

# **Jackman Community Daycare** **Individualized Support Plan**

## **Purpose:**

To ensure that an updated Individualized Support Plan (ISP) is in place for each enrolled child with special needs; that all rooms' programs are structured to accommodate the ISP and that all rooms are inclusive of all children.

## **Applicable Law & References:**

- *Child Care and Early Years Act, 2014*, Ontario Regulation 137/15, Part 1:1 (1)
- *Child Care and Early Years Act, 2014*, Ontario Regulation 137/15, Section 52(1)
- *Child Care and Early Years Act, 2014*, Ontario Regulation 137/15, Section 52(2)
- *Child Care Centre Licensing Manual August 2016; page 20*

## **Definitions / Acronyms:**

For the purposes of this policy, the following definitions / acronyms apply:

A child with special needs is defined by the Child Care and Early Years Act Reg. 137/15, Part 1:1 (1) as "a child whose cognitive, physical, social, emotional or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child."

**ISP** means Individualized Support Plan

**JCD** means Jackman Community Daycare

## **Policy:**

**Jackman Community Daycare** will ensure that an updated Individualized Support Plan (ISP) is in place for each enrolled child with special needs. JCD will make every effort to ensure that each room's program is structured so that it will accommodate the ISP of children with special needs while ensuring that the program is inclusive of all children.

## **Roles & Responsibilities:**

### **Assistant Director (AD):**

In preparation for the ISP meeting, the Assistant Director will review available records, program observations and documentations to identify the child's strengths and needs. This information will be shared with the group at the ISP team meeting.

### **Staff:**

In preparation for the ISP meeting, the designated RECE will review available records, program observations and documentations to identify the child's strengths and needs. This information will be shared with the group at the ISP team meeting.

JCD staff will implement the individualized support plan of each child with special needs.

### **Parent / Guardian:**

The parent/guardian, in conjunction with Daycare staff, will complete the initial ISP form.

### **Students / Volunteers:**

All students and volunteers are responsible for reviewing ISPs prior to their interactions with applicable children. Volunteers and students will take direction from staff.

## **Procedure:**

1. If a special need is identified during the course of enrolment or during the time at Jackman Community Daycare, the parent/guardian will be informed about the Individualized Support Plan (ISP) policy of JCD.
2. With the parent/guardian's verbal agreement, the ISP process will be initiated.
3. If the parent/guardian does not consent to have an ISP in place, the parent/guardian will sign the "Consent for the refusal of the development of an Individualized Support Plan" form. This will be placed in the child's record and the parents' rights will be respected. However, if the parents/guardian are not willing to work with the daycare and the child is putting himself/herself or others at risk, the child may be asked to leave the daycare.
4. In preparation for the ISP meeting, the designated RECE and supervisor and/or program director will review available records, program observations and documentations to identify the child's strengths and needs. This information will be shared with the group at the ISP team meeting.
5. A meeting will be scheduled with the parent/guardian. An invitation to attend the meeting, with parental consent, will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan. (*Child Care and Early Years Act, 2014, Reg. 137/15, Section 52 (2)*)

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6. The parent/guardian, in conjunction with JCD staff, will complete the initial ISP form.
  7. The plan will include (as per *Child Care and Early Years Act, 2014*, Reg. 137/15, Section 52 (1))
    - a) A description of how Jackman Community Daycare will support the child to function and participate in a meaningful and purposeful manner while the child is at the daycare.

This may include a statement describing how the proposed meaningful and purposeful participation confirms the daycare's commitment to this goal.
    - b) A description of any support or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a);

This may include but is not limited to environmental supports (physical space, programming activities, and transitions), staffing supports (training, attitudes and perceptions) and skill building (supervision, mentoring, and modeling).
    - c) Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.
  8. The plan will be signed by the parent/guardian of the child to indicate their participation in the plan. A copy is given to the family.
  9. The plan will be placed in the child's file.
  10. The strategies identified in the plan will be implemented in the room programming. Information from the plan may be used in documentation posted in the room without identifying information.
  11. The plan will be reviewed at one (1) month and six (6) months from the date of the ISP planning meeting for every child that is 0-3.8 years (3 years and eight months) in age, with adjustments as needed. All kindergarten/school age ISPs will be reviewed as required, but no less than annually and will involve the school age child, when deemed appropriate.
  12. JCD staff, students and volunteers will review all ISPs at least annually after the first review and at any other time when changes are made to a policy, procedure or ISP. JCD staff will implement the ISP of each child with special needs.

