


Open Hearts, Open Doors



*Providing Inclusive
Child Care*

Oregon Inclusive Child Care Program



*No matter what their special needs,
all children are children first.*

— Inclusive Child Care Committee

The Inclusive Child Care Program is a partnership of the Oregon Council on Developmental Disabilities and the Child Care Division of the Oregon Employment Department. The Child Care Division provides support for the program through the federal Child Care and Development Fund.

Inclusive Child Care Program

600 N. W. 14th Avenue, Suite 100

Portland, Oregon 97209

(971) 673-2977 Portland

(866) 837-0250

E-mail: inclusivecc@oregonchildcare.org

www.ocdd.org/inclusive_child_eng.htm

Understanding Inclusive Child Care

There are good reasons to care for children with special needs

- It's beneficial for all children. "Inclusive child care" is the term for a child care setting where children — with and without special needs — are cared for together. Regardless of their individual abilities, children in high-quality child care programs are better prepared to enter school and more likely to develop healthy social and emotional skills.
- Your professional services are in demand. In most communities there is a need for quality, inclusive child care. By including children with special needs in your child care program, you are helping families who rely on child care while the parents work or study or just take time out for themselves.
- It's the law. The Americans with Disabilities Act (ADA) is federal legislation designed to protect people from discrimination based on disability. The ADA affords children and adults with disabilities the chance to participate in all activities and opportunities of community life — including child care.

"In caring for any child, there are more similarities than differences. Build on the similarities. Listen to the child, respect and care for the child, and work with parents to give each child your best."

— A parent and child care provider, Southern Oregon

A child with special needs is a child or adolescent who has a physical, developmental, mental, emotional, behavioral, or medical disability, and who may require a different level of care than most children his/her age.

Get the right information

It's natural to have concerns about caring for children with disabilities. Many providers wonder if they have the right skills to care for a child who requires special care or what accommodations may be needed.

Having the right information is the best way to address any concerns. This publication offers tips and resources to help you care for children with special needs and to comply with the ADA.

Your local child care resource and referral program may be able to answer your questions and tell you about available training. Check the Resources section of this publication to find the program serving your community and for other organizations that offer training and technical assistance for providers.

“Accessible child care frees parents from being forced to choose between keeping their jobs to provide for their families or caring for their children”

— A parent of a child with special medical needs

Benefits of Inclusive Child Care

Everyone benefits from inclusive care

Children with disabilities have important personal and social experiences in inclusive child care settings. Children who do not have disabilities benefit through increased social skills and understanding of others. The parents of a child with a disability benefit from inclusive child care by having more child care choices. Inclusion helps all community members be better prepared for community life.

Children who are cared for together: (whether or not they have special needs)

- Feel a sense of belonging
- Have better self-esteem and confidence in their abilities
- Experience a wide variety of friendships
- Learn from and share experiences with other children
- Develop sensitivity towards others
- Appreciate differences in others and themselves
- Are encouraged to be resourceful, creative and cooperative



“My own children learn and play with the children in my inclusive child care program. I’m proud that my children have learned to value all children as individuals and to encourage their friends at school to see others as they do too.”

— Lisa Puentes, Just Like Home family child care, Salem

Caring for children with special needs helps you:

- Build on your experience and skills (benefiting all the children in your care)
- Appreciate the differences and unique qualities in all individuals
- Enhance your child care business through new partnerships
- Tap into available community resources
- Strengthen your reputation as a child care professional
- Demonstrate your belief in equal opportunities and equal rights for all people

Inclusive child care provides families with:

- Greater child care choices
- Safe, nurturing care while parents need to be away
- Opportunities for their children to learn and make new friends
- Links to community resources and services
- Contacts with other families in the community
- Greater awareness and understanding of people with disabilities
- The ability to teach their children about diversity and individual differences



Child Care and the ADA

What the ADA requires

The Americans with Disabilities Act (ADA) is civil rights legislation. The law protects people from discrimination based on disability. It says that public accommodations and commercial facilities must be accessible to people with disabilities. Public accommodations include a variety of businesses and organizations such as restaurants, hotels, retail establishments, hospitals, child care centers, and family child care homes.

