

# District of Parry Sound



Social Services  
Administration Board

## **Inclusion Support Services**

**PROGRAM STATEMENT**

## ***Inclusion Support Services***

### **Philosophy**

*Children are competent, capable, and complex thinkers able to achieve their own success. Our program offers a flexible, nurturing, and inclusive environment that continuously builds on children's curiosity, strengths, and abilities. We believe in sharing current documentation based on the four foundations of learning (Well-Being, Expression, Belonging, Engagement) as stated in the Ministry of Education's document "How Does Learning Happen? the Ontario Pedagogy for the Early Years". As professionals, we support the inclusion of the Provincial Special Needs Strategy through active participation with our community partners. Families are supported and empowered through family-centred planning to continue advocating for their child within their community. We respect and recognize the importance of collaborating with families and other professionals to build capacity.*

## **Program Statement**

### **CHILDREN**

**Belonging:** Resource Teachers will oversee the child's connectedness and sense of security within various environments.

Achieved by Resource Teachers...

- ✓ observing interests and following the child's lead
- ✓ recognizing and building on the child's strengths
- ✓ sharing observations with the family and program staff and other professionals involved
- ✓ physically positioning themselves at the level of the child during interactions
- ✓ collaborating with the team on ISP (Individual Support Plan) and One Page Profiles using observations, interests of the child and strategies practiced
- ✓ implementing One Page Profiles to help others get to know what is important to the child
- ✓ supporting team with further strategies as needed so the child feels as though they belong
- ✓ greeting children upon entry and departure to a program
- ✓ taking time to connect with and listen to each child to foster meaningful adult-child relationships
- ✓ using play partners with like interests when working on new skills
- ✓ using the information gained during the intake process with the family to establish a better relationship with the child
- ✓ sharing information via the ITP (Individual Training Plan) and other modes of communication about how the child interacted with peers and contributed to the program
- ✓ using index cards for the programs to show how children's interests can be expanded
- ✓ changing and updating documents on an ongoing basis to reflect growth of the child
- ✓ giving the child time to express themselves and to be heard
- ✓ supporting children through the steps of problem solving and conflict resolution

**Engagement:** Resource Teachers will plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

Achieved by Resource Teachers...

- ✓ letting the child come up with problem-solving solutions and staying close to offer various ideas if not accepted by others in play
- ✓ letting the child know that their opinions are valued and respected
- ✓ using observations to expand and scaffold curiosity
- ✓ joining in with what the child is doing allowing for spontaneous opportunities for play to continue
- ✓ providing opportunities for children to have quality interactions
- ✓ using familiar routines to engage children in activities
- ✓ incorporating observations and documentation into ISPs, One Page Profiles, and ITPs
- ✓ adding loose parts and other materials that expand on the child's interests
- ✓ maintaining eye contact when connecting with the child
- ✓ talking about the child's play using pedagogical documentation to show an interest and curiosity in extending their activities

- ✓ putting the child to child relationship first and encouraging children to assist each other

**Expression:** Resource Teachers will encourage children to interact and communicate in a positive way supporting each child's interests and needs.

Achieved by Resource Teachers...

- ✓ asking children open-ended questions about their play
- ✓ using strategies to encourage turn-taking and listening skills in group and family settings
- ✓ providing open-ended materials and activities based on the children's interests
- ✓ encouraging children to verbalize their theories and interests
- ✓ using spontaneous moments to be silly through songs, dancing, crafts, dramatic play
- ✓ providing opportunities to talk with each child about their experiences both inside and outside of care hours
- ✓ actively listening to children as they speak, helping them to identify possible feelings and emotions they may be experiencing
- ✓ documenting experiences that bring the child joy drawing attention to their theories
- ✓ expanding the child's verbal and non-verbal attempts at communication by describing what is happening at that moment
- ✓ being aware of how we are attending and responding to the children (ie. Body language, eye contact, verbal responses)
- ✓ being aware of the various ways that children communicate their wants and needs to the adults in their environment (ie. Behaviour patterns)
- ✓ providing materials such as loose parts that will provoke discussions among and between children
- ✓ using Hanen strategies to foster communication
- ✓ helping children use the Six Steps to Problem-Solving and stay with the child/ren until a resolution has been followed through
- ✓ assisting children in building Emotional Intelligence skills

**Well-Being:** Resource Teachers will foster children's exploration, play, inquiry, in an environment that allows for self-care, sense of self and self-regulation.

Achieved by Resource Teachers...

- ✓ responding to the child's social emotional needs in addition to basic physical needs
- ✓ designing SMART (Specific, Measurable, Attainable, Realistic, Time-based) goals for the ISP
- ✓ providing visual schedules as needed to build a child's competency and independence
- ✓ sharing observations regarding a child's emotional and physical health
- ✓ supplying materials that encourage self-regulation (ie. Time-timers) as deemed necessary and appropriate
- ✓ completing risk assessments with other adults when introducing new activities to ensure everyone's comfort level
- ✓ being mindful of what takes place at home (ie. Nutrition, sleep patterns, relationships) and the effect it has on how a child's emotions are demonstrated
- ✓ having an awareness of each child's individuality and uniqueness
- ✓ incorporating visual scripts or social stories to help children cope with anxious situations

- ✓ checking in to see that a child's basic needs are being met and offering resources to help families meet those needs
- ✓ using affirmations to protect a child's self-esteem

## **FAMILIES**

**Belonging:** Resource Teachers will recognize families are experts and best advocates for their own children and will strive to maintain family-centred relationships.

Achieved by Resource Teachers...

- ✓ creating warm friendly atmospheres that build trust
- ✓ actively listening to families concerns and needs so they know they are being heard
- ✓ relaying information to other team members as a way of validating the family
- ✓ building on the strengths of the family when creating the ISP and One Page Profile
- ✓ supporting the family in the decision making process for their child and providing the family with all the necessary resources and information to make an informed decision
- ✓ using One Page Profiles and Family Centred tools to encourage family involvement
- ✓ encouraging the use of advocacy skills when establishing meetings with other professionals
- ✓ advocating for parents to take the lead during meetings
- ✓ practicing positive advocacy to help the parent develop skills they will need once the ISS program discharges services
- ✓ acknowledging and recognizing families hopes and dreams for their child
- ✓ incorporating families hopes and dreams into the ISP and One Page Profile
- ✓ respecting and valuing family diversity and cultural community

**Engagement:** Resource Teachers will document and review strategies set out in the ISP, showing the connections between the plan and child development while honouring each family's unique values and experiences

Achieved by Resource Teachers...

- ✓ sharing information through a variety of modes and communicate information with parents in a manner that works best for them
- ✓ maintaining a flexible schedule to meet with the family at home visits or at an appropriate location that suits their needs
- ✓ practicing effective listening skills
- ✓ planning home visit activities based on the previous visit
- ✓ planning activities through collaboration with the family and based on what is practical and what resources are available
- ✓ recognizing that each family has existing routines and schedules that need to be incorporated into goal setting for the child
- ✓ involving the parents and siblings in strategies to move the child's development forward
- ✓ highlighting the strengths of the family
- ✓ empowering parents to be competent decision makers
- ✓ offering information and resources
- ✓ demonstrating goal achievement

**Expression:** Resource Teachers will role model effective communication with each family using a variety of strategies and tools.

Achieved by Resource Teachers...

- ✓ using coaching techniques to assist parents in finding solutions
- ✓ creating documentation or an action plan with the family so they know what to expect and who is responsible for what
- ✓ working with parents and encouraging positive communication of frustrations and concerns
- ✓ facilitating open communication with all team members
- ✓ respecting parents contributions in communicating their wants and needs for their child
- ✓ sharing relevant information through newsletters
- ✓ offering the family appropriate support as needed with other professional appointments
- ✓ helping parents navigate funding and social systems and completing necessary documentation
- ✓ providing a safe and secure space for meetings
- ✓ helping parents understand their rights and responsibilities with regards to their child
- ✓ using Emotional Intelligence practices when communicating with families

**Well-Being:** Resource Teachers will assist families in accessing any necessary resources that meet the needs of the family as a whole while respecting differing family dynamics and culture.

Achieved by the Resource Teacher...

- ✓ assisting families to access the appropriate community resources
- ✓ respecting a family's time constraints and other obligations they may have
- ✓ constructing an ISP and One Page Profile that is geared to the family's current situation and resources
- ✓ using the intake procedure to have an open conversation and build trust
- ✓ being aware, alert, and proactive to any concerns during home visits or parent meetings
- ✓ being respectful and discrete when discussing sensitive issues with parents
- ✓ maintaining confidentiality except where we are legally bound to report

## LICENSED CHILD CARE AND EARLY YEARS PROGRAMS

**Belonging:** Resource Teachers will recognize the contribution that early learning and child care providers make through sharing of ideas, continuous communication, strategies, and education to the child's support team.

Achieved by Resource Teachers...

- ✓ recognizing the skills of the early learning and child care providers and building upon those skills
- ✓ facilitating relationships between parents and early learning and child care providers
- ✓ encouraging referrals to the ISS program
- ✓ valuing the history and close involvement that the early learning and child care providers have with the families
- ✓ being available to attend team meetings
- ✓ having early learning and child care providers contribute goals to the ISP and One Page Profile

- ✓ reviewing observations and documentation with the early learning and child care providers and asking for their feedback
- ✓ acknowledging and respecting their concerns
- ✓ encouraging their participation with finding practical solutions
- ✓ showing curiosity in their interests, beliefs, ideas, etc.
- ✓ greeting early learning and child care providers when we enter their program
- ✓ demonstrating respect for the environment and understanding of the limitations and uniqueness of each program
- ✓ inviting, when appropriate, and valuing early learning and child care providers contributions to case conferences

**Engagement:** Resource Teachers will support early learning and child care providers in offering inclusive environments and experiences that engage all children in active, creative, and meaningful exploration, play, and inquiry.

Achieved by Resource Teachers...

- ✓ sharing observations with early learning and child care providers and building on those to encourage the child's natural curiosity
- ✓ fostering adult-child and child-child communication and expression in all forms
- ✓ supporting in other areas of the program as needed and as appropriate
- ✓ offering and supplying items and activities that will extend the children's learning
- ✓ using the resources of the early learning and child care providers to enhance the program
- ✓ pointing out children's spontaneous learning and "aha" moments
- ✓ sharing of resources and knowledge around current child development discoveries
- ✓ supporting centres and programs as they transition to emergent curriculum practices
- ✓ providing training in the implementation of the ASQ (Ages and Stages Questionnaire) and other tools that will support child development
- ✓ carefully recording statistical information that will help maximize the Resource Teacher's time with and supporting the children, families and child care programs

**Expression:** Resource Teachers will facilitate an atmosphere that will help to foster communication with and between early learning and child care providers, parents, community, and other team members

Achieved by Resource Teachers...

- ✓ requesting assistance with ideas and suggestions for the ISP and One Page Profile
- ✓ sharing information and asking for feedback being cognizant of Emotional Intelligence practices
- ✓ sharing pedagogical documentation
- ✓ assisting early learning and child care providers with record keeping (i.e., ABC charting, toileting charts, incident reports, etc.
- ✓ inviting early learning and child care providers to express what is working well and where challenges are being met
- ✓ offering articles of interest for centre and program newsletters
- ✓ advocating for individual family needs
- ✓ encouraging staff to talk with parents and other professionals sharing their insights and information
- ✓ building trust

**Well-Being:** Resource Teachers will scan and assess the early learning and child care environment and respond appropriately by engaging the children in active, creative, and meaningful play.

Achieved by Resource Teachers...

- ✓ including a variety of children in ISP activities
- ✓ incorporating the limitations of the environment into the activities suggested in the ISP to further support the early learning and child care providers programming
- ✓ providing activities that support self-regulation for both children and adults
- ✓ communicating the “why’s” of children’s behaviours and assist the staff in understanding the underlying reasons for children’s responses
- ✓ offering to tag out early learning and child care providers that are handling a difficult situation as appropriate
- ✓ providing opportunities and suggestions for staff to work on a child’s ISP goals
- ✓ recognizing and validating the barriers that early learning and child care providers may be experiencing
- ✓ maintaining a sense of humour
- ✓ providing positive feedback
- ✓ recognizing that when early learning and child care providers are engaged with the children and environment, it may lead to a positive state of wellness for everyone
- ✓ facilitating and creating the time to self-reflect with the early learning and child care providers
- ✓ being aware, alert and proactive to any concerns during program visits or meetings

## **SCHOOLS**

**Belonging:** Resource Teachers will collaborate effectively with school personnel to encourage a team approach for each child’s planned transition to school.

Achieved by Resource Teachers...

- ✓ planning case conferences at a mutually agreed upon date with parent’s, guardians, school personnel, and other professionals directly involved in the child’s transition to school
- ✓ sharing all appropriate documentation, observations and other information with the school personnel
- ✓ inviting school personnel to observe the child at licensed programs and early year programs
- ✓ offer ongoing support to the school during the transition period
- ✓ beginning all meetings with introductions
- ✓ sharing the One Page Profile designed by the child and family
- ✓ facilitating positive relationships between the parent and school personnel
- ✓ encouraging parents to visit the school and participate in Welcome to Kindergarten events
- ✓ attending Welcome to Kindergarten events so parents have a familiar face greeting them
- ✓ acknowledging the school’s limitations
- ✓ offering brain storming strategies to assist school personnel to problem-solve
- ✓ inviting team members to contribute to case conferences and other meetings
- ✓ valuing input from school personnel
- ✓ advocating to have suggestions from school personnel included in the Transition ISP



**Engagement:** Resource Teachers will plan for transitions that promote continuity between settings and include the transfer of knowledge to support the school in being ready for every child.

Achieved by Resource Teachers...

- ✓ sharing information and new ideas to the Welcome to Kindergarten packages
- ✓ attending school meetings as appropriate
- ✓ assisting school personnel to connect with families and child care centres
- ✓ ensuring all appropriate consents are signed and shared to facilitate communication among all team members
- ✓ building positive relationships with school personnel
- ✓ relaying information and resources that may be of interest to school personnel
- ✓ keeping the lines of communication open and current with principals, teachers and school resource staff
- ✓ participating in joint training opportunities

**Expression:** Resource Teachers will use a collaborative approach that includes the child, family, early learning and care provider, community partners, and school as a means to sharing information and strategies

Achieved by Resource Teachers...

- ✓ sharing strategies with what has worked and what has not worked
- ✓ inviting additions to meeting agendas and sharing meeting minutes
- ✓ supporting time for parents and school personnel to have open communication
- ✓ requesting input and assistance from school personnel with the development of the transition plan
- ✓ providing the school principals and staff with screening clinic progress reports once parent consent has been obtained
- ✓ offering to work with the school to provide an entry to kindergarten screening clinic
- ✓ providing pertinent information from documentation with the appropriate consents to release information
- ✓ being respectful and flexible of other school commitments when planning meetings

**Well-Being:** Resource Teachers will provide the schools with transfer information so schools can be better prepared to provide an environment where children feel safe and secure and have the tools to succeed.

Achieved by Resource Teachers...

- ✓ providing visual aids to support the child and the school
- ✓ working with school personnel to acquire the tools and aids necessary for the child to feel secure
- ✓ relaying information observed regarding a child's behaviour patterns
- ✓ sharing appropriate information regarding any additional factors that may affect the child's success at school
- ✓ encouraging parents to communicate the child's needs as the expert on their child
- ✓ assisting the school in obtaining specialized equipment and resources

- ✓ assisting the school and family in arranging flexible scheduling should a child need a more gradual transition to school
- ✓ putting the child first when discussing what is practical and available for school resources

## COMMUNITIES

**Belonging:** Resource Teachers will ensure that community members are able to make contributions to planning and recognize the important role that they hold.

Achieved by Resource Teachers...

- ✓ listening to the needs of the family and contacting appropriate community resources
- ✓ assisting the parents in creating connections with other parents
- ✓ encouraging parents to attend an Early Years program to meet other community members
- ✓ sharing community events through newsletters, emails, flyers, etc.
- ✓ invite community partners to assist with screening clinics and Transition to School Camps
- ✓ looking for opportunities for community partners to collaborate with families and other agencies
- ✓ inviting community members to participate in training events and workshops
- ✓ working with community members to best support shared families
- ✓ incorporating goals from other professionals into the ISP at the parent's request

**Engagement:** Resource Teachers will participate in ongoing education, workshops, committees, and community events.

Achieved by Resource Teachers...

- ✓ spending time in the communities that families are involved with, creating relationships and building trust
- ✓ participating in community events and information sessions
- ✓ offering workshops and training opportunities
- ✓ taking the initiative to present new ideas that would work within the framework of a committee
- ✓ maintaining ongoing dialogue with community partners that share clients
- ✓ maintaining consent forms and updating as needed
- ✓ inviting community partners to contribute to program team meetings

**Expression:** Resource Teachers will advocate for an inclusive and accessible community service system which places the child at the centre and is responsive to families and promotes positive outcomes.

Achieved by Resource Teachers...

- ✓ clarifying the role of the Resource Teacher as a team member with other agencies
- ✓ sharing best practices for inclusion
- ✓ being a voice and advocate for children with special needs and their families
- ✓ being a role model and setting high standards for professionalism
- ✓ advocating for accessibility to services with long wait lists
- ✓ ensuring that community partners and services have information on special events and program updates

- ✓ inviting community partners to contribute to program newsletters
- ✓ advocating for the ISS Program and the services provided

Well-Being: Resource Teachers will be aware of the strengths and needs of each community they service and advocate for the child and family to contribute as community members.

Achieved by Resource Teachers...

- ✓ providing ISS program information to community partners such as OW, Housing, Esprit, Community Literacy Council, Women's Own Resource, etc.
- ✓ advocating and supporting families with accessibility to community groups such as, Girl Guides, Scouts, church committees, libraries, etc.
- ✓ supporting families wanting to attend community events as workload allows
- ✓ researching community supports to meet family's needs, ie food banks, clothing distribution, Christmas baskets, OW, housing initiatives and encouraging families to access resources
- ✓ providing supporting documentation to assist families in accessing subsidy assistance for child care services and recreational programs
- ✓ being aware, alert, and proactive to any concerns during community visits or meetings

## **PROFESSIONALISM**

Belonging: Resource Teachers will maintain relationships through information sharing and support while promoting inclusion for all children.

Achieved by Resource Teachers...

- ✓ communicating child based observations with team members and requesting their input
- ✓ being respectful and appreciative of contributions by team members
- ✓ establishing meetings to continue to build relationships, goals, strategies and to overcome obstacles involving barriers to effective communication
- ✓ returning phone calls and emails in a timely fashion
- ✓ understanding and accepting philosophical differences
- ✓ being proactive in establishing and maintaining ongoing professional connections with the individuals from partnering agencies
- ✓ remaining a neutral team member

Engagement: Resource Teachers will continue to find a niche and build on professional strengths, staying current through ongoing professional development.

Achieved by Resource Teachers...

- ✓ keeping current with Ministerial regulations
- ✓ keeping current with community service systems and opportunities available to families
- ✓ attending webinars, training events, workshops, and reading professional articles of interest
- ✓ actively participating in professional organizations relevant to the role of the Resource Teacher
- ✓ committing to setting time in the schedule for researching topics of interest
- ✓ recognizing individual differences and building on strengths
- ✓ maintaining a positive outlook especially during challenging circumstances

- ✓ problem-solving as a team
- ✓ participating in the College of E.C.E. Professional Learning Program and completing a professional portfolio
- ✓ maintaining individual professional memberships
- ✓ setting professional goals and actively participating in performance reviews
- ✓ requesting support from colleagues when needed

**Expression:** Resource Teachers use effective and collaborative communication with all members of the team to provide the best outcome for the child.

Achieved by Resource Teachers...

- ✓ maintaining polite and respectful communication with all team members
- ✓ being approachable
- ✓ requesting clarification if needed
- ✓ ensuring that program forms and information are accessible to all clients and community partners
- ✓ updating written program information in the I:Drive (shared drive) so all ISS Program team members are current
- ✓ using socially appropriate terminology in all forms of communication
- ✓ proofreading all written material before making available to team members
- ✓ following the established format for progress and discharge reports
- ✓ maintain confidentiality at all times except where we are legally bound to report
- ✓ being aware of our own communication styles and how to effectively communicate with others

**Well-Being:** Resource Teachers will stay in tune with their own physical and emotional well-being while promoting an environment that values continuous learning and leadership.

Achieved by Resource Teachers...

- ✓ being sensitive to others
- ✓ taking breaks and maintaining good health practices
- ✓ knowing our own limitations
- ✓ finding ways to rejuvenate ourselves and incorporate those strategies into our professional work day
- ✓ asking for help when needed
- ✓ caring for our own nutritional needs
- ✓ maintaining an organized, safe, and welcoming work environment
- ✓ showing respect for all individuals

## **Resources:**

Ontario Ministry of Education - Child Care and Early Years Act, 2014  
- How Does Learning Happen? Ontario's Pedagogy for the Early Years

College of Early Childhood Educators - Code of Ethics and Standards of Practice, 2011

Ontario Network of Special Needs Resourcing Programs - Six Pillars of Effective Practices