
UNIT: Ages and Stages

LESSON: Children with Disabilities

COMPETENCIES:

1. Identify types of common disabilities, common characteristics of each disability and the feelings associated with the disabilities. (Motivator, Option 1, 9, 14)
2. Read and discuss the laws concerning programs dealing with children with disabilities. (Options 2 and 3)
3. Identify specific learning materials for students with disabilities. (Options 3, 5, 6, 12, 13)
4. Plan a classroom and outdoor play area to meet the needs of a child with disabilities. (Options 3, 6, 7)
5. Practice adapting lesson plans to accommodate children with disabilities. (Options 3, 5, 8, 10)

OVERVIEW/SUMMARY:

First and foremost, children with disabilities must be treated as any other child. They must be given love, understanding, and have their needs met. Teachers must prepare the classroom and make necessary adjustments to meet the needs of these children.

MOTIVATOR:

VIDEO: "The Same Inside", March of Dimes.

LESSON OPTIONS/SUPPLIES:

OPTION 1--CDA I

WHAT IS NORMAL BEHAVIOR: Discuss this worksheet with the class. If possible, have each student complete the evaluation on several children.

OPTION 2--Competency 1, CDA I

DISCUSSION: Review the information, "Children with Disabilities" with the class.

OPTION 3--Competency 2

INDIVIDUALIZED PACKET: Have students read the individualized packet, "Children with Disabilities."

OPTION 4--All Competencies

TEXTBOOK READING: Have students read and complete the worksheet for Chapter 21, "Exceptional Children" in the text book Caring for the Developing Child, Children the Early Years, Chapter 23 (Goodheart/Wilcox), or Working with Young Children, Chapter 27 (Goodheart/Wilcox).

OPTION 5--All Competencies, depending upon the speaker's presentation, CDA I

GUEST SPEAKER/PANEL: Invite a special speaker into your class to discuss his/her expertise in working with children with disabilities. You may wish to have the class prepare questions prior to the visit.

OPTION 6--Competencies 3, 5--CDA I-III

OBSERVATION: Have the students observe how various child care programs have made accommodations for children with disabilities.

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OPTION 7--Competencies 3, 4--CDA I-III

EQUIPMENT: Have the students look through various teaching resources to find special equipment that allows students with disabilities to become more involved in the classroom.

OPTION 8--Competency 4--CDA I-III

PLAY AREAS: As a class, or as an individual assignment, have the students plan a classroom and outdoor play area to meet the needs of a child with disabilities.

OPTION 9--Competency 5--CDA V

LESSON PLANS: As a class, or as an individual assignment, have the students review a lesson plan, making accommodations for children with disabilities.

OPTION 10--Competency 1

EMPATHY ACTIVITY: Have students complete the "Empathy" activity as explained on the student worksheet. **TEACHER NOTE:** Similar activities may have been completed in other classes. Assess your students before completing this activity. Remind the students that disabilities are no joke and if they cannot complete this activity without acting silly, they should not do the activity at all.

OPTION 11--Competency 5, CDA I-III

ADAPTING ACTIVITIES: Review the transparency, "Activities for Children with Disabilities". Have students complete the worksheet, "Adapting Activities for Children with Disabilities."

OPTION 12--Competency 3

AT HOME ACTIVITIES: Have students complete the worksheet, "At Home Activities for Children with Disabilities".

OPTION 13--Competency 3

HELPFUL ORGANIZATIONS: As a class discuss and make a list of organizations that are available to help meet the needs of children with disabilities.

OPTION 14--Competency 1

ROLE PLAY: Have students participate in and observe a role play dealing with children with disabilities.

RESOURCES:

Birth to Five: Early Childhood Special Education, Frank G. Bowe, 544 pp. hard cover, 1995, 0-8273-6471-7, Delmar Publishers, 1-800-347-7707 (An Instructor's Guide is available as a supplement.)

Ties in the NAEYC developmentally appropriate practice guidelines with the DEC recommended practices.

The special needs of children and families from ethnic and racial minority groups are focused on throughout the text.

Laws and regulations are noted so Head Start and early childhood special education programs can comply.

The Exceptional Child: Mainstreaming in Early Childhood Education, 2nd Edition, K. Eileen Allen, 512 pp., hard cover, 1994, 0-8273-5296-4, Delmar Publishers, 1-800-347-7707

The physical and motor growth patterns of child development are discussed in detail.

Analysis of different strategies to include and mainstream students with disabilities.

You'll find step-by-step procedures for developing individual education plans (IEPs).

Informal and formal assessment strategies help you properly screen children or develop IEPs.