



The Association for Community Living-Manitoba

# Preparing for Inclusion

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## What's The Plan? Implementing an IPP

Have you ever wished that children came with directions? After a long day-when none of your ideas seem to be working-it is easy to imagine that a "how-to" guide would be handy. While no child really comes with instructions, children with special needs may have an Individualized Family Service Plan or an Individualized Program Plan which can give you key information about them.

The IFSP describes the child's developmental skills and abilities, the early intervention services currently in place, outcomes or objectives for the child and family, and the family's resources and concerns.

A similar story is told in the Individualized Program Plan (IPP). Although both plans are developed with the family...the IPP addresses the child's competencies and lists goals to be worked on while the child attends your program. Both plans should be developed with the family and the team that provides the service. Team members may include

parents and other family members, Child Development Counsellors, speech or physio-therapists, audiologists, physicians, social workers, child day care co-ordinator, public health nurse, kindergarten teacher, and of course, the child care provider. Each team member provides valuable experiences for the child. The speech therapist for example, helps him to learn to use words to communicate, and you help him to experience the fun and challenge of being with his peers and learning to interact with them successfully.

Childcare providers need to know as much as possible about the children in their care. When a child with a special need is enrolled in your program, you need to know about her "every day little kid needs" as well as needs related to her disability. Chances are that she already has an IPP that the parent can share with you. Gain the parent's permission to introduce yourself to the professionals who devel-

oped the plan; ask them for information that will help you learn about the child's needs.

Every IPP is different, but here is a brief summary of the kind of information you can expect to find:

### Developmental Info:

Summary of a comprehensive assessment or evaluation (often done at the Child Development Clinic) and detailed information about the child's present levels of development, abilities, and emerging skills.

Outcomes: major activities that the team members agree on. These are typically broad, long range plans for the child, like "learning to feed himself" or "learning to communicate her needs." Some outcomes are written only for the child, and others are written for the family, like "finding out about community services."

Objectives: specific, measurable ways to target skills for the child to learn.

### Thank you's....

To Manitoba Child Day Care, Health Canada, and the Assembly of Manitoba Chiefs for their help in the distribution of this newsletter to early childhood facilities in Manitoba.

And to the idea people: Ruth Hiebert, Anita Ducharme, Carolyn Young and Jennifer Sims for their help with this newsletter.

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## IPP, continued

For example, "use a spoon independently" or use a gesture to indicate "all done". Objectives describe what, how and when the child will do the activity, and must be written in a way that lets team members see if progress has been made. For every outcome, there is at least one objective.

Now that you have an idea of what you might find on an IPP, let's look at how this relates to the early childhood setting. Remember your wish for instructions? An IPP is the next best thing—a tool that can help you figure out what you can do to adapt your routines and activities to help the child become a part of the group. It tells you what he already knows, and describes the next steps he is learning. Incorporating outcomes and objectives into your program may sound difficult, but it is part of providing developmentally appropriate activities for each child.

Let's say that the IPP includes specific speech objectives, learning to make the sounds "m" and "b". The speech therapist helps the child produce these sounds in therapy sessions. With these two sounds in mind, the child care provider selects

two songs to sing at circle time. The kids don't know that the songs are chosen to implement an IPP objective. They just love singing them!

Part of implementing an IPP is your regular observations of the child, noticing developmental changes, and giving feedback to other team members. For example, if you have been helping children learn dressing skills, share your observations and conclusions with the team. Everyone loves to hear about exciting progress, and if its not going well, one of the other team members may have another suggestion.

An important (and often overlooked) way that you can be helpful in implementing IPP objectives is by meeting with the parents and other team members to develop new objectives and outcomes. In the early childhood setting, you see the child in relation to his peers, the kinds of things he is interested in doing, and his success or failure in social interactions. Yours is truly a critical vantage point. Be assured that your observations and your input are a necessary part of successfully planning and implementing an IEP for each child.

*Adapted from an article in Child Care Plus+, Fall 93, Vol. 14 No. 1*

**Never seen an IPP? Not sure who the "team" is? If you have a child with a special need in your program, spend a few minutes with the child's parents. Let them know you care about their child and want to know more about implementing the IPP in your program.**



**Use the sign for "More"**

## Making It Work-Chart it!

Now that you have carefully read the outcomes and objectives on the child's IPP, here comes the fun part! Implement the child's goals by embedding them in the typical activities and daily routines all the other children are part of. Try a chart like this. On the left, list the routines and activities: snack, circle time, free play, outside time. Include events like arrival, departure, toileting, and naptime.

