



ACCESS

Integration

Spring-Summer
2011



Our Inclusion Journey

The educators in each program at Global Child Care Services (est. 1974) have a firmly held commitment to support all children to reach their full potential. Heritage Child Care Centre has been a program of Global Child Care Services since 1989. In the centre's 21-year history we have welcomed children of all abilities and supported families in the process but I believe our capacity for greater inclusion continues to grow with each new arrival.

Each child comes to us with unique needs; some have been diagnosed with specific special needs, some have not. Every child offers us new opportunities to learn how to improve the quality of our program. We all know that as early childhood educators, we are obligated to make every possible effort to meet the individual needs of each child as well as those of the group, however this is not always an easy task. At Heritage, our team decided that we really wanted to know whether we were meeting this challenge at an optimal level. We wanted to make our programs and our environment truly work with the philosophy we hold.

How did we do this? The first thing we did was ask for the support of Children's Integration Support Services (CISS) to guide us through an environmental assessment in our preschool program. We determined that the best time to conduct the environmental assessment was through the spring and summer seasons, so that we could

implement the recommended changes in full by early September. This process was key to ensuring our commitment to improving our program; it challenged us to consider every aspect of our program and we vowed as a team to effect change and make it better. After this successful experience in the preschool program, we subsequently undertook our own environmental assessment in the toddler program.

Our next step was to schedule regular meetings to discuss the children's development. These biweekly meetings kept us on track with the strategies that were working well for each of the children in our care. We completed the Nipissing District Developmental Screening checklists for each child and augmented them with components of the Red Flags tool. We held meetings with the parents to review their child's milestones and to determine how we could move forward, keeping the child's best interest in mind. We also hosted parent evenings where, as a team, we informally showcased our program and provided access to often requested resources. We now incorporate this approach as a matter of course at Heritage.

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A PUBLICATION OF CHILDREN'S INTEGRATION SUPPORT SERVICES
A PROGRAM OF ANDREW FLECK CHILD CARE SERVICES





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Our mandate

To provide support services to licensed nursery schools, day care centres and private home child care programs that integrate children with special needs between 6 weeks to 10 years of age within the City of Ottawa.

Andrew Fleck Child Care Services is funded by the City of Ottawa to operate CISS.

We want to hear your story!

Write about it and send it to the editor at
stourigny@afchildcare.on.ca.

ACCESS Integration Newsletter Committee

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necessarily those of CISS.

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(continued from page 1)

A vital aspect of improving the quality of care we provide has been pertinent staff training. Our early childhood educators took and continue to take, every opportunity for professional development. Our infant and toddler educators have taken multi-session sign language courses together, which also offered a great team building opportunity. We have attended workshops on Autism, developmental delays, the Spirited Child and the workshops of Martin Liberio. We have accessed the Positive Outcomes Program offered by CISS. With the collaboration of the parents, we have incorporated the recommended strategies into our programming for all children and not just for those children specifically supported by CISS. We also know that critical to our success is our readiness to ask a lot of questions and to use every resource available to us.

We believe this journey has increased our capacity for inclusion in recent years; we also know the journey begins with a determination about what we value. We believe in access to quality, non-profit early learning and child care for every child. We believe that in order to help each child grow and develop, early childhood educators must actively seek out and access every available resource. This includes working closely with parents. We know our journey continues as we know each new child to our centre offers us a new learning opportunity.

Rosanne Sallafranque, RECE
Director, Heritage Child Care Centre
Global Child Care Services



Memorable Teaching Moments

E., who is working on social skills and play skills, often plays alone or in parallel play. One of his goals is to play with a peer in a turn taking activity. Another goal is to take turns within a conversation. Towards the end of the day, E. and another child were playing with cars on the carpet. Erin, his educator, said they were taking turns and having a conversation about the cars. She was so excited to see how happy E. was, his face had a big smile. She took a picture of the boys playing and talking together. Erin shared the photograph and story with dad when he came to pick E. up. Dad was beaming with pride. He was so happy to know that E. was beginning to interact with his peers.

Cornerstone Child Care Centre

H. is very rigid about where he sits. He needs to sit in the same chair at the same table everyday for snack. On this particular day, H. was sitting in his usual spot. A girl, sitting at a different table called out to Elizabeth, the educator and said, "I'm sitting all by myself. Will you come and sit next to me?" Elizabeth answered that when she finished washing her hands, she would come and sit next to her. To Elizabeth's surprise, H. said, "I'll come and sit beside you." H. got up from his seat and moved to the other table and sat across from the girl. Then he did a second unexpected thing, he got up again and moved right next to the girl. He sat there for the rest of snack!

