



Possibilities

Early Childhood Inclusion

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Save These Dates ...

November 15, 2003

Project PREPARE presents

Positive Behavior Supports: Building Environments and Interactions Where All Children Can Be Successful

ETV Auditorium, Jackson, Miss.

To register, contact Shannon Haley-Mize at shannon.haley@usm.edu.

December 12-13, 2003

Project PREPARE presents

Inclusion Institute

Ridgecrest Baptist Church,
Madison, Miss.

To register contact Shannon Haley-Mize at shannon.haley@usm.edu.

Conversations

Interactive Video Network
(IVN) Discussion

Topic: "Inclusive Child Care"

Friday, November 14, 2003
9-10:30 a.m.

Congratulations to Joan Sanford at Cradle to Crayons in Collins! She is the winner of the drawing for those who completed and returned the Project PREPARE needs survey. Joan will receive a set of five infant/toddler books.



Georgia Sibley, left, and Betty Brown, right, participate in training with Stella Fair, Ph.D.

PREPARE Essentials

Project PREPARE, funded by the Mississippi Department of Human Services, provides professional development opportunities, support, and resources to enable early childhood programs to better serve children with special needs and their families. The project is coordinated through the Institute for Disability Studies (IDS) at The University of Southern Mississippi.

The mission of IDS is to promote independence, productivity, full inclusion, and participation in the community of individuals with disabilities.

Project PREPARE offers services to promote inclusion of children with special needs. These services include

- inclusion institutes
- newsletters and print resources
- Interactive Video Network IVN meetings called *Conversations about Infants and Toddlers with Special Needs*
- PREPARE listserv and Web site

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Dylan with a classmate

Dylan's Story

by Deborah Pierce

Enrolling Dylan in an inclusive child care setting was not a hard decision. Our oldest son, Jarrett, had attended the same facility since he was 2 years old. I knew the caregivers were Christian men and women who loved the Lord and loved the children they

cared for. I also had faith that the teachers would provide Dylan with all the things that would help him grow in every aspect of his physical and spiritual well being. Any parent would rather stay at home and take care of his or her children, but in Dylan's case, I think it was the right decision. I have been able to go to work every day and not worry about how Dylan was being cared for. Dylan has benefited from the interaction with other children.

Dylan started attending the center when he was 14 months old. He has been promoted twice since that time and is now in the 2-year-old class with peers

of the same age. He started crawling, walking, and running since enrolled in the facility. The therapists have been welcomed into the facility and have been able to conduct the therapy sessions during the school day. They have been able to incorporate into Dylan's daily schedule the needed therapeutic activities that have allowed Dylan to meet his goals. Dylan has made many friends while at the center. He has learned to play and interact with children of his same age. Everyone at the facility loves him and he returns that love every chance he gets with an abundance of hugs and kisses.

Resource Room

Conversations about Infants and Toddlers with Special Needs

Conversations is an Interactive Video Network (IVN) discussion group. Participants statewide can attend at their local IVN site.

These monthly sessions feature different topics involving families, children with special needs, inclusive child care, and integrated services. Featured families share their stories and experiences. Participants have the opportunity to interact and ask questions. Sites include

- Jackson, ETV classroom
- Ellisville, JCJC, C.L. Neil Student Center, Room 218
- Meridian CC, ground floor of Todd Library
- Starkville, MSU, Allen Hall, Room 255
- Oxford, UM, Yerby Building, Room 9
- Tupelo, UM, Room 207
- Hattiesburg, Southern Miss, Greene Hall, Room 203
- Gulfport, Southern Miss Gulf Park, AEC 307
- Itta Bena, MVSU, Percy Leon Building
- Wesson, Co-Lin, Smith Hall, Room 104

Agendas are sent one week before the session. To receive this information, make sure you are on the PREPARE listserv or have provided your mailing address.

Upcoming *Conversations*

Friday, November 14, 2003
9 - 10:30 a.m.

Toll Free Number for Inclusion Support

Project PREPARE provides child care professionals with individual technical assistance and support through a toll free number: 1-888-671-0051.

Inclusion Institutes

Hands-on workshops are designed to raise awareness and help child care centers make inclusion happen. Topics include ABCs of Inclusion, Working with Families, Getting to Know the Child with Special Needs, Adapting Environments and Resources and Services. The next Inclusion Institute is December 12-13 in Madison.

PREPARE Listserv

The PREPARE listserv is a one-

stop source for information pertaining to child care and inclusion. Weekly e-mail digests include information on current professional development opportunities, research in early childhood, issues pertinent to child care, and tips on best practices. To subscribe, send an e-mail to majordomo@usm.edu with 'subscribe prepare-l' in the body of the message (without the quotes).

Web site

<http://www.ids.usm.edu/ProjectPrepare.htm>
The PREPARE Web site will provide access to a wealth of information on the project and inclusion resources. You will be able to access archives of the listserv, the current and archived newsletters in electronic format, the inclusion institute curriculum and materials, and a wide array of resources that support inclusion.

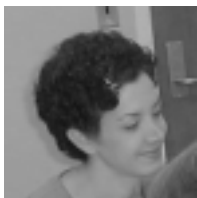
For more information on any Project PREPARE activities, call Shannon Haley-Mize at 1-888-671-0051, or e-mail her at shannon.haley@usm.edu.

