

DISABILITIES & MENTAL HEALTH IN THE CLASSROOM

STEFFI REDHEAD
DISABILITIES MENTAL HEALTH COORDINATOR



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WE PROVIDE A HEAD START TO FAMILIES WITH CHILDREN
WHO NEED IT MOST



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Head Start & Early Head Start

WELCOME BACK!

So much has changed but our goals are the same! Let's review.

- Service providers
 - Changing how they service, evaluations and classroom screenings and expectations.
- Developmental Screenings and Referral Process
- Basic business: Site safety, Classroom schedules, Confidentiality, Behavior reports, road maps and child plus.
- DECA COVID Changes



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MEET OUR PROVIDERS

Speech language Pathologists

Nancy Lovering

Room 5

Hilary Hardwick

Muldoon A

Cara Leckwold

Ridgeline

CARE Team

(Special Education Teachers)

Terri Dreeszen

KCI sites

Rm 5, Muldoon A, Ridgeline and Virtual Classrooms

Hillary Rea

ASD Sites

WC, AH, GLY, and CSP

For our speech ladies we will spread the online students equitability.

Our providers will not be allowed in the classrooms or on site, so if you have any questions or concerns please reach out to them. They are happy to help.



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CHANGES IN SERVICES

SPEECH AND LANGUAGE

Purpose: To provide speech services to the children who are participating in center, while maintaining safety and minimal contact as outlined by Kid's Corps, Inc. COVID-19 Policies and Procedures handbook.

- Speech services will be organized between the Classroom teacher, Center Director, speech and language pathologists (SLPs) and DMHC to ensure appropriate and convenient time in class for the children and availability of the SLP.
- Each class will access services through zoom on the classroom Ipad.
 - Ipad should be sanitized before and after use.
- It is the responsibility of the classroom staff to start and end each session.
- Children are to use the classroom head phones to improve focus and reduce noise.
 - If possible, children can face away from the main room to improve attention and ensure teacher has a clear view of the screen.
- One Teacher will be expected to stay with the child.
 - Adult Headphones and splitters will be provided to each classroom so they are able to participate as needed.
 - Teachers and SLPs can observe the children and determine if they will need continued support by the teacher 1:1, or if the child will be able to access the learning independently. If the child can participate independently, the teacher needs to stay near enough to the child that they can see the screen.
 - As children all respond differently, please communicate with SLP's and DMHC if changes such as are needed.

Classroom staff will monitor the children while on zoom and communicate with the SLP's as needed.

- Since the children will be given headphones, if the SLP's need support and they are unable to get it via the child, SLP will call the front desk who will transfer them to the classroom telephone.
- If services are cut short for some reason, SLP's will make contact with the teaching staff either prior to ending the call or immediacy after via the center phone.

SLP's are responsible for e-mailing any needed materials to the DMHC or Center Director prior to the meeting time, so items can be printed or sanitized. Currently class teachers have minimal assigned center prep time so support will need to be facilitated.

Each director needs a zoom account accessible to the classroom and to create standing meeting. Such as "John - Tues and Thurs 10:45".

Children will still need to be screened at the start of the year. The SLPs will designate days and times for each of the children to be screened with them.

For children who need to be evaluated to qualify for speech services there is no clear solution as of yet and as the situation with COVID changes, so will these expectations. For now there is the option of doing the evaluation 1:1 with the teacher, connecting with the parents at home to complete it or in person, with use of protective equipment such as plexi glass. As evaluations are needed, the DMHC and SLP will communicate the strategies to be used with the child on an individual basis.

TO SUM UP

Quick Summary

Ipads will be used. Clean them. One dedicated staff.

Speech and Care team will both support via zoom.

Evaluations will take place at EISC.

Muldoon and Ridgeline will need to get zoom put on their pads. Contact me to support a time to get them to East.

DEVELOPMENTAL SCREENINGS

The developmental screenings will be completed online by parents. If the child does not pass, and the child is in a KCI center, then we may re-screen with the teacher.

For the children who do not pass we will provide teachers and parents with interventions.