MFRC Nursery School

"The Junior Room was a huge mess. K. came downstairs at 9am and said "Wow Liz, you tidy up! Thank you! Thank you cleaning up!" He has been saying "thank you" to Cassandra and I for EVERYTHING. This afternoon after snack, he said, "Thank you Liz for walk". I didn't think I heard him right, so I asked "Which walk?" and he said "Looking for pumpkins!" which is what we did on our walk this morning!

"I'm so excited about this because he's obviously noticing that we are using a lot of positive reinforcement. We're "catching him while he's good", now he's doing the same for us! SO COOL!!!"

Florence Child Care Centre



Where are they now?

Through a series of articles, the CISS team takes a look at some of the children that they have supported through the years to discover “where are they now”?

Our son, our only child, Boris was born in November of 1995. During his first three years, we took him to the Children’s Hospital of Eastern Ontario (CHEO) three times because we believed something was just not right. We noticed developmental delays and brought them to the attention of CHEO diagnosticians but each time we were told that Boris was reaching them “within the normal range”.

After many years of searching, one of our family members, our niece, who was living in the U.K., was diagnosed in 1998 with the Fragile X Syndrome: the most common form of genetic mental impairment and leading molecular cause of Autism. Our niece and her family had fortuitously moved to the U.K. from Canada. Diagnosticians and, as was the case with our niece, teachers in the U.K., were clearly more knowledgeable about this syndrome than those observing and examining Boris. This first diagnosis of our niece led to DNA testing of extended family members. Consequently, 20 family members thus far have been confirmed to either be carriers of Fragile X Syndrome or individuals, like our son, with full mutations of the gene that is responsible for Fragile X Syndrome. In this way, this first diagnosis can

be seen to have affected our entire family. We all learned and struggled together. It was a struggle that led to a much stronger and wider family unit.



The years that immediately followed Boris' diagnosis were the most difficult. In these years, we had to educate ourselves as to what child care, what school, what support, what services, etc. would be most beneficial. We learned that early intervention would bring the greatest results for the long run. We were very fortunate that Boris had been given a diagnosis, through genetic testing, that was beyond debate. This proved indispensable when advocating for support and services needed for our son's long-term educational success.

Boris, diagnosis and all, was warmly accepted by the very understanding and accommodating staff of the Beacon Learning Centre prior to kindergarten. He continued to go there after school beginning in kindergarten until Grade 5. The teachers and the director had the right knowledge, skills, educational background and attitude to help Boris learn to the best of his abilities. Children's Integration Support Services (CISS) played a very significant role in ensuring that Boris benefitted, learned and thrived. CISS provided support to Boris and the Beacon Learning Centre through an Integration Advisor and enhanced staff support funding. These supports, including coordination of services, recommendations for practical group activities, direct support to Boris and guidance to all, helped our son integrate in play and learning. Our son received tailor-made support leading him to feel comfortable in this learning environment and to enjoy his years at the Beacon Learning Centre. This experience definitely helped our son, but equally important, it gave us the tools to help him by sustaining the learning interventions for the long run.



Today, Boris is a well-mannered and compliant teenager. He attends a “community living” class in High School where he is being taught “life skills” and is exposed to work situations and environments. For example, he goes shopping for groceries, helps to make simple meals, and cleans classroom blackboards. At home, he helps out with laundry by taking it to the appropriate bedrooms, helps to fetch different food items from the pantry, and sets the table before meals. Outside of school hours, he likes watching his favourite movies and cartoons on YouTube. He memorizes complete phrases from cartoons and manages to use them appropriately in other real-life situations. In the winter, he enjoys tobogganing. In the other seasons, he goes for long walks with his parents.

He has made tremendous progress in handling public environments with quite a bit of background noise. Gone are meltdowns during hair cuts and meals at food courts. He handles his dental appointments like a pro. Routines, during dental appointments, such as wearing sunglasses and counting of teeth, while they are being cleaned, help a great deal. He has learned simple expressions to show gratitude. He expresses gratitude frequently and with pleasure. All those who come in contact with him love that about him.

We are very proud parents. We feel very fortunate to have him as our son.

