



ACCESS

**Spring/Summer
2010**

Integration

Difference Makers – I believe!



I have a dream, that one day the world will celebrate and honour all Olympians and Para-Olympians as they compete in their respective sport. In watching the 2010 Olympics in February, I saw that dream coming a little closer as Rick Hansen, "The Man in Motion", was being celebrated along with four former Canadian Olympians as they collectively lit the Olympic Torch.

A special segment of the coverage throughout the games was created by Rick Hansen which highlighted the "Difference Makers" of various athletes. Rick speaks about how each person has a story and within that story there are people who have made a difference in supporting the athlete, in meeting his or her challenge, by being a mentor or by providing inspiration.

One such person named Frédéric Bilodeau, brother of Alexandre, the first Canadian Olympian to win gold in Canada. Alexandre spoke with honour and respect about the inspiration his older brother has given him to be the best he can be and to reach his potential. Frédéric believed in him and the ripple effect was that Alexandre saw a possibility and was able to receive the full support of his family, funders, coaches, mentors and his community to embrace and realize his dream.

In 2009, Children's Integration Support Services completed a program evaluation which engaged the early learning and child care community through a series of focus group discussions. Our evaluation also sought input from the families whose children were receiving our support in the early learning & child care programs they attended.

Following that process, the CISS team met to look at future planning. The lessons learned through this process paralleled the preparation for the Olympics. We were daring to dream. We needed to revisit our collective strengths as well as the approaches that needed to be reinforced or altered to respond to changing needs. Throughout this process, consideration was given to support our community vision which is to ensure that every child has the opportunity to reach his or her full potential. This goal is achieved through collaborative partnerships with parents, therapists and very importantly the early childhood educators and child care providers throughout the City of Ottawa.

The structure on which we have built inclusion in our community has changed and will continue to see more changes, as the full day learning program for four and five year olds is rolled out across the Province over the next five years. As the landscape of children's services continues to change, just as a downhill skier needs to respond, adjust and adapt, CISS will need to consider new strategies and approaches for the future to support the teaching teams in early learning environments.

It is clear that the needs of the various support teams have changed and a new direction needs to be carefully mapped out. The key themes for CISS remain: to provide a service that is flexible and responsive, to embrace parents as partners and to share the knowledge. In the future our aim is to create inclusion teams to support geographic areas which will focus on training and networking partnerships. Supervisors of early learning programs were very clear, that they are looking for support for themselves and their teams so that they can continue to offer high quality, inclusive programs that meet the diverse needs of children.

The whole notion of coaching early childhood educators through training, mentoring while modeling and demonstrating techniques and strategies, followed up with ongoing coaching on the floor will support each early

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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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and Mélanie Bergeron, Design and Formatting

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childhood educators to be the best that they can be. This will ensure that, as mentors for children, ECE's will also have the support to reach their own professional potential. The partnership between the CISS inclusion teams and the Supervisor networks that are being envisioned could be seen as a very positive step to reinforce the structural foundation that inclusion has been built upon.

Children's Services is continuing to move through a changing landscape. Ongoing communication which is transparent, progressive and respectful of every one's part in setting the stage for inclusion, is paramount in supporting the early learning community to experience and maintain a "can do" belief in their own abilities. Together, quality inclusive early learning environments will be the reality.

By working together, we will continue to make a difference in the lives of children, their families and the early learning community to create and support a positive environment where all children are celebrated, belong and can meet their own unique potential. We are only limited by our own belief in ourselves to learn new things. It will be proactive and ongoing learning, practice and repetition that will support each of us to rise to the ultimate challenge to be the best that we can be as "Difference Makers".

I believe!



Moira D'Aoust
Manager of CISS

Special Needs Reference Group



The Ministry of Education in collaboration with the Ministry of Children and Youth Services and the Ministry of Health has created a Reference Group that will be used to inform the Early Learning Program Implementation Committee. This Reference Group is composed of 30 members from both the Anglophone and Francophone community. At this time, members are being asked to provide information on integration / transition planning and types of programming for play based learning that could support the first year of the Early Learning Program (ELP) for four and five year olds.

During the initial meeting, that was held in February, other topics of discussion were explored such as; transitions, parent engagement, collaboration and communication as well as community services that presently support this age group and whether their support will be available to the teaching teams. Participants were also asked to provide the group with potential challenges and solutions, effective practices and indicators of success that would support the inclusion of all children in the first year of the ELP.

The first year will provide opportunities to support future planning.

