



NCCIC

Great Child Care Includes Everyone

Access to Care for Kids with Special Needs:
The Parents' Perspective

NCCIC is a service of the Child Care Bureau

Collaborating to Support Children

- National
 - Expanding opportunities
- State
 - Statewide inclusion project
- Local
 - Community teams
- Family
 - Individual Education Plans (IEPs) and Individual Family Support Plans (IFSPs)



Montana's Program Profile

- Young children with disabilities are enrolled in every type of child care program
 - Family child care
 - Group child care
 - Center care
 - Head Start
- Practitioners with **education and experience** are more likely to have a favorable outlook on serving children with special needs

Source: McGregor, G., & Mulligan, S. (2001). *Inclusive care in Montana: Profile of the child care programs who provide care for young children with disabilities*. Missoula, MT: Child Care Plus+, The Center on Inclusion in Early Childhood, The University of Montana Rural Institute.

Inclusion Training: Implicit in Early Childhood Courses



Inclusion is embedded in existing training opportunities through the provision of technical assistance and train-the-trainer courses, including a 15-hour, self-study course about how to embed inclusion

Inclusion Training: Explicit Instruction

- Training and technical assistance to child care providers through the following:
 - Onsite visits
 - Telephone consultation
 - Formal training sessions
 - The Internet
 - Self-study course activities



Inclusion is Individualization

“Our program has always handled inclusion for an individual child. If we can meet the child’s needs, we will make every effort to provide services. I avoid taking children on a warehouse basis. Cooperation with the parents is essential. If they are unavailable or defensive about responding to questions and requests concerning their child, it’s difficult to make the inclusion work. The most frustrating part is being left out of all the meetings and IEP/IFSP plans.”

- Montana Child Care Center



Range of Disabilities

Child's Disability or Delay	Number and Percentage of Programs		Child's Disability or Delay	Number and Percentage of Programs	
Speech/Language impairment	214	57%	Autism	82	22%
Developmental delay	204	54%	Hearing impairment	62	17%
Learning disability	162	43%	Orthopedic impairment	61	16%
Emotional disturbance	136	36%	Visual impairment	48	13%
Cognitive delay	121	32%	Deafness	31	8%
"At risk"	90	24%	Deaf-blindness	20	5%
Other health impairment	85	23%	Traumatic brain injury	12	3%

Resources for Providers

- Parents
- Child Find
- Funding support
 - Special needs services
 - Special needs subsidy
- Consultants and specialists
- Volunteers
- Parent resource centers



Making Referrals

1. Make sure expectations are developmentally appropriate
2. Observe and record
3. Express concerns
4. Develop a plan of action with the parent



Child Find

- Designed to ensure that eligible infants and toddlers are identified, located, and evaluated so they may receive the early intervention services they need
- Includes procedures for referring a child to the appropriate public agency for evaluation and assessment in a timely manner
- Coordinated efforts conducted by the State departments of education, health, and relevant social service programs to locate and identify children who need assistance
- Child care providers ideally are suited to coordinate with local Child Find efforts

Funding Supports

■ Special needs services

- One-time payments for adaptive equipment for use in the child care setting
- Payment for specialized training for the provider

■ Special needs subsidy

- Enhanced child care payment based on the child's needs and increased costs of care incurred by the provider

Consultation in Early Childhood Inclusion

- Nurse consultants
- Inclusion consultants
- Speech/Language consultants
- Early childhood specialists
- Infant/Toddler specialists



Constructing a Plan

- **Individualized Family Support Plan (IFSP)**
 - For infants and toddlers (Part C IDEA)
- **Individualized Education Plan (IEP)**
 - For preschool children (Part B IDEA)
- **Child Care Plan**
 - Montana's addendum to either an IFSP or IEP in order to bring the child care provider into the picture

Where Do We Go From Here?

- Enhance community collaboration
- Provide community support and resources
- Focus on inclusion and professional development
- Expand professional development delivery options

Special Thanks

- The Montana Department of Public Health and Human Services, Early Childhood Services Bureau
 - www.childcare.mt.gov
- Child Care Plus+, the Center on Inclusion in Early Childhood, University of Montana
 - www.ccplus.org

Thank You

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