Written by Boris’ mother, Branka



From the CISS Resource Library

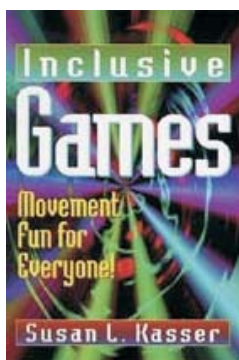
PhyS

RBE 758 Kasser, Susan J.

Inclusive Games: Movement Fun for Everyone!

Champaign, IL: Human Kinetics, 1995. 111 p.

- ⊗ presents more than 50 games and hundreds of game variations
- ⊗ shows you how to adapt almost any game so that children of all capabilities can practice, play, and improve their physical activity skills together
- ⊗ features a game finder grid to help you locate the right game for the right situation



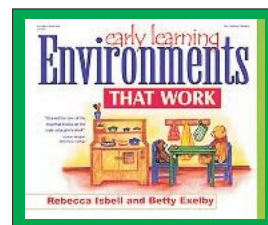
ECE

RBE 898 Isbell, Rebecca & Exelby, Betty

Early Learning Environments That Work

Beltsville, MD: Gryphon House, Inc., 2001. 191 p.

- ⊗ is an innovative guide for teachers who want to make the most of their classroom environment that will stimulate the development of young children while providing adults with a great place to work
- ⊗ explores how to use furniture, color, materials, storage, lighting, and more to nurture young children
- ⊗ shows how to create spaces and activity centers that support children's independence and decision making and allows them to make the environment their own
- ⊗ each chapter gives detailed illustrations and photographs to help you set up or arrange what you already have in the classroom



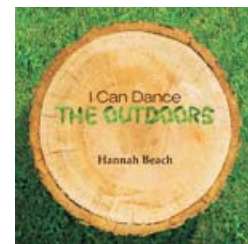
ECE

CBE 456 Beach, Hannah

I Can Dance the Outdoors

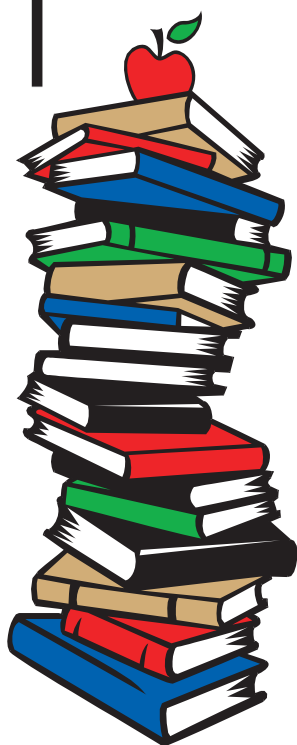
Ottawa, Ontario: Tournesol Dance, 2009. 19 p.

- ⊗ photos of children in various dance postures to depict the elements of fire, water, ice, earth, wind and stars
- ⊗ words describe how that element might move or change to provide suggestions for how a child might move their body
- ⊗ introduction provides information regarding why teaching inclusive interpretive dance is important, how to create a safe emotional and physical environment, how to start each creative dance, and ideas for adding to the book dance experience
- ⊗ comes with a CD



Other books from this collection:

CBE 455 - I Can Dance the Zoo, CBE 457 - I Can Dance Textures, CBE 458 - I Can Dance Colours, CBE 459 - I Can Dance My Dinner, CBE 460 - I Can Dance My Feelings



Children's Integration Support Services: Celebrating Our Community's 20 Year Commitment to Inclusion

Thank you to our partners, parents/guardians, the early learning sector, service providers, our community colleges and funders for helping to make inclusion both positive and possible.

Changing landscape in the early years sector

1992

- ✘ Itinerant role of Integration Advisor was implemented, supports went to where each child was attending
- ✘ Support plans were developed to meet the child's and teaching teams needs
- ✘ Comprehensive Training was developed to support Early Childhood Educators and Providers

