

NCCIC Is a Service of the Child Care Bureau

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INITIATIVES REGARDING INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN CHILD CARE

Children with physical, developmental, mental, emotional, behavioral, or medical needs may require different levels of care than other children their age. Inclusive child care environments provide important personal and social experiences for children with special needs, and increased social skills and understanding for children without special needs. States have made a number of efforts to support inclusion and improve the quality of child care and early education for children with special needs. State departments of education and departments of human services are working with child care resource and referral (CCR&R) agencies, higher education institutions, special education organizations, professional training organizations, and parents to support State initiatives. These initiatives may support inclusion through the following:

- ◆ Offering training and technical assistance;
- ◆ Supporting mentoring;
- ◆ Providing funding for inclusion specialists;
- ◆ Developing training materials, resources, and curricula; and
- ◆ Offering professional development opportunities.

The following are some examples of federal agencies and federally funded projects, national organizations, State and local initiatives, and resources that support inclusion. Additional resources are available via NCCIC's Online Library, which can be accessed at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>. NCCIC does not endorse any organization, publication, or resource.

Federal Agencies and Federally Funded Projects

Federal Agencies

Administration on Developmental Disabilities (ADD)

U.S. Department of Health and Human Services

www.acf.hhs.gov/programs/add/

ADD is responsible for implementing the Developmental Disabilities Assistance and Bill of Rights Act of 2000. ADD monitors and funds State programs for people with developmental disabilities and their families to ensure their participation in the design of culturally competent services that promote independence, productivity, and integration and inclusion into the community.

Americans with Disabilities Act (ADA)

Civil Rights Division, Disability Rights Section
U.S. Department of Justice
800-514-0301
www.ada.gov/

The ADA Web site provides information about how to comply with ADA standards. Publications, technical assistance materials, and Federal resources about ADA standards and how to comply are available. ADA specialists are available to answer questions through a toll-free information line; services are also available in Spanish.

Office of Special Education Programs (OSEP)

U.S. Department of Education
800-872-5327
www.ed.gov/about/offices/list/osers/osep/index.html?src=mr

OSEP offers leadership and financial support to States and local school districts to support infants, toddlers, children, and youth with disabilities ages birth through 21. OSEP offers financial support to States and local districts to comply with the Individuals with Disabilities Education Act (IDEA) requirements.

United States Access Board

The Architectural and Transportation Barriers Compliance Board
800-872-2253
info@access-board.gov
www.access-board.gov

The United States Access Board is an independent Federal agency devoted to ensuring the accessibility to those with special needs. It focuses on developing and maintaining accessibility requirements, providing technical assistance and training, and enforcing accessibility standards for federally funded facilities. Publications are available at www.access-board.gov/pubs.htm.

Federally Funded Projects

The Center for Early Literacy Learning (CELL)

www.earlyliteracylearning.org
CELL is a technical assistance project that focuses on promoting the use of evidence-based early literacy learning practices. CELL materials are available at www.earlyliteracylearning.org/products.php.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

877-275-3227
www.vanderbilt.edu/csefel/
CSEFEL is dedicated to promoting school readiness and the young children's social-emotional development. It disseminates information and materials that are evidence-based and user-friendly to help early childhood educators meet the needs of children with challenging behaviors and mental health needs in child care and Head Start programs.

IDEAdata.org

www.ideadata.org/index.html
IDEA's Web site provides up-to-date State data collected by OSEP as required under Section 619 of IDEA. Part B and Part C data are available.

The Regional Resource and Federal Centers (RRFC) Network

www.rrfcnetwork.org/

The RRFC Network is made up of the six Regional Resource Centers for Special Education (RRC) and the Federal Resource Center (FRC). RRCs and FRC assist State education agencies in the systemic improvement of education programs, practices, and policies that affect children and youth with special needs. These centers offer consultation, information services, technical assistance, training, and product development.

The Research and Training Center on Early Childhood Development (RTC)

Center for Evidence-Based Practices

Orelena Hawks Puckett Institute

828-255-0470

tmasiello@puckett.org

<http://researchtopractice.info>

RTC implements a coordinated and advanced program of research-based practices that improve the mental, behavioral, communication, preliteracy, and social-emotional development of infants, toddlers, and preschoolers with or at risk for developmental delays.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) (formally the Center for Evidence-Based Practice: Young Children with Challenging Behavior)

OSEP

U.S. Department of Education

www.challengingbehavior.org/

TACSEI disseminates information and materials about evidence-based practices that improve the social-emotional outcomes for young children with or at risk of developing disabilities or delays. TACSEI also offers training, workshops, consultation services, webinars, and publications and resources to help policymakers and providers apply these practices.

