

Parenting Special Needs Children

St. Luke Elks Rehab

Beth Jacob OTR/L

Kelly O' Leary MS CCC-SLP,

Labels

- The implications of a diagnosis can be different for all parents and families.
- Some parents feel relief to finally have answers and a name to what they have been going through.
- Others may be in denial themselves or ashamed to tell others. Guilt as a parent can also impact the family dynamics.
- Handout

Elizabeth Kubler- Ross

- Denial
- Anger
- Bargaining
- Depression
- Acceptance



Paralympics and Special Olympics



Speech and Language



Role of SLP

- A speech-language pathologist is responsible for the diagnosis, prognosis, prescription, and remediation of speech, language, and swallowing disorders. A speech-language pathologist evaluates and treats children and adults who have difficulty speaking, listening, reading, writing, or swallowing. The overall objective of speech-language pathology services is to optimize individuals' ability to communicate and swallow, thereby improving quality of life.

-American Speech-Language-Hearing Association

Areas of Communication Difficulties

- Articulation
- Expressive Language
- Receptive Language
- Stuttering/Fluency
- Voice
- Pragmatic Language
- Swallowing

Receptive Language

- Ability to process, comprehend, retain, or integrate spoken language.
- Individuals who struggle in this area have difficulty with language processing and the connection between words and ideas they represent.
- Spoken words may sound like a foreign language.
- Other names:
 - Auditory Processing, CAPD, Aphasia, Comprehension Deficit, Memory deficit

Expressive Language

- The use of words, sentences and writing to convey meaning and messages to others.
- Include being able to label objects in the environment, describe actions and events, put words together, use grammar correctly (e.g. " I had a drink" not "me dranked ", etc), retell a story, answer questions appropriately and write a short story, etc.

Pragmatic Language



Why Bob lives alone.

Pragmatic Language

- Also known as social communication skills
- Children with pragmatic language issues often:
 - Say inappropriate or unrelated things during conversation
 - Tell stories in a disorganized way
 - Have little variety in language use

Pragmatic Language

- The use of language for different purposes:
 - Greeting, Informing, Demanding, Requesting and Promising
- Changing language to fit the situation:
 - Using a quieter voice indoors than outside, speaking softly to a baby, not interrupting when someone else is speaking, not talking "over" someone else
- Following conversational rules:
 - Knowing how to introduce new topics, understanding turn taking in conversation, using verbal and non-verbal cues, knowing how to end a conversation, staying on topic while conversing, using appropriate body language and facial expressions in conversation, as well as keeping polite personal space when speaking to someone

Ways to communicate

- Guiding/Leading
- Eye Contact
- Gestures
- Sign Language
- Photo/pictures
- Verbal

Functional Communication

- Function – what is the purpose? (e.g. request, reject, comment)
- Form – what mode works best? (e.g. verbal, signs, pictures, photos)
- Fit – does the mode suit the child's need?
 - Developmentally appropriate
 - Family functioning

Functional vs. Not Functional

- What is functional?
 - Child saying “pour juice” while looking towards the person with the juice.
 - Child pulling another person’s hand to request continuation of “Pat a Cake”.
- What is not functional?
 - Child naming the colors of cars seen without directing his comments to others (by looking at them, etc.). There is no intention to communicate.
 - Child says “cookie” to request every food item. This is not an effective way to communicate, even though we may eventually figure out what the child means.

AAC

- Alternative and Augmentative Communication
 - Includes all forms of communication (other than speech) that are used to express wants, needs, thoughts, ideas.
 - Unaided – gestures, body language, sign language
 - Aided – paper and pencil, communication boards, communication books, speech generating devices
 - AAC users should continue to use speech if they can, AAC devices are used to enhance their communication.

Sign Language

- Always combine labeling with sign language
- Consider age and fine motor skills
- Helps to reduce frustration
- Recommend starting with 5 functional signs
 - Ex. Mommy, Daddy, eat, milk, more, etc
 - Resource: “Baby Signing Time” series

Visual supports

- Children can learn from input to all senses
 - Auditory information is transient and abstract (once spoken, it is gone)
 - Visual information permanent (it can repeatedly reviewed)
- It does not matter if the child is verbal or nonverbal – visual strategies help enhance understanding for children at all levels.

Why use visual supports?

- Mode of functional communication
- Facilitate the development of grammar
- Word retrieval
- Connect meaning between objects/actions
- Ease transitions
- Outline behavioral expectations
- Explain social situations and “rules”

Choice Board

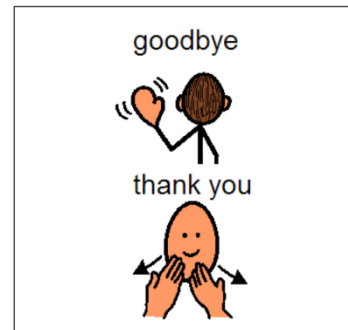
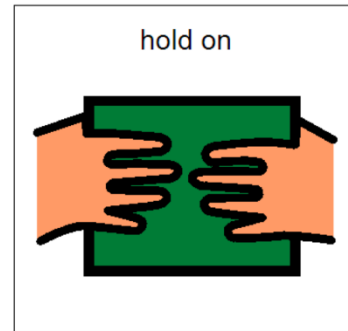
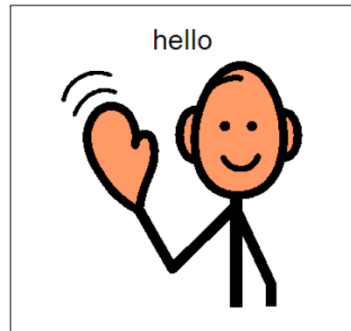
<p>I want</p> 	<p>crayons</p> 	<p>markers</p> 
<p>pencil</p> 	<p>stickers</p> 	<p>paper</p> 
<p>paint</p> 	<p>glue</p> 	<p>scissors</p> 

Following Rules

Rules for Board Games

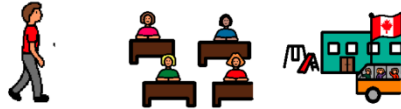
	Only touch your own pieces.
	Hands away from board unless it is your turn.
	Wait patiently for your turn.
	Win politely - "Good game, thanks for playing."
	Lose politely - "Good game, thanks for playing."
	Have fun with your friends.

