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Word from the Coordinator

Welcome to the second edition of our 2010 newsletter.

The newsletter as always has information, support and advice relevant to all with an interest in childcare in the County. This edition is focused on Special needs and the ECCE (free preschool year) we hope that you will find it both interesting and useful. In this edition you will find an article on working with children with special needs and how this links to the national quality and curriculum frameworks, which may will find valuable. With the introduction of the Early Childhood Care & Education Scheme childcare practitioners will be expected to engage the principles of Siolta in their setting. Within this feature we will give you practical ideas, tips and examples of how you can implement Siolta with children with special needs. It is broken up as it is in Siolta –

standards→components→signposts for reflection.

The ECCE makes a number of provisions to facilitate children with disabilities and special needs:

- The upper age limit is waived where children have been assessed as being developmentally delayed or where they have a physical, sensory or intellectual disability which will result in them starting school at a later than normal age.

- Provision is also made to enable children who have been assessed as having a disability, and would benefit from attending pre-school for 2/3 days rather than 5 days each week, to be eligible over 2 years e.g. 2 days in year 1 and 3 days in year 2.

- In addition to HSE assessments for children with special needs and/or disabilities, assessments provided by the treating consultant can be accepted as evidence of

developmental delay and/or disability.

- Where children have been assessed as having a disability which will result in them starting school at a later than normal age, the provision of a 2nd free pre-school year, on a non pro-rata basis, will be considered where this will be of particular benefit to the child.

- Parents of children who have availed of the free pre-school year in January 2010 and have an assessed disability which will result in them starting school at a later than normal age, should apply to the OMCYA if they wish their child to be considered for a 2nd pre-school year in September 2010. Applications will be considered on a case by case basis.

- The OMCYA is seeking the views of the Working Group established by the Office of Disabilities and Mental Health to examine the co-ordination of State supports for children with special needs/disabilities.

ECCE Scheme Update

All children born on or between 2nd February 2006 and 30th June 2007 are eligible for the Free Pre School year from September 2010.

All children born on or between 2nd February 2007 and 30th June 2008 are eligible for the Free Pre School year from September 2011.



Addressing the Fear

Working with Children with Special Needs

Promoting quality and accessible childcare provision for all children from birth to 14 years in County Kildare in partnership with all stakeholders

Is your childcare service in a position to cater for children with special needs?

Answering this question may prove difficult or even scary if you are not aware of how special needs provision for pre-school children can be incorporated into your service or you or your staff have not had any specific special needs training. But, there are many ways that you can cater for children with special needs in your childcare service that do not necessarily incur a necessity to have special needs training. Using frameworks and supports that are available to you in the early year's childcare care and education sector can help you in starting along the path to providing an inclusive childcare practice that can cater for children with special needs. This article aims to provide you with a general knowledge about special needs requirements, frameworks and supports that can help you consider going forward.

Firstly, what do we mean by "special needs"?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age or has a condition or impairment that prevents or hinders the child from using educational facilities or materials"

The types of special educational needs which a provider may encounter while providing a pre-school service to children with special needs are:

1. General and Specific Learning Difficulties

A child with a general learning disability may find it more difficult to learn, understand and do things compared to other children of the same age. Like all children they continue to progress and learn throughout their child-

hood - but more slowly.

Specific learning disabilities affect particular areas of development. Some specific learning disabilities are, for example dyslexia, dyscalculia, and auditory processing disorder.

2. Developmental Disorder

This would be a disorder which may prevent the physical and cognitive development of a child which has been present from birth; some of these for example would be dyspraxia, cerebral palsy, Down syndrome or specific language disorder.

3. Social and Emotional Disabilities

These would affect the child's social ability and their ability to interact with others; these are Asperger's syndrome, autistic spectrum disorder, oppositional defiant disorder and attention deficit hyperactivity disorder (A.D.H.D.)

4. Sensory Impairments

These are impairments to the senses and can affect the child's ability to learn, for example a hearing impairment or a visual impairment.

So how can your service respond to the special needs outlined above?

Siolta, The National Quality Framework for Early Childhood Education can provide insight and a practical tool to help you assess your service in terms of your capabilities to cater for special needs.

Siolta is a voluntary quality assurance programme that has been developed by the CECDE, in consultation with the wider early childhood care and education sector in Ireland. It is applicable to all settings in which children aged from birth to six years of age are present and therefore crosses many of the traditional divides between care and education and between school-based and non-school-based provision. *Siolta* is designed to allow early childhood care and education settings to evaluate the quality of the service they are providing.

Accordingly, the Framework recognizes elements of practice that are successful within the setting, as well as identifying aspects in need of attention and improvement. In this way, it acts as a tool to promote continuous quality improvement and planning.

Siolta is also a useful tool for practical activities to do with planning and review, as well as reflective practice. You can use it in your setting for your regular planning and review work, as well as in workshops provided by KCCC and NCVOs.

