

# Massachusetts Daycare Regulations (continued)

## Specialty Services:

Reach out to families of children receiving EI, IEP or other specialized services to discuss how to meet the needs of the child and balance the health and safety of all individuals in the program.

Offer families the option of limited in-person delivery of specialized services that cannot be provided effectively via telehealth due to the developmental appropriateness or a child's ability to engage sufficiently in the telehealth model.

<https://eeclead.force.com/resource/1608087503000/ChildCarePlaybook>



# Challenges and Creative Problem Solving

## Alternatives

Instead of placing children in childcare settings or preschool programs, many families have opted for creating a family pod with a grandparent or nanny providing care while parents work

Other families have formed preschool pods where American Sign Language is provided consistently for communication and learning; parents share teaching responsibilities



# Challenges and Creative Problem Solving

## Communication

***Parents are not allowed into childcare settings – drop-off and pick-up only***

Restricts opportunities for parents to see Covid accommodations

Restricts observations of teacher-child and peer interactions

Restricts parent-teacher communication

Increased dependence on email communication and the occasional need to Zoom

Boston Children's Hospital's SLP and audiology teams are beginning to offer remote training opportunities for childcare teams



# Communication Resource

- <https://avasvoice.org/ushresources/>

Create a one page “cheat sheet” to help child care providers understand your child’s needs.

## Ava's Cheat Sheet

Usher syndrome is one of the leading causes of deaf-blindness that affects hearing, vision and balance. Every person with Usher syndrome progresses at different rates.

### Ava's Team

*(Insert emails for all members)*

- Me
- Mom & Dad
- Case Manager
- Classroom Teacher
- Paraprofessional
- Teacher of the Deaf (TOD)
- Teacher of the Visually Impaired (TVI)
- Orientation & Mobility Instructor (O&M)

### What You Should Know

While I receive benefit from my cochlear implants and communicate verbally I still struggle to hear. Using my FM System is important to me. I love to learn and don't want to miss out on what you are saying so I may need you to repeat things. Sometimes I may need materials made visually accessible, but not always. I love to play sports and read! Please don't be afraid to ask questions.

### Toolbox

- Cochlear Implants
- FM System
- Cane

### Helpful Links

Usher Syndrome Coalition

- <https://www.usher-syndrome.org>

Educational Considerations for Students with Usher syndrome

- <http://www.nationaldb.org/updates/2017-national-webinar-educational-considerations-for-students-with-usher-syndrome/>

FM System

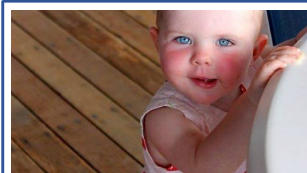

- [https://youtu.be/RBnwGKLF\\_Q](https://youtu.be/RBnwGKLF_Q)

### What Works

- Having access to my FM system
- Extra time when needed
- Wait time
- Repetition
- Adapted Materials
- Access to my toolbox
- Working as a team

### Learn More

[www.avasvoice.org](http://www.avasvoice.org)



# Challenges and Creative Problem Solving

## Early Intervention and Specialty Program Services

***Early Intervention and Specialty Program Services are primarily provided remotely***

Child care programs have provided space and technology so that remote services can be provided in the child care setting, with parents joining from home or office.

Some child care settings have made participation in Specialty Programming groups (for example Baby Sign Class) a whole group activity

Speech-Language pathologists in private practice have expanded virtual services to fill in the gaps



# Challenges and Creative Problem Solving

## *In person Visits*

ABA (behavior) services have been provided in person in homes



In person Early Intervention and Specialty Program services are being provided through outdoor visits, New England weather permitting, reminding us of the Scandinavian saying “there is no such thing as bad weather, only bad clothing!

Some childcare settings have allowed SLPs in private practice to provide in person services with the following parameters:

- Covid testing and quarantine

- Dedicated space

- Services timed so that the child was dismissed after the session and did not return to the group



# Challenges and Creative Problem Solving

## Assessment and Transition Planning

Through October Early Intervention and Specialty Programs extended services for children who turned three to limit gaps in service. Coordination between the MA DESE and DPH with input from a variety of stakeholders.

*Observations by school teams (part of assessment process)*

Indoor observations may require the practitioner to have a negative Covid test and quarantine between the time of the test and the date of the childcare center visit

One childcare center arranged a 20 minute observation outdoors in 18 degree weather (hardy New England children who were appropriately bundled up)

Unexpected benefit: Expanded opportunities for all members of a child's care team to participate in IFSP and IEP meetings remotely



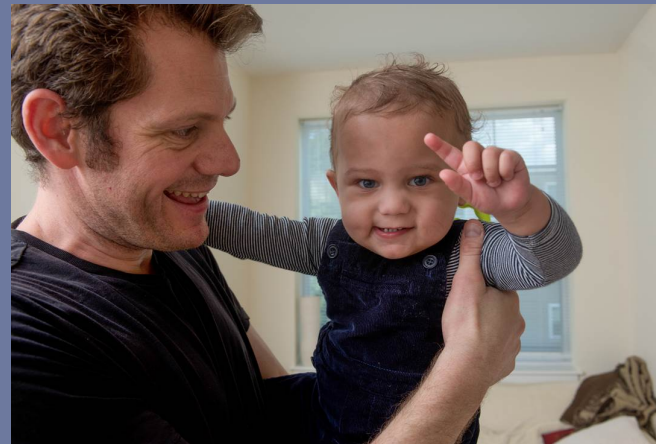


# Language Access

## Monitor Comprehension

Look for that “checking back” behavior showing that the child is making connections

Routinely provide repetition and re-phrasing to support comprehension  
“Eye-to-Eye” and “Face-to-Face”





# Language Access

## Add visual cues

*Add visual cues for gaining attention and supporting language concepts*

Blue painter's tape to mark off social distancing

Visual schedules

Demonstration

Gesture

Expand use of Sign Language

**MAKE IT BIG!**



# Language Access

## Listening and Concentration breaks

We all need them!

Mask breaks have become routine in most settings and we are all more aware of the need for breaks from effortful listening and watching

Teachable moment: build on adults' personal experiences to support understanding of the need for listening and concentration breaks



Thank you! It has been a pleasure.

We look forward to hearing from you.

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