



Region 7 Education Service Center, Kilgore, Texas 75662

# DISABILITIES

Quick Reference Guide



Head Start Teacher Role  
Disabilities Role  
Child Plus and Disabilities  
Strategies  
Disabilities Resources

# Head Start Teacher:

## **For Students Identified by Special Education:**

- Review Special Education records in [Child Plus-Disabilities tab & Attachments](#).
- Implement special education IEP goals, accommodations, and modifications.
- Use a developmentally appropriate curriculum, with modifications & accommodations.
- Include children with disabilities in ALL Head Start class activities.
- Notify your Disabilities staff member when ARD meetings are scheduled.
- Be prepared for ARD meetings, with B-III scores, CLI progress, & work samples.
- Complete ARD NOTES form and have parent sign the Consent for Disclosure of Confidential Information form when Disabilities staff are not able to attend ARD Meetings.

## **For Students with Disability Concerns:**

- Contact PARENT FIRST when a disability concern is suspected!**
- Enter Disability Concerns in [Child Plus](#).
- Email Disabilities staff when a referral is made in [Child Plus](#).
- Enter a Disability Concern in [Child Plus](#) when a child fails the Brigance-III re-screen.
- Consult with Disabilities staff after observation, screenings, assessments, and follow-ups for next action determinations.

## Head Start Teacher Role

# **Head Start Disabilities**

- Provide comprehensive, early intervention services to children and families, connecting home and school.
- Provide information, communication, and training opportunities to inform and support teachers in meeting the needs of the child with disabilities.

## **For Students Identified by Special Education:**

- Provide the Head Start teacher access to student special education information (evaluations, ARD documents, IEPs, services) in Child Plus.
- Consult with Head Start teachers regarding student disabilities and ARD/IEPs.
- Consult with teacher about implementing IEP and appropriate classroom strategies.
- Provide appropriate equipment, materials, and supplies for students with disabilities.
- Attend ARD meetings as the Head Start representative, supporting the teacher, parent, and student.

## **For Students with Special Education Disability Concerns:**

- Follow up on teacher concerns related to possible/suspected disabilities.
- Complete observations, screenings, and additional assessments as follow-up actions to Disability Concerns.
- Consult with the Head Start teacher regarding students with Disability Concerns.
- Follow-up on Brigance-III Re-Screen Failures.
- Assist the Head Start Teacher with campus required referral processes.
- Gather information/documentation and send to campus principal when a disability is suspected.

**Disabilities Role**

# Entering Disability Concern Referral in Child Plus

Application Enrollment Family Services Health Immunization Disability Mental Health Birth Education Attendance PIR

Concerns IESP IEP Additional Info Attachments (0) **Special Education records can be found in Attachments**

Concerns Add Concern Edit Delete Close Concern



### Add New Concern

Date Identified **1. Date**

Category **2. Pick Category**

Status **3. Need More Information**

LEA or Part C Agency **Leave Blank**

Responsible Staff **Leave Blank**

Notes

**4. Concern Notes—Click time stamp and enter specific information about your concern. Include date of parent contacted regarding concern.**

Save Cancel

## Teacher Strategies

- Model respect to all students at all times.
- Use clear, concrete language.
- Provide directions/instructions one step at a time.
- Monitor your response to make sure you are not maintaining problem behaviors.
- Make response to problem behavior instructional, rather than punitive.
- **TEACH & MODEL the behavior you want to see!**

## Strategies - Behavior

- Well-organized classroom.
- Teach rules with words & visuals.
- Teach rules for different environments (halls, bathroom, cafeteria.)
- Clear expectations.
- Consistent routines.
- Use visual schedules, visual cues.
- Plan structured transitions.
- State behavior redirection in terms of what you want to see.

## Strategies-Autism Spectrum Disorder

- Always review disability information and follow IEP goals and accommodations.
- Consult with the parent about preferred interests, activities, and triggers that cause stress.
- Structured day with consistent routines.
- Safe place for calming.
- Transition routines: a certain song, chant, etc.
- Individual schedule of pictures, symbols, or photos.
- "First or when/then" schedule.
- Work stations.

## Strategies-Speech Language Impairment

- Always review disability information and follow IEP goals and accommodations.
- Consult with speech therapy provider after each therapy session.
- Provide language rich environment and opportunities to name and label items, pictures, etc.
- Facilitate student participation in discussions.
- Model good listening and correct sound production.

# **Resources**

Disabilities Training Videos for Teachers on the Region 7 Head Start Website!

## **Pathway:**

[www.esc7.net-Departments-Head Start-Quick Links-Teacher Resources](http://www.esc7.net-Departments-Head-Start-Quick-Links-Teacher-Resources)

Teacher ARD Preparation

Language Development

Transition to Kindergarten for Children with Disabilities

Inclusive Classroom Series: for Autism

#1-Understanding Autism Spectrum Disorder (ASD)

#2-ASD & Communication

#3-ASD & Social Interactions

#4-ASD & Activities & Interests

*More teacher training videos coming to the website!*

## **Region 7 ESC Contacts**

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