There are sixteen national Standards in *Siolta* that translate the vision of the *Siolta* Principles into the reality of practice. As a childcare provider you can provide for Special Needs using the *Siolta* standards. The following standards and their components can help you in reviewing your service and planning for catering for special needs. For the purpose of this article only some of the standards are used but there are not exclusive in assisting you and all standards should be reviewed.

Standard 2 - Environments

Enriching environments, both indoor and outdoor (including materials and equipment) are well-maintained, safe, available, accessible, adaptable, developmentally appropriate, and offer a variety of challenging and stimulating experiences.

Component 2.1 - The indoor and outdoor environment is well planned and laid out to accommodate the needs of all children and adults in the setting.

Think about: Is there sufficient space for all the children to move around safely or to move a wheelchair through an area easily? Personal care needs? Organisation of learning space? Symbols/pictures as labels? Signs for children and adults with literacy difficulties and visual impairments?



Component 2.2 - The environment (including equipment and materials) is adaptable for, and accessible to, all children and adults within the setting.

Think about: Ramps, wide doors, handrails, signage, visual aids, disabled access, changing facilities for disabled children, criteria when buying materials and equipment to ensure they are adaptable and accessible to all children, low shelving, labelling using pictures and symbols, accessible outdoor areas.

Component 2.7 - There is an appropriate amount of equipment and materials (both indoor and outdoors) for use by individual children and groups of children.

Think about: sensory materials (sand, water, play dough, paint, blocks etc), containers for exploring emptying and refilling, equipment and materials for children with special needs, objects with smell and taste.

Standard 3 - Parents and Families

Valuing and involving parents and families requires a proactive approach evidenced by a range of clearly stated, accessible and implemented processes, policies and procedures.

Component 3.1 - Staff and parents have both formal and informal opportunities for communication and information sharing about the child.

Think about: accessing parents' expert knowledge of their child's development and learning, integrating parents' knowledge in the planning/assessment of children's learning.

Component 3.3 - Staff are responsive and sensitive in the provision of information and support to parents in their key role in the learning and development of the child.

Think about: proving and creating opportunities for other professionals from support agencies in the community to engage with staff and parents within the setting e.g. Speech and Language

therapist, psychologist, public health nurse etc.

Standard 5 - Interactions Fostering constructive interactions (child/child, child/adult and adult/adult) requires explicit policies, procedures and practice that emphasise the value, of process and are based on mutual respect, equal partnership and sensitivity.

Component 5.1 - Each child is enabled to interact with her/his peers and with children of different ages in pairs, small groups and, to a lesser degree, in large groups.

Think about: how do you engage the child's interest (including the child with special needs) in learning through play with others, use of equipment and materials appropriate to the individual needs of each child to facilitate interactive play with others, movement of children within the group to share learning and social interaction opportunities with others in his/her surroundings?

Component 5.2 - Each child receives appropriate support to enable her/him to interact positively with other children.

Think about: the adult role in supporting the child to interact with other children, individual dispositions, sense of belonging.

Component 5.3 - The adult uses all aspects of the daily routine (both formal and informal) to interact sensitively and respectfully with the child.

Think about: opportunities to interact verbally and non verbally, listening, eye contact, being age and developmentally appropriate, observing the child's development and learning, giving positive feedback.

Component 5.4 - The adult interactive style us focused on process as opposed to outcomes. It is balanced between talking and listening, offers the child a choice of responses and encourages expanded use of language. It follows the child's lead and interests, and challenges the child appropriately.

Think about: child's current interactive capacity, context

of interaction, adult understanding of the child's use of language, pronunciation etc., opportunities for language development, child's previous learning, sentence structure, non-verbal communication, waiting for child to form thoughts, exploring child's interests.

Standard 6 - Play Promoting play requires that each child has ample time to engage in freely available and accessible, developmentally appropriate and well-resourced opportunities for exploration, creativity and 'meaning making' in the company of other children, with participating and supportive adults and alone, where appropriate.

Component 6.1 - The child spends a significant amount of time in the setting at play/ exploration, and these and other playful activities are central to the daily routine

Think about: interactive story-time, singing and rhyming, dance and music, symbolic play, auditory and visual games, transitioning from one activity to another with ease.

Component 6.2 - When the child is engaged in play/ exploration, the equipment and materials provided are freely available and easily accessible to her/him

Think about: are materials arranged in reach, what specific arrangements are necessary for the child with special needs, particularly a child with a physical disability, visual and sensory signage on equipment and materials.

Component 6.6 - The child has opportunities for play/ exploration with other children, with participating and supportive adults and on her/his own, as appropriate

Think about: strategies to support and enable children who may have difficulties 'gaining entry' to and sustaining play with other children, or who may be consistently excluded from play.

Standard 7 - Curriculum Encouraging each child's holistic development and

learning requires the implementation of a verifiable, broad-based, documented and flexible curriculum or programme.

