

All Children Are Special: How to Know When a Child Needs Help

**A Guide for Parents and
Child Care Providers**



Calaveras Child Care Council

Revision June 2023

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Calaveras



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Background

In 1991, Assembly member Jackie Speier authored AB2141 (Chapter 1187) which created Local Child Care Planning Councils in each county. AB 2141 authorized these local councils to determine local child care needs, to develop priorities for the allocation of federal Child Care and Development Block Grant (CCDBG) funds, and to prepare a county-wide child care plan. The Calaveras Local Child Care Planning Council was informal and met only on an “as needed” basis. In July of 1994 the council started meeting on a monthly basis and for three consecutive years, the Council received a small grant to support local priorities and activities as they related to child care.

AB 1542 was passed in 1997, which created a new welfare program in California: California Work Opportunity and Responsibility to Kids (CalWORKs). As quality child care was recognized as an integral component to not only the success of working parents and local economy, but also to the healthy development of young children, the role of local child care planning councils was strengthened. The Calaveras Local Child Care Planning Council, became formal and was renamed the Calaveras Child Care Council (CCCC).

Program Requirements

It is the intent of the Legislature that local child care and development planning councils shall provide a forum for the identification of local priorities for child care and the development of policies to meet the needs identified within those priorities (Education Code, Section 8499.3). It is further the intent of the Legislature that communities implementing new programs or initiatives connect with existing program strategies and build upon existing local collaboratives, when possible, to provide a unified integrated system of service for children and families (EC, Section 54744). Local planning councils are expected to work with a variety of local players to build a comprehensive child care approach to all families. Those encouraged to participate in the local planning process include:

- Subsidized and unsubsidized child care providers;
- County welfare departments;
- Human services agencies;
- Regional Centers;
- Local education agencies;
- Job training programs;
- Employers;
- First 5 Commissions;
- Integrated child and family service councils;
- Local Child Care Resource and Referral Programs;
- Parent organizations; and
- Other interested parties.

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Introduction

All Children Are Special: How to Know When a Child Needs Help

No one goes very far alone...all that you put into the lives of others, comes back into your own.

Anonymous

Are you a parent who has a child with identified special needs? Are you a parent who is concerned that your child isn't developing at a typical rate? Are you a child care provider with a child who has a diagnosed disability, or have a child in your care that you suspect might have some type of developmental delay? Or, perhaps you are a child care provider who would like to be able to care for all children in an inclusive setting and would like to have some help with training and resources. If any of the above descriptions apply to you, this manual was prepared with you in mind.

We know that every child is special, and some children need special care because of developmental, physical, medical, emotional or behavioral challenges. In order to meet the needs of each child, it is critical that parents and child care professionals create and maintain a partnership to help each other help the child reach his or her full potential. Calaveras Child Care Council (CCCC) has developed this manual to support you – whatever your role – find the help and resources you need for supporting children with a variety of needs.

We hope that you will find this information helpful, and that it will assist you in finding the additional resources you may need for that special child in your life.

Should I Be Concerned?

Children develop at different rates. Differences in development can be associated with personality, temperament, health needs and/or experiences. The first years of a child's life are critical. Identifying concerns early can help ensure that your child can get additional services to support their development. If you notice some of these behaviors consistently, you may want to reach out and have your child screened by a professional.

General Risk Factors

The following factors may place children at greater risk for health and developmental concerns:

- Prematurity or low birth weight
- Vision or hearing difficulties
- Prenatal exposure or other types of exposure to drugs, alcohol, or tobacco
- Poor nutrition or difficulties eating (lacks nutritious foods, vitamins, proteins, or iron in diet)
- Exposure to lead-based paint (licking, eating, or sucking on lead-based painted doors, floors, furniture, toys, etc.)
- Environmental factors, such as abuse or neglect

Behaviors and Relationships

Some of the following behaviors may be cause for concern in any child regardless of age:

- Avoids being held, does not like being touched
- Resists being calmed, cannot be comforted
- Avoids or rarely makes eye contact with others
- By age four months, does not coo or smile when interacting with others
- By age one, does not play games, such as peek-a-boo or pat-a-cake or wave bye-bye
- By age two, does not imitate parent or caregiver doing everyday things, such as washing dishes, cooking, or brushing teeth
- By age three, does not play with others
- Acts aggressively on a regular basis, hurts self or others

Hearing:

- Has frequent earaches
- Has had many ear, nose, or throat infections
- Does not look where sounds or voices are coming from or react to loud noises
- Talks in a very loud or very low voice, or voice has an unusual sound
- Does not always respond when called from across a room even when it is for something that the child is usually interested in or likes
- Turns body so that the same ear is always turned toward a sound

Vision:

- Has reddened, watery eyes or crusty eyelids
- Rubs eyes frequently
- Closes one eye or tilts head when looking at an object
- Has difficulty following objects or looking at people when talked to
- Has difficulty focusing or making eye contact
- Usually holds books or objects very close to face or sits with face very close to television
- Has eyes or an eye that look(s) crossed or turned, or eyes do not move together

Motor Skills:

• Has stiff arms or legs • Pushes away or arches back when held close or cuddled • By age four months, does not hold head up • By age six months, does not roll over • By age nine months, does not sit up • By age one, does not creep using hands and knees, does not pick up small objects with finger and thumb • By age eighteen months, does not walk alone • By age two, has difficulty holding large crayons and scribbling • By age two and a half, has difficulty turning pages in a book • By age three, shows poor coordination and falls or stumbles a lot when running

Communicating:

• By age four months, does not coo or smile • By age nine months, does not babble to get attention • By age one, does not respond differently to words such as “night night” or “ball” • By age fifteen months, does not say words to name people or objects, such as “mama” or “bottle,” or shake head “no” • By age eighteen months, does not follow one-step directions • By age two, does not point to or name objects or people to express wants or needs • By age two, does not use two-word phrases, such as “want juice” or “mama go” • By age three, does not try to say familiar rhymes or songs

Thinking (Cognition):

• By age one, has difficulty finding an object after seeing it hidden • By age two, does not point to body parts when asked such questions as “Where’s your nose?” • By age two and a half, does not play make-believe games or follow two-step instructions • By age three, does not understand ideas, such as “more” or “one”

I Have Concerns: What Do I Do Now?

If you feel that your child, or a child in your care, may not be developing at a typical rate, it may be time to take a closer look. As a parent, this is a good time to mention your concerns to your child's caregiver or physician. As a provider, this is your opportunity to start a conversation with the parent about doing some informal observations. Parents and providers can work together to record the child's behavior over time and in a variety of settings.

If you are a child care provider observing a child, be clear that this is an observation, not a diagnosis. This observation can help plan activities that the child will enjoy, match activities to the child's skills and abilities, and may serve to signal that a referral for formal assessment is warranted. Whatever the family decides, you as a provider have planted the seeds that will help them observe their child more carefully and think about what you have said. Here are some general suggestions to keep in mind when you're observing:

- Try to be as objective as possible (don't "interpret" the child's behavior or intention)
- Record date and time of all observations so you can better look for changes and patterns
- Write down exactly what the child does or says
- Observe each activity more than once
- Be sure to look for both strengths and challenges

Tracking Your Observations

Paper or note cards method

Write down notes right after something happens. Document stories about the child that is shared by others.

Journal method

Write something down about the child every day in a special notebook so you have an ongoing picture of what she does.

Checklist method

Create a list of categories and watch the child's behavior or reaction in each category. Some categories might be: general health, speech and language, social behavior, vision, hearing, or milestones such as the child's first smile or roll over. There are also online checklists available for you to access (see references at the end of this document).

