



INSTRUCTOR COURSE GUIDE

Course Three

Special Health Care Needs

This document is intended to serve as a guide only and is not a prescriptive curriculum.

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Course Description

Frequently encountered specialized health care needs of individuals with disabilities will be explored in this course. Students will explore a team approach in looking at health promotion in children and adults with special health care needs. The care of individuals with altered body systems function including sensory, gastrointestinal, bowel and bladder elimination, respiratory, skin/immune, and endocrine related states will be explored. Recognizing the family as expert on their own child/family member including understanding emergency management for various health conditions, community resources and support systems will also be covered. The course is intended to serve as an introduction to health care conditions. It is not intended to train teachers as a health care provider.

Credential At-a-Glance

Course 1 Children with Differing Abilities	Course 2 Behavior and Emotional Challenges	Course 3 Special Health Care Needs	Course 4 CAPSTONE Family & Team-Centered Practices
Providing a rationale for inclusive ECE Programs	What is Inclusion	Families	Societal Attitudes Towards Disability
Applying Legal Requirements	Challenging Behavior	Health Care Professionals	Family Systems Theory
Typical & Atypical Development	Universal Practices	Roles of ECE Program Staff	Family Engagement
Adaptations & Modifications	Self-Regulation Strategies	Altered Body Systems Part 1	Working Together to Support Child Development
Working with Families	Intentional Teaching S/E Skills	Altered Body Systems Part 2	Support Systems for Families
Working with Community Resources	Promoting Peer Relationships	Health Promotion	Recognizing Maltreatment and Abuse
Sensory Disorders	Function Based Planning	Community Resources	Credential Portfolio
Speech, Language & Communication Disorders	Trauma Informed Practices	Legal Requirements	
Learning Disabilities vs. Cognitive Disabilities			
Physical Disabilities			
Medical & Health Disorders			

Course Objectives

Upon completion of this course, it is expected that learners will be able to:

- Identify ways to promote positive family relationships and communication.
- Summarize a variety of special health care needs and strategies for adaptations.
- Identify community partners who can best support educators and families.
- Identify Specialists in the community related to topics covered in this course.

- Recognize that families are children’s first and foremost educator.
- Apply rules and regulations for children's health care needs in your setting.

Required Resources

Text Resources

- Children with Disabilities, Eighth Edition. (n.d.). Products.brookespublishing.com. <https://products.brookespublishing.com/Children-with-Disabilities-Eighth-Edition-P1131.aspx>

Article Resources

Web Resources

- NAEYC Inclusion Statement (2009) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
- DEC Code of Ethics Position Statements. (n.d.). DEC. <https://www.dec-sped.org/position-statements>
- National Association for the Education of Young Children. (2019). Recommendations for Early Childhood Educators | NAEYC. Www.naeyc.org. <https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE>
- Official DEC 2014 Recommended Practices.pdf on Egnyte. (2014, April 14). Egnyte. <https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>
- CDC. (2019, November 25). Centers for Disease Control and Prevention. Centers for Disease Control and Prevention. <http://www.cdc.gov>
- American Academy of Pediatrics. (2019). AAP.org. AAP.org. <https://www.aap.org/>

Suggested Resources

- Rights and responsibility visual - The curb-cut effect. (n.d.). Sketchplanations. <https://sketchplanations.com/the-curb-cut-effect>
- Ramp visual - “If you shovel the ramp, we can all get in!” (2019, August 19). Michael S. Weller’s Blog. <https://michaelsweller.wordpress.com/2019/08/18/if-you-shovel-the-ramp-we-can-all-get-in/>
- Hiring/Coaching New Staff A Thinking Guide to Inclusive Childcare with and without disabilities Written by Mark Sweet PhD February 008 Disability Rights Wisconsin. (n.d.). <https://www.disabilityrightswi.org/wp-content/uploads/2018/06/A-Thinking-Guide-to-Inclusive-Childcare.pdf> (page 38 -41)
- National Association for the Education of Young Children. (2019). Recommendations for Early Childhood Educators | NAEYC. Www.naeyc.org. <https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE>
- Health Form & Emergency Care Plan <https://dcf.wisconsin.gov/files/forms/pdf/2345.pdf>
- Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

