

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

How Can I Include My Young Child with ASD in Preschool and Community?

A Family Forum on Evidence-Based Practices

National Autism Conference 2018

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Tom Wolf, Governor
 Patricia Briner, Secretary of Education | Teresa D. Miller, Acting Secretary of Human Services


Goals of this Session

- Participants will increase understanding of:
 - What “Access, Participation, & Support” looks like in an IEP
 - Implementing Goals in an Inclusive Preschool Classroom and Community
 - Applying Adaptations, Modifications, & Supports
 - Identifying Helpful Resources & Tools



Introductions

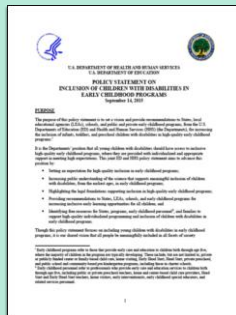
- Who are we?
- Who are you?



DEC/NAEYC Joint Position Statement, 2009



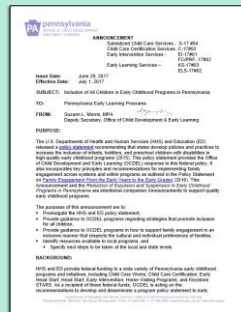
U.S. Department of HHS/DOE Policy Statement On Inclusion, 2015



Individuals with Disabilities Education Improvement Act of 2004

Almost 30 years of research and experience (have) demonstrated that the education of children with disabilities can be made more effective by... having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom...and ensuring that families of such children have meaningful opportunities to participate in the education of their children...(and by) providing appropriate special education and related services and aids and supports in the regular classroom to such children, whenever possible. (P.L. 108-446, Part B, Sec.682 [c] Findings [5])

Pennsylvania Announcement on Inclusion, 2017



Definition of Early Childhood Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the **right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.** The desired results of inclusive experiences for children with and without disabilities and their families include a **sense of belonging** and membership, **positive social relationships** and friendships, and **development and learning to reach their full potential.**

The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

DECNAEYC. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Preschool Inclusion Nationally

In 2013, over half (54.3%) of preschool children with disabilities received education services in a separate setting from their non-disabled peers.¹

Percentage of preschool children with disabilities educated along side their non-disabled peers in general education preschools has remained relatively unchanged over the last three decades.²

¹ 2013 Part B Child Count and Educational Environments Data File. Accessed on 4/17/15 at: <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>

² Barton, E. E., & Smith, B. J. (2015). Advancing high quality preschool inclusion: A discussion and recommendations for the field. *Topics in Early Childhood Special Education*.

Family Perspective and Share

- When do I know if and when inclusion is 'right' for my child?
- What would inclusion look like for my child? Will she have friends? Will she be able to follow instructions? What if she has a meltdown? What will other families say?
- What is my role in promoting inclusion?
- What are your dreams?
- What are your concerns?



Common features



Including ALL children



Access



Participation



Supports



Sense of belonging

Vision Statement

As a parent I envision a world where Ehlaam with a diagnosis of ASD is able to maximize her quality of life with the highest level of dignity by providing her with equal opportunities to play, socialize, learn and enjoy in the community as kids without a diagnosis do.



How things were:

- Diagnosis at age 3
- Grieving phase
- Getting services in place
- Drifting away from family, friends and community events because of challenging behaviors



Applying the vision

- Preparing yourself for a tough road ahead
- Sharing the vision
- Building community connections and natural supports
- Team work
- Starting small
- Focusing on activities with a higher degree of motivation
- Identifying strong reinforcers.
- Celebrating success and learning from failure.



ACCESS



Providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

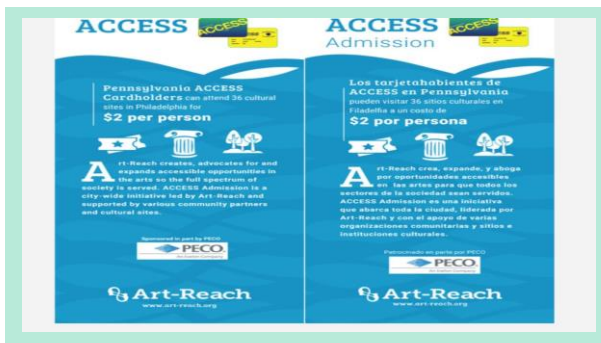
Access:

Goal

Providing Ehlaam with opportunities to visit places in the community that promote learning and development by removing the physical barriers that would otherwise make it challenging .

