



Child Care Referral Guide

Children's Developmental and Behavioural Supports



Dear Colleagues,

The Child Care Referral Guide was developed to give child care educators detailed information about what services Children's Developmental & Behavioural Supports (CDBS) can provide to support licensed child care and recreation centres in the Durham Region.

CDBS is one of five agencies within Durham's Special Needs Resourcing (SNR) Agencies. SNR is funded by the Ministry of Education through the Consolidated Municipal Service Manager (CMSM), Child Care and Early Years Division (CCEYD) and the Regional Municipality of Durham to support licensed child care centres, children and their families in the Durham Region.

The guide includes:

- An introduction to Children's Developmental & Behavioural Supports, limitations, responsibilities of child care centres and responsibilities of our agency during consultation.
- Information about the referral process for Room 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 (CDBS) for use in any licensed child care and approved recreation settings.

The intent of this guide is to familiarize you with the referral process for CDBS, while also providing 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, the parent/guardian, the behaviour consultant, the resource consultant and other supporting agencies working with your centre. We look forward to working with you to develop, model and coach practical solutions that will help you to support the reduction of interfering behaviour and/or building of skills of the children in your care.

Service Overview

Children's Developmental & Behavioural Supports (CDBS) provides the following services to licensed child care and approved recreation centres located within Durham Region.

1. **Child Care Room Consultation** – Behaviour consultants support educators to achieve one to two priority and specific goals. Educators will receive personalized coaching and evidence-based strategies to support positive changes in their room.
2. **Child-Specific Behaviour Consultation** – Educators and behaviour consultants collaborate to complete behavioural assessments and develop coaching plans. The child's caregiver and other support agencies are also encouraged to be involved in the development of the coaching plan. Coaching plans include strategies to build a child's skills and reduce interfering behaviours, and a plan for modelling and coaching educators to use those strategies.

Service Timeline

The consultation services we offer provide educators with positive-based methods of preventing and responding to the interfering behaviours in the child care centre. Child Care Room Consultation and Child Specific Consultation follow similar service activities. Below is an outline of the service timeline to provide a more thorough description of service.

1. Introduction email

When: Once the referral is complete, and if applicable, consent for service is complete (consent only required for child specific referrals).

Activity 1: The senior behaviour consultant with CDBS will introduce the behaviour consultant, educator/supervisor, resource consultant, (with caregiver consent) and caregiver (caregiver is only included in child specific referrals) via email.

Activity 2: Following the service initiation email, the behaviour consultant will:

- For child specific referrals: Connect with caregiver to review consents, participation guidelines, and answer questions,
- For child specific and room consultation: Connect with child care within one week to book first appointment and review participation guidelines.

2. Initial meeting

When: Approximately one week after introduction email.

Activity: Behaviour consultant will gather information about why consultation is needed, review consultation model, participation guidelines, and initial conversation around goal setting (e.g., for the room, the child, and for the educators).

3. Observation and assessment

When: Three observation appointments will occur within three weeks, typically once per week.

Activity: Behaviour consultant and educators complete assessment and observations to support the determination of behaviour support strategies.

4. Strategy planning meeting

When: One to two weeks after assessment/observations

Activity: The behaviour consultant, child care team, and if applicable, the caregiver will meet to develop consultation goals, collaborate to determine strategies, determine coaching plan and dates, and outline roles and responsibilities.

5. Coaching

When: One to two weeks after strategy planning meeting. Weekly coaching sessions (some sessions may be scheduled two weeks between).

Activity 1: During sessions, based on the coaching plan, the behaviour consultant, educator/supervisor, and the centre's resource consultant will model, practice, and apply the agreed upon strategies during child care programming. The behaviour consultant and educator/supervisor will engage in feedback and reflection.

Activity 2: Between sessions, the educator/supervisor will continue practicing strategies, will document progress, and be prepared to share progress, feedback, and questions with the behaviour consultant and caregivers (if applicable).

6. Final visit

When: Two weeks after last coaching session.

Activity: Behaviour consultant and child care team will review what has been working well, next steps, and how to continue to maintain success overtime.

