

Quality Child Care Niagara Community Conversation Café

Supporting Inclusive Practices through Utilizing
QCCN Tools and Resources



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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

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Reflection Activity

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

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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?

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"When the environment supports children's growing autonomy and independence, challenging behaviours are reduced and educators can focus more fully on observing, interacting, and extending children's learning and development in meaningful ways."

- How Does Learning Happen?
Ontario's Pedagogy for the Early Years



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Behaviour can be broken down into the following categories:

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

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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?

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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?

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Pathstone

Child Name _____ Completed by _____

Below is a list of items that describe the child. For each item that describes the child over the past 20 days, please select.

- 0 - never
- 1 - sometimes (less than 5 times during the 20 day period)
- 2 - often (between 6-10 times in 20 day period)
- 3 - very often (more than 10 times in 20 day period)

The following questions are not factored into the scoring for children between the ages of 24 and 42 months: 17, 22, 26, 42, 46

Actions over the last 20 days of the child	0	1	2	3
1) Has used potty/toilet				
2) Has been accident prone				
3) Has difficulty listening				
4) Has become easily frustrated				
5) Has become violent				
6) Has tried to escape peers				
7) Has appeared confused				
8) Has been asleep in class				
9) Has not attempted new tasks				
10) Has been irritable at drop routines				
11) Has used violent or threatening language				
12) Has a short attention span				
13) Has touched friends' eyes				
14) Has appeared disorganized				
15) Has aggression directed with toys				
16) Has had a poor sense of boundaries				
17) Has been eating well				
18) Has engaged in dangerous behaviours				
19) Has pulled the cover down on				
20) Has had rigid routines				
21) Has been messy				

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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?

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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

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Action plan

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

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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/>

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Questions?

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