Walking Together in a Shared Journey

Together today
for our children
tomorrow -
Chief Elijah Smith

Dear Parents:

We welcome you to this guide and hope that it will contribute to the gifts of love you give your child. These gifts are the beautiful building blocks nurturing your child's development. When we look at our children we see both their strengths and challenges. Sometimes we see and understand these challenges as differences that make us or other caregivers or teachers wonder how these differences may impact our child's ability to feel confident and successful, whether at home, , at school, in ceremony, or in a community gathering. For many of us, our culture has taught us that people with differences show us wisdoms and strengths and are considered medicine helpers to the people. Today we can still the truth of those teachings..but sometimes we also see and understand that some of those differences can create challenges for our child. Sometimes we or others around our child want to advocate and find support. It is important to understand that any assessment or diagnosis is for the purpose for creating understanding and not for labeling or creating feelings of stigma or shame. As parents and family you are best positioned to guide and walk together with resources in the best ways to nurture and support your child, reflecting your child's beauty and culture.

All our children in the community deserve to get the care and support they need to be successful and healthy. It is important to:

* understand challenges and embrace differences.

* help make culturally, strength-based goals for our child. become informed and find support in the community.

* educate your community about your child's differences and challenges.

There are many resources in our community for families to learn about their child's health and wellness. The information in this book is meant to help you understand some of the places you can go to get help, who can help you, and about how to talk about your child's differences.

We believe that every child has a right to be shown and given access to their full beauty and potential. We believe families deserve to feel heard, seen and understood. When you feel overwhelmed, remember that the love, guidance, and nurturing you give your child now will help them follow their dreams.

"We were told there would be a time when there would be those who would come among us who would look different and, in their differences, they would change the people."

We hope you enjoy it!
The All: Ready Network Disability Inclusion Project
Suzie Kuerschner and Kari Lyons

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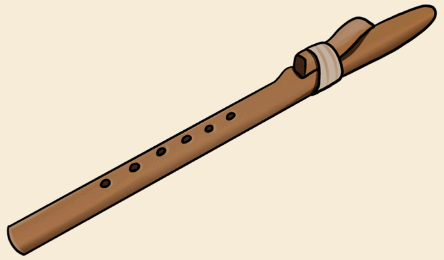
"Hi, our names are Tutchoni and Hohots We both have differences that we celebrate. We are excited to take you through our journey of getting help from different people in our community, as we get support for our health and wellness."

"We thought we would help you understand the many differences in our learning community, both our beauties and challenges!"

"Hi! I'm Gonda. I have big feelings and sometimes people, places and things overwhelm me. Lots of noises and bright colors can be hard for me. If too many people talk to me at the same time, I can be frustrated. Calm quiet places with not too much stuff is very helpful for me. I like to have help organizing and making transitions. I also have different ways of learning and moving. At school I have a paraprofessional and teachers, who takes care of me and get special education services and supports."



"Our friend Deyanawida has attention deficit hyperactive disorder (ADHD) in English. It is hard for him to pay attention, sometimes he does stuff without thinking what the result might mean. He can be very active,and it can sometimes be hard to calm him down. He has lots of big feelings too! He has people in the health world to help him learn to calm down and focus, especially in settings like school and in the community!"

"Hi. I'm Halona. My disability is something we call cerebral palsy which means my brain has a hard time helping my muscles move. It is hard for me to move and keep balance and posture, so I use a wheelchair to get around."

"My name is Heinmot and I am visually impaired and have vision loss. It can be caused by damage to the eye itself, by the eye being shaped incorrectly, or even by a problem in the brain. I use a cane and a guide dog to get around. The school helped me to learn Braille, a language that helps me read with my hands by feeling things on paper. I have something called a screen reader that helps me understand things on my phone or computer. I have someone who organized our house to make it easy for me to get around and find things."

"We have another friend Tallala who is hard of hearing. Hearing loss can happen when any part of the ear is not working in the usual way. It can affect a child's ability to develop speech, language, and social skills. But he gets to learn a special language called American Sign Language (ASL), he can read lips and prefers people face him when he talks!"

We have more friends with differences that are a part of our community, and some are even our parents!

What is to mean to have a difference?

A difference is any condition of the body or mind that makes it more difficult for the person to do regular activities and interact with the world around them.

Differences can affect:

- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health
- Social relationships

Although having a difference may refer to a specific disability, we are a diverse group of people with a wide range of needs and strengths. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not easy to see, sometimes called an "invisible disability"

Being Respectful

It’s so important that we all talk about each other in a way that is kind and makes us feel included!

We want everyone to feel respect so when we talk about people who have differences, we don’t want to call them “sick” or “broken” because they are not. We want to map the positive and beautiful qualities of our children. It is important to understand and respect different cultural ways of seeing and knowing. For example, not making eye contact may be seen as a value in one family whereas it may be seen as a sign of disrespect in another. It is also important to recognize that behavior is communication and deserves thoughtful observation and response. These are part of who we are and not meant to show a lack of care or understanding. Sometimes we move our hands and bodies quite a bit. It takes time to learn about each child’s unique abilities and how to talk with and about your friends and family with differences.