2003

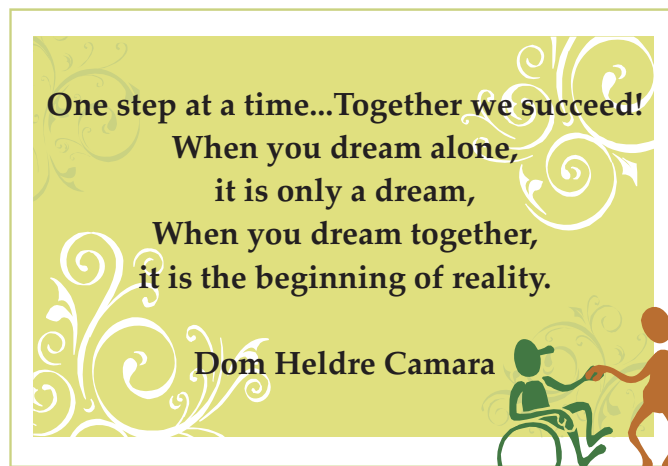
- ✘ Launch of the Behaviour Management Manual, Intervene Before Reacting: A Positive Integrated Approach to Behaviours in the Child Care Environment

2004

- ✘ Ministry of Children and Youth Services, Child Care Branch no longer licensed early learning & child care programs that offer a summer camp program

2005

- ✘ Bilingual Behaviour Management Consultant position was funded with early learning & child care dollars



2006

- ✘ Best Start Expansion funding for early learning and child care
- ✘ Positive Outcomes Program Pilot to support early learning & child care programs with children with challenging behaviours who do not have a diagnosis

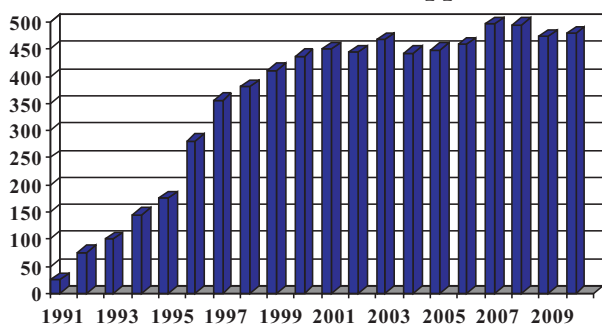
2007

- ✘ CISS saw a significant increase in the number of children accessing licensed child care as well as a significant increase in the number of locations for staff to consult with due to Best Start expansion
- ✘ Changes at the provincial level to subsidies impacted on families whose child qualifies for CISS being able to access subsidy support only if they qualify through income testing
- ✘ Many families once the grand-fathering ended had to leave early learning & child care as they could not afford the cost of child care

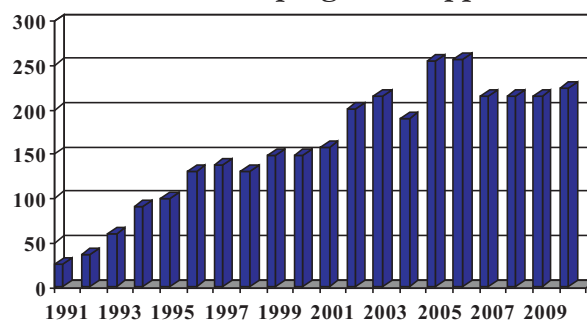
2010

- ✘ Full Day Learning/Extended Day year one began

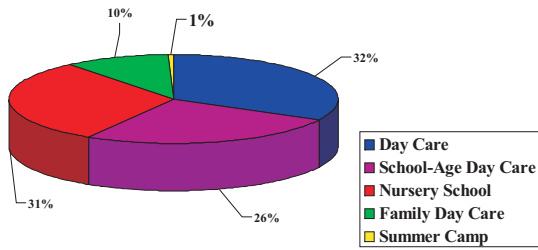
Number of children supported



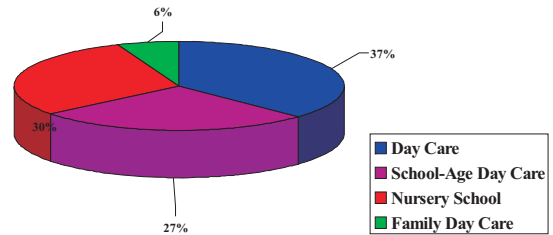
Number of programs supported



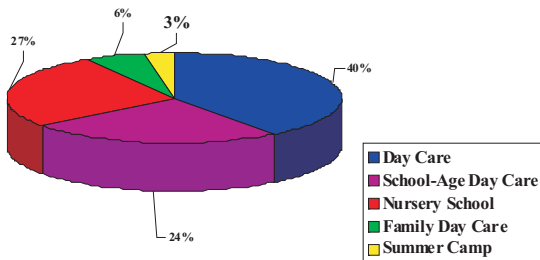
Number of Children Supported by Program Types
2000



