



Center for Inclusive Child Care



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

Concordia University • College of Education
275 North Syndicate Street • St. Paul, MN 55104 **(651) 603-6265 • Fax (651) 603-6327**

Project EXCEPTIONAL MN Workshops & Training

The Center for Inclusive Child Care is home to the Project EXCEPTIONAL Minnesota (PEMn) training program. The goal of this program is to increase the number and quality of inclusive child care and education programs for young children with disabilities in Minnesota.

PEMn training workshops are offered for in-service hours through Child Care Resource and Referral

agencies or through independently contracting with a PEMn Trainer.

PEMn's training activities and materials are designed for individuals who are interested in expanding their knowledge and success in inclusion. Trainings are available for all early childhood programs, such as:

- Family Child Care
- Center-based Child Care
- Special Education
- Foster Care
- Preschool
- Head Start

workshop contact your local Child Care Resource and Referral (CCR&R). If you do not know your local CCR&R contact, go to: www.inclusivechildcare.org and mouseover the "resources" button and click on "find a trainer or consultant." This will bring you to a page where you will find a box titled "Key related links." In this box there is a "clickable" link titled, "Project EXCEPTIONAL MN Workshop Contacts." This link will take you to a map of Minnesota detailing the regions and listing the CCR&R phone numbers. ■

Project EXCEPTIONAL workshops and trainings:

- provide practical information about inclusion
- focus on ways to include young children with disabilities in every day care and educational activities
- provide child care providers and educators with assistance in modifying their environment to fit the needs of all children
- provide information on local resources for families and early childhood professionals
- provide CEUs

To find out how you can attend a Project EXCEPTIONAL Minnesota

Minnesota Child Care Resource & Referral Service Areas

This map and the CCR&R contact phone numbers are available at:
www.inclusivechildcare.org

See this article for web directions.

Please visit the Center for Inclusive Child Care's website at:
www.inclusivechildcare.org

Please share this newsletter with friends, families, and co-workers. Don't miss an issue, subscribe electronically at
www.inclusivechildcare.org

Remember, the CICC offers free Consultation Services to child care providers and all other early childhood and school age professionals in Minnesota.



The Center for Inclusive Child Care (CICC) is ready to launch a new program in the Learning Center at www.inclusivechildcare.org. We will be offering *Enhanced Self-Study Courses* on a variety of disability topics, including:

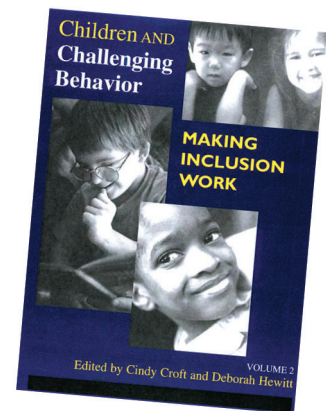
- *ADHD: Seeing the Disability Behind the Behavior,*
- *Autism: Including Children with Social, Communication, and Behavioral Needs,*
- *The Individuals with Disabilities Education Improvement Act, and*
- *Sensory Processing Disorder.*

These comprehensive courses include content and instructional methods that match learning out-

comes. Each course is divided into learning units with learning reinforcers at the conclusion of each section. The learning reinforcers give immediate feedback to a participant on whether the learning outcomes were met by the participant. We will offer one CEU for each course once it is successfully completed. Our goal is to continue to offer opportunities for child care professionals to gain a deeper knowledge of inclusion topics.

We are also now offering a new training through Project EXCEPTIONAL called *HAND-In-HAND: Supporting Children with Play Problems*. "HAND-In-HAND" is a comprehensive, video-based training series for individuals who work with young children. The series consists of seven modules that complement one another. Each module focuses on a different play problem behavior (i.e. wandering, dabbling) and presents teacher interventions that may be appropriate for that behavior. The series was designed

as a complete training program, but each module has been developed to stand alone. The Center for Inclusive Child Care has two copies of the series that will be available to trainers and consultants to check out from our resource lending library. If you are interested in attending this training, contact your local Child Care Resource and Referral Agency for more information or email me at: croft@csp.edu.



