

# Eec discussion 2

Education



EEC Discussion 2 Being a parent was not an easy job; more so, being a parent to a child with ability differences. In child rearing, parent-teacher patterns activities and events to the individualized needs of the child. In her book, Miller introduced these rearing strategies as DAP (Developmentally Appropriate Practice). DAP is usually done in collaboration with the family members and children were provided of activities relevant to their ability, needs, and interests. DAP is also based on the practical and professional understanding of child's development (Miller, 6).

Caring for a child with ability differences may put the primary caregiver and family at a certain level of strain. To avoid this, parents will be needing the support of early childhood professionals in order to address behavioral child problems and foster effective child guidance skills. It is essential that we discuss ways on how to give them communication and support, patience, understanding, and encouragement. Parents might be shocked at first to learn that their child has ability differences; thus, give parents an ample time to accept the situation and aid in the experience of overwhelming emotions. In addition, parents must also be advised for early identification and treatment.

Miller suggested the following ways in dealing with parents of children with ability differences, namely: (1) "pushing" to carry out tasks as some of them cannot proceed on their own phase; (2) careful and regular observation; (3) positive, assertive guidance; (4) making them feel safe, supported, and valued; and (5) putting them in inclusiveness to develop a better understanding of the real world environment and to allow their peers to realize that children with ability differences are real people with real feelings whom are deserved to be treated well (135).

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Individuals with Disabilities Education Act (IDEA) guarantees that persons aged 3-22 determined to have an ability difference fitting the IDEA definition of a "disability" will have an educational program best suited to their needs (Miller, 145). Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) assure the realization of the IDEA by designing different learning activities which are fit to meet the specific needs of the child and to nurture teamwork among family members, professionals, and government/private institutions.

IEP is team composed of parents, teachers, other school staff, and the child. As a team, they will share their commitments in providing the child his/her unique needs. Meanwhile, IFSP is provided to children aged 0-3 and is a requisite needed by IDEA to provide early intervention for infants and toddlers. It is also broader than IEP as it covers family support services, nutrition services, and case management. Both IEP and IFSP are designed to meet the individual needs of children with ability differences and are directed towards the success of the child in entering the "real" world setting.

#### Works Cited

Miller, Darla. "Understanding Children with Ability Differences." *Positive Child Guidance*, 7th ed. MA: Cengage Learning, 2013. 132-163. Book.