

## APPENDIX D

### COLLABORATION WITH PROFESSIONALS

#### **How to use this section:**

A parent who has just enrolled a child under your care states that this child also receives Occupational Therapy (OT) or Physical Therapy (PT) or has an early intervention specialist who works with him/her and may visit on occasion. You ask yourself who and what are this OT, PT, and early intervention specialist? What exactly do they do? How can these people help you to better include this child in your child care setting? This section allows you to get general information on a sampling of the professionals who may be involved with children with special needs. Suggestions and ideas are listed as to how the professionals can help you to successfully include and allow for maximum participation in activities for every child.

#### **Professionals identified in this section:**

- Audiologist
- Behavior Specialist
- Early Childhood Special Education Teacher
- Early Intervention Specialist
- Inclusion Specialist
- Itinerant Teacher
- Medical Professionals
- Occupational Therapist

- Physical Therapist
- Service Coordinator
- Social Worker
- Speech and Language Pathologist/Therapist or Communication Specialist
- Vision Specialist

## **Audiologist**

### **Who is the Audiologist?**

The Audiologist is trained to assess hearing and plan interventions and activities for children with hearing impairments. The Audiologist often co-treats and provides co-therapy with the speech and language pathologist to improve communication and language skills.

The Audiologist may work on:

- providing amplification devices for children with hearing impairments, such as hearing aids or FM systems for classroom-type settings (an FM system uses a microphone and speakers in a room to amplify sounds)
- teaching and improving listening skills
- teaching lip-reading
- teaching sign language
- improving vocabulary skills
- screening hearing

### **How can the Audiologist help the child care provider?**

- Suggest language/communication activities to work on specific goals of the child during regular play times or during scheduled activities
- Teach the child care provider how a hearing aid works, if a child uses a hearing aid
- Teach the child care provider how to use an FM system in the child care setting, if an FM system is used by the child

- Adapt activities that may be difficult for the child to participate in because of a hearing or communication problem
- Address and give suggestions in regards to verbal and nonverbal communication problems
- Teach sign language to the child care providers and to the other children in the child care setting
- Collaborate with the child care provider to plan for multiple opportunities for development in the child care setting (activities, play areas, toys, etc.)

## **Behavior Specialist**

### **Who is the Behavior Specialist?**

The Behavior Specialist works with the child, parents, teachers, therapists, and other professionals to set up a behavior plan or behavior system to improve the child's inappropriate behaviors or actions. The Behavior Specialist observes the child to find out what inappropriate behaviors are occurring, what causes these behaviors to occur, and what the consequences are for these behaviors. The Behavior Specialist creates a behavior plan and evaluates it over time.

### **How can the Behavior Specialist help the child care provider?**

- Collaborate with the parents, child, and child care provider to create a behavior plan for an individual child
- Collaborate with the child and the child care provider to set up the behavior plan in the child care setting
- Adapt/modify activities and schedules to lessen behavior problems in the child care setting
- Help the child care provider to create a group behavior system
- Conduct observations and fill out behavioral checklists on a specific child or on a group of children and offer feedback and suggestions on how to lessen inappropriate behaviors and increase appropriate behaviors
- Teach the child care provider positive behavior management and other types of behavior prevention and behavior management techniques

## **Early Childhood Special Education Teacher**

### **Who is the Early Childhood Special Education (ECSE) Teacher?**

The ECSE teacher works with children with special needs ages three to eight. The ECSE teacher works in the school that the child attends and may work in a variety of setting options: an inclusive classroom with children with special needs and typical children, a separate classroom serving only children with special needs, or in a regular education classroom team teaching with a regular education teacher.

