COUNT ME IN

Resources for Early Childhood Inclusion

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The purpose of this virtual resource is to answer questions and provide general information to families and early education and care providers on how to successfully include young children with disabilities in early childhood programs.

Click on the links below or use the navigation bar on the left to discover facts about inclusion and how you can help make a difference in the lives of children and families in your community.

These resources represent our best collective thinking to date. If you know of additional promising resources or materials that you would like to see included here, please contact the Florida Central Directory: lalong@centraldirectory.org

WHAT IS INCLUSION?

The term "inclusion," when used to speak of children with special needs in a classroom setting, has many historic uses, variations, and applications. Among other terms used to describe similar intents or models: mainstreaming, integration, normalization. At the core, however, is the central belief that all opportunities for learning and advancement should be moving toward the wider inclusion of children with disabilities into mainstream settings.

All documents stored on this website are in PDF format. If unable to view documents, please **download a free copy of Adobe Reader**. May 2011

NATIONAL RESOURCES TO SUPPORT INCLUSIVE ENVIRONMENTS

DEC/NAEYC Joint Position Statement on Inclusion
Two major early childhood organizations - the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) - created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Click on the link below to access resources to improve early childhood services.
Website: http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Including Children with Special Needs – Are You and Your Program Ready? (2009)
A document prepared by National Association for the Education of Young Children (NAEYC) and includes a useful Preschool and Kindergarten Inclusion Readiness Checklist.
Website: http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf

Cost-Benefit Models of Inclusion
Notes from Oregon's Early Childhood Inclusion Collaborative Professional Development Workgroup.   Cost-benefit comparisons are offered for numerous models of inclusion including a comparison of three categories of programs; public school, community-based and Head Start.
Website: http://centeroninclusion.org/Cost.pdf

Bibliography on Inclusion Resources
Access a summary of key conclusions or "synthesis points" drawn from a review of the literature on early childhood inclusion, along with a listing of academic journals and other inclusion-related literature.
Website: http://community.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007.pdf/view

FLORIDA RESOURCES TO SUPPORT INCLUSIVE ENVIRONMENTS

Understanding Inclusion and the Americans with Disabilities Act (ADA)

A resource to assist families, child care providers, and advocates in planning and delivering child care for children with disabilities and special healthcare needs.

- ❖ English : http://www.centraldirectory.org/uploads/ACF21C4.pdf
- ❖ Spanish: http://www.centraldirectory.org/uploads/Spanish%20Understanding%20Inclusion%20Forum.pdf
- ❖ Creole : http://www.centraldirectory.org/uploads/Understanding%20ADA%20Creole.pdf

Expanding Opportunities for Children Birth to Five Awareness Flyer

To ensure that all children, regardless of ability, are given the opportunity to play, learn and live alongside one another, a cross-agency team of stakeholders has developed an awareness flyer entitled "Expanding Opportunities for Children Birth to Five", available in English, Spanish and Creole. This document provides a concise overview of early childhood inclusion and lists the benefits of inclusion for children, families, professionals, and communities.

- ❖ English: http://www.centraldirectory.org/uploads/PubAwareFlyer-Englishlogo.pdf
- ❖ Spanish : http://www.centraldirectory.org/uploads/PubAwareFlyer-Spanishlogo.pdf
- ❖ Creole : http://www.centraldirectory.org/uploads/PubAwareFlyer-Creolelogo.pdf

[Florida Birth to Five Learning and Developmental Standards](#)

These standards describe an age appropriate understanding to the way young children think, create and engage in the early learning process. Whether you are a trainer, a classroom teacher, a family child care provider or a parent, this site provides you with valuable information and tips for supporting children's development in their first years of life. On this site, you can search the Standards in several ways, making it easy for you to plan experiences and interactions with the young children in your care. You can also download a printable version of the Standards.
Website: http://www.flbt5.com

[Florida Core Competencies for Early Care and Education](#)

These competencies are a set of knowledge and skill standards that define what early care and education practitioners, directors, trainers and coach/mentors should know and be able to do in order to deliver high quality early learning services to children and families.
Website: http://www.floridaearlylearning.org/Survey.aspx?AspxAutoDetectCookieSupport=1