Sylvie Tourigny
CISS Program Supervisor

From the CISS Resource Library

In
CBE 66 Bunnett, Rochelle
Friends in the Park
New York, NY: Checkerboard Press Inc., 1992.

- o designed for preschool aged children
- o photographs of young children of all abilities as they spend a typical day in the park

In
CBE 410 Hamanaka, Sheila
All the Colors of the Earth
New York, NY: William Morrow and Company, Inc., 1994.

- o poetic picture book that celebrates diversity using soft yet bold colour and descriptive words that illustrate both the joy and love of belonging

In
RBE 256 Van Den Pol, Richard and others
Creating the Inclusive Preschool: Strategies for a Successful Program
Tucson, AZ: Therapy Skill Builders, 1995. 116 p.

- o suggests tips to select materials, set up activity areas, and devise classroom rules to invent the perfect classroom for children with and without learning/language delays

C/M/P
DVD 20 Portage Project
Circle of Friends: Developing Friendships for Children With Challenging Needs
Portage, WI: Portage Project. 1 DVD, 25:00 minutes.

- o focuses on the value of friendships in including children with disabilities into regular schools and regular classes
- o children, parents and teachers participate in a Circle of Friends process for Rudy, a child with Autism

In
RBE 253 Cashin-Sipos, Anita and others
Jelly Beans In A Jar: Inclusive Child Care
North York, Ontario: The Roeher Institute, 1996. 211 p.

- o a program manual that helps early childhood educators address the right to quality preschool education and learning experiences for all children by creating an inclusive child care environment



ELECT and How It Worked For Us

At the Andrew Fleck Child Care Services, Group Care Program, we began using the Early Learning For Every Child Today framework



(ELECT) this past September to guide our curriculum implementation for the children and their families in our care. Although our programs have always been and continue to be, child focused and built around the emergent curriculum, we realized that we needed to become more focused upon purposeful skill development. We needed to really understand where each child was, developmentally, and how we could better engage parents as partners in their child's learning. We wanted to move away from teacher directed learning to become more intentional, reflective educators. We also wanted to create an environment which was more child directed to promote independence and development of self-regulation. "Supporting self-regulation is a central focus of early development because self-regulation skills lead to physical, social, emotional, behavioural and cognitive competence." (ELECT, page 8)

To better understand where children are developmentally, the ELECT offers us "The Continuum of Development". This section describes predictable sequences of development within broad domains. The section is broken down into "Domains, Root Skills, Indicators of Skill, and Interactions".

With the assistance of Algonquin and George Brown Colleges, we were able to take "The Continuum of Development" section and formulate a checklist, which, when completed, showed us our children's strengths and needs. This allowed us, in conjunction with our parents, set forth specific goals for each child's skill development.

How did we do this?

We first completely changed our Program Planning sheets! They no longer just describe the activities we would implement and then the possible learning outcomes. In the "Roots Skills" section we list actual skills that are being developed. The "Indicators of Skill" section gives a progressive overview of what a child knows or does that shows that the skill is emerging or being practiced.

Once we have chosen the Root Skills we wish to support and the indicators of skill we wish to see, we then use our web board to include the children's interests and plan activities to promote the development of the chosen root skills. Each team of educators meet on a weekly basis to draw up the program plans and to discuss the children's needs, challenges, progress and goals achieved.

There is also a section, entitled "Interactions" which refers to the adult/child communications, contacts and joint activities that take place to support the skill development and provide examples. Although this section is not outlined on our Program Plans, it is a guide for educators as they are planning and setting up their activities and environment.

"Assessment, Evaluation and Monitoring" are all-important aspects of the ELECT framework and assist us in ensuring that we are reviewing the content of our programs and meeting the children's and their families needs.

Educators document the children's actions and interactions, through pictures, process panels, anecdotal write-ups and learning stories, and these are posted within the learning areas. Educators encourage and support the children to show their parents these postings, which allow the parents to become involved in their child's activities and give the educators and families the opportunity to discuss the value of play and the skills that are being developed.

As each new child enters our Centre, a primary educator meets with the family to begin developing a close relationship. The educators document relevant information during these meetings and the

(Continued on page 5)

Nipissing District Developmental Screening tool is completed. When meeting with our parents we put great emphasis on the goals they want to see for their child while at the Centre.

As well, Portfolios are developed for each child and twice a year primary educators meet with the parents to review the developmental progress of the child and set new goals. These meetings assist in supporting the parent's understanding of child development and engage them as partners, which is vital to meeting the needs of our young children.

