

PRESCHOOL INCLUSION

A MULTI-DISCIPLINARY APPROACH



FOR OUR LITTLE ONES

TOTAL COMMUNICATION PTE LTD

**Speech and Language Therapy
Occupational Therapy
Educational Therapy**

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WHY IT MATTERS TO START INTERVENTION DURING PRESCHOOL YEARS

Intervention can start at as early as the child's pre-schooling years. In fact, decades of rigorous research show that the critical period of child brain development happens in the earliest years under the age of six. The Center on Developing the Child at Harvard University (2008; 2010) summarized most research in this area as follows:

- Neural circuits, which are the foundations of learning, behavior and health, are most malleable during the first three years of life
- Early social and emotional development and physical health provide the foundation upon which cognitive and language skills can develop
- High quality early intervention services can alter a child's developmental trajectory and improve outcomes for children, families and communities
- Intervention is likely to be more cost-effective when provided earlier rather than later in life

This programme aims at ensuring behavioral and/or learning challenges detected in children during their preschool years are remediated early to allow them to cope with their peers in preschool and in their later years.



WHO IS IT FOR

This programme is suitable for:

- Children with mild to moderate language / developmental delay who needs Pull Out and Push In Services in a Supportive Environment
- Children who are with mild to moderate Autism Spectrum Disorder who would benefit from an inclusive setting as well as intensive therapy.



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BENEFITS OF QUALITY SERVICES

Good quality early intervention services serves a multitude of benefits including health (Center on the Developing Child at Harvard University, 2010), language and communication (American Speech-Language Hearing Association, 2008; McLean & Cripe, 1997), cognitive development (Hebbeler, Spiker, Bailey, Scarborough, Mallik, Simeonsson & Singer, 2007) and social/emotional development (Landa, Holman, O'Neill & Stuart, 2010). Families also benefit significantly from having training on how best to meet their child's needs and scaffold their development throughout their lives (Bailey, Hebbeler, Spiker, Scarborough, Mallik & Nelson, 2005).

Here at Total Communication, we are dedicated to providing high quality services. Our Multi-Disciplinary Team bring their sound knowledge and skills in selecting and using evidence based techniques combined with the best therapy tools from all over the world.



IMPORTANCE OF AN INCLUSIVE SETTING

Decades of research has shown that, if given meaningful interactions in inclusive classrooms with typical children, children with special needs can gain positive outcomes across all developmental domains (Holahan & Costenbader, 2000; Odom, 2000; Rafferty, Boettcher, & Griffin, 2001), develop friendships and social networks (Hall & McGregor, 2000) and are more likely to demonstrate positive social behaviors compared to those in special education settings only (Holahan & Costenbader, 2000; Strain, Bovey, Wilson, & Roybal, 2009).

Furthermore, one of the most pertinent reasons for intervention to take place in natural or inclusive settings is to take advantage of all the potential learning opportunities to enhance behavior and development (Bruder, 2010). Such learning usually centers around every day routines (e.g. mealtimes, play time, story time), which involve the active participation of the child in learning and they serve to strengthen existing abilities, whilst promoting development of new competencies (Bruder, 2010).



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COMBINING THE BEST OF BOTH WORLDS

Total Communication brings you the best of both worlds in combining the principles of Early Intervention Multi-Disciplinary Intervention with Inclusive Practices for a high quality Early Intervention Program. Our multidisciplinary team of qualified and dedicated speech language pathologists, occupational therapists, educational therapists work with an inclusion practitioner and educators in the school to bring individualized, remediation plans to practice.

We work with mainstream preschool and kindergarten such as Swallows and Amazon and other preschools for a successful inclusive experience.

Our overarching three fold objectives are as follows:

- To provide positive, early experiences that serves to change and strengthen neural circuits for real changes to happen;
- To help the child reap the social-emotional benefits of a high quality inclusion program in a mainstream setting;
- To help provide a holistic program that helps not only the child but his family achieve a greater quality of life.



OUR PARTNERS





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HOW IT WORKS

1 INITIAL CONSULTATION

Total Communication Therapist

The therapist will see the kid for one hour for a screener and discussion with the parents after.