### **How can the ECSE teacher help the child care provider?**

- Provide information on specific disabilities and special needs
- Provide information on resources available
- Offer suggestions for adaptations and modifications that can be made for toys, activities, schedules, etc.
- Provide contact names for the other professionals or therapists working with the child
- Provide updates on development to all members of the team working with the child (child care provider, therapists, medical professionals, parents, other teachers, etc.)
- Inform the team of any changes in goals, placement, therapies for the child
- Collaborate with the family, child care provider, therapists to set goals and objectives for the child
- Collaborate with the child care provider to plan for multiple opportunities for development in skill areas within activities, play areas, toys, set-up of room, etc. in the child care setting

## **Early Intervention Specialist**

### **Who is the Early Intervention Specialist (EIS)?**

Every infant and toddler with special needs, age birth through three, and their family is provided with an Early Intervention Specialist (EIS). The EIS may work in a variety of organizations depending on who provides early intervention services in the county (hospitals, county boards of mental retardation/developmental disabilities, private organizations, etc.). The EIS helps the family set up goals for both themselves and for the child. The EIS visits the family to check on progress and work with the family and child on specific goals, and usually makes these visits on a weekly, bi-weekly, or monthly basis. The EIS collaborates with all other professionals who work with the child: therapists, medical professionals, and child care providers. The reason for the collaboration is to set goals, check the progress of each goal in all settings, and bring all the various people working with the child together.

### **How can the EIS help the child care provider?**

- Provide information on specific disabilities and special needs
- Provide information on resources available
- Offer suggestions for adaptations and modifications that can be made for toys, activities, schedules, etc.
- Provide contact names for the other professionals or therapists working with the child
- Provide updates on development to all members of the team working with the child (child care provider, therapists, medical professionals, parents, other teachers, etc.)
- Inform the team of any changes in goals, placement, therapies for the child

- Collaborate with the family, child care provider, therapists to set goals and objectives for the child
- Conduct a developmental assessment of the child
- Provide the family with resources for insurance, housing, transportation, child care, etc.
- Collaborate with the child care provider to plan for multiple opportunities for development in skill areas within activities, play areas, toys, set-up of room, etc. in the child care setting

## **Inclusion Specialist**

### **Who is the Inclusion Specialist?**

The Inclusion Specialist is someone who is a resource for regular education teachers when there is a child with a special need included in the regular education classroom. The Inclusion Specialist goes into the regular education classroom to help the classroom teacher modify activities, routines, and lessons or set up behavior plans for specific children on IEPs. The Inclusion Specialist usually is in the classroom for brief periods of time on certain days when the child is present. The Inclusion Specialist's role is to help out or monitor how the modifications and/or programs set up for the child are working. The Inclusion Specialist collaborates with the family, therapists and other teachers and professionals who work with the child as well.

The role of Inclusion Specialist is closely related to the role of Itinerant Teacher. Inclusion Specialists can work with preschool, kindergarten, or school-age children. Most commonly, however, Inclusion Specialists work within the school-age setting. Inclusion Specialists can help out in the child care setting in similar ways as they help in the classroom setting.

### **How can the Inclusion Specialist help the child care provider?**

- Provide information on specific disabilities and special needs
- Provide information on resources available
- Offer suggestions for adaptations and modifications that can be made for toys, activities, schedules, etc.
- Provide contact names for the other professionals or therapists working with the child

- Provide updates on development to all members of the team working with the child (child care provider, therapists, medical professionals, parents, other teachers, etc.)
- Inform the team of any changes in goals, placement, therapies for the child
- Collaborate with the family, child care provider, therapists to set goals and objectives for the child
- Collaborate with the child care provider to plan for multiple opportunities for development in skill areas within activities, play areas, toys, set-up of room, etc. in the child care setting

## **Itinerant Teacher**

### **Who is the Itinerant Teacher?**

The Itinerant Teacher is someone who is a resource for regular education teachers when there is a child with a special need included in the regular education classroom. The Itinerant goes into the regular education classroom to help the classroom teacher modify activities, routines, and lessons or set up behavior plans for specific children on IEPs. The Itinerant usually is in the classroom for brief periods of time on certain days when the child is there, and the Itinerant's role is to help out or monitor how the modifications and/or programs in place for the child are working. The Itinerant Teacher collaborates with the family, therapists and other teachers and professionals who work with the child as well.