National Organizations

Frank Porter Graham (FPG) Child Development Institute

The University of North Carolina at Chapel Hill

919-966-2622

www.fpg.unc.edu/

FPG is committed to improving the lives of all children as they age into adulthood. FPG accomplishes this by conducting research about early care and education, child development, early identification and intervention, inclusion, and other early childhood issues. FPG also sponsors and/or funds other projects and programs:

- ◆ Early Childhood Outcomes Center, www.fpg.unc.edu/~eco/index.cfm;
- ◆ National Early Childhood Technical Assistance Center (NECTAC), www.nectac.org;
- ◆ National Professional Development Center on Inclusion, <http://community.fpg.unc.edu/npdci>;
- ◆ Partnership for Inclusion, www.fpg.unc.edu/~pfi/; and
- ◆ Systems Change in Personnel Preparation, www.fpg.unc.edu/~scpp/.

National Center for Learning Disabilities (NCLD)

888-575-7373 or 212-545-7510

www.nclid.org

NCLD provides leadership in support of children and adults with learning disabilities by offering information, resources, and referral services; developing and supporting innovative educational programs; promoting public awareness; and advocating for more effective policies and legislation to help those with learning disabilities. NCLD also sponsors the Recognition & Response project. More information about the project is available at www.RecognitionandResponse.org.

National Early Childhood Transition Center (NECTC)

Human Development Institute

University of Kentucky

www.ihdi.uky.edu/NECTC/

NECTC's mission is to examine factors that promote successful transitions between infant and toddler programs, preschool programs, and public school programs for young children with disabilities and their families. Its primary objective is to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. Information is available in English and Spanish. Information about issues related to IDEA and early childhood transition is available at www.ihdi.uky.edu/nectc/idea04.aspx.

State Initiatives

Alaska

Alaska Inclusive Child Care Initiative (Alaska IN!)

Alaska Department of Health and Social Services

www.hss.state.ak.us/dpa/programs/ccare/specneeds.html

Alaska IN! works to expand the availability of quality child care for children with special needs by promoting inclusive practices, such as offering referrals, outreach, and education to parents of children with special needs; trainings to providers who care for children with special needs; and information about funding to providers who care for children with special needs.

California

Beginning Together

www.cainclusivechildcare.org/bt/index.html

Beginning Together helps ensure that appropriate inclusive practices are promoted through training and technical assistance. It offers train-the-trainer institutes, promotes regional outreach activities, develops materials, and offers support to institute graduates.

California Map to Inclusive Child Care Project

www.cainclusivechildcare.org/camap/index.html

The California Map to Inclusive Child Care Project seeks to expand opportunities for children with special needs in child care and development programs. It provides resources and promising-practice materials for child care programs serving infants, toddlers, preschoolers, and school-age children with special needs.

Georgia

Inclusion Project

Bright from the Start: Georgia Department of Early Care and Learning

www.decal.state.ga.us/default.aspx

Bright from the Start's Inclusion Project uses CCR&R agencies throughout the State to employ inclusion coordinators who are committed to providing high-quality, inclusive child care. CCR&R agencies also have a lending library on site, which is geared toward children with special needs and those who support them.

Indiana

Early Childhood Center

Indiana Institute on Disability and Community

Indiana University–Bloomington

www.iidc.indiana.edu/ECC/

The Early Childhood Center works to enhance the quality of care and education for all young children (birth through 5 years), including children with special needs. Center activities encompass research, training, leadership, and collaboration with families, communities, and early care and education services.

Indiana First Steps

www.infirststeps.com/matrix/default.asp

First Steps is a family centered, coordinated system to serve children with special needs or who are at risk of developmental delays from birth to age 3. Through local coordination, First Steps works to give children and their families the widest possible array of early intervention services.

Iowa

Early Childhood Special Education

Iowa Department of Education

www.iowa.gov/educate/content/view/643/905/1/3/

The Iowa Department of Education provides resources and materials that offer guidance for early childhood special education staff working in child care settings and preschool classrooms who serve children with special needs.

Maine

Child Care Plus ME

Center for Community Inclusion and Disabilities Studies

www.ccids.umaine.edu/projects/ccme/default.htm

The Child Care Plus ME project works to ensure all infants, preschoolers, and young children have an opportunity to be cared for and educated in high-quality and inclusive settings. It offers trainings and onsite and telephone consultation services, and disseminates information and resources to the community.

Minnesota

Center for Inclusive Child Care

School of Human Services

Concordia University

www.inclusivechildcare.org/index.cfm

The Center for Inclusive Child Care is a resource network that promotes inclusive early childhood and school-age programs. This network provides leadership, administrative support, training, and consultation to early care and education providers, school-age care providers, parents, and the professionals who work with providers and parents of children with special needs.

New Jersey

New Jersey Inclusive Child Care Project

Statewide Parent Advocacy Network, Inc.

<http://spannj.org/njiccp/>

The New Jersey Inclusive Child Care Project provides information in English and Spanish about laws affecting inclusive child care programs and resources for children with special needs. The project also offers telephone and onsite technical assistance and support to child care providers, including family child care providers and those in after-school programs.

