

# GOOD BEGINNINGS NEVER END

N.C. Child Care Health & Safety Resource Center • 1-800-246-6731

November 1999

## Key Points

- Children with disabilities are children first!
- All children have special needs—each child, regardless of abilities and background, has unique needs and deserves special adult attention.
- Children with disabilities benefit from inclusion, particularly in relation to social development and social skills.
- Young children with disabilities and their families often require services from a variety of professionals.
- Early childhood personnel are key persons in identifying children who may have development delays and disabilities.

## In This Issue

- 2 From the Resource Center
- 2 Training Opportunities
- 2 Immunization Reminder
- 3 What is Assistive Technology
- 3 Adapting Toys
- 3 Encouraging Communication
- 3 N.C. Early Intervention Library
- 4 Test Your Knowledge
- 4 November References

## Including All Children

Inclusion means serving children with disabilities together with other children who are developing in a typical way. Children with disabilities or special needs are similar to children without disabilities. All children share needs for food and shelter, for love and affection, for interactions with others, for opportunities to play and learn, and for protection from their environment.

The family child care home with its small group size, home atmosphere, and flexible schedule, can provide an ideal inclusive experience for children with special needs.

### Everyone benefits when children with special needs are included:

- With support, young children with special needs in an inclusive child care home maintain their rate of developmental growth. They show gains in their social skills. They interact more with others and play with toys in different, more complex ways.
- Children who do not have special needs continue to learn and grow in the same ways. They also have opportunities to learn about differences in human growth and development. They may become more accepting of children who are different.

Children learn from each other. Children with special needs will often learn more from other children than adults.

If a child with special needs is already enrolled in your program, the child's parents will be able to provide you with information you need about the



child's strengths, needs, and what you can do to help the child learn best. In addition, some agencies in North Carolina offer training about inclusion:

- Partnership for Inclusion (919) 962-7364
- All Together Now (919) 966-0059
- Assistive Technology Services (800) 737-3028
- Family Support Network (800) 852-0042
- NC Early Intervention Library (828) 433-2670

Or call us at 1-800-246-6731. Every child benefits from a nurturing family child care home, one that looks at their abilities and strengths and helps them to grow to their fullest potential.



## Training Opportunities

### December & January

Free – Smart Start  
Sponsored Classes,  
Onslow Co.  
Pat Simpson,  
910-938-6140

### December 7

Buying Age  
Appropriate Toys  
for Preschoolers,  
Duplin Co.  
910-296-2000

### December 1

Celebrate – Appropriate  
Celebrations in Diverse  
Child Care Programs,  
Buncombe Co.  
828-255-5725

### December 9

Community Resources:  
Vendors Fair,  
Whiteville  
910-642-8189

### December 2

Say CHEESE –  
Utilizing Photography  
in the Classroom,  
Buncombe Co.  
828-255-5725

### December 9

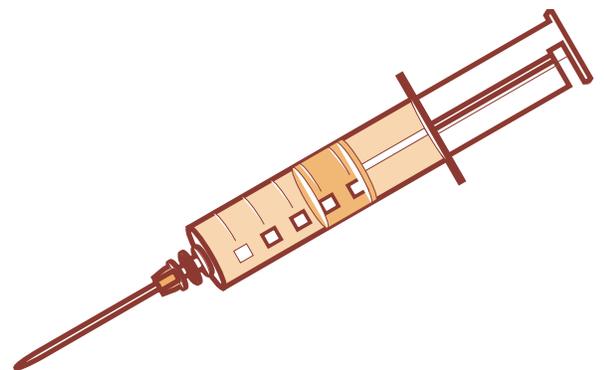
Child Abuse & Neglect,  
Buncombe Co.  
828-255-5725

### December 7

Tooth Time,  
Hendersonville  
828-692-3847

### December 13

Bloodborne Pathogens,  
Morganton  
American Red Cross  
828-438-8844



# The ABC's of Safe and Healthy Child Care...

## What is Assistive Technology?

Assistive technology is any device that enables children to do something they would not be able to do on their own. These tools range from a special drinking straw to sophisticated computers. Examples of assistive technology often used by young children with special needs include the following items:

- Visual aids
- Hearing Aids
- Mobility Aids such as wheelchairs and walkers
- Seating and Standing Aids
- Cognitive and learning aids
- Adapted toys
- Adapted switches to activate toys
- Communication aids such as "talking devices"
- Computers with alternative keyboards such as Touch Windows
- Feeding and dressing aids



## Adapting Toys

Many toys that can be purchased at local department stores are appropriate for children with special needs and require no adaptations. Toys and materials used by children with special needs can be made easier to grasp and manipulate.

