

Program Information Handbook



Aboriginal Supported Child Development Program



"BELIEVING IN POTENTIAL"

#3 - 3800 72nd Street,
Delta, BC V4K 3N2
604.946.6622

www.reachdevelopment.org



reach
CHILD AND YOUTH
DEVELOPMENT SOCIETY

Vision Mission & Values

VISION *Communities where all children, youth and families are welcomed, included, and leading lives of well-being based on their own individual strengths, interests, and values.*

MISSION *To provide timely, accessible and supportive community programs and services for the optimal development of children and youth, where children, youth and families flourish and reach their potential.*

VALUES

Respectfulness

Excellence

Attitude of sharing

Collaborative spirit

Honesty

Continuous improvement

Handle resources efficiently

Integrity

Learning

Diversity

Guiding Principles

1. Appreciating childhood as a unique and valuable stage of the human life cycle and basing our work with children and youth on the knowledge of children development.
2. Appreciating and supporting the bond between the child or youth and family.
3. Recognizing that children and youth are best understood and supported in the context of family, culture, community and society.
4. Respecting the dignity, worth and uniqueness of each individual (child, youth, family member, and colleague).
5. Helping children and youth achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.
6. That children are best nurtured by a family that knows, loves and honors them for who they are.
7. That all children have the right to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
8. That relationships and friendships are essential to enrich our lives.
9. That all individuals are entitled to the services and supports required to ensure their full participation in our society.
10. That the involvement of families and support networks contributes to everyone's safety and well-being.
11. That services and supports must be delivered in a way that respects an individual's diverse history, culture, race, religion and sexual orientation.
12. That inclusive communities enrich the lives of all citizens.

Table of Contents

Part One: ALL ABOUT ABORIGINAL SUPPORTED CHILD DEVELOPMENT.....	2
WHAT IS INCLUSION?.....	2
OUR PRINCIPLES.....	2
<i>Family Centred Care</i>	2
<i>Shared Responsibility</i>	2
<i>Child Development</i>	2
<i>Evidence-Based Practice</i>	3
<i>Diversity</i>	3
OUTCOMES FOR CHILDREN, YOUTH, FAMILIES AND COMMUNITIES	3
<i>Children Under Six</i>	3
<i>Children Aged 6-12</i>	3
<i>Youth Aged 13-18 (Provided in exceptional cases)</i>	3
<i>Families</i>	3
<i>Aboriginal Supported Child Development Program Organizations and Staff</i>	4
<i>Child Care Providers and Settings</i>	4
<i>Community</i>	4
WHAT DOES THE ABORIGINAL SUPPORTED CHILD DEVELOPMENT PROGRAM DO?.....	4
REFERRAL TO ABORIGINAL SUPPORTED CHILD DEVELOPMENT	5
WHEN A CHILD OR YOUTH IS ON THE WAITLIST FOR SERVICES.....	5
CHILDREN & YOUTH COMING OFF ABORIGINAL SUPPORTED CHILD DEVELOPMENT SERVICES	5
WHAT'S IN A WORD?	6
<i>Child Care</i>	6
<i>Child Development</i>	6
<i>Developmental Delay</i>	6
<i>Disability</i>	6
<i>Extra Support</i>	6
<i>Inclusive Child Care</i>	6
<i>Child and Family Support Plan (CFSP)</i>	7
<i>Parent/Family</i>	7
<i>Support Guide</i>	7
<i>Support Worker</i>	7
Part Two: BEING AN EXTRA STAFFING SUPPORT CONTRACTOR	8
WHAT ARE EXTRA