Component 7.1 - It is evident that the child's learning and development are holistic experiences and processes, that play is central to integrated learning and development and to curriculum/programme implementation.

Think about: links between developmental domains, learning processes, learning dispositions, language, socialization, creativity, visual discrimination, gross/fine motor skills.

Component 7.2 - There is a well-referenced curriculum or programme in operation, based on established and verifiable principles of child development.

Think about: the research base of the curriculum/ programme being implemented.

Component 7.4 - Curriculum/ programme implementation is achieved through a variety of adult strategies, close and supportive relationships in the setting and a wide range of experiences which are made available to the child.

Think about: strategies you use to implement the programme, such as facilitating, enabling, language/body movement, playing, observing and listening, individual attention, emotional presence, engagement, sharing interests, range of experiences, adapting and breaking the programme down into teachable steps.

Standard 14 - Identity and Belonging

Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice to empower every child and adult to develop a confident self- and group-identity, and to have a positive understanding and regard for the identity and rights of others.

Component 14.2 - The setting promotes a confident self- and

Working with Children with Special Needs cont'd



group-identity through the provision of an appropriate environment, experiences and interactions within the setting.

Think about: images of family/ community life, including pictures of children with disabilities/special needs, avoiding depiction of stereotypical role models, the responsiveness and sensitivity of adults to the identity and rights of all children within the setting, verbal and non verbal language strategies, preventing discrimination and bullying, provision of ongoing professional development.

As can be seen the above Siolta standards can provide you with a framework for

determining where your childcare service can respond to catering for special needs in a practical and meaningful way. The Siolta Framework can provide you with support in developing your service to ensure that you are in a position to become an inclusive service responsive to the needs of children with special needs. There are also other support frameworks such as Aistear, The Early Childhood Curriculum Framework that can help you to identify ways of supporting children with special needs in your setting.

Working with Children with Special Needs - Taking the Next Step

There are great opportunities for training and professional development for staff and providers through private training companies and support agencies through training programmes that cover special needs provision and specific special needs. There are other opportunities to broaden your awareness and understanding of special needs in the pre-school sector such as workshops, seminars and conferences which you can attend.

KCCC currently offers a course on pre-school children with special needs which was devised in association with KARE to offer the best care and education opportunities to children with special needs.

FETAC Level 5 Pre-school Child with Special Needs Course

The course is designed to give course participants knowledge and practical skills that will enable them to successfully include and support children with learning disabilities in local pre-schools. Learners

will develop skills in identifying the individual support needs of the child and optimising the learning environment to suit these needs. The course is particularly suitable for managers, playschool leaders and front line staff in pre-school based services who have completed FETAC Level 5 Childcare Certificate who support children with special needs on a daily basis or plan to support children with special needs in the future.

Course Objectives: Participants who complete the course will:

- Understand the value of inclusion for children with a learning disability
- Have acquired knowledge about ways of facilitating the development of cognitive, physical, communication and sensory skills of children with learning disability
- Identify the support needs of the individual child being supported
- Demonstrate the ability to design and implement programmes to meet the needs of the child
- Appreciate the importance of the inclusion of

the child with a disability within the pre-school.

This course helps you to fulfil your quality provision requirements under the Siolta, The National Quality Framework for Early Childhood Education in terms of quality childcare provision for children with special needs and is a valuable programme to undertake to facilitate the accommodation of children with special needs in your childcare service.

The programme is normally operated over ten weeks, one night a week. KCCC & KARE have successfully delivered this course over the past four years and hope to provide this course again starting this September. If you are interested in applying for this course or finding out further information, please contact KCCC on 045 861307 to register your interest before the end of June 2010.

For further information on Siolta, The National Quality Framework for Early Childhood Education and Aistear, The Early Childhood Curriculum Framework check out www.siolta.ie and www.ncca.ie

Fetac Level 5

Understanding Special Needs Module

This course is another programme that can help facilitate in providing for special needs in your service. The module is designed to give learners an understanding of the context of special needs, associated issues and approaches.

The module should enable learners to acquire knowledge, skill and attitudes required to work effectively, under direction in special needs settings. Participants who complete this course will:

- Appreciate the context of children with special needs in Ireland.
- Be familiar with legislative and policy developments relating to children with special needs.
- Be familiar with the range and characteristics of the main types of special needs conditions in children.
- Demonstrate knowledge of approaches to children with special needs.
- Be familiar with good practice and current issues relating to children with special needs.
- Be familiar with the range of roles, responsibilities and services relating to children with special needs.

This module is also a valuable programme to undertake to facilitate care for special needs in your childcare service and improve quality throughout your service.

The programme is normally delivered over 10 to 15 weeks, one evening a week. KCCC and the VEC hope to roll out this module in September and if you are interested in applying for this course, please contact KCCC on 045 861307 to register your interest.

What is the Mobile Resource Unit

St Joseph's Services for the Visually Impaired is located in Dublin however our services are available to any child with a visual impairment and additional disability(ies) in Ireland. The Mobile Resource Unit will be visiting many different locations throughout Ireland to ensure families and people who work with children with a visual impairment and additional disability(ies) are aware of the full range of services available to them.

