



# Special Needs Resourcing (SNR) Handbook

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# Introduction

Positive and engaging early learning and child care experiences have a valuable impact on children’s overall development, well-being, and health. All children have the right to be active members of their community and attend early learning and care programs. The Durham Region Child Care and Early Years Division is dedicated to promoting inclusive and accessible early learning and care programs to all children and families in our community. The Special Needs Resourcing Services (SNR), support early learning and care professionals with the implementation of equitable, accessible, and inclusive programs.

The Ministry of Education states that “Special Needs Resourcing (SNR) helps support the inclusion of children with special needs in licensed child care settings, including licensed home child care premises, and in places where child and family programs are provided such as EarlyON Child and Family Centres, children’s recreation programs, and camps. SNR is provided at no additional cost to parents” (2023).

Special Needs Resourcing looks different in each region in our province. For information on SNR in Durham, visit the [Children with Special Concerns and Needs](#) page on [durham.ca](#).





## Commitment to Inclusion

The Durham Region Child Care and Early Years Division is committed to an early learning and child care system where policies and practices support the inclusion of all children and families as active participants in the program and service. SNR agencies work with educators, staff, and families to promote inclusive practices that are attentive to the unique needs, abilities, experiences, dispositions, and diversity of all children.

According to article titled [‘Understanding Inclusive Early Childhood Education, A Capability Approach’](#), inclusion is “not simply about placement but having access to education that optimizes each child’s potential through teaching practices, as well as fair treatment from other children, families, staff, and community members who are part of the school.” Therefore, with the best interest of the child at the forefront, SNR agencies share a commitment to working collaboratively with early learning and care professionals to create ways for children with additional needs to feel a sense of belonging, engagement, expression, and well-being while participating in an early learning and care program. Consultants work with educators in a variety of ways to expand professional learning and growth by providing support such as training, modelling, coaching, and sharing of resources.

# Purpose of the SNR Handbook

This SNR handbook describes the SNR services available to licensed child care centres and home child care providers within Durham Region. It also provides links to resources to support early learning professionals so they can provide inclusive and engaging early learning and care experiences for children who may require accommodations or supports to actively engage in the program.

## SNR Agencies

The Special Needs Resource Network is a complement of four agencies that share a vision for inclusive early learning and care, and a commitment to working collaboratively with early childhood professionals. Each agency brings a set of skills and knowledge that are intended to scaffold the unique expertise of the early learning and care program. SNR professionals work with the program to optimize the strengths of the team and establish a plan to promote learning, accessibility, and childhood engagement.

The SNR agencies include:

- Resources for Exceptional Children and Youth (RFECY) - Early Learning Inclusion Program
- Children's Developmental and Behavioural Supports (CDBS)
- Grandview Kids – Preschool Outreach Program (POP)
- Surrey Place – Blind-Low Vision Early Intervention Program

### Who can access SNR agencies?

Licensed early learning and child care and home child care programs located within Durham Region can submit a referral to access the resources and services offered by SNR agencies.

# Overview of Durham Region SNR agencies and how to make a referral

This section gives you details of each agency and the services they offer.

Remember your Resource Consultant (RC) is your first support for inclusion. If you have questions about supporting a child, developing an individual support plan, and/or inquiring about additional supports, connect with your RC and they can help you make a plan. Below is a brief summary of how to make a referral to each SNR agency:

## Resources for Exceptional Children and Youth: Early Learning Inclusion Program

Educators will receive ongoing inclusive support through onsite consultations with their Resource Consultant (RC). The RC assists in initiating and supporting referrals to additional SNR agencies, developing Individual Support Plans (ISPs), and implementing general or child-specific strategies. They also provide resources, training, and hands-on coaching. Additionally, the RC creates and monitors the Collaborative Action Plan and leads Case Management, all with the goal of fostering inclusive and engaging environments where children thrive and educators feel confident and equipped to support them.