- Official DEC 2014 Recommended Practices.pdf on Egnyte. (2014, April 14). Egnyte. <https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>
- The Wisconsin Model Early Learning Standards Steering Committee Wisconsin Model Early Learning Standards Fifth Edition. (n.d.). https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf
- Types of Intake forms
 - DCF Intake Forms (0-2) <https://dcf.wisconsin.gov/files/forms/pdf/0061.pdf>
 - DCF Child Enrollment Form <https://dcf.wisconsin.gov/files/forms/pdf/0062.pdf>
- Cultural Sensitivity : Birth - Five Evaluation and Assessment Module. (n.d.). Olms.cte.jhu.edu. <http://olms.cte.jhu.edu/olms2/135088>

Instructor Resources

- CONNECT. (n.d.). Connect Modules. <https://connectmodules.dec-sped.org/>
- Soukakou, E. P. (2016). *Inclusive classroom profile (Icp)*. Paul H. Brookes Publishing Co. <https://products.brookespublishing.com/The-Inclusive-Classroom-Profile-ICP-Set-Research-Edition-P969.aspx>

Guidance on Journal Entries

Journal entries serve as a point of reflection on the knowledge gained by a student as they evolve through this credential. The course developers and instructors are cognizant of student learner styles and welcome various types of journal entries throughout this credential. Please consider the following types of journal entries along with guidance and resources to support your work.

- Written- Length of entry words/paragraphs 1-2 pages double spaced, use as much or little as needed to be clear about your reflection
- Video- Explain your reflection
- Oral- Audio recording of your reflection
- Visual- Representation of your thinking with an oral or written explanation

Course Modules

Please note: Modules are not defined as individual class sessions but as course themes/topics with identified learning objectives. Modules can be taught sequentially, or instructors may choose to integrate module content throughout the course. Instructors are encouraged to make instructional decisions regarding sequence and pacing based on delivery mode, the needs of the learner, and institutional guidelines.

Module 1: Families

- Overview
 - Recognize the family as the experts about their own child/family member.
 - Families are primary and most important caregivers and educators.

- Family relationships and communication.
- Intake Forms.

- Course Objectives Addressed
 - Identify ways to promote positive family relationships and communication.
 - Identify community partners who can best support educators and families.
 - Recognize that families are children’s first and foremost educator.

- Suggested Resources
 - Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
 - DEC Recommended Practices - Official DEC 2014 Recommended Practices.pdf on Egnyte. (2014, April 14). Egnyte.
<https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>
 - WI Model Early Learning Standards – Family as the expert guiding principles - page 10 https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf
 - Types of Intake forms
 - DCF Intake Forms (0-2)
<https://dcf.wisconsin.gov/files/forms/pdf/0061.pdf>
 - DCF Child Enrollment Form
<https://dcf.wisconsin.gov/files/forms/pdf/0062.pdf>
 - Cultural Sensitivity : Birth - Five Evaluation and Assessment Module. (n.d.). Olms.cte.jhu.edu. <http://olms.cte.jhu.edu/olms2/135088>

- Suggested Learning Activities/Discussion/Journal Topics
 - Journal/Discussion: Reflection on parents as the child’s primary care giver. What does this look like? What does this mean to you as the educator?
 - Discussion: Review NAEYC statement on Early Childhood Inclusion and discuss access participation and supports for children.
 - Discussion: Read assigned vignette and discuss in a small group, strategies on how to prepare for interviewing families. How to ask open-ended questions? How to ask questions in a non-judgmental way?
 - Interview: Interview family with a child with a special need. Practice active listening. Gather information on the family history regarding the child’s health care needs.
 - Learning Activity: Share what intake forms are used currently in the program (DCF, created by the center, etc.). Review 1-2 child intake forms. Do the current forms address the child’s needs? How can this be modified to improve sensitivity toward different cultural or care need issues? What is missing or what changes would the student make to the current forms? Examples: adaptations for

activities, indoor/outdoor environment or materials, communication with parents, supporting interactions (peer or adult).