Limitations of Service

Children's Developmental & Behavioural Supports cannot provide:

- 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 (i.e., any actions deemed prohibited practices in Section 48 of the General Regulation 137/15 of the Child Care and Early Years act, 2024).
- Any information that is confidential and not relevant to the goals being addressed.
- Provide medical or developmental diagnoses.
- Recommendations for medication.

"Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed." – Ontario Ministry of Education (2014)

Child Care Room Consultation

When to make a child care room consultation referral

Before considering a referral for a room consultation, consult with your resource consultant 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 resource consultant may use.
- Talk with staff, supervisor, etc. regarding what helps in various environments
- If your agency has a pedagogical lead, seek their input on feedback on your program planning
- Evaluating the dynamics and relationships of the educators and 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 [Child Care Room Consultation Form](#).

A child care room consultation may also be appropriate in the following situations:

1. **It may be requested by centres with the support of the resource consultant**, to obtain support with solving interfering behaviours that are exhibited within a room by many children in the program.
2. **It may be recommended by the behaviour consultant completing a screening visit in lieu of a child-specific behavioural consultation**. Occasionally, behaviour can be reduced via room level recommendations. This is a less intensive and a faster process towards behavioural change.
3. **It may be recommended by the behaviour 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 universal in nature, in order for specific recommendations to be effective.

How to make a child care room consultation referral

[Child care room consultation referrals](#) are now completed online. You can find the referral form online at <https://durham.ca/cdbs>. Below is some of the information you should prepare to complete the child care room consultation:

- Child care centre and room information
- Enhanced staffing status
- Preference for how recommendations should be shared with the child care team
- Best time to meet with staff
- Description of the behaviours of concern

Please note: If there is only one child of concern, please consider a child specific referral as CDBS cannot provide individual support without parent consent.

Responsibilities for the child care centre for room consultation

- To collect behavioural data (and other behavioural information as necessary) about the designated room if required (do not include children's names or other confidential information specific to children in the room).

- 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 behaviour 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 the behaviour consultant (e.g., staff changes, program changes and, children leaving the centre).
- To ensure all staff involved in the room are aware of the recommendations, actively take part during modeling and coaching opportunities/appointments, and ensure consistent implementation of the program.
- To indicate any problems or confusion with recommendations provided by Children's Developmental & Behavioural Supports.

For more information or help with the referral please reach out to us:

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

Once you have submitted your form online, a member of the Children's Developmental & Behavioural Supports team will reach out to you to confirm we have received your referral and set up a screening appointment.

Child-Specific Consultation

When to make a child specific referral

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

1. **It may be requested by centres with the support of the resource consultant**, 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.
2. **It may be recommended by the behaviour consultant completing a child care room consultation.** Occasionally, when a consultant is providing general recommendations, a specific child may be identified that would benefit from individualized behaviour support recommendations to increase their success within the program and result in a more positive room dynamic.

Before completing the referral, consult with your resource consultant 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 resource consultant may use.
- Review the College of Early Childhood Educators Practice Guidelines on [Supporting Positive Interactions with Children](#) (2017) and [Inclusion of Children with Disabilities](#) (2019) for ideas (links at the end of this guide)
- 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 Referral Consent Form](https://durham.ca/cdbbs) and the [Child Specific Consultation Form](https://durham.ca/cdbbs) found on our website <https://durham.ca/cdbbs>.

How to make a child specific referral

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 and/or skills to build 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. [Child Specific Consultation Referral Consent Form](https://durham.ca/cdbbs). Includes consent for the **referral only** (consent for service will be obtained by CDBS), consent to share information between CDBS and the child care, and consent to share information electronically. This consent form must be completed and uploaded to the online referral to complete the referral process.
2. [Child-Specific Consultation Form](https://durham.ca/cdbbs). Prior to completing this online form, we suggest you prepare to submit the following information:
 - a. General information: Child care centre and room information, child's information, parent/guardian information; other consulting agencies
 - b. Behaviour information: description(s) of behaviour, frequency, duration, severity, context behaviour occurs in (discrimination), signs/triggers, description of how the behaviour impacts the program, when behaviour(s) are not occurring, when the behaviour started, and strategies you have tried
 - c. Upload for the consent for referral completed by the parent/guardian