Every licensed child care centre has an assigned Resource Consultant (RC). If you are unsure of who your RC is, you can contact [RFECY](#) to inquire.

## Children's Developmental and Behavioural Supports

Children's Developmental and Behavioural Supports (CDBS) provides behaviour consultation in the form of recommendations and direct coaching for educators in early learning environments with the goal of reducing interfering behaviours and increasing functional skills displayed by an individual child or group of children. Educators may request behaviour support for an entire room environment, or child-specific consultations. Behavior Consultants (BC) do not work directly with children; rather, they support educators in fostering inclusion within their programs.

For information on CDBS child care services refer to our [Child Care Referral Guide](#).

**Room Consultations:** If you have concerns with classroom management and behaviour, first reach out to your Resource Consultant to see what first line strategies can be put in place. For a more in-depth assessment and coaching, you can [put in a referral for a classroom consultation](#).

**Important note:** A room consultation is not a replacement for behaviour consultation when a parent/caregiver does not consent to a referral. Behaviour consultants cannot make behaviour recommendations for specific children without consent from a parent/guardian. If you are facing difficulties with obtaining parental/guardian consent, reach out to your Resource Consultant for support on how to develop individual support plans and conversations with parents/caregivers.

**Child specific consultation:** If you need support to reduce interfering behaviour(s) and/or increase functional skills to help a child achieve their best in your program you can complete a child specific consultation. Parental/guardian consent must be obtained to complete the referral for behaviour consultation services. The child care individual referral package and consent for referral (both are required) are located [here](#) and [here](#).





### **Grandview Kids - Preschool Outreach Program (POP)**

The Preschool Outreach Program (POP) supports educators in their inclusive practice by providing child-specific recommendations related to development in the areas of communication, fine and gross motor skills, sensory processing, and activities of daily living. POP assists in connecting the child and family to clinical assessments at Grandview. These assessments provide appropriate strategies to educators in the early learning environment to support children with identified needs.

POP referrals are meant for educators who are looking for support. If support is not required for children with identified needs (e.g., educators have attended workshops and know many strategies), educators are to encourage parents to call Grandview to inquire about other programs and services.

POP does not offer general consultations, assessments, or direct clinical therapy for a child within the child care environment.