This year we will be using the ASQ 3. The full training will be on Friday.

REFERRAL PROCESS

This will be different this year. As we approach each situation we will let you know what we need and how services or evaluations will look.

The paperwork should be the same.



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TEACHER CALLS EXPECTATIONS –STAYS THE SAME

As you are calling families, please ask do you have any concerns about the child's xyz. Then write down what the parent said. Please let me know if they seem happy about my call or hesitant.

Please ask what is the best time for me to call.

Who is the best person for me to call.

Both parents legally have to be invited to the meetings. Please let me know if parents are separated or any parent relationship details I may need to know.

Quite often there are questions about Dad. Parents can say I do not know where he is. Check if there is a dad on the birth certificate. But if you get to the phone call and only know about one parent please ask about the other. You could say something along the lines of “we have to ask both parents if they have concerns, do you know if the bio dad has any concerns about xyz.”

Finally, what language do the parents speak. Is one parent better to speak to than the other?

If these things are not done, it slows down the process.

REFERRALS AFTER THE START OF THE YEAR

If you believe one of your children is regressing or slowing in progress please let the DMHC know.

Especially for our online friends, we will need to track their progress closely and work with the parents to ensure they are meeting their academic needs.

There are always a few children that pass all the screenings but something still feels off. Please remember we are at a tough age, the children are too young to be tested for much. You might be right, but if the test is not valid until the child is seven there is nothing I can do.

Sometimes an attachment disorder can look like a disability. It can easily mimic autism or disconnection or the like. So if the child passes his screenings but there are still concerns, **we need to look toward mental health.**

Concerns about ADHD, ODD etc.

These are considered medical concerns and we cannot test for them. If parents are bringing these types of concerns, we can refer them to their medical doctor. We have questionnaires if needed. Parents can fill them out and bring them to the doctor.

If the child gets a diagnosis we can qualify them for an IEP under OHI – other health impairment.

THE REFERRAL FORM

Preschool Concern Referral

Student Name: _____ Teacher Name: _____
Student Number: _____ DOB: _____
Vision/Hearing Screening: Y N Speech Concerns: Y N ELL: Y N Home Lang Survey: Y N
Have you discussed your concerns with parent? Y N (Please list date and discussion topic(s)) _____
Date: _____ Date: _____

Area of concerns ___ speech ___ pre-academics ___ motor ___ self help ___ social/ behavior

- What does the student do well? (skills - learning centers)
- Does the student participate in circle time, centers, table activities?
whole group- _____ small group- _____ child directed play- _____
- Is he/she easily distracted? What typically distracts him/her? What does that look like?
- Does the child complete learning activities?
- How does the student get along with peers, what does child do at self choice time?
- What seems to be getting in the way of the child?
- When could your concerns most likely to be observed?
- What changes in the environment have you tried?
- What 2-4 TSG tasks would you pick to focus on?¹

¹ Forms to CARE team: ___ Inverv. plan form ___ ESI parent questionnaire ___ ELL home lang. ___ Student inf. form ___ TSG
XCI Forms needed ___ Birth ___ IMMUN ___ ASD Enroll 8/2017

This will be different for online classes vs in person classes.

Teachers are expected to ask parents these questions if the family is dual language.

Date: _____

Home Language Interview

Student's name: _____

Two languages are spoken in the student's home-

Native Language: _____ and English.

Parent(s) report of child's language history and language usage patterns:

What language did your child first hear?

Native Language _____ English _____

What language did your child first speak?

Native Language _____ English _____

What language(s) does the family speak most of the time at home?

(includes relatives, uncles, caregivers, etc.)

Native Language _____ seldom/sometimes/often/always

English _____ seldom/sometimes/often/always

What language do you most often speak to your child?

Native Language _____ English _____

What language does your child most often speak?

Native Language _____ English _____

Does your child talk like other children his/her age?

Native Language _____ English _____

Does your child understand your questions and directions?

Native Language _____ English _____

Approximately how many words does your child speak?

Native Language _____ English _____

Does your child use mostly one to two word phrases?