Who Do They Visit?

They will visit schools, health centres, hospitals, service-based organisations and anywhere that will be of benefit to the community.

What is Available on the Mobile Resource Unit?

The Mobile Resource Unit has the following on board.

- Computers with adapted software and computer games
- Examples of daily living aids including talking microwave, talking mobile phone, portable Braille note taker and many more items
- Games and toys for children of different ages and levels of visual impairment and disability
- Leaflets and brochures on all of the services available at St. Josephs.
- Leaflets on government entitlements and benefits, suppliers of equipments and useful web-sites.

What happens after the Mobile Unit has visited?

If you need further information on a particular department or would like to visit St. Josephs, there is an enquiry form available on the bus. The Mobile Resource Coordinator will pass your details onto the relevant department who will then contact you.

How do I arrange a visit with the Mobile Resource Unit?

To arrange a visit to your area, please contact Tamara Allen, Mobile Resource Coordinator on 01 837 3635 or e-mail mobile@stjosephs.ie



For more info on Sensational Kids, see their Website at www.sensationalkids.ie

Sensational Kids Summer Camp News

The Sensational Kids Summer Camp is open to children from 5 to 12 years of age with special needs and those who attend therapy services with them.

Campers attend half-day sessions from 10.15am to 1.00pm. Summer Camp will run from Monday July 5th, 2010 to Friday July 9th, 2010.

- **There is a steady rotation of fun and creative activities including arts and crafts, sports, games, baking and social interaction.**
- **There will be a special outing with a visit to a Fire Station.**
- **Children are assigned to a group of up to 6 children within a specified age range, with names such as Monkeys (5-7 years), Pandas (8-10 years) and Tigers (11-12 years).**
- **Each group is led by a trained occupational therapist and/or speech and language therapist as well as additional therapists, therapists in training and educators.**

Selection of campers to participate will be made by Sensational Kids. Current and past Sensational Kids Service Users will be given first priority.

Please contact Sensational Kids on 045 5209200 to request a place for your child on our summer camp. Applications must be submitted by Friday 21st May. A deposit of €50 per child enrolled is required in order to secure a place at camp. Places are limited and we recommend early booking. You may make payments at anytime toward your camp fees but the balance must be paid in full by June 30th. Fees per week are €275 per child.

The summer camp will be run at the Sensational Kids Centre at Unit F2 Kildare Business Park, Kildare Town.

Although the camp groups and activities are led by a paediatric therapist, the focus of camp is not treatment. The summer camp's objective is for children of all abilities to enjoy a summer camp experience as opposed to meeting treatment goals. Therapy treatment and daily notes will not be provided. Group leaders will be present at all times to facilitate a child's participation, modifying or adapting the situation/activity as needed.

In order to make camp a fun and safe experience for all children, your child must be able to do the following without showing aggressive or unsafe behaviours. Sensational Kids reserve the right to request that a family member or 1:1 assistant remain with the child if he or she is unable to meet the criteria below.

- **Participate in group activities**
- **Remain in a group without running away**
- **Attend to activities for at least 10-15 minutes**
- **Transition from one activity to the next with minimal assistance**
- **Display no aggressive behaviour (such as hitting, biting, scratching etc).**

Contact Sensational Kids on 045 520900/521160

Fun Summer Snacks



Funky Fruit

Ingredients: Any kind of fruit of relatively the same size e.g.

- Apples
- Pears
- Oranges

Slice 2 pieces of fruit the same size and stack the pieces as shown

Strawberry Mice

Ingredients: Fresh Strawberries, Mini Chocolate Chips (or raisins), Almond Pieces, Red liquorice laces, wedge of cheese, Toothpick

- Slice a small section from the side of a strawberry so it sits flat
- Press mini choc chip or part of raisin into strawberry for eyes and nose and press in almond ears
- Use toothpick to carve a small hole at the back to insert strawberry lace tail
- Serve with a wedge of cheese



Kildare County Childcare Committee PARENTS CONFERENCE 2010



Kildare County Childcare Committee will be hosting our Third Parent Conference on 25th September 2010. Our Key Note Speaker will be Karl Henry who will be focusing on “Healthy Eating and Healthy Lifestyles for Children”.

Invitations will be sent to everyone in the coming weeks, also watch out for advertisements in local newspapers, parish newsletters and our next edition of Kildare County Childcare Committee Newsletter.

KARL HENRY

Karl graduated with a BSc in Sport Management from University College Dublin, where he achieved a first class honours in his thesis on Obesity in Children. In addition to this, he has a personal training diploma from the American Academy of Body Sculpting and a Diploma from the American Council of Exercise.