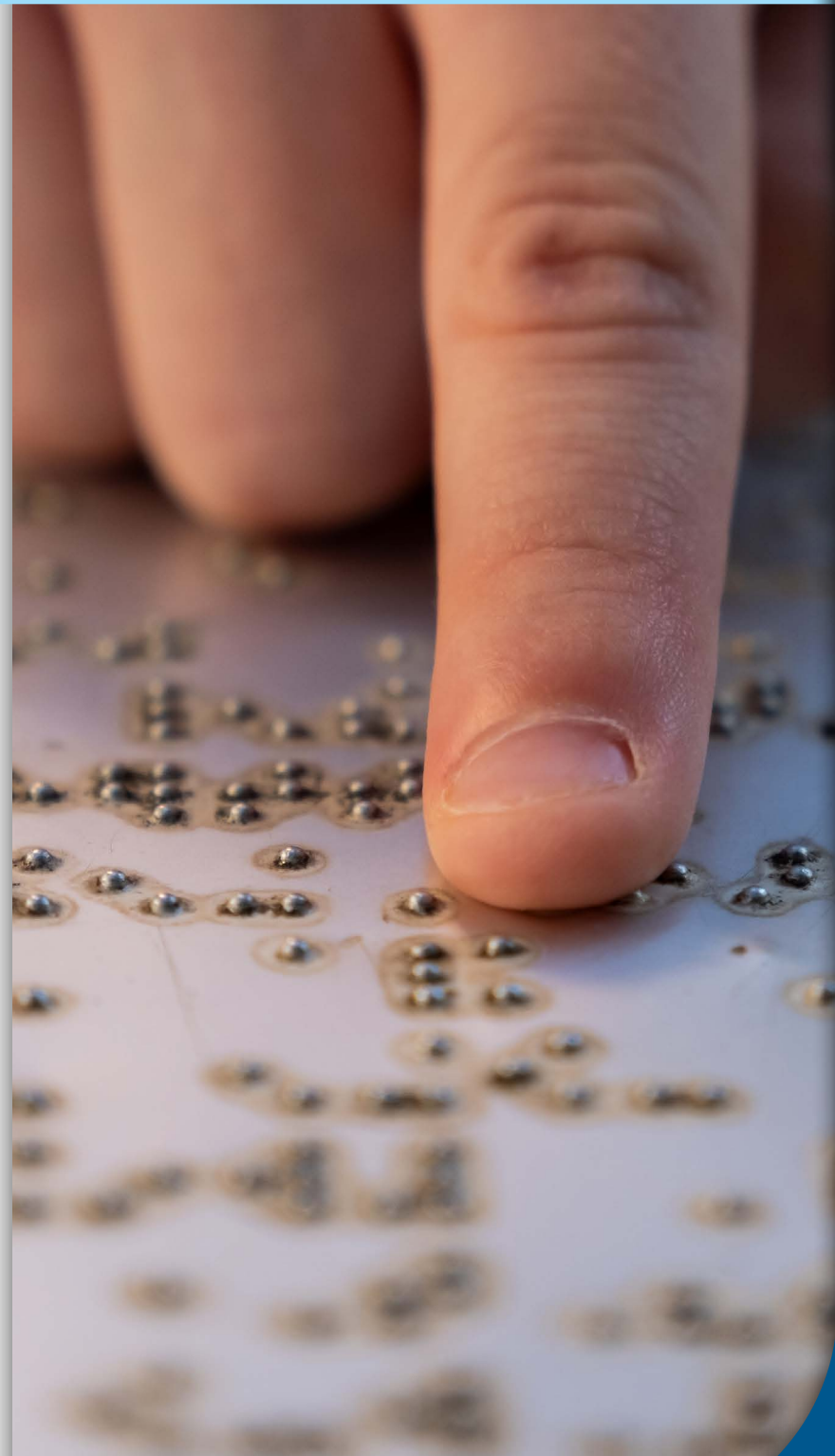
Information on this program and how to make a referral can be [found here](#).

## Blind-Low Vision Early Intervention Program, Surrey Place

Blind-low vision consultants provide support to educators in the form of recommendations and strategies to ensure a child with a vision impairment has a successful transition from the home environment to the early learning setting.

Consultants can provide potential next steps and ideas for educators to implement support for children with either a visual diagnosis, or children who may have potential vision needs. A diagnosis is not required for general recommendations and supports related to vision concerns. A pre-referral consultation may be completed if questions arise related to a child's visual functioning.

To make a referral [please select here](#).





## Benefits of inclusion

The Durham Region Child Care and Early Years Division supports the Ontario Ministry of Education's philosophy that "all children benefit from being in inclusive environments where they are able to participate and collaborate in meaningful ways to form authentic, caring relationships" (Ontario Ministry of Education, 2014, page 25). Inclusive spaces are beneficial to all children, not just those that have been identified as having a disability or in need of accommodation (Frankel, et. al., 2019). Some of the many benefits to promoting inclusion are:

- Creating experiences and interactions that provide a rich and fulfilling childhood for all children.
- Children and families feel a sense of belonging.
- Fostering a sense of acceptance, benefiting all children by promoting empathy, collaboration, and a deeper understanding of diversity.
- Children developing positive social relationships.
- Children having access to early intervention that is not contingent on diagnosis.
- Children are provided the freedom to learn, develop and achieve their capabilities, which is a benefit to all of society.

# Supporting and Promoting Inclusion

Below is a list of resources to consider when developing practices and policies for inclusion in your early learning program.