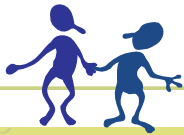
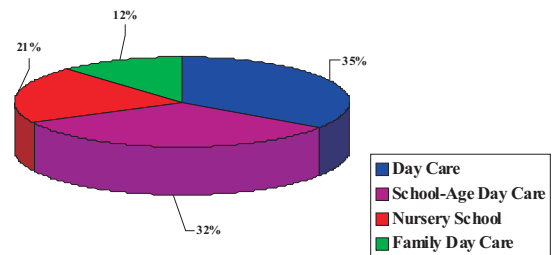
Number of Children Supported by Program Types
2010



Number of Programs Supported by Type
2000



Number of Programs Supported by Type
2010



Success is not about individual achievement.

When you're driving it all alone,
not listening to others
and just working for the numbers,
there is an emptiness.

Success is a shared experience,
connected with lots of people.
It is a bottom line - with a heartbeat.

Tom Chappell's Book entitled,
Tom's of Maine



As we celebrate our 20th anniversary we invite parents/guardians, child care programs and the community at large to share memories, reflections and inspirational moments.

We plan to highlight submissions in future newsletters and at the Andrew Fleck Anniversary Conference, Nov. 3rd to 5th, 2011.

Please submit by June 15th, 2011 to Roxane Desjardins at ciss-sije@afchildcare.on.ca





Dance: the Language of Movement

Many children struggle with expressing themselves and dance provides an alternative way to share. This is very important as it eases frustration in communication and assists in understanding one's own feelings. It is also fun and does not favour coordinated children, as most physical education does! In my work with children we cast aside all preconceived notions of dance. Our dancing is about communicating, exploring, and reflecting on our world through an artistic medium.

Bringing Dance to Your Classroom

The only crucial skills for a facilitator in framing a successful creative movement experience are the ability to establish an emotionally safe space and to allow the children to be creative.

You do not need a large space to dance in. Smaller spaces encourage creative movement. Children tend to get 'lost' in large spaces when dancing and start to run as opposed to dance. You can move around the living room or work outside. The outdoors is a lovely place to dance – just create boundaries to work within. If indoors is a really tight place, you could pretend to glue your feet down and only dance with the rest of your body!



The following are some ideas to start working with younger children and creative movement:

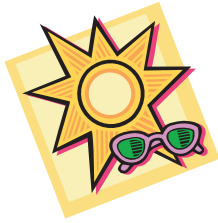
- ☞ Always dance with the children.
- ☞ Dance opposites: small/big; fast/slow; loud/soft.
- ☞ Dance things from the outdoors like wind and water.
- ☞ Frame dance experiences as discussion questions before beginning to dance concepts. Help children build connections between movement and communication:
 - How could you use your body to show: loud/soft? big/small?
 - How could we dance like the wind?Put on music and dance like the concept.
- ☞ Ask more questions to the children as they are dancing
 - What would your dance look like if it was really windy? A gentle breeze? How would your fingers move?
- ☞ When the children are dancing, have them FREEZE in a picture of that concept. If everyone is dancing like BIRDS, then say FREEZE and everyone would freeze in their own spot looking like a bird.

Having the children move and create together is a wonderful way to break-up the day. Many early learning and child care programs have found that children look forward to this part of the day with unbridled enthusiasm and that children run in asking, “What are we going to dance today”!

Hannah Beach

Hannah Beach is the author of the I Can Dance books and CD series written to promote inclusive, creative movement with children aged 4 – 11. Ms Beach will be a workshop facilitator at the Andrew Fleck Child Care Services 100th Anniversary Conference in November. www.dandeliondancecompany.ca





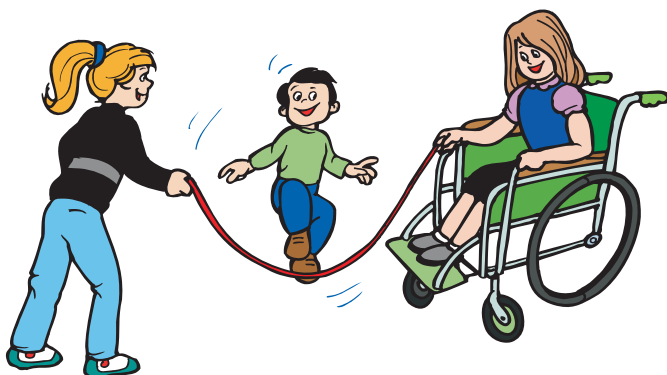
Outdoor Fun 101

Planning for a safe outdoor learning environment can be daunting at times especially when having to work around trees or figuring out what to do with a large open area. At the Algonquin College Early Learning Centre we use these aspects as an opportunity for growth, not only for the children, but also for the educators.

