

APPENDIX F

NEEDS ASSESSMENT

How to use this section:

This section includes a copy of the needs assessment sent out to randomly chosen local Toledo day care providers in August 2000. Responses are recorded on the needs assessment form.

14 Collaboration with professionals/therapists who work with the child
5 Specific disabilities (please list) **Autism (3), Blind, Vision Impairment, ADD, ADHD, Hearing Impairment**

6. Are you familiar with :

Americans with Disabilities Act (ADA)	Y (<u>17</u>)	N (<u>8</u>)
Individuals with Disabilities Education Act (IDEA)	Y (<u>12</u>)	N (<u>12</u>)
Individualized Family Service Plan (IFSP)	Y (<u>15</u>)	N (<u>9</u>)
Individualized Education Plan (IEP)	Y (<u>16</u>)	N (<u>8</u>)

7. Are you aware of any infants or toddlers, ages birth through three, in your center who are currently on an Individualized Family Service Plan (IFSP)?

Yes (4) No (13) Do Not Know (9)

8. Are you aware of any children, ages three or older, in your center who are currently on an Individualized Education Plan (IEP)?

Yes (11) No (10) Do Not Know (6)

9. Do you communicate with or receive support from other professionals or therapists (Occupational Therapist, Physical Therapist, Speech Therapist, Teacher, Early Interventionist, Physician) who work with children with disabilities in your center?

Yes (10) No (12)

If yes, how do you communicate with them (phone, fax, email, folder, in-person meeting)? **Phone (5), Person-to-Person (5), fax (2)**

10. Beyond the standard information gathered in the enrollment packet, is any additional information collected on a child with a disability from parents, professionals, or teachers who work with the child?

Yes (15) No (12)

If yes, how (child profile, interview, survey, questionnaire)?

Head Start Social Worker, referral agency, Health Plan information, IEP, Child Profile, conversation with parents and special education teacher, parent and child interview, questionnaire, Form 5101: 2-12-52 from Ohio Dept. of Human Services (“Care of Children with Handicapping or Health Conditions)

11. Circle the outside agencies from which you receive support.

Lucas County Board of Mental Retardation and Developmental Disabilities (LCBMRDD)	Yes (<u>7</u>)	No (<u>10</u>)	Never Heard Of (<u>2</u>)
Toledo Public Schools	Yes (<u>13</u>)	No (<u>9</u>)	Never Heard Of (<u>2</u>)
Family Information Network	Yes (<u>5</u>)	No (<u>11</u>)	Never Heard Of (<u>2</u>)
Lucas County Collaborative	Yes (<u>5</u>)	No (<u>11</u>)	Never Heard Of (<u>2</u>)
WGTE	Yes (<u>10</u>)	No (<u>9</u>)	Never Heard Of (<u>2</u>)
Easter Seals	Yes (<u>6</u>)	No (<u>12</u>)	Never Heard Of (<u>2</u>)

Other (please list): **Harbor Behavioral, Early Start, LCBMRDD Early Intervention, Toledo Speech and Hearing, Lucas County Health Board, ARC**

12. What types of support do you think would be helpful for you to care for children with disabilities in your center?

See attached _____

13. Is there a behavior policy for behavioral issues at your center?

Yes (19) No (4) Don't Know (1)

If yes, is the policy the same for all children? Yes (17) No (4)

14. Have you used outside resources or agencies, such as Gentle Teaching or the Lucas County MR/DD, to address behavioral issues or concerns, such as physical aggression or sexuality concerns?

