

CHILD CARE REFERRAL GUIDE



**DURHAM BEHAVIOUR
MANAGEMENT SERVICES**



September 2015



Durham Behaviour Management Services



Dear Colleagues,

The Child Care Referral Guide was developed by Durham Behaviour Management Services 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 Durham Behaviour Management Services, limitations, responsibilities of child care centres and responsibilities of our agency while in consultation.
- A Program Checklist with general strategies to try prior to referral.
- Information about the referral process for General Consultation and Child-Specific Consultation.
- Information about Professional Development opportunities provided by Durham Behaviour Management Services through the Durham Region Child Care Forum.
- Terms and Definitions.
- A Child Care Referral Pathway for a quick reference to service options

We hope you will find this guide easy to navigate and useful when making a referral to our agency. If you require any assistance in using this guide or require it in an accessible format, please contact Durham Behaviour Management Services at **1-800-387-0642 ext. 2829**.

Respectfully,

Durham Behaviour Management Services

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Introduction to Durham Behaviour Management Services



INTRODUCTION

The information contained in this booklet is provided by Durham Behaviour Management Services for use in any child care setting.

The intent of this guide is to familiarize you with the referral process for Durham Behaviour Management Services, while also providing you with some practical information that will help you manage the children in your care.

This manual will assist you in beginning to gather important information about the problem behaviours 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 to your centre.

Replacing children's problematic 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 a consultation capacity to develop practical solutions that will help you manage the behaviour of the children in your care.

SERVICE OVERVIEW

As part of our mandate, Durham Behaviour Management Services provides the following services to child care centres located within Durham Region.

1. General Room Consultation - Consultants complete assessments and provide strategies/modelling to staff for a room experiencing general problem behaviours.
2. Child Specific Behaviour Consultation - Consultants complete behavioural assessments and provide strategies/modelling for a specific child who exhibits problem behaviour.
3. Professional Development Training - Workshops about various behavioural topics are presented through the Durham Region Child Care Forum.

The consultation and training services we offer are to provide staff with positive-based methods of preventing and responding to the problem behaviours in the child care centre. More specifically, the services that Durham Behaviour Management Services can provide are as follows:

- Functional Assessment of problem behaviour.
- Specific recommendations regarding the behaviour of a child, group 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 service.
- Articles and other relevant resources.
- Staff training and support: specific to an individual child, general staff training through the Durham Region Child Care Forum (**see section on professional development**), limited hands-on modelling and training for specific procedures, and phone consultation to provide general information and answer questions

LIMITATIONS OF SERVICE

Durham Behaviour Management Services **cannot** provide the following:

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

Durham Behaviour Management Services 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 child care centre or Durham Behaviour Management Services.

General Room Consultation

For Intake:

1. To photocopy/print and complete General Room Consultation Form and fax/email form to Durham Behaviour Management Services.

For Consultation:

1. To collect scatter plot and ABC data (and other behavioural information as necessary) on the designated room if required.
2. To commit to the room 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 times to meet with staff.
4. To keep Durham Behaviour Management Services informed of any changes or situations that may effect the program or the involvement of Durham Behaviour Management Services (e.g. staff changes, program changes and, children leaving centre).
5. To ensure staff involved in the room are aware of the recommendations, to ensure consistent implementation of the program.
6. To indicate any problems or confusion with recommendations provided by Durham Behaviour Management Services.

Child-Specific Consultation

For Intake:

1. To inform the parent/guardian of the request to seek assistance from Durham Behaviour Management Services and obtain written Consent to Disclose Information from parent/guardian, as well as any other agency involved.
2. To photocopy/print and complete and fax/email the following forms located in this package; The Child Care Referral Forms (two forms), Behaviour Summary Forms (two forms) and the Consent to Disclose Information (one form).
3. To inform the owner/operator of the child care centre of involvement by our agency.

For Consultation:

1. To collect scatter plot and ABC data (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 times to meet with staff.
4. To keep Durham Behaviour Management Services informed of any changes or situations that may effect the program or the involvement of Durham Behaviour Management Services (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 recommendations provided by Durham Behaviour Management Services.



PROGRAM CHECKLIST Page 1 of 2



The following are general strategies and approaches that have been found to be effective in preventing and managing some forms of problem behaviours. For some children, these strategies may be sufficient to bring about desired changes in behaviour. Feel free to use this checklist to review your program **prior** to referral.