- Discussion: What would you do if a family practice doesn't match your beliefs? (examples: where the child belongs, family feeds the child rather than the child feeding themselves) What can you do to educate yourself on a child's family culture?
- Learning Activity: Choose 3 DEC Recommended Practices (Page 10-1) and provide examples of how you might demonstrate in practice.
- Describe 'confidentiality' as it relates to sharing information between family members, therapists, and other colleagues.

Module 2: Health Care Professionals

- Overview
 - Roles of Health Care Professionals involved
 - Coordinating Services as a team to support children
- Course Objectives Addressed
 - Identify Specialists in the community related to topics covered in this course.
 - Identify community partners who can best support educators and families.
- Suggested Resources
 - Health Form & Emergency Care Plan
<https://dcf.wisconsin.gov/files/forms/pdf/2345.pdf>
 - Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
 - *Checklist for Existing Facilities version 2.1 The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal.* (1995).
<https://www.ada.gov/racheck.pdf>
 - Legal forms:
 - Individualized Education Programs (IEP). (2015, August 18). Wisconsin Department of Public Instruction. <https://dpi.wi.gov/families-students/student-success/ccr-iep>
 - Wisconsin Birth to 3 Program for Families | Wisconsin Department of Health Services. (2014, August 18). [www.dhs.wisconsin.gov](https://www.dhs.wisconsin.gov/birthto3/family/index.htm#:~:text=The%20Wisconsin%20Birth%20to%203).
<https://www.dhs.wisconsin.gov/birthto3/family/index.htm#:~:text=The%20Wisconsin%20Birth%20to%203> . Or
<https://www.dhs.wisconsin.gov/forms/f0/f00989i.pdf>
- Suggested Learning Activities/Discussion/Journal Topics
 - Brainstorm list of possible special needs that children in programs might have.

- Brainstorm list of professionals who might be involved with certain types of special needs (titles such as physical therapist, registered nurse, psychologist, etc.).
- Contrast job responsibilities of above medical professionals with education professionals.
- Discuss types of training (formal and informal) that are available in your local community and the sources that provide the training.
- Discuss the role of parents in providing training to early childhood education staff.
- Discuss the role of parents in facilitating relationships between early childhood staff and a child's personal therapists or other specialists.
- Determine the benefits and limitations laws pertaining to confidentiality might create.
- Submit a list of specialists in the community related to topics covered in this course, contrasting the cares/services that a medical professional can provide compared with an agency staff worker.

Module 3: Roles of ECE Program Staff

- Overview
 - Role of the Educator during the referral process.
 - Rights and responsibilities as an Early Childhood Educator
 - Identify personal job description limitations and requirements.
 - Examine the role of staff in administration of medications, health care procedures, transferring children and standard precautions.
- Course Objective Addressed
 - Identify ways to promote positive family relationships and communication.
- Suggested Resources
 - Rights and responsibility visual - The curb-cut effect. (n.d.). Sketchplanations. <https://sketchplanations.com/the-curb-cut-effect>
 - Ramp visual - "If you shovel the ramp, we can all get in!" (2019, August 19). Michael S. Weller's Blog. <https://michaelsweller.wordpress.com/2019/08/18/if-you-shovel-the-ramp-we-can-all-get-in/>
 - A Thinking Guide to Inclusive Childcare with and without disabilities Written by Mark Sweet PhD February 008 Disability Rights Wisconsin. (n.d.). <https://www.disabilityrightswi.org/wp-content/uploads/2018/06/A-Thinking-Guide-to-Inclusive-Childcare.pdf> (page 38 -41)
 - National Association for the Education of Young Children. (2019). Recommendations for Early Childhood Educators | NAEYC. [www.naeyc.org. https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE](https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE)
 - Health Form & Emergency Care Plan <https://dcf.wisconsin.gov/files/forms/pdf/2345.pdf>