Children and Challenging Behavior, Making Inclusion Work. This and other great resources are available for purchase at the Center for Inclusive Child Care's website: www.inclusivechildcare.org in the CICC Market Place.

Congratulations to Chris Bentley!



The 2005 Evelyn House award was given to Chris Bentley at the MNAEYC conference in October. Each year, a MNAEYC member is honored for his or her positive contribution to the lives of young children with this award. The recipient is honored for making an impact on the lives of young children, a statewide impact in Minnesota on behalf of children, and a significant contribution to the MNAEYC organization.

We are proud that Chris is part of the Center for Inclusive Child Care (CICC) as the Technical Assistance Director and has done much to promote the inclusion of children with disabilities in community settings through her work with the CICC and her many years of service to Fraser. You can email her a note of congratulations and appreciation at chris@fraser.org.

Lastly, please read the article: *The Japanese Social Service Council Visits the Center for Inclusive Child Care* on page six of this newsletter. The CICC was given the opportunity to host a group of social service administrators from Japan on October 3, 2005. The organization planning the Japanese trip to Minneapolis found CICC through a search on the Internet! Our website is a wonderful resource which I hope many of you have accessed.

Please contact me with feedback for changes or additions to this comprehensive source of technical assistance. ■

Pediatric Psychiatrist Talks About Ritalin Use

This is an excerpted reprint from the September 10, 2005, issue of ACCESS Press.

Access Press recently asked Dr. Steve Genheimer, a Health Partners pediatric psychiatrist, some basic questions on psychiatric drugs.

Access Press: Last month we printed an article regarding the new Minnesota law that restricts schools from forcing parents to medicate their children. The National Alliance for the Mentally Ill in Minnesota had some concerns about the article because it represented the views of the Citizens Commission on Human Rights of Minnesota and the Church of Scientology. According to the Church of Scientology, Ritalin is a drug that is currently being sold on the black market and is a highly addictive stimulant. To what degree is this true?

Dr. Genheimer: The use of stimulants has increased over the past 15 years, but there has not been any

medication more studied than Methylphenidate (Ritalin); there have been over 1800 individual studies on this medication. There have been two long-term outcome studies on adults who have been treated with stimulants for Attention Deficit [with Hyperactivity] Disorder (AD[H]D) as children and those adults have less indication of substance abuse. Most studies are quite positive in response to the use of the drug for AD[H]D.

The use of Adderall has been linked to some risks, especially sudden death, and was taken off the market in Canada for review. However, as of last week the drug was put back on the market in Canada. This medication can also be very effective for treating patients and the studies are inconclusive if the sudden death was a direct result of the drug. I personally have not experienced any patient getting euphoria

using stimulants and I believe if AD[H]D is treated correctly in childhood, there is less chance of substance abuse as adults.

Medication, if prescribed correctly, can be useful in the treatment of AD[H]D. First the individual needs a thorough evaluation, especially to rule out other medical conditions that may resemble AD[H]D.

Sometimes medication failure is due to lack of communication between patient and doctor (and sometimes school). The doctor, patient, and family should be clear about exactly which symptoms they expect the medication to treat. Patients should inform the doctor if there are side effects or if the medication does not seem to be working. The patient's attitude, community support, and coaching are all important parts of treatment. ■

CICC Website Developments

By John Simmer, CICC Web Developer

We will soon roll out several new features at www.inclusivechildcare.org. *Enhanced Self-Study Courses* will soon be available in the **CICC Learning Center**. Trainings on relevant and timely topics will be offered. We also plan to introduce our new **Artificial Intelligence** bot named Raoul. He'll be located on the **Inclusion Q & A** page and will be fully programmed with terminology, definitions, and answers to many common questions. His knowledge base is expansive and we think our website visitors will find him informative and conversational in nature.