Inclusive Partnerships in Communities & Funding Strategies

Inclusive Partnerships in Communities

[Partnering with Early Head Start Grantees](#)

Inclusive Services Early Head Start at Florida State University - Successful Community Program Collaboration
(Found on the last page of this document)

[Partnering with Local Education Agencies](#)

Pinellas County Schools – Our Journey in Funding Inclusive Early Childhood Programs
Website: http://www.centraldirectory.org/uploads/EOAttachment2-PinellasCounty5-11-11JB.pdf

[Partnering with Early Learning Coalitions](#)

(Found on the last page of this document)

Other Resources on Funding Inclusion

[Eligibility for "Special Needs" Rates](#)

The School Readiness payment structure includes a "special needs" negotiated rate for children with disabilities and special health care needs. Rates are locally determined and based on the care needs of the child and the availability of care providers. For more information, contact your early learning coalition or child care resource and [referral agency](#) or 1-866-FLREADY (357-3239).
Website: http://www.flready.com

[NECTAC topic page on Funding for Inclusion](#)

To provide inclusive services, states and communities may need to use many funding sources. This link provides strategies and resources used by states. http://www.nectac.org/inclusion/funding/funding.asp

- ❖ **[Collaborative– State Activities](#)** : http://www.nectac.org/topics/inclusion/collab/stcollab.asp

   Click to access examples of how some states are developing comprehensive systems of services for *all* young children from which children with disabilities greatly benefit.

- ❖ **[Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resources](#)**
   (September 2010) http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf

SPECIFICALLY FOR FAMILIES

First Steps
A Guide for Parents of Young Children with Developmental Disabilities (2006). A product of the Florida Developmental Disabilities Council, Inc.

- ❖ Chapters 1-5 in English:
  http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSEngColor01-05.pdf
- ❖ Chapters 6-10 in English:
  http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSEngColor06-10.pdf
- ❖ Chapters 1-5 in Spanish:
  http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSSpaColor01-05.pdf
- ❖ Chapters 6-10 in Spanish:
  http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSSpaColor06-10.pdf

What Can I Do to Assist My childcare Provider or Other Parents to Support Inclusion?

TATS Talks with Families
Are documents which were developed by the Technical Assistance and Training System (TATS) for families of young children with special needs. They are informational briefs on aspects of Pre-K ESE services and programs which provide overviews and resources for families on topics such as the Individual Educational Program (IEP) process and Least Restrictive Environment (LRE).
Website: http://www.tats.ucf.edu/resources/talks.html

The Special Quest Multimedia Training Library
Contains complete training materials on-line and downloadable which support the inclusion of young children with disabilities birth–five and their families, in early care and education settings. The SpecialQuest materials and approach have been used with over 5,000 participants nationwide, refined over the past ten years, and have been shown to create and sustain change.
Website: http://76.249.171.46/specialquest/trainingmaterials

How Do I Find Inclusive Childcare?
- ❖ Florida Child Care Resource and Referral: http://www.flready.com

Training Materials & Resources

Free Training & Resources
Florida Specific

Department of Children and Families Special Needs Module
Child Care Training Course, a mandatory 40 hour training for child care providers, which includes a module on Special Needs Appropriate Practices. For more information contact the Child Care Training Information Center (888) 352-2842.
Website: http://www.dcf.state.fl.us/programs/childcare

Technical Assistance and Training System (TATS)
http://tats.ucf.edu/index.html

Is a statewide project which supports programs serving prekindergarten children with disabilities by providing technical assistance and training. **Inclusion/Continuum of Supports** is a priority area of TATS, which provides information on the following inclusion resources:

❖ **Documents** Includes a number of helpful resources and guidance documents including:
❖ **Prekindergarten   Children with Disabilities: Expanding Opportunities for providing Services - A Guide for Making System and Program Level Decisions** (2008). A guide to assist school districts in making decisions about early childhood placements for Pre-K children Addresses system and program decisions, and is intended for use by administrators and IEP teams, including families.

eUpdates on Inclusion/Continuum of Supports are briefs sent to Community of Practice members once a month. Each update consists of a best practice, questions for reflection, and references and resource links around the topic. When electronically distributed, the primary audience for each will be noted (teaching staff, administrators, and/or families). To join a TATS community of practice. **Links** **References:** Website: http://tats.ucf.edu/Incl/eUpdates.html

The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs.
TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available on their website: http://www.challengingbehavior.org/index.htm

First Steps
A Guide for Parents of Young Children with Developmental Disabilities (2006). A product of the Florida Developmental Disabilities Council, Inc.

