

FAMILY & LIFE

Children With Special Needs

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Understanding their needs

The American Academy of Pediatrics (AAP) defines children with special needs as “those who have or are at increased risk for a chronic physical, developmental, behavioral or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.”

For parents and primary guardians

Whether the circumstances originated at birth or are the result of an accident or illness, children with special needs require an entirely different approach to raising, education, and caring for them – day-to-day and long-term. As a parent or primary appointed guardian, you also direct any efforts involving physicians and therapists, social services professionals, educational staff, and immediate and extended family members. With an informed plan in hand and the resources for finding additional information, you can stay on top of managing your child’s care and have more control over what happens next.

Take action!

Confused by Acronyms & Abbreviations? You’re not alone!

Go to nichcy.org/families-community/acronyms and get team-savvy today!

Understanding the challenges

Appreciating the differences

Every child is unique. Each learns in different ways, excels at different things, and behaves in distinctive ways compared to other children their own age including their own siblings. Your child may be additionally unique in that they have other types of issues, including physical, mental or emotional disorders, or impairments of certain senses such as hearing or vision. Having a basic familiarity with what each category of special needs encompasses gives you a better understanding of challenges your child could face and the type of assistance they require. Note that some children will have special needs that overlap – for example, a child with physical limitations due to a medical disorder may also experience behavioral problems. Your pediatrician can best advise you as to your child's individual condition and recommend the most appropriate course of treatment.

Types of special needs:

For information and advice about these and other specific conditions, visit The National Dissemination Center for Children with Disabilities at nichcy.org and click “Disabilities.”

PHYSICAL

- Conditions that substantially limit basic life activities such as walking, climbing stairs, reaching, lifting or carrying.
- May require devices such as wheelchairs, crutches or artificial limbs (prosthetics).

EXAMPLES:

- Medical disorders such as muscular dystrophy, multiple sclerosis, cystic fibrosis, cancer or heart defects.
- Chronic medical conditions such as asthma, diabetes, or epilepsy.
- Congenital conditions such as cerebral palsy or spina bifida

DEVELOPMENTAL

- Conditions that substantially limit the capacity for self-care, communication, learning, mobility, self-direction or independent living.
- Conditions that limit or impact basic life activities including learning.

EXAMPLES:

- Genetic disorders such as Down syndrome or autism.
- Learning disabilities including dyslexia and central auditory processing disorders.

BEHAVIORAL/EMOTIONAL

- Conditions that adversely affect educational performance and interpersonal relationships and cannot be explained by intellectual, sensory or health factors.
- Conditions marked by general sadness or depression, inappropriate behaviors, anxiety or fears.

EXAMPLES:

- Bipolar disorder.
- Oppositional defiant disorder (ODD).
- Attention deficit hyperactivity disorder (ADHD).

SENSORY IMPAIRMENT

- Conditions that affect vision and/or hearing.
- Communication disorders that involve speech or language issues and that adversely affect a child's educational performance.

EXAMPLES:

- Visual impairments including total or partial blindness.
- Deaf or limited hearing.
- Speech disorders such as dysarthria (slurred, very soft speech).

OBSERVE, REACT, EVALUATE, ADVOCATE.

OBSERVE

You may have already noticed that your child has difficulties with forming words or have been notified that he or she is having trouble seeing the classroom blackboard. Other more obvious physical difficulties may have already presented at birth or soon after, while some characteristics and symptoms didn't become readily apparent until school-age years. No one knows our child better than you. So it's especially helpful to make note of any observations or concerns that you have as your child grows. Remember though, that as helpful as your observations can be, they're never a substitute for getting a professional diagnosis and early intervention whenever possible.

Parenting tip #1

If your child has a regular caregiver or daycare provider, attends school, or is frequently around extended family, consider asking them to note their observations as well. The more information your physician or other professional has about your child, the better they can diagnose and recommend appropriate therapies.