The CICC Resource Library will soon be made available to trainers. A variety of books, videos, and curricula will be accessed via a sophisticated online reservation system. A variety of resources are available and continually updated for all our visitors. These include relevant weblinks on a variety of topics that have been reviewed for timeliness and quality. You may find everything on Google, but you'll find

exactly what you're searching for in the CICC weblinks database. Just visit any page under the **Resources** menu to find topical weblinks search options near the top of the page.

Inclusivechildcare.org continues to grow in web activity at home and abroad. The top ten countries for international visitors, starting with most visits is Canada, Dominican Republic, United Kingdom, Virgin Islands, U.S., Australia, India, Japan, Philippines, Switzerland, Belgium, and Israel. Until next time...happy surfing! ■

The “Whys” and “Hows” of Inclusion

By Chris Bentley, CICC Technical Assistance Director

The Council for Exceptional Children, Division of Early Childhood’s position statement states:

“Inclusion as a value, supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities.”

“Inclusion” is characterized by a feeling of belonging, not by mere proximity, on which the earlier term “mainstreaming” focused. Inclusion is children of all abilities learning, playing, and working together. With successful inclusion, all children are actively involved, physically accessing play and work locations, and have options from which they can choose personally. Inclusion is a process, not a placement. No one person is responsible to make it work; it takes group effort. There is not one perfect way. The inclusion process needs to be tailored to meet the needs of each child as well as the program.

PROVIDING A QUALITY PROGRAM IS THE FIRST STEP TO SUCCESSFUL INCLUSION

Developmentally Appropriate Practice and Effective Practice concepts are the first steps toward successful inclusion. It is important to know Rule 3, Rule 2, and Accreditation standards which are the first steps towards creating quality programs for all children. For more information on Developmentally Appropriate Practice and Effective Practice go to: www.naeyc.org.

The environment and the professionals working with the children are critical factors in successfully including children with special

needs. The physical environment includes the structure and design of the building, furnishings, room arrangement, indoor and outdoor play spaces, and other environmental factors that can impact the success of the program. The social/emotional environment involves adult/child interactions and interactions among the children in the environment. Professionals need appropriate, quality training and support to increase their knowledge for caring for a child with special needs.

Interventions and care with all children should follow developmentally appropriate practice (DAP). Children with special needs require the same intervention strategies, curricula, and expectations so there does not need to be major modifications to this philosophy of intervention. The preference is for these strategies and interventions to be provided within the children’s natural environments.

CURRICULUM MODIFICATIONS

Children with special needs should be included in whatever activities their peers take part. It might take adult assistance to ensure that they are participating or to make the modifications necessary for them to do so. Modifications could include:

- having a child sit in an adult’s lap at circle time to define the space or to assist in the sitting posture so that the child is at his or her peers, level
- having the parent tape record the “sharing item” description for a child who is non-verbal
- positioning a child in front of the “action” to eliminate distractions
- planning activities that showcase or require a variety of skills, so

that all children are given the opportunity to “shine”

BENEFITS OF INCLUSION FOR CHILDREN WITH OR WITHOUT DISABILITIES

- make friends
- learn by imitating others
- show more pride in achievements
- build interdependence and ability to deal with obstacles
- notice similarities between themselves and others
- develop better language and communication skills
- increase problem-solving ability
- learn to become more assertive
- learn self-respect by being a part of a positive, natural environment
- learn to accept others as they are
- develop patience and compassion
- learn to accept their own strengths and needs
- accept others as individuals, not “labels”
- learn to help others

BENEFITS OF INCLUSION FOR FAMILIES

- enable families to work because they have increased access to child care services
- understand that all children have negative behaviors such as tantrums or toilet problems
- discover that others can provide a secure and nurturing environment for the child with special needs
- learn to accept children’s strengths and needs
- share common experiences
- feel a kinship with other families

BENEFITS OF INCLUSION FOR EARLY CARE AND EDUCATION PROVIDERS

- develop networks of professional services and community resources
- expand their knowledge about special needs

- develop awareness that all people have unique needs
- create a setting that encourages understanding and flexibility
- realize and appreciate differences
- develop compassion, kindness and respect for others
- acquire a larger share of the market by enhancing their own images

BENEFITS OF INCLUSION FOR CHILDREN WHO ARE DEVELOPING TYPICALLY AND THEIR FAMILIES

- Children who do not have special

needs continue to learn and grow the in same ways in which they did before they had classmates with special needs. In addition, they have opportunities to learn about differences in human growth and development. They learn to accept people who are different from them as they learn to work and play with children who have a wide range of abilities.

