

**Niagara Special Needs Resource Agencies
Level of Service Tool
CHILD CARE CENTRE INDICATORS**

Please refer to these definitions when considering the frequency of behaviors:
{occasionally(less than 5 times over a 20 day period), often(6-10 times over a 20 day period), very often(more than 10 times in a 20 day period)}

Scheduling

1CC. Scheduling is Consistent with Child's Abilities

- 0 Childcare centre schedule are consistent with the child's ability to transition between activities throughout the day.**
- Staff are able to adapt the schedule to fit the needs of the child who has difficulty making transitions.
 - Staff consistently use verbal prompts, cues and visual schedule (if needed) to initiate transitions during specific times of the child's day.
- 1 Child care staff occasionally have difficulties transitioning children between activities throughout the day**
- Staff are not consistently using verbal/visual prompts, cues and visual schedule (if needed) to initiate transitions during specific times of the day.
 - Staff may or could benefit from some information about the importance of consistent expectations of cues/signals during transitions.
- 2 Child care centre staff very often have difficulty transitioning children between activities throughout the day**
- The childcare centre has no clearly defined transitions from one activity to another, or alternately the centre may have too many transitions throughout the day.

Curriculum

2CC. Curriculum is Consistent with Child(ren)'s Abilities

- 0 Curriculum is modified so that the child experiences success and is not isolated from peers. Teachers feel that modifications are feasible. Teachers are independent in this capacity.**
- Early Childhood Educators have the knowledge, skill, and confidence to modify the curriculum to suit individual children's needs
- 1 Some modifications are needed to accommodate the child's needs. Teachers require support for this.**
- Teachers need some information and support to determine how to modify the curriculum to suit the needs of individual children.
 - Teachers may/would benefit from modeling/coaching from other professionals in order to understand how the program can be modified.
 - Staff may have little experience implementing program goals.

- Staff have questions/concerns regarding implementing goals in an inclusive approach, how to adapt their program, how to break down developmental tasks, how to adapt activities.

2 Adaptations and modifications are needed to accommodate the individual child's needs. (Teachers require extensive support for this).

- Teachers have indicated that they have limited knowledge or understanding of the needs of an individual child. Teachers have requested extensive support to adapt the curriculum to promote success for the child.
- Staff have information from available assessments.
- Minor modifications have been made in environment, program, and schedule so that children can participate in many activities with others.
- Centre may lack the knowledge or experience to implement strategies.
- Centre may need equipment, activities or adaptations to existing equipment to implement strategies.
- Staff do not have a clear understanding of the child's goals.

3CC. System is in Place to Monitor Goal Achievement

0 Routine documentation about progress of goal achievement.

- There is an agreed upon system in place to document the progress of individual children.

1 Inconsistent documentation about progression of goal achievement.

- There is a procedure of documentation set up, but it is not consistently used.

2 There is no documentation in place to monitor progression of goal achievement

- A procedure for documentation needs to be developed and implemented. There is work that needs to be done to encourage the development of a consistent procedure for documentation.

Staff

4CC. Team Functioning

0 Team of individuals working with child and family (i.e., classroom staff, parents, RC, health professionals) collaborate regularly.

- Team members consistently plan for time to meet collectively.
- Team members agree upon roles and responsibilities of each member.
- A Service Coordinator has been identified for the child.
- There is a coordinated effort towards identifying and prioritizing goals and implementing strategies to meet the goals.
- Staff follow through with activities and interactions recommended by other professionals to help children meet identified goals.

1 Infrequent collaboration between team members.

- Communication is a concern.
- Planning time to meet collectively as a team is an issue

2 Challenges are being experienced within the team regarding the roles and responsibilities of each member.

- Services need to be coordinated collectively.
- Members of the team need more guidance and direction from each other
- Support needs to be identified/requested to implement strategies consistently to achieve goals

5CC. Communication within Classroom Team (Including Supervisor)

0 Centre has an effective system in place to ensure smooth communication with regards to the child/and/or centre activities between team members.

- Staff/team meetings are frequent.
- There is consistent follow through on agreed upon commitments.
- Communication books set up for ideas and questions that come up between meetings.
- Team members consistently implement strategies, goals, and recommendations.

1 Team members are occasionally aware of current information with regard to the child and/or centre activities.

- Staff/team meetings are infrequent.
- Information is shared with the team, however implementation is inconsistent.
- Not all team members are supported or understand the need to work together as a team.
- There are challenges to the implementation of agreed upon goals and/or plans of action

2 Team members are frequently unaware of current information with regard to the child and/or new centre developments.

- Challenges are being experienced in the implementation of the Coordinated Program Plan.
- Staff/team meetings are rarely scheduled.
- A system for communicating information needs to be developed.
- Roles of team members need to be clearly defined and discussed collaboratively

6CC. Staff Knowledge

0 Centre staff have prior experience and/or additional training working with a child with similar needs and/or diagnosis. Staff feel comfortable with the inclusion of the child in their classroom.

- Centre supervisor supports continuing education opportunities for staff .
- 80% of staff have completed phase 1 of QCCN training
- Children with disabilities are integrated into the group and participate in most activities.

1 Centre staff can identify areas in which they would like additional training and/or education

- 50% of staff have completed phase 1 of QCCN training
- 2 Staff do not attend continuing education opportunities or additional training**
- Less than 50% of staff have received phase 1 of QCCN training

7CC. Environment

- 0 The environment is conducive to enable children to participate fully in all aspects of the program.**
- Centre evaluates environment using an Environmental Rating Tool.
 - Centre follows through on recommendations for environmental modifications.
- 1 Some environmental barriers are present; minor modifications required for full participation.**
- Centre evaluates environment using an Environmental Rating Tool.
 - Centre faces some challenges in addressing environmental barriers
 - Ongoing evaluation of environmental barrier needs to be consistent.
- 2 Environment is structured so that it is difficult for all children to fully participate.**
- Environment rating tool has not been used to evaluate the environment.

8CC. Safety

- 0 Preschool conditions are safe for the children. Staff members have ensured adequate supervision is present at all times of the day (security/alarm system in place).**
- 1 Minor changes are required for safe condition. Staff members have ensured adequate supervision at all times.**
- 2 Inadequate supervision to protect children's safety indoors and outdoors.**
- Staff occupied with other tasks.
 - No supervision near areas of potential danger.

9CC. Stressors

- 0 Child care centre staff have indicated that they have minimal work related stressors**
- 1 Child care centre staff have indicated that they have some work related stressors and would benefit from support/planning to develop strategies to address the issues**
- The childcare centre has some stressors which require effort in order to cope with them.
 - A small number of room staff, some disruption in programming due to physical changes to the classrooms such as painting, etc.

2 Child care centre staff have indicated that they have many work related stressors.

- The childcare centre is trying to cope with a large number of stressors.
- Many changes to staffing over a short period of time;
- A death of a child in their program;
- A move to a new physical centre;
- A dramatic change in curriculum used;
- A high number of identified children within the centre.