## Human Rights



Ontario Human Rights Code (1990).  
<https://www.ontario.ca/laws/statute/90h19>



Ontario Human Rights Commission (2018). Accessible Education for Students with Disabilities.  
[https://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities\\_FINAL\\_EN.pdf#overlay-context=en/users/aspeller](https://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities_FINAL_EN.pdf#overlay-context=en/users/aspeller)



United Nations (1989). Convention on the Rights of the Child.  
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>



United Nations (2006). Convention on the Rights of Persons with Disabilities.  
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

## Legislation



Child Care and Early Years Act (2014).  
<https://www.ontario.ca/laws/regulation/150137>



College of Early Childhood Educators: Code of Ethics and Standards of Practice (2017).  
[https://www.college-ece.ca/en/Documents/Code\\_and\\_Standards\\_2017.pdf](https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf)



Accessibility for Ontarians with Disabilities Act (2005).  
<https://www.ontario.ca/laws/statute/05a11>

## Quality and Pedagogy



Durham Region Operating Criteria:  
[https://www.durham.ca/en/doing-business/operating-a-child-care-program.aspx?mid\\_ =24225#Durham-Regions-Operating-Criteria-DROC-](https://www.durham.ca/en/doing-business/operating-a-child-care-program.aspx?mid_ =24225#Durham-Regions-Operating-Criteria-DROC-)



Durham Region Quality Measures for Home Child Care:  
[https://www.durham.ca/en/doing-business/resources/2025-09-03\\_Final\\_DRQMHCC\\_IntroductionAssessmemntGlossary\\_Accessible.pdf](https://www.durham.ca/en/doing-business/resources/2025-09-03_Final_DRQMHCC_IntroductionAssessmemntGlossary_Accessible.pdf)

# Additional resources available for programs with a Purchase of Service Agreement:

## Resource

## Overview of Service

Training Specialists

Where required, Quality Assurance (QA) Advisor's may refer a child care centre to the Training Specialist team for intensive support to meet Durham Region's Operating Criteria (DROC) expectations.

Quality Assurance (QA) Advisors

QA Advisors support early learning programs by assessing the quality of the environments and following up with potential recommendations to improve the quality of care.

Yearly assessments are completed for centres with a Purchase of Service Agreement using the DROC AQI tool. We also have assessments for home childcare, EarlyON and recreation programs. Childcare teams are encouraged to access their QA to answer questions, attend staff meetings, provide training and provide any other form of support needed.

# Connecting observations to recommended supports

This section outlines possible scenarios you may encounter and the recommended Special Needs Resourcing agency to contact.

## Observation

"I have several children in my preschool room who require the development of an ISP. However, I am unsure of what information must be included in these documents, and how best to format them."

## Recommended Support

Resource Consultant – RFECY

"I have a child who is displaying increasing levels of **aggression** throughout their play and interactions with peers. I am concerned about how to appropriately address these **behaviour challenges** in an effective manner."

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Children's Developmental and Behavioural Supports**

"I have a child in my program who is struggling to pronounce words clearly. As an educator, I am having trouble understanding what this child is trying to say. This is impacting their participation in the program activities."

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Preschool Outreach Program - Speech and Language Services**

## Observation

"I have a child in my program who seems to have **difficulty staying seated to complete activities**, especially during routines such as mealtime.

Instead, this child chooses to explore the environment and various activity areas."

"I am concerned about a child in my program who may be **struggling with their vision**. I have attempted to make adjustments but would appreciate further recommendations."

"There is a child in my program who is only communicating with **single words** and gestures. Although I understand what she wants most of the time, I am worried she does not have enough words for her age, and I would like some strategies to support her."

"I have a child in my program who is **frequently sick with ear infections**. I am also having difficulty helping them follow through with routines and single-step instructions."