## **Appendices:**

- Authorization for Release of Information
- Consent for the Refusal to the Development of an Individualized Support Plan
- Framework to guide the development of an ISP
- Tips and Tricks Washroom Routine
- Early Learning Individual Support Plan Format (details on identity of child and caretakers, child's profile, the ISP)

**Appendix 1:**

**JACKMAN COMMUNITY**

**Authorization for Release of Information**

I (we) \_\_\_\_\_ of \_\_\_\_\_  
(parent/guardian) (address)

consent to have a Resource Educator from the City of Toronto, Children’s Services, observe my child for the purpose of determining support needs and authorize the Resource Educator to share information (written and/or verbal) with the staff at Jackman Community Daycare regarding my child,

\_\_\_\_\_  
(child’s name) (date of birth)

I/We hereby authorize communication between personnel of Jackman Community Daycare and

\_\_\_\_\_  
(name of Agency/Individual)

The purpose of this disclosure is to assist in the development and well-being of the above named child in the inclusive program at Jackman Community Daycare.

Unless otherwise noted, this authorization is valid for the length of time my child is enrolled at Jackman Community Daycare.

Once my child has been withdrawn from the centre, this authorization becomes null and void.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Assistant Director

\_\_\_\_\_  
Date

## Appendix 2:

### Consent for the Refusal of the Development of an Individualized Support Plan

**It is the Policy of Jackman Community Daycare that the center** will ensure that an updated Individualized Support Plan (ISP) is in place for each enrolled child with special needs. Jackman Community Daycare will further ensure that each room's program is structured so that it will accommodate the ISP of children with special needs while ensuring that the program is inclusive of all children.

**Definition:** A child with special needs is defined by the *Child Care and Early Years Act, 2014*, Ontario Regulation 137/15, Part 1:1(1) as "a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child."

### Procedure

The plan will include (Child Care and Early Years Act, Reg. 52 (1))

- a. A description of how Jackman Community Daycare will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of Jackman Community Daycare or provider
- b. A description of any support or aids, or adaptations, or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a); and
- c. Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.

I/We \_\_\_\_\_ have read the above information and decline  
(name of parent/guardian/individual)

the development of an Individualized Support Plan for my child \_\_\_\_\_  
(name of child)

I/We understand that if our child is putting himself / herself or others at risk, my child may be asked to leave the daycare.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

## Appendix 3:

### Early Learning Individual Support Plan

*“Fostering the four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement & Expression”.*

- How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)

#### Creating a Plan Child Care & Early Years Act (2014) Reg. 52

Taking the time to create an effective plan that meets the needs of the child, family, and early learning environment requires an opportunity to gather feedback from caregiver(s), Early Childhood staff and external professionals who are involved and actively working with the family. The plan should include:

- A description of how the early learning environment will support the child to participate in a meaningful and purposeful way while attending the program.
- A description of any supports, adaptations or aids required within the physical, social and learning environment.
- Instructions relating to the child’s use of the support, aids or adaptations within the environment; as well as identifying the role of the Early Childhood professionals
- Plan must be developed in consultation with caregivers and the child (if appropriate for the child’s age) and external agencies actively involved with the family

### Areas of Focus

Early learning for Every Child Today: A framework for Ontario early childhood settings (2006)

**Social/Behaviour skills** – A philosophy, environment and practice that values all forms of differences and encourages a sense of belonging for all children and families. Positive and beneficial interactions between adults and children that occur when adults observe and read children’s signals and communication, and then respond with understanding to give the children a feeling of being cared for and cared about. (Pg. 71)

**Communication/Language and Literacy** – Reading, writing and oral language abilities consisting of the following components: acquiring vocabulary and language, phonological awareness, knowledge of print, knowledge of letters and word, comprehension and meaning, awareness of story-telling, books and other texts and seeing literacy as a source of knowledge, information and pleasure. (pg 69)

**Self-Help/Motor Skills** – Specific processes, abilities and competencies that exist within each domain of development, and form the foundation pathways for learning and health that emerge early and are elaborated over time. (Pg 71)

**Emotional/ Self-regulation** – The ability to monitor and control emotions, behaviour and attention. The degree to which children feel at ease, act spontaneously, show vitality and self confidence, indicating their basic needs have been satisfied. (Pg 68)

**Cognition-** The construction of knowledge, learning strategies and ways of thinking and reasoning that enable children to learn about themselves, others and the world they live in. (Pg 65)