REACT

While it can be difficult to acknowledge that your child has special needs, delaying treatment or other therapeutic measures may also affect in part the outcome of any intervention. You can take charge of their future by reacting responsibly and informing your pediatrician of any changes in your child's behavior and activities. The sooner you seek out appropriate advice, the sooner any diagnosis can be made and the right course of treatment can be started.

Parenting tip #2

Better to err on the side of caution than dismiss something that just doesn't seem right to you about your typically calm infant or usually outgoing 10 year-old. Reacting quickly is distinct from overreacting and when it comes to children with special needs, being proactive is always in your child's best interest.

EVALUATE

Different disorders or conditions require different methods of evaluation and may include more than one type of practitioner or provider to make a definitive diagnosis.

Your Child's Pediatrician

- Can assess your child's development.
- Can provide referrals to medical specialists needed.
- May direct you to early intervention providers in your location.

Your State's Early Intervention Program (EIP) (For Infants and Toddlers)

- Provides specialized health, educational and therapeutic services for infants and toddlers having developmental delays or disabilities.
- Services vary by state.
- Your child must meet certain eligibility requirements to qualify for services.
- Visit necac.org/contact/ptccoord.asp to locate your state's provider.

Your Local Public School (For Children Over 3 Years of Age)

- Required by federal law to evaluate children as young as 3 years of age if a parent suspects a disability.*
- Contact your home school (the school located in your neighborhood that your child already attends or would attend if school-age) or the district's administration office for evaluation procedures.

**Early intervention is a system of services for children from birth to 3 years of age. Children at risk of a developmental delay or disorder are routinely referred to early intervention by their physicians. If a child qualifies, she may receive a range of services at no (or low) cost to the family. Early intervention is designed to improve outcomes for children with disabilities by providing age-appropriate and intensive interventions specific to an identified need.*

Parenting tip #3

When meeting with a physician, therapist, teacher, or other professional, make sure to bring your observations as well as a list of any questions. Be prepared to take detailed notes – and set up a paper or electronic file at home that organizes these materials to keep track of your child's progress over time. This will ensure that other adults responsible for participating in your child's care also have access to this vital information.

ADVOCATE

Throughout your child's infancy, youth, and sometimes even after they've reached adulthood, you will likely be the most vocal advocate for their success. But it's good to remember that other people – doctors, therapists, and teachers – are all part of your child's support system and can play an integral role in their future. Nurture a good relationship and encourage their participation by respecting their expertise but never let your own questions or concerns go unanswered.

This is YOUR child and as much as someone else may care about him or her, no one else can possibly be as invested in their well-being as you.

Gain Strength in Numbers.

Seek practical advice and support from other parents of children with special needs.

Ask your physician or contact local mental health agencies and community resources to recommend area support groups either specific to your child's diagnosis or just a general group.

Work with your child's teachers, childcare provider, and school staff to solicit their help – they have the advantage of experience in dealing with children who have special needs and can be an invaluable part of your team.

Get Informed.

- Learn as much as you can about your child's condition. Read articles, books, and research reputable online sites. Your physician may be able to direct you to some of these and a list of several excellent resources is also provided for your reference at the end of this booklet.
- Exercise your right to ask questions but don't alienate medical and other professionals who provide valuable assistance. Make sure you really listen to the answers.
- HOWEVER – when in doubt, get a second opinion. There's nothing wrong with being doubly sure when it comes to the health and well-being of your child.
- Seek out program options available in your area that can help your child with educational matters, medical therapies, appropriate play and recreational alternatives, and other services.
- Document your child's progress – in writing, through video, or both.

Think Long-Term

- Practice patience. Some things take time to attain and it's a good example as well to model resiliency for your child's benefit.
- Plan for the future while keeping an eye on more immediate goals. Children with special needs don't necessarily 'grow out' of a disorder or condition. While it may be disheartening to think of their circumstances as lifelong, it's also in their best interest to have a long-range plan of action that considers a variety of issues.

An education for your child and you

Caring for a child with special needs also includes ensuring they get an education that considers their differences as well as their learning style. Understanding the many terms, phrases and acronyms that make up the field of special education can help make sense of the process and give you an advantage in meetings with professionals who will be working with you and your child.