## Recommended Support

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Children's Developmental and Behavioural Supports** and/or **Preschool Outreach Program - Occupational Therapy Services**

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Blind/Low Vision Team, Surrey Place Centre**

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Preschool Outreach Program - Speech and Language Services**

**First** contact your assigned **Resource Consultant - RFECY**.

A referral may also be made to **Preschool Outreach Program - Speech and Language Services/ Audiology Services**

## Observation

"I have **multiple children** in my program who require multiple adaptations during learning activities. This added requirement has placed a significant strain on my ability to support every child's needs. I would appreciate some **additional support for the physical needs of children.**"

"I am an educator in a preschool classroom that **struggles with routines and transitions, especially transitions** from indoor environments to outdoor settings. I have tried many different strategies but would like additional recommendations for how to support these moments in the day."

"I have a child with **significant developmental needs** who will be joining my program. I would like support to ensure a successful transition."

## Recommended Support

Resource Consultant - RFECY

**First** contact your assigned **Resource Consultant - RFECY.**

A referral may also be made to  
**Children's Developmental and Behavioural Supports**

**First** contact your assigned **Resource Consultant - RFECY.**

A referral may also be made to  
**Preschool Outreach Program**

or

**Infant & Child Development (if already involved at the time of transition to child care)**

# Frequently Asked Questions

**Q. I am unsure of the type of support I require, but I know I need additional resources and recommendations. Which agency should I contact in regard to general inquiries?**

A. The best agency to start with is Resources for Exceptional Children and Youth. By contacting your assigned Resource Consultant (RC), they will be able to direct you to the most appropriate service to meet your specific needs.

**Q. If I know the agency most appropriate for the support I am requesting, do I have to contact my Resource Consultant first?**

A. Prior to making a referral, connect with your RC to discuss your concerns and plans for inclusion. Your assigned RC can offer support with the referral process, general inquiries, and implementation of any recommended strategies. Your RC will also be a valuable resource in the development of an ISP for a specific child.

**Q. Does the family have to consent to all requests for SNR support?**

A. Not necessarily. Room support (not for individual children) from an assigned RC or Behaviour Consultant is available to all licensed child care programs, and all educators in need of ongoing support with inclusive practice. However, when requesting additional support for a specific child, the SNR agencies require the child care program to obtain informed consent from the family.

**Q. When am I required as an educator to develop an ISP?**

A. As mandated by the Child Care and Early Years Act (2014), an educator must develop an Individual Support Plan (ISP) for any child requiring additional adaptations and learning accommodations within a program. Your assigned RC will offer support with the development and review of ISPs to ensure the document is developed effectively.

**Q. When should I initiate a referral?**

A. If you have any concerns related to a child's development and need support, please contact your assigned RC, or any of the related SNR agencies as soon as possible. Early intervention is critical to ensure the child's success in their early learning environment and beyond.

**Q. As an educator, how do I support a family who may be hesitant to consent to any of these support services?**

A. Some families may be hesitant to providing their consent for additional resources based on several different factors. If you have a family who may be hesitant towards agreeing to initiating a referral with any of these agencies, please contact your RC who will be able provide support in communicating with families and can provide recommendations for ongoing communication. Child care centres may also wish to reference and share with families, the additional resources found at the end of this handbook.

# Special Needs Resourcing Contacts

Child care centres are encouraged to **complete, print, and post this page** as a resource for educators in each room.

## **Resources for Exceptional Children and Youth (RFECY):**

Primary Contact for General Inquiries: 905-427-8862

Email: [info@rfecydurham.com](mailto:info@rfecydurham.com)

My Resource Consultant is

## **Children's Developmental and Behavioural Supports (CDBS):**

Primary Contact for General Inquiries: 905-668-7711 Extension 2829

Email: [behaviouralsupports@durham.ca](mailto:behaviouralsupports@durham.ca)

My Behaviour Consultant is:

## **Preschool Outreach Program (POP), Grandview Kids:**

Primary Contact for Referrals/General Inquiries: Service Navigator / Intake Team Assistant

Phone Number: 905-728-1673 Extension 4

Email: [service.navigation@grandviewkids.ca](mailto:service.navigation@grandviewkids.ca)