The role of Itinerant Teacher is closely related to the role of Inclusion Specialist. Itinerant Teachers can work with preschool, kindergarten, or school-age children. Most commonly, however, Itinerant Teachers work within the preschool setting. Itinerant Teachers can help out in the child care setting in similar ways as they help in the classroom setting.

### **How can the Itinerant Teacher help the child care provider?**

- Provide information on specific disabilities and special needs
- Provide information on resources available
- Offer suggestions for adaptations and modifications that can be made for toys, activities, schedules, etc.
- Provide contact names for the other professionals or therapists working with the child

- Provide updates on development to all members of the team working with the child (child care provider, therapists, medical professionals, parents, other teachers, etc.)
- Inform the team of any changes in goals, placement, therapies for the child
- Collaborate with the family, child care provider, therapists to set goals and objectives for the child
- Collaborate with the child care provider to plan for multiple opportunities for development in skill areas within activities, play areas, toys, set-up of room, etc. in the child care setting

## **Medical Professionals**

### **Who are some medical professionals who work with children with special needs?**

**Gastroenterologist** – digestive system doctor

**Neurologist** – brain/nervous system doctor

**Ophthalmologist** – eye doctor

**Orthopaedist** – bone doctor

**Otolaryngologist** – ear, nose, and throat doctor

**Pediatrician** – children’s doctor

**Urologist** – urinary tract/urinary system doctor

### **How can these medical professionals help the child care provider?**

- Offer suggestions on where to find additional information about a certain disease or illness
- Offer advice or trainings on universal precautions and how to protect yourself and children against illness and disease
- Provide specific information for an individual child on what to do in an emergency situation and who to contact
- Provide general information on how to handle an emergency situation if any child gets hurt or sick and who to contact
- Provide list of warning signs to watch out for with specific illnesses, diseases, or medical problems that may indicate an emergency
- Talk with the children in the child care setting about certain illnesses or diseases

## Occupational Therapist

### **Who is the Occupational Therapist (OT)?**

The OT is trained to assess and plan interventions and activities to improve fine/small motor development. Other areas of development (social, communication, gross motor, cognitive, adaptive) are often included into the activities as well. The Occupational therapist co-treats and provides co-therapy to children in collaboration with other therapists as well. Occupational therapy goals are written into the IFSP or IEP, and are the main responsibility of the OT.

The OT may work on such goals as:

- zipping coats
- tying shoes
- writing
- cutting
- picking up small objects
- performing activities that require small muscle movements
- feeding
- oral motor difficulties (swallowing, extreme sensitivity to certain textures near the mouth)
- positioning the child (especially positioning in adaptive equipment)
- providing sensory input (massage, brushing, deep pressure touches).

### **How can the Occupational Therapist help the child care provider?**

- Suggest occupational therapy activities to work on specific goals of the child during regular play times or scheduled activities
- Adapt activities that may be difficult for the child to participate in because of a fine motor or small muscle problem
- Assess fine motor skills so the child care provider is aware of the child's abilities

- Adapt/modify toys for use during play or activities
- Address and give suggestions in regards to feeding concerns
- Address and give suggestions in regards to oral motor problems (which may include feeding concerns)
- Demonstrate different positions for the child to be placed in to allow the child to participate as independently as possible in various activities
- Demonstrate adaptive equipment the child can use to allow the child to participate as independently as possible in various activities
- Demonstrate various places for objects to be located around the child care setting to allow the child to participate as independently as possible in various activities
- Collaborate with the child care provider to plan for multiple opportunities for skill development in the child care setting (plan activities, look at the set up of play areas, select wide variety of toys, etc.)
- Teach the child care provider how to perform massages, how to apply deep pressure touches, and how to use the brushing technique with children who have sensory input concerns

## **Physical Therapist**

### **Who is the Physical Therapist (PT)?**

The PT is trained to assess and plan interventions and activities to improve gross/large motor development. Other areas of development (social, communication, fine motor, cognitive, adaptive) are often included into the activities as well. The Physical therapist co-treats and provides co-therapy to children in collaboration with other therapists as well. Physical therapy goals are written into the IFSP or IEP, and are the main responsibility of the PT.