SOCIAL

- Encourage children to listen to one another by modelling and reinforcing turn-taking.
- Assist children in interacting with others:
 - ___ provide words and actions
 - ___ model interaction skills
 - ___ recognize success in cooperative play
- Use a range of behavioural guidance strategies during individual and group interactions:
 - ___ reinforcing positive behaviours ___ redirection
 - ___ problem-solving ___ social skills training
 - ___ peer modeling ___ logical and natural consequences
- When a child is angry:
 - ___ acknowledge the child's feelings
 - ___ remain calm and supportive, and use simple language to convey reassurance
 - ___ wait until the child is calm to discuss alternatives
 - ___ safely prevent the child from hurting her/himself, others or destroying property
- Try to use preventative strategies before the child becomes aggressive.
- Plan a consistent strategy with all staff to address each act of aggression. When aggression occurs, explain what is happening to the other children, and reassure them that they are safe and the teacher will handle the situation.

COMMUNICATION AND INTERACTION

- Adjust language to match the communication style of the child.
- Be sensitive to behaviour cues the child exhibits when s/he becomes anxious or agitated.
- Acknowledge each child's feelings:
 - ___ express concern ___ reflect feelings ___ problem solve ___ give choices
 - ___ model appropriate ways to express feeling
 - ___ be aware of how adults express personal anger
- Consider what style of interaction the child is comfortable with:
 - ___ eye contact ___ physical contact
 - ___ interpersonal space ___ response time
 - ___ physical level ___ loud/soft
 - ___ tone of voice, etc.

PROGRAM CHECKLIST Page 2 of 2

- Consider the individual needs of the child when offering assistance. Possible types include:
 - ___ step-by-step verbal guidance
 - ___ point to a sequence of pictures illustrating activity
 - ___ sing instructions ___ gentle guidance
 - ___ adjust a schedule to allow a child to complete an activity independently
- Use a communication approach that is most helpful for the child:
 - ___ gestures ___ concrete objects ___ pictures ___ songs and chants
 - ___ facial expressions ___ role play
 - ___ symbols/written words/signs, (e.g. If one child is using an alternative communication system, teach other children that system also.)

EXPECTATIONS

- Activities should meet the developmental needs of children - not too hard, not too easy.
 - ___ prepare for changes in schedules and routines
 - ___ teacher language appropriate to the level of the child
- When appropriate, allow child to:
 - ___ be alone (but always supervised)
 - ___ observe
 - ___ listen rather than engage in speaking with others
- Be flexible in the length of time a child is expected to participate in a group.
- Include daily gross motor activities in group times:
 - ___ stretches ___ relaxation exercises ___ motor planning
 - ___ adaptations according to each child's comfort level experiences and ability
 - ___ tactile responsiveness, etc.
- Allow all children to participate in an activity by varying the degree of skill required to participate:
 - ___ introduce new activities or roles by using a variety of strategies
 - ___ model the behaviour ___ encourage peer interaction
 - ___ play with the child ___ introduce something familiar with something new
- Assess transitional factors that can effect behaviours:
 - ___ transitions too long ___ transitions too frequent
 - ___ insufficient materials ___ too many materials
 - ___ limited variation in activities
 - ___ groups too large ___ group time too long
 - ___ insufficient teacher attention

If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829

General Room Consultation



GENERAL ROOM CONSULTATION

Our agency offers consultation to child care centres by way of a General Room Consultation. A General Room Consultation would apply in the following situations:

- **It may be requested by centres**, in order to obtain support with solving behavioural problems that are exhibited within a room by a large number of children in the program.
- **It may be recommended by the consultant** completing the intake visit *in lieu of* a child-specific behavioural consultation. Occasionally, behaviours can be reduced via general recommendations. This is a less intensive and a faster process toward behavioural change.
- **It may be recommended by the consultant** involved in your centre *prior to* completing the child-specific consultation. For behaviours problems that are complex, often it is necessary to make program alterations that are general, in nature in order for specific recommendations to be effective.

Before making a referral, assess and review all areas of your program to identify adaptations or changes that could be helpful.

Methods of program assessment include:

1. The Durham Region Operation Criteria (DROC) or other assessment tools, such as the Early Childhood Environment Rating Scale (ECERS by Harms & Clifford).
2. Review the **Program Checklist** included in this book. It provides suggestions on which areas to address when looking for possible options for change.
3. Talk with staff, supervisor, etc. regarding what helps in various environments.
4. Evaluating the dynamics and relationships of children in the group.
5. Review any previous recommendations from Durham Behaviour Management Services.
6. Would additional resources be helpful? If so, what resources would be needed?
7. Make the changes and review 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 problematic behaviours that are occurring once a consultant is involved. This information/data will help us provide service to your centre. As this is a general room consultation, the names of children in the classroom/centre should not be included in any data collected.