❖ Chapters 1-5 in English:
http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSEngColor01-05.pdf

❖ Chapters 6-10 in English:
http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSEngColor06-10.pdf

❖ Chapters 1-5 in Spanish:
http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSSpaColor01-05.pdf

❖ Chapters 6-10 in Spanish:
http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSSpaColor06-10.pdf

FIRST WORDS Project
Is a longitudinal research investigation in the Autism Institute in the College of Medicine at Florida State University. The major goal is to identify early red flags of developmental language disorders, autism spectrum disorders, and other communication delays in children under 24 months of age. Through research findings, they aim to improve screening tools and early detection of communication disorders by maximizing the role of the family, which will help families obtain intervention services earlier.
Website: http://firstwords.fsu.edu

Other States
California - Kit for Inclusion Team Success (KITS)
An interactive website to help make inclusion happen! From the Inclusion Collaborative of the Santa Clara County Department of Education, San Jose, CA.
Website: http://inclusionkits.sccoe.org/Files/mainpage.html

[**Delaware MAPS (Meaningful Access, Participation and Supports): A Guide to High Quality Inclusion of Children with Disabilities for Families and their Communities**](#)

This a component of Delaware's Early Childhood Inclusion Toolkit and is a project of the State of Delaware Intervention Opportunities (EIEIO) Workgroup, intended for families of children with disabilities and those essential to making high quality inclusion happen. (Other essential stakeholders are early childhood practitioners, related service personnel, community programs and families without children with disabilities.)
Website: http://dhss.delaware.gov/dhss/dms/epqc/birth3/files/de_maps_inclusion.pdf

> ❖ Inclusion Brochure: http://dhss.delaware.gov/dhss/dms/epqc/birth3/files/brochure.pdf

Georgia Department of Early Care and Learning Has an Inclusion webpage which contains a booklet entitled, "Providing Inclusive Child Care" (2009) http://decal.ga.gov/ChildCareServices/ProviderInclusion.aspx?PreK=1

Maine Early Childhood Settings Inclusion Toolkit:
http://www.umaine.edu/ExpandInclusiveOpp/inclusion_toolkit/default.htm

Oregon Early Childhood Inclusion Collaborative
A statewide effort bringing together lead agencies in the early childhood system to enhance and expand inclusive opportunities for Oregon's young children with and without disabilities. Web resources include:
Website: http://centeroninclusion.org/OECIC.htm
> ❖ Competencies for Inclusive Programs: http://centeroninclusion.org/Competency.pdf
> ❖ Information on Cost-Benefit Models of Inclusion: http://centeroninclusion.org/Cost.pdf

Pennsylvania
 The Guidelines to Support the Early Intervention Process: Inclusion 📄*(PDF: 1,261kb)* addresses services for children birth to five. The guidelines identify legal requirements, suggest quality practices, and clarify activities related to inclusion.
Website: http://www.nectac.org/~pdfs/topics/inclusion/inclusion_guidelines.pdf

Virginia Inclusive Placement Options for Preschoolers (IPOP) Manual
The Virginia Department of Education supports a statewide initiative to support a continuum of inclusive placement opportunities for preschoolers with disabilities. The purpose of this initiative is to guide systemic change in school divisions' preschool programs so that the number of settings with inclusive practices increases. This manual is designed to serve as a guide to programs in implementing inclusive practices for preschoolers with disabilities.
Website: http://www.ttac.vt.edu/documents/ttac_ipop_manual.pdf

Wisconsin Preschool Options for Inclusion
The Preschool Options Project is a Department of Public Instruction (DPI) funded project that provides training to assist local school districts in developing a range of options in Least Restrictive Environments (LRE) for young children with disabilities. This website shares information related to the project, along with tools and resources to make it happen in your community.
Website: http://www.preschooloptions.org

> ❖ **Video Streaming: Community Approach to Serving Young Children & Young Children with Disabilities:**
> Website: http://wispdg.org/ec/video.html