On the right, list the ways you could fit the child's goals into what is already happening. Eg. For the outcome which describes emerging communication such as "uses one word with meaning" (verbal or sign) you might write that you and your co-workers will learn the sign for more, and use it at specific times during the day.

### My routines and activities

Snack  
On the swings  
Rubbing backs at naptime

### What To Do

use the sign for "more"  
use the sign for "more"  
use the sign for "more"

# Book Review

## The Inclusive Early Childhood Classroom

Authors: Patti Gould and Joyce Sullivan

By Jennifer Sims ECE III, K.I.D.S. Inc.

Mainstreaming, no I mean integration - oh yeah, now they're calling it inclusion. Whatever, it's just a new buzzword for special programming for children with special needs, right? Wrong!

**Inclusion is the belief that all children belong together, as a whole group, with the appropriate supports required for success.**

This book is the best source I've come across to answer all my questions about inclusive program planning. How do I plan for all children, of all abilities, and do it the best way possible? How do I plan a large muscle group activities when my group includes a child in a wheelchair, and how can I make circle time easier and more enjoyable for a child with ADHD? How can this be done without individualized programming that isolates the child and makes her feel different and inferior?

The book begins with a brief overview of the six categories of needs focused on throughout - Developmental Delays, Orthopedic Impairments, Pervasive Development Disorder (PDD) and Autism, Attention Deficit/ Hyperactivity Disorder (ADHD) and Behavioral Issues, Motor Planning Problems, and Visual Impairments. The Inclusive Early Childhood Classroom is not an activity book, but a "...resource manual on how to adapt *regular* curriculum activities for children with special needs."

The book is broken down into 10 chapters (Overview, Circle Time, Art Center, Sand and Water Center,

Block center, Dramatic Play, Snack Time, Transitions, Fine Motor Center, and Gross Motor Center), and within each there are specific recommendations on how to adapt an activity for a child within the group while keeping all the children engaged and involved.

For example, circle time for a child with ADHD can be very challenging for both the child and the ECE. When looking in the table of contents, I simply located the Circle Time chapter, and then found the page of the section dedicated to ADHD and Behavioural Issues. I opened the book to that page, and found three pages of suggestions that could actually be done within a early childhood setting. There are many concrete suggestions throughout the book - how to adapt shelving to make it accessible to children with Orthopedic Impairments, how to make art utensils easier to hold for children who have difficulties, how to help children who are sensitive to textures that they might otherwise find offensive. All the suggestions in the book are viable options for the busy ECE - none of them recommend expensive, hard to find equipment.

If you or your workplace can only buy one book this year, I strongly recommend this one - I purchased a copy for myself after becoming a trainer for the Preparing for Inclusion program, and then bought another for my centre after I saw how valuable it would be to all staff. The book is available about \$40.00 through Quality Classrooms and Knowledge Tree, but I'm sure you could find or order it from almost any bookstore.

It is easy to read, without any technical jargon - the suggestions are easy to fit into your program, and they work with all children. (My personal favorite - let the kids eat while doing a quieter activity that requires them to pay close attention. My group now eats the previous day's nutrition activity while doing Second Step Violence Prevention Program activities!)



