

Support Guide User Handbook

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**SUPPORTED CHILD CARE
PROVINCE OF BRITISH COLUMBIA**



SUPPORT GUIDE USER HANDBOOK

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Information in the document is subject to change. The Support Guide and the Support Guide User Handbook will be formally reviewed and revised in the fall of 2005.

This document has been released in an electronic format to allow for wide distribution. The handbook and forms may be copied and distributed freely. Forms may be customized for agency use by adding logos and altering questions to fit with accreditation and administrative practices.

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ABOUT THE SUPPORT GUIDE USER HANDBOOK

This handbook is written for Supported Child Care agencies and staff and has the following objectives:

- To help Supported Child Care Consultants understand the purpose of the Support Guide
- To help Supported Child Care Consultants apply the principles of Supported Child Care when completing the Support Guide
- To help Supported Child Care Consultants complete the Support Guide with families and child care providers by providing suggestions for discussion in relation to each section of the Support Guide.
- To assist Supported Child Care agencies in integrating the Support Guide into administrative practices
- To assist consultants and agencies in delivering Supported Child Care services in accordance with the Policy and Procedures Manual: Working Draft 2004

This handbook is a companion to the Support Guide (Revised 2004).

ABOUT THE SUPPORT GUIDE

The Support Guide (Revised 2004) is a key document for Supported Child Care programs. The Support Guide is used to gather information that helps to determine eligibility for Supported Child Care and helps to determine the types of SCC services needed in order to effectively include a child/children with support needs. If SCC services needed include extra staffing support, the Support Guide helps to determine the goals, frequency and duration of the service.

HISTORY

The first Supported Child Care Support Guide and Handbook were created in the mid 1990's under the leadership of Chris Gay. They have been in widespread use across British Columbia since that time. Over the years, many communities adapted the Support Guide to meet their individual community needs and to meet the needs of local service delivery practices. With accreditation and evolving recommended practices the need for a revised and up-to-date Support Guide and User Handbook became apparent. The Ministry of Children and Family Development funded the Office of the Provincial Advisor to complete this project in 2004.



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ABOUT THE SUPPORT GUIDE

The Support Guide is the tool used by Supported Child Care (SCC) Consultants to gather information with families of children with extra support needs and the child care settings they attend. The Support Guide is used to gather the information that helps to determine eligibility for Supported Child Care and helps to determine the types of SCC services needed in order to effectively include a child/children with support needs. If SCC services needed include extra staffing support, the Support Guide helps to determine the goals, frequency and duration of the service. The process of completing the Support Guide is a collaborative effort coordinated by the consultant.

Purpose of the Support Guide

Eligibility for Supported Child Care has two parts:

Part 1 – The child has a developmental delay or disability in physical, cognitive, communicative or social/emotional/behavioural areas

AND

Part 2 - The child requires additional support services in a child care setting because of the developmental delay/disability

Part 1 of the eligibility criteria requires an assessment or similar report from professionals such as a SCC Consultant, IDP Consultant, early intervention therapist, doctor, developmental paediatrician etc., documenting the child's developmental delay or disability.

Part 2 of the eligibility criteria requires completion of the Support Guide. Within this framework, there are **two purposes for the Support Guide**:

1. To determine whether or not a child care setting will require SCC services to include a child and/or children with support needs (i.e. meet part 2 of the **eligibility** criteria).
2. To determine the **types of SCC services needed** in order to effectively include a child/children with support needs. If SCC services needed include extra staffing support, the Support Guide will help to determine the goals, frequency and duration of the service.



To accomplish these two purposes, the Support Guide will gather information necessary to develop a clear understanding of:

- the child's strengths and support needs in all domains of development;
- how the child's strengths and support needs look within the child care setting of the family's choice;
- the priorities of the family and child care setting for the child's development and inclusion;
- the child care setting's strengths and support needs for inclusion of the child.

The Support Guide is the tool used by SCC Consultants to gather this information with families of children with extra support needs and the child care settings they attend.



General Guidelines for Completing the Support Guide

The family and child care program are the key providers of information necessary to complete the Support Guide. Based on the preferences of the family, other service providers may also be involved in the process. The SCC Consultant will also provide information about his/her observations of the child's needs and may share information provided by other service providers familiar with the child and his/her needs. This information is not intended to replace that of the family/child care program. Rather, the information of the family, child care program and SCC Consultant combined will provide a holistic and accurate picture of the child's strengths and support needs.

Before beginning the Support Guide, the SCC Consultant will discuss with each family and child care program, the purpose of the Support Guide and the information that is gathered. The family and child care program will determine how they want to proceed with providing the information (e.g. individual meetings with the SCC Consultant or everyone meeting at the same time).