Developmental Tracking Apps

There are applications available for devices that allow you to track your child's milestones and development (see the Center for Disease Control - Learn the Signs. Act Early. link in the reference section at the end of this document for an example).

Sample Observations

Following are some examples of observations you can make about a child:

1/2/2023 @ 9:35 am: Alexis played with the ball alone, not interacting with others.

1/3/2023 @ 10:15am: Jeremy ate sand while outside and didn't respond to my attempts to redirect his activity.

1/3/2023 @ 10:55: Caitlin pulled on my leg when she needed me, but wouldn't make eye contact or tell me what she needed when asked. She pulled me to the refrigerator.

Things to Think About

Now that you have collected some specific information about your child, use the following questions to help you put your observations into perspective. They will help you decide whether a child is just developing at his or her own pace, or is a child who may need outside help.

- Has the child made progress over time, or has he or she plateaued?
- Is the child ignored by other children because he or she can't keep up with them, doesn't get their jokes, or doesn't understand the rules of the game?
- Are your expectations for the child appropriate?
- Does the child have trouble at specific times of the day such as, free play, table top activities, meal times, nap time/ bedtime, or during a specific activity?
- Is the child learning the daily routines?
- Is the child able to concentrate and become involved with an activity?
- Is the child creative when playing with toys and games, or does he or she always play with them in the same way?
- Does the child have an appropriate energy level, or does he or she always seem tired or overly active?
- Does the child have a lot of allergy symptoms, such as coughing or sneezing, rashes or itchy eyes?
- Is the child able to make choices about activities, and act independently?

After answering these questions, you may find that a change in the child's schedule or environment will help address these concerns. You may also find that at this point you will want to seek help from a qualified service provider or your health care professional. Remember, the observations of child care providers are to be shared with the parents. It is up to the parents to seek professional help for their child.

What is a Developmental Delay?

Developmental delays are not uncommon in young children. As many as 1 in 6 children experience a developmental delay. If a child is not demonstrating skills that most children can do by a certain age, they may have a developmental delay. Developmental delays can occur in one or more of the following areas:

- Thinking and learning (cognitive)
- Talking and expressing self (expressive communication)
- Understanding language (receptive communication)
- Feeling, expressing, interactive with others (social and emotional)
- Daily living skills such as eating, dressing, caring for self (adaptive)
- Walking, moving, seeing and hearing (physical and motor)
- Mild or significant hearing impairment or may be deaf
- Mild or significant vision impairment or may be blind

What is a Developmental Disability?

A developmental delay may be an indication of a developmental disability. In California, developmental disabilities are considered lifelong and must exist before the age of 18. The following conditions are considered to be a developmental disability:

- Autism
- Cerebral Palsy
- Fragile X Syndrome
- Intellectual Disability
- Other conditions that require treatment similar to a person with an intellectual disability

What You Need To Know About Early Intervention and Educational Programs

If you think your child needs help, it is very important to get help early, which is known as “early intervention.” The earlier intervention is started, the more likely it is that your child will benefit from available services.

Assessments are available for children whose parents have concerns about their development. Following is information on how to arrange for an assessment.

Birth to Three Years

The Early Start Program is available for children from birth to three years of age. This program serves infants and toddlers who may have a diagnosed disability, a developmental delay, or are at risk for a developmental delay, and are eligible for services under regulations for the Individuals with Disabilities Education Act (IDEA).

- *Who Will You Contact?*

Referrals are made by contacting Valley Mountain Regional Center (VMRC at 209.754.1871) or the Calaveras Office of Education (209.736.4662).

- *What Will They Do?*

These agencies are responsible for conducting assessments and/or addressing concerns regarding the child’s development. Input and concerns from parents and significant people in the child’s life are included in the assessment process, in addition to directly assessing the child’s development with more formalized testing. A follow up meeting is scheduled to review the assessment results, and discuss the strengths and needs of the child. A document called an Individualized Family Service Plan (IFSP) is then written to reflect the results and discussion of the child and family’s needs. The IFSP is a plan of recommendations and services to help meet these needs.