Native Language _____ English _____

Does your child speak in complete sentences?

Native Language _____ English _____

Do you understand what your child is saying?

Native Language _____ English _____

Do you have concerns about your child's language development?

Native Language _____ English _____

Which language do you feel your child uses and understands the best?

Native Language _____ English _____

PRESCHOOL COMMUNICATION ABILITY PROFILE

- 3 is an average child
- This must be filled out with every referral.
- We will need to support the parent at completing this for virtual classes.

ANCHORAGE SCHOOL DISTRICT
SPEECH-LANGUAGE SERVICES
Preschool Communication Ability Profile (PreCAP)

Student: _____ Observer: _____
 Total Points: _____ Average Score: _____
 Age: _____ Date: _____
 Informants: _____

Key: 1,2 = below Average 3 = Average 4,5 = Above Average

1. Auditory Attention	Inattentive; easily distracted	1 2 3 4 5	Attentive; good listening skills
2. Vocabulary Comprehension	Comprehension of words and/or concepts is delayed	1 2 3 4 5	Understands words and/or concepts expected compared to peers
3. Word Use	Uses non-specific words; has word-finding difficulties	1 2 3 4 5	Uses flexible and precise vocabulary
4. Sentence Comprehension	Unable to follow 1-2 step directions; needs multiple cues	1 2 3 4 5	Follows 2-3 step directions with minimal cues
5. Organization and Purpose	Rambles on without purpose; cannot relate everyday experiences	1 2 3 4 5	Gets to the point; organizes and clearly presents ideas
6. Consideration of Listener Needs	No awareness of listener; speaks without any effort to evoke understanding from others	1 2 3 4 5	Monitors effectiveness of communication; provides sufficient information based on listener need
7. Use of Language to Describe	Includes few details; listener has difficulty visualizing what is being described	1 2 3 4 5	Provides complete description of situation or object that features relevant details
8. Questions	Has difficulty answering questions; doesn't ask questions	1 2 3 4 5	Asks and answers a variety of wh-questions
9. Sentence Length	Decreased MLR	1 2 3 4 5	MLR appropriate for age
10. Other	Specify: _____	1 2 3 4 5	Specify: _____

Adapted from "Teacher's Evaluation of Language Skill" in Language Development-Kindergarten Through Grade Twelve, Walter Loban, National Council of Teachers of English, and Las Cruces, New Mexico Public Schools Speech-Language Staff, 1976.

*An average score of 2.5 or below is considered significant.



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PRESCHOOL COMMUNICATION ABILITY PROFILE

- Both parents and teachers can fill this out.
- This only looks at language not sounds and articulation.



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MTS DATA POINTS

- Developmental levels from MTS are used IEP's
- Data points are used to create IEP goals
- If you have concerns in an area, check to see if the data matches. The child could be behind compared to his peers, but not out of the scope of all children.

**You will still need to speak to the parents,
complete the ESI questionnaire, and collect
all the information within seven days.**

SITE SAFETY PLANS

Site safety plans will still be required for on site classrooms.

CLASS SCHEDULES

Please send your class schedule as soon as possible. We are going to have to arrange speech services and care team services into free play times. It will take a bit of organizing with all the classrooms. Even though we have fewer children it might be hard to take them out in groups.

We will let you know as soon as possible when things are organized.

STAFFINGS

Staffing's is a great time to bring up a concern but serious concerns should come to the DMHC office as soon as possible. This is largely dependent of the teacher instinct.

Also, please rememebr, if a child has home/school goals for DECA we put it on the staffing form.

PROGRESS REPORTS

- Progress reports are completed by the providers and given out four times a year.
- Progress report forms will be in sealed envelopes to hand out at the Parent Teacher Conferences and before last home visit. If parents do not attend the conference, send the form home with the child.
- Please ensure I am informed when the meetings take place, I will meet with you all and check in with the parents at that time.
- If parents have a question you cannot answer please feel free to call me.



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CONFIDENTIALITY

We can only discuss Referrals, Evaluations, IEPs, and Progress reports with Legal guardians.

IEPs are VERY confidential !!

