variety of methods such as pointing to what they want, pulling on the parent’s leg, or raising their arms to be picked up. It is important for people working with disabled children to understand that just because a child is delayed in his speech does not mean that he has autism.

**Activity 3: Rewrite these phrases by placing the person ahead of the disability (person first terminology) and by using respectful terminology if needed.**

|  |  |
| --- | --- |
| Six disabled children |  |
| Down's girl |  |
| OI kid |  |
| Two autistic boys |  |
| Mentally retarded 3-year-old |  |
| Hearing impaired child |  |

**Activity 4:**

**1) Underline or highlight all the phrases (person and a disability) in the next paragraph that do not place the person(s) ahead of the disability**

**2) Above the underlined/highlighted phrase rewrite it using person first terminology**

Heidi and Kelly have formed a foundation to help special needs families pay for therapies and treatments that insurance does not cover. Heidi has a neurologically impaired son whereas Kelly has an autistic daughter. The mother's met in the waiting room of the doctor's office unofficially known as the disabled kids’ clinic. After discovering they both had a dream of starting a nonprofit, they began working together to help families afford treatment for disabled kids.

**ASSIGNMENT: SPECIAL EDUCATION ACRONYMS**

You will encounter many acronyms for specific terms throughout this text. As you read each chapter write down any new acronyms and the specific terms they represent. You'll need several copies of this handout.

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| --- | --- |
| SPECIAL EDUCATION ACRONYMS | FULL NAME |
| IDEA | Individuals with Disabilities Education Act |
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**COURSE ASSIGNMENT**

Person First Language Essay Reflection

Rubric Grading Sheet

Assignment directions:

Students will read the article Person First Language by Kathie Snow and write a 2-3 page reflection essay.

Accessing the article from Disability Is Natural at [www.disabilityisnatural.com](http://www.disabilityisnatural.com):

* Person First Language Article <http://www.disabilityisnatural.com/explore/people-first-language>

Essay will consist of answers to the following questions:

Introduction:

* What concepts did you find interesting or important from this article? How do you relate personally to this article? What thoughts and feelings came up for you as you read the article?

Body:

1. Discuss what Kathie Snow believes is the greatest obstacle facing people with disabilities. Do you agree? Why or why not?
2. What does the author mean by this statement, “people with disabilities are not broken?” How do you feel about that statement?
3. Give two other examples of how a “problem” can actually be rephrased into a need for a person who has a disability.
4. Why do you think Kathie Snow chose to call her company *Disability Is Natural*?
5. What does the author mean when she says that, “a diagnosis may be constant, but whether it's a disability is more a consequence of the environment...?” Can you think of other examples of how a disability is often a consequence of the environment?
6. Kathie Snow explains that, “history tells us that the first way to devalue a person is through language.” Think about the history of racism and sexism. Has terminology and language of these two concepts changed to be more respectful? Explain. Do a Google search for the definition of *ableism* and discuss how it correlates with racism and sexism and the topic of person first language.
7. How can changing to person first language help us to view a person with a disability as a person first?

Conclusion:

* How do you currently use person first language when talking about people with disabilities? Or, if this is a new concept, then what can you do to help change your perception and use more respectful terminology for people with disabilities? How might you act or think differently?
* How has your thinking been reinforced, altered, or transformed as a result of this class and/or this assignment?

|  |  |
| --- | --- |
| A | Exceeds standards |
| B | Meets standards |
| C | Majority meet standards; some below standards |
| D | A few meet standards; some below standards |
| F | Below standards |

Rubric:

|  |  |  |
| --- | --- | --- |
| **Exceeds Standards** | **Meets standards** | **Below standards** |
| \_\_Essay is thoughtful, based on class content and readings; tied to personal growth and shows commitment to development as an educator. Essay addresses each of the points listed above. | \_\_Essay is "surface level" tied to class content and readings. Some evidence of risk-taking and thought is evident. Essay addresses most of the points listed above. | \_\_Essay lacks evidence of commitment to personal growth and/or poorly tied to class content and readings. Essay addresses some of the points listed above. |

**Course Assignment**

***Philosophical Basis of Early Childhood Education Assignment***

Each student will select one philosophical basis (theory, approach) to early education. Students must present this information creatively to the class using a combination of the following modes of representation: PowerPoint, skit, poster, video, chart, experiential, or other creative mode.

As part of the presentation, each class member will explain the basic views of their chosen approach to other class members by providing multiple means of engagement and representation with the goal of reaching multiple types of learners, i.e visual, kinesthetic, and auditory. All presentations should include references in APA format.

Students need to explain thoroughly how the theoretical model views the following:

* the role of the child as a learner
* the role of the teacher
* the role of the environment in facilitating development
* the overall focus/approach/stages (briefly stated)
* the benefits and challenges of the approach for working with young children with disabilities

Class peers will ask clarifying questions to understand the views of the student’s theoretical model. Presenters must be prepared to answer these questions. Class peers will also take notes on the philosophical differences worksheet found on page 10.

**PHILOSOPHICAL BASIS OF EARLY CHILDHOOD EDUCATION RUBRIC**

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| --- | --- |
| **A** | **Exceeds standards** |
| **B** | **Meets standards** |
| **C** | **Majority meet standards; some below standards** |
| **D** | **A few meet standards; some below standards** |
| **F** | **Below standards** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Student’s Name:** | **Philosophy Name:** | |
| **Exceeds Standards** | **Meet standards** | **Below standards** |
| **Role of the Child** | \_\_Thoroughly explained the child’s role | \_\_Adequately explain the child’s role | \_\_Did not explain the child’s role or information was incorrect |
| **Role of the Teacher** | \_\_Thoroughly explained the teacher’s role | \_\_Adequately explained the teacher’s role | \_\_Did not explain the teacher’s role or information was incorrect |
| **Role of Environment** | \_\_Thoroughly explained the environment’s role | \_\_Adequately explain the environment’s role | \_\_Did not explain the environment’s role or information was correct |
| **Overall Focus, Approach or Stages** | \_\_Thoroughly and correctly explained the focus, approach or stages | \_\_Adequately explained the focus, approach or stages. | \_\_Did not give enough information or incorrect information about the focus, approach or stages. |
| **Benefits and Challenges for Children with Disabilities** | \_\_Thoroughly explained the strengths of this philosophy and challenges for children with disabilities | \_\_Adequately explain the strengths of the philosophy and challenges for children with disabilities | \_\_Missing either the strengths and/or challenges or did not explain enough for understanding |
| **Presentation** | \_\_Thoroughly and creatively presented information by engaging participants and representing all 3 types of learners | \_\_Adequately presented information by engaging participants and representing at least 2 types of learners | \_\_Engaged only one type of learner, unorganized, or lacking creativity and thoughtfulness |
| **References** | \_\_All references are in APA format | \_\_Most references correctly use APA format | \_\_Reference are not in APA format and/or did not have references |
| **Writing** | \_\_Clear and concise with an occasional spelling, grammar or typing error | \_\_Somewhat clear with some spelling/errors. | \_\_Many thoughts are unclear or not own words: several spelling errors |
| **Comments**: | | | |

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| **PHILOSOPHY WORKSHEET** | | | |
| **Philosophy Name:** |  |  |  |
| **Role of the Child** |  |  |  |
| **Role of the Teacher** |  |  |  |
| **Role of Environment** |  |  |  |
| **Overall Focus, Approach or Stages** |  |  |  |
| **Benefits and Challenges for Children with Disabilities** |  |  |  |