

Quality Child Care Niagara Community Conversation Café

Supporting Inclusive Practices through Utilizing QCCN Tools and Resources





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1



Agenda

- Welcome and Network Introduction
- Reflection Activity
- · Categories of Behaviour
- Prompts and Guided Questions
- Behaviour CARE Checklist
- Best Practices for Supporting Children
- Action Plan
- Questions

2



Reflection Activity

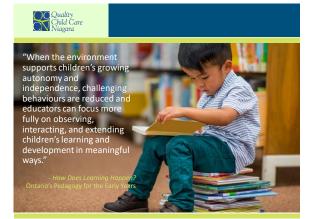
- Close your eyes.
- Imagine yourself somewhere you enjoy.
- · How are you feeling?



Reflective Questions

- How do the ITERS-3 and/or ECERS-3 support you and your program's environment?
- How does your environment support you with behaviour you are challenged by?

4



5



Behaviour can be broken down into the following categories:

- social;
- emotional;
- cognitive;
- · communication; and
- mental health.



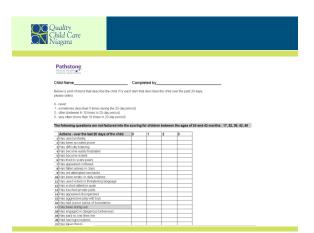
Prompts and Guided Questions

Learning Activities/ Experiences	Are the children provided with opportunities for creative and imaginative expression ? Is there an opportunity for gross motor play?
Interactions	Do the educators in the environment support a sense of well-being through strength-based approaches that recognize and value the capacities of children and families?
Program Structure	Do the transitions within your program structure provide minimal interruptions and provide ample opportunity for engaging with others through complex play and inquiry?



Prompts and Guided Questions

Space and Furnishing	Does the space support a sense of self and well-being for the children, families, and educators? Are the materials accessible to all the children?
Personal Care Routines	Do children, families and educators feel a sense of belonging , and security through the implementation of personal care routines in the program?
Language and Literacy	Are educators supportive of the right of children and families to engage in language and literacy experiences that are inclusive to their strengths and needs?





Rating Behaviours for C.A.R.E. Checklist

- Frequency document the number of behaviours with discrete beginnings and endings that occur in a predetermined time (i.e. child screams for 5 hours, 1 occurrence or 5 times in 1 hour = 5 occurrences).
- Duration the length of time the behaviour lasts.
- Intensity The power of the behaviour, the commitment to the behaviour, and how much of emotional self is in the behaviour.
- Severity Could it be harmful to him/her or other children?

10



Best Practices for Supporting Children

- We can't change others' behaviours only our own
- Educator's attitudes & reactions
- In stressful situations, educators need to stay calm
- Children need clear, fair, simple, and attainable expectations
- Understanding the stages of development
- A program and curriculum that is developmentally appropriate

11



Action plan

 What can we learn from how children respond to the life, materials and events in their environment?



Resources

- How Does Learning Happen? Ontario's Pedagogy for the Early Years http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf
- Think, Feel, Act Lessons from Research about Young Children http://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf
- Rethinking ITERS-3, ECERS-3, SACERS Updated, and FCCERS-R in alignment with How Does Learning Happen? http://eccdc.org/wp-content/uploads/2018/12/Rethinking-ITERS-ECERS-SACERS-FCCERS-in-Alignment-with-HDLH-Nov-2018.pdf
- ITERS-3 and ECERS-3 Available at ECCDC's Resource Library
- Behaviour CARE Checklist https://eccdc.org/quality-child-care-niagara/resources-tools/behaviour-care/

13



Questions?

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14