- Suggested Learning Activities/Discussion/Journal Topics
 - Discussion: Review rights and responsibilities and ramp visuals. What did you take away from the images? Reflect on an accommodation made for one child and how that can benefit all children.
 - Discussion: Discuss roles, (titles), responsibilities and expectations of different staff members (example: allergies and the cook, maintenance worker and the building, etc.). Support PT, OT, Speech Therapists working with the child. Collaboratively work to reinforce therapists' goals for the child.
 - Learning Activity: Read NAEYC Position Statement. Choose 3 recommendations that are your strengths. When working with a child with a special need, choose 3 recommendations that you would like to improve.
 - Interview: Reach out to a community agency/school district and interview an individual specializing in inclusive practice or special needs. Inquire on the interviewee's education and background in the field. What does a typical day look like? What is the most challenging and rewarding part of your work? What is the interviewee's relationship with families and/or childcare educators?
 - Learning Activity: Review sample Health Form & Emergency Care Plans. What are the students' initial thoughts? What accommodations can be made throughout the daily schedule? What, if any additional support or resources are needed to make the accommodations?
 - Discussion: How to start a conversation with the family regarding atypical development? What is the role of the educator both during the referral process and after the referral has been made? What is the role of the administration/director? What are your program's policies regarding referrals? What are examples of agencies or specialists you may refer a family to?

Module 4: Altered Body Systems Part 1

- Overview
 - 5 of the **9 Body Systems**
 - 1) Sensory – Examples:
 - Covered in Module: hearing, vision, adaptive communication strategies, allergies
 - 2) Gastrointestinal – Examples:
 - Covered in Module: choking, swallowing, allergies
 - Optional: tube feedings, eating disorders
 - 3) Bladder & Bowel Elimination – Examples:
 - Covered in Module: constipation, diarrhea, assistance with toileting issues
 - Optional: catheters, enemas, ostomies
 - 4) Respiratory – Examples:
 - Covered in Module: asthma, nebulizers, inhalers, peak flow meters, allergies
 - Optional: oxygen therapy, tracheostomy care & suctioning, vents

- 5) Cardiovascular/Blood- Examples:
 - Optional: congenital heart problems, bleeding control
- Adaptive Strategies
- Emergency Preparedness
- Appropriate treatments and the professionals responsible for carrying the treatment out.
- Medical Terminology is associated with various body systems.
- Course Objective Addressed
 - Understand a variety of special health care needs and strategies for adaptations.
- Suggested Resources
 - Checklist for Existing Facilities version 2.1 The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal. (1995).
<https://www.ada.gov/racheck.pdf>
 - Children with Disabilities 8th edition <https://products.brookespublishing.com/Children-with-Disabilities-Eighth-Edition-P1131.aspx>
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. Uww.edu. Published 2024. Accessed February 25, 2024. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=115778&tScript=0
 - Medical Aspects Video List
 - Rett: There Is Hope—Case Studies, Family Portraits, and the Search for a Cure Full Video https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=50126&tScript=0 or <https://www.youtube.com/watch?v=2sDhUjysgL0>
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=47472
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=115778&tScript=0
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=115786&tScript=0
 - Somatics for Kids with Special Needs & Disabilities | Adapted Spiral Praxis. (n.d.). ASP. Retrieved February 25, 2024, from <http://movementforkidswithspecialneeds.org/films>
 - 23 Months Documentary on Batten Disease. (n.d.). Wwww.youtube.com. Retrieved February 25, 2024, from <https://www.youtube.com/watch?v=a5rImgiIGYA>
 - Two Kids. Two Undiagnosed Disabilities. YouTube. Published online July 24, 2019. <https://www.youtube.com/watch?v=CFIzCPAdKC8>
 - Kanopy - Stream Classic Cinema, Indie Film and Top Documentaries. www.kanopy.com. Accessed February 25, 2024. <https://uww.kanopy.com/video/who-cares-about-kelsey-2>
 - Kanopy - Stream Classic Cinema, Indie Film and Top Documentaries. www.kanopy.com. Accessed February 25, 2024. <https://uww.kanopy.com/video/read-me-differently>

- Suggested Learning Activities/Discussion/Journal Topics
 - Learning Activity: Each student researches and presents a special health care need or condition. Can create an infographic, oral presentation, PowerPoint, etc. Each presentation should include:
 - Information on the condition
 - Adaptive Strategies
 - Emergency Preparedness
 - Appropriate treatments and the professionals responsible for carrying the treatment out. When to contact a health care professional.
 - Medical Terminology associated with the condition.
 - Discussion: Watch one of the recommended videos and discuss in groups take aways from the video.
 - Learning Activity: Create annotated bibliography of websites for the five Body Systems covered in this unit.