For detailed information visit the National Dissemination Center for Children with Disabilities at nichcy.org for the latest resources pertaining to disabilities in infants, toddlers, and youth.

The assessment process

Regardless of when your child was identified as having special needs, it is always necessary to obtain a formal evaluation in order for them to receive special education services through your school district. The procedure for each state's districts will vary according to the state-specific laws as well as the school's policies, but ALL must provide for this evaluation even if it is at your request alone.

Parents always have the right to refer their child for special education testing – whether or not a teacher or administrative staff member agrees with your concerns.

Remember that your child's future education depends on your ability to be proactive and informed.

What you should know

- The school system must ensure that your child's evaluation is focused on your child's needs and that it assesses all areas related to a possible or identified disability.
- If you are not convinced the school-administered evaluation has addressed all of your child's educational needs, you have the right to take your child for an independent evaluation, often at the school's expense. Consult your local home school (the neighborhood school your child would or does attend) for specific policies.
- You along with a team of qualified professionals will review the evaluation results and decide if your child has a disability as defined by the Individuals with Disabilities Education Act (IDEA). IDEA is a federal program that provides for services specific to babies and toddlers (up to age three) and school-age children. Under the terms of IDEA, your child is ensured a 'free and appropriate public education' (FAPE). You can also get a free copy of IDEA by visiting nichcy.org/laws/idea/copies
- Even if your child does not qualify under the terms of IDEA, he or she may still qualify for services under Section 504, which may be less detailed than those defined under IDEA.
- If your child is eligible for special education, you and the assessing team of professional will meet to create an Individualized Education Program (IEP) for your child. Special education services begin once you have agreed to the terms of the IEP.

*Confused by Acronyms & Abbreviations? You're not alone!
Go to nichcy.org/families-community/acronyms and get team-savvy today!*

A primer in federal education law

You may already have an idea as to how complex a process it can be to obtain services for your child in and out of school. But federal law does guarantee that regardless of any personal circumstances, your child has a right to learn and to reach their full potential – and any educational institution receiving federal funds and financial assistance is required to abide by these laws.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

- Governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.
- Applies to children from birth through 21 years of age having serious emotional disturbance, intellectual disabilities, traumatic brain injury, autism, vision and hearing impairments, physical disabilities or other health impairments.
- Requires that students with these disabilities be prepared for further education, employment and independent living.

SECTION 504 OF THE REHABILITATION ACT

- Prohibits organizations that receive federal financial assistance from discriminating in any way against children with disabilities.
- Requires schools to provide reasonable accommodations (including untimed tests, modified homework and other provisions) for these children.
- Applies to children whose disabilities are less severe than those covered under IDEA or do not fit within the IDEA eligibility categories. **Any child with an impairment that substantially limits a major life activity (including learning and social development) is considered disabled.**

THE AMERICANS WITH DISABILITIES ACT (ADA)

- Requires all educational institutions (other than those operated by religious organizations that do not receive federal funding) to accommodate the needs of children with mental or physical disabilities.
- Prohibits the denial of educational services, programs or activities to students with disabilities and prohibits discrimination against all such students.

NO CHILD LEFT BEHIND ACT

- Requires states to uphold achievement standards for all students in certain grades in order to receive federal funding; note that these standards have changed from the law's original enactment and periodically undergo updating. You can stay current as to any additional changes or reauthorization proceedings by keeping up with new published information at the U.S. Department of Education's site: *ed.gov/*
- Has improved expectations and results for students with disabilities.
- Eligibility criteria and available service vary by state. Consult your individual state's department of education for details.

Parenting tip #4

“Modifications” are typically changes to WHAT a child learns, possibly by reducing the core content in a subject area. “Accommodations” refer to changes in HOW a child may learn the same material as their classmates and demonstrate their knowledge.

The right to learn

While it's always in the best interest of your child to try to work out any differences of opinion or concerns in partnership with school officials, you may find it necessary to take certain steps to ensure your child is getting the right services.