The collection of information is done in a 'conversational' manner. The SCC Consultant facilitates a conversation with the family and child care program in which they talk about the child, their goals and the support needs. At all times, the SCC Consultant should complete the process and pose questions in a way that is sensitive to the family's understanding of their child's needs, their values and beliefs, culture, lifestyle and other factors. The SCC Consultant also works toward consensus – facilitating discussion about different perspectives on the child's development and support needs with a view to reaching agreement on the contents of the Support Guide and its recommended services.

The Support Guide may be completed over more than one visit with the family / child care program. To ensure the SCC Consultant is able to collect all information needed, each section of the User Guide has an accompanying 'Interview' or 'Completion' guide. This guide is intended to be a reference for the SCC Consultant, providing ideas about the questions to ask in order to gather all information necessary. The SCC Consultant will use his/her judgement and sensitivity to the family's readiness and needs in determining what questions to ask and how to do so. Accomplishing this is a skill that takes time to develop. As the SCC Consultant becomes more familiar with the information to be collected and more skilled in asking the right questions at the right time, this process will become more natural.



SECTION-BY-SECTION PROCEDURES

Section 1 – Child Development & Support Needs Profile

When completed, the Child Development & Support Needs Profile will provide a picture of the child's strengths and support needs in various domains of development. Included in this are his/her likes and dislikes, the priorities of the family, how the child's strengths and support look within the routines and activities comparable to that in child care and the SCC services needed to address these.

To accomplish this, the SCC Consultant will:

1. Support the family to identify their goals for their child and family.
2. Gather information from the family about the child's strengths and support needs in various areas of development and the corresponding SCC services that may be needed to address these. Gather information from the family about what the child will do/does in various daily activities and interactions with people and materials. For each area, discuss with the family and determine what child care or other service providers will need to do to support the child in this area. Appendix 1 contains an 'Interview Guide' for use by the SCC Consultant in gathering all pertinent information.
3. If the child already attends a child care setting, review the information with the child care staff and make any additions based on their observations of the child within their setting. Depending on the preferences of the family, this step may be done at the same time / meeting as Step #2 or in a separate meeting.

Section 2 – Child Care Program Profile

When completed, the Child Care Program Profile section will provide an overall picture of the child care program (i.e. it's size, staffing, experience); their goals for the child and themselves related to supporting the child's development and inclusion; what they currently do that will enable them to address the goals for the child's inclusion / development and his/her support needs; and what types of support they will require to build on their existing strengths and address the goals.

To accomplish this, the SCC Consultant will meet with the child care program and gather information necessary to complete the sections. The child care program should be fully briefed on the information from the previous two sections and this information should be on-hand to support the discussion. In addition, Appendix 2 contains an 'Interview Guide' to assist the SCC Consultant in gathering the information needed to complete this section.



Section 3 – Recommendations and Priorities

When completed, the Recommendations and Priorities section will document conclusions as to whether or not SCC services are required. These conclusions will be based on information gathered in the previous 2 sections.

If SCC Services are deemed to be needed, the second component of the Recommendations and Priorities section will summarize and confirm the goals for this support and the types of SCC services needed to address them. This information will feed directly into the development of an individual service / support plan with the family and child care program.

This section is to be completed with both the family and child care program. Appendix 3 contains an 'Interview Guide' to assist the SCC Consultant in completing this section.



Requests for Extra Staffing Support

Where SCC services are determined to include a request for Extra Staffing Support in the child care program, the SCC Consultant, family and child care program will also complete the SCC Services Extra Staffing Support Request form.

On this form, the SCC Consultant, family and child care program will confirm why extra staffing is needed, the type of extra staffing required to address these needs (i.e. short term or long term) and details associated with the days and hours of this support.

To determine if extra staffing is needed, the SCC Consultant will review the information in Sections 1 and 2 of the Support Guide. The following pattern will indicate a need for extra staffing support:

Section 1 – identifies that direct assistance is needed to address the child’s needs in multiple areas of development AND multiple categories indicate that the child will need direct adult help in an area and that this direct help is needed ‘Frequently’ and/or ‘Constantly’;

AND

Section 2 – the child care program identifies direct assistance as a service they require/request.

If the Support Guide contains this information, the SCC Consultant, family and child care program will discuss and confirm:

- Why extra staffing is needed (specific purpose and goals for the extra staffing).
- Whether the extra staffing need is short-term or long-term in nature. Short-term extra staffing is indicated if ‘once the goals are achieved, the child care program will no longer need extra staffing to be able to include the child and meet his/her needs’. (Short-term extra staffing may, for example, be needed to address severe separation anxiety at the beginning of preschool. Once the child has developed a relationship with the program, the extra staffing will no longer be needed as the child does well in all other parts of the routine.)
- The recommended days of the week, hours of the day etc. for the extra staffing.

This information is then summarized and used to complete the Extra Staffing Request Form.

Note - The Extra Staffing Request Form may be customized for compatibility with payment and accounting practices of the SCC agency.