Pennsylvania

Early Childhood Education Linkage System (ECELS)

www.dsf.health.state.pa.us/health/cwp/view.asp?a=179&q=232487

ECELS provides professional health consultation, training, and technical assistance to improve early childhood education programs in Pennsylvania. It also develops and disseminates health conditions and infectious diseases fact sheets to the general public, including child care providers and parents.

Philadelphia Inclusion Network (PIN)

<http://jeffline.jefferson.edu/cfsrp/programs.html>

PIN offers a series of training programs for providers in family child care and center-based settings and a number of research-based publications about professional development.

Information about PIN publications is available at

<http://jeffline.jefferson.edu/cfsrp/products/materials-pin1.html>.

Publications

- ◆ *PK Inclusion: Getting Serious About a P-16 Education System* (March 2008), by Kristie Kauertz and Ruby Takanishi.
www.fcd-us.org/usr_doc/PKInclusionGettingSerious.pdf
- ◆ *A Framework for Developing and Sustaining a Part C Finance System* (January 2007), by Maureen Greer, Anne Taylor, and Susan D. Mackey Andrews.
www.nectac.org/~pdfs/pubs/nnotes23.pdf
- ◆ *Research Synthesis Points on Early Childhood Inclusion: What Do We Know?* (2007), by the National Professional Development Center on Inclusion.
<http://community.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007.pdf/view>

- ◆ *Rewards and Roadblocks: How Special Education Students Are Faring Under No Child Left Behind* (2007), by the National Center for Learning Disabilities.
www.nclد.org/images/stories/downloads/advocacy/nclدrewardsandroadblocks.pdf
- ◆ *Section 619 Profile, 15th Edition* (2007), by Alex Lazara, Joan Danaher, and Robert Kraus, NECTAC.
www.nectac.org/~pdfs/pubs/sec619_2007.pdf
- ◆ *Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities: Research Synthesis and Recommendations* (May 2006), by Mary Ruth Coleman, Virginia Buysse, and Jennifer Neitzel, FPG Child Development Institute, University of North Carolina at Chapel Hill.
www.nclد.org/images/stories/downloads/recog_response/2006fpgsynthesis_recognitionandresponse.pdf
- ◆ *Unified Early Childhood and Early Childhood Special Education Teacher Certification: State Approaches* (March 2006), by Eve Müller, published by Project Forum at the National Association of State Directors of Special Education.
www.projectforum.org/docs/UnifiedEarlyChildhoodandEarlyChildhoodSpecialEducationTeacherCertification-StateApproaches.pdf
- ◆ *Selected Resources on Financing Early Childhood Systems to Support Inclusive Options for Young Children With Disabilities* (December 2005), compiled by Kathy Whaley, Susan Goode, and Shelley deFosset, published by the NECTAC Clearinghouse on Early Intervention and Early Childhood Special Education.
www.nectac.org/~pdfs/pubs/financemini.pdf
- ◆ *Considerations Related to Developing a System for Measuring Outcomes for Young Children With Disabilities and Their Families* (April 2004), by the Early Childhood Outcomes Center.
www.fpg.unc.edu/~eco/pdf/considerations.pdf
- ◆ "Opening Doors to Inclusion in Childcare Centers: Lessons From Directors and Staff" (2004), in *The 16th Annual Research Conference Proceedings: A System of Care for Children's Mental Health: Expanding the Research Base*, by Connie E. Morrow, April L. Vogel, Amy M. Windham, K. Lori Hanson, and Emmalee S. Bandstra, sponsored by the Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida.
www.fmhi.usf.edu/institute/pubs/pdf/cfs/rtc/16thproceedings/16thchap07.htm
- ◆ *Coming Together for Children With Disabilities: State Collaboration to Support Quality, Inclusive Child Care* (2003), by Jennifer Mezey, Katherine Beh Neas, and Kate Irish, for the Center for Law and Social Policy and Easter Seals.
www.clasp.org/publications/ccdf_idea_rpt.pdf.1
 - CLASP Policy Brief No. 4 (December 2003), which discusses this resource, is available at www.clasp.org/publications/ccdf_idea_brif.pdf.
- ◆ *Preparing for Success: How Head Start Helps Children With Disabilities and Their Families* (2003), by Jennifer Mezey, and Katherine Beh Neas, published by CLASP.
www.clasp.org/publications/HS_disabilities.pdf
- ◆ *Special Education: Grant Programs Designed to Serve Children Ages 0-5* (April 2002), by the U.S. General Accounting Office (now the U.S. Government Accountability Office).
www.gao.gov/new.items/d02394.pdf

Additional Resource

SpecialLink, the National Centre for Child Care Inclusion

info@speciallinkcanada.org

www.speciallinkcanada.org

SpecialLink is a clearinghouse and virtual resource and research center that provides researchers, policymakers, parents, early childhood educators, and directors with promising inclusive practices in Canadian child care. It provides personalized responses to specific questions, referrals and links to other organizations, and technical assistance about curriculum development and program evaluation.