- Request a copy of your school district's Section 504 plan to learn about services available to your child. Also, check out the U.S. Department of Education Office for Civil Rights, (ed.gov/ocr/) for help with specific disabilities covered under Section 504.
- If you feel the school district is not addressing the educational needs of your child, you may request a formal IEP meeting with a neutral facilitator. If the outcome is not satisfactory, a "due process" hearing can be requested through the local department of education. A mediator will provide neutral conversation between you and the school district so that the best plan can be developed – and followed – for your child's best interests.

Parenting tip #5

Nothing will be as important to your child's success as your advocacy of their education and staying on top of the latest developments. Don't hesitate to ask for everything to which your child is entitled. It's their right and their future – and you may be their most important voice.

Lessons outside the classroom

Not everything your child will learn takes place in the classroom. Never discount the value of your common sense and ability to give them the tools they require to do well even beyond scholastic, therapeutic, or other activities.

Self-confidence starts at home

For all children, achievement depends on their level of self-confidence and self-worth. Value your child's talents and efforts, but make sure your responses are authentic – nothing undermines your attempts to be a 'cheerleader' than overdoing it.

- Don't focus too much on your child's progress with therapy or learning new skills.
- Do provide opportunities for social interaction with other children of all skill levels as well as other adults through a variety of activities. Consider camps, school programs, and community resources for children with special needs that offer opportunities for success as well as introduction to new things and people.

Special Olympics is renowned for its programming that offers children with special needs the chance to develop physical fitness, skills, courage and friendships in a well-supervised and nurturing setting.

For more information visit specialolympics.org

Coping with bullying

A concern both in and out of school, bullying and teasing plague many children but can be of particular concern for children with special needs. As a parent you can help your child by:

- Promoting their strong sense of self. Recognize that you cannot isolate your child from disrespectful individuals – you don't want them to depend on you entirely to solve their problems but do make it clear that they can always come to you for help with a bully.
- Teaching appropriate ways to respond to bullying without fighting: ignore the bully, tell a teacher or other adult, develop relationships with classmates who can support one another in bullying situations.
- Communicating regularly with teachers to help them understand your child's disability and how it affects their interactions with other students. If possible, volunteer to participate in any school-sponsored programs to prevent and respond to bullying problems for all children.

Bullying has become a national issue and there are now many resources available to get more information and help for children of all ages, regardless of any disability or special needs.

Visit loveourchildrenusa.org for the latest updates and helpful ideas for raising healthy, self-sufficient children.

Adapt, adjust, achieve.

Many children with special needs depend on a highly structured schedule. When you know your child's schedule will be interrupted by a major change, such as a move, military parent's deployment, or even a family vacation, plan ahead to minimize the stress.

While changes to schedules can be disruptive, it's also important that your child learns to adapt to things they cannot control.

You can ease the stress of schedule or environmental changes depending on your particular child's personality as well as their disability – some children may not do well with too much advance notice while others are more comfortable when they have a great deal of warning that a major event will occur. Take into consideration each child's disposition and ability to grasp the significance of a change as well as the change itself.

For example, a trip to the store may not require as much advance preparation as letting your child know you'll be moving to a new home. Above all, DON'T communicate your own negative feelings about these events through words or your demeanor if possible. All children can sense when a parent is upset or nervous about something and it will only affect how they react to a new situation as well.

If appropriate:

- Begin talking about the change ahead of time.
- Keep a calendar to track the days (or weeks) until 'the great event'.
- When moving to a new home, show your child photographs of the new location. If possible, take them to the new house ahead of time and demonstrate the proximity to their school, friends' homes, grandparents, and other familiar destinations.
- If you're going to be traveling, consult your pediatrician for specific recommendations such as any special transportation requirements, provision of special seats or car restraints and similar safety guidelines. For more information about these and other related issues, visit the American Academy of Pediatrics (AAP) at aap.org

Parenting tip #6

Consider making a poster-board with some of the pictures of your new home to hang in your child's room. Once you move, display the poster-board in their new room to help make the connection. This can be a good project for all of the children in your family to do together as it might alleviate some of their uncertainties too.