How to Use the Interview Guides

The collection of information to complete each section of the Support Guide is done in a 'conversational' manner. The SCC Consultant facilitates this process with each family and child care program.

The Interview Guides describe the types of information that should be gathered to complete the Support Guide. Key questions provide the framework for gathering this information. In using the Interview Guides the SCC Consultant will:

- Use the questions to prompt the conversation with the family and/or child care program. The questions are not meant to be used as a checklist. Rather, the questions provide the SCC Consultant with ideas that he/she can use in facilitating the conversation and prompting the family and child care program to provide information necessary to complete the Support Guide.
- Adapt the questions for the child and his/her needs and age. The questions may need to be adapted when completing the Support Guide for a child who is an infant / toddler, school age or who has multiple needs.

It is suggested that the SCC Consultant review and become familiar with the content of the Interview Guide before using it with a family and child care program. This preparation will ensure the SCC Consultant is able to balance using a conversational approach with gathering the types of information necessary to ensure a full and accurate picture of the child's strengths and support needs.



Appendix #1

Interview Guide: Child Development and Support Needs Profile



Interview Guide Child Development & Support Needs Profile

How to Use this Interview Guide

The collection of information to complete each section of the Support Guide is done in a 'conversational' manner. The SCC Consultant facilitates this process with each family and child care program.

The Interview Guide describes the types of information that should be gathered to complete the Support Guide. Key questions provide the framework for gathering this information. These questions are to be used as prompts to aid in the discussion with the family and child care program and not as a checklist. To ensure they are relevant for the developmental level of each child, questions should be adapted for infants, toddlers, school age and/or children with multiple support needs.

Priorities

Parents – What are your goals for your child and family?

Address – what the family wants to see their child doing/learning at home; at child care; what goals the family may have for their family.

Key Questions - Parents:

What is important to you for your child and family? What do you want to be able to achieve for your child and family from accessing SCC services?

What do you want to see your child:

- Learning
- Doing more of
- Doing less of

You've said you want to see your child (e.g. talking, having friends). Tell me more about that. For example, what specific things do you want him / her to learn to do?

General Child Development Information

Through discussion with the family, gather information about the child's development in each area. Use the questions below to guide this process.

Note - Please see the end of this section (Page 18) for guidelines for completion of the *Categories of Support - No Concerns, Strategies, Adaptations and Direct Assistance*.



What does your child like & dislike?

(what your child likes to do/is interested in & what your child does not like)

Areas to Address in Discussion with the Family:

1. If given a choice of things to do, what would your child prefer / choose? Prompt with – would he/she choose:
 - Playing with other children and/or adults
 - Being left alone
 - Music or talking
 - Visual tasks (i.e. puzzles, books, TV, computer)
 - Physical activities
2. Does your child have any specific things he / she is interested in? Prompt with - that draw / capture his / her attention; that he / she will choose over anything else; that he / she will use for long periods of time?
3. What do you find irritates, frustrates or annoys your child? (i.e. things he/she does not like).

Daily Routine

(routines your child prefers; how changes in routine are handled)

Areas to Address in Discussion with the Family:

1. Tell me about your routine / schedule at home with your child? Is your schedule 'loose / flexible' or structured (i.e. things happen in the same way / at the same time every day)?
 - a) If your routine / schedule is 'loose / flexible' – how does your child respond to this? Prompts - Does he / she 'go with the flow' or do you need to assist him / her with the next thing you're doing?
 - b) If your routine / schedule is structured – please tell me what this looks like? How does your child handle moving between things in your routine (i.e. do you need to assist him in some way)? How does your child respond if your routine / schedule is changed?
2. How much structure and predictability do you think your child prefers? Prompt with:
 - Highly structured / very predictable
 - Moderate structure / moderate predictability
 - Low structure / not much predictability
3. If you need to assist your child with changes between parts of your routine – how do you do this?
Prompt with – verbally, warn him in advance, show him something to let him know what's next, some combination



Environment

(what types of environments your child prefers)

Areas to Address in Discussion with the Family:

1. What noise level does your child prefer? Prompt with – quite noisy / loud; moderate noise; quite quiet / soft; doesn't matter
2. What level of visual stimulation does your child prefer? Prompt with – lots of things to look at / little to look at; bright lighting / dim lighting; bright or strong colours / pale or subdued colours; lots of movement or activity ; little movement or activity
3. What kind of sensory stimulation does your child prefer? Prompt with – likes to touch, smell and/or taste new things; doesn't mind touching, smelling and/or tasting new things; doesn't like touching, smelling and/or tasting new things
4. What kind of lighting does your child prefer? Prompt with – quite bright / sunny; moderately bright; quite dark / cloudy; doesn't matter
5. What temperature does your child prefer? Prompt with – quite hot; warm / neutral; cool / cold; doesn't matter
6. Can you give me some examples of places your child prefers / likes to be? Prompt with – places in the community / at home that your child enjoys being at)