He also set up Karl Henry Personal Training 2 years ago and has featured on RTE's The Afternoon Show. He recently worked on the expert panel for the popular TV series “Operation Transformation”. He currently writes for "Social and Personal" magazine on a monthly basis and the health supplement in the Irish Independent as well as articles from time to time in some of the other Irish newspapers. Karl also appears regularly on Newstalk 106 radio in Dublin, lectures and gives presentations to companies on health and fitness.

KCCC Parents Conference History - Previous Presenters



September 2007 was the first year of our Parents Conference which we held in the Glenroyal Hotel in Maynooth our speaker on the day was David Coleman. David is the well known presenter many of RTE series including Families in Trouble and Teens in the Wild. He is also a regular contributor on Seoige and the Moncrieff show. David gives lectures and workshops to groups as was the case in Kildare when he presented Positive Approaches to Managing Children. David is also a bestselling author of “Parenting is Child’s Play: A Guide to Raising Children”

2008 - Following on from our success in 2007 Kildare County Childcare Committee organized a second Parent conference. Our topic in 2008 was Teenagers and we asked John Lonergan to be our key note speaker on the day. The title of the conference was PARENTING TEENAGERS :THE CHALLENGES AND REWARDS. John Lonergan is the Governor of Mountjoy Prison. He has frequently highlighted the link between crime and social and economic deprivation and has given many speeches about the need to create a society based on justice, equality, fairness and compassion. John believes that “Saving the child should be our number one priority and where better to start than serving, protecting, encouraging children and facilitating their growth”



In September 2009 Kildare County Childcare Committee undertook a joint venture with Sensational Kids in Kildare Town. The topic for this Parents Conference was “Kids Express Train, a therapy format for training kids to express themselves” delivered by Rachel Arntson, Speech-Language Pathologist. Rachel has been speaking to groups on a variety of speech and language topics throughout her career. She has taught classes and seminars for parents, speech-language pathologists, early childhood educators, daycare providers, and pre-school teachers.

Integrating Children with Additional Needs

Within Early Childcare Services - A Provider's Experience

This article by Evelyn McGrath, Owner/Manager of Kidz@Play/Afterschool in Maynooth. She has been working with pre-school children for over 25 years (past pupils' children now attend the playschool!) She is currently National Chairperson of the IPPA. Evelyn was the KCCC's Private Providers Rep from 2000-2003. She completed Fetac Level 6 in 2009 and has just finished year 2 of a 3 year BA (Hons) Degree in Early Childhood Care and Education in IT Carlow.



Creating an inclusive learning environment is a principle within early years education. Integrating children with additional needs within early childcare services has for many services always been a part of practice. Now with the development of Aistear the guiding principles of Well-being and Identity and Belonging support how all children including those with additional needs can be included in a positive manner within early years services. Working for over twenty-five years with children and families in Maynooth in a pre school setting, children with additional needs have always attended the service. I would like to share some experiences and how children with additional needs can be integrated in a positive manner within services.

All children have needs that are unique to them. Additional needs encompass a range of needs that the child may require extra support. In my experience lots of children fit into this category and many services are already successfully offering support within pre school and full day care. Some of these additional needs included children with physical, behavioural and emotional needs.

Children with apparent physical needs are easily identified but many children do not present with obvious signs of an additional need. For lots of families this is only identified when children mix with peers and a difference is noticed. The children attending my service over the years presented with a variety of additional needs including, physical, behavioural and emotional. Children who do not speak English as a first language also require support. Children whose parents present with additional needs require a range of support. The one thing these children had in common is that they are children first. Recognising that children with additional

needs will have more in common with the other children has been a learning curve within my daily practice. Within a service a partnership approach is vital and effective and these include partnership with parents, staff, the child and other agencies such as speech and language, consultants or Health Board.

As a practitioner you have many things to consider, firstly your own attitude, and fears and anxiety about additional needs in general. Support can be received through training, networking and consultation with other practitioners.

Partnership with parents is a crucial part of successfully including the child. Like all children the child with additional needs does not enter your service in isolation but have come from their own unique family. In a partnership approach with the child's family sharing relevant information which can help the child's transition, any relevant medical information, links with other agencies such as speech and language or occupational therapy. Giving parents feedback which is positive around their child's day can not only support the child and family but give ideas for linking these experiences with home life.

There are many children with no clear identifiable condition and for these children and parents the absence of a name can be frustrating.

Other children may present with an additional need that the parents may have not yet recognised but has been observed within the service. On this occasion suggestions would include:

Carefully observe the child and to document these observations, ask other staff members to do so. When approaching parents be careful not to attempt to diagnose you are not trained or qualified to do so and can lead to added stress to the child and family, even if you are sure of what the child may have, re-

frain. When parents ask the practitioner to make a diagnosis confirm that you cannot do so but can share all observations and behaviours remembering to include several positive observations. These can be supported through letters which parents may pass on to consultants.

The parents and child are now embarking on a journey of discovery and no parent wishes to hear an all-negative report on their child. Allow space and time for privacy and expression as a parent may become upset or be relieved during such a meeting.