Here’s some helpful tips:

Emphasize everyone’s strengths, and map their positives.	For example, when I see my friend Tutchoni, I don’t talk about her wheelchair all the time. I do not say she is confined or restricted. I just say she is a person who uses a wheelchair.
Do not use language that can hurt	For example, do not call someone stupid, deformed or slow. Understand that they are first a person with cultural strengths and beauty.

Here’s some words to help!

Recommended	Not recommended
√ Person who uses a wheelchair	x Confined or restricted to a wheelchair, wheelchair bound
√ Person who uses a device to speak	x Can’t talk, mute
√ Person with cerebral palsy	x Cerebral palsy victim
√ Person with multiple sclerosis	x Afflicted by multiple sclerosis
√ Accessible parking or bathroom	x Handicapped parking or bathroom
√ Person with a physical difference	x Person with a physical difference
√ Person with a learning difference or processing challenges; some systems call these intellectual or cognitive disabilities	x Crippled, lame, deformed, invalid, spastic
√ Person with social, emotional, or behavioral discomfort; some systems call these a behavioral or mental health diagnosis	x Slow, simple, moronic, defective, afflicted, special person
√ Person without a difference	x A person

Self-determination

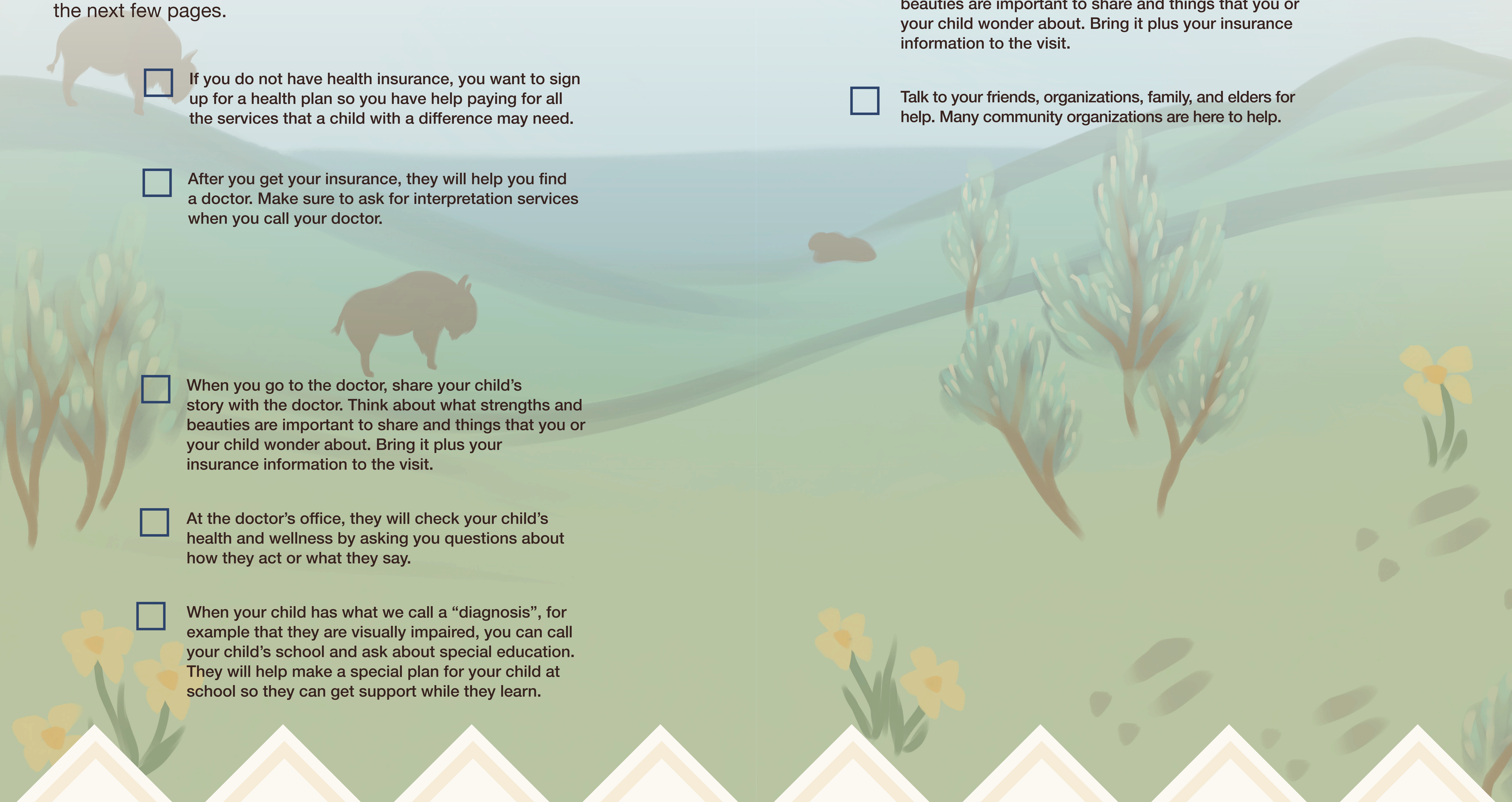
As Indigenous people, we are continuously engaged in the journey of self-determination. When I first learned that I had a difference, I worried and so did my parents. I wondered if I would be able to go to school, get a job and more. As I started to understand my differences, I realized my strengths and am grateful for that knowledge. I get to determine my own unique needs together with family. I started to:

- √ Choose and set my own goals.
- √ Get involved in my school decisions and think about what I wanted to do in life.
- √ Speak up for myself and ask for what I need for help.