Before we can proceed with General Room Consultation, Durham Behaviour Management Services needs to receive the **General Room Consultation Form**. Please fax, mail, email or drop off the forms to:

***Durham Behaviour Management Services
605 Rossland Rd. E. Level 1, P.O. Box 623***

Whitby, Ontario L1N 6A3

or fax: 905-666-6226

Email: behaviourmanagement@durham.ca

*****PLEASE CALL TO CONFIRM WE HAVE RECEIVED YOUR INFORMATION*****



GENERAL ROOM CONSULTATION FORM



Name of centre: _____ Date: _____

Centre address: _____

Phone number: _____ Fax: _____ Email: _____

Supervisor: _____ Staff in room, include designation: _____

Age group of children and room name: _____

Number of children and ratio in room of staff to children: _____

How would you prefer recommendations be presented?

- To specific staff
- At a staff meeting
- To the supervisor

Describe the presenting behavioural problems and when they occur: _____

Are there multiple children involved? _____

When does the behaviour **not** happen? _____

Is there a specific time in the day best for:

Observing the problem behaviour? _____

Meeting with the staff in the room? _____

What other agencies are currently consulting in this room? For what reason? _____

Have any checklists or self evaluations been completed? (Program Checklist, DROC, ECERS)

Yes No Type? _____

If possible, please include checklist and/or evaluations in referral package.

Centre Supervisor's signature: _____ **Date:** _____

If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829

Child-Specific Consultation



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**, in order to obtain support with solving behavioural problems 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 making a referral, assess and review all areas of your program to identify adaptations or changes that could be helpful.

Methods of program assessment include:

- The Durham Region Operation Criteria (DROC) or other assessment tools, such as the Early Childhood Environment Rating Scale (ECERS by Harms & Clifford).
1. Review the **Program Checklist** included in this book. It provides suggestions on which areas to address when looking for possible options for change.
- Talk with parents, previous staff, supervisor, etc. regarding what helps in various environments.
 - Evaluating the dynamics and relationship of children in the group.
 - Review any previous recommendations in the child's file from Durham Behaviour Management Services.
 - Would an additional resource be helpful? If so, what resource would be needed?
 - Make the changes and review 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 problematic behaviours that are occurring once a consultant is involved. This information/data will help us provide service to your centre.

Before we can proceed with child-specific consultation, Durham Behaviour Management Services needs to receive the following forms:

1. **Child-Specific Consultation Forms** - two pages
2. **Behaviour Summary Forms** - two pages
3. **Consent to Disclose Information** (one form with all agencies checked off)

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

Durham Behaviour Management Services
605 Rossland Rd. E.
Level 1, P.O. Box 623
Whitby, Ontario L1N 6A3
or fax: 905-666-6226
Email: behaviourmanagement@durham.ca

*****PLEASE CALL TO CONFIRM WE HAVE RECEIVED YOUR INFORMATION*****



CHILD-SPECIFIC CONSULTATION FORM - Page 1 of 2



Child's name: _____ D.O.B: _____

Child care centre: _____

Child care centre address: _____

Telephone: _____ Fax: _____ Email: _____

Supervisor: _____ Primary staff working , include designation: _____

Does the child have a diagnosis? Yes ___ No ___ If yes, explain _____

When is the best time to observe the behaviours?: _____

When is the best time to meet with staff to discuss behaviours/strategies?: _____

What room is the child in?: _____

Number of children and ratio in room of staff to children: _____

When will the child graduate to the next room?: _____

What days/times does the child typically attend your centre?: _____

Have there been any significant changes to the child's environment recently? Explain: _____

In order to complete the intake process, we must contact the parent/guardian to obtain required information. Please include the following information:

Parent/Guardian _____

Address _____

Postal code _____ Email _____

Home # _____ Work # _____ Cell # _____



Please ensure the following information is completed and faxed/emailed:

- Childcare Intake Referral Form (*two pages*)
- Behaviour Summary Form (*two pages*)
- Consent to Disclose Information Form (one form with all agencies checked off)

*At times, in addition to consultation from Durham Behaviour Management Services, you may also be receiving service from other agencies. We would like to work in collaboration with any other agency that consults with your centre, in order to ensure that you have co-ordinated support for the issues you have identified. **Please include signed consent forms indicating parental consent to share information between Durham Behaviour Management Services and each supporting agency.***

Agency Involved and Contact Person	Date Involvement Began in your Centre	Consent Included	
		Yes	No

If you or the parent/guardian have any questions regarding our service, feel free to contact our office for clarification.