The PT may work on such goals as:

- positioning of children when sitting, standing, kneeling, laying on the floor, or in adaptive equipment
- positioning of children for active participation in activities, games, play time, and feedings
- walking up or down stairs
- crawling
- standing on both legs
- strengthening arm/leg/trunk muscles
- bending over
- rolling over

### **How can the Physical Therapist help the child care provider?**

- Suggest physical therapy activities to work on specific goals of the child during regular play times or scheduled activities
- Adapt activities that may be difficult for the child to participate in because of a gross motor or large muscle problem
- Assess motor skills so the child care provider is aware of the child's abilities
- Adapt/modify toys for use during play or activities
- Address and give suggestions in regards to feeding positions

- Demonstrate different positions for the child to be placed in to allow the child to participate as independently as possible in various activities
- Demonstrate adaptive equipment the child can use to allow the child to participate as independently as possible in various activities
- Demonstrate various places for objects to be located around the child care setting to allow the child to participate as independently as possible in various activities
- Evaluate the set up of the child care setting for toys, items, and activities that are easily accessible, especially if the child uses adaptive equipment (walker, wheelchair)
- Collaborate with the child care provider to plan for multiple opportunities for skill development in the child care setting (plan activities, look at the set up of play areas, select wide variety of toys, etc.)
- Teach the child care provider how to perform exercises to promote growth and development of the muscles

## **Service Coordinator**

### **Who is the Service Coordinator?**

The Service Coordinator does exactly as their title says, and coordinates the early intervention services to families and children age birth to three. These services can range from finding insurance, providing transportation for the family, helping the parent(s) obtain their GED, locating child care, providing therapists to work on specific developmental areas, etc. The services to be offered are driven by the needs of the family and the child.

The Service Coordinator collaborates and keeps in constant contact with other professionals and therapists who work with the child and family. The Service Coordinator updates the IFSP and tracks the progress being made on the IFSP goals and objectives. The Service Coordinator may be the Early Intervention Specialist assigned to the family. However, who the Service Coordinator is may vary according to each different agency that offers early intervention services. Parents also have the right to choose who will be their Service Coordinator.

### **How can the Service Coordinator help the child care provider?**

- Provide information on specific disabilities and special needs
- Provide information on resources available
- Offer suggestions for adaptations and modifications that can be made for toys, activities, schedules, etc.
- Provide contact names for the other professionals or therapists working with the child
- Provide updates on development to all members of the team working with the child (child care provider, therapists, medical professionals, parents, other teachers, etc.)

- Inform the team of any changes in goals, placement, therapies for the child
- Collaborate with the family, child care provider, therapists to set goals and objectives for the child
- Provide the family with resources for insurance, housing, transportation, child care, etc.
- Collaborate with the child care provider to plan for multiple opportunities for development in skill areas within activities, play areas, toys, set-up of room, etc. in the child care setting

## **Social Worker**

### **Who is the Social Worker?**

Depending on the needs of the family, the Social Worker can perform the following:

- assess living conditions
- make counseling available to the family and child
- provide information on resources that are available to the family and child depending on their needs
- make community resources available to the family and child

### **How can the Social Worker help the child care provider?**

- Provide information on counseling that is available to parents, families, and children
- Provide information on community resources available for variety of purposes according to individual needs (insurance, housing, transportation, etc.)

## **Speech and Language Pathologist/Therapist or Communication Specialist**

### **Who is the Speech and Language Pathologist/Therapist or Communication Specialist?**

(The title of this profession may vary according to the agency that the professional works for or for the age group that is targeted. For purposes of referring to this professional, the acronym for Speech and Language Therapist, S/LT, will be used for simplicity sake)

The S/LT is trained to assess and plan interventions and activities to improve communication development. Communication problems can be found in various areas involving speech (articulation, voice), language (expressive or receptive), or communication (nonverbal). Problems can also develop with oral motor function, such as mouth closure, tongue thrusts, or aversion to certain textures in, or around, the mouth area. The Speech and language therapist/Communication specialist co-treats and provides co-therapy to children in collaboration with other therapists as well. Speech, language, and communication goals are written into the IFSP or IEP, and are the main responsibility of the S/LT.

