

Head Start Disabilities Services Newsletter: April 2009

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Issue #1

New Resources

New Orientation Guide Available for Head Start Disabilities Coordinators

<http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Staff%20Development/Disabilities/OrientationGuide.htm>

This new resource from Head Start Knowledge and Information Management Services addresses key issues for disabilities services coordinators, such as disabilities services plans; interagency collaboration; staff training, supervision, and support; screening, evaluation, and assessment; recruiting children; supporting families; and health and safety issues. New coordinators will find this guide especially useful.

Planning Checklist Helps Centers Provide Responsive, Inclusive Services

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Program%20Planning/Accessibility/InclusionPlannin.htm>

This handy planning checklist can help in providing collaborative, center-based services to children with disabilities and their families in Head Start and Early Head Start. The checklist has suggestions for creating responsive and effective inclusive environments and includes sections on building relationships, gathering and sharing information and resources, developing and implementing plans, and reviewing and evaluating services.

Hot Topics

AARA Funds Available for IDEA

<http://www.ed.gov/policy/gen/leg/recovery/factsheet/idea.html>

The American Recovery and Reinvestment Act of 2009 boosts funding for Individuals with Disabilities Education Act (IDEA) programs. Read an overview of how state and local agencies may use these new funds to significantly improve education outcomes for children with disabilities.

Guide Applies R and R Model to Early Childhood

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Related%20Health%20and%20Development%20Issues/Identifying%20Children%20with%20Disabilities/RecognitionandR.htm>

A new guide shows teachers, administrators, and specialists who work with preschool children how to apply the recognition and response model to early childhood education. This model is based on the concept that education programs for young children should provide core, strategic, and sometimes intensive supports to help them learn, based on their rate and level of progress.