Please let me know if you get contacted about getting an IEP!



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BEHAVIOR REPORTS

The report will stay the same as last year. The point of the behavior report is to teach the children new skills, and give families the options to use the same language.

When writing down information for how parents can connect at home, these should be connection and relationship based.

If you feel you need a behavior report but do not know how to write it, that is perfect. Please give me or your center director a call. Conscious discipline is hard, we have compared it to learning a new language. It is often in these conversations we have found the core problems or solutions for the child.

Children with IEPs will continue to get road maps.

Zoe Road Map

Goals

1. Zoe will *request* items or actions.
2. Zoe will *name* items or pictures depicting items or actions
3. Zoe will correctly imitate a variety of sounds and words
4. Zoe will increase her average sentence length to 2.5

Strategies

- Use short concise directions
- Wait 5-10 seconds for a response
- Provide extra support during transitions
- When asking questions if she doesn't know answer give her answer and ask again
- Don't put her on the spot, will shut down

Zoe	Request items or actions	Name items or pictures	Imitate sounds and words	Increase sentence length
Meals	Model and have her ask for food	Label food have her point or repeat	Model and have her repeat	Model and have her repeat 1-2 words
Center	Describe objects and have her tell a peer	Label objects and have her repeat	Listen for dropped sounds and model	Model and repeat longer sentences
Outside	Have her repeat names of preferred toys, role model play help her play with peers	Label objects and have her repeat	Animal sounds and act out, and other types of loud sounds (car, baby, toys)	Play chase or easy games say peers name and use positional concepts
Circle	Ask WH questions (give answer if she can't name it and have her repeat)	Model and have her repeat target vocab words	Sing repetitive songs slowly	Model and repeat longer sentences

QUESTION

A child misbehaved in school, do we always have to give a behavior report?



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Any forms related to the DECA go into the mental health file.

Any developmental screenings, ESI, DIAL 4, ASQ goals tracking's forms will go into education.

Behavior reports – are logged in the mental health section of child plus and filed in the Mental Health section of the child file

FINDING INFORMATION IN CHILD PLUS

- Go to the Disability tab, under the “IEP/ IFSP” tab you will find a child’s IEP if they have one. They are also in the special needs section of the child’s file.
- A quick way to see if a child has a disability is to look next to their name on child plus. If there is a blue flag, that means they have a disability.
- ASQ 3 and DECA information are logged in the Education section of Child Plus. The requirements section will tell you when things are due.



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EDUCATION TAB

ChildPlus

Services

To-Do List

Entry Express

Management

Dashboard

Reports

Enter Report # ▾

Participants (17)

ID: 11066

Flags Send Message

Save

HS PY 2018-2019 • Ridgeline Terrace • < No Classroom >

Application Enrollment Family Services Health Immunizations Disability Mental Health Birth Transportation Education Attendance PIR

Events Requirements Education Information Attachments (0)

Education Events

Options

Add Event

Add Multiple Events

Exp.	Event Type	Date	Status	Expiration Date	Days Until Expiration	Actions	Needs Referral	Needs Follow-Up	Needs Eval.	Needs Tx	Received Tx
⊗	DECA Teacher	4/22/19	Passed	8/16/19	-5	0					
	2nd Parent Conference	2/21/19	Completed			0					
	1st Parent Conference	10/26/18	Completed			0					
	DECA Teacher	10/02/18	Monitor	3/31/19		0					
⊙	Developmental Screening	9/21/18	Passed	9/21/21	762	0					
⊗	DECA Parent	9/18/18	Passed	8/16/19	-5	0					

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ChildPlus
 Service Management Dashboard Reports

Participants (17)

Flags Send Message Save

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Application Enrollment Family Services Health Immunizations Disability Mental Health Birth Transportation Education Attendance PIR

Transactions Observations Mental Health Info Attachments (6) ← Click Here!

Mental Health Transactions

Trans. Date	Type	Source	Refer To	Provider	Funding Source	Completed
5/17/2019	Behavior Report	Teacher				
4/24/2019	Behavior Report	Teacher				
1/17/2019	Behavior Report	Teacher				
11/9/2018	Behavior Report	Teacher				

In the mental health section you can find all completed behavior reports as an attachment if you want to review it.