- Stroller and wheel chair accessible entrances with automatic door openers
- Sensory sensitive rooms
- Special sensory sensitive days
- Hand stamps to leave the building for a break
- Handicap parking
- Special programs and rates for kids with disability
- Companion pass/ discounted tickets for support staff





PARTICIPATION



Using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child

Participation:

Goals

Providing Ehlaam with environments and programs that have additional accommodations and supports so that she can participate in a meaningful way with peers and adults in the community



Amusement parks and other fun places

- Certified Autism centers e.g. sesame place
- Sensory guide created in conjunction with IBCESS
- Designated quiet rooms
- Adjustable lights
- Noise cancelling headphones
- Sensory wrist bands

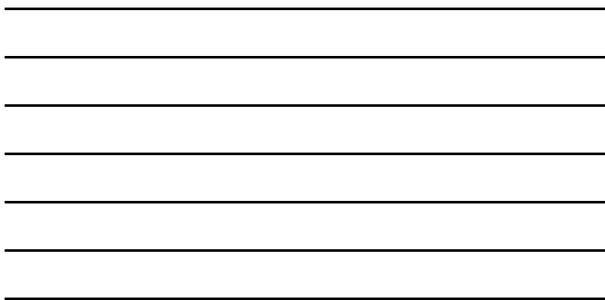


Sesame Place and Inclusion



Kids can meet Julia , the Sesame Street character who is autistic. Kids can stop by and say hello and take photos with Julia.

- This sensory guide, developed by IBCCES, is intended to make it easier for parents to plan activities that satisfy their child's specific needs and accommodations by providing insight on how a child with sensory processing issues may be affected by each sense for each attraction.







Movie Nights





Local Festivals and Community Events



**Ehlaam enjoying
dancing with
friends at a local
festival**



Birthday parties were always a great struggle and one of the biggest challenges to overcome. Now with more and more family and community interactions, Ehlaam has transitioned from a non-participant to an active participant at a birthday party.





Birthday Parties

SUPPORTS



Refers to broader aspects of the system such as professional development, incentives for inclusion and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.

Grocery Store and Shopping Malls





Recreational Activities in the Community



Eating out in the community



Interaction with Family







Tools to Support Staying Focused On a Vision

Charting the LifeCourse

Guiding Principles



Services and Supports are Evolving



Putting the Framework Together!



CHARTING the LifeCourse

Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

CHARTING the life course

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

- * Being with friends
- * Doing what I love (cooking)
- * Inclusion / general ed class
- * Having my family needs met
- * Supports in place to help me be successful
- * Learning about things that interest me
- * Being able to write my name so others can read it
- * Time and space to let out my energy out
- * Being listened to; my voice heard

What I DON'T Want

- * Segregated classroom
- * Boring days
- * Sitting for too long
- * Not being heard
- * Not having control over what happens to me
- * My family needs not being met

Missouri
DEPARTMENT OF HEALTH
DIVISION OF COMMUNITY HEALTH

GABRIEL ONE-PAGE PROFILE

What people like to know about me:

- Name (Last, first, middle)
- Age (or birthday, date)
- Very interesting (curious about the world)
- Tell it straight
- Greatest skill: enthusiasm
- The next "stage" of life is...