Finding a balance

For more ideas...

Check out the Sibling Support Project, siblingsupport.org

Every family with children is faced with juggling multiple tasks and roles. For families who have children with special needs, maintaining a sense of balance can require more effort and prove more daunting from one day to the next. When in doubt, ASK FOR HELP. There's nothing more important for parents than to stay healthy, stay calm, and take care of their own needs. It's not selfish, it's sensible. You can't attend a school meeting, help with homework, go to doctor or therapy appointments, or focus on any tasks if you're tired and overwhelmed.

Positive ways to promote well-being

WHEN IT COMES TO YOUR OTHER CHILDREN

- Set aside one-on-one, uninterrupted time for your other children. Ask your spouse, a grandparent, close friend or a sitter to care for your child with special needs during these times.
- Arguments or sibling rivalry is a part of every family. Keep it in perspective but don't delay seeking outside help when necessary.
- Include other children in their sibling's care as appropriate and if they seem open to the idea. Don't make your other children feel like the primary caregiver – remember that they are kids too.
- Communicate and be honest with all family members. While you may have to give more time to your child with special needs make sure that everyone understands this does not mean they're loved any less.
- Respect ALL of your children's feelings. You can't always expect them to be understanding and compassionate toward a sibling with special needs. But you can ask them to voice their feelings to you instead of acting out. Encourage your children to speak honestly and openly – and acknowledge their achievements in doing so just as you would acknowledge a good report card.
- Be creative! Read up on how other parents and caregivers find ways to maximize the interaction and minimize stress. A special outing that's really meaningful to just one of your children can make them feel more appreciated, for example.

When it comes to other relationships...

- Make time for friends and family and try to maintain your relationships. If you can't be there in person, stay in touch via phone, e-mail, texts or social media. Don't isolate yourself!
- Embrace any offer of assistance – no one expects or wants you to do this alone! People actually like to feel needed so you'd be doing everyone a favor if your best friend suggests a family dinner at her house to give you a break from cooking. It can be a huge help to you and enrich your relationships as well.
- Don't expect to know everything. If you can't deal with a problem or need outside advice, get it without delay.

When it comes to your workplace...

- Know and understand your company's leave policy and try to give as much notice as possible when you have to be out with your child for doctor, school, or other appointments
- Be considerate of other employees when your absences may affect their workload and realize they may not always be understanding of your circumstances.
- Discuss with your employer the option to work flex-hours or from home.
- If you have company-issued health care insurance, investigate any home health caregivers coverage as well as other related benefits. Talk to your benefits administrator or human resources representative for the most current information.

When it comes to yourself...

- Remember that taking care of YOU is critical to your child's well-being.
- Get plenty of rest when possible, eat healthy meals and avoid energy draining fast-food solutions, try to exercise regularly, and practice deep-breathing techniques. For exercises and other de-stressing tips, check out: stress.org/take-a-deep-breath
- Take a break from it all – get away for an hour or two, ask someone else to pick up kids at school or even to take your child to an appointment. There is absolutely nothing wrong with giving yourself the freedom to be free from responsibility for a little while!
- Time constraints may dictate reducing some – but not all – of your own activities or hobbies. Concentrate your efforts on one or two things and you'll feel less like you've compromised your lifestyle choices.
- Feeling more anxious or blue? If it lasts longer than a few days, talk to your own doctor, a counselor, or clergy member. Caring for a child with special needs can be emotionally and physically exhausting so do whatever it takes to cope and manage your busy life.

Parenting tip #7

Check out a variety of resources and support for parents of children with special needs. You'll find all kinds of articles, ideas, community forums and more. For parents whose children have learning disabilities, the National Center for Learning Disabilities at ncl.org is a diverse site for support, connecting to local resources in your city, understanding different disorders, and many other related issues.

Resources for military families

Military parents whose children have special needs also have a variety of different resources provided through the military healthcare system.