Yes (6) No (10) Did Not Know Any Were Available (5) Not Sure (2)

If yes, please list the resource or agency contacted: **Harbor Behavioral, Children's Services, LCBMRDD, ARC**

15. What barriers have you experienced with including and/or caring for children with disabilities at your center (please check all that apply)

10 Not enough knowledge of disabilities

16 Not enough staff

2 Not enough outside support

6 Not aware of resources

5 Toileting issues

14 Behavioral issues

6 Medical issues/concerns

2 Do not know how to include them in activities

Other: **Not Sure; The center is located down a full flight of stairs and all children must be mobile enough to evacuate if needed, Do not have children**

with special needs at our center

16. What benefits have you experienced by having children with disabilities at your center (please check all that apply)

21 Typical children learn acceptance of all people

19 Typical children have opportunities to develop new friendships

4 Receive a lot of parent support

12 Parents of typical children learn more acceptance

12 Child with the disability provided greater opportunities to interact, learn from peers, and develop new friendships

2 Receive community support

Other: **Not Sure, teachers learn to be creative, networking with other Professionals**

17. Please circle the appropriate answer for each disability.

	Do you have, or have had, a child with this disability in your center?	Do you think you could accommodate for a child with this disability in your center?
Traumatic Brain Injury	Y (<u>1</u>) N (<u>24</u>)	Y (<u>3</u>) N (<u>18</u>)
Cerebral Palsy	Y (<u>3</u>) N (<u>20</u>)	Y (<u>11</u>) N (<u>11</u>)
Autism	Y (<u>6</u>) N (<u>18</u>)	Y (<u>12</u>) N (<u>12</u>)
Hearing Impaired	Y (<u>7</u>) N (<u>16</u>)	Y (<u>15</u>) N (<u>9</u>)
Visually Impaired	Y (<u>5</u>) N (<u>17</u>)	Y (<u>17</u>) N (<u>8</u>)
Severe Behavior	Y (<u>17</u>) N (<u>9</u>)	Y (<u>16</u>) N (<u>9</u>)
Learning Disability	Y (<u>17</u>) N (<u>9</u>)	Y (<u>24</u>) N (<u>2</u>)
Down Syndrome	Y (<u>3</u>) N (<u>21</u>)	Y (<u>13</u>) N (<u>9</u>)
Physical		

Disability	Y (<u>6</u>)	N (<u>18</u>)	Y (<u>15</u>)	N (<u>10</u>)
Nonverbal	Y (<u>8</u>)	N (<u>17</u>)	Y (<u>13</u>)	N (<u>12</u>)
<p>*Additional comments written in next to responses:</p> <ul style="list-style-type: none"> • Have no children with disabilities (1) • Want training on how to accommodate (1) • Depends on severity of disability – Autism, Severe Behavior, Traumatic Brain Injury, Down Syndrome (5) • One-on-one aid would be needed (2) • Have child at center, but cannot accommodate because of low staff (2) 				
<p>18. Please list any strategies you have used to include children with disabilities in activities, address behavior issues, obtain resources, communicate with parents/professionals, etc. that have been successful for you in your center:</p> <p><u>See attached</u> _____</p> <p>_____</p>				

Thank you for your participation in the needs assessment. If there are any other concerns, comments, or suggestions for the resource guide and curriculum manual, please list them below or contact me at any time.

See attached _____

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2. How do you define disability?

- Could be many different disabilities such as physical, mental, emotional.
- Children who may be mentally, physically impaired, developmentally delayed, have serious emotional problems.
- Any physical or mental abnormality that may cause a child to need extra care.
- Any diagnosis requiring special attention and/or special needs in a group care setting.
- Special care needs: examples are hearing impaired, speech impaired, Autistic (mild), behavior problems, physically disabled, medically fragile, diabetes.
- Having some limitation, but not giving up on a child. Find activities that they can feel successful in.
- A child with some kind of handicap or illness that they cannot control.
- Special needs in that child.
- Any child with any special need (behavior, physical, etc.).
- Restrictions or limitations due to a physical or mental condition.
- Something that disables you to function “normally” in our society.
- Any certain mental or physical handicap that a child may have that would prevent them from participation in “typical” events.
- When you need a one-on-one with teachers; handicap accessible.
- Children who may need a little or a lot extra care to accommodate special needs.
- The lack of being able to do something, mental or physical.
- Can be a learning disability, such as ADD, to a physical handicap, such as a child in a wheelchair or with crutches (different varieties of physical handicaps).
- Any social, emotional, or physical characteristic that challenges their experience of group care.
- A child who needs one-on-one attention.
- A child who has a handicap or is slower in a particular area than that of the “norm.”
- Physical and/or emotional differences in the “norm” of development
- Something that disables the brain to react to things slowly
- Physical and mental disability – physically you cannot do things for yourself. Mentally you cannot comprehend or read things and you may or may not have a short term memory. Basically you will always need someone to help you whether you are physically or mentally disabled
- Not being able to function like a normal person, or having limitations on what we call normal
- A child who has special needs that are different than the group as a whole