What is important to me:

- Family
- My family
- Being healthy & safe
- Cooking
- Technology (iPad, computer, TV)
- Having time to be alone
- Things being in a certain order
- Being outside
- Going on trips
- Visiting museums and zoos
- Having time to rest
- To be listened to

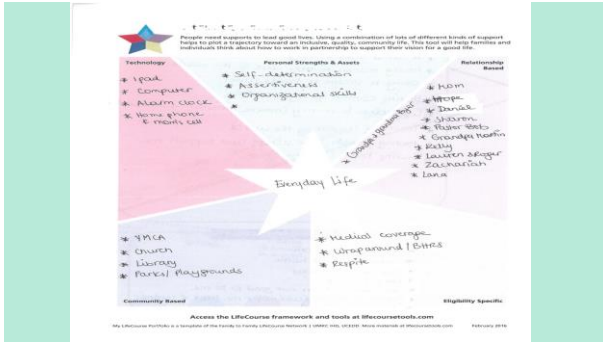
How to Best Support Me:

- I need clear directions
- I don't like when I don't know what's expected of me
- Help me prepare for transitions in my day by telling me what "come next"
- Give me opportunities to make choices
- I need time and space to be active (running, jumping)
- Help me if I need help, don't just do things for me
- Please don't expose me to loud noises or change levels

Adapted from The Learning Community for the Deaf Community and the Deaf Community Development Center, University of Wisconsin-Madison, 2004. All rights reserved. This is a public domain work and is not subject to copyright protection.

















ALL ABOUT ME:
Pinnegan, Chapin, Zuzany, 3rd Grade, 2017-2018

STRENGTHS

- Social Butterfly
- Amazing Memory
- Empathetic
- Enthusiastic
- Loves To Help
- Very Energetic
- Sense of Humor
- Mr. Personality
- Little Professor
- Loves to Hype
- Fun!
- Expressing need for alone time
- Being gentle with my Siamese kittens (Cuni & Argo)

AREAS TO WORK ON

- Social Communication
- Flexibility and Rigidity
- Expressing Feelings
- Friendships
- Understanding Personal Space and Property
- "Tuning in" to Someone Talking to Me
- Fine-Motor Development
- Privacy
- Transitions




MY INTERESTS

- Trains
- Nature (sunflowers, birds, monarch butterflies)
- Bike-riding
- Soccer
- Swimming
- Basketball
- YouTube Kids Train Videos
- Having Friends
- The Color Blue
- Siamese Cats
- Dress
- Taylor Swift & Kids Rap songs
- Playing tag
- Uno

THINGS YOU SHOULD KNOW


- I have Autism & Anxiety.
- I am very literal.
- I get very tired in the afternoon.
- I often get overheated.
- I need to know that I am making the right choices & doing the right thing. I love hugs, thumbs up, high fives- anything to fill my bucket!
- Changes in routine and schedule can be difficult. I thrive on consistency.
- I have super-power senses that are often in over-drive.
- I can focus on a topic and get "stuck". Lights, noises, smells, & textures can impact my mood.
- I might need quiet time to de-stress & recharge.
- I need more time to process information and

LifeCourse Tools



Lifecoursetools.com

LifeCourse Educational Materials





Collaboration, Communication and Professional Development

- Scheduled team meetings to build relationships and increase communication
- Daily communication checklist or journal between home and preschool
- Considering professional development needs and opportunities for staff



Collaborative teaming...

- Increases engagement, development, and learning of children
- Critical component of quality inclusive early childhood education
- Unifies and integrates educational, communication, and social supports
- Share a vision of full social and educational participation of your child
- Regularly scheduled opportunities for members of the educational team, including family, to share expertise, identify common goals, build plans of support, and determine responsibilities

Hunt, P. (2004). Collaborative Teaming to Support Preschoolers with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

Communication

Establish a method for communicating

- Face to face
- Notebook
- Phone
- Technology



Parents are the Most Important Team Member

- Informed Decision Maker:
 - Learn what is or could happen throughout the day
 - Ask to observe
 - Request information to answer your questions
- Work effectively with the team and share your perspective on:
 - Your child's strengths and interests
 - Strategies and supports that have worked in the past
 - Approaches that have not been effective
 - Concerns about possible barriers to participation and learning

(Kara, Christa & Julie Causton-Theoharis. "Achieving Inclusion: What Every Parent Should Know When Advocating for Their Child" produced by The PEAL Center)



Adaptation Continuum

The Goal: Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.