The changes we have implemented could have only been successful because of the commitment and dedication of a very hard working group of educators. While I believe that our programs previously were able to meet the children's needs, with the implementation of the ELECT we now have a clearer framework to work within. It provides us with measurable outcomes that allow us to develop closer relationships with our families and supports our children to become more confident and excited learners.

As we move forward we are now reviewing Every Child, Every Opportunity Curriculum and Pedagogy for the Early Learning Program, a compendium report to "With Our Best Future in Mind" to begin implementation for our Kindergarten Program in Sept 2010.

"A planned curriculum with goals for children's learning and development impacts on the quality of early childhood settings", (Cleveland et al., 2006; Sylva et al., 2004; National Research Council, 2001; Bennett, 2004; Organization for Economic Cooperation and development, 2006).

"It has specific goals for children that support self-regulation (behaviour, emotion, and attention), identity, social inclusion, health and well-being, language and thinking skills and physical skills, as well as the foundation knowledge and concepts needed for literacy and numeracy. A planned curriculum supports early learning!" (ELECT, page 14).

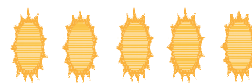
Kate Carradine, Program Manager
Andrew Fleck Group Care

Community Resources

WIMS... "Walking In My Shoes"

WIMS is a group for parents who come together for support and information sharing.

For more information please call Janet Robinson at 613-841-1194 or email at wims_parents@hotmail.com
Please check website for speakers/ events
www.wimsparents.ca



OPAC- Ottawa Parents of Apraxic Children, a new parent support group

Come and join our parent support group. We meet monthly for a face-to-face meeting in Ottawa. We share experiences, exchange tips and ideas. OPAC also uses online tools to share and support each other.

For more information contact:
OPAC Parent Facilitator Robin McMillan,
Ottawa.apraxia@gmail.com
or visit <http://groups.google.ca/group/ottawa-parents-of-apraxic-children>



Bounce Back! A program for parents/guardians

The aim of the project is to find out if parents/guardians and children can benefit from learning skills that help them bounce back from daily stresses and life's troubles. These skills are adapted from the RIRO Resiliency Skills Training Program for professionals. RIRO skills have been shown to help professionals and the children they work with to bounce back.

Parents/guardians are invited to attend 6 group sessions and 2 booster sessions approximately 1-1/2 to 2 hours each over a period of 2 to 2-1/2 months.

For more information contact:
Anne Ricard RIRO Trainer at (613) 736-1913
extension 247
aricard@afchildcare.on.ca

We Are All Different in Our Own Way

Emerald Meadows School Age Program is a mixed age program operated by the Ottawa Catholic Child Care Corporation. We are a program with 45 six to nine year olds, including several children with identified special needs.

When asked to write about what makes integration so successful for us, staff thought the best answer to this question would come directly from the children.

We decided to ask the children what it is that we do, on a daily basis, to make sure that everyone feels like they are included and an important part of the program.

The children came up with things like having a step stool at the sink so all the children could reach the taps to wash their hands. They talked about how important it is to make sure that everyone understands the rules before we play a game and that if someone is having trouble playing, it's more important to make sure that everyone is having fun than it is to try to be the winner. All of the children are encouraged to think about how their actions will not only affect themselves but also, how they will affect others.

When speaking to the group about some of the things we do to help the children with special needs, one of them felt the need to point out the fact that we all have special needs. "It all depends on what you are good at. Some people might just need more help with things than others."



The children don't even notice the little things they do to make sure that everyone is included: children who run fast will slow down so that nobody is left alone at the back of the group; the rules of a game will be changed ever so slightly so that they are easier for everyone to understand or the group will let a child who may not be able to throw as far move up to throw a ball.

We recently learned to sing a song called "Don't Laugh

at Me" which talks about how hard it can be to be different and how it would be so much easier if we could all just accept people for who they are.

We are so proud that at Emerald Meadows the children do what comes naturally to them. They don't judge. They treat each other with respect. They teach us that it just doesn't matter if someone is different. We are all different in our own way.