- Assessing child's learning ability
- Assessing Speech-Language and Occupational competency

Dr. Yang Chienhui

Dr. Yang will initially evaluate the kid for an hour and discussion with the parents after.

- This will include evaluation of child's social skills, adaptive skills, and self-regulation
- Assessment of the child in context (mainstream preschool)



2 FORMULATING AN INDIVIDUALIZED EDUCATIONAL PROGRAMME

A HOLISTIC INPUT

With therapists and Dr. Yang working hand in hand, a successful educational programme involves many hours of planning and liaison between school teachers, therapists and consultant. The programme consultant is a key figure to ensuring the following:

- Liaison with therapists at Total Communication
- Sourcing for Curriculum and Suitable School
- Deciding on Curriculum after further liaising with School and Total Communication
- Modification of Curriculum
- Training of Curriculum Teacher
- Liaising with Therapists and putting together an **Individualised Educational Programme**

SHADOW SUPPORT FOR PRESCHOOLERS

For children with more severe needs, who are looking towards partial integration, a shadow may be involved. Our center can provide you with a shadow to work in such a situation.



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HOW IT WORKS - GOALS OF EACH DISCIPLINE

Individualized Therapy

- To target the maximum growth potential of the individual
- Develop healthy emotional-regulation
- Strengthen sensorimotor skills
- Strengthen motor coordination
- Enhance social and play skills
- Increase Speech and Language skills to promote ability to cope and thrive in school

Preschool Integration

- Create an accepting and enriching environment
- Curriculum modifications and accommodations for the child's needs in each mainstream preschool.
- Sourcing and adding research-based strategies to enhance the child's learning across 6 developmental domains
- Mentoring EC teacher and on-site teaching observation

+/-

Shadow Teacher

- To generalize therapy goals from clinic to school.
- To bridge between the child and the teachers: Support and integrate inclusion strategies to classroom for a more conducive classroom environment
- To be the bridge the child and his/her peers: To promote social skills and encourage interactions between peers and child.
- To support and provide accommodations to maximize the child's learning within school grounds



3 CONTINUOUS SUPPORT

- We aim to render our consistent support for the child
- Ensure aligned goals for the child
- Therapists to work closely with the parent and provide updates after each session
- Dr. Yang to monitor progress closely and provide monthly reports on student's progress
- Identify challenges and recommend improvements to intervention whenever needed
- If student is more severely dysregulated, Shadow Teacher is to ensure student is able to maximize his/her potential within the preschool.
- Ultimately we aim for the student to exhibit gradual improvement and the ability to acquire independent learning within the preschool.
- Services such as Preschool Integration (Dr. Yang) and Shadow Teacher will be likely to fade out based on the student's progress after close evaluation.



WHAT MIGHT A STUDENT IN THE PRECHOOL INCLUSION PROGRAMME BE LIKE?

CASE PROFILE EXAMPLES

A

Isabel is a 4 year-old child that is on the spectrum, **however is considered to be high functioning**. She is **able to identify simple objects** (such as phone, fork, spoon, cup) and its' uses. Although she is **non-verbal** most of the time, she has been able to say simple words such as "hello" and "bye" while playing with a phone. She usually exhibits a **self-directed play sequence**, however shows **rigidity during play** which greatly limits play ideas. This is one of her biggest challenges. (For e.g. she is only willing to eat the food that she "cooks" and requires that all blocks be sorted according to their identical colour and size.) She expresses her **frustration** easily when things do not go her way. As such, she is likely to be able to understand new concepts but is not able to accept and adopt them. Her **motor coordination is fairly good** and she can imitate simple and specific movements, however can only follow **one-step instructions** such as a hand wave, picking objects up and extending her hand to ask for something. Her **gross motor functions are still limited** in areas such as her head, shoulders, knees and toes. As such she requires focused attention during her preschool classes and is **unable to actively engage** with her peers **during play groups**.