Learning Style

(how your child learns something new, what helps him/her to learn this)

Areas to Address in Discussion with the Family:

1. When your child is presented with a new task, how does he / she learn best?
Prompt with:
 - By having it explained in detail one or more times (learns by listening)
 - By seeing someone do it several times first (learns by seeing)
 - By being allowed to try it one or more times (learns by doing)
 - By being shown small steps and being allowed to learn each one before doing the next
 - Some combination of the above (i.e. explained at the same time as being shown)
2. If you are asking your child to do something, will he / she be most successful if you ask:
 - By telling (words only)
 - By showing what you want him / her to do (modelling)
 - By using pictures
 - In writing
 - Other



-
3. Think of situations when you were teaching your child something new. Can you give me examples of what helped him / her to learn best?
 4. For infants/toddlers – consider situations where the child experienced something new. What helped him/her adjust to this new experience?
 5. For school age – what strategies are used at school to help your child learn something new?

Behaviour

(challenging behaviours your child demonstrates, situations that lead to challenging behaviours, what helps)

Areas to Address in Discussion with the Family:

1. Tell me what your child does when he / she:
 - Can't have something he / she wants;
 - Can't get something to work;
 - Has a toy taken away;
 - Has to do something he / she is not ready to do (i.e. move to a new activity, go to bed).
2. What works best with your child in these situations? Prompt with - talking to him, giving clear directions, explaining why something happened, ignoring it, waiting for him / her to calm down etc.
3. If your child is angry or frustrated, will he/she become aggressive? What will he / she do and with whom? What works best with your child in these situations?
4. Can you please describe any 'behaviours' you see in your child that concern you?
5. Has anything changed in your child's life recently that could be a factor in his / her behaviour?
6. Have you noticed any patterns in your child's behaviour in terms of:
 - What happens right before the behaviour
 - What happens right after the behaviour (i.e. with adults, the environment, other children etc.)?
 - What he / she is trying to achieve with the behaviour. For example escaping a situation, getting attention, getting an item, getting sensory input.
7. Tell me about any strategies / approaches you've tried. What has been successful? What has not?



Safety

(areas where your child's health and/or safety is a concern; safety precautions)

Areas to Address in Discussion with the Family:

1. Please tell me about any safety precautions you take to meet your child's needs and keep him / her safe when:
 - At home
 - Out for walks
 - In the car / bus
 - In a shopping mall / store
 - With strangers
 - For infants / toddlers – consider during feeding and other daily routines
2. Are there any areas where safety is a concern? Prompt with – mobility / moving around; how furniture is placed; accessibility.
3. Tell me about any safety precautions you think might be necessary in a child care setting? What would need to be done to keep your child and/or others safe?
4. If your child is having a challenge with his / her behaviour, are there any health and safety concerns for:
 - Him / her (if yes, please describe)
 - Adults (if yes, please describe)
 - Other children (if yes, please describe)

Health / Medical

(any information you want to share about the child's health and/or medical needs and how those needs are addressed)

Areas to Address in Discussion with the Family:

NOTE – families only need to share information that they wish to in this area.

1. Does your child have any allergies? What reaction does he / she have? How do you respond?
2. Is your child on any medication? Are there any side effects that the child care setting will need to be aware of? What needs to happen if they observe a side effect?
3. Does your child have any medical needs that need to be addressed on a regular basis? If yes:
 - a) What will the child care providers need to know in order to address these?
 - b) Are there any risks for your child, because of these needs, in being in a group situation?
 - c) How would these risks need to be addressed?



Categories of Support

As information is gathered in each area, ask the family to think about what may be needed to meet the child's needs in the area. Options listed include:

No Concerns	Strategies	Adaptations	Direct Assistance
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To assist the parent in determining what type(s) of service may be needed, the SCC Consultant can:

- Remind the parent what they said for each area of development
- Ask the parent to think about other adults who do not know the child in the same way
- Based on this thinking, ask the parents "What type(s) of services do you think they will need to help your child in this area?"
- To assist the parent in answering the question, describe what each of the options means:
 - No Concerns – the program will not need anything extra to meet the child's needs in this area.
 - Strategies – the program will need to know specific techniques and ways to help the child in this area. Strategies may be provided by the family and/or SCC Consultant.
 - Adaptations – the program will need specific information about how to adapt activities/materials to meet the child's needs in this area, in addition to being shown techniques and ways to make adaptations in order to support the child.
 - Direct Assistance – an adult in the program will need to work directly with the child to help him/her in this area. Discussions about the amount of help will be looked at in the next section of the Support Guide.



Child Development & Support Needs

Address – the child’s development in various areas, what he/she does or will do in various activities / daily routines AND what others will need to do to help the child in this area.