I learned what it means to be self-determined, which means making things happen in my own life, instead of having others do things to, or for me. People who are self-determined know what they want and how to get it. They choose and set goals, then work to reach them and, often, work with their family and community on these goals. They advocate on their own behalf and are involved in solving problems and making decisions about their lives. They don’t have to do everything for themselves, but instead, they are empowered to make positive things to happen in their lives. My differences are never an excuse but rather an understanding of who I am and my contributions to those around me.

Self-determination shows that I feel respected when help is done with me rather than to me. I know that as an Indigenous person, I thrive when the world around me is cooperative and collaborative and when I understand that interdependence rather than independence is something I value.

> *“Like the grass is showing tender faces to each other, this should we do!”*
> - Hopi



Getting Started

There are so many good places to get help that can support me in many ways so here is a checklist! We will go into detail about these in the next few pages.

☐ If you do not have health insurance, you want to sign up for a health plan so you have help paying for all the services that a child with a difference may need.

☐ After you get your insurance, they will help you find a doctor. Make sure to ask for interpretation services when you call your doctor.

☐ When you go to the doctor, share your child's story with the doctor. Think about what strengths and beauties are important to share and things that you or your child wonder about. Bring it plus your insurance information to the visit.

☐ At the doctor's office, they will check your child's health and wellness by asking you questions about how they act or what they say.

☐ When your child has what we call a "diagnosis", for example that they are visually impaired, you can call your child's school and ask about special education. They will help make a special plan for your child at school so they can get support while they learn.

☐ When you go to the doctor, share your child's story with the doctor. Think about what strengths and beauties are important to share and things that you or your child wonder about. Bring it plus your insurance information to the visit.

☐ Talk to your friends, organizations, family, and elders for help. Many community organizations are here to help.

How do I get health insurance?

There are several health care programs available for low-income Oregonians through the Oregon Health Plan (OHP).

A coordinated care organization (CCO) is a network of all types of health care providers (physical health care, addictions and mental health care and dental care providers) who work together in their local communities to serve people who receive health care coverage under the Oregon Health Plan.

How to Apply:

To apply for OHP online, go to ONE.Oregon.gov and click "Apply Now."
You will need to create a new ONE account if you don't already have one.

You can also apply using the OHP application form found on this website:
https://www.oregon.gov/oha/HSD/OHP/Pages/Apply.aspx

You can also apply by calling this number: Call 1-541-485-2155
(open 7 a.m. to 6 p.m. Pacific Time, Monday through Friday

If you do not have access to the internet, you can also do a paper application by calling OHP at 1-800-699-9075. Lastly you can download the form in multiple language options and fax it to 503-378-5628 or mail to OHP Customer Service,
P.O. Box 14015, Salem, OR 97309-5032.

When will I find out if I am accepted for Medicaid (OHP) insurance?

If you applied by mail, call ONE Customer Service at 1-800-699-9075.

If you applied online, view the status of your application in your dashboard at *ONE.Oregon.gov.*

What are some places I can call for help in finding a doctor or care?

In Washington, Clackamas, and Multnomah County, you can contact Trillium Community Health Plan and HealthShare of Oregon. They will help in connecting you, as their member, to resources and benefits. These plans have registered nurses that can offer education and care coordination. Care coordinators can assist in both physical and behavioral health needs and connect you to primary providers and specialists that are covered by the plan, also referred to as "in-network providers".

Call Health Share Customer Service 503-416-8090,
or toll free at 888-519-3845 (TTY/TDD 711)

Call Trillium Member Services at 1-877-600-5472 (TTY: 711).

> *"There is a place for everyone.. no one is left behind"*
> -Huchi Hudan

Preparing for your doctor’s visit

It is important we share our child’s age, grade level, and some of their favorite things that make them happy and foster connection. Sharing their story around what works and doesn’t work for your child is also important.

Here is an example:

Child’s Name and Age:
For example,

“My name is Tutchoni and I am three years old.”

Your child’s favorite things:

“I love snuggling with my grandma, dancing at powwow and the music of drumming.”

Your family’s goals for me are:
For example,

To be able calm down and regulate my behavior.
Sit and listen to a story!
Join circle for ceremony or preschool.
Name different colors and shapes of objects around.

Your child’s Strengths and Interests:
For example,

“I love to create little villages with blocks and other materials and things.”
“I love to turn pages and look at the pictures so I can tell stories from what I see.”
“I like play and feel good with other children.”
“I like to create art with clay, paint, beads and things that I can find in nature.”
“I love to know what I am doing right.”