The parents may fear that their child may be excluded, so as a practitioner you can build a programme to suit the needs of the child. Support here could include a list of relevant support agencies within your area.

Working as part of a team and involving staff in preparation for the success of integration includes sharing relevant information with staff, opportunities for staff to express anxieties or concerns. Opportunities for staff to give feedback, opportunities to implement changes such as furniture and equipment. Evaluate in the beginning on a daily basis how things went and on a weekly basis to plan ahead. Seek out training in special needs for your staff.

Other children in the setting will ask questions and will identify obvious noticeable differences. Training here supports the practitioner in how best to answer these questions. Consult with parents around the information they wish to share. Honesty is usually best and remember that young children do not often look for complex answers and may only require clarity and support in playing with the child.

In summary the integration of children with additional needs continues to be a positive experience for those working in the service as well as all the children and their families.

Strategies include being prepared as best you can with information, be positive in your approach, be patient with yourself, staff, parents, child and other children. Respect children's rights and make real concrete efforts for the child to be involved with other children and make friendships and enjoy their pre school time. Be reflective on your practice, question what worked what did not and in whose interest were things done in a particular manner. Work in partnership and seek out relevant accredited training. Most of all going back to my starting point that children with additional needs are Children First so enjoy sharing the pre school days with them.

I'd like to conclude by thanking the children with additional needs, past and present and their families who attend Kidz@Play Play-school, who continue to inspire my work within early years education and who continue to teach me more than I could ever teach them.

Signing with Children in a Childcare Setting

Evelyn McGrath

A helpful skill for every pre-school teacher to acquire is basic vocabulary in Irish Sign Language. Words like "milk", "more" and "all gone" are easily introduced to all children as young as six months. A young child will point to what he wants and an adult will immediately run to his aid. Pointing, eye gazes, waving and blowing kisses are all natural gestures but imagine taking this a step further and having signs to help with self expression.

Irish Sign Language can facilitate communication before a child can speak. Young children are able to communicate more than just their basic needs. They can influence others by using sign and change a topic of conversation. This sense of empowerment contributes to the happiness of the child also enhancing a child's confidence, self-esteem and self expression which can help reduce frustration.

Research also shows that adding a movement element to verbal and written language learning will positively impact early literacy skills. Young children can learn to spell manually using the Irish Sign Language alphabet before they can write.

Sign Language across Ireland is becoming an integral part of pre-school curriculum. Irish Sign Language can be an incredible

It is also a wonderful tool for children learning English supporting literacy and maths concepts.

Simply Signing "Now I Can Sign Programme" Yearly Membership

Simply Signing now offers you the opportunity to join our national "Now I Can Sign Programme". This programme was designed and developed for childcare facilities, schools, teachers, childminders and parents who recognise the significant benefits gained by incorporating Irish Sign Language (ISL) into their regular curriculum and activities.

NICSP SUPPORTS THE AISTEAR EARLY CHILDHOOD

Contact Simply Signing on 01 897 1254 or see
www.simplysigning.ie

CURRICULUM FRAMEWORK AND THE THEME ON COMMUNICATING



Parent & Toddler Groups

Coill Dubh

Meet in Coill Dubh Community Centre on Tuesday mornings, 10.30am - 12.00noon. Contact Caroline O'Driscoll on 046 973 3026/045 870517

Monasterevin

COMING SOON !!! Call Caroline on 085 157 6444 for more information

Congratulations to Kilberry Parent & Toddler Group,

who had their official opening on Tuesday 11th May 2010.

They meet in Commercial Unit 2, Kilberry on Tuesday mornings, 9.30am - 12.00noon

Contact Collette on 086 161 8690 for more info

We would like to hear from you. If you have an idea for a topic you would like to see covered in the Newsletter, let us know.
E-Mail:
admin@kildarechildcare.ie

Upcoming Training - IPPA

TRAINING/ EVENTS 2010

Coming up in September 2010 from KCCC...

Caring for Children, Fetac Level 5 Module, (County Kildare) and

Fetac Level 6 - Advanced Certificate in Supervision in Childcare (County Kildare)

Details will be forwarded to all Kildare Providers soon.

Keep checking our website for more training
www.kildarechildcare.ie

FETAC LEVEL 5 CERTIFICATE IN CHILDCARE				
Modules	Duration	Venue	Info Night	Cost
Child Development Early Childhood Education	6th-8th, 13th-15th, 20th-22nd and 27th July 2010 (Tues, Wed, Thurs) 9am-4pm	Marino Institute of Education, Griffith Avenue, Drumcondra Dublin 9	16th June 2010 Marino Institute of Education 7.00-9.00pm	€382
Caring for Children Working In Childcare	3rd-5th, 10th-12th, 17th-19th and 24th August 2010 (Tues, Wed, Thurs) 9am-4pm	Marino Institute of Education, Griffith Avenue, Drumcondra Dublin 9	16th June 2010 Marino Institute of Education 7.00-9.00pm	€382