Applying ADA to child care programs

Privately-run child care centers and homes (except for those operated by religious organizations) are required to comply with title III of the Americans with Disabilities Act. Child care services provided by state and local government agencies, such as Head Start, summer programs, and extended school day programs, must comply with title II of the ADA. Both titles apply to a child care program's interactions with the children, parents, guardians, employees, and potential customers that it serves.

When changes are needed

To serve children with disabilities the ADA requires reasonable modifications that are not "unduly burdensome." That means making changes that are accomplished without excessive difficulty or expense.

Whether a change is unduly burdensome is determined by the type and cost of what is needed in light of the resources available to individual child care centers and homes. A modification is not required if it would alter the services of a child care setting to a large extent.

Possible changes may include:

- Revision of policies and procedures
- Curriculum adaptations
- Removal of physical barriers
- Additional staff training
- Certain adaptive equipment

Generally, the same rules apply to family child care homes. However, only the portions of the family child care home used in caring for children with disabilities must be made accessible.

ADA Information

U.S. Department of Justice

The Department of Justice provides information about the Americans with Disabilities Act (ADA) through a toll-free ADA Information Line. This service permits businesses, state and local governments, or others to call and ask questions about general or specific ADA requirements including questions about the ADA Standards for Accessible Design.

ADA specialists are available Monday through Friday from 9:30 a.m. until 5:30 p.m. (Eastern Time) except on Thursday when the hours are 12:30 p.m. until 5:30 p.m.. Spanish language service is also available. For general ADA information, answers to specific technical questions, free ADA materials, or information about filing a complaint, call: (800) 514 - 0301 (voice) (800) 514 - 0383 (TTY)

The U.S. DOJ publication “*Commonly Asked Questions about Child Care and Americans with Disabilities Act*” is online at www.usdoj.gov/crt/ada/childq&a.htm.



Northwest Americans with Disabilities Act/Information Technology Center (NW ADA/IT Center)

The Northwest ADA/IT Center offers technical assistance and training and materials about the legal obligations and rights established by the *Americans with Disabilities Act*. The center's services are available to employers, state and local governments, individuals with disabilities, private businesses that provide services to the public, and others.

NW ADA/IT Center
Oregon Health Sciences University
(800) 949-4232
nwada@ohsu.edu

Tips for Inclusion

Getting started

Follow these steps to make yours an inclusive child care program:

- Check your policies and procedures to make sure they are open and inclusive to all children. Your policies must not screen out children with disabilities.
- Remove physical barriers to allow all children to participate. This can be as simple as rearranging a few pieces of furniture.
- When you get a call from a parent of a child with a disability, ask about the child's specific needs and arrange to meet the child and the parents.
- Make decisions about your ability to serve each child on a well-informed, individual basis. Children cannot be excluded from a child care setting simply because they have a disability.
- Make a habit of referring to the child first instead of the disability. For example, say "I have a child with Down syndrome in my care," instead of "I have a Down's child in my care."
- Establish good communication with parents. Find out if others are also available for information and advice, such as the child's special education teacher or a member of the child's health team.
- Acknowledge your own discomfort about working with children with disabilities. It helps to talk to support people, such as parents or other child care providers.
- Other children will be more comfortable when they see you model positive interactions with children who have disabilities. As you gain experience and information, your comfort level will increase.

*"It's so important that a child with special needs is seen like other children — with new shoes, a favorite Beanie Baby, a birthday party snack, or a terrific giggle — not for a disability."**

— Debra Michaels, Seven Stars Childcare Center, Eugene

**From her essay "Some Musings on Inclusion and Childcare"*

Creating an inclusive environment

Inclusive practices create an environment in which children can work and play to their potential and are better able to understand and accept differences among themselves:

- Use activities and materials that are well organized and accessible to all the children in your care.
- Make sure there is enough space for children to move around (including children with wheel chairs or other assistive devices).
- Use furniture and bathroom fixtures that are child size and durable.
- Encourage each child to join his or her peers. Give children support and assistance to join others when it's needed.
- Treat all children with respect. Don't assume that children with disabilities can't understand what you are saying about them to others.
- Speak clearly when talking to children. Use descriptive words that are easy to understand.
- When talking to a child, allow adequate time for him or her to respond to requests. Keep in mind that some children may need extra time to respond.
- Point out strengths and successes of all children. Emphasize similarities among children.
- Answer children's questions in a straightforward manner. For example, if a child asks you "Why doesn't Susie talk?" say, "Susie doesn't talk because she doesn't hear like you. She hasn't had a chance to learn to talk with words. Susie is learning to use her hands to talk."
- Be as consistent as possible in routines and interactions. Be clear about rules and expectations. Provide logical and natural consequences that relate directly to a child's specific actions.



- Try different ways to communicate. When you are getting ready to read to the group, show a photo of children sitting together for story time, or use a picture of the outdoors to let children know that the group is going outside.
- Give positive attention to children when they try new activities, play well with others, show creativity, or make progress in learning new concepts and skills.
- ***Take time to build a relationship with each child in your care.***



Partnering with parents



When caring for any child, you will want to learn the child's preferences, routines and medical needs. The best sources of information are the parents and professionals who work with the child.

Form a partnership with family members based on cooperation, respect and the goal of bringing out the best in each child. It is easier to work out any conflicts when a good, working relationship already exists. These tips can help:

- Enlist parents to help you create a care book for their child with helpful information:
 - Emergency contacts, procedures and phone numbers
 - Medications, allergies and special health care needs



- The environment that's best for their child
 - Visual or verbal instruction that works well with their child
 - Activities their child enjoys
 - Behavior management plans
 - Specific accommodations that may be needed
 - Special education or other services their child receives and names of specialists who can share information
- Make time for regular conversations with parents to discuss their child's development. Be sure to share positive things as well as concerns.
 - Find different ways to communicate with parents. For example, keeping a notebook about the day's activities that can go home with the child encourages parents to stay involved and write notes to you too. Other ideas include quick notes on 3x5 index cards, attendance sheets with notes on them, email, phone calls, or parent conferences.
 - Support and respect the connections between children and their families in a non-judgmental manner.
 - Respect each family's culture and community.



“As a parent, the biggest benefit I receive is the day-to-day observation of my son’s inclusion and acceptance by other children in his after school program.”

— Parent of a child with multiple disabili-

Being on the Child's Team

Your role on the team

Many children with special needs receive services from a team of people. Besides the child's parents, the team may include a speech therapist, physical therapist, early intervention/early childhood special education specialist (for children birth to five), special education teacher (for those age six to 22), nurse or mental health therapist.

As a child care provider, you are an important part of this team. You are with the child in his or her most natural environment. You observe the child interacting with other children, growing and developing, and you see signs of illness or distress. Your insight helps team members better understand and set appropriate goals for the child.

Specialists may ask for specific types of information, such as changes in a child's behaviors or times when the child's energy levels are very low. Writing down brief notes will help you remember and share this information. You can also help team members to remember the positives. Since therapists often focus on challenges, you can play an important role by pointing out the progress the child has made in your care.

“We have no formal background in caring for a child with special needs. We have a very fragile eight-year old in a wheelchair who has taught us a great deal. Her parents are very helpful, giving information, training and support.”

— A child care provider, Clatsop County

How the team helps you

Teaming with parents and specialists is an extra benefit of caring for a child with special needs. With the parent's permission, service providers can help you know the following:

- How to respond to certain behaviors
- What a child can or cannot do
- How to handle special health care needs
- When you need to be especially careful with a child
- Where to find other helpful services and resources

A specialist may also be able to provide services in your child care setting. For example, a physical therapist might come to help a child with therapeutic exercises. On-site services give you a chance to learn too.



Parents can describe the types of professionals working with their child and tell you how to contact them. Encourage parents to give your phone number to therapists or specialists in case they have questions for you. Obtain the parent's permission before you talk to a specialist. Agencies will usually require written permission prior to discussing a child with you.