Includes on-line videos covering the following topics:

> ❖ Coming Together Around Best Assessment Practices
>
> ❖ Preschool Options: Approaches to Serving 3 to 5 Year-Olds with Disabilities
> with captions for Hearing Impaired

❖ Community Approaches to Serving Wisconsin 4-Year-Olds
   with captions for Hearing Impaired

National

Center for Inclusive Child Care

Information Modules – General disability topics and specific disability topics
Website: http://www.inclusivechildcare.org/c_learning.cfm

Center for Social Emotional Foundations for Early Learning (CSEFEL)

Is focused on promoting the social emotional development and school readiness of young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
Website: http://csefel.vanderbilt.edu

Circle of Inclusion

Website is for early childhood service providers and families of young children. This website offers demonstrations of and information about the effective practices of inclusive educational programs for children from birth through age eight.
Website: http://www.circleofinclusion.org

CONNECT: The Center to Mobilize Early Childhood Knowledge is working with the early childhood community to create a series of web-based professional development resources that focus on and respond to challenges faced by those working with young children with disabilities and their families.
Website: http://community.fpg.unc.edu/connect

The following modules are available at http://community.fpg.unc.edu/connect-modules/learners

   ❖ Module 1: Embedded Interventions

   ❖ Module 2: Transition

   ❖ Module 3: Communication for Collaboration

   ❖ Module 4: Family-Professional Partnerships

   ❖ Module 5: Assistive Technology Interventions

Head Start Center for Inclusion
Website includes a 15-minute in-service trainings as well as additional training modules and tools for teachers.
Website: http://depts.washington.edu/hscenter

Head Start National Centers

Will function as a team that provides Head Start programs with current and consistent information from the Office of Head Start. The Centers will communicate best practices and provide practical resources and information to the Head Start and Early Head Start community.
Website: http://eclkc.ohs.acf.hhs.gov/hslc

National Center on Quality Teaching and Learning will identify, develop, and promote teaching and learning practices with a strong evidence base to help Head Start programs achieve the best possible outcomes for young children. The Center will develop products, deliver professional development opportunities, and work closely with Head Start training and technical assistance providers to ensure that effective educational strategies become everyday practices.

National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age eight.
Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching
Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.

National Dissemination Center for Children with Disabilities (NICHCY)
Website: http://www.nichcy.org/Pages/Home.aspx

NICHCY is the center that provides information to the nation on:

- ❖ disabilities in children and youth;

- ❖ programs and services for infants, children, and youth with disabilities;

- ❖ IDEA, the nation's special education law;

- ❖ No Child Left Behind, the nation's general education law; and

- ❖ Research based information on effective practices for children with disabilities.

National Child Care Information and Technical Assistance Center (NCCIC), a service of the **Child Care Bureau**, is a national clearinghouse and technical assistance (TA) center that provides comprehensive child care information resources and TA services to Child Care and Development Fund (CCDF) Administrators and other key stakeholders.
Website: http://nccic.acf.hhs.gov

National Early Childhood Technical Assistance Center (NECTAC) is supported by the U.S. Department of Education's Office of Special Education Programs (OSEP). NECTAC serves all 50 states and 10 jurisdictions with an array of services and supports to improve service systems and outcomes for infants, toddlers, and preschool aged children with special needs and their families.   NECTAC maintains a topical web page on early childhood inclusion and hosts an annual National Early Childhood Inclusion Institute in Chapel Hill, North Carolina.

Websites:

- ❖ NEACTAC: http://www.nectac.org

- ❖ Child Care Bureau: http://www.acf.hhs.gov/programs/ccb

- ❖ OSEP: http://www2.ed.gov/about/offices/list/osers/osep/index.html

- ❖ National Early Childhood Inclusion Institute: http://www.nectac.org/inclusion/default.asp

National Professional Development Center on Inclusion (NPDCI) is working with states to ensure that early childhood teachers are prepared to educate and care for young children with disabilities in settings with their typically developing peers. Website: http://community.fpg.unc.edu/npdci

Speaking of Inclusion is a weekly blog on inclusion insights, stories, and resources for professional development providers and state-level early childhood administrators and directors as well as practitioners, policy makers, and parents. Your comments are invited. Website: http://community.fpg.unc.edu/discussions/blog-speaking-of-inclusion