FETAC LEVEL 6 ADVANCED CERTIFICATE IN CHILDCARE SUPERVISION				
Modules	Duration	Venue	Info Night	Cost
Supervision in Childcare Social & legal Issues in Childcare	1st, 5th-8th, 12th-15th, 19th-22nd, 26th-29th July 2010 (Mon, Tues, Wed, Thurs) 9am-4pm	Bolbrook Enterprise Centre, Avonmore Road, Bolbrook, Tal-laght, Dublin 24	17th June 2010 IPPA Office Unit 4, broom-hill Business Complex, Tal-laght	€598
Child Development Early Childhood Programmes	3rd-5th, 9th-12th, 16th-19th, 23rd-26th and 30th August 2010 (Mon, Tues, Wed, Thurs) 9am-4pm	Bolbrook Enterprise Centre, Avonmore Road, Bolbrook, Tal-laght, Dublin 24	17th June 2010 IPPA Office Unit 4, broom-hill Business Complex, Tal-laght	€598

For more information on the above, call 01 463 0011 or e-mail cobyne@ippa.ie

KILDARE COUNTY CHILDCARE COMMITTEE
Invite you to attend a
QUALITY AND PROFESSIONAL DEVELOPMENT WORKSHOP DAY
In The Keadeen Hotel, Newbridge
On Saturday 12th June 2010 - 9.30am - 4.00pm

This day will be an opportunity for all to take part in workshops and network with support agencies, equipment suppliers and training agencies. Workshop topics include: Siolta, Challenging Behaviour, Marketing, Using Child Observations, Communication with Parents and Child Development & Play Activities.

There is NO CHARGE for this event but places are limited so prior booking is essential!! To reserve your place and book your choice of workshops, call 045 861307

County Kildare VEC Childcare Training

FETAC LEVEL 4 TRAINING - Commencing September 2010 One evening per week for 34 weeks

Modules: Caring for Children, Early Childhood Education and Personal Effectiveness

BTEI courses are FREE to those with less than Leaving Certificate or equivalent or those in receipt of a Social Welfare payment or a holder of a current Medical Card. Priority will be given to those meeting these criteria. All other applicants will have to pay a fee of €330.

EQUALITY & DIVERSITY FETAC LEVEL 5 MODULE Commencing 7th September 2010. 14 weeks, Tuesday evenings in ABCE Centre, Jigginstown in Naas.

This is a new, locally developed module that was developed under the "Eist" Project to address training needs that were identified nationally among practitioners in the Early Care and Education field. The Programme is fully subsidised by KCCC although a refundable booking deposit of €35 is payable at the time of application.

Applicants should preferably have completed the FETAC Level 5 Childcare Certificate Major Award (8 modules) and priority will be given to those applicants and to applicants who work in the community childcare sector.

More information and application form available from KCCC at 045 861307

2010, Issue 2

Siolta Training - 2010 Evening Courses

Drogheda, 2nd June 2010
(Parents & Families)

Stillorgan, 22nd June 2010
(Play)

Monaghan, 6th July 2010
(Interactions)

South County Dublin, 14th
September 2010
(Parents & Families)

Dublin 12, 20th October '10
(Curriculum)

Dublin 2, 9th November '10
(Play)

Dublin 14, 7th December '10
(Communications)

FOR MORE INFO,
CONTACT EMMA AT THE
NCNA ON 01 460 1130 (Ext
6) OR E-MAIL
emmad@ncna.ie

EMPOWER TRAINING

BA (Hons) Early Childhood Studies
(Mainly Distance Learning)

- Starts 11th September 2010
- 4 Year Course
- 12 Saturdays per year
- 2500 per year

Montessori Teaching Diploma

- Starts 23rd September 2010
- 10 Month course
- Classes one evening a week and one Saturday a month
- €2500 - funded cost

Contact Empower Training on 056 7756736

BARNARDOS

Supporting Children affected by Domestic Abuse

The Louis Fitzgerald Hotel, Clondalkin, D22

16th September 2010

Participation in this event will give childcare professionals the opportunity to learn more about the impact on children of domestic abuse. They will develop strategies and tools to support any child in their service who is affected in this way.

Contact Barnardos on training@barnardos.ie

WORKING AT QUALITY IN EARLY CHILDHOOD EDUCATION

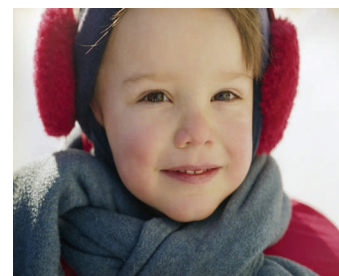
The Wellbeing and the involvement of children as keys

WEDNESDAY 9TH JUNE 2010, ASHLING HOTEL, DUBLIN 8 (beside Heuston Station Luas Stop),
9am - 4pm

€35 PER PERSON includes coffee break and hot lunch. Special price for 3 people from one service -
€100

In this seminar, Ferre Laevers and Julia Moons will look at how childcare providers can recognize and measure children's well being and involvement. The basic hypothesis is that the most conclusive way to assess the quality of any educational setting is to focus on the degree of "emotional well being" and the level of "involvement" of the children/learners. This framework for quality assessment and quality improvement is suitable for babies, toddlers and pre-school settings and will help us to sense if what we are doing is leading to good outcomes for children. Maresa Duignan of the Early Years Education Policy Unit will address the concepts of wellbeing in the context of Siolta and Aistear.

