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Mini ecological study part 3

Do you ever wish you could improve your neighborhood because it does not support children or their families? Well us as educators can advocate for these rights that the community needs in order to be better and safer. Children are the future and us as adults need to make sure we do everything we can. As a future educator and a group of concerned citizens we could make a difference. Even though at times it may seem impossible everything is possible if you put your mind to it and we need to set an example for our children. This neighborhood can improve existing support services, accommodations, and opportunities for children with special needs in the neighborhood. It starts at home because parents can make a difference at home as well. In order to make a difference we need to identify the problem which is children with special needs in this neighborhood may not have the best education possible.

The schools in this neighborhood may not be able to give these exceptional children the environment they need in order to thrive. Sometimes teachers who are not trained to deal with a certain type of child are put to work with them. Children need someone who will understand them because if not they will not get the proper education. However this does not have to be the case we can advocate for better education for the teachers in low income neighborhoods. These teachers must know how to handle children who are exceptional. Every child deserves the chance to learn because no child is better than another. We can advocate for these children by helping the parents make sure a child's special needs are met. We can help the parents understand available services for their child, interpret test results, and work with the schools to plan

individualized education programs IEPs. A child who has special needs and their learning concerns can take many forms. We must advocate for special needs children by hiring more trained teachers with experience. Each child has their own needs that need to be met and we can ensure this by accommodating each child. There should be more services in the neighborhood for children with special needs like access to speech therapy which can help them improve on their education.

The neighborhood may doubt themselves as a community on what we can do to help children with special needs. However “In the 1950s and 1960s, the federal government, with the strong support and advocacy of family associations, such as The ARC, began to develop and validate practices for children with disabilities and their families. These practices, in turn, laid the foundation for implementing effective programs and services for early intervention and special education in states and localities across the country. In 1965, the Elementary and Secondary Education Act (ESEA; P.L. 89-10) and the State Schools Act (P.L. 89-313) provided states with direct grant assistance to help educate children with disabilities. “(Thirty-five Years of Progress in Educating Children With Disabilities Through IDEA, Washington, D.C., 2010.) This created a turning point for children with disabilities back then so we can remake history again and implement these practices.

The neighborhood plays a huge role on what access a child may have to resources because a child in downtown Manhattan for instance in a high income neighborhood will strive more than a low income child in the bronx. This has nothing to do with if one child is more intelligent than the other because that is not the case. The real reason is the resources. If every child had the same opportunity and equality when it comes to the education system then every the child would do good. For example “Low income makes it more difficult for parents to gain

access to the high quality child care that prepares children for kindergarten” (Monahan, Rachel. “Analysis: 90% of Students in 5 Bronx Neighborhoods Not Ready for College.” NY Daily News, Oct. 2012. However this does not have to be the case anymore because we should advocate for head start programs in the community. Children with special needs should be able to have after school to be accommodated because these children might need additional learning. Every child learns at a different pace and we need to ensure that these children all get the same learning opportunity. Another way we can advocate for children with special needs is by arranging the furniture and equipment with a wide aisle so children can move around more freely. There should also be a special area for wheelchairs or walkers as well.

The coronavirus pandemic has also put this neighborhood at risk as well. Covid 19 has been an issue worldwide of course but it can hit harder on certain communities because they don't have access to the resources that are needed. When covid hit all the schools were closed and put on zoom during this time a lot of children fell back on two years of education. We can advocate for families who are still being affected by covid 19. Children should be offered free tutoring that way the education that they missed out on during covid 19 they can learn now. There should be access to free health care and covid 19 tests as well. Parents should feel safe sending their child to school. Sometimes these neighborhoods do not follow covid guidelines to prevent it. There should be proper education to ensure that the children know the correct way to care for covid in school and feel safer knowing that they will not go home and not get sick.

We must advocate for the opportunity of a safer community. Children and parents should feel safe walking in their neighborhood. There should always be a police officer by the school to ensure the children’s safety. There should also be regulations that we can advocate for that

ensures that no one will smoke in a school zone because children should not be exposed to that at such a young age.

“IDEA systems change grants continued to support state and local capacity-building throughout the 1990s. For example, IDEA supported the California Department of Education in developing a statewide network of model schools that demonstrate how to provide effective programs and services to children with significant disabilities and their families”(Thirty-five Years of Progress in Educating Children With Disabilities Through IDEA, Washington, D.C., 2010). We should advocate to the governor to fund more public schools like how the IDEA systems have funded . Families of children with disabilities have the right to feel safe knowing that their child is getting the best care. We can ensure this by advocating for change.

We can advocate for more services like access to therapy for children and families because at home even sometimes the parents do not know how to accommodate their child with special needs. We can also advocate for a better neighborhood by not having a bunch of men drinking on the streets when children walk home. I see it all the time and it makes me sick thinking how people do not care to make our home a better place. There should also be community groups that talk about issues in the neighborhood. That way more people can bring awareness to the issue. As a future educator I want to advocate not only for my neighborhood but for other neighborhoods that feel as if they do not have a voice and or not heard. We do hear you and we want to bring change in all over New York City's education system. We should also have programs that are like daycares that are funded to help working moms who can not afford a private day care. Not everyone has the same opportunity so we should make that opportunity happen. By making these changes we can make the future a better place. Children deserve the

world, wouldn't you want other people's children to be treated as if it was your child with kindness, respect, and a positive environment.

APA

Epstein, Ann S. (2007). *The intentional teacher : choosing the best strategies for young children's learning*. Washington, DC :National Association for the Education of Young Children

Monahan, Rachel. "Analysis: 90% of Students in 5 Bronx Neighborhoods Not Ready for College." *NY Daily News*. *NY Daily News*, 24 Oct. 20

(*Thirty-five Years of Progress in Educating Children With Disabilities Through IDEA*, Washington, D.C., 2010).