What will your child do when:

What will child care or other service providers need to do to help your child in this area?

1. Choosing and using toys and activities:

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) What does your child do when he/she has many toys to choose from? Will he/she choose one thing to play with? What will he/she do to make this choice?
- b) When your child chooses or is given a toy / activity to play with, what will he/she do with it?
- c) Are there specific toys / activities your child will always choose? Sometimes choose? Never choose?
- d) What type(s) of activities does your child seem to prefer? Prompt with – activities that have lots to listen to; activities that have lots to look at; activities that have lots of movement.
- e) When playing with a toy / activity, what kinds of things does your child do with it? For example, does he / she:
 - use them in the way they’re intended
 - like to pretend with them
 - throw them
 - like to put them in and out
 - like to push buttons / make something happen
 - look at, touch, taste
- f) For Infants/Toddlers and children with

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



multiple needs – how the child plays (i.e. with an adult helping him/her to use something).

- g) For School Age – consider child’s preference for independent versus social play; child’s interest in games with rules.

2. Interacting with Other Children & Adults:

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) Has your child been around other children? If so, in what way (for example, brothers/sisters, extended family, family place drop-in, child care experience, school)? How frequently and/or for how long?
- b) If your child has been in formal group experiences – what did he/she like? What didn’t he/she like? Is there anything you wanted to be different about this experience?
- c) Does your child prefer to interact with:
 - Adults only
 - Adults or children
 - Children mostly
- d) Tell me about how your child responds to being around other children. For example, does he / she:
 - Play by himself/herself, not really aware of the other children
 - Play beside/near other children, but with different toys and occasionally watching what they are doing
 - Play at the same activities as other children, occasionally watching what they are doing
 - Play at the same activities as other children, sometimes talking to them or exchanging toys
 - Play with other children, sharing and

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



- taking turns with toys/items
 - Play with other children, cooperating on one activity (i.e. a game, building something)
- e) Do you need to help your child to be successful in sharing/ taking turns with toys when there are other children involved? If so, what seems to work best for this?
- f) If your child and another child have a conflict, how does your child respond? What works best to help your child deal with this situation?
- g) How do you think your child feels about competition? Do you think he / she prefers to be highly competitive, moderately competitive or noncompetitive?
- h) For Infants/Toddlers & children with multiple needs – how does your child respond to being around adults they do not know? To being around other children?
- i) For School Age – how does he/she do when playing complex games with rules with a group of children?

3. Communicating with Others:

Encourage the parent to think about what their child does to communicate with others at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) What is your child's first language? (if not English, prompt in questions 2 to 5 to find out what child communicates in his/her first language and/or in English)
- b) Tell me about how your child communicates.
Prompt with - For example, does he / she use:
- Sounds/vocalizations (vocalizations, crying, screaming, other sounds)
 - Words (single words, phrases, sentences – if so, how many words in a sentence)

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why



- Body language/gestures (facial expressions, pointing, taking your hand/leading you, specific postures/positions, tensing body)
- c) What kinds of things does your child communicate about? How does he/she communicate each thing (based on examples in #1). For example:
- When he/she wants something
 - When he/she is angry, sad, happy, tired, hungry
 - When he/she needs help
 - To share information (i.e. tell a story, tell you about something)
- d) Are there times where you have difficulty understanding what your child is trying to tell you? If so, what are these times?
- e) Who does your child tend to talk to? For example, does your child talk with adults? With other children?
- f) Does your child ever drool?
- g) Does your child use any alternative / augmentative communication systems (i.e. sign language, pictures, picture symbols, drawing, technology)?
- h) Has a Speech-Language Pathologist seen your child?
- i) For Infants/Toddlers & children with multiple needs – consider how the child communicates using body language / sounds / crying etc.; child’s communication with familiar people versus strangers.
- j) For School Age – is there a difference with how or why your child communicates with adults versus peers? What does this look like?

this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)

4. Understanding Information from Others:

Encourage the parent to think about what their child does to understand information presented by others at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections.

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**



Based on this information discuss:

If English is not your child's first language, please tell me about the following areas both in his/her first language and in English.

- a) When you ask your child to do something, how many steps can he / she follow at one time? Prompt with – one step (i.e. get your shoes); two steps (get your shoes and put them on); three steps (get your shoes, put them on and stand by the door) or more.
- b) Does your child recognize that an object, sound and/or symbol can represent something else? Prompt with relevant examples:
 - A spoon/bottle being brought out means its time to eat
 - Pajamas means bed time
 - Diaper means diaper change time
 - Moo means cow
 - Doorbell means somebody's there
 - Keys jangling means its time to go out
 - A Stop sign means stop when walking
 - For school age – letters/words represent objects/actions etc.
- c) Does your child look at books/pictures? If you say the name of a picture, will he/she point to what you've just said (i.e. show me the...?)
- d) Does your child understand non-verbal cues? For example, does he/she know what it means if you have an angry look on your face? How does he/she tell you that he/she knows?
- e) Tell me about your child's understanding of things like shapes, colours, numbers, categories (i.e. cars, animals, people), sequencing (i.e. first, second, last), sizes (big, little), positions (up, down, beside, in front, behind, under, in, out), time (i.e. later, next week)?
- f) Tell me how your child deals with situations where he/she has to solve a problem? Prompt with - For example, does he/she:
 - Physically try different things until he/she finds one that works
 - Seem to think about what to do and then do it

- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



- Talk through the problem and possible solutions
 - Stick with it until a solution is found
 - Get frustrated if he/she can't find a solution right away
- g) For Infants/Toddlers & children with multiple needs – response to single words with or without gestures; understanding of cause and effect
- h) For School Age – reading, writing, math, subjects that are of particular interest to him/her

5. Participating in large motor activities outside and inside:

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) Tell me about the large motor things your child does. For example, how does he / she:
- Move around (walk, run, crawl, cruise along furniture, hop, skip, jump)
 - Use play equipment like bikes, ride-on toys, playground climbers, slides, (for older children - skateboards, rollerblades, etc.)
- b) Are there any large motor activities you need to help your child with? If so, how do you help them?
- c) When outside, what will your child do? What will he/she play with? What won't he/she play with? Why?
- d) What kinds of playground/outside play equipment does your child enjoy? What does he/she do on these pieces of equipment?
- e) Does your child use any specific equipment to assist him/her with large and small motor activities? For example, wheelchair, adaptive seat, standing frame, walker, etc. For which

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



activities is this equipment used?

- f) If there is a group game, what will your child do? For school age children – how he/she participate in team sports.

6. Manipulating materials with his/her hands (i.e. small / fine motor skills):

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections.

Based on this information discuss:

- a) Does your child show a preference for his/her right or left hand?
- b) Tell me about some of the small motor things your child can do. For example, how does he/she:
- Hold objects (in whole hand/fist; with all fingers and thumb; with index finger and thumb)
 - Use his/her hands when playing with objects:
 - Put things in/take them out (large objects/small objects)
 - Put things together/take them apart (i.e. large puzzle pieces/small puzzle pieces; train tracks; duplo; lego)
 - Stack objects on top of one another (blocks)
 - Draw/paint (uses large crayons/markers in whole hand; use small crayons/markers)
 - Eat (feeds self using hands; feeds self using spoon; uses spoon with help; feeds self using fork; uses knife)
- c) Are there any small motor activities with which you need to help your child? If so, how do you help him/her?
- d) For infants/toddlers and children with multiple needs – holding a bottle; use of adaptive

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



equipment; hand over hand assistance for fine motor activities and how the child responds to this.

- e) For school age – drawing pictures; printing; use of fine motor skills on computers.

7. Moving from one activity to another (i.e. transitions individually and as part of a group):

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes during transitions in routines. As appropriate, refer the parent to look back at information in the General Child Development Information sections.

Based on this information discuss:

- a) When you ask your child to change from one activity to another what does he/she do? (e.g. change to another toy, move from playing with toys to coming for lunch or getting ready to go out). What helps him/her with the change?
- b) How would your child do with this kind of change if there were a whole group of children?
- c) For infants/toddlers & children with multiple needs – how does your child respond when you move him/her from one activity to another? Is there anything you do to help him/her with this?
- d) For school age – how much assistance/prompting do you provide to your child when it's time to get ready for school, leave for school, have meals, do homework etc?

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)

8. Participating in self-care activities:

Encourage the parent to think about what their child does at home, in the community, with other family members, in other homes during self-care

Key Question – to help your child be successful during this routine/ activity,



activities. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) What does your child do on his/her own when eating a meal with your family? If you've seen your child eating with a group of other children, how does he/she do with this? (for children with multiple needs – how do you include your child in meal times (i.e. if he/she is tube fed or not yet eating solid foods)
- b) What parts of eating can he/she do independently? (e.g. unpack lunch, unwrap food / take out of container, feed self, clean up after eating).
- c) Tell me about how your child gets dressed. For example, how does he/she put shoes, socks, pants, coat, shirt on? What is your child able to do on his/her own (i.e. without adult help)? What does he/she need help with? How do you help him/her?
- d) Tell me about your child's toileting routine. For example, diaper changing routine, toilet training, reminders to use the washroom, assistance with wiping, assistance pulling pants up and down etc. How does he/she respond during diaper changing? What is your child able to do on his/her own (i.e. without adult help)? What does he/she need help with? How do you help him/her? For school age children consider using the washrooms outside the centre, such as on outings...will the child ask? How does he/she manage in a public restroom?
- e) Tell me about washing / bathing your child. For example, washing hands / face, bathing, wiping nose with a Kleenex etc. What is your child able to do on his/her own (i.e. without adult help)? What does he/she need help with? How do you help him/her?
- f) Tell me about your child's sleep schedule/patterns. For example, how long he/she sleeps at night, what's involved in helping him/her to go to sleep, if he/she naps in the afternoon. What is your child able to do

what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



on his/her own (i.e. without adult help)?
What does he/she need help with? How do
you help him/her?