Working with individualized plans

Each child from birth to five who is receiving Early Intervention/Early Childhood Special Education services has an Individualized Family Service Plan (IFSP). A school age child receiving special education services will have an Individualized Education Plan (IEP). Parents and the child's team develop these plans. Both types of plans include goals and resources to increase the child's ability to learn. With parents' permission, you can ask for a copy of the IFSP or IEP. Knowing what the plan says will help you assist a child in meeting his or her goals. In addition, children may have behavior plans or medication schedules. Parts of the IFSP, IEP, or other plans may be implemented in your child care facility.

Parents may request you to be involved in developing a child's IFSP or IEP. If you can't go to meetings, ask what information you can send with parents or call to other team members. Ask them to keep you updated, especially about any decisions made at the meeting that relate to your time with the child.

IFSP and IEP meetings usually take place once or twice during the school year. If you are able to attend, take notes during the meeting so you can refer to them when needed. You can also bring your notes about what you've observed. This will help you share the child's accomplishments. Parents can request that meetings take place at times and locations that are accessible to you. Ask if this is a possibility for team meetings, at least on an occasional basis.

If there are certain terms you don't understand, ask for clarification or an explanation. Keep asking until you feel that you have a grasp of the information you need.

Communications and confidentiality

Talk about ways to keep lines of communication open with parents and other team members. Find out how to contact them when you need additional guidance or have important information to share. Ask about convenient times to call, or arrange a regular check-in schedule.

Keep confidences. Always remember that all information about a child or family is confidential. Never share anything you see or learn about a child or family with anyone unless you have specific permission. It's best to ask parents for written permission to speak to a service provider. Most agency providers will have a form to release information that parents can sign.



Frequently Asked Questions

Q. *I have never cared for a child with special needs. Shouldn't I leave inclusion to the bigger, better-equipped centers?*

A. Inclusion is about opening the doors to child care for all families. Inclusive child care is needed in every neighborhood in all types of settings, including family child care homes. Your talents and experiences are valuable. No child should be excluded from benefiting from your skills and your program simply because of a disability.

Q. *Will I need special training to care for a child with disabilities?*

A. It will depend on the child. For most children, good basic child care skills and a safe, enriching environment are enough. If caring for a child does require added skills, often parents can give you the guidance and information you need. Professional specialists who work with the child can also share tips and advice. Even if you have special training, parents and specialists can offer information about a child's individual needs. If you would like to have more training, contact your local child care resource and referral program or Lifespan Respite Care Network. (See Resource Section for contact information.)

Q. *Will I need to make major changes in my child care program to serve children with special needs?*

A. The answer will depend on each individual child. First, find out about a child's particular needs. Then see which, if any, changes you will need to make to include the child in your setting. Parents and specialists working closely with the child can help you make this decision. Here are some examples of typical changes:

- Changing equipment, such as lowering or raising an activity table to include a child in a wheel chair
- Modifying rules of a game or activity so that all children can participate
- Having more frequent contact with a child's parents
- Diapering a child who is older than most children who use diapers

- Keeping special records, such as medication charts or feeding information
- Taking time to communicate with the child's team: special education, mental health, medical, or other service providers

These are only examples. Some children will require very little accommodation.

Q. *Will serving children with special needs mean extra costs for me?*

A. For some children necessary changes may involve higher costs. The following are some examples of such changes:

- Changes in the physical environment, such as building a ramp or widening a doorway
- Adding a staff person at certain times (such as meal time) for a child who needs very close supervision

The ADA prohibits charging higher fees to someone or his/her family just because the person has a disability. If you think caring for a child would bring extra expenses, first look closely at the child's individual needs. Before making your decision about accepting the child find out if any changes are needed. Ask about the types of resources that may be available to help you make the changes.

When you have this information you can make the best decision about your ability to appropriately serve the child within your current rates. If the child's family is served by a child care subsidy program, the child may be eligible for a higher rate. Typically, higher rates must be justified by an individual assessment of each child's needs.



Q. *Can I get a tax break for making special accommodations?*

A. You may be eligible for federal tax breaks to small businesses that make special accommodations for persons with disabilities. IRS Publication #907 provides information on these provisions. Obtain the publication by calling 800-829-4966 or visiting the www.irs.gov/formspubs/index.html?portlet=3.

