

CHILD SUPPORT WORKERS – PROPOSED COURSE STRUCTURE

Background to the duties of the Child Support Worker (CSW)

The CSW can perhaps be equated with the Learning Support Educator (LSE) found in Mainstream Schools and Resource Centres. The main difference between the LSE and CSW is that the former deals with a formal curriculum whilst the latter is engaged in a non-formal curriculum, as found in Klabb 3-16 (an after school programme) and Skolasajf. However, whilst the CSW will not be supporting the child's literacy and numeracy needs per se, in this non-formal curricular setting, the child's individual educational needs still have to be met.

Overall Aim of course.

- a) Develop a basic knowledge and understanding of inclusive education
- b) Promoting an inclusive environment for all learners
- c) Adapting activities and tasks for learners with different needs;
- d) Support children's individual educational needs through appropriate intervention strategies
- e) Identify communication challenges and ensure that the learner is included in the Klabb / Skolasajf community
- f) The ability to understand and interpret the IEP in terms of the child's individual educational needs.

Lecture 1 - 'Creating an Inclusive Culture in the Classroom'

This lecture aims to sensitize participants on issues of disability, ability, race, gender and religious diversity; inform participants how society engaged with diversity through the ages and suggest ways how they can create an inclusive culture in the classroom.

Consequently, various concepts such as Gender, Sexual Orientation, Race, Religion, Cultural Background are defined and explained. The dangers of prejudice that lead individuals to create stereotypes and act discriminately. The educator's obligation to consider that 'every child matters'.

Societal responses to Diversity; Treaties celebrating Diversity - UNESCO; Salamanca Statement, EU's commitment to Cultural Diversity Treaty of Maastricht (1993).

What is Culture? Cultural Diversity and Intercultural Challenges in the EU; Article 2 of the UN Convention on the Rights of the Child – Speaking out against discrimination on the basis of child's colour, race, sex, language, religion, political, national, ethnic or social origin, disability etc. Cultural rights – an integral part of human rights. Dangers of discrimination and segregation of minorities eg Gender and Disability issues on children's learning.

Disability – Medical vs Social Model of Disability – Attitude and Technical Barriers. Principles of Inclusive Education; Exclusion in a one-size-fits-all approach; The deficit model as a tool for exclusion; Inclusion vs Integration of people with disability in Education.

Empowering the child – Strengths and Needs. Howard Gardner's Multiple Intelligences and their implications in a classroom setting.

Lecture 2 – Addressing Challenging Behaviour

Participants will acquire the knowledge and skills to support learners exhibiting Social Emotional Behavioural Difficulties (SEBD) – these may be exhibited as ‘acting in’ (most commonly withdrawal) and ‘acting out’ (angry, destructive acts and "out of control" behaviours) behaviours.

What is SEBD? - Demonstrate basic knowledge of social, emotional behavioural difficulties. Causes of SEBD.

Strategies to deal with Challenging Behaviour – Be familiar with a framework for management and discipline language skills; Identify different strategies and techniques to support learners deal with ‘acting in’ and ‘acting out’ behaviours and emotions; Prepare and execute a behaviour modification plan; Be familiar with de-escalation and restraining and seclusion strategies

Lecture 3 –Support Procedures and Documentation.

The CDAU process; The Statementing Process; Understanding recommendations set by the Psychologist; The Individual Educational Plan (IEP).

Participants will learn the process of how the child, assigned to them, has a Statement of Support; the Child Development Assessment Unit (CDAU) where the child undergoes assessments carried out by a multi-disciplinary team; the Educational Psychologist – role and report recommendations; The Statementing Moderating Panel – role and requirements for parents to apply for their child to have a Statement of Support; The Statementing Report issued by the Statementing Moderating Panel; Understanding the IEP – domains found in the IEP and how they relate to supporting the child’s needs.

Lecture 4 - Supporting children with Individual Educational Needs

Participants will recognise the characteristics of learners with ADD / ADHD, ASD and intellectual impairment. They will learn to apply accommodations and interventions to use with such learners with diverse needs.

Lecture 5 - Communication Skills and Teamwork.

Participants will learn Intra and Interpersonal Skills

Interpersonal Skills

- To be able to work in a team environment;
- Verbal and non-verbal communication;
- To follow instructions as indicated by centre coordinator;
- To provide feedback to centre coordinator;
- To be able to communicate with children;
- To communicate effectively with team members;
- To be able to write incident reports where necessary;

Intrapersonal Skills

- Managing negative emotions.

Lecture 6 - Dealing with Children's Difficulties in Communication.

This lecture will expand further on the knowledge and skills presented in lecture 4. Participants will appreciate the function of communication in the lives of the children entrusted in their care.

They will learn:

- about the typical development of language and signs of delayed or atypical language development
- how to determine the process and reasons of communication in order to be able to identify when there is a breakdown or a communication barrier
- how to identify various modes of communication and various AAC aides that can be utilised in order to establish a functional communication system.

Lecture 7 & 8 - Supporting Children's Participation in daily life through Sensory Processing Knowledge .

These 4 hours will give an overview of the importance of developing and nurturing sensory processing skills in children and how sensory motor strategies can support children's participation in their occupational roles as students in school and children in the home and community settings.

Session Outline

Part 1 (2 hours)

- A framework for supporting children's participation: The environment, routines, rules and skills
- The sensory systems and their function
- Understanding our own sensory profile
- Everyday use of the sensory systems
- Identifying difficulties in sensory processing in daily life and how they effect children's behaviour and skills.

(Sensory Modulation, Sensory discrimination, Sensory based motor disorders - Dyspraxia)

Part 2 (2 hours)

Strategies to promote participation of all children in the home school and community:

- Positive Behaviour support
- Universal design for learning
- Sensory strategies

Self regulation: Tools for the body, hands, eyes ears nose and mouth

Motor skill Development including hand function and handwriting.

- The sensory diet

Question time will be allocated at the end of each part.