



CHILD CARE REFERRAL GUIDE

Children's Developmental & Behaviour Supports

April 1, 2023

If you require this information in an accessible format, please contact us at behaviouralsupports@durham.ca or 1-800-387-0642 ext.2829

Dear Colleagues,

The Child Care Referral Guide was developed by Children's Developmental & Behavioural Supports to give childcare staff detailed information about the services that are available to support child care centres in the Durham Region.

Durham's Special Needs Resourcing (SNR) Agencies are funded by the Ministry of Education through the Consolidated Municipal Service Manager (CMSM), Children's Services Division (CSD) and the Regional Municipality of Durham to support child care centres, children and their families in the Durham Region.

The guide includes:

- An introduction to Children's Developmental & Behavioural Support, limitations, responsibilities of child care centres and responsibilities of our agency while in consultation.
- Information about the referral process for General Consultation and Child-Specific Consultation.
- Terms and Definitions.

We hope you will find this guide easy to navigate and useful when making a referral to our agency. All forms are linked in the guide as well as found on the website. If you require any assistance in using this guide or require it in an accessible format, please contact Children's Developmental & Behavioural Supports at **1-800-387-0642 ext. 2829**.

Respectfully,

Children's Developmental & Behavioural Supports

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Introduction

The information contained in this manual is provided by Children's Developmental & Behavioural Supports for use in any child care setting.

The intent of this guide is to familiarize you with the referral process for Children's Developmental & Behavioural Supports, while also providing you with some practical information that will help you support the children in your care.

This manual will assist you in beginning to gather important information about the interfering behaviour(s) being exhibited by children in your care. **It is not intended to be used as a means of formal assessment nor is it to replace any standing Ministry or centre-based policies, procedures or guidelines.** When service with our agency begins, the information that you have gathered will be used to assist us in providing consultation in your centre.

Replacing children's interfering behaviours that have existed for a long period of time is a process that requires patience, and a committed partnership between you and the behaviour consultant working with your centre. We look forward to working with you in the consultation capacity to develop practical solutions that will help you support the behaviour of the children in your care.

Service Overview

As part of our mandate, Children's Developmental & Behavioural Supports provides the following services to child care centres located within Durham Region.

1. General Room Consultation – Consultants complete assessments and provided strategies/modelling to staff for a room experiencing general challenging behaviours.
2. Child-Specific Behaviour Consultation - Consultants complete behavioural assessments and provide strategies/modelling to educate for a specific child who exhibits interfering behaviour.

The Consultation services we offer are to provide staff with positive-based methods of preventing and responding to the interfering behaviours in the child care centre. More specifically, the services that Children's Developmental & Behavioural Supports can provide are as follows:

- Functional Behavioural Assessment of the interfering behaviour.
- Specific recommendations regarding the behaviour of a child, groups of children, or the environment as it effects behaviour.
- Monitoring of presenting behavioural concerns.
- Review and meeting with the parent/guardian and/or child care staff members to discuss recommendations and provide continuity in programming.
- Liaison with other agencies to provide a comprehensive delivery of services.
- Articles and other relevant resources.
- Supporting educators with recommendations specific to an individual child, by providing written instructions and plans, limited hands-on modelling and training for specific procedures, and phone consultation to provide general information and answer questions.

Limitations of Service

Children's Developmental & Behavioural Supports **cannot** provide the following:

- Ongoing hands-on (one-to-one) intervention with a child or groups of children.
- Support for a specific child **without** written parent/guardian consent.
- Support for recommendations that could have an effect on the ethical rights and welfare of a child.
- Information on the state or condition of the home environment (confidentiality).
- Providing medical or developmental diagnoses.
- Recommendations for medication.

Children's Developmental & Behavioural Supports has the responsibility to advocate for the rights of each child referred for service. Therefore, all possible variables are analyzed when intervention has been requested.

The variables examined could include the environmental conditions, previous interventions, and program modification that may already be in place.

If service is no longer required or appropriate, this agreement can be revoked by either the childcare centre or Children's Developmental & Behavioural Supports.

Responsibilities of the Child Care Centre

General Room Consultation

For Intake:

1. To complete the General Room Consultation form and submit to Children's Developmental & Behavioural Supports with support of the Early Learning Inclusion Consultant (ELI).

For Consultation:

- To collect scatter plot and ABC data (and other behavioural information as necessary) on the designated room if required.
- To commit to the room consultation by giving the time and available resources necessary to complete the assessment process and implementation.

- To prearrange with the consultant regular times to meet with staff.
- To keep Children’s Developmental & Behavioural Supports informed of any changes or situations that may influence the program or the involvement of Children’s Developmental & Behavioural Supports (e.g., staff changes, program changes and, children leaving the centre).
- To ensure staff involved in the room are aware of the recommendations, to ensure consistent implementation of the program.
- To indicate any problems or confusion with recommendations provided by Children’s Developmental & Behavioural Supports.

Child-Specific Consultation

For Intake:

1. To inform the parent/guardian of the request to seek assistance from Children’s Developmental & Behavioural Supports and obtain written consent by completing the Consent to Disclose information form from parent/guardian, as well as any other information involved.
2. To complete and submit the following five forms to Children’s Developmental & Behavioural Supports; The Childcare Referral Forms (Page 1 and 2), Behaviour Summary Forms (two forms), and the Consent to Disclose Information form (one form with your centre name added to the form) with the support of your Early Learning Inclusion Consultant (ELI).
3. To inform the owner/operator of the child care centre of involvement by our agency.