Q. *If I care for a child with special needs, will the other children in my program have to stop doing certain games or activities?*

A. Children with special needs participate in all kinds of activities indoors and outdoors. Try to find practical and creative solutions that allow all children to participate in your program's activities. For example, a child care provider reported that a child in her care was not able to sit at the art table. Her solution was to create a place on the floor where all the children could work together. That made the project fun for everyone. Best of all, the child with special needs was not left out. Making an activity inclusive is much better than removing the activity from the program.

Q. *If a child needs a special medical procedure (such as feeding through a tube) can I perform the procedure myself?*

A. That depends on the procedure. There are some that parents can show you. Others require instruction by a nurse. This is called "delegation". Contact the Oregon State Board of Nursing at (503) 731-4745 to ask which procedures must be delegated by a physician or by a nurse. The child's physician may be able to train you in a special technique.

Q. *What if other children's parents are concerned that a child with special needs will take time away from their children?*

A. It is not unusual for parents to fear that a child with special needs will take time and attention away from their children. Talk openly with parents and encourage them to share their concerns. Remember to respect the privacy of all families in your program. Do not share any personal information without first getting permission from the child's parents.

Tips

- Share the Benefits section of this guide with parents. Point out the benefits of inclusion to all children.
- Invite parents to be involved in your program and to participate in various inclusive activities.
- Remind parents that there is always an adjustment period for any child.

Q. *How do I answer questions from other children about a child's disability?*

A. Children are naturally curious and may ask questions about people's differences. Give them honest and straightforward answers. Always use the child's name in your answer. For example: "Joey gets food through that tube, just like you use a spoon." Parents of children with special needs often become experts in dealing with questions from children and adults. Ask them how to answer questions you're not sure about.

Q. *If a child uses specialized equipment, should I allow other children to play with the equipment?*

A. It's natural for children to be interested. With the parent's permission allow children to touch or try out the equipment. This gives the children opportunities for shared experiences and will help to promote understanding and acceptance.



Q. *What kind of words do I use to talk about a child with special needs?*

A. Language is important because it often reflects positively or negatively on the people you are talking about. It is important to remember that the child is a child, not a disability. “People first” language is important whether you are talking to children or other adults. Here are some examples:

Putting the person first:

Tommy has a disability

Suzy has a visual impairment

Joey has Attention Deficit Disorder

Instead of the disability first:

Disabled Tommy

Blind Suzy

Joey is ADHD



Common Misconceptions

Misconception:

All children with special needs require complicated care.

Fact:

Some children who have disabilities will need special care. Others will need little or no additional care. Like all children, children with special needs have unique personalities, strengths, interests, and abilities. They are as diverse as any other group of children. There are many types of disabilities. A child can have delays or disabilities in some areas and be very healthy and well-functioning in others.

Misconception:

Children with special needs should associate only with other children with special needs.

Fact:

All children benefit from associating with a wide range of people. All children gain valuable learning experiences by being together.

Misconception:

All children with special needs require one-to-one care.

Fact:

Most children with special needs can be cared for in a group setting without one-to-one assistance. Like all children, a child with disabilities may occasionally require individual care (such as with toileting or eating). Anticipate when extra care or attention is needed, and plan ahead for those times.



Misconception:

All children with disabilities have challenging behaviors.

Fact:

Having a disability does not necessarily result in behavior problems. Just like any children, some with special needs will also have challenging or aggressive behaviors. Such behavior is often the result of frustration at not being able to communicate effectively. A patient, understanding caregiver can help by learning the child's signals, routines, and likes and dislikes.

Misconception:

Children with severe special needs cannot learn.

Fact:

All children are capable of learning. How much and how fast they learn varies. Some children learn at a slower pace than their peers. Learning may require extra patience and repeated exposure to activities and concepts. To reach their potential, some children may also need additional assistance, special activities or adaptive equipment.

Misconception:

All disabilities are visible.

Fact:

There are many types of disabilities. Some are easily recognized such as physical impairments or cerebral palsy. Other disabilities may not be as apparent. These include visual and hearing impairments, autism, emotional or behavioral disorders, and learning disabilities. Whether a disability is apparent or not, children must not be judged by a diagnosis. It's important that caregivers take the time to get to know each child as an individual.