- We do not define it – parents tell us at enrollment about any special considerations the child has

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4. Have you attended any trainings specific to children with disabilities?

List training:	Was it helpful?
• Seminars – CPC Conference	Yes
• Schooling – Grace College	Yes
• SERRC classes	Yes
• BGSU classes	Yes
• Early Childhood Conferences	Yes
• Hearing Impairment workshop	Yes
• Child Abuse (physical and mental)	Yes
• Seizure disorder workshop	Yes
• Addressing Disabilities in the Classroom workshop	Yes
• Many ADHD Trainings	Yes
• U.T./Owens Project Open House 1997	Yes
• Project Open House	Yes
• Project Open House	Yes
• McKesson Family Center	Yes
• U.T. Special Education classes	Yes
• Owens College Special Education classes	Yes
• University of Toledo	Yes
• Many in-services (variety of topics)	Yes
• Owens Community College	Yes
• ADD workshop	Yes and No
• College level courses in Adapted P.E.	Yes
• 3 semesters in Perceptual Motor Development program	Yes
• Fetal Alcohol Syndrome workshop	Yes
• Epilepsy Center (came to center)	Yes

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12. What types of support do you think would be helpful for you to care for children with disabilities?

- Trainings
- Support groups for families
- Good communication with parents
- Special Education classes with materials given to teachers
- IEP training
- One-on-one aid in room
- Paraprofessionals in room
- Support from outside agencies
- Medical staff person on site
- In-services on specific children at the center and their disability
- Special Education teacher and assistant at the center
- Workshops
- Extra money
- Extra staff
- Support from the child's family
- Support from other professionals in the field
- Any type of support needed and welcome
- Personal contact with child's particular therapist or case worker
- Support with evaluation of children who need to enter the system

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18. Please list any strategies you have used to include children with disabilities in activities, address behavior issues, obtain resources, communicate with parents/professionals, etc that have been successful for you in your center.

- We communicate with our parents on a daily basis, and our parents usually call during the day to check up on their child. We also have not had many children with severe disabilities. The most important thing is to always include and accommodate children in all activities.
- Team teaching, Double ARC assessment and training, Toledo Hearing and Speech intervention.
- With the help of a trained professional, we have worked with a child with a severe learning and behavior disability. We are handicap accessible to allow children with physical disabilities to enroll.
- We use equipment that is special needs friendly.
- Read stories about disabilities, include the children with behavior issues with other children who do not have behavior issues, make activities that all children can do, ask parents to help out in the classroom.
- When we know a child with a disability will enroll with us, we try to have parents meet with staff before the child comes to our center.
- Try to encourage child to be a part of total group; accept the child as a child; provide experiences that will help promote growth; provide parents with appropriate resources to help meet their needs.
- We try to make all kids feel special (disability or not). In many cases, more staff is needed to provide the proper care for kids with disabilities.
- At one time we had a 7-year old boy that was hearing impaired. All the staff and most of the kids learned sign language. We also had an 8-year old boy that had autism. He didn't communicate to the children, but the children accepted him.

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Additional concerns, comments, or suggestions:

- If there is a child with a lot of medical concerns I feel that we are not equipped without having a medical person on staff.
- I have never dealt with a person who is disabled. The boy we have has epilepsy and does not require too much of a change in routine.
- I am a parent of vision impaired children and am VI myself. If you would like more specific information, please contact me.
- If someone who is trained and would like to come to our center to do a 2-hour training program on ways to assure us how we can be comfortable in caring for these children, please contact us (Trilby Day Care).