Rules for answering the phone



Social Story

Walking in the Hallway



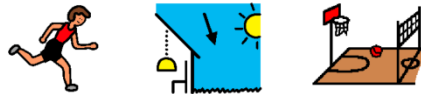
I walk in the classroom at school.



I walk in the hallways with quiet feet at school.



I walk up the stairs and down the stairs at school.



I can run outside or in the gym.

Picture Exchange Communication System

- Visually presented method for teaching children with autism to comprehend language.
- The PECS method has six sequential and systematic phases, each of which breaks the task of language acquisition into small steps. Each phase must be presented in order.
- As children master each phase, they are advanced to the next appropriate phase.

PECS



Topic Board

- Help with conversation and remaining on topic.
- Help to use appropriate comments or questions.
- Understand how to engage back and forth or turn-taking in conversation
- Handout

Any Questions?



Additional Information

- www.boardmaker.com
- www.pecs.com
- www.asha.org
- http://www.speakingofspeech.com/Social_Skills_Pragmatics.html

Children's counseling

Occupational Therapy

- In its simplest terms, occupational therapists help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. (www.AOTA.org)

Education and expectations

- Having a clear understanding of normal development can help decrease unrealistic parent expectations, anger and escalation of situations. Therapy services can help educate parents and caregivers.



Example of unrealistic expectations

- A four year old child may be able to behave in Wal-Mart with clear rules and cues for 10 min, but a hour shopping trip is unrealistic.
- What time of day are they in Wal-Mart? Just after an nap or 10:00 at night will have very different risk factors for abuse or meltdowns.



Developmental Behaviors

- A toddler will be able to take off their shirt prior to being able to put on their shirt. Taking off their shirt is not to annoy the parents but a developmental step in learning to dress.
- A young child will play and throw food prior to learning to keep the food on their plate. These steps are part of normal development.



Peabody Chart

<http://www.proedinc.com>

Sensory

- Children and adult's all have a sensory system. This system is always gathering information or data, the data goes into the brain or "the computer" and then a action happen.
- One example is you feel a bee sting and you slap at the stinging sensation.
- See chart

Quiz name all of the senses

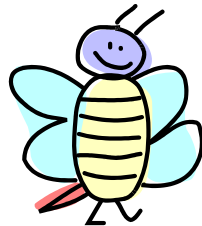
- Quick take a second to name all of your sensory systems.
- How many did you get?

Sensory

- Tactile
- Olfactory
- Auditory
- Movement or Vestibular
- Muscle and Proprioception
- Visual
- Taste or Gustatory

Examples

- If the sensory system is abnormal then behaviors or actions may be abnormal.
- A child with overly sensitive ears to noise is hiding under the dinner table. This is a protective action, it is quieter under the table. A parent who has a special needs child may require training to tease out bad behaviors and problem solve sensory solutions.



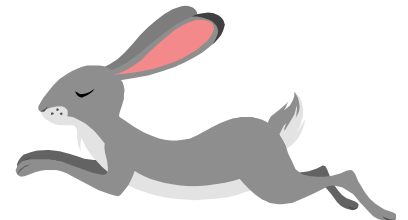
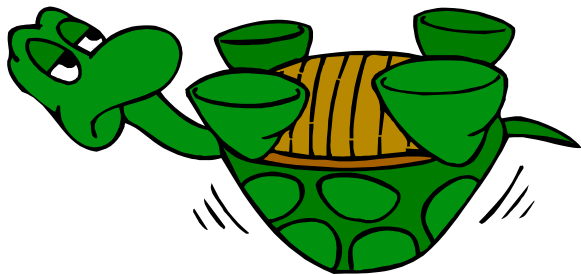
Examples Continues

- A special needs child may have a very disruptive sleep cycle leaving the parents and child exhausted. A occupational therapist can give parents a variety of tools and ideas for getting the child to sleep.



The Alert Program

“This program introduces the Alert Program (AP) to therapist, parents, teachers and other professionals. AP promotes awareness of how we regulate our arousal states and encourages the use of sensor motor strategies to manage our levels of alertness.”



Engine Slide

- Think of the body as a engine. A engine can be too slow, too fast or just right. What speed does a engine or body need to be to listen and learn? High is fine for a race but not bed time.



Engine levels conflict

- Think about times of day as a parent your engine is too slow or too fast. Now think about a time of day when your children's engine speed is not ideal. If your child's engine speed is high in the morning and the parents is low this is a prime time of day for conflict. O.T. can teach some life supports to the parent and child.

Alert Program

- “The program consists of a series of lessons and activities that incorporate sensory integration techniques with cognitive approaches. It can be implemented by therapist, teachers or parents, with consultation from an Occupational Therapist.”

Additional Information

- Blanket www.specialneedtoys.com
- Peapod www.sensorysmarts.com
- Alert Program www.alertprogram.com
- www.aota.org
- “The out-of-sync child: Carol Stock Kranowitz” is at the Boise library for free and is a very well written book on sensory children.