**Early Learning Individual Support Plan**

**Possible activities / routine and / or equipment to support focus area / developmental growth**

<p><b>Social / Behavioural Skills</b></p> <ul style="list-style-type: none"> <li>- Small group ratios</li> <li>- Minimize transitions</li> <li>- Priming</li> <li>- Prepare for changes in routine</li> <li>- Alter physical arrangement of the room</li> <li>- Provide adaptive equipment</li> <li>- Preferential cubby location</li> <li>- Visual timer</li> <li>- Reduce distractions and sensory overloads</li> <li>- Direct supervision during unstructured times</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Use concrete and specific language</li> <li>- Slow down language, one command at a time</li> <li>- Break tasks into smaller steps</li> <li>- Use gestures, modeling, visuals, demonstrations with verbalizations</li> <li>- Engage attention visually, verbally and physically</li> <li>- Provide alternative forms of communication</li> <li>- Use visual cues, schedules</li> <li>- Provide scripts for language</li> </ul>	<p><b>Self-help / Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Use the child's strengths and interests to promote engagement in the program</li> <li>- Visual supports</li> <li>- Present new concepts in a concrete way</li> <li>- Indicate start and stop of activity</li> <li>- Pre-teach vocabulary, skills</li> <li>- Use timer/time management aids</li> <li>- Structured cooperative experiences</li> <li>- Decrease proximity between child and adult during instruction</li> </ul>
<p><b>Motivational</b></p> <ul style="list-style-type: none"> <li>- Visual cues</li> <li>- Meaningful experiences</li> <li>- Ensure comprehension</li> <li>- Utilize child's interests</li> <li>- Provide immediate feedback</li> <li>- First...then strategy</li> <li>- Naturally occurring reinforcers</li> <li>- Vary reinforcers and provide choice of reinforcers</li> <li>- Encourage, accept and teach choice making</li> <li>- Invite and encourage natural initiation of tasks</li> <li>- Visual timer</li> </ul>	<p><b>Emotional/Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Direct supervision</li> <li>- Communication book</li> <li>- Teach relaxation strategies</li> <li>- Redirection</li> <li>- Distraction</li> <li>- Tangible rewards</li> <li>- Redirection</li> <li>- Distraction</li> <li>- Tangible rewards</li> <li>- Praise</li> <li>- Immediate feedback</li> <li>- First...then strategy</li> <li>- Red...Green strategy</li> <li>- Social narratives</li> <li>- Comic strip conversations</li> <li>- An item of the day</li> </ul>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>- Apply learning to real situations</li> <li>- Shorten or alter activities</li> <li>- Provide choice of activity</li> <li>- Teach expectations ahead of time through rehearsal</li> <li>- Wait time for processing or tasks completion</li> <li>- Chunk expectations into smaller tasks</li> <li>- Provide visual cues</li> <li>- Alternative seating/grouping</li> </ul>



**Appendix 4:**

**Tips and Tricks  
Washroom Routine**

Activities / routine and/or equipment <b>strategies</b> to support developmental growth	Teachers role
<ul style="list-style-type: none"> <li>- <b>Foster independence during hand washing routine by providing:</b></li> <li>- Stool in front of sink</li> <li>- Hand washing visual posted and at child's level to see</li> <li>- Adult and peer modeling, limited hand over hand support</li> <li>- Positive encouragement/Sticker reward</li> <li>- Transition item available after routine to aid in waiting for others</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure stool is at the sink prior to children entering the washroom</li> <li>- Staff will refer to visual schedule and review with all children during group gathering time and seek children's advice on where to post in the washroom</li> <li>- Reference the hand washing poster during routine</li> <li>- Wash hands with the children. Limit hand over hand, encourage independence through positive praise, verbal instruction and referencing the visual</li> <li>- Offer rewards after routine (stickers, praise, special activity)</li> <li>- Offer transition item when child is finished washing hand to aid with waiting</li> <li>- Split group when possible and minimize transitions</li> </ul>

**Appendix 5:**

**Early Learning Individual Support Plan**

Child's Name		Date of Birth	
Caregivers Name(s)			
RECE's Name		Asst. Director's Name	
Date of Plan/ Revisions			
Who Participated? (staff and agency name)			

**Child's Profile:**

Child's strengths and interests	Areas that team wants to focus on

## Early Learning Individual Support Plan

			<b>Area Of Developmental Focus</b>
			<b>Goals pertaining to child's area of need</b>
			<b>Possible activities / routine and/or equipment to support focus area /developmental growth</b>
			<b>How to use supports or aids</b>
			<b>Who will be involved?</b>