Responsibilities of the child care during intake

1. To inform the parent/guardian of the request to seek assistance from Children's Developmental & Behavioural Supports and obtain written consent for the referral.
 - a. An information sheet is provided on our website (SNR Caregiver Flyer) to support your conversation with the parents/guardian when discussing the reason for the referral. The information sheet provides a high-level description of CDBS service. Your resource consultant can also provide you support in having this discussion with families.
 - b. Complete the [Child Specific Consultation Referral Consent Form](https://durham.ca/cdbbs) found on our website <https://durham.ca/cdbbs> with the parent/guardian. **This consent form is required when submitting the form.** Please do not begin the referral form until you have a copy of the completed consent form ready to upload.
2. To complete and submit the [Child Specific Consultation Form](https://durham.ca/cdbbs) found online at <https://durham.ca/cdbbs>. Your resource consultant can assist with the referral.
3. To inform the owner/operator of the child care centre of involvement by our agency.

Responsibilities of the child care during consultation

1. To collect behavioural data i.e., Scatterplot, ABC, Frequency and other behavioural information as necessary about the priority interfering behaviours/skills to build for the specific child.
2. To commit to the child by giving the time and available resources necessary to complete the assessment process and implement the agreed upon strategies.
3. To prearrange with the behaviour consultant time to meet for the strategy planning/coaching plan development and regular times to meet with staff to discuss progress.
4. To keep Children's Developmental & Behavioural Supports informed of any changes or situations that may influence the program or the involvement of the behaviour consultant (e.g., staff changes, program changes, and child leaving program).
5. To ensure all staff involved with the child are aware of the supports and accommodations recommended, to ensure consistent implementation of the strategies, and for continuity of implementation once coaching is complete.
6. To track child and educator progress, share successes, ask for clarification, share potential barriers to success, and co-develop potential solutions, with your behaviour consultant, the parent/guardian, and other relevant support agencies.

For more information or help with the referral please reach out to us:

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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.

Direct Referral Links

Child Care Room Consultation Form: https://forms.durham.ca/CSD/CDBS/Child-Care-Room-Consultation-Referral-Form?previewmode=957a6d34-eac6-4887-900e-b227b6cbe4cb&_gl=1*1gasnoo*_gcl_au*MTczMzc2MjY0MS4xNzQwNDMwNzI3

Child Specific Consultation Form: https://forms.durham.ca/CSD/CDBS/Child-Specific-Consultation-Referral-Form?previewmode=55cbda45-4077-40d5-bcb3-b22770be5a2a&_gl=1*1gasnoo*_gcl_au*MTczMzc2MjY0MS4xNzQwNDMwNzI3

Child Specific Consultation Referral Consent Form: https://www.durham.ca/en/living-here/resources/Documents/Child-Care-and-Early-Learning/Resource-Library/2025-02-21-Child_Specific_Consultation_Referral_Consent_form.pdf

Helpful Resources

College of Early Childhood Educators – Practice Guideline for Inclusion of Children with Disabilities: https://www.college-ece.ca/en/Documents/Practice_Guideline_Inclusion.pdf

College of Early Childhood Educators - Practice Guideline for Positive Interactions with Children: https://www.college-ece.ca/en/Documents/Practice_Guideline_Supporting_Positive_Interactions_with_Children.pdf

Durham Region's Operating Criteria (DROC): <https://www.durham.ca/en/doing-business/operating-a-child-care-centre.aspx?mid=24225#Durham-Regions-Operating-Criteria-DROC->

References

Province of Ontario, Ministry of Education, (2014). How Does Learning Happen? Toronto: <https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

Ontario Regulation 137/15: *General under the Child Care and Early Years Act, 2014*, S.O. 2014, c. 11, Sched. 1. Retrieved from: <https://www.ontario.ca/laws/%20regulation/150137>