Cherryl Fredette, RECE
Program Supervisor
Emerald Meadows School Age Program

Benefits of Inclusion



For the Child

- o Opportunities to socialize with peers and develop friendships
- o Opportunities to model their peers' skills and behaviours
- o Experience age-level activities in their non-delayed developmental areas
- o Increase acceptance; therefore increased self-esteem

For the Parents of the child with special needs

- o A feeling that their child is a child first, and the special need is secondary
- o The knowledge that their child is receiving as many opportunities and experiences as possible

For other children in the Program

- o Opportunities to learn about differences
- o Opportunities to learn new social skills and interact with those with different abilities
- o An enriched program of activities for all children

For the teachers

- o Opportunities for professional growth and learning of new skills
- o A challenge and new interest in their work
- o The skill of how to individualize and plan programs to benefit all children
- o A broader understanding of development



Circle

Circle! It seems to me you either love it or hate it, and I have felt both emotions. I used to dread it. Circle was a time for the children to fool around and cause my blood pressure to rise. It wasn't until I had children with special needs in my group that I learned to present a circle that was exciting, creative, educational and fun for the children, as well as for me. Now I look forward to seeing those sparkling eyes and happy faces as the children discover what is in my circle bag.

My children sit at the table for circle, which allows all of them to be on equal ground. Children with cerebral palsy can sit at the table like every other child. Children who are autistic or who have ADHD are less likely to leave the group. I sit a child who is visibly impaired opposite me so that he/she has a better chance of seeing what is going on.

I start my circle with a gathering song, using sign language as well as words. Children who are hearing impaired or whose first language is not English can learn to sign even if they are not ready for the words. Using their hands keeps children focused and involved. After a brief discussion about the weather and a song to illustrate it, we are ready for my circle bag.

The bag itself is just a cloth bag but it holds all the activities for the circle. It contains books, finger puppets, items for a felt board and the "magic eggs". These eggs are just simple plastic eggs that you can find at Easter time but what you do with them and what is inside is the key to keeping the children interested. We sing a song as the children pass the egg to each other. The words are easy. "Shake it David, shake it and pass it to John. Shake it John, shake it and pass it to Mary". The egg goes around the table with no-one opening it even though the temptation is nearly too much to bear!

The children are learning to share and to wait their turn. If you have new children in your group, you may want to hold their hands as they shake the egg as it is difficult to pass it on without opening it at first. When the teacher receives the egg it is time to guess what is inside. Then comes the moment they have all been waiting for: the egg is opened. "What is inside"? It may be one little teddy bear, which will introduce the song "Teddy Bear, Teddy Bear, Turn Around" or a number of props, which can be used for teaching colours, numbers, patterns, sizes. It may be a "spider" which will introduce the song "The Eency, Weency Spider" or something that relates to the theme of the week like a tiny plastic fish, a small animal, construction paper raindrops, snowflakes, basic shapes or a tiny puppet. The item may be used to begin a discussion or introduce a new book or song. The only limit is your imagination. Of course, it goes without saying that the teacher's own body language and tone of voice have to show that this is fun. This is not difficult to do, when you have all those rapt faces watching you and your bag, you are indeed as excited as they are.

After many years in early childhood education, I have finally learned how to use circle time as an opportunity for teaching while having fun. The many children that I have worked with who have had special needs, have taught me how to do it. They are often the first to lose interest if the circle is boring. It has been a challenge to get to where I am today but I am so grateful to the children for showing me the way. A big thank you to all of them.

Elizabeth Pilz, Teacher
Sunflower Co-op Day Nursery
Article reprinted from our CISS Fall 2004 Issue

*"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought",
Franklin D. Roosevelt*

Remember the Amigos Program? Here's another version: What's Going to Work? Teamwork!



Early childhood educators recognize the importance of play in influencing a child's imagination and creativity. Our goal is to discover what motivates children to use their imagination and creativity while helping them to develop social skills through play.

In our Kindergarten program, our children were having difficulty playing and getting along together. Some were not able to concentrate for any length of time on activities they chose and would jump from one toy to another. Others were constantly arguing with their peers and did not demonstrate any conflict resolution skills. We also noted that the children were having difficulty putting away the toys when they were finished with them. We became concerned about the effect of a constant wandering from activity to activity and the lack of play might be affecting the children's development. Our challenge was to help them develop skills that would promote successful interaction with their peers and increase their imaginative play skills.

We decided to implement a fifteen-minute group playtime where children choose other children as teammates and then work together.

This is how it worked:

- o An educator would select a child who in turn would select two other teammates;
- o Once three friends were chosen, as a group, they would decide what game they wanted to play;
- o Children were expected to play at the chosen activity for fifteen minutes.
 - ~ Choosing a friend helped develop the children's leadership skills;
 - ~ Choosing an activity together emphasized teamwork;

When we first introduced this, the children had difficulty focusing on the group activity within their team. They were sometimes distracted by conflicts within the group or they lost interest in the activity. We introduced a timer as a visual cue for them to use as a reference for how much time had been spent and how much time was left. After fifteen minutes of group play, the children would either continue with their chosen activity or move onto something different.