- *What Happens Next?*

If a child has been determined to be eligible for ongoing services through the Early Start Program, a service coordinator or case manager is assigned to monitor the progress of the child on an ongoing basis. This plan is reviewed at regular intervals (generally every 6 months) to ensure that the child’s needs are being addressed and met.

The federal *Individuals with Disabilities Education (IDEA), Part C*, and the California Early Intervention Services Act ensure that infants and toddlers with disabilities and their families receive coordinated services early enough to make a difference. In California, Early Start’s system of early intervention services are intended to support and enhance the capability of every family with an infant or toddler with a potential or diagnosed disability, to meet the special developmental needs of their child.

Ages Three to Twenty-One

When a child turns three, or if a child is older than three, and there are developmental concerns or a diagnosed disability, services are available locally through the educational system.

- *Who Will You Contact?*

Children aged three and above, up to age twenty-one, are referred to the Calaveras County Special Education Department (209.736.6016).

- *What Will They Do?*

The school-based team may want to hold a meeting with parent/s to discuss the child's strengths and concerns to help them gain information to make appropriate recommendations for next steps. If an assessment is requested or recommended, an assessment plan is reviewed with the parent for signature. Assessments are completed that are specific to the identified areas of concern and to address the educational needs of the child. Following completion of the assessments, an Individualized Educational Plan (IEP) meeting occurs, to review the assessment results and make recommendations. The IEP identifies the goals and services needed to help the student make educational progress.

- *What Happens Next?*

The IEP is reviewed at least annually, to ensure that the educational needs of the child are being met.

Parents need to know that an IEP meeting can be requested at any time throughout the school year if parents or school staff have concerns about the child's progress or services.

504 Plan

Section 504 of the Rehabilitation Act of 1973 offers protections for children with disabilities, who may not be eligible for services under the Individuals with Disabilities Education Act (IDEA).

The defining language states that Section 504 covers any person who:

- Has a physical or mental impairment that limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

Under Section 504 and IDEA, reasonable accommodations are designed to enable success for all eligible children. Please contact your child's teacher or school principal for additional information. There is no age limit for a 504 Plan, and it can be written for a child in infant and preschool services.

Focus on Child Care Providers

If You Are A Child Care Provider...

As a child care provider, you will likely encounter opportunities to serve children with developmental delays and/or disabilities. You may even be serving such a child without realizing it. Since the passage of the Americans with Disabilities Act (ADA) in 1993, family child care homes and child care centers may not discriminate against children with special needs. You must make what the law calls “reasonable accommodations” to care for a child with special needs, and you must not charge more for that child than you do for any other child in your program.

Your role as a provider should be the same for all children in your care. It is to nurture, and to take care of all of their needs for safety, security and stimulation.

You are not responsible for providing therapy or setting the educational goals of a child with special needs. Hopefully, you will be part of the team that includes the child’s parents and other professionals who are serving the child. Other members of this team may suggest ways to adapt your program to best meet the needs of that particular child.

A child with developmental delays or other special needs requires the same things that all of the children need from you: to feel loved and nurtured, to feel good about themselves, and to reach their fullest potential in becoming independent beings. Children with special needs may need a little more structure in the schedule or environment, a little more physical assistance, or a little more positive reinforcement than some of the other children in your program. Keep in mind that the parents of a child with special needs may be struggling and would benefit from your support as well.

What Should I Ask Parents?

The following suggested questions are helpful for all children, not just a child who has special needs. Asking these questions can help you strategize the best way to serve children in your program.

Consider the following questions:

- What are your child’s favorite activities?
- How does he communicate his needs?
- Does she have any dietary restrictions?
- How does he relate to other children his age, younger and older children?
- Are there other professionals or agencies that are working with your child?
- Does your child have any unique needs?
- Does she take medication?
- What are your expectations of me as a child care provider?