What supports does your child need:

Help in saying words so that others can understand them.
To be able to count and understand what the number four means.
To be able to take time to settle and calm myself when I am upset and frustrated.
To be able to understand reading patterns.
Help understanding and making good transitions from activity to the next

Children have so many “milestones”, such as the first smile, the first laugh or the first time they hold their heads up. Parents can observe the ways their child grows. For example, can I crawl on my belly, can I stack blocks or can I say words or talk by a certain age.

Often, we work with a pediatrician, or a nurse who comes to our home or a Community Health Worker at a play space who supports us to understand around social and emotional development, communication, and fine motor schools. This “Ages and Stages Questionnaire” that we fill out together helps us map the positive of our children and understand where we may need supports.

My community supports, the family members and helpers that are very important to me:

Parent(s) and Caregiver(s) name, phone number and/or email

Schedule the appointment for a day and time when the doctor's office is less crowded. This means less rush and stress for you, your child, and your child's provider. The office staff should be able to tell you about the best time for your visit.

Make a list of questions you have about your child. Any concern you have is important, no matter how small it may seem! Prioritize your questions, so you can be sure to get answers to the most important questions before the visit ends. If you have asked about something more than once, remind your provider, nurse, Community Health Worker or whoever you are working with, so that they realize that it is important.

Sample questions to ask:

- What medical emergency(s) should I be prepared for?
- What should I do and who should I call in case it happens?
- What other health care, early childhood or other professionals should my child be seeing?
- What might you like to know about my child's strengths and how can they be used to help my child's challenges?
- What resources and support are available to me and my child?
- When should I schedule our next visit?
- How do I get in touch with the doctor or nurse if I have more questions?
- Is there anything important to know about my child's medications or diet?

> *"Love settles within the circle..embracing and turning within itself...thereby lasting forever."*
> -Luther Standing Bear

Bring a favorite toy or book to keep your child busy and calm.
Play a game or use an app with your child while you are waiting for the doctor.

Take another adult to the appointment with you. Someone who is familiar with your family can not only provide moral support but help you remember key points from the visit.

Record the visit with your cell phone or other device.
As the parent or primary caregiver for your child with special needs, it may be difficult for you to remember details or instructions. You might not have time to write everything down. The recording will come in handy for not only you, but others who help care for your child.

Preparing your child for the doctor’s visit.

Explain what will happen at the appointment both verbally AND visually to your child.

- ☑ Call the doctor’s office to ask what the procedure is for the type of appointment that your child is having. Ask about any equipment that will be used, like a stethoscope, blood pressure cuff, or X-ray.
- ☑ Talk through everything you learn with your child. Include activities like measuring their height, weight, and blood pressure, along with any expectations to remove shoes or change clothes.
- ☑ There are videos and images for most common exams and visits.
- ☑ Ask your child if they feel ready, or if they want to review the steps again.

Plan a fun activity or celebration for their engagement in this visit.

Give your child some choices of fun activities that they can do when the visit is done – for example, going to lunch, visiting the park, or playing with a special toy.

Include this in the steps that you review and practice.

During the appointment, remind them that something fun is coming when they are done.

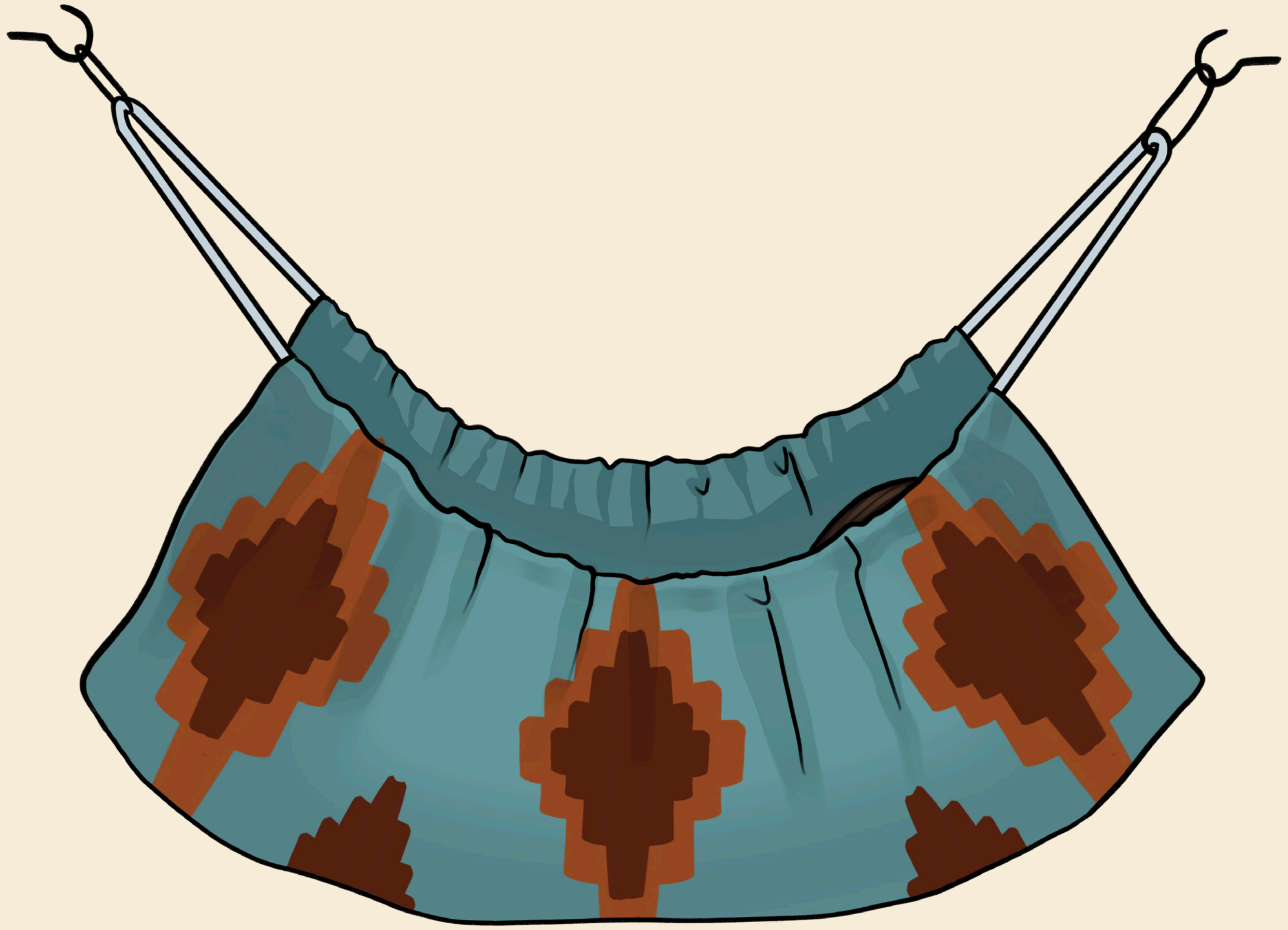
Encourage communication and problem solving.