Module 5: Altered Body Systems Part 2

- Overview
 - 4 of the **9 Body Systems**
 - 6) Musculoskeletal – Examples:
 - Covered in Module: mobility issues, assistive devices (wheelchairs, walkers, crutches), post-operative care (casts, orthotics)
 - Optional: positioning, transferring
 - 7) Neurological – Examples:
 - Covered in Module: seizures, head injuries, ADHD, Autism, Executive Functioning
 - Optional: Cerebral Palsy, spina bifida, Tourette's,
 - 8) Endocrine – Examples:
 - Covered in Module: diabetes (glucometers, injections, pumps)
 - Optional: Cystic Fibrosis, thyroid problems
 - 9) Skin/Immune- Examples:
 - Covered in Module: communicable diseases, allergies
 - Optional: HIV/AIDS
 - Adaptive Strategies
 - Emergency Preparedness
 - Appropriate treatments and the professionals responsible for carrying the treatment out.
 - Medical Terminology is associated with various body systems.
- Course Objective Addressed
 - Understand a variety of special health care needs and strategies for adaptations.
- Suggested Resources

- Checklist for Existing Facilities version 2.1 The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal. (1995).
<https://www.ada.gov/racheck.pdf>
- Children with Disabilities 8th edition <https://products.brookespublishing.com/Children-with-Disabilities-Eighth-Edition-P1131.aspx>
- Owl Purdue Annotated Bibliography
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
- Medical Aspects Video List
 - Rett: There Is Hope—Case Studies, Family Portraits, and the Search for a Cure Full Video https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=50126&tScript=0 or <https://www.youtube.com/watch?v=2sDhUjysgL0>
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=47472
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=115778&tScript=0
 - UW-Whitewater Library Resource Login | University of Wisconsin-Whitewater. (2024). Uww.edu. https://fod-infobase-com.libproxy.uww.edu:9443/p_ViewVideo.aspx?xtid=115786&tScript=0
 - Somatics for Kids with Special Needs & Disabilities | Adapted Spiral Praxis. (n.d.). ASP. Retrieved February 25, 2024, from <http://movementforkidswithspecialneeds.org/films>
 - 23 Months Documentary on Batten Disease. (n.d.). Wwww.youtube.com. Retrieved February 25, 2024, from <https://www.youtube.com/watch?v=a5rImgiIGYA>
 - Two Kids. Two Undiagnosed Disabilities. YouTube. Published online July 24, 2019. <https://www.youtube.com/watch?v=CFIzCPAdKC8>
 - Kanopy - Stream Classic Cinema, Indie Film and Top Documentaries. www.kanopy.com. Accessed February 25, 2024. <https://uww.kanopy.com/video/who-cares-about-kelsey-2>
 - Kanopy - Stream Classic Cinema, Indie Film and Top Documentaries. www.kanopy.com. Accessed February 25, 2024. <https://uww.kanopy.com/video/read-me-differently>
- Suggested Learning Activities/Discussion/Journal Topics
 1. Learning Activity: Participate in personal sensitivity exercise to put yourself in another’s “shoes.” Spend one hour doing a typical daily activity with one of the following then write a brief paper regarding what you learned during your experience. Interdependence and trust
 - Without the use of either one arm or one leg.
 - Blindfolded or with goggles
 - Tape fingers
 - Use a wheelchair

- Learning Activity: Chose 2 buildings (one can be your own program's building) and walk through with a guide/ADA checklist and document access or accessibility.
- Learning Activity: Create annotated bibliography of websites for the four Body Systems covered in this unit.
- Learning Activity: Each student researches and presents on a special health care need or condition. Can create an infographic, oral presentation, PowerPoint, etc. Each presentation should include:
 - Information on the condition
 - Adaptive Strategies
 - Emergency Preparedness
 - Appropriate treatments and the professionals responsible for carrying the treatment out. When to contact a health care professional.
 - Medical Terminology associated with the condition.
- Discussion: Watch one of the recommended videos and discuss in groups take aways from the video.