## Internet Resources are Just a Mouseclick Away!

Association for Community Living-Manitoba	<a href="http://www.mts.net/~aclmb/">www.mts.net/~aclmb/</a>
SpecialLink-The National Centre for Early Childhood Inclusion	<a href="http://www.specialinkcanada.org">www.specialinkcanada.org</a>
All Together Now (an online journal by Partnerships for Inclusion)	<a href="http://www.fpg.unc.edu/~pfi/Pages/Products/ATN.htm">www.fpg.unc.edu/~pfi/Pages/Products/ATN.htm</a>
Council for Exceptional Children	<a href="http://www.cec.sped.org/">www.cec.sped.org/</a>
Down Syndrome Webpage	<a href="http://www.nas.com/downsyn/">www.nas.com/downsyn/</a>
Geneva Centre for Autism	<a href="http://www.autism.net/">www.autism.net/</a>
Exceptional Parent Magazine	<a href="http://www.eparent.com/">www.eparent.com/</a>
Cerebral Palsy Canada	<a href="http://www.cerebralpalsycanada.com/">www.cerebralpalsycanada.com/</a>
Canadian Institute for the Blind	<a href="http://www.cnib.ca">www.cnib.ca</a>
Canadian Centre for Substance Abuse (resources on FAS/FAE)	<a href="http://www.ccsa.ca/">www.ccsa.ca/</a>
Manitoba Children's Special Services	<a href="http://www.gov.mb.ca/fs/programs/cfs/fs0cfc03.html">www.gov.mb.ca/fs/programs/cfs/fs0cfc03.html</a>
Linked Information Network for Kids with Disabilities	<a href="http://www.linkd.org">www.linkd.org</a>
Society for Manitobans with Disabilities	<a href="http://www.smd-services.com/children/">www.smd-services.com/children/</a>

### A Look at the Environment

Mary, a single parent mom, is caring for her 4 year old son, Daniel. He is diagnosed with Partial Fetal Alcohol Syndrome, with associated developmental and behavioural difficulties. He is currently attending daycare 5 days a week. Daniel is a very active little boy, with a short attention span and some receptive language delays (ability to hear, listen, remember and comprehend). Concerns within the daycare setting are as follows: Daniel is unable to focus and sit still for circle time, and he becomes easily over-stimulated and tends to withdraw from "the group" for short periods of time. Daniel also has difficulty with transitions and following directions.

Interviews with the parent and staff at the centre, observations of this little boy and the "precipitating events", (what happened before) leading up to the "concerning behaviour" and an Environmental assessment helped staff realize that the childcare setting was over-stimulating for Daniel, and seemed to be contributing to many of his difficulties.

### Intervention strategies for the daycare consisted of:

- ◆ Consider the importance the environment in relation to thought, action and behavior, in the context of alcohol affects and Daniel's compromised nervous system.
- ◆ Discuss common behavior responses to an over-stimulating environment and consider ways to modify the environment:
- ◆ Allow for Daniel to continue self-regulating his behavior, by removing himself from a group situation when over-stimulated.
- ◆ Remove items hanging from ceiling; designate one wall within the daycare for displaying children's work.
- ◆ Consider the use of fidget items, when Daniel is expected to sit and attend for periods of time.
- ◆ Provide a "calming space" in the centre where all children can go when feeling overwhelmed.
- ◆ Note when Daniel is beginning to feel overwhelmed and re-direct him to another activity, or if needed to a calming space.
- ◆ Break steps down, giving only 1-2 directions at a time.
- ◆ Ask Daniel to repeat instructions to ensure he has heard them.
- ◆ Construct a schedule board with picture symbols representing his daily routine.

From The FAS Toolkit, [www.ccsa.ca/toolkit/Children](http://www.ccsa.ca/toolkit/Children)

# Professional Development Opportunities

# Understanding Policy: A Sample Job Description for an Inclusion Specialist

## ACCOUNTABILITY

The ECE Inclusion Specialist reports to the Executive Director of the children's centre. S/he works collaboratively in a lateral relationship to ECEs and CCAs at the centre, and receives consultation through Children's Special Services and other agencies involved with children with special needs at the centre.

## JOB SUMMARY

In addition to the core skills expected of an ECE, the Early Childhood Inclusion Specialist coordinates provision of developmental services for children with special needs at an early childhood centre. S/he designs and implements individualized learning programs for all children with special needs, and coordinates all aspects of the planning and delivery by other staff of the developmental services to the children.

## JOB REQUIREMENTS

ECE III , with: A diploma in ECE and RRC Certificate in Special Needs or

A bachelor's level degree specializing in special needs children e.g. UW Developmental Studies, Inclusion specialty

## PERFORMANCE INDICATORS for the Inclusion Specialist

### Programming

The Inclusion Specialist:

- Makes necessary adaptations and/or works with other staff in activity planning to meet the special needs of children, taking account of the relationships among physical development, self-concept, and social development.
- Plans individual and group activities that incorporate children's diverse abilities.
- Develops strategies and adapts teaching and guiding methods to the needs and capacities of each child.
- Develops, implements and monitors individualized program plans.
- Obtains or constructs and uses special learning materials and equipment for children whose special needs affect their ability to learn in conventional ways.
- Helps other children in the group learn to communicate with and understand children whose special needs affect their communication ability.
- Encourages others to accept children's special needs, for example, by thoughtfully answering questions about them when children or adults ask.
- Structures the environment and social situations to maximize the physical and social inclusion of each child within the group.