EXCEPTIONAL FAMILY MEMBER PROGRAM (EFMP)

Helps servicemembers locate the appropriate resources for their child. The EFMP has two components – personnel and family support. Your military installation can assist you with completing the appropriate documents to enroll in the EFMP program.

TRICARE

The military health insurance plan for eligible family members of active duty servicemembers, military retirees and their eligible family members, surviving eligible family members of deceased active duty or retired servicemembers. In addition to standard TRICARE benefits there are additional benefits available for the dependents of active duty servicemembers who have a disability.

SPECIALIZED TRAINING OF MILITARY PARENTS (STOMP)

STOMP is a National Parent Training and Information Center for military families providing support and advice to military parents regardless of the child's medical condition. For more information on STOMP visit stompproject.org

THE TRICARE EXTENDED CARE HEALTH OPTION (ECHO)

TRICARE plan selected by the servicemember.

Depending on the diagnosis, ECHO may provide the following:

- Medical and rehabilitative services.
- Training to use assistive technology devices.
- Institutional care when a residential environment is required.
- Transportation under certain circumstances.
- Assistive services, such as those from a qualified interpreter or translator, for beneficiaries whose visual or hearing impairment qualifies them for ECHO benefits.
- Durable equipment, including adaptation and maintenance.
- In-home medical services through TRICARE ECHO Extended Home Health Care (EHHC).
- In-home respite care services.

Stay organized

You shouldn't be the only person who knows where everything about your child's care is located. Physician records, school documents, and insurance forms alone can add up to a mountain of paperwork and files.

Designate a place for everything and put everything in its place. Ultimately you'll save yourself the hassle and stress when you're trying to find a particular item.

Steps to make life easier

REMEMBER TO:

1. Create a contacts list of all physicians, agencies, and other providers having information about your child. Include mailing addresses, phone numbers, and e-mail addresses.
2. Ask each provider to provide complete copies of your child's records. Many physicians' charge fee for making printed copies so ask about their policies in advance.
3. Keep copies of your child's educational records – evaluations, written correspondence with teachers and other documents.
4. Take detailed notes of conversations with physicians, insurance providers, service agencies, government offices or community organizations. Record the name of the individual, date of the conversation, contact information, and content of the discussion.
5. Invest in an affordable document scanner for your home and store data in a secured folder on your computer or an external drive. You'll save time and money by being able to facilitate record-keeping quickly and cost-effectively. If this isn't an option, then keep all information in a master file, sorted by year and date and make sure your spouse and at least one other trusted individual knows where the information is located.
6. When possible, store copies of all records in a safe-deposit box as well as with your family lawyer.

Planning for future care

With all the time you spend thinking about your child's immediate need, it's easy to overlook planning for the future. Consider these basics and always talk to your legal or financial adviser for professional advice that's pertinent to your family's situation.

LETTERS OF INTENT

A letter of intent is not a legal document. However, it is an important way to communicate your child's needs and your wishes to future caregivers. It should contain every detail of your child's medical needs, schedule, and care and be updated regularly.

WILLS

Without a will, a court makes decisions about your property according to state law and does not consider how those decisions might jeopardize your child's access to care. A will is necessary for you to name a guardian who can provide for your child's care; you should also consider naming a successor in the event that the guardian you select now is unable at a later date to take on the responsibility.

SPECIAL NEEDS, UNIQUE REWARDS

Caring for a child with special needs calls for patience and adaptability as well as an appreciation for all the joy your child can add to you and your family's life. Parenting is rarely easy under any circumstances so recognizing the challenges you may face is often the best approach to ensuring your child gets the best care. Try not to ignore your own needs and make time to relax and regroup when life poses too many demands. Most of all, don't view yourself as only a caregiver. Rather, acknowledge your role as the recipient of much love and potentially even greater rewards.

SPECIAL NEEDS TRUST

Even with a will, you will need to make special provisions to ensure your child does not become ineligible for certain government benefits upon your death. A special needs trust, or supplemental needs trust, can allow you to leave money or other assets to your disabled child without loss of eligibility for additional benefits. This type of trust can ensure that your child receives money for education, counseling, medical attention, or other disability-related expenses not covered by public assistance. The trust may be funded through a life insurance policy or assets such as bank accounts or real estate.