The S/LT may work on such goals as:

- producing sounds
- closing the mouth
- keeping the tongue in the mouth for speech production or feeding
- massaging the face to relax mouth muscles
- teaching sign language
- developing communication devices

- developing object/picture/written schedules
- developing other useful communication aids

**How can the Speech and Language Pathologist/Therapist or Communication**

**Specialist help the child care provider?**

- Suggest language/communication activities to work on specific goals of the child during regular play times or during scheduled activities
- Adapt activities that may be difficult for the child to participate in because of a speech, language, or communication problem
- Assess language and communication skills so the child care provider is aware of the child's abilities
- Adapt/modify toys for use during play or activities
- Address and give suggestions in regards to feeding concerns
- Address and give suggestions in regards to oral motor problems (which may include feeding concerns)
- Develop a communication system or program (i.e. an object/picture/written schedule, a communication board, an electronic communication device, etc.)
- Teach the child care provider how to communicate with a child who is nonverbal
- Teach sign language to the child care providers and to the other children in the child care setting
- Collaborate with the child care provider to plan for multiple opportunities for development in the child care setting (activities, play areas, toys, etc.)

## **Vision Specialist**

### **Who is the Vision Specialist?**

The Vision Specialist is trained to assess vision and plan interventions and activities to improve visual development. The Vision Specialist may work with children who are totally blind or have a visual impairment. Interventions are structured to focus on the strength of sight that is available to the child. The Vision Specialist may work either in the home or school setting. The Vision Specialist co-treats and provides co-therapy to children in collaboration with other therapists as well. It is noted on the IFSP or IEP if the child has a visual impairment and specific goals may be written which are the main responsibilities of the Vision Specialist.

### **How can the Vision Specialist help the child care provider?**

- Suggest visual development activities to work on specific goals of the child during regular play times or scheduled activities
- Adapt activities that may be difficult for the child to participate in because of a visual impairment
- Assess vision so child care provider is aware of the child's abilities
- Adapt/modify toys for use during play or activities
- Demonstrate various places for objects to be located around the child care setting to allow the child to participate as independently as possible in various activities
- Collaborate with the child care provider to plan for multiple opportunities for skill development in the child care setting (plan activities, look at the set up of play areas, select wide variety of toys, etc.)

- Teach the child care provider how to use a variety of sensory experiences within activities to allow the child to participate in the activities
- Teach the child care provider how to use a variety of sensory experiences within daily routines so the child can anticipate and then perform the routines as independently as possible
- Help the child care provider set up the environment to accommodate for the child with the visual impairment (make the setting predictable and easily accessible)

## **LOCAL RESOURCES FOR PROFESSIONALS**

## **RESOURCES**

### **Audiologist**

#### **Betty Jane Memorial Rehabilitation Center**

65 St. Francis Ave.  
Tiffin, OH 44883  
(419) 447-9811 or (800) 598-2572

#### **Bowling Green State University Speech and Hearing Clinic**

Room 338, South Hall  
BGSU  
Bowling Green, OH 43403  
(419) 372-2515

#### **Toledo Hearing and Speech**

Downtown Office  
One Stranahan Square Suite 470  
Toledo, OH 43604  
(419) 241-6219

#### **The Toledo Hospital**

2142 North Cove Blvd.  
Toledo, OH 43606  
(419) 471-4218 or (419) 471-4217

## **RESOURCES**

### **Behavior Specialist**

#### **Department of Youth Services**

One Government Center – Room 1016  
Toledo, OH 43604  
(419) 245-3040

#### **Lucas Educational Service Center**

415 Emerald Ave., 2<sup>nd</sup> floor  
Toledo, OH 43602  
(419) 2445-4150

#### **Harbor Behavioral Healthcare**

4334 Secor Rd.  
Toledo, OH 43623  
(419) 475-4449  
(800) 475-4449

#### **Kobacker Center**

Medical College of Ohio  
3000 Arlington Ave.  
Toledo, OH 43699  
(419) 383-3815