**Durham Behaviour Management Services
 605 Rossland Rd. E.
 Level 1, P.O. Box 623
 Whitby, Ontario L1N 6A3
 or fax: 905-666-6226
 Email: behaviourmanagement@durham.ca**

If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829



**DURHAM BEHAVIOUR MANAGEMENT SERVICES
BEHAVIOUR SUMMARY FORM - Page 1 of 2**

Completed By: _____

Name of child: _____

Date: _____

	Behaviour 1 - use one column for each behaviour	Behaviour 2
Behaviour(s) What are the problem behaviours? What do they look like? (observable and measurable)		
Frequency How often does it occur? Daily? Weekly? Times per day?		
Duration How long does it last? One hr?		
Severity How would you describe the level of severity?		
Discrimination Does it happen with everyone? Everywhere?		
Signs and triggers What, if any, are the early signs that it is going to happen?		
Why is the behaviour a problem? Interfering with development or program participation, etc?		
When does the behaviour not happen?		
When did it become a problem? Any recent changes?		



If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829



Is there a group of behaviours that happen together? If so, what are they?

Program History

Behaviour	What has been tried before?	What was the result? Why?

If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829



I, _____ consent to the release and receipt of observation,
(parent / guardian - please print)

assessment and behaviour information for the purpose of planning service delivery in respect of

(child's name & DOB and family members)

between an authorized representative of the Region of Durham and the following people or agencies checked below:

<input type="checkbox"/> Children's Aid Society Durham	<input type="checkbox"/> Lake Ridge Health Corporation
<input type="checkbox"/> Infant & Child Development	<input type="checkbox"/> Resources For Exceptional Children & Youth
<input type="checkbox"/> Kinark Child and Family Services	<input type="checkbox"/> Grandview Children's Centre
<input type="checkbox"/> School Board -	<input type="checkbox"/> Durham ABA Services
<input type="checkbox"/> Child Care Centre -	<input type="checkbox"/> Other _____

By signing this document I hereby consent to the agency disclosing information in its possession to an authorized representative of the Region of Durham for the purposes set out above.

This consent is effective from the date of signing to the closure of service. I fully understand the nature and purpose of this consent, and have given my consent and authorization voluntarily.

Dated at _____ this _____ day of _____, 20_____.
(city) (date) (month) (year)

(signature of parent or guardian)

(witness)

(signature of parent or guardian)

(witness)

I/we the parent(s) of the above mentioned child, confirm that we have the following custody in place:

Married Separated Joint Custody Sole Custody Other _____

Please be advised that confidential information regarding your family will be transported to and from appointments. I _____ have read and understood the above notice and agree to have essential information transported as required by the behavioural consultant to provide service. Date _____ Signature _____

If this information is required in an accessible format, please contact 1-800-387-0642 ext. 2829

Professional Development



PROFESSIONAL DEVELOPMENT

Throughout the year, Durham Behaviour Management Services offers professional development workshops to the Early Learning and Child Care community. All of our workshops are offered through the Durham Region Childcare Forum (DRCCF). They can range from a one-night session to a multiple part series.

Some topics that have been previously presented are:

- Understanding, identifying and examining problem behaviour to determine the function
- Working with aggressive children.
- Learning the importance of reinforcement and how to deliver it in a child care setting.
- Working with school-aged children.
- Developing behavioural plans to keep children and staff safe.

The DRCCF monthly newsletter and calendar announcing all workshops is available to all child care centres in Durham Region and can be accessed at the following website:

<http://www.durham.ca/apps/social/csdeventscalendar/>

Our groups are determined by the need of the child care community. If you have a topic that you would like to see presented, please contact Durham Behaviour Management Services.

***Durham Behaviour Management Services,
Durham Behaviour Management Services
605 Rossland Rd. E.
Level 1, P.O. Box 623
Whitby, Ontario L1N 6A3
or fax: 905-666-6226
Email: behaviourmanagement@durham.ca***

Terms and Definitions



TERMS AND DEFINITIONS

Applied Behaviour Analysis: A unique and specialized discipline based on the principles of behaviour and the scientific analysis of behaviour. The identification of functional relationships between observable behaviour, its environmental context, and the use of this information in designing intervention based on the least intrusive/restrictive model. (ONTABA Standards of Practice, 1998)

Positive Behaviour Support: A method for identifying environmental events, circumstances, and interactions that trigger problem behaviour, in order to understand the purpose of problem behaviour. 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 and time, antecedents, behaviours and consequences.

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

Behaviour: A behaviour must be defined in terms that are observable and measurable. (e.g. *"Hits peers" 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 the behaviour lasts. (e.g. *five 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*).