Specialized Training for Military Parents (STOMP) is a federally funded Parent Training and Information (PTI) Center established to assist military families who have children with special education or health needs.
Website: http://www.stompproject.org

Special Quest Multimedia Training Library
The Special Quest Multimedia Training Library supports **the inclusion of** young children with disabilities birth–five and their families, in early care and education settings. The SpecialQuest materials and approach have been used with over 5,000 participants nationwide, refined over the past ten years, and have been shown to create and sustain change.
Website: http://76.249.171.46/specialquest/trainingmaterials

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Free products are available on their website.
Website: http://www.challengingbehavior.org/index.htm

Training Resources and Materials for Purchase

The Creative Center for Childhood Research and Training (CCCRT): http://www.cccrt.org
Consultants perform a variety of services in homes, group care settings, and both public and private school programs for children from infancy through kindergarten and their families. CCCRT's consultants also provide training and workshops on-site at The Creative Pre-School in Tallahassee. Trainees can receive hands-on experiences with typical and atypical children in a full-inclusion, developmentally appropriate program.

  ❖ *Beyond Differences and Diagnosis: The Celebration of Inclusion for All Children*. Specific training curriculum on inclusion

CARA's Kit: Creating Adaptations for Routines and Activities (2007) *By S. A. Milbourne & P. H. Campbell*
Promote the participation of all children in the full early childhood curriculum. This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3–6 with disabilities and other special needs can successfully participate in all classroom activities. This contains a CD with resources and a booklet about adaptations from the Division for Early Childhood of the Council for Exceptional Children.

   Cost: $16.00 for NAEYC members ($20.00 for non-members) http://www.naeyc.org/store/node/666

Building Blocks for Teaching Preschoolers with Special Needs, Second Edition (2008) By Susan R. Sandall, Ph.D., & Ilene S. Schwartz, Ph.D.

Easy to use with any existing curriculum, including Creative Curriculum and HighScope*,* Building Blocks gives educators three types of practical, research-based inclusion strategies that promote progress in critical areas such as behavior, emergent literacy, and peer relationships.

   Cost: $34.95 http://www.brookespublishing.com/store/books/sandall-69674/index.htm

Creating and Sustaining Inclusive Environments for Young Children was developed by the National Association of Child Care Resource & Referral Agencies (NACCRRA)
A series of five 60-minute online courses for creating and sustaining inclusive environments for young children.
Continuing Education Unit Credit (CEU)= 5 hours

   Member price: $75.00 http://naccrra.smarthorizons.org/ccrr/training/inclusive-environments.html

WHO DO I CALL FOR HELP?

Florida Directory of Early Childhood Services/Florida's Central Directory/Department of Disabilities and Special Health Care Needs

Provides information and referral, advocacy, education, and training on services for disabilities and special health care needs for children-young adults from birth to age 22 years.
Phone: (850) 487-6301
Toll- Free: (800) 654-4440
Email: Lou Ann Long, Director of Disabilities & Special Health Care Needs Unit
The Children's Forum, Inc.
lalong@centraldirectory.org
Website: http://www.centraldirectory.org/index.cfm

Office of Early Learning Agency for Workforce Innovation (AWI)

Call for information on School Readiness, Voluntary Pre-Kindergarten, and Child Care Resource and Referral.
Toll-Free: (866) 357-3239 (866-FL Ready)
Email: AWI_comments@flaawi.com
Website: http://www.floridajobs.org/earlylearning/index.html

Bureau of Exceptional Education & Student Services (BEESS) Florida Department of Education

BEESS administers programs for students with disabilities and for gifted students. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

Phone: (850) 245-0475
Email: bambi.lockman@fldoe.org
Website: http://www.fldoe.org/ese/

Children's Medical Services, Early Steps (CMS,ES) Florida Department of Health

Early Steps is the statewide early intervention system in Florida that offers services to infants and toddlers (birth to thirty-six months) with significant delays or a condition likely to result in a developmental delay.
Toll-Free: (800) 654-4440
Website: http://www.cms-kids.com/families/early_steps/early_steps.html