B

Chris is a 5 year-old child that is showing signs of **ADHD** and is expected to be on the spectrum. He is **easily distracted** and is unable to sit still in class. He is often seen meandering off during lessons and touches anything he can put his hands on. He shows bouts of hyper activity by **screaming and throwing toys** around. During these times, his **tantrums can be continuous** which have resulted in **disrupting** the class. The teachers in his preschool find it difficult to attend to him on a daily basis and have to always take time off to calm him down. Besides having attention and behavioral challenges, he also has **poor articulation and pronunciation**. Chris's mom is often seen interpreting his responses for others. As such his teachers and peers in school find it challenging to understand his needs clearly. However he has been **able to recognize objects** and identify them and its' uses. He is also able to show some form of play and **follow through 2 to 5 directions** (e.g preparing food for a toy bear, feeding it and putting it to bed), however is often **unable to follow through** the story for **more than 2 to 3 minutes** at a time. He has been **able to grasps new concepts** such as sequencing and numbering however **quickly forgets** and loses the skills he once had.



Case history ultimately varies from student to student

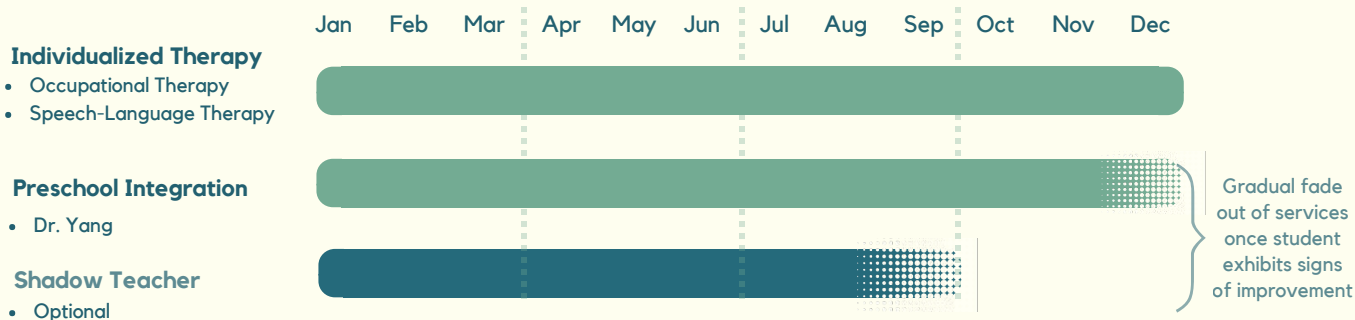


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EXAMPLE OF AN INDIVIDUALIZED EDUCATIONAL PROGRAMME

Example: Based on an one-year timeline

Therapy : 3 hours per session, 2 times a week
Preschool Integration : 2 hours per visit, 2 times a month
Shadow Teacher : everyday, in line with preschool hours



★ The above is an example of how a student's individualized programme may look like. Therapy and Preschool Integration by Dr. Yang will work closely hand in hand. Shadow is optional depending on the child's needs. The timeline also shows fade out of services. Fade out of services start when student gains competency. This can occur at different stages depending on the student.

FEES ESTIMATE

Example: Based on an one-year timeline

Therapy : 3 hours per session, 2 times a week
Preschool Integration : 2 hours per visit, 2 times a month
Shadow Teacher : everyday, in line with preschool hours



★ Costs will be billed monthly depending on frequency of therapy. As stated students will progress at different stages and fade out services can occur at different stages depending on student, costs will then be calculated accordingly as well.



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FEE BREAKDOWN

Dr. Yang:

- Initial Consultation: 1.5 hours (\$280) - not included in one year programme estimate above
- \$2700 (Including estimated of 10-14 hours – Dr Yang) - as included in the example above
- In a more complex inclusion arrangement, please expect more billable hours @190 per hour.
- Anticipated involvement: 4 hours of Dr Yang's consultative help per month.
- A brief report from Dr Yang would be provided monthly.

Therapy:

- Initial consultation: 1.5 hours (\$280) - not included in one year programme estimate above
- Speech therapist and Occupational Therapist - \$190 per hour in involvement of inclusion planning - as included in the example above
- Anticipated involvement: 3 hours. Fees are for in-house planning only.
- Therapy fees are billed monthly

Others:

- Fees of Pre-school / Kindergarten – as applicable to school itself.
- Note: Initial Consultation and Report Charges – from Speech Language Pathologists and Occupational Therapists or Dr Yang are separated as stated above and excluded in the program estimate



CONTACT US

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