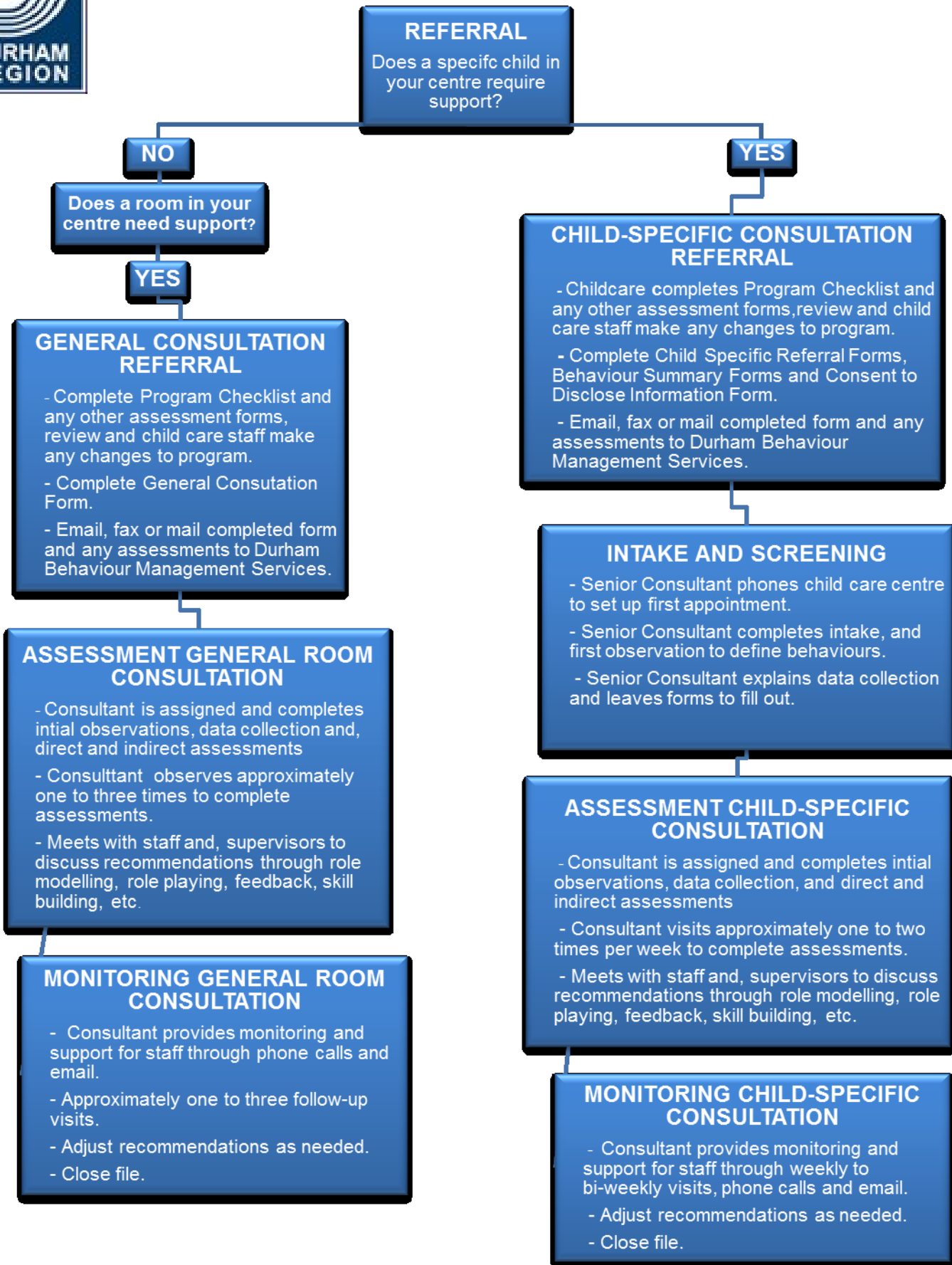
Scatter Plot: A chart used to collect data on when, where and how often a specific behaviour occurs.

Child Care Referral Pathway





DURHAM BEHAVIOUR MANAGEMENT SERVICES CHILD CARE REFERRAL PATHWAY





Social Services Department
Children's Services Division

Durham Behaviour Management Services

605 Rossland Rd. E.
Level 1, P.O. Box 623
Whitby, ON
L1N 6A3

Telephone: 905-668-4113 ext. 2829

Toll-free: 1-800-387-0642 ext. 2829

Fax: 905-666-6226

Email: behaviourmanagement@durham.ca

Website: www.durham.ca/childrensservices

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format, please contact 1-800-387-0642 ext. 2829**

*Our Children
The Future*



*"Service Excellence
for our Communities"*