Call 01 460 1138 Ext 1 to book or book online at www.ncna.ie



Support Organisations - Special Needs



Welcome to the
Dyspraxia Association of Ireland

Unit 69, Cookstown Industrial Estate, Tallaght, Dublin 24
Tel: 01 874 7085, E: dyspraxiaireland@eircom.net
Web: www.dyspraxiaireland.com

Action on Disability

Enable Ireland

32F Rosemount Park Drive, Rosemount Business Park,
Ballycoolin Road, Dublin 11
Tel: 01 872 7155, E: communications@enableireland.ie
Web: www.enableireland.ie



Spina Bifida
Hydrocephalus
Ireland

National Resource Centre, Old Nangor Road, Clondalkin, D22
Tel: 01 457 2329, E: info@sbhi.ie
Web: www.sbhi.ie



Irish Wheelchair Association
Celebrating 50 years

Aras Chuchulainn, Blackheath Drive, Clontarf, Dublin 3
Tel: 01 818 6400, E: info@iwa.ie
Web: www.iwa.ie

KARE

Founded 1967

Promoting Inclusion for People with Intellectual Disabilities

Newbridge Industrial Estate, Newbridge, Co Kildare
Tel: 045 431544, E: kare@kareid.com
Web: www.kare.ie



80 Northumberland Road, Dublin 4
Tel: 01 678 1600, E: info@ms-society.ie
Web: www.ms-society.ie

ST JOHN OF GOD



St John of God Hospitaller Services, Stillorgan, Co Dublin
Tel: 01 277 1500, E: communications@sjog.ie
Web: www.sjog.ie



Johnstown Manor, Johnstown, Naas, Co Kildare
Tel: 045 894538, E: info@jackandjill.ie
Web: www.jackandjill.ie



Sensational Kids

because sensational children deserve sensational therapy



Unit F2, Kildare Business Park, Kildare Town
Tel: 045 520900, E: info@sensationalkids.ie
Web: www.sensationalkids.ie



Down
Syndrome
Ireland

Citylink Business Park, Old Naas Road, Dublin 12
Tel: 01 426 6500, Low Call: 1890 374 374
E: info@downsyndrome.ie
Web: www.downsyndrome.ie



Disability Federation of Ireland, Fumbally
Court, Fumbally Lane, Dublin 8
Tel: 01 454 7978,
E: info@disability-federation.ie
Web: www.disability-federation.ie



Feidhmeannacht na Seirbhíse Sláinte Health Service Executive **Disability Services in Kildare**

Disability Services

Physical and sensory disability services are delivered directly and in partnership with a wide range of voluntary service providers. Initial contacts should be made with the Local Health Office.

Regional Autism Services

Beechpark Service, Bryan S Ryan Building, Main Road, Tallaght, Dublin 24. Tel: 01 463 2210

Intellectual Disability Services

St Josephs Learning Disability Service, Portrane, Co Dublin. Tel: 01 843 6337

Southside Intellectual Disability Services, Rathfarnham, D16. Tel: 01 493 2943

Occupational Training Support Services

Sheaf House, Exchange Hall, Tallaght, D24. Tel: 01 463 5270

Baggot Street Hospital, Baggot Street, D4. Tel: 01 669 9300

Rehabilitative Training Guidance Service

Park House, North Circular Road, Dublin 7. Tel: 01 882 3424

Physical Disability Residential Unit

Cherry Orchard Hospital, Ballyfermot, Dublin 10. Tel: 01 620 6000

Cuan Aoibheann Residential Unit

St Mary's Hospital, Phoenix Park, Dublin 20. Tel: 01 625 0300

Services for the Deaf

National Association for Deaf People, 35 North Frederick Street, Dublin 1. Tel: 01 872 3800

Unit G-H, Exchange Hall, Tallaght, Dublin 24. Tel: 01 462 0377

Hearing Services

Sheaf House, Exchange Hall, Tallaght, D24. Tel: 01 463 5260

44 North Gt. Georges Street, Dublin 1. Tel: 01 874 7726

Services for the Visually Impaired

National Council for the Blind of Ireland, Whitworth Road, Drumcondra, D9. Tel: 01 830 7033

Solas Centre, Unit 8, Oakfield Rd, Clondalkin, D22. Tel: 01 405 6950

Transforming Ireland



Funded by the Irish Government under the National
Development Plan 2007-2013