Think of the attention to detail and time you've invested to date in your child's current well-being. Get professional guidance today from your expert adviser and don't leave the future care to chance.

For more information

Material used in this booklet in part or where directly attributed includes the following resources, which also provide more information about caring for children with special needs:

American Academy of child and Adolescent Psychiatry (AACAP) (202) 966-7300 <i>aacap.org</i>	National Dissemination Center for children with Disabilities (800) 695-0285 <i>nichcy.org</i>
American Academy of Pediatrics (AAP) (847) 434-4000 <i>aap.org</i>	National Early Childhood Technical Assistance Center (NECTAC) (919) 962-2001 <i>nectac.org</i>
Center for the Improvement of Child Caring (CICC) (800) 325-CICC (2422) <i>ciccparenting.org</i>	National Institute of Child Health And Human Development (NICHD) (800) 370-2943 <i>nichd.nih.gov</i>
First Signs, Inc. (978) 346-4380 <i>firstsigns.org</i>	Social Security Administration (SSA) (800) 772-1213 <i>ssa.gov</i>
Military Child Education Coalition (MCEC) (254) 953-1923 <i>militarychild.org</i>	U.S. Dept. of Education Office of Special Education and Rehabilitative Services (OSERS) <i>ed.gov/about/offices/list/osers/index.html</i>
Military Interstate Children's Compact Commission (MIC3) (859) 244-8000 <i>MIC3.net</i>	United Way For a list of local offices in your area, go to: <i>liveunited.org</i>
My Child Without Limits <i>mychildwithoutlimits.org</i>	
National Center for Learning Disabilities (212).545.7510 <i>nclld.org</i>	

CHILDREN WITH SPECIAL NEEDS:

(Two training hours)

TEST

Student Name: _____ **Date:** _____

Instructions: Read each of the following questions and then **CIRCLE** your best answer.

1. Which of these are types of Special Needs?

- A. Physical and Developmental
- B. Behavioral and Emotional
- C. Sensory Impairment
- D. All of the above

2. What type of special needs may require devices such as wheelchairs, crutches, or artificial limbs?

- A. Physical
- B. Developmental
- C. Behavioral
- D. Emotional

3. Early intervention is a system of services for children from birth to 4 years of age?

TRUE or FALSE

4. Early intervention is designed to improve outcomes for children with disabilities by providing early, appropriate and intensive interventions.

TRUE or FALSE

5. Your child's pediatrician:

- A. Can assess your child's development
- B. Can provide referrals to medical specialists as needed
- C. May direct you to early intervention providers in your location
- D. All of the above

6. When your child is diagnosed with special needs:

- A. Consider a second opinion
- B. Become an expert
- C. A only
- D. B only
- E. Both A and B

OVER→→

7. Special education services begin before the individualized educational services?

TRUE or FALSE

8. Which are federal laws for children with special needs?

- A. The Individuals with Disabilities Medical Act
- B. No Child Left Behind Act
- C. A only
- D. B only
- E. Both A and B

9. To ensure your child receives appropriate services you may need to request a copy of your school district's _____ plan in order to be fully aware of the services available to your child.

- A. Section 500
- B. Section 502
- C. Section 504
- D. Section 508

10. The Exceptional Family Member Program (EFMP) helps service members find the appropriate resources for their child and it has two components: personnel and family support.

TRUE or FALSE

FILL OUT YOUR INFORMATION BELOW AND SEND YOUR COMPLETED ANSWER SHEET TO THE ADDRESS BELOW.

INCLUDE YOUR CHECK or MONEY ORDER FOR \$ 10.00 (PER TEST)

ONCE RECEIVED A CERTIFICATE WILL BE MAILED TO YOU.

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

PRESCHOOL NAME: _____

MAIL TO:

Lifetech Instructional
1423 Wisconsin Avenue
Palm Harbor, Fl. 34683