Disability Rights Florida

Disability Rights Florida is the official, Governor-designated protection and advocacy system for the State of Florida. Disability Rights Florida has authority and responsibility under eight federal programs. We are a statewide, not-for-profit corporation, whose goals are established each year by our Board of Directors.
Toll- Free: (800) 342-0823
TDD: (800) 346-4127
Website: http://www.disabilityrightsflorida.org/

Florida Diagnostic and Learning Resources System (FDLRS)

The Florida Diagnostic & Learning Resources System provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities.
Toll-Free: (800) 654-4440
Website: http://www.fdlrs.com/

Florida Inclusion Network (FIN)

> The Florida Inclusion Network provides learning opportunities, consultation, information and support to educators, families and community members resulting in inclusion of all students. To find your regional FIN contact, go here.
> Phone: (850) 414-7593
> Email: cliles@contactfin.com
> Website: http://www.floridainclusionnetwork.com/page265.aspx

Parent Training and Information (PTI) Centers

Central Florida Parent Center, Inc
Toll-Free: (888) 612-9273
 Email: cfpc@cfl-parents.org
Website: www.cflparents.org (Serving 30 counties)

Family Network on Disabilities of Florida, Inc.
Phone: (727) 523-1130
Toll-Free: (800) 825-5736 for FL residents only
Email: fnd@fndfl.org or olena@fndfl.org
Website: http://www.fndfl.org/ (Serving 37 counties)

Parent to Parent of Miami, Inc.
Community Parent Resource Center in Florida (CPRC)
Serving Miami-Dade and Monroe counties
Toll-Free: (800) 527-9552
Email: info@ptopmiami.org or igarcia@ptopmiami.org
Website: http://www.ptopmiami.org/

LEGISLATION

State Laws

Early Steps Policy Handbook and Operations Guide (updated July 2010)
Website: http://www.cms-kids.com/home/resources/es_policy_0710/es_policy.html

Florida Statutes and State Board of Education Rules (Vol. I-B): Excerpts for Special Programs
Website: http://www.fldoe.org/ese/pdf/1b-stats.pdf

❖ ESE Policies and Procedures by School District : http://www.fldoe.org/ese/ppd.asp

Child Care Licensing: http://www.myflorida.com/childcare

Federal Laws

American's With Disabilities Act (ADA): http://www.ada.gov

Moving Toward Americans with Disabilities Act Compliance: A Checklist and Guide for Privately Operated Child Care Programs.:
Website: http://www.umaine.edu/ExpandInclusiveOpp/resources/ADA%20compliance%20check.pdf

- ❖ Understanding Inclusion and the Americans with Disabilities Act (ADA)
- ❖ A resource to assist families, child care providers, and advocates in planning and delivering child care for children with disabilities and special healthcare needs.
    - ❖ English: http://www.centraldirectory.org/uploads/ACF21C4.pdf
    - ❖ Spanish: http://www.centraldirectory.org/uploads/Spanish%20Understanding%20Inclusion%20Forum.pdf
    - ❖ Creole: http://www.centraldirectory.org/uploads/Understanding%20ADA%20Creole.pdf

Individuals with Disabilities Education Act of 2004 (IDEA)
Website: http://idea.ed.gov/explore/home

Section 504 of the Rehabilitation Act of 1973
Website: http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf

Developmental Disabilities and Bill of Rights Act of 2000
Website: http://www.acf.hhs.gov/programs/add/ddact/DDACT2.html

Head Start Act of 2007
Website: http://www.acf.hhs.gov/programs/ohs/legislation/HS_act.html

ADVOCACY ORGANIZATIONS

Florida

Children's Campaign Exists to persuade policy makers, citizens, and advocates to adopt proven strategies that lead to positive outcomes for Florida's children. Engaging the system of care and public and private sectors to approach problems in ways that result in better outcomes allows us to utilize information to make real improvements in targeted rules, regulations, and policies for children.
> Phone: (850) 425-2600
> Email: campaign@iamforkids.org
> Website: http://www.iamforkids.org

The Children's Movement of Florida A citizen-led, non-partisan movement to educate political, business and civic leaders – and all parents of the state – about the urgent need to make the well-being and education of our infants, toddlers, and all other children Florida's highest priority.
> Phone: (305) 646-7136
> Email: nick.duran@childrensmovementflorida.org
> Website: http://childrensmovementflorida.org