Strategies for Success

The following ideas may be helpful in ensuring the needs of all young children are being addressed in your childcare setting:

- Maintain a consistent schedule and routines
- Give clear, simple instructions
- Engage children based upon their interests and preferences
- Avoid changing activities abruptly - provide transition warnings
- Use items such as timers, lights or bells to signal the start or end of an activity
- Repeat what the child says and add missing words
- Model appropriate words or pronunciation of words without correcting the child
- Modify the physical environment
- Simplify the activity by breaking it down into smaller steps
- Move the child through the task physically so he feels what to do
- Utilize special equipment or adapted devices
- Present instruction in multiple ways (visual, auditory, tactile)
- Use classroom wide visual schedules
- Ensure the classroom is organized to meet all children's needs
- Repeat verbal instructions
- Provide increased wait time for responses
- Provide reasonable choices
- Provide positive reinforcement frequently throughout the day (5:1 ratio - 5 positive comments for every 1 correction)

Inclusion and Its Benefits

According to the California Department of Education, inclusion is: The full and active participation of children with disabilities or delays in community activities, services, and programs designed for typically developing children, including child care. If support, accommodations, or modifications are needed to ensure full, active participation, they are provided appropriately. The participation results in an authentic sense of belonging for the child and family.

Including children with disabilities or other special needs in your program provides benefits for all the children in your care. Children learn a great deal from each other. A child with a disability/delay who is in a setting with typically developing peers learns from being with other children who do not have a disability. In addition, the typically developing children in your program will benefit from inclusion by learning to appreciate all people, no matter their level of ability. Acceptance of diversity, compassion and empathy are very important skills for children to learn and carry with them throughout their lives.

The children and families that you work with are not the only ones who will benefit from your having an inclusive child care program. As you develop your skills in individualizing your program for one child, you will become a better, more creative and more sensitive provider for all children.

If you are looking for ideas to create a more inclusive environment, please refer to the resources guide at the end of this document.

Helping Children Understand Differences

Young children are naturally curious and are starting to recognize similarities and differences in their environment. They are also learning to understand themselves and others. It is important to be ready to answer questions as children start to recognize differences amongst their peers. How adults respond to the natural curiosity or uncertainty of young children helps to shape their lifelong view of accepting differences with a positive attitude. Asking the parent of the child with disabilities will help you understand how they would like such questions to be answered, and also helps to maintain consistency with what the child is already hearing. Below are some examples of ways to answer young children's questions:

"I don't like her. She talks different."

"It can be difficult to understand her some of the time. She really wants to talk to you. Perhaps you can ask her to show you what she means when you don't understand what she is saying."

"Why isn't he able to walk like me?"

"His muscles work differently than yours do. He wants to play with you. What is something you could invite him to play that doesn't require moving around? What about the puzzles or drawing?"

"She is mean. She always takes my toys."

"It is frustrating when someone takes your toys. She is still learning how to use her words to ask for her turn. When she wants something you have, you can show her how to use her words and ask. If you need an adult's help, you can ask for help."

These examples allow you to validate what the child sees or feels, respond to their questions/statements honestly while also encouraging continued interaction with their peers. The goal is for adults to create an environment where differences are accepted and ALL children feel safe, welcome and included.

Parents - Final Things to Remember...

As the parent of your child, you are their best advocate and cheerleader...and no one knows your child better than you! If you have any concerns, do not be afraid to reach out and ask questions. If you don't receive the answers or support you feel are right initially, contact someone else. Remember, early intervention means getting services in place *as early as possible* to help support a child's development while they are young so they are able to reach their full potential.

"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.

-Rita Pierson

Resources

Local Resources

Child Health/Disability Prevention (CHDP),

<https://publichealth.calaverasgov.us/Programs-Services/Child-Health-Disability-Program-CHDP>

County Public Health Department

Calaveras 209.754.6460

Finds and treats health problems in children ages birth to 21. Reviews exams, liaison with public/private schools, preventative health services and follow up care.