Resources

Inclusive Child Care Program

600 N.W. 14th Avenue, Suite 100
Portland, Oregon 97209
(971) 673-2977 Portland
(866) 837-0250
E-mail: inclusivecc@oregonchildcare.org
www.ocdd.org/inclusive_child_eng.htm

Oregon Child Care Resource & Referral Network

805 Liberty Street NE
Salem, OR 97301-2463
(503) 375-2644
(800) 342-6712
www.OregonChildCare.org

Oregon Lifespan Respite Care Program

Department of Human Services
(800) 282-8096 — *to find your local program*
www.oregon.gov/DHS/spd/caregiving/ls_respites.shtml

Oregon Resources: People with Disabilities

Arc of Oregon

1745 State Street
Salem, OR 97301
(503) 581-2726, *Salem*
(877) 581-2726, *toll free*
www.arcoregon.org

United Cerebral Palsy of Oregon and SW Washington, Inc.

7830 SE Foster Road
Portland, OR 97206
(503) 777-4167, *Portland Metro area*
(800) 473-4581, *Oregon only*
www.ucpaorwa.org

Early Intervention/Early Childhood Special Education and School Age Special Education

Contact your neighborhood school for local con-
tacts, or call the Oregon Department of Education at
(503) 378-3600.
www.ode.state.or.us

Easter Seals Oregon

5757 Southwest Macadam Avenue
Portland, OR 97201
(800) 556-6020
www.or.easterseals.com

Oregon Parent Training and Information Center (Oregon PTI)

2295 Liberty Street NE
Salem, OR 97301
(888) 505-2673
www.orpti.org

Oregon Family Support Network

(information on children with mental, emotional
and behavioral disorders)
2411 Martin Luther King Jr. Blvd., Suite 274
Eugene, OR 97401
(800) 323-8521
www.ofsn.org

Research and Training Center on Family Support and Children's Mental Health

Portland State University
P.O. Box 751
Portland, Oregon 97207-0751
(503) 725-4040
Fax (503) 725-4180
www.rtc.pdx.edu

Oregon Resources: Provider Training and Technical Assistance

Kids in Community Settings (KICS)
The Arc of Multnomah County
619 SW 11th Ave., Suite 106
Portland, OR 97205
(503) 223-7279
www.thearcmult.org

Teaching Research Early Childhood and Training Department
Western Oregon University
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-8771
www.tr.wou.edu/train

Oregon Center for Career Development in Childhood Care and Education
Portland State University
P.O. Box 751-OCCD
Portland, Oregon 97207
(503) 725-8529
www.centerline.pdx.edu

Oregon ASK (After School for Kids)
www.oregonask.org

Oregon Resources: Provider Support Organizations

Oregon Association for the Education of Young Children (OAEYC)
P.O. Box 1455
Tualatin, OR 97062
(503) 233-0190
(800) 452-3610
www.oregonaeyc.org

Provider Resource Organization (PRO)
Provider Resource Organization
P.O. Office Box 4826
Portland, Oregon 97298
(503) 224-9787
www.providerresource.org

Oregon Association of Child Care Directors
540 Oak Street
Eugene, OR 97401
(541) 344-0241
www.oaccd.com

Oregon Family Child Care Network
P.O. Box 12752
Salem, OR 97309
(503) 378-1596
www.oregonfamilychildcarenetwork.org

Oregon School Age Coalition
PO Box 1524
Portland, OR 97207
www.oregonschoolagecoalition.org