### Report-Writing

The Inclusion Specialist:

- Observes and records behaviours on a daily basis
- Screens and assesses the needs of the special needs child(ren)
- Initiates a referral to specialist (with parent's and Director's permission) when necessary
- Interprets assessments and observations to families and other professionals, when necessary
- Maintains records of observations, meetings, home visits and progress relating to the special needs child
- Maintains a file for each child with special needs, with all goals and objectives on the Individualized Program Plan (IPP)
- Submits written progress reports on each assigned child to the Executive Director, at least semi-annually
- Prepares activity reports for Children with Disabilities staff/other professionals as needed

## **Liaison with parents**

The Inclusion Specialist:

- Recognizes the importance of families and respects their diversity
- Explores the roles and responsibilities of ECEs and various methods of working effectively with families
- Plans and facilitates various opportunities for parental involvement and support
- Maintains positive communication with parents through daily/regular contact
- Encourages parents to visit the program and to take an active role in all decisions regarding their child
- Assists parents to obtain developmental resource material as requested, in consultation with the Executive Director
- Collaborates with families in the development of individualized plans
- Respects confidentiality in all that is observed or read, specific to the inclusion of children with special needs, and their families
- Helps child and family make a smooth transition to school or another childcare facility
- Makes home visits as necessary
- Utilizes community resources

## **Liaison with other professionals**

The Inclusion Specialist:

- Serves as the contact person for the child(ren) with special needs at the centre
- Liaises with other professionals involved with the child and family; attends meetings, developmental assessments, IPP meetings, therapies, etc
- Is a member of the IPP team, whose specific job is to provide an overall objective and current picture of the child's functioning based on her ongoing observations
- Ensures that particular goals for children with special needs, set by members of the IPP team, are embedded into the early childhood routines and children's programming, to effect best outcomes for each child

## **Relationship to other ECE staff**

The Inclusion Specialist:

- Communicates the goals and objectives for the child with special needs to all other staff who work with that child and the group
- Participates with other staff in the provision of safe, healthy, enriching childcare services to children who attend the Centre

## **Professionalism**

The Inclusion Specialist:

- Learns more about the special needs of children in care, by reading, attending relevant workshops, and talking to people with specific knowledge about these special needs (eg. MCCA's Special Needs Network)
- Briefs the other staff at the centre about the needs and best treatments for children with special needs
- Helps staff to increase their comfort level including each child with special needs in the day-to-day programming happening at the centre
- Is familiar with legislation, funding parameters and developments that affect services to children with special needs.
- Consults and plans with other inclusion specialists and ECEs at the centre on a regular basis
- Becomes involved in advocacy efforts led by disability and inclusion advocates

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For support in the inclusion of children with special needs in your facility, please call ACL's Early Childhood Consultant, Debra at 204.489-6897 or email at [debramayer.shaw.ca](mailto:debramayer.shaw.ca)

The **Association for Community Living, Manitoba** is a provincial not for profit organization dedicated, through the mutual support and cooperation of Local Associations, to the building of dignified lifestyles and the full inclusion in the community of persons who live with intellectual disabilities. ACL-Manitoba includes 14 branches and 86 affiliated groups throughout the province of Manitoba.

ACL-Manitoba's goal for this newsletter is the enhancement of inclusive environments for young children with mental disabilities and stronger partnerships between parents, the association and the childcare community. The goal is to raise awareness and sensitivity to inclusion issues, to foster critical thinking skills and problem solving to ensure children are in fact being included in all aspects of their program. At the ACL-Manitoba annual general meeting held in 1997, members passed a resolution that reads:

*Early childhood supports such as daycare and other services must be available to all children. Programs such as early childhood interventions must include the entire family, wherever possible, as the primary teachers of their children. As children grow, supports and services must be provided in an inclusive environment. We must respect individuality and offer all children the opportunity to learn from each other's differences.*

Be the Change  
You Want to Be  
In the World.  
-Ghandi

## **ACL Manitoba Trainers in Action Who Do You Know?**