[Add Transaction](#) [Delete Transaction](#)

Transaction Date: 5/17/19

Transaction Type: Behavior Report

Status: [Dropdown]

Completion Date: [Calendar]

Source: Teacher

Provider: [Dropdown]

Funding: [Dropdown]

Refer to: [Dropdown]

Transaction Notes

5/22/2019 4:27 PM Amanda Fieldhouse Child Development Assist
5



11066

Flags Send Message

Save

HS PY 2018-2019 • Ridgeline Terrace • < No Classroom >

Application Enrollment Family Services Health Immunizations Disability Mental Health Birth Transportation Education Attendance PIR

Transactions Observations Mental Health Info Attachments (6) ←

Mental Health

Add Attachment Edit Details View Delete

	Service Area	Attachment Type	Description	Date Added	Added By	File Name	Size
	Mental Health		BR.11/9/18	11/27/2018	Fieldhouse, Ama...	BR11.5.Rm5....	91,102
	Mental Health		BR1/17/19	1/30/2019	Fieldhouse, Ama...	BR1.17RM5....	91,403
	Mental Health	DECA single rating	Pre	3/20/2019	Cullom, Krystyna	Single Rating...	52,634
	Mental Health		BR 4/24/19x2	4/25/2019	Fieldhouse, Ama...	BR.4.24.RM5...	135,940
	Mental Health	DECA single rating	Post	5/6/2019	Lezama, Nicole	DECA Post C...	52,915
	Mental Health		BR 5/17/19	5/22/2019	Fieldhouse, Ama...	BR5.17.RM5....	80,923

FOR CHILDREN GETTING IEPs- THIS IS WHERE UPDATED INFORMATION IS STORED.

Management Dashboard Reports

11066

HS PY 2018-2019 • Ridgeline Terrace • < No Classroom >

Application Enrollment Family Services Health Immunizations **Disability** Mental Health Birth Transportation Education Attendance PIR

Concerns (1) IESP IEP (1) Additional Info Attachments (2)

Concerns [Add Concern](#) [Edit](#) [Delete](#) [Close Concern](#)

Identified	Category	Closed	Closed Reason	LEA or Part C Agency
Closed	1/14/19 Language	4/05/19	IEP in Place	

Activities for the Language Concern [Hide Notes](#) [Add Activity](#)

Complete	Activity	Date	Status
✓	Concern Closed	4/05/19	Complete
✓	Diagnosis	4/05/19	Complete
✓	Evaluation	3/20/19	Evaluated - Eligible for Services (IEP/IFS...
	3/27/2019 11:37 AM Steffi Redhead Disabilities Coordinator Ready to set meeting. Struggling to get ahold of mom.		
	Referral - External	2/19/19	Parent Consent Obtained
	Referral - External	1/14/19	Awaiting Parent Consent
	1/14/2019 3:37 PM Steffi Redhead Disabilities Coordinator Mother was upset when speech was brought up, we are trying to contact her to set a meeting.		
	Concern Identified	1/14/19	Pending
	1/14/2019 3:36 PM Steffi Redhead Disabilities Coordinator Observations by Shannon Lloyed indicated continued concern for his development.		

SENSORY RESOURCES

We have....

- Ten noise cancelling headphones
- 20 body socks
- 10 weighted blankets
- Five weighted pandas
- Chewy tubes

Please let me know if you need any of our tools for our little ones.

DECA COVID CHANGES

- Deca should still be completed at the meet and greet.
- Option one – e-mail the PDF home and have them print and send back. They can take a photo. A member of the teaching staff will then enter it into the deca online system.
- Option two- read the questions to the families and log them online as you are going through.
- Option three – if families do not have an e-mail and are not comfortable with the teacher reading the questions to them we will send them home. If the family is picking up materials then we can give it then. Last case scenario, we can send it in the mail with a return envelope.

ANY QUESTIONS???



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