Module 6: Health Promotion

- Overview
 - Partnership of families, communities, and health care providers
 - Enabling people to increase control over and to improve toward a state of optimal health. Prevention as well as intervention.
 - Obesity
 - Hearing and vision screenings
 - Those with increased risk of chronic physical, developmental, behavioral or emotional condition require health related services.
- Course Objective Addressed
 - Identify community partners who can best support educators and families.
 - Identify Specialists in the community related to topics covered in this course
- Suggested Resources
 - Overview of Early Childhood Health Promotion – RHHub Toolkit. (2021, February 18). www.ruralhealthinfo.org.
<https://www.ruralhealthinfo.org/toolkits/child-health/1/overview>
 - Juan, W., Gerrior, S., & Hiza, H. (2006). MyPyramid Tracker Assesses Food Consumption, Physical Activity, and Energy Balance Status Interactively. *Journal of Nutrition Education and Behavior*, 38(6), S155–S157.
<https://doi.org/10.1016/j.jneb.2006.07.018>
 - Additional websites
 - AAP.org. (n.d.). AAP.org. <http://www.aap.org>
 - CDC. (2019, February 13). Centers for Disease Control and Prevention. Centers for Disease Control and Prevention. <http://www.cdc.gov>
 - Maternal and Child Health Bureau | MCHB. (n.d.). [mchb.hrsa.gov](http://www.mchb.hrsa.gov).
<http://www.mchb.hrsa.gov>

- Suggested Learning Activities/Discussion/Journal Topics
 - Learning Activity: Review a school lunch menu. Note what changes you would make. What surprised you as being offered? What isn't healthy?
 - Group Discussion: Each student chooses one of the 5 health promotion framework models (Ecological, Health believe, stages of change, social cognitive theory, theory of reasoned action/planned behavior) from the Rural Health Information Hub website and share in groups.
<https://www.ruralhealthinfo.org/toolkits/child-health/1/overview>.
 - Discussion: What role does an Early Childhood professional play in promoting health and wellness? How does this affect the children in your care and their families? How do you keep your resources and your own knowledge current?
 - Learning Activity: Create a Newsletter or brochure for families promoting health and wellness, including a diverse list of community resources (urban, rural, different ethnicity or languages etc.).
 - Discussion: Describe how culture impacts health promotion and resources for families (barriers, values, traditions, access, urban vs rural, etc.).
 - Journal Activity: Read an article on the topic of racial disparity in Wisconsin and the impact on child outcomes. Reflect on what surprised you in the article. How does this new knowledge affect your approach to promoting health with children in your care and their families?
 - Learning Activity: Create a Health Promotion presentation for families or new staff that includes 5 health topics you want promoted in your program. Cite resources and knowledge learned from this module.

Module 7: Community Resources

- Overview
 - Explore your local community resources and support people available to you
 - Explore national or state resources.
 - Referral process and confidentiality
- Course Objective Addressed
 - Identify community partners who can best support educators and families.
 - Identify Specialists in the community related to topics covered in this course
- Suggested Resources
 - Position Statements. (n.d.). DEC. <https://www.dec-sped.org/position-statements>
 - Model Child Find and Referral Notices. (1969, December 31). Wisconsin Department of Public Instruction. <https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/childfind>
 - Understanding the Confidentiality Requirements Applicable to IDEA Early Childhood Programs Frequently Asked Questions (FAQS). (2016). https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_idea-confidentiality-requirements-faq.pdf
- Suggested Learning Activities/Discussion/Journal Topics

- Learning Activity: Contact agencies in your community and in larger cities (Milwaukee, Madison, Green Bay, etc.) that might be helpful to your center/program and ask about service criterion, costs, guest speakers, resources, and support services that they are able to provide.
- Learning Activity: Complete a community profile for your area. Consider what is provided in your community regarding resources such as: public transportation, public libraries, grocery stores, food banks, hours of operation of programs, access to technology and support groups.
- Learning Activity: Each student contacts and interviews one local resource agency available to families. Inquire about the services provided, costs, qualifications, additional support material, accessibility, etc. Record interview and share on discussion board post. Listen to 3-5 other interviews. Reflect on how this information and/or agency would be helpful in your work with children and families.
- Learning Activity: Locate the providers of Birth-To-Three early intervention services in your community - you may need to start with your local County Social Service Dept. You may have more than one provider of 0-3 services depending on the size of your county. Be sure to write down name, address and phone number for the 0-3 program(s) near you.
- Learning Activity: Locate Organizations that might be able to provide training and support to early childhood teachers who care for children with any type of special needs (behavioral, medical, nutritional, family support, etc.)
- Describe the referral process for linking a child/family to an appropriate resource agency.
- Learning Activity: Submit an organized listing of relevant community resources, including local Birth - Three resources.