#### **Sylvania Schools**

6850 Monroe Street Room 200  
P.O. Box 608  
Sylvania, OH 43560  
(419) 885-7915

#### **Toledo Public Schools**

Manhattan & Elm  
Toledo, OH 43608  
(419) 729-8200

#### **Toledo Public Schools, Special Education Services**

420 E. Manhattan Blvd.  
Toledo, OH 43608  
(419) 729-8422 or (419) 729-8425

## RESOURCES

### **Early Childhood Special Education Teacher Inclusion Specialist Itinerant Teacher**

**Early Childhood Program for Handicapped  
Toledo Public School**  
3117 Nebraska Ave.  
Toledo, OH 43607  
(419) 534-5801

**Head Start – Toledo-Lucas County**  
525 Hamilton St., 2<sup>nd</sup> floor  
Toledo, OH 43602  
(419) 259-5655

**Lucas County Board of Mental Retardation and Developmental Disabilities**  
2001 Collingwood Blvd.  
Toledo, OH 43620  
(419) 248-3585  
**email:** [info@lucasmrdd.com](mailto:info@lucasmrdd.com)

**Lucas Educational Service Center**  
415 Emerald Ave., 2<sup>nd</sup> floor  
Toledo, OH 43602  
(419) 2445-4150

**Springfield Local Schools**  
6900 Hall Street  
Holland, OH 43528  
(419) 867-5600

**Sylvania Schools**  
6850 Monroe Street Room 200  
P.O. Box 608  
Sylvania, OH 43560  
(419) 885-7915

**Toledo Public Schools**  
Manhattan & Elm  
Toledo, OH 43608  
(419) 729-8200

**Toledo Public Schools, Special Education Services**

420 E. Manhattan Blvd.

Toledo, OH 43608

(419) 729-8422 or (419) 729-8425

**Washington Local Schools**

3505 Lincolnshire Blvd.

Toledo, OH 43606

(419) 473-8226

**YW Child Care Connections**

1018 Jefferson Ave.

Toledo, OH 43624

(419) 255-5519

(800) 632-7386

## **RESOURCES**

### **Early Intervention Specialist**

#### **Collaborative Network of Lucas County**

2200 Jefferson Ave. 6<sup>th</sup> floor

St. Mary's East Wing

Toledo, OH 43624

(419) 251-1823

**email:** [collaborativenet@aol.com](mailto:collaborativenet@aol.com)

#### **Early Start –Lucas County**

1932 Birchwood

Toledo, OH 43614

(419) 381-7390

#### **Lucas County Board of Mental Retardation and Developmental Disabilities**

2001 Collingwood Blvd.

Toledo, OH 43620

(419) 248-3585

**email:** [info@lucasmrdd.com](mailto:info@lucasmrdd.com)

## RESOURCES

### Medical Professionals

#### **American Red Cross Greater Toledo Chapter**

2275 Collingwood Blvd.  
Toledo, OH 43620  
(419) 248-3331

#### **Flower Hospital**

5200 Harroun Rd.  
Sylvania, OH 43560  
(419) 824-1444

#### **Life Connection of Ohio**

1545 Holland Rd. Suite C  
Maumee, OH 43537  
(419) 893-1618 or (800) 262-5443  
website: [www.mco.edu/hosp/lifeconn](http://www.mco.edu/hosp/lifeconn)

#### **Medical College of Ohio (MCO)**

3000 Arlington  
Toledo, OH 43614  
(419) 383-4000

#### **One Call for Health**

St. Vincent Mercy Medical Center  
2213 Cherry St.  
Toledo, OH 43608  
(419) 251-1000 or (800) 860-6652