Project PREPARE Staff



Connie Clay, Project Director, holds a master's degree in child development from The University of Southern Mississippi. She has worked in the field of

early childhood education for more than 20 years. She currently serves as project director for Project PREPARE at the Institute for Disability Studies at Southern Miss. Her experience in early childhood education includes work with Head Start in CDA training, classroom teacher in child care and kindergarten, and director of an infant toddler center. Connie is an active member of the Mississippi Early Childhood Association, serving as program chair for the 50th Annual Conference. She received the Mississippi Early Childhood Association award in 2000 and the Spirit of MSECA award in 2001.



Training Specialist Shannon Haley-Mize is an alumnus of The University of Southern Mississippi where she earned her

bachelor's in psychology and her master's in early intervention. Shannon has participated in a variety of projects for children at Southern Miss over the past four years. Her experience includes statewide training and support, grant administration, and work with children of differing abilities.



Susan Phillips earned her bachelor's degree at the University of North Carolina at Chapel Hill and her master of education degree at the University of North Carolina at Greensboro in early intervention. Susan has four years of experience working with children with special needs in various inclusive child care centers.

Inclusion – Glossary of Terms

The **Individuals with Disabilities Education Act** (IDEA, Public Law 105-17) is federal legislation that assures children with disabilities free and appropriate education, public accommodations, and services operated by private entities.

The law has four parts

- **Part A** covers the general purpose of the law and definitions.
- **Part B** addresses requirements for the education of all children with disabilities.
- **Part C** covers the specific requirements for services to infants and toddlers (children from birth to 36 months). Part C emphasizes the rights of eligible infants and toddlers to receive early childhood intervention services within “natural environments.” Part C also states that when group settings are used for intervention, the infant or toddler with a disability should be placed in groups with same-aged peers without disabilities, such as play groups, day care centers, or whatever typical group settings exist for infants and toddlers with disabilities. The state service system for infant and toddler services is often referred to as the “Part C program,” and every state and locality has a “Part C Coordinator.”
- **Part D** authorizes national activities to improve special education services (research, personnel development, technical assistance and state improvement grants).

Early Intervention Services (EI or EIS) are designed to meet the developmental needs of children from birth to 36 months with disabilities in any of the following areas: physical, cognitive, communication, socio-emotional, or adaptive development. EIS includes the following services: identification, screening, and assessment; family education and training; home visits; special instruction; health services; social services; and assistive technology. Specialized service areas include speech-language, audiology, occupational and physical therapy, and health services. In Mississippi, these services are provided by various sources including the Mississippi Department of Human Services and the Mississippi Department of Mental Health. Services for infants and toddlers are coordinated by First Steps Early Intervention program.

Eligibility Criteria provides the guidelines for determining which children receive services. In Mississippi, a child must have a 25 percent delay in one area or a diagnosed condition likely to cause a significant delay to receive services under Part C. Part B (3 years and up) requires a 25 percent delay in at least two areas or a diagnosed condition.

Individualized Family Service Plan (IFSP) is a written plan describing services, providers, locations, and goals for services and supports provided to the child and family. The IFSP is prepared by a team that includes the infant or toddler's family and all service providers (including the child care provider). Services are to be family-focused and provided in the “natural environment, including home and community settings in which the infant or toddler with disabilities participate.”

Individualized Education Plan (IEP) is the term used for the written plan that outlines services for children over 3. The IEP is also written by a team of individuals and is usually coordinated by the school district.

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The focus remains on the least restrictive environment, but the priorities are more academic in nature rather than extensive family support.

Natural Environments are settings in the community where the infant or toddler with disabilities might participate. Center and family child care programs are considered natural environments. EI services are to be provided in the child care setting “to the maximum extent appropriate.” Decisions about appropriateness are to be made by the IFSP team.

Americans with Disabilities Act (ADA) is federal legislation that extends civil rights protections to individuals with disabilities. People with disabilities are entitled to equal rights in employment, public

services, and accommodations such as child care. Child care programs are affected by the public accommodations sections as well as the employment provisions. ADA applies to privately owned as well as publicly operated child care. Child care programs operated by religious organizations are exempt from some of the ADA provisions. For more information, call the ADA Information Line at 800-514-0301 (voice); 800-514-0383 (TDD).

Interagency Coordinating Councils: IDEA helps states develop and implement statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all eligible children and their families. States must bring together a State Interagency Coordinating Council

(SICC) to design and oversee the state system. Similarly, local governments must have a coordinating council to ensure inter-agency collaboration at the local level (this is the Local Interagency Coordinating Council, or LICC.)

Adapted from National Child Care Information Center Bulletin, Issue 21, Inclusive Child Care – Quality Child Care for ALL children.

Possibilities is a free newsletter published quarterly by Project PREPARE, a project of the Institute for Disability Studies at The University of Southern Mississippi. Project PREPARE is funded by the Mississippi Department of Human Services. To subscribe or to submit materials (pictures, articles, etc.) for consideration, contact Shannon Haley-Mize at (601) 606-9227, 1-888-671-0051, or shannon.haley@usm.edu.

www.usm.edu/ids/ProjectPrepare.htm



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