Disability Rights Florida is the official, Governor-designated protection and advocacy system for the State of Florida.
> Toll Free: (800) 342-0823
> TDD: (800) 346-4127
> Website: http://www.disabilityrightsflorida.org

Florida Developmental Disabilities Council Mission is to advocate and promote meaningful participation in all aspects of life for Floridians with developmental disabilities. The Council supports innovative initiatives that demonstrate new approaches to enhance the independence, productivity, inclusion and self-determination of individuals with developmental disabilities in all facets of community life.

    Phone: (850) 488-4180

    Toll free: (800) 580-7801 TDD: (850) 488-0956

    TDD toll free: (888) 488-8633

    Email: fddc@fddc.org

    Website: http://www.fddc.org

National

CLASP CLASP works to improve the labor market success of low-income individuals and their families in ways that contribute to social equity, economic growth and family well-being.
Website: http://www.clasp.org

Zero to Three ZERO TO THREE is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.
Website: http://www.zerotothree.org

ACRONYMS

Acronyms & Abbreviations related to Disabilities and Special Health Care Needs

- ❖ English: http://www.centraldirectory.org/uploads/Understanding%20Inclusion%20Englishacronymslist.pdf

- ❖ Spanish: http://www.centraldirectory.org/uploads/Understanding%20Inclusion%20Spanishacronymslist.pdf

ATTACHMENTS

Santa Rosa Early Learning Coalition

The Early Learning Coalition (ELC) of Santa Rosa received a Warm Line call about a two year old child, who was banging her head in the child care center. I (Inclusion Contact person) visited that site the next day and observed the child banging her head and punching herself in the face at a rate of several times every few minutes. The child never attempted play and did not eat nor sleep the entire day while in care. In addition the mother reported the child care setting is new, but she had not exhibited any of the behaviors in the home setting. After discussion with mother the child was referred to the Western Panhandle Early Steps.

Early Steps provided the child evaluation to determine eligibility to the program.

After determination, an Individualized Family Support Plan meeting was held and the child began to receive speech therapy once per week in the child care setting through Early Steps, early intervention from the Infant Toddler Developmental Specialist through Santa Rosa Prekindergarten Program for Children with Disabilities, as well as technical assistance from the Early Learning Coalition.

After several months, the child moved to a specialized child care facility with Prekindergarten Program for Children with Disabilities funding the half day classes. In addition, the ELC reimbursed the provider the special needs rate for the school readiness (subsidized) portion of the child's day because the facility provided speech and behavior therapy onsite. The family also receives a weekly visit from a therapist with Infant Mental Health, Systems Solutions for Dyadic therapy. The child and family are having positive outcomes.

Through community collaboration the child and family continue to receive services to best meet the needs of the family!
For more information: Warm Line (850) 983-5336

EHS at FSU

Successful Community Program Collaboration and Inclusive Services

In order to successfully meet the needs of children with disabilities and special needs, the Florida State University Early Head Start program collaborates with the local Early Steps program, public school district, and other local providers serving families with infants and toddlers. Coordinating staff from these provider programs meet monthly, while program administrators meet quarterly. The monthly meetings of coordinating staff were initially focused on coordination of transition services for children from Part C to Part B. However, as partnering staff developed closer working relationships these meetings evolved into increased collaboration, with programs developing formal and informal procedures for information sharing, gathering of parent permission, additional referrals to other agencies, and shared arrangements to facilitate the evaluation/assessment and service delivery process.

To enhance the limited availability of therapeutic services in rural Gadsden County, the Early Head Start program partners with a private Speech and Language Pathologist to provide inclusive therapy services for enrolled children that have qualified for Part C services, as well as for children whose therapy is provided through Medicaid eligibility. The Speech and Language Pathologist provides therapy for children not only in their classrooms, but on joint home visits with families and staff, and during socialization groups held twice monthly for children and parents. The therapist's modeling of language strategies with children in these various inclusive settings enables staff, parents, and family members to

reinforce children's communication skills during their daily family, home, program, and classroom routines. These new skills for language promotion gained by staff and parents benefit other children as well.