- Add wooden knobs to puzzle pieces
- Attach plastic or metal rings, such as bangle bracelets, to toys
- Add foam pieces to page corners of a book
- Modify paint brushes, markers, crayons, or pencils by wrapping foam or cloth around them to make them thicker

Consider these ideas to promote independent play:

- Attach one side of Velcro to children's gloves or sweatbands and the other side to toys
- Stabilize toys by attaching magnetic strips to them so the toys can be positioned on a cookie sheet
- Secure toys to surfaces using suction cups, c-clamps, non-skid matting, Velcro, and sandbags
- Place a piece of rubber mat on the child's wheelchair tray to help keep items from slipping and falling off the tray



## Encouraging Communication



All young children need stimulation and encouragement as they learn to communicate. Children who have language delays or disabilities may need

additional help. These tips will help create a language-rich environment:

- Talk about what you are doing. Describe what you see, feel, hear, smell, and taste.
- Talk about what the child is doing, feeling, hearing, smelling, and tasting.
- Label the room with communication symbols or pictures.
- Purchase a "talking" picture frame (available at Wal-mart or a photo store) and put a picture of the object and record the word. The child can press the frame and it gives the child a "voice" to be able to participate. The message can be changed for different activities.
- Help other children without language delays to use communication boards, pictures, or manual signs so they can communicate with the child with special needs.

## North Carolina's Early Intervention Library

North Carolina's Early Intervention Library is a great resource for families of young children with special needs and their service providers. Parents and professionals can choose from hundreds of books and videos on early childhood and inclusion. There is even a special collection of children's books!

Individuals may borrow up to three items for one month. Descriptions of specific materials can be obtained by calling the library to ask about a particular topic.

Desired items will be mailed.

Call 828-433-2670 or e-mail: [eilibrary@nci.net](mailto:eilibrary@nci.net)

## Test Your Knowledge

Candace is a family child care provider who is enrolling a child with special needs. She has met the child's parents and health care providers to discuss the needs of the child. She has written instructions for procedures, schedules for giving medications, and menus to meet dietary requirements. Candace is considering the following questions:

1. What types of accommodations will need to be made to include this child in my family child care home?
2. Is my home equipped to meet the health and safety needs of this child?
3. What special skills will I need to learn to care for this child?
4. Who will provide this training?

**\*What is one agency that Candace could call for help in answering her questions?**

Call us at 1-800-CHOOSE-1 with your answer and receive a free gift if you are among the first 100 callers.



## References for November Articles

*Including Children with Special Needs in Early Childhood Programs*  
by Jane B. Atwater and Donald B. Bailey, 1994.

*A Place for Me* by Phyllis A. Chandler, 1994.

*Inclusion Resources for Early Childhood Professionals* by  
Patricia W. Wesley, Brenda C. Dennis, and Sabrina T. Tyndall, 1997.

4 • GOOD BEGINNINGS NEVER END • NOVEMBER 1999

NC Child Care Health & Safety Resource Center  
Post Office Box 12509  
Raleigh, NC 27605



## GOOD BEGINNINGS NEVER END

VOL. 3, NO. 11

EDITOR

Linda Raker Rogers, RN  
MSN, FNP

This publication is produced monthly by the N.C. Child Care Health and Safety Resource Center and distributed to family child care providers by the Healthy Child Care North Carolina Campaign.

### FOR MORE INFORMATION

or if you would like to send suggestions or comments

### WRITE:

NC Child Care Health and Safety Resource Center  
Post Office Box 12509  
Raleigh, NC 27605

### OR CALL:

1-800-246-6731  
[www.healthychildcarenc.org](http://www.healthychildcarenc.org)

Articles may be reprinted without permission if credit is given to the newsletter and the material is not reproduced for commercial purposes.

*Produced with the support of:*



Nonprofit  
US Postage  
PAID  
Raleigh, NC  
Permit No. 1319

POSTMASTER: Please deliver as soon as possible – time dated material enclosed