If you know the steps of the appointment, review them in order with your child. Write down “facts” about the situation – both ones that are positive to your child, and ones that may be perceived negatively.

→ **Ask your child what they feel the easiest part of the visit will be.**
Observe their confidence in being able to participate and reflect to them how they are showing their confidence.

→ **Ask them what they feel the hardest parts of the appointment will be.**
Plan with your child to figure out what they can do to make the hard parts easier. This may include creating a visual story on cards, bringing a few comfort items from home or sitting on your lap.

→ **Always encourage your child to ask questions and express their feelings or concerns!**
These are opportunities for them to figure out what will make things better.



Check in with your child during the visit.

During the visit, praise your child as they move through the steps of the visit.

Remind them what steps they have already completed and what steps are still to come. If you have a visual story, bring these story cards to the office with you and show the next step to your child as the visit progresses.

Encourage them to ask questions, request a brief break, or a coping tool. For example, some kids like the provider to count to three before drawing blood or giving a shot. Encourage your child to request this if it's what they want.

Tell your child what great job they have done with the following directions.

The Doctor's Visit:

Visiting the doctor is often important for your child's health and wellness. When at your appointment, remember that all people with a disability should determine their needs, or a family should determine the needs of a child with the child.

Including:

- Choosing and setting their own goals
- Self-advocating
- Being involved in making life decisions
- Working to reach their goals

We know that some children are not able to participate or communicate what they may need, and that's **ok!** As a parent, you know your child best and being able to share that with your providers, caregivers, school staff and more is important. Your voice matters as your child's champion, especially if your child has physical, mental, or emotional differences and they need support with self-advocacy.

At appointments for babies and children under age 6, you will be asked to answer questions like "Does your baby notice when you are speaking to them? Does your baby have trouble seeing you?" These questions help a doctor know what their strengths are and where they need support. They are part of the "Ages and Stages Questionnaire." You will either be asked these questions by a provider or be asked to answer them while you wait for your doctor.

The Ages and Stages Questionnaire:

- Shows families and providers where there are specific strengths and skills.
- Helps families and providers identify where there may be gaps.
- If your child is not meeting their developmental milestone, such as being able to hold their head up or walk, the provider will refer you to someone to help. Understand and advocate that there may be cultural barriers for those gaps and provide cultural adaptations.

Get the help you need for your child with a disability:

If your child needs help, the doctor may suggest specialists who could be helpful.

☑ Ask your child's doctor to provide a referral to developmental pediatrics. This person has special skills to help your child if they need extra help whether it's with talking, hearing, walking or more.

☑ Ask them where you can take the referral for help. Ask them to write down the name and phone number of someone you can call.

☑ Call the number the doctor gives you to get your child special help.

☑ Contact these people and identify a helper or an advocate, such as a Community Health Worker or Parent Navigator, if you need help. This is the help they are trained to provide.

For children ages 0-6, Help Me Grow **1-833-868-4769** or email them at **hello@helpmegroworegon.org**

For children over age 6, Providence Swindells Resource Center at **503-215-2429**

For children and youth ages 0-26 Oregon Family to family Health Information Center. **1-855-323-6744**

What does it mean if you get a referral? A referral is when a doctor will send you to someone who has the skills to help your child with their difference. For example, your doctor may give your child a referral to a speech therapist. A speech therapist is someone who can help your child with speech if they are slow to begin speaking or are hard to understand for their age. A referral can be a piece of paper, or you may be asked to call the specialist. Sometimes, you will need to wait for the specialist to call you. A referral can take a few days, or a few weeks. Ask how long you can expect to wait for an appointment. Feel free to follow up if you do not hear back.

There are all kinds of people who can help you to teach your child everything they need to live their daily lives with strength. They can help your child become independent as much as possible. Some of the names of these people are:

- There are all kinds of people who can help you to teach your child everything they need to live their daily lives with strength. They can help your child become independent as much as possible. Some of the names of these people are:
- Your Doctor - Primary Care Provider is the first person you will visit at a clinic to help support your child and share with you all the things you want to know about how they are growing.
- A Person who helps you to manage all the referrals and specialists you get is a Care Coordinator/Nurse
- An Occupational Therapist helps your child develop, recover, or maintain the skills needed for daily living and working. They can help your child at school or in the community.
- Physical therapists help your child with their movement.
- A Behavioral Therapist can help your child with their feelings and emotions and teach them skills and practices to help manage big feelings.
- A Speech and Language Pathologist (Therapist) can help if your child has difficulties with communication, including speaking and understanding.
- If you need special food or medicines for your child, you can access them through a Medical Foods/Equipment provider and Pharmacy.

> *"Let us put our heads together to see what kind of life we can make for our children."*
>
> -Sitting Bull

Collaborative Circles of Care

A documentation template for identifying and gathering your family, your community, your providers to walk together in support of your child

Family Coordinator ______________________________

Child ______________________________

Family ______________________________

Community ______________________________

Elder ______________________________

Spiritual Advisors ______________________________

Natural Helpers ______________________________

Educational Providers/School District ______________________________

Early Intervention Providers ______________________________

Early Childhood Education Providers ______________________________

Child Care Providers ______________________________

Elementary Education Providers ______________________________

Secondary School Providers ______________________________

Behavioral Health Providers ______________________________

Treatment Providers ______________________________

MH Therapies ______________________________

Traditional and Cultural Providers ______________________________

Medical/Physical Health Providers ______________________________

Physicians ______________________________

Public Health ______________________________

Traditional ______________________________

Social Services ______________________________

Housing ______________________________

Vocational/Career Development ______________________________

Justice ______________________________

Adult and Family Services ______________________________

Child Protective Services ______________________________

Juvenile Services ______________________________

Other ______________________________

Date ______________________________

Signature ______________________________

The school visit

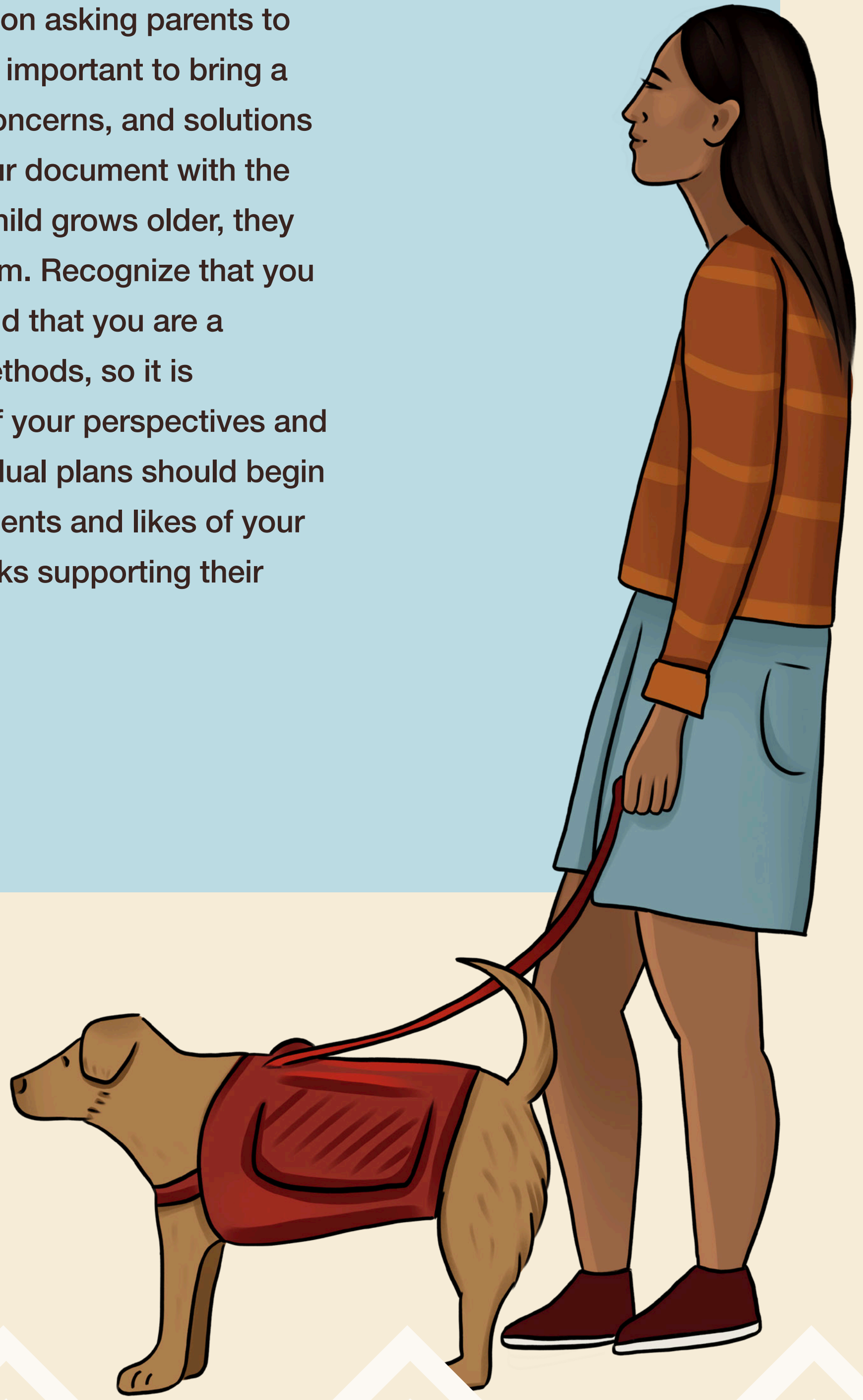
While going to the doctor gives you help for your child's body and mind to learn how to be in the everyday world, the schools help your children learn to read, write, do math and the socioemotional skills for developing a sense of belonging within a learning community. A child with a difference does not prevent a child from thriving in this environment as long as the school is actively participating in adaptive interventions. They just need support.

The education they receive is called "special education." After you get help at the doctor's, you will need to get help for your child at school when they start to go to school. You can call or visit the school and tell them your child has a learning difference or disability. You can tell them you need special education, and they will help you create a team to help your child. Before going to the school, review the parents' rights and responsibilities handbook so that you feel confident. You are allowed to bring a support person whether that is a friend, family member or someone else from the community. Remember that there are laws, specifically the IDEA Act, that ensure you are seen and heard as the primary coordinator and advocate of your child's successful learning experience.

These are the names of some of the people who can help you. Many are required to be at this meeting.

- The Principal
- Special Education Coordinator
- Classroom Teacher
- Classroom Assistant such as a Paraprofessional
- Relevant Therapists
- Other Providers, Family Navigators and Advocates

As a part of this education, your child will be assigned someone to help them in school and help you make a plan for their learning called either an IFSP (individual family service plan) for children 0-5 or an IEP (individual education plan) for 6–23-year-olds. Parents have a very important role in the team that supports their child and should be included in all decisions. When you make the IFSP/IEP document with the school team, there is a section asking parents to share other ideas and concerns. It is important to bring a written document with your ideas, concerns, and solutions to each IFSP/IEP meeting. Share your document with the team and refer to it often. As your child grows older, they will become part of this planning team. Recognize that you are the lead for this team meeting and that you are a partner developing the plans and methods, so it is important to bring notes or outline of your perspectives and wishes. Remember that these individual plans should begin with a statement of the strengths, talents and likes of your child to be used as the building blocks supporting their challenges in learning.



Here are some places that can help you:

FACT Oregon helps families understand the steps to helping a child with a disability.

(503) 786-6082

Help Me Grow is a free and confidential family support line that provides seamless access to community services.

You can call them at **1-833-868-4769**
or email them at **hello@helpmegroworegon.org**

The Oregon Department of Education can help answers about any school district.

You can email them at **ode.specialeducationquestions@ode.oregon.gov** or by phone at **503-947-5600.** Make sure to include your child's school district to help them connect you with a staff member who can help.

Other considerations:

We hope all that information was helpful for you. It's very important that we work to support our children and our community.

Here are some ways we can be supportive:

Education and Awareness:

Let's educate ourselves and others about differences, their diversity, and the challenges faced by individuals with differences.

Language Matters:

Be mindful of the language we use when talking about differences. Let's be respectful, curious, and mindful. How would the individual like to be referred to?

Accessible and Inclusive Spaces:

Advocate for and actively support accessible spaces, ensuring that community gathering spaces, including traditional public schools, are designed to allow full participation for all, including those with differences. . Is a culturally informed sign-language interpreter available for cultural community events or lectures for people with hearing impairments? Are community spaces and bathrooms accessible for people who use mobility devices like wheelchairs? Are teaching and learning opportunities inclusive of supportive adaptations for neurodivergence and processing challenges? Do people with differences have an equal opportunity to participate and contribute?

Supportive Networks:

To locate all the resources needed for yourself or for your family, it will take collaboration and support from a team. Feel free and empowered to seek and offer help. Your community will be grateful for your generous sharing of wisdom and resources.

You can also get help from an office called Developmental Disability Services.

You will get a Developmental Disabilities Case Manager who will meet with each child's family or adult person to review their current situation, identify needs, and make referrals for essential services.

They do the following:

- Work and advocate for you
- Meet, assess your child's needs and help you understand and access available services and supports
- Create an IFSP/IED to help your child lead a happy, healthy and fulfilling life
- Connect you with community provider agencies
- Monitor, provide resources, and assist with your child's health, safety and ISP implementation
- They will provide you with a case manager who should meet with you often to help with services
- If you need anything to help your child, they can help get it for you. For example, you might have a child who is visually impaired that might need a special computer for home or a child might need a wheelchair.

For more information call:
Multnomah County Main Office:
Office Hours: Mon - Fri, 8 a.m. - 5 p.m.
Phone: (503) 988-3658
After Hours Help Line: (503) 988-3646

Washington County Main Office:
Office Hours: Mon-Fri, 8 am -5 pm
Phone: (503) 846-3150

Clackamas County Main Office
Office Hours: Mon-Thurs 7 am – 6 pm
Phone: (503) 655-8640

The American Disabilities Act (ADA)

As a parent of a child with a disability, there is a law that will protect them and you called the American Disabilities Act. It is a law the federal government of the United States made to make sure people with disabilities are treated fairly.

The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs.

If you feel like someone isn't treating you or your child with a disability fairly or your child is being harmed or bullied, call this number for help:

ADA Information Line
Talk to us at 800-514-0301 | 1-833-610-1264 (TTY)

M, Tu, W, F: 9:30am - 12pm and 3pm - 5:30pm ET
Th: 2:30pm - 5:30pm ET

The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act is the federal education law that regulates special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. In Oregon, IDEA funds helped support the education of almost 83,000 children with disabilities in the past year.

You can learn more about it here:
https://www.oregon.gov/ode/rules-and-policies/Pages/IDEA-Policy.aspx

Community Resources

There are many resources in the community to help you.

Providence Swindell's Family Resource Center supports parents and caregivers of children who have special health, behavioral or developmental needs.

You can call them at 1-833-868-4769 to get connected to family resources

Oregon Center for Children and Families with Special Healthcare Needs, Family to Family Health Information Center

The Oregon Family to Family Health Information Center supports families and caregivers of children with special health needs when navigating complex health care systems. Staffed by parents of children and youth with a variety of health conditions, we provide free one-to-one support, training, and printed materials to families and professionals who serve them. This website houses hundreds of resources for parents, grandparents, and youth.

To speak to an OR F2F HIC Parent Partner
Call 855-323-6744 or email contact@oregonfamilytofamily.org

Native American Youth Association

The NAYA Family Center provides academic and social opportunities to grade school, middle school, and high school students to help them reach their full potential through academically rigorous learning opportunities, culturally specific programming, and provision of professional counseling and other support services.

5135 NE Columbia Blvd. Portland, OR 97218
503.288.8177

Native American Rehabilitation Association

NARA provide education, physical and mental health services and substance abuse treatment that is culturally appropriate to American Indians, Alaska Natives and anyone in need.

1776 SW Madison
Portland, OR 97205
Phone: 503-224-1044
Email: info@naranorthwest.org

Future Generations Collaborative (FGC)

Striving to generate a healthy and healing Indigenous community, the Future Generations Collaborative centers traditional values and collaboration in providing and promoting public health and wellness.

935 NE 33rd Ave. Portland OR 97232
info@fgcpdx.org

> *"We have the privilege to re-teach and reinforce the knowledge taught by our ancestors that a child is a sacred gift. We have the honor to embrace and integrate traditional and clinical knowledge...filling our baskets with tools of help borne of past and present generations. We have the ability to use our traditional value of observation to see how our children show us their strengths, talents and beauties. We have been given a great gift... and like all gifts...its abundance will be proportional to our ability to carry and share its riches. We can feel gratitude for our children as teachers and we can learn & appreciate what they have to say. We will be better for our listening because in learning to hear and to respond to what they have to say... we are called upon to practice our traditional values of compassion, patience, tolerance and generosity of spirit. We are rewarded by the beautiful generosity of theirs. With this dance of reciprocity, as Indigenous communities we can weave in traditional knowledge that moves us all beyond shame and blame...gloom and doom...to the light of engendered hope and delivered promise for our future generations."*

- Suzie Kuerschner

The All:Ready Network was formed in 2018 in the Portland Tri-County region to re-design our early childhood system of care so that race, class and ability are longer predictors of accessing early childhood resources and services that mitigate adverse health experiences. The Network brings over 60 individuals – Birthing People, Culturally Specific Organization Staff, Community Health Workers, Pediatricians, Maternal Child Health Managers and more – together in Child Success Design Projects and Community Gatherings where we create journey maps, identify gaps in service delivery models, create solutions and recommendations and improve touchpoints in the system that will help create more integrated care. We were formed thanks to the staff at Health Share of Oregon as part of the Early Life Health portfolio and are currently housed within the Early Childhood Team at Clackamas County's Children, Families and Community Connections. We express our gratitude for Trillium Community Health Plan, Health Share of Oregon and the Marie Lamfrom Charitable Foundation for the financial support for community engagement, booklet development including translation and cultural adaptation.

All:Ready