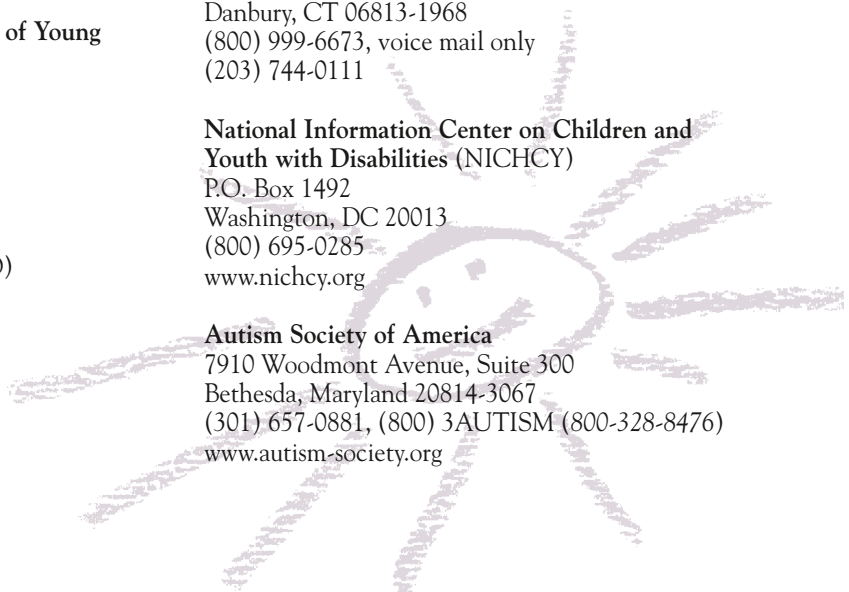
National Resources: People with Disabilities

The Arc of the United States(Information on developmental disabilities)
1010 Wayne Avenue, Suite 650
Silver Spring, MD 20910
(800) 433-5255
www.thearc.org

The National Organization for Rare Disorders, Inc. (NORD), Information on less common disabilities)
55 Kenosia Avenue
P.O. Box 1968
Danbury, CT 06813-1968
(800) 999-6673, voice mail only
(203) 744-0111

National Information Center on Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 695-0285
www.nichcy.org

Autism Society of America
7910 Woodmont Avenue, Suite 300
Bethesda, Maryland 20814-3067
(301) 657-0881, (800) 3AUTISM (800-328-8476)
www.autism-society.org



United Cerebral Palsy Associations (UCPA)
1660 L Street, NW, Suite 700
Washington, DC 20036
(800) 872-5827 ext. 7144
www.ucpa.org

National Resources: Child Care

National Child Care Information Center (NCCIC)
243 Church Street, NW, 2nd Floor
Vienna, VA 22180
(800) 616-2242
www.nccic.org

**National Association for the
Education of Young Children**
1509 16th Street, N.W.
Washington, DC 2003
(800) 424-2460
www.naeyc.org

**National Association of Child Care Resource &
Referral Agencies (NACCRRA)**
1319 F. Street, NW, Suite 500
Washington, DC 20004
(202) 393-5501
www.naccrra.org

National School Age Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Network for Child Care
www.nncc.org
This Web site has over 1,000 articles on child care, including the care of children with special needs, and links to Oregon child care Web sites.

National AfterSchool Association
529 Main Street, Suite 214
Charlestown, MA 02129
(800) 617-8242
(617) 778-6020
www.naaweb.org

Publications

"A Place for Me: Including Children with Special Needs in Early Care and Education Settings," Phyllis A. Chandler, Stock #237, \$7 for members and \$9 for nonmembers from NAEYC (866) 623-9248 (toll free)

"Adapting Toys and Activities in Your Child Care Program: A Guide to Including All Children in Activities and Creating an Accessible Environment," Child Care Connection, P.O. Box 141689, Anchorage, AK 99514-1689, (800) 278-3723, (910) 692-6123 (call for price) www.childcareconnection.org

Child Care Plus Newsletter, Rural Institute on Disabilities, (800) 235-4122, www.ccplus.org, \$10.00/year. You may call for tips on caring for children with special needs.

"Children with Special Health Needs in Child Care Settings: Record Keeping". This manual contains information and forms. Available in binder only, no disk format. Published by the Nursing Division at the Child Development and Rehabilitation Center, Oregon Health Sciences University, Child Development and Rehabilitation Center, Portland, Oregon (503) 494-4213 or (503) 418-0787. (\$15.00)

"Toys 'R' Us Toy Guide for Differently Abled Kids," available free from Toys 'R' Us stores.

"When Teachers Reflect: Journeys toward Effective, Inclusive Practice," \$11 from NAEYC, (866) 623-9248.