CARA Checklist of Problems and Concerns

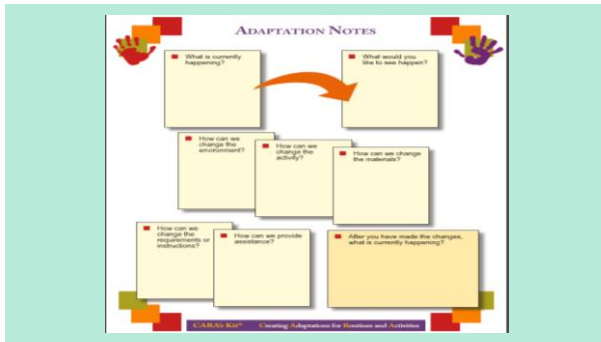
This checklist is designed to help you track the most common problems and concerns that may be affecting children's level of participation in everyday classroom activities and routines. When completing this checklist, please use the following instructions:

1. Check the box that best describes the child's behavior or concern.
2. Check the box that best describes the child's behavior or concern.
3. Check the box that best describes the child's behavior or concern.

Checklist Instructions

1. Check the box that best describes the child's behavior or concern.
2. Check the box that best describes the child's behavior or concern.
3. Check the box that best describes the child's behavior or concern.

ACTIVITY	Always	Frequently	Sometimes	Occasionally	Never	Not Applicable	Not Applicable	Not Applicable	Not Applicable
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What is Assistive Technology (AT)?

IDEA, 2004: Assistive technology = devices and services

Device: "Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities."

Services: "Any service that directly assists a child with the disability in the selection, acquisition or use of an assistive technology device."

OSEP Part C Clarification Letter

"AT must serve a developmental purpose" by supporting the child's ability to participate in everyday activities."

There are no prerequisites for using AT.

(Dugan, et al., 2006; Wilcox, et al., 2006; Wilcox, et al., 2006)

Assistive Technology

AT and learning opportunities are embedded within a child's everyday routines and activities to support:

- Behavior and Socialization
- Communication
- Early learning
- Mobility
- Play
- Positioning
- Self-care



Examples of Assistive Technology

- Switches, chairs, pictures, communication devices, software programs
- Adapted toys
- Items found within your home and/or educational setting used with a specific purpose and function
- Training for child care staff and parents
- Assistance from a early intervention or school staff so that the family may locate potential funding sources

When do you consider AT for a child?

**It is never
too early
and it is
never too
late!**



Keep in Mind That...

- AT for infants and toddlers looks different than AT for students and adults
- AT for infants and toddlers is used to support a child's development
- Many changes occur as young children grow which requires dynamic use of AT

AT Supports Socialization

- Interact independently
- Build friendships
- Explore environment
- Reduce frustration



AT Supports Socialization



AT Supports Independence



AT Supports Independence



Low Tech Assistive Technology

- **Visual Supports** (i.e. visual schedule, choice charts, first/then boards, routine activity sequences, cue cards, stop signs, timers, social stories)
- **Communication Supports** (i.e. Low tech- pictures, Switches, buttons, Tablets/devices, apps)
- **Sensory Supports** (i.e. Bumpy seats, Rocking chairs and ball chairs. Weighted blankets and weighted lap buddies, Quiet space, Headphones and ear plugs)

Why Visual Supports?

- Support communication
- Prevent challenging behaviors
- Enhance memory
- Remain static
- Assist in knowing expectations
- Assist in self-monitor

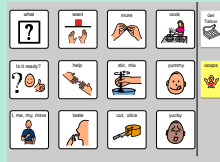
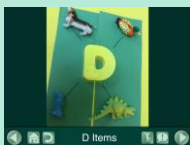


Visual Supports



Communication Supports

- Low tech- pictures
- Switches, buttons
- Tablets/devices, apps



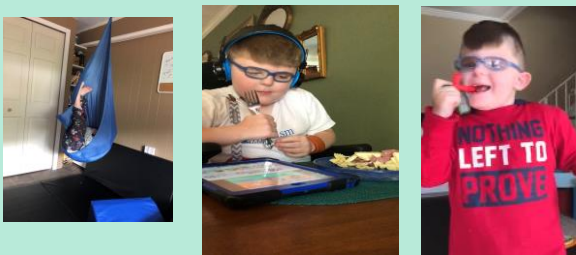
Communication Supports: AAC



Sensory Integration Supports

- Bumpy seats
- Rocking chairs and ball chairs
- Weighted blankets and weighted lap buddies
- Quiet space
- Headphones and ear plugs

Sensory Integration Supports



What Are the Benefits of AT?