For Consultation:

1. To collect behavioural data i.e., Scatterplot, ABC, Frequency and other behavioural information as necessary on the designated child.
2. To commit to the child by giving the time and available resources necessary to complete the assessment process and implement the subsequent program.
3. To prearrange with the consultant regular time to meet with staff

4. To keep Children's Developmental & Behavioural Supports informed of any changes or situations that may influence the program or the involvement of Children's Developmental & Behavioural Supports (e.g., staff changes, program changes, and child leaving program).
5. To ensure staff involved with the child are aware of the recommendations to ensure consistent implementation of the program.
6. To indicate any problems or confusion with the recommendations provided by Children's Developmental & Behavioural Supports.

General Room Consultation

Our agency offers consultation to the childcare centre by way of a General room Consultation. A General Room Consultation would apply in the following situations:

- **It may be requested by centres with the support of the Early Learning Inclusion Consultant (ELI)**, to obtain support with solving interfering behaviours that are exhibited within a room by many children in the program.
- **It may be recommended by the consultant completing a screening visit in lieu of a child-specific behavioural consultation.** Occasionally, behaviour can be reduced via general recommendations. This is a less intensive and a faster process towards behavioural change.
- **It may be recommended by the consultant involved in your centre prior to completing a child-specific consultation.** For behaviour programs that are complex, it may be necessary to make program alterations that are general in nature, in order for specific recommendations to be effective.

Before completing the referral, consult with your ELI to assess your program to identify adaptations or changes that could be helpful. Methods of program assessment may include:

- The Durham Region Operation Criteria (DROC) or other assessment tools that the ELI may use.
- Talk with staff, supervisor, etc. regarding what helps in various environments
- Evaluating the dynamics and relationships of the children in the group.

- Review any previous recommendations from Children’s Developmental & Behavioural Supports.
- Would additional resources be helpful? If so, what resources would be needed?
- Make the changes and review the results. If you are still having difficulties, complete the General Room Consultation Form.

In addition, as part of our general room consultation process, you may be asked to collect some information/data about the interfering behaviours that are occurring once a consultant is involved. This information/data will help the consultant provide service to your centre. As this is a general room consultation, any names of the children in the program should not be included in any data collected.

Before we can proceed with the General Room Consultation, Children’s Developmental & Behavioural Supports needs to receive the General Room Consultation form.

Please fax, mail, email or drop off the form to:

Children’s Developmental & Behavioural Supports

605 Rossland Road East, Level 1

Whitby, Ontario L1N 6A3

Phone: 1-800-387-0642 ext. 2829

Fax: 905-666-6226

Email: behaviouralsupports@durham.ca

Please contact Children’s Developmental & Behavioural Supports to confirm we have received your referral.

Child Specific Consultation

Our agency also offers consultation to child care centres for a specific child. A child-specific consultation would apply in the following situations:

- **It may be requested by centres with the support of the Early Learning Inclusion Consultant (ELI)**, to obtain support with difficult behaviours that are exhibited by a specific child that may be impacting the child, their peers and/or the program.

- **It may be recommended by the consultant completing a General Room Consultation.** Occasionally, when a consultant is providing general recommendations, a specific child may be identified as a trigger to behaviours in the room.

Before completing the referral, consult with your ELI to assess your program to identify adaptations or changes that could be helpful. Methods of program assessment may include:

- The Durham Region Operation Criteria (DROC) or other assessment tools that the ELI may use.
- Talk with parents/guardian, staff, supervisor, etc. regarding what helps in various environments
- Evaluating the dynamics and relationships of the child and children in the group.
- Review any previous recommendations in the child's file from Children's Developmental & Behavioural Supports
- Would additional resources be helpful? If so, what resources would be needed?
- Make the changes and review the results. If you are still having difficulties, complete the Child-Specific Consultation Forms, the Behaviour Summary Forms, and the Consent to Disclose Information Form.

In addition, as part of our child-specific consultation process, you will be asked to collect some information/data about the interfering behaviours that are occurring once a consultant is involved. The information/data will help us provide service to your centre.

Before we can proceed with child-specific consultation, Children's Developmental & Behavioural Supports needs to receive the following forms:

1. **Consent to Disclose Information Form** (one form signed by parent/guardian, your centre name filled in, and all agencies providing services checked off)
2. **Child-Specific Consultation Form** (two forms)
3. **Behaviour Summary Form** (two forms)

Please fax, mail, email or drop off the form to:

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Terms and Definitions

Applied Behaviour Analysis: “A well-developed scientific discipline among the helping professions that focuses on the analysis, design, implementation, and evaluation of social and other environmental modifications to produce meaningful changes in human behavior”. (The Behavior Analyst Certification Board, 2014).

Positive Behaviour Support: A method for identifying environmental events, circumstances, and interactions that trigger problem behaviour, and to understand the purpose of problem behaviour. This includes the development of support strategies for preventing problem behaviour and teaching new skills.

ABC Sheet: A table that is used to fill in information about behaviours. It includes the date, time, antecedents, behaviours and consequences.

Antecedent: An event that occurs before a behaviour (e.g. transitions, instructional demand)

Behaviour: A specific act that is observable and measurable. (e.g. “hits peers with hand” rather than “hurts the children”).

Consequence: An event occurring after the behaviour. This can be positive or negative. (i.e. staff response, child response, no response).

Duration: The amount of time a behaviour lasts (e.g. 4 minutes, two to ten seconds).

Frequency: How often a behaviour occurs. (e.g. three times per day, 10 times per week).

Intensity: How extreme the behaviour seems to the observer. (e.g. mild, moderate, severe).

Scatter Plot: A chart used to collect data about when, where and how often a specific behaviour occurs.