#### **Riverside Mercy Hospital**

1600 North Superior St.  
Toledo, OH 43604  
(419) 729-6000

#### **St. Charles Hospital**

2600 Navarre Ave.  
Oregon, OH 43616  
(419) 698-7200

#### **St. Luke's Hospital**

5901 Monclova Rd.  
Maumee, OH 43537  
(419) 893-5911

**St. Vincent Mercy Medical Center**

2213 Cherry St.  
Toledo, OH 43608  
(419) 251-3232

**The Toledo Hospital**

2142 North Cove Blvd.  
Toledo, OH 43606  
(419) 471-4218 or (419) 471-4217

**United Health Services**

One Stranahan Square, Suite 540  
Toledo, OH 43604  
(419) 242-9587

## **RESOURCES**

### **Occupational Therapy**

#### **Betty Jane Memorial Rehabilitation Center**

65 St. Francis Ave.  
Tiffin, OH 44883  
(419) 447-9811 or (800) 598-2572

#### **Flower Hospital**

5200 Harroun Rd.  
Sylvania, OH 43560  
(419) 824-1444

#### **Lucas County Board of Mental Retardation and Developmental Disabilities**

2001 Collingwood Blvd.  
Toledo, OH 43620  
(419) 248-3585

#### **MCO Rehabilitation Hospital**

3000 Arlington  
Toledo, OH 43614  
(419) 381-5040

#### **Muscular Dystrophy Association**

5425 Southwyck Blvd., Suite 105  
Toledo, OH 43614  
(419) 866-9289

#### **Rehab Dynamics**

723 Phillips Ave.  
Toledo, OH 43612  
(419) 269-1550

#### **Riverside Mercy Hospital**

1600 North Superior St.  
Toledo, OH 43604  
(419) 729-6000

#### **St. Charles Hospital**

2600 Navarre Ave.  
Oregon, OH 43616  
(419) 698-7200

**St. Luke's Hospital**  
5901 Monclova Rd.  
Maumee, OH 43537  
(419) 893-5911

**St. Vincent Mercy Medical Center**  
2213 Cherry St.  
Toledo, OH 43608  
(419) 251-3232

**Sunshine, Inc. of Northwest Ohio**  
7223 Maumee-Western Rd.  
Maumee, OH 43537-9656  
(419) 865-0251  
**email:** [info@sunshinefnd.com](mailto:info@sunshinefnd.com)  
**website:** [www.sunshinefnd.com](http://www.sunshinefnd.com)

**The Toledo Hospital**  
2142 North Cove Blvd.  
Toledo, OH 43606  
(419) 471-4218 or (419) 471-4217

## RESOURCES

### Physical Therapy

#### **Betty Jane Memorial Rehabilitation Center**

65 St. Francis Ave.  
Tiffin, OH 44883  
(419) 447-9811 or (800) 598-2572

#### **Flower Hospital**

5200 Harroun Rd.  
Sylvania, OH 43560  
(419) 824-1444

#### **Kinesiotherapy Center**

University of Toledo  
Health Education Rm. 119  
Toledo, OH 43606  
(419) 530-4759

#### **MCO Rehabilitation Hospital**

3000 Arlington  
Toledo, OH 43614  
(419) 381-5040

#### **Muscular Dystrophy Association**

5425 Southwyck Blvd., Suite 105  
Toledo, OH 43614  
(419) 866-9289

#### **Rehab Dynamics**

723 Phillips Ave.  
Toledo, OH 43612  
(419) 269-1550

#### **Riverside Mercy Hospital**

1600 North Superior St.  
Toledo, OH 43604  
(419) 729-6000

#### **St. Charles Hospital**

2600 Navarre Ave.  
Oregon, OH 43616  
(419) 698-7200

**St. Luke's Hospital**  
5901 Monclova Rd.  
Maumee, OH 43537  
(419) 893-5911

**St. Vincent Mercy Medical Center**  
2213 Cherry St.  
Toledo, OH 43608  
(419) 251-3232

**The Toledo Hospital**  
2142 North Cove Blvd.  
Toledo, OH 43606  
(419) 471-4218 or (419) 471-4217

**Visiting Nurse Service of the Toledo District**  
1946 N. 13<sup>th</sup> St., Suite 401  
Toledo, OH 43624  
(419) 255-0983

