Assisting in the Development of Children with Special Needs
Copyright and Terms of Service

Copyright © Texas Education Agency, 2015. These materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts’ and schools’ educational use without obtaining permission from TEA.

2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission of TEA.

3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

Contact TEA Copyrights with any questions you may have.
Children with Special Needs

- developmental disabilities
- physical disabilities
- emotional problems
- giftedness

Copyright © Texas Education Agency, 2015. All rights reserved.
Heredity and environment:

- Hereditary factors include the genetic history and make-up of a person
- Environmental factors affect the fetus after conception or after child birth
A disability is any condition that prevents, delays or interferes with a child’s normal achievement and development.

- Developmental
- Learning
- Physical
- Sensory
Developmental Disabilities

Some goals for the care and education of children with developmental disabilities are as follows:

- Expanding language skills
- Increasing attention span
- Learning self-help skills
- Mastering basic concepts

Copyright © Texas Education Agency, 2015. All rights reserved.
A learning disability involves a disorder in understanding or using spoken or written language.

A child with a learning disability may be unable to listen, think, speak, spell or calculate mathematical problems.
Dyslexia – A Learning Disability

(click on picture)
The following strategies are suggestions for working with learning-disabled children:

- behavior modification
- multi-sensory training
- task analysis
Physical Disabilities

- Physical disabilities limit physical movement or result in chronic health problems.
- Since children learn through physical activity, physical limitations may affect other areas of development.
Learn as much as you can about each child’s special issues.
Vision and hearing problems fall into the category of sensory disabilities.

Loss or impaired use of a sense greatly affects a child's life and learning abilities.

With good support and education, children can overcome their disabilities and live normal lives.
Sensory Disabilities

Caregivers who work with visually impaired children can aid their development in the following ways:

- Encourage children to make full use of any remaining vision.
- Help children develop other senses fully.
- Organize an environment so that it is easy to move around.
- Translate what others learn through vision into one of their other senses.
Sensory Disabilities

Caregivers who work with children who have hearing impairments need to be aware of each child’s individual needs. In general, caregivers may use strategies such as:

- Cooperate with each child’s speech therapist. Learn how to speak for lip reading or master sign language. Be able to communicate with the child in his or her own way.

- Encourage children to use as much of their remaining hearing as possible.

- Face the children when speaking to them.

- Use a natural tone of voice and avoid exaggerated lip movements.
A child has a communication disorder when he or she is unable to speak or understand spoken language. Four categories of speech impairments are identified:

- Articulation disorders
- Fluency disorders
- Language disorders
- Voice disorders
Caregivers of children with communication disorders need to learn about each child’s special needs. The following guidelines apply to children with speech impairments:

- Accept and reinforce all attempts by the child to use speech
- Be a good speech model
- Be patient when listening. Give the child your full attention and plenty of time to speak
- Know where the child is in regard to learning language, and help the child move to the next level
- Provide activities and objects to increase the child’s vocabulary.
Two major categories:
- hyperactive-aggressive
- anxious-withdrawn
Emotional/Behavioral Disorders

Hyperactive-aggressive
- Defiant toward adults
- Destruction of property
- Inability to stay with a task or wait to be rewarded
- Inappropriate attention-seeking behavior
- Need for frequent intervention from adults
- Solitary, disordered and agitated play style

Anxious-withdrawn
- Ability to be easily frustrated
- Excessive dependence on adults and peer leaders
- Fearfulness
- Lack of self-confidence
- Shyness or watching from a distance
- Tendency to be depressed
Gifted/Talented Children

Need a stimulating environment. Some of the following guidelines may be useful:

- Encourage interest the child shows in different areas. Serve as a resource person.
- Help children develop observations skills and reasoning abilities.
- Provide a rich and stimulating learning environment.
- Provide opportunities for the children to take leadership roles within the group.
Special Needs, But No Diagnosis

Our Special Life

(click on picture)
Detecting Children Who Have Special Needs
Role of Professionals

- Appreciation of individual differences
- Arranging the environment
- Assessment
- Encouraging cooperation
- Encouraging independence
- Encouraging positive interactions

- Mainstreaming/Inclusion
- Schedule planning
Legal Responsibilities and Laws Regarding Individuals With Special Needs
What do federal laws require of a public school to meet the communication needs of students with hearing, vision or speech disabilities?
The Individuals With Disabilities Education Act (IDEA)

Building the Legacy: IDEA 2004

Part B
(ages 3-21)

Part C
(ages birth-2)

(click on picture)
The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment.
Child Care Centers and Americans with Disabilities Act (ADA)

(click on picture)
A Brother’s Devotion

Spinal Muscular Atrophy
(sma1, sma2, sma3, sma4, sma not linked to chromosome 5)

(click on picture)
Images:

- Microsoft Clip Art: Used with permission from Microsoft™. (Slides 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 22 and 29)
- Photos obtained through a license with Shutterstock.com™. (Slide 27)

Textbooks:


Websites:

- Building the Legacy: IDEA 2004
  The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. [http://idea.ed.gov](http://idea.ed.gov)
- Texas Department of Family and Protective Services
- Texas Education Agency
  Special education: About one of every eight Texas public school students needs special education services. A wide array of services and support are available for these students and families. [http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education)
- Texas Woman's University
  Least Restrictive Environment (LRE), Inclusion and Mainstreaming. [http://www.twu.edu/inspire/least-restrictive.asp](http://www.twu.edu/inspire/least-restrictive.asp)
References and Resources

• U.S. Equal Employment Opportunity Commission
  The law requires an employer to post a notice describing the federal laws prohibiting job discrimination based on race, color, sex, national origin, religion, age, equal pay, disability or genetic information.
  http://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf

• U.S. Department of Justice
  A Guide to Disability Rights Laws.
  http://www.ada.gov/cguide.pdf

• U.S. Department of Justice
  Commonly asked questions concerning child care centers and the Americans with Disabilities Act.
  http://www.ada.gov/childqanda.htm

YouTube™:
• A Brother's Devotion to His Special Needs Sister Will Break You Down Into Tears
  This brother's devotion to his sister, who has spinal muscular atrophy, is one of the sweetest things we have ever seen. Let his pure devotion wash over you, it's incredible.
  http://youtu.be/P-PgdePJI94

• Special Needs, But No Diagnosis – The Azima Family – Our Special Life — Episode 7
  Kingston is a 4-and-a-half year old boy with special needs that have not yet been diagnosed. He presents some symptoms of Angelman Syndrome but has so far tested negative for that diagnosis. His mother and nanny work with him full-time, along with his Special Education Itinerant Teacher (SEIT), to develop the Activities of Daily Life (ADL) many parents take for granted.
  http://youtu.be/LPzNjX_8NFQ

• What is it like to have dyslexia? Animations and Illustrations
  This is a series of animations taken from a project aimed at helping people to find out what it is like to have dyslexia.
  http://youtu.be/gwZLFTW4OGY

Copyright © Texas Education Agency, 2015. All rights reserved.