9. Sitting, listening and participating with a group of children for instructions, stories, songs and games (i.e. circle time):

Encourage the parent to think about what their child does in groups with other children when at home, in the community, with other family members, in other homes. As appropriate, refer the parent to look back at information in the General Child Development Information sections. Based on this information discuss:

- a) Have you ever seen your child participate as part of a group? If yes, what did he/she do?
- b) If no, think about what your child does when watching TV, reading a book with you, playing a game. How do you think he would do in similar activities with a group of children?

Key Question – to help your child be successful during this routine/ activity, what will the child care program need to do?

- q **Same as for other children in the program**
- q **Use specific strategies**
- q **Adapt activities**
- q **Provide direct adult help**

If direct adult help, how often will an adult need to help your child:

Key question – how often will an adult need to be interacting directly with your child to help him/her be part of the routine and learn? The SCC Consultant may also make notes that explain why this help is needed beside the box that is marked.

- q **Seldom** (25% of the time)
- q **Occasionally** (50% of the time)
- q **Frequently** (75% of the time)
- q **Constantly** (100% of the time)



Appendix #2

Interview Guide: Child Care Program Profile



Interview Guide Child Care Program Profile

How to Use the Interview Guide

The collection of information to complete each section of the Support Guide is done in a 'conversational' manner. The SCC Consultant facilitates this process with each family and child care program.

The Interview Guide describes the types of information that should be gathered to complete the Support Guide. Key questions provide the framework for gathering this information. These questions are to be used as prompts to aid in the discussion with the family and child care program and not as a checklist. To ensure they are relevant for the support needs and developmental level of each child, questions should be adapted for the type of child care program and the strengths, needs and developmental level of the child they will be including.

1. Child Care Program Description:

Address – type of child care or community setting; total number of children in the class, including any children with extra support needs; total number of staff, including any existing extra staffing; overall needs of the groups, including any other factors that may affect inclusion; experience with inclusion and working with SCC.

Key Question: Ask the child care program to tell you about their program, including the information identified above.

2. What are the child care program's goals for the child (i.e. in addition to those of the family and with the family's agreement)?

Address - what the child care setting wants to see the child doing/learning at child care.

Key Questions: Having read the family's goals for their child's development and inclusion, do you have any additional goals you want to work on? Are there any goals you have for your child care program that will help you to support the child's development and inclusion? (e.g. learn sign language, learn how to do g-tube feedings, learn how to adapt circle times for different abilities).



3. What strengths and skills does your program currently have that will help you achieve your goals and those of the family?

Address – current things the child care program does already that would be effective in supporting the child’s development and inclusion and meeting the goals identified.

Key Questions:

a) What strategies do you use in your program to help children:

- Participate in free play (choose and use toys and activities)?
- Participate during outdoor play?
- Transition from one activity or routine to another?
- Participate in snack and/or lunch routines?
- Participate in circle or other group activities?
- Manage washroom, nap and dressing routines?

How would these strategies be helpful in meeting the needs of this child?

b) Think about your routine/schedule, room arrangement, structure for group activities etc. What do you currently do that would be effective in meeting the child’s needs?

4. What questions do you have about how to successfully include this child? What will help you to address these questions and achieve the goals for this child? Examples listed in support guide.

Address – Based on the child care providers understanding of whom the child is, what he/she is able to do and where he/she needs support, discuss their questions and what will help them address these questions / achieve goals for the child.

Key Questions: When you look at the child’s strengths and needs, what else do you want to know? What concerns do you have? Knowing the goals for the child and your questions / concerns, what can SCC provide to help you be successful in meeting the child’s needs (refer to bulleted list of options)? What specifically should SCC focus on with you for each of these services?



Appendix #3

Completion Guide: Recommendations & Priorities

Completion Guide Recommendations & Priorities

Recommendations:

Based on the information gathered and summarized in the previous sections, it is recommended that:

- q **SCC services are required. Support is required to address the following priorities and support needs:**
 - Complete if the child is eligible for SCC. Summarize information from Sections 1 and 2 of the Support Guide to describe why SCC Services are needed.

- q **SCC services are not required. Strategies and other services have been suggested, including:**
 - Complete if the child is not eligible for SCC. After discussion with the family, list specific strategies and/or services suggested instead of SCC.

Priorities & Plan:

SCC services will focus on the goals of the family and child care setting including:

- q To complete – List the goals identified at the end of Section 2 of the Support Guide and agreed upon by the family and child care program.

To achieve these goals, the following SCC services are recommended (check all that have been identified with the family and child care setting):

To complete – Identify services noted in Sections 1 and 2 of the Support Guide and agreed upon by the family and child care setting.

- q **Assistance in looking for child care**
- q **Consultant support to the family and/or child care setting (i.e. visits, phone calls)**
- q **Coordinating with other service providers (i.e. IDP, SLP, OT, PT)**
- q **Information/training about the child’s development, support needs and strategies to meet them**
- q **Toys and/or equipment for the family and/or child care setting**
- q **Books, videos, articles for the family and/or child care setting**
- q **Short term or long term extra staffing assistance for the child care setting (if yes, please complete Extra Staffing Request form)**
- q **Other: _____**

- q **The attached individual plan describes the goals and how services will be provided to support them OR**
- q **An individual plan describing the goals and how services will be provided to support them will be developed by _____ (date).**
- q **The Support Guide and need for SCC services will be reviewed on or before _____ (date). This review may happen earlier if requested by the family, child care program and/or SCC Consultant.**



Appendix #4

Completion Guide: Extra Staffing Support Request

**Completion Guide for
SCC SERVICES
EXTRA STAFFING SUPPORT REQUEST**
(*to be completed only if requesting extra staffing support)



General Information:

Child's Name: _____ Date of Birth: _____

Parent(s) Name: _____

Child Care / Community Setting Name: _____

SCC Consultant: _____

Reason for Request:

Information gathered in the attached Support Guide indicates that:

- To Complete – From Section 1 and Section 2, summarize why extra staffing is needed (specific purpose and goals for the extra staffing) with reference to frequency of direct adult help.

Request Details:

Based on the above reasons, it is recommended that SCC services include:

- o **Short-term extra staffing support to focus on**
 - To Complete – Summarize goals for short term extra staffing support.
- o **Long-term extra staffing support to focus on**
 - To Complete – Summarize goals for long term extra staffing support.

To achieve this, extra staffing support is requested:

Days of the Week: **M T W Th F S S** **Hours per _____:** _____

Daily Schedule: _____ **Hourly Rate:** _____

Total Hours per Day: _____ **Employer Costs __%:** _____

Total Hours per Week or Month : _____ **Total Cost per _____:** _____

Start Date: _____

End Date: _____

Total Duration (in weeks): _____

Gradual Reduction Plan (if appropriate): _____

- To complete – Circle the days of the week that Extra Staffing Support is requested. Enter details related to daily schedule and duration support. Calculate the costs for Extra Staffing Support.
- Note: This section may be customized for compatibility with SCC agency payment and accounting practices.



Appendix #5

Instructions for Customizing the Support Guide



INSTRUCTIONS FOR CUSTOMIZING THE SUPPORT GUIDE

There are two versions of the Support Guide:

1. The Support Guide – manual version (for printing and completing by hand)
2. The Support Guide – electronic version (for completing on the computer)

Before you use either version of the Support Guide, you should customize them for use at your agency. While it is expected that you will maintain the integrity of the document, you may decide to add your own logo and omit, add, or change certain questions to be more compatible with your agency's administrative practices, particularly the payment information in the Extra Staffing Support Request form.

To open the Support Guide:

- Open the Support Guide in Microsoft Word - you will see a pop-up box that looks like this:



To customize the Support Guide:

- Enter "sg" (without quotation marks - for **s**upport **g**uide) in the password box. (This feature was added as a prompt to remind you to "Save As" rather than just "Save". Having the document set up this way will ensure the template remains uncorrupted.)
- Click on OK to open the document.
- Go to the "Tools" menu at the top of your screen where you will find "Protect/Unprotect Document".
- Select "Unprotect Document", make the desired changes. (To modify the name of the agency at the top of the forms, double click in the "header" area. It will allow you to access the "greyed" part of the document.)
- Go back to "Tools" and select "Protect Document" and "Save".

You have now customized your template and protected it from accidental alterations.



To use your customized template as a manual form:

- Click on "Read Only" to open your template.
- Print the Support Guide.
- Complete by hand.

To use your customized template as an electronic form:

- Click on "Read Only" to open your template.
- Enter information in the 'greyed' boxes. When closing save as a new document. (You will be prompted for a new file name when you choose to save your document, e.g. the file number or name of the child, etc. – whatever fits with your agency practices.

Note: You cannot modify the template and enter a child's information at the same time. Attempting to do so will cause you to lose the child's information.

If you do not wish to customize the Support Guide, please contact Sandi McDonald for assistance with removing the generic address in the upper left hand corner.

If you are experiencing technical difficulties with the document, both in using it or modifying it, please contact Sandi for assistance.

Phone:
1-866-338-4881 **or** (250) 338-4288 ext 237

Email:
sandi@cvcda.ca