We found this play model to be a huge success. It taught our children how to increase their attention on an activity. It also provided an opportunity for them to learn from their peers and develop play skills. It helped children to respect, one and other's ideas and to play cooperatively. We have received positive comments from parents telling us they noticed a change in their children's play.

This has been a very successful feature of our program.

WHAT'S GOING TO WORK? TEAM WORK!

Nazee Popal
Kindergarten Teacher
Aladin Child Care Services - Hawthorne

Some variations of this activity.

Other programs found that children had a habit of always choosing the same friends, during the playtime, a variety of strategies have been tried:

- o Photo cards: a card is created for each child and mixed up in a bag. A child picks one out of a bag and these two children, then decided where they will play for the allotted time.
- o Colours or numbers have also been used: children choose a colour or a number from a bag, then all the same colour or number play together. The Educators control how many of each number/colour are placed in the bag, to reflect the number of play areas.

The common denominator is the timer, which identifies the minimum time the children are expected to play together. As a result the children's play has improved and socialization has increased by leaps and bounds!!

Inclusion : Policy Development Guidelines

Understanding the Benefits of Inclusion

A growing body of research indicates a definitive link between high-quality and inclusive early childhood programs. As outlined in *Inclusion: The Next Generation in Child Care in Canada*, “high quality programs are important for all children” and “children with special needs most certainly benefit much more from programs that not only provide opportunities for social interactions with other, but also afford them opportunities to develop their skills and abilities in stable, well-run programs that are attentive to their unique needs...” (Irwin, Lero & Brophy, 2004).

When talking about inclusion, the focus is typically on the barriers or problems encountered. But when you re-frame how you look at inclusion, you discover how it can have long-term positive outcomes for children, families and staff in your program.

If you are committed to working with all children, every child care staff will:

1. Value the opportunity to acquire specific competencies for working with children with disabilities
2. Share the same value base and program vision as the other early childhood staff
3. Attend and participate in training in order to understand and become skilled at using strategies and techniques
4. Conduct regular observations, know the program and children well
5. Acquire skills for positioning, handling and feeling a child with special needs, in addition to using devices and equipment required by the child
6. Seek mentoring from Special Needs Resource staff and act as a mentor to others
7. Respect parents as experts on their own children

8. Work to embed the children's individual objectives into the classroom activities and routines
9. Identify, implement and evaluate appropriate opportunities and strategies to allow children to interact without adult assistance
10. Build bridges between children with disabilities and their typically developing peers and help foster friendships.

Benefits to your program include:

- o All children and adults value acceptance and appreciate diversity
- o All children benefit from program consultations that are provided by support agencies
- o All staff benefit from enhanced training opportunities and broadened experiences.

Benefits for families include:

- o Enhanced family support connections in their local community
- o Greater opportunity to develop friendships with other parents
- o Improved awareness and appreciation for diversity and individual differences
- o Increased opportunities for seeing social justice in action.

Benefits for all children include:

- o Gives children with special needs the opportunity to form friendships within their local community
- o Access to early intervention services
- o Allows children to attend local children's programs and schools in their neighbourhood
- o Develops empathy and an acceptance of individual differences.

Benefits to Boards of Director/Operators

- o Ensures that the organization follows fair and equitable practices.



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Guiding Principles

Determine the core principles that are central to your program. These will be the foundation of your policy and the standard upon which to test your policy once it is developed.

Below you will find examples of guiding principles taken from current policies in child care programs to consider when drafting your policy.

We believe that:

- Inclusive programs are quality programs
- We must be responsive to the needs of our community
- Children have the right to attend child care within the community of their choice
- Our programming should be reflective of the varying needs of our participants
- All children are welcome and bring value to our program
- Children are best supported through collaboration
- Parents are integral to a successful inclusion process
- Every child is an individual and is unique
- You place the person first and not the special need
- Everyone has the right to privacy and dignity
- Children learn best when they participate with others who have different goals and abilities
- Fair does not always mean everyone gets the same
- Good programming requires dedicated staff who are flexible in their approach and who are provided with learning opportunities wherever possible.

Permission to print granted
by Toronto Children's Services

**“Does your program's
philosophy support
inclusion?”**



Web Sites

<http://www.connectability.ca>

ConnectABILITY

Dedicated to support people who have special needs, their families and support networks, this site offers valuable information on behavior management, communication and much more. A virtual community that includes information, tools and workshops all in one place.