- For families of children who are typically developing, the inclusive setting provides a concrete opportunity for teaching their children about differences in growth and

development. Families might develop a greater understanding of people with special needs, become more sensitive to the needs of families with children who have disabilities, and become future advocates for community integration.

Excerpts of these lists taken from Quick Notes, Inclusion Resources for Early Childhood Professionals, University of North Carolina, 1997, FPG Child Development Center, Carrboro, NC. ■



Did you know you could take Project EXCEPTIONAL trainings online through *Eager to Learn*?

From Cory Woosley, Eager to Learn Program Coordinator

Eager to Learn is an internet-based learning program that provides high quality, online education for early childhood and school age caregivers, parents and professionals. Through our online, interactive classes, explore opportunities for caregivers to learn new information and resources, as well as share their knowledge and experiences with others - all from the warmth of their own home.

When delivering the Project EXCEPTIONAL courses we have converted them into five-week in-depth learning experiences. In these in-depth courses you have the opportunity to build relationships with other students and to take your learning to a deeper level.

Eager to Learn courses are \$50 for 16 in-service hours or \$85 for 1.6 CEUs. This fall and winter we will be offering a wide array of courses including:

- Understanding Autism and What We Can Do,
- Observation is the Key to the Door,
- Navigating the Landscape of ADHD: Understanding the Disability and Effective Interventions,
- First Signs: Red Flags of Development,
- Family Caregiver Partnerships, and
- Children with Sensory Processing Disorder: Challenges and Strategies.

We have all of the Project EXCEPTIONAL courses converted and ready to be delivered.

Here is what past participants said about their experience with an online Project EXCEPTIONAL course:

“Very informative, I learned a lot and presented in a very positive

way. I appreciated that we were continually brought back to looking at the child first, the disability second.”

“I’m filing the handouts from class so that I can find them when I need to refer to them. It has given me a new understanding of children with ADHD. I am more informed about the diagnostic process. I am better able to see that all children are more alike than different. Children with ADHD have the same needs as other children their age. But maybe they have a greater need for positive reinforcement.”

Visit *Eager to Learn* on the web at: www.mnchildcare.org or contact Cory Woosley, email: coryw@mnchildcare.org or phone: (651) 746-4024. ■



Japanese Social Service Council Visits the Center for Inclusive Child Care

On October 3, 2005, the Center for Inclusive Child Care (CICC) at Concordia University hosted a group of 35 administrators from the Japanese Social Service Council, Tokyo, Japan. The group represents the Japanese Association of Administrators and Directors of Long Term Care Facilities organization, called Zenkoku Keiei-kyo. Their interest in visiting Minneapolis,

Minnesota was to learn more about the inclusion of children with disabilities into community settings.

The Center for Inclusive Child Care gave a three-hour presentation on our services, including our partnership with the Minnesota Department of Education and Fraser. In addition, the CICC arranged a tour of Fraser Child

Care Center and PACER Center Simon Technology Center, with a reception at the end of the day.

It was a great pleasure for all of us to meet this distinguished group and share what we believe are the benefits to all children of inclusion in early education settings. ■

Article Preparation & Newsletter Editing: Kathy Benham, St. Cloud, MN, (320) 255-9922, rkbenham@aol.com
Newsletter Design Production: Lynette Brannan, LB Productions, Becker, MN, (763) 261-5115, brannan@sherbtl.net
Center for Inclusive Child Care Website: www.inclusivechildcare.org CICC Email Contact: croft@csp.edu

Address Service Requested

275 Syndicate Street North, St. Paul, MN 55104
Cindy Croft, CICC Director
Concordia University, College of Education



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Promoting and supporting inclusive early childhood and school age programs and providers in Minnesota.