

CHIROPRACTIC (GENERAL)

## **Moving Beyond the One-Size-Fits-All ROF**

MEETING PATIENTS WHERE THEY ARE

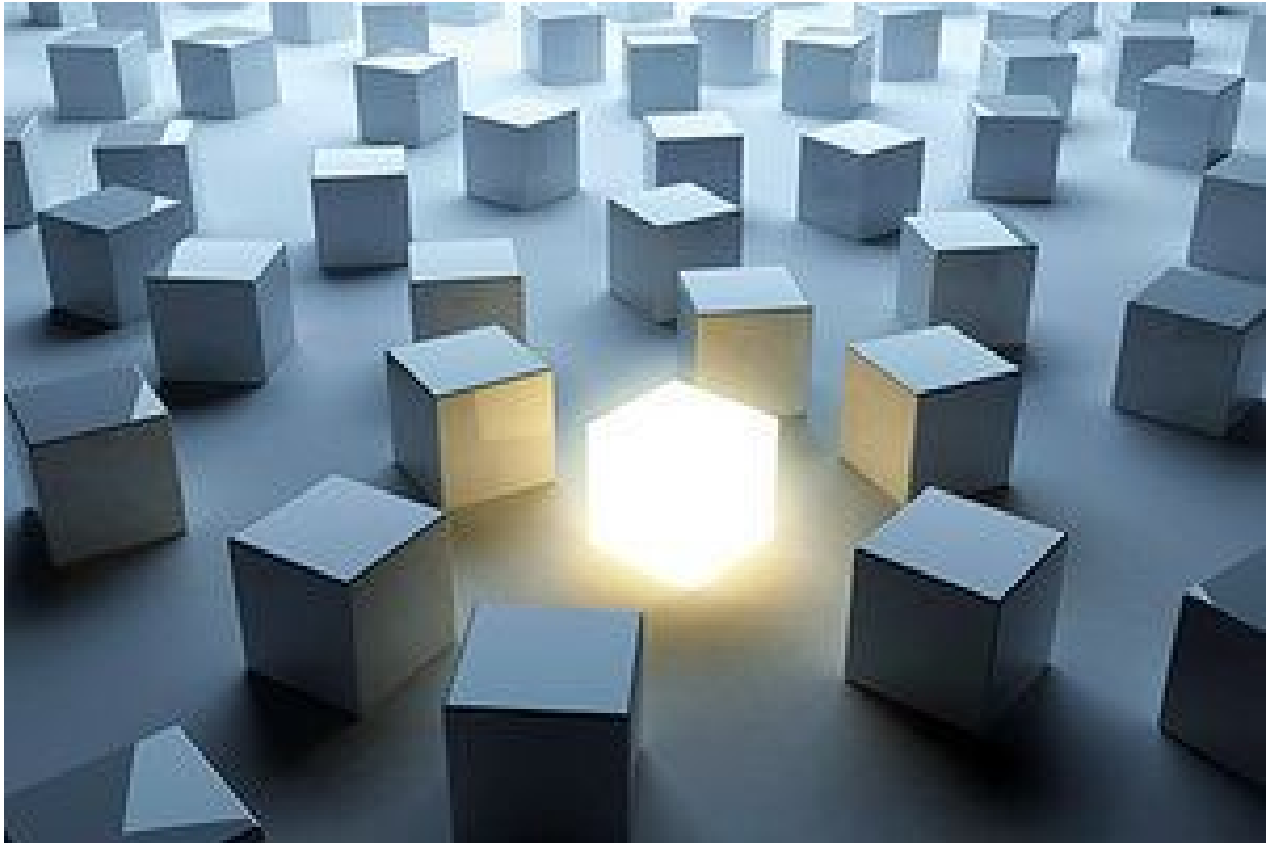
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My wife, Kim, teaches 3- and 4-year-old special-needs children. The children have a variety of conditions. In any given year, her class includes children with autism, blindness, hearing disorders or complete deafness, [Prader-Willi syndrome](#), Down syndrome, cerebral palsy, [Cornelia de Lange syndrome](#) and other conditions.

Many of the children are not toilet trained when they first arrive. Many have minimal vocabularies or have never spoken at all. Many are considered special needs just because they do not speak English. A significant number of the children are immigrants, with more than 11 languages and cultures represented in the school.

Adding to the myriad problems the children have, they are all poor - very poor. The school is in the inner city, where free lunches are the standard. Many of the children are homeless or living in shelters. Some are foster children; even second- or third-generation foster children. Sexual, physical and emotional abuse are also problems.

There are considerable numbers of single-parent families. Most are single mothers trying to survive. Grandparents are the primary caregivers for scores of the children. It is also not unusual for a child to have a parent in prison.



Kim's classroom is like a nest of busy bees. Teachers, paraprofessionals, social workers, speech therapists, occupational therapists, physical therapists, interpreters and volunteers pass through her room throughout the day, working with the children ... trying to make a difference in their lives.

Early in Kim's tenure at the school, she attended a continuing-education class on understanding poverty. I was fascinated with the information she shared with me. The class had detailed how impoverished people think and react to their environment and circumstances. This was done using comparisons between impoverished, middle-class and wealthy individuals. It is interesting to see how individuals in different classes view various factors in life.<sup>1</sup> (Table 1)

Table 1: Perspectives Among Classes On Components Of Life