Bright Beacon

www.brightbeacon.org

Bright Beacon exists to provide a safe haven for parents of children with medical needs to meet, discuss their children, their children's medical needs, and perhaps even their own personal stories: their victories, defeats, joys and sorrows.

Inclusion

www.inclusion.ca

Offers resources, training tools, articles and more on inclusion.

Exceptional Parent

www.eparent.com

A trusted resource for the Special Needs Community offers books, articles and support to families, caregivers, physicians and teachers.

Petit pas à trois : an innovative project for 3-year-olds

In September 2009, 48 three-year-olds went to school for the first time. An innovation by the Conseil des écoles catholiques du Centre-Est (CECCE), the preschool program *Petits pas à trois* was set up in three elementary schools as part of a pilot project.

Every school day morning, two early-childhood educators greet sixteen children in a room full of toys and other equipment adapted to their stage of development, their needs and particularly their interests. Although located in a school setting, this half-day program focuses on learning through play. Its motto – “children don't play to learn, they learn because they play” – provides an excellent explanation of its approach and philosophy. A teaching plan for the program was developed to coordinate with other school programs. The plan is adapted to young children and encompasses staff practices. Through manipulation, experimentation and exploration, the program encourages the child's creativity and curiosity in order that he/she may develop the skills required to meet the academic challenges of grade one.

In its vision of the program, the CECCE considers parents as the prime educators of their children. In this regard, the preschool program *Petits pas à trois* has a series of eight evening workshops, focusing on the parental role in a child's education, particularly in the everyday reality of a minority environment. These evening sessions are actually family events since the children participate in an activity related to the theme of the parents' meeting, and a child-minding centre is available for brothers and sisters. This type of organization greatly helps family participation in the workshops; indeed the participation rate exceeds 80%. Furthermore, parents are invited to meet the educators on two occasions during the year to discuss their concerns

and impressions regarding their child's development.

The CECCE relies on its early childhood partners to ensure delivery of the pilot project. By means of a purchase of service agreement, the partner is responsible for staffing and supervising the early childhood educators. On the other hand, the early childhood educators are part of the school-team and participate in planning meetings and the other school activities.

Children's Integration Support Services are also among the CECCE's important partners in this project. During this pilot project, an Integration Advisor supported the program as an expert adviser on environmental assessment. As part of her mandate, she works closely with and coaches the early-childhood educators to ensure the application of effective strategies for the organization of the physical environment, routines and transitions, and program planning. Her participation, greatly appreciated by the educators, was a key element in the successful adaptation and integration of all the children registered in *Petits pas à trois*.

Since evaluation is an essential component of any rigorous pilot project, the CECCE also enlisted the services of the Social Research and Demonstration Corporation (SRDC), a non-profit organization with expertise in the evaluation of effective social policy approaches, including preschool programs in a minority environment. (Continued on page 12)



“We are all different and that's what makes us the same”, National Down Syndrome Society

Following the success of the pilot project, the CECCE is planning to expand the preschool program *Petits pas à trois* in 2010-2011. It intends to increase the number of locations in Ottawa as well as other regions. An interim evaluation report from the SRDC will be tabled in March. For the purpose of continuous improvement, some elements of the program may be changed. However, all the indicators lead us to believe that the CECCE's investment in this innovative project is worthwhile and we are confident that expected results will be achieved.

For more information, please contact Nathalie Daoust, Manager of the Early Childhood Education Services at the CECCE.

Francine Raymond
Special Project Agent
Conseil des écoles catholiques du Centre-Est



Please see inserted flyer for upcoming training opportunities and information sessions offered by CISS. For further information or to register, please contact the Training and Resource Coordinator at 613-736-1913, extension 284 or ciss-sije@afchildcare.on.ca

For Parents / Guardians - CISS Subsidized Spaces

Children's Integration Support Services receives City of Ottawa funding for a limited number of subsidized spaces for children with special needs who attend a licensed child care setting.

If you qualify for a subsidy (determined through income testing) but have not been able to access one at your child's program, please contact Sylvie Tourigny at 613-736-1913 ext 224 or stourigny@afchildcare.on.ca to discuss the possibility of accessing a CISS subsidy.

To check your eligibility, you can use the Childcare Subsidy Calculator:

www.ottawa.ca/residents/childcare/ottawa/financial/calculator_en.html



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