**Blind-Low Vision Early Intervention Program, Surrey Place:**

Primary Contact: Susan Hunt, Early Childhood Vision Consultant

Phone Number: 416-925-5141 Extension 2542

Email: [Susan.hunt@surreyplace.ca](mailto:Susan.hunt@surreyplace.ca)

**Quality Assurance (QA) and Contract Compliance:**

Primary Contact: Quality Assurance Program Manager, Child Care and Early Years Division

Phone Number: 905-431-3191

Email: [Beth.Carson@durham.ca](mailto:Beth.Carson@durham.ca)

My QA is:



# Additional Information and Resources

To facilitate information sharing among educators, caregivers, and families, this package includes the [SNR Agency Guide](#) and [Caregiver Infographic](#) (which can be shared as needed within child care centers and with families.)

You can also find both documents available for print on the Child Care and Early Years Division [website](#).



Review this page to learn about the GROW Newsletter. It offers workshops and information related to inclusion and other early learning topics.

## The GROW Newsletter

The GROW Newsletter is an information guide with the goal of supporting continuous professional learning opportunities for educators and child care professionals across Durham Region. The Newsletter contains resources, upcoming workshops and training information, and registration links to professional learning opportunities within Durham Region.

### **What is CPL, and why should I know about it?**

Continuous Professional Learning (CPL) is now a requirement for Registered Early Childhood Educators (RECEs) in order to renew and maintain their professional registration with the College of ECEs. To ensure educators meet these professional learning requirements, the GROW Newsletter offers various opportunities for ongoing professional development.

### **How do I access the GROW Newsletter?**

All child care professionals may access the most recent version of the GROW Newsletter on the Early Learning and Child Care section on the Durham Region website. The latest version of the newsletter will be posted under the [‘Resources for Child Care Professionals’](#) tab. To be notified when a new edition is available, please select the “Receive email updates” button found at the bottom of the webpage.

### **Are there other resources available for educators?**

GROW highlights many different supports and services available for educators and child care professionals operating in licensed child care centres. Another resource available to early learning and child care professionals is the Professional Resource Library. The [resource library](#) has many free resources, including new curriculum and inquiry-based kits.



## References



Accessibility for Ontarians With Disabilities Act, 2005, SO 2005, c 11,  
<https://www.ontario.ca/laws/statute/05a11>



Canadian Child Care Federation (CCCF) (2024). Our Values: What is Quality Child Care.  
<https://cccf-fcsge.ca/about-canadian-child-care-federation/values/quality-child-care/>



College of Early Childhood Educators (2019) Practice Guideline on Inclusion of children with Disabilities.  
[https://www.college-ece.ca/wp-content/uploads/2021/10/Practice\\_Guideline\\_Inclusion-1.pdf](https://www.college-ece.ca/wp-content/uploads/2021/10/Practice_Guideline_Inclusion-1.pdf)



Frankel, E.B.; Chan, C.C.; Underwood, K. (2019). Inclusion is an Experience, Not a Placement. The Peer Reviewed Collection, eceLINK, Association of Early Childhood Educators of Ontario, 2(2). Spring/Summer  
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O. Reg. 137/15: General. Child Care and Early Years Act, 2014, S.O., 2014, c. 11, Sched. 1  
<https://www.ontario.ca/laws/regulation/150137>

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Ontario Human Rights Commission (2018). Accessible Education for Students with Disabilities.  
<https://www3.ohrc.on.ca/en/policy-accessible-education-students-disabilities>



Ontario Ministry of Education (2014). How Does Learning Happen? Ontario's Pedagogy for the Early Years.  
<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>



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<https://www.ontario.ca/page/child-care-subsidies#section-3>



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<https://doi.org/10.2304/ciec.2012.13.4.290>



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<https://www.publications.gov.on.ca/everyone-is-welcome-inclusive-early-childhood-education-and-care>



If you require this information in an alternate accessible format, please contact the Accessibility Coordinator at [accessibility@durham.ca](mailto:accessibility@durham.ca) or 905-668-4113 ext. 2009.