Calaveras County Behavioral Health

<https://mentalhealth.calaverasgov.us/>

209.754.6525 or 800.499.3030

Calaveras Community Advisory Committee (CAC)

https://www.ccoe.k12.ca.us/apps/pages/index.jsp?uREC_ID=1093533&type=d&pREC_ID=1378278

209.736.6016

CAC functions as a liaison between Special Education Local Plan Area (SELPA) and the community. It is a parent driven group building bridges of understanding and cooperation between families and educators. Regular meetings are held to discuss and review local decision making affecting special needs on a local level.

California Children's Services (CCS)

Calaveras 209.754.6460

<https://publichealth.calaverasgov.us/Programs-Services/California-Childrens-Services-CCS>

Provides intensive case management for medically eligible children up to 21 who need specialized medical and rehabilitation services.

Early Start VMRC

<https://www.vmrc.net/early-start-birth-to-3-years/>

Calaveras Early Intervention Provider

209.736.6053

Helps families locate services for their infants and toddlers who are premature, have health problems or may be delayed in their development. This referral and evaluation service is free.

Family Resources Network (FRN)

<http://www.frcn.org/>

209.472.3674 or 800.847.3030

Helping families meet the challenge of raising children with special needs. Information & Referral, Family Support, Outreach, Advocacy, Workshops, Seminars, and Resources. Supporting families and professionals in Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne counties.

First 5 Calaveraswww.first5calaveras.org**209.754.6914**

First 5 provides support services to the Calaveras County community by facilitating partnerships and funding strategies that strengthen families and support them in raising children who are healthy and ready to learn ages 0-5 years old. Parent information, workshops and education is offered throughout the county.

Calaveras County Office of Education, Special Education Departmenthttps://www.ccoe.k12.ca.us/apps/pages/index.jsp?uREC_ID=1093533&type=d&pREC_ID=1960122**209.736.6016**

Children suspected of being disabled may receive assessment services in areas such as hearing, vision, language and learning disabilities from birth to 21 years of age. Educational services are available for children meeting federal and state eligibility criteria.

Metta Services<https://www.mettaservices.org/>**209.213.1271**

Metta Services is a local corporation dedicated to supporting children and families gain access to the supports and services they need to help achieve their full potential.

**The Resource Connection,
Early Childhood Programs
Calaveras 209.754.2000**www.trcac.org/rr

Head Start / Early Head Start provides comprehensive early education programs for children of all abilities, from birth to Kindergarten age, in Calaveras County.

**The Resource Connection,
Resource and Referral Services
Calaveras 209.754.1075**www.trcac.org/rr

The Resource Connection provides child care information and services for parents throughout Amador and Calaveras counties, including: free child care referrals to licensed child care centers, preschools and family child care homes; resource libraries; help paying for child care (through the Child Care Subsidy Program). Call our offices or visit our website for more information.

Valley Mountain Regional Center (VMRC)
209.754.1871

www.vmrc.net

A private non-profit corporation that contracts with the State of California to provide diagnostic, evaluation, case management, and prevention services to people with developmental disabilities. VMRC serves the counties of Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne.

State and Federal Resources

California Department of Education

www.cde.ca.gov/sp/se/

**California Inclusion/
California Map to Inclusive Child Care**
760.682.0200

www.cainclusion.org/camap

The source for information and resources on inclusive child care.

Center for Disease Control - Learn the Signs. Act Early
<https://www.cdc.gov/ncbddd/actearly/freematerials.html#toolsfortrackingmilestones-2017>

Provides resources for monitoring children's development



Child Care Law Center
415.558.8005

www.childcarelaw.org

A non-profit firm that uses legal expertise to ensure that low-income families can access quality child care and address the complex legal issues that affect child care.

State Council on Developmental Disabilities - California <https://scdd.ca.gov/>
916.263.7919

State of California Area Board 6-A referral, education, an advocacy service for children and adults with developmental disabilities.

Disability Rights California
800.776.5746

www.disabilityrightsca.org

IDEA – A Parent Guide (A comprehensive guide to your rights and responsibilities under the Individuals with Disabilities Education Improvement Act) available at www.pai-ca.org/

Early Start Information Packet 2023

https://www.dds.ca.gov/wp-content/uploads/2023/05/EarlyStart_Information_Packet_2023.pdf

Provides detailed information on the Early Start program and how to access services.



Easter Seal Superior California
800.515.2229

<https://www.easterseals.com/superior-ca/>

Support for premature babies and with delayed development.

Inclusion Works! Second Edition - Child Development
CA Dept of Education)

<https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf>

CDE's publication that provides resources for child care centers to promote inclusion



Shriners Hospital for Children
916.453.2000

www.shrinershospitalsforchildren.org/sacramento

2425 Stockton Blvd.
Sacramento, CA 95817



Helping People with Developmental Disabilities Reach Their Maximum Potential

San Joaquin County
Main Office
702 N. Aurora St.
P.O. Box 692290
Stockton, CA 95269-2290
Phone: (209) 473-0951
Fax: (209) 956-6439

Stanislaus County
Branch Office
1820 Blue Gum Ave.
Modesto, CA 95358
Phone: (209) 529-2626
ES Fax: (209) 557-2174

Amador, Calaveras and Tuolumne Counties
Branch Office
704 Mountain Ranch Rd, Suite 203
San Andreas, CA 95249
Referrals: (209)674-6535
Phone: (209) 754-1871
Fax: (209) 754-3211

Referral Form

* = required information

*Date of Referral: _____ *Check if Parent/Guardian Has Been Notified

*Child's Full Name: _____ *DOB: _____ *Gender: _____

*Mother: _____ *Father: _____

*Name of Foster Parent/Guardian/Conservator if any: _____

*Educational Rights Holder (for children under 3 years old only): _____

*Physical Address: _____ *City: _____ Zip: _____

*Mailing Address: _____ *City: _____ Zip: _____

*Primary Phone: _____ Secondary Phone: _____

Email Address: _____

*Primary Language of Family: _____ *Interpreter Needed? Yes No

*Referring Party: _____ *Agency: _____ *Phone: _____

*Please type reason for Referral: _____

*CPS Involvement Only:

Social Worker Name: _____ *Phone: _____

*CPS Mailing Address: _____

For Children over the age of 3 years and adults

Suspected Disability*

- Intellectual Disability (ID) or disability related to ID
- Cerebral Palsy
- Epilepsy
- Autism

Solely **psychiatric, physical and learning disabilities** are excluded from Regional Center eligibility. If you need clarification about your referral, please contact:

- San Andreas County Office Referrals: (209)674-6535 Phone: (209) 754-1871
fax# (209) 754-3211

Date: _____

SELPA Director
Calaveras County
PO BOX 760
Angels Camp, CA 95221
Fax: 209.736.6048

RE: _____
(Name of Child)

Date of Birth: ____/____/____
month day year

I would like to request contact in order to access information regarding a Special Education assessment and services.

Areas I am concerned about: (✓ check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Speech and language delay | <input type="checkbox"/> Developmental delays |
| <input type="checkbox"/> Medical problems or equipment | <input type="checkbox"/> Vision impairment |
| <input type="checkbox"/> Behavior or emotional problems | <input type="checkbox"/> Motor delays |
| <input type="checkbox"/> Hearing loss | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Learning disabilities | ----- |
| <input type="checkbox"/> Seizures | |

Description of my concerns:

My child is currently attending the following school or child care program:

Name of School or Program: _____

Address: _____ **Phone:** _____

Sincerely,

Sign & Print / Type Name
Address (include city & zip code)
Phone Number (day & evening)

Notes: