

Special Needs Resourcing Services 2023 and Beyond

Community Partners Presentation
February 2023

where **lifestyle**
grows good **business**

Our Objectives

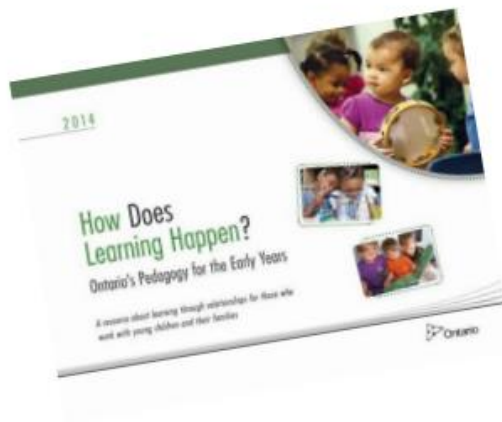
1. Examine and revise where needed, existing practices and processes to ensure that the delivery of Special Needs Resource service is both responsive and timely.
2. Provide an opportunity for the voice and needs of licensed child care staff to be heard in the planning and delivery of SNR Services.
3. Continue to co-construct a child care and early years system that welcomes and supports all children with special needs and their families.

The Vision

"All children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child and family centred and contribute to children's learning, development and well-being."

Government of Ontario, Ministry of Education

Educators are Competent and Capable



Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

Registered Early Childhood Educators are Essential

Leeds
Grenville

“The most significant factor affecting quality child care appears to be caregiver education, qualifications and training”

(Huntsman, 2008: iii).



Entering into practice with limited knowledge of Children with Special Needs

Guiding Children's Behaviour 1

In this course, students examine how developmentally appropriate practices and a positive learning environment influences children's positive self-esteem, promote pro-social play among groups of children and create a climate of positive interactions between children and adults.

Guiding Children's Behaviour 2

In this course, students continue to examine how developmental appropriate guidance practices and a positive learning environment influence children's self-control, self – regulation, and resiliency taught previously. A strong emphasis is placed on supporting the development of self-regulation in the children students work with.

Childhood Exceptionalities

This course focuses on the importance of adapting curriculum and environments to promote a sense of belonging and acceptance and to meet the unique needs of children with diverse physical, intellectual and emotional exceptionalities. Students examine evidence-based practices that support early childhood professionals in providing inclusive childcare through program adaptation, advocate, communication and collaboration with families and other professional and community resources.

The Foundation of Inclusion

- Administrative/Board Leadership
- Program Statements, Policies, Procedures, etc.
- Strong Foundational Knowledge in Child Development
- Strong Observation Skills
- Knowing Community Service/Support Information
- Tools and Resources
- Inclusion Planning
- Recruitment (i.e. Interview Questions, experience, etc.)
- Onboarding, Orientation and Staff Training Plans
- Qualified Staff
- Understanding Inclusion
- Knowing/Understanding Inclusionary Best Practices
- ISP Development
- Community Partnerships
- Parent Partnerships

Building Inclusive Skills is Necessary

Recognizing that we need to honor skill sets of the Early Childhood Educators.

Providing opportunities for licensed child care educators to have available supports for *all* children to have access to and contribute to early learning environments rich in content and experiences with their peers.

Changing to support a new delivery model by hearing the voices on how to better support, engage and build high quality inclusive practices.

Providing child – level accessed supports and skills through general consultation and capacity building.

Connectedness will be key and will support additional relationship building. Through this support model, the licensed child care and early years system will be in an better position to connect families to community services.

The Reason and the Client

The reason for the SNR Service is a child with special needs in a licensed child care.

The client of the SNR Service is licensed child care staff.

Who is responsible for inclusion within a CC program?

**Child Care
Agency/Program**



Child Care Staff



How should SNR support child care staff?

Building the Capacity of the Educator

Leadership that Serves

Positive Feedback

Mentorship

Relationships

Educators as Leaders

Resources and Information



A Partner

Building Confidence

Providing Information

Training

Projecting VALUE

Support



Special Needs Resource Service



Building Understanding

- Understanding the needs of children.
- Understanding the needs of staff.
- Understanding the needs of the program.
- Understanding the needs of the Leeds and Grenville child care and early years system.

Building Capacity

- Building child care staff confidence.
- Building child care staff knowledge.
- Building child care staff capability.
- Building child care staff awareness and understanding.
- Building child care staff skills.

Inclusion Consultants

Under the Ontario Regulation 130/15, a *"child with special needs"* means a child whose cognitive, physical, social, emotional or communicative needs, or whose needs relating to overall development, are of such a nature that additional supports are required for the child.

Inclusion Consultant are responsible for providing consultation, mentorship, training and support services to licensed child care programs. They work with child care educators in a comprehensive and flexible manner that supports the principle of inclusion in a licensed child care program.

An Inclusion Consultant supports and engages with child care staff by:

- Providing consultation services to the child care programs
- Providing information and resource materials to licensed child care staff as appropriate and necessary.
- Planning and delivering training to child care program staff and home providers using a variety of strategies and techniques

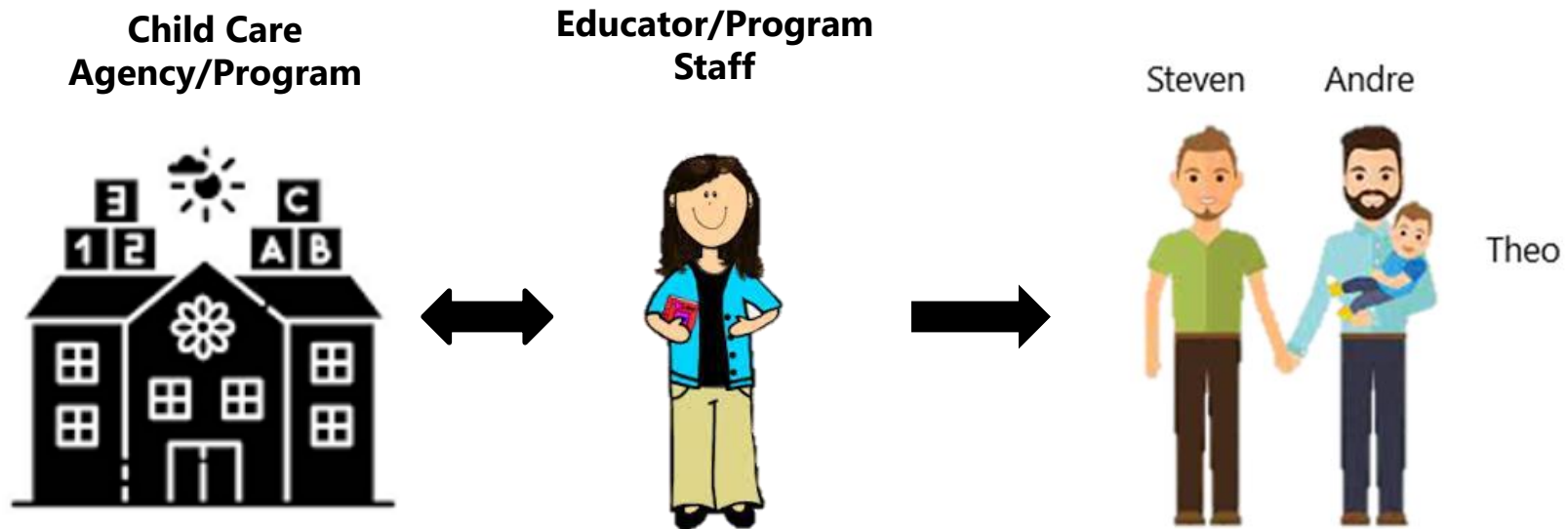
A Preventative Approach

Developing an awareness of the strengths that an updated SNR service model brings to our licensed child care and early years system in supporting quality early learning environments, where we focus on building the capacity of the professionals in the system, to effectively utilize early intervention practices.

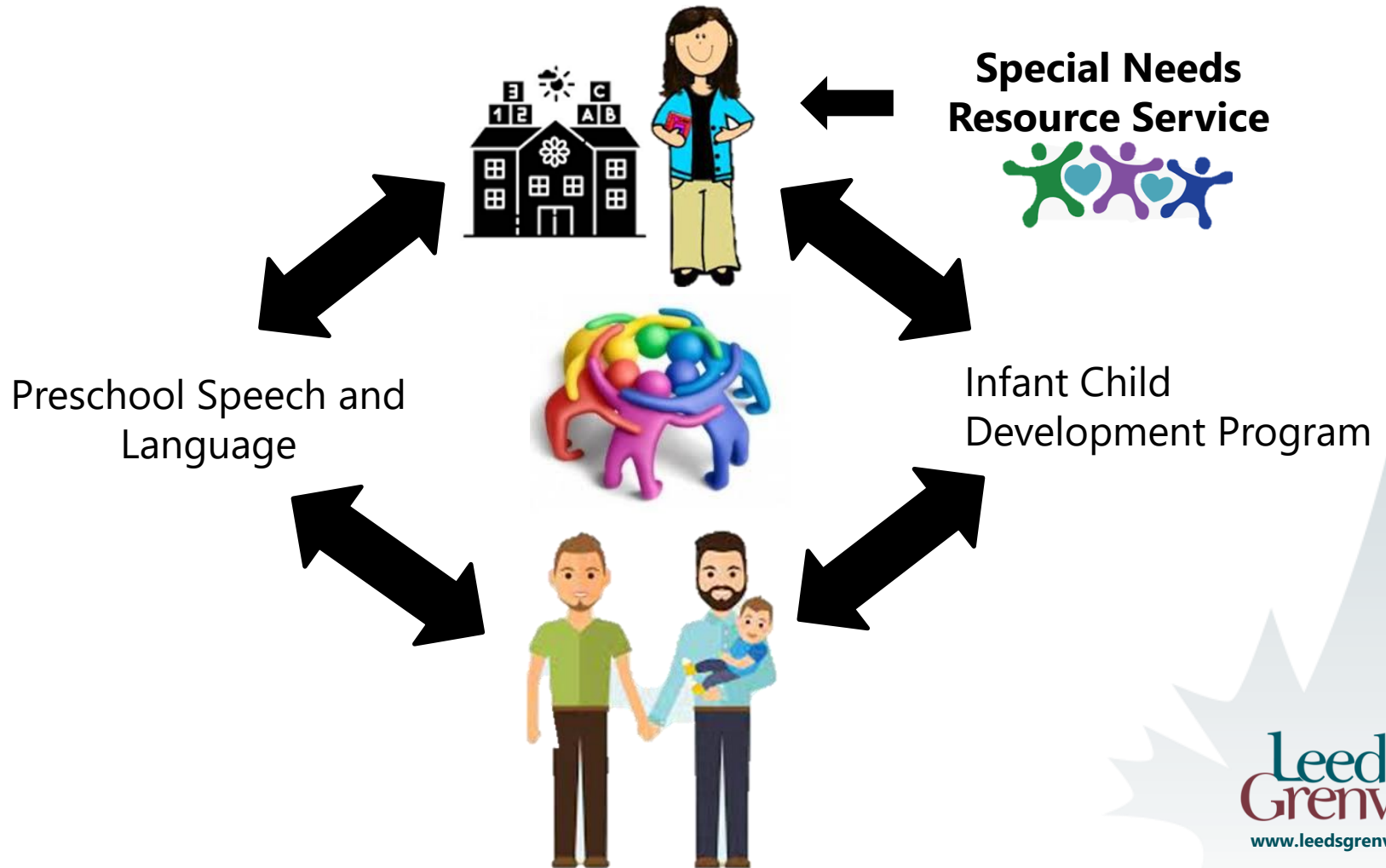
Fostering educator's skills in becoming more responsive instead of reactive with approached to assist and recognize undiagnosed children. This approach allows us to better align current practices with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.



The Family is a Client of the Child Care Program



Families are Still Connected to Community Services and Programs

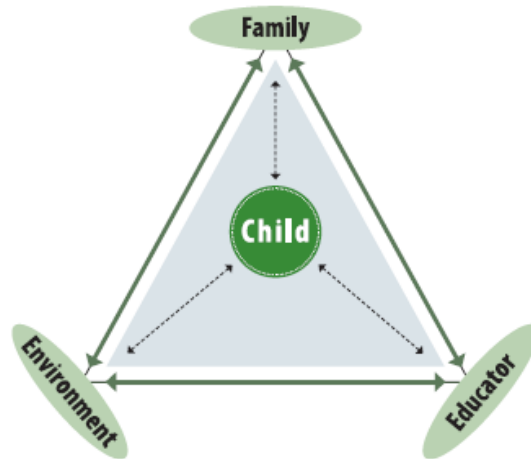


Relationships are Key

HDLH promotes the power of building and maintaining strong relationships in order to ensure children have the best possible start.

These relationships are best built when:

- We view children as competent, curious, and rich in potential with unique strengths and abilities.
- We view families as competent, capable, curious, and experts on their children.
- We view educators as competent, capable, knowledgeable, resourceful and rich in experience.



Fostering an Ecological Approach

Research has shown us that children are impacted by the family system in which they live and that they are also impacted by other systems they interact with.

In shifting the SNR service model to support and build up the capacity of program educators, it will allow us as professionals to empathize with and work alongside programs staff to determine the best way to provide supports.

In addition to ongoing capacity building of educators, this shifts allows us to provide general consultation to child care programs, build a wholistic and fully inclusive program, and become more responsive to the overall development and ongoing needs of the children accessing the early learning environments.

A Place with Purpose

Inclusion is not about a place and time, it's about a place with purpose. It is an important step in creating meaningful inclusive environments.