- Enhance communication
- Increase independence
- Broaden life opportunities
- Increase participation
- Promote development
- Enhance learning
- Boost self-esteem



Lending Libraries and Short Term Loans

1. PaTTAN's AT Short Term Loan Program
2. *Pennsylvania's Assistive Technology Lending Library (ATLL)*; contact Pennsylvania's Initiative on Assistive Technology (PIAT), Institute on Disabilities at Temple University
3. PA Assistive Technology Foundation
 - a) Low Interest Loan Program
 - b) Mini-loan Program

Other Resources

www.eita-pa.org



Other Resources



www.paedforall.org
Service and Resources



The PEAL Center
Helping Families of Children with Disabilities and Special Health Care Needs

www.pealcenter.org

Other Resources



www.earlylearninggps.com/

Other Resources



<http://thearca.org/>



<http://includemepa.org/>

Other Resources

Parents and Family members of children and adults with disabilities or special needs may be matched for the following conditions or conditions:

- Physical disabilities
- Developmental disabilities
- Special health care needs
- Behavioral/mental health conditions
- Foster care or adoption
- Educational issues

Linking families of children and adults with disabilities or special needs

Call us or visit our website today for more information.
1-888-727-2706
www.parenttoparent.org

Parents and Family members of children and adults with disabilities or special needs may be matched for the following conditions or conditions:

- Physical disabilities
- Developmental disabilities
- Special health care needs
- Behavioral/mental health conditions
- Foster care or adoption
- Educational issues

2 FRIENDS ENJOYING A GAME



**WE ARE EACH UNIQUE
AND BEAUTIFUL, BUT
TOGETHER WE ARE A
MASTERPIECE!**

© 2014 NATIONAL COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES OF INDIVIDUALS WITH CDD © SUPPORTSFAMILIES.ORG



Sadia Batool
homasapien00@hotmail.com
 Formerly a Pediatric resident and a medical insurance officer
 Research assistant with Progeria Research Foundation
 Currently working as a full time mom to help my child get INCLUDED





Message of Hope

You will look back at therapies,
appointments, meltdowns, sleepless
nights, triumphs, milestones,
ignorance, struggle, strength and
you'll say with certainty

It was absolutely worth it !



Chou Hallegra Gabikiny

- P3D Parent Leader
- C2P2- EI Graduate
- Inclusion Consultant
- Person-Centered Thinking Trainer
- Certified AutPlay Therapy Provider

Message of Hope

"My kids are constantly exceeding my expectations
and have taught me so much about life and love.
Now I always presume that they CAN because they
always find a way to outdo themselves."

Chou Hallegra






Tammy Jolaoso
Tammyjolaoso@gmail.com
 610-931-7395








I am a wife and proud mother of three boys, ages 22, 17, and 5.
 Currently serving as The Keystone STARS Manager for ELRC 15, Delaware County.
 2018 Graduate of C2P2 EI



Naomi Galman
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#Girlmom
 C2P2 Graduate
 P3D Participant and Presenter
 Governor's Institute Participant
 LICC IU27 Co-Chair
 Be Strong Parent Café Facilitator
 Former Adult Services/Developmental Disabilities Assistant Director
 Michaela, 8, Abby, 6, Charley, 4









Message of Hope

Inclusion can result in amazing things. You, as the parent, know when to give it a try. Trust your gut and take the leap! I promise – you will be amazed at the growth you see in your child!

Naomi Galman



Allison Maurer

A Mom, behavioral therapist,
C2P2 EI grad, BA in Mathematics,
NSW in May 2020





MESSAGE OF HOPE

Mary Mikus



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Institute on Disabilities
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PennState
College of Education