Module 8: Legal Requirements

- Overview
 - The kinds of support, modifications, equipment, therapy, education best meets a child's needs.
 - Program accessibility issues or adaptations needed
 - Laws and regulations for healthcare needs and inclusive care in education
 - Legal documents (IFSPs, IEPs, IDEA, etc.)
 - Policies in your program
 - Confidentiality and protecting privacy (HIPAA, FERPA etc.)
- Course Objectives Addressed
 - Identify Specialists in the community related to topics covered in this course.
 - Understand a variety of special health care needs and strategies for adaptations.
 - Apply rules and regulations for children's health care needs in your setting.
- Suggested Resources

- Checklist for Existing Facilities version 2.1 The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal. (1995).
<https://www.ada.gov/racheck.pdf>
- Rise 360. (n.d.). Rise.articulate.com. Retrieved February 25, 2024, from
<https://rise.articulate.com/share/KgLeiPO9zvROecJQCDdRq3-xyPScjtX>
password: DCFeci
- Early Childhood Inclusion Home Page. (n.d.). Dcf.wisconsin.gov.
<https://dcf.wisconsin.gov/youngstar/eci>
- <https://dcf.wisconsin.gov/files/youngstar/pdf/eci/inclusion-philosophy-policy-e.pdf>
- Legal Forms Information
 - Individualized Education Programs (IEP). (2015, August 18). Wisconsin Department of Public Instruction. <https://dpi.wi.gov/families-students/student-success/ccr-iep>
 - Wisconsin Birth to 3 Program for Families | Wisconsin Department of Health Services. (2014, August 18). Wwww.dhs.wisconsin.gov.
<https://www.dhs.wisconsin.gov/birthto3/family/index.htm#:~:text=The%20Wisconsin%20Birth%20to%203>
- Soukakou, E. P. (2016). *Inclusive classroom profile (Icp)*. Paul H. Brookes Publishing Co. <https://products.brookespublishing.com/The-Inclusive-Classroom-Profile-ICP-Set-Research-Edition-P969.aspx>
- Suggested Learning Activities/Discussion/Journal Topics
 - Discussion: Reviewing the document
<https://www.rccc.edu/sites/default/files/early-childhood-education-ADA.pdf> and discuss what it means
 - Discussion: What are IFSP, IEP, IDEA and discuss what role do these documents have in an early care and education setting?
 - Learning Activity: Reflect on your personal inclusion philosophy. Define Inclusion, benefits, accessibility, support. Evaluate a program's philosophy or mission statement for a philosophy of respect for inclusion is incorporated. The philosophy sets high expectations for every child, regardless of ability, to reach his or her full potential. How are your personal inclusion philosophy reflected in the center's values, policies, and practices?
 - Discussion: Describe different types of adaptive equipment, assistive technology and teaching modifications that might need to be made for children who have special needs. What legalities are there for programs to make adaptations for children with special needs?
 - Learning Activity: Present a plan of action to assure the personal workplace's ability to respond to the needs of individuals who have special health care requirements.
 - Learning Activity: Compare and contrast the following laws: ADA, IDEA and Section 504. Who are these laws for? Who has to comply with these laws?

- Discussion: Go to <https://www.ada.gov/childqanda.htm> and read these "Frequently Asked Questions about ADA and Child Care." Discuss what information surprised you and a takeaway.
- Discussion: Define "inclusion" in a manner that families whose children do NOT have special needs could understand.
- Learning Activity: Write a brief paper summarizing federal and state laws protecting the rights of children and adults who have disabling conditions. Who are these laws for? Who must comply to these laws?
- Learning Activity: Compare and Contrast confidentiality and privacy of HIPAA and FERPA. Who in the program can this information be shared with? Who are these laws for? Who must comply with these laws?