## RESOURCES

### Service Coordinator

**The Ability Center**

5605 Monroe Street  
Sylvania, OH 43560  
(419) 885-5733

**website:** [www.abilitycenter.org](http://www.abilitycenter.org)

**Collaborative Network of Lucas County**

2200 Jefferson Ave. 6<sup>th</sup> floor  
St. Mary's East Wing  
Toledo, OH 43624  
(419) 251-1823

**email:** [collaborativenet@aol.com](mailto:collaborativenet@aol.com)

**Early Start –Lucas County**

1932 Birchwood  
Toledo, OH 43614  
(419) 381-7390

**Frederick Douglas Community Center**

1001 Indiana Ave.  
Toledo, OH 43607  
(419) 244-6722

**Lucas County Board of Mental Retardation and Developmental Disabilities**

2001 Collingwood Blvd.  
Toledo, OH 43620  
(419) 248-3585

**email:** [info@lucasmrdd.com](mailto:info@lucasmrdd.com)

## RESOURCES

### Social Worker

#### **Catholic Charities**

1933 Spielbusch Ave.  
P.O. Box 985  
Toledo, OH 43624  
(419) 244-6711

#### **Department of Youth Services**

One Government Center – Room 1016  
Toledo, OH 43604  
(419) 245-3040

#### **Easter Seals**

5577 Airport Highway, Suite 203  
Toledo, OH 43615  
(419) 868-9080

#### **Family Service of Northwest Ohio**

One Stranahan Square, Suite 414  
Toledo, OH 43604  
(419) 321-6455  
**email:** [fsno@aol.com](mailto:fsno@aol.com)

#### **Lucas County Children's Services Board**

705 Adams St.  
Toledo, OH 43624  
(419) 213-3200

#### **YW Child Care Connections**

1018 Jefferson Ave.  
Toledo, OH 43624  
(419) 255-5519  
(800) 632-7386

## **RESOURCES**

### **Speech/Language Therapist**

#### **Betty Jane Memorial Rehabilitation Center**

65 St. Francis Ave.  
Tiffin, OH 44883  
(419) 447-9811 or (800) 598-2572

#### **Bowling Green State University Speech and Hearing Clinic**

Room 338, South Hall  
BGSU  
Bowling Green, OH 43403  
(419) 372-2515

#### **Lucas County Board of Mental Retardation and Developmental Disabilities**

2001 Collingwood Blvd.  
Toledo, OH 43620  
(419) 248-3585

#### **MCO Rehabilitation Hospital**

3000 Arlington  
Toledo, OH 43614  
(419) 381-5040

#### **Toledo Hearing and Speech**

Downtown Office  
One Stranahan Square Suite 470  
Toledo, OH 43604  
(419) 241-6219

#### **The Toledo Hospital**

2142 North Cove Blvd.  
Toledo, OH 43606  
(419) 471-4218 or (419) 471-4217

## **RESOURCES**

### **Vision Specialist**

#### **Toledo Public Schools, Special Education Services**

420 E. Manhattan Blvd.

Toledo, OH 43608

(419) 729-8422 or (419) 729-8425

#### **Wood County Educational Service Center, Early Childhood education**

One Court House Square

Bowling Green, Oh 43402

(419) 354-9010

## **Collaboration with Professionals References**

Batshaw, M. Children with Disabilities (4<sup>th</sup> ed.). Baltimore: Brookes

Individuals with Disabilities Education Act Amendments of 1997, Pub. L. No. 105-17, (June 4, 1997).

Middendorf, K.L. (1992). Project Lexington: Training child care personnel to serve young children with disabilities in integrated settings (U.S. Dept. of Education, Project Number: H024P9002, CDFA: 84.024). Lexington, KY: Kentucky University, Interdisciplinary Human Development Inst.

<http://medterms.com> sponsored by Medicine Net, Inc. (January 2001).

<http://www.parentpals.com> sponsored by Ameri-Corp Speech and Hearing (December 2000).