We observe the children to determine their interests. Working as a team, we integrate the children's interests in the setting up of our natural environment. We make it inviting, engaging and provide the children with opportunities to enhance their learning. This also gives them the opportunity to step out of their comfort level and try something new; a thrill seeking adventure so to speak. We start with what the children know and are familiar with and offer them adventures that will stimulate growth and development.



We feel that having a variety of areas to work with can create spaces where different activities can be initiated. We create quiet areas to sit and read a book, areas to dig tunnels and ditches, areas to climb and swing and areas to ride bikes and scooters on. Expanding onto the areas is where the “loose parts” come into play; pipes and wooden planks to make water irrigation tunnels, wooden beams to walk on and balance or climb and jump off of, stumps, plants and branches to separate areas, or add seating areas and climbing experiences. Items found in nature give children the opportunity to explore their natural environment and learn from it. Whether it is



plants, bugs, birds, or other animals, seeing their natural environment in action encourages them to seek and explore and ponder questions of why.

Spring offers the children at the Early Learning Centre opportunities to learn about new life and fresh starts.

- ✧ Cleaning up from winter fun
- ✧ Creating gardens with the children
- ✧ Adding to the landscaping as their interests evolve

We experience the yard in different weathers. When it rains we use tubes to collect and watch the water fall. When it's sunny, we are out building ramps to walk on and creating play areas with blankets.

Summer provides us with more reasons to transform our outdoor space and expand on what the children have been doing with their families while on vacation.

- ✧ Creating shaded areas for picnics and reading
- ✧ Hanging chimes and bells to play with and listen to
- ✧ Hanging streamers or balloons from the trees
- ✧ Using tents for imaginative play
- ✧ Ropes and wood for swings
- ✧ Water sprinklers and plastic sheets/tarps to slide on
- ✧ Setting up sensory bins and painting activities
- ✧ Watching as the vegetables grow
- ✧ Art inspired by flowers and grass



As the seasons change, we experience our outdoor space in different ways. From raking leaves and picking and eating our vegetables in the fall to building snow hills, snowmen and creating colored snow paths and snow structures to climb on and explore: the possibilities are limitless.

How are you going to enjoy your outdoor space this spring?

Written by Leslie Rodgers RECE
Algonquin College Early Learning Centre



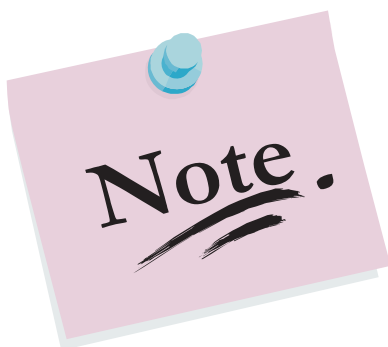
Training Update

Last November, Children's Integration Support Services presented a new Module training plan to the child care community. Since January, CISS has facilitated a number of sessions of the first module on physical space to Nursery Schools and Child Care Centres.

Module 1, entitled "Setting up Great Spaces for Everyone", is a 3 hour interactive and practical workshop in a series of workshops created to provide your team with the opportunity to build on your strengths. It is designed so that you can take a fresh look at all aspects of your physical space and to make connections between the environment and children's behaviours.

This workshop emphasizes the importance of the process of change and a collaborative team approach to create a sustainable action plan to bring about positive change within your environment. You will be given a concrete tool kit to help you determine what positive changes to make and practical strategies to use to create environments that work well for everyone.

For more information on the Module Training, please visit our website at www.afchildcare.on.ca/cissj-e.html or contact Roxane Desjardins, Training and Resource Coordinator, at 613-736-1913 ext. 284 or by email at ciss-sije@afchildcare.on.ca



From time to time CISS will become aware of research projects happening in our community that our readers may wish to participate in. These projects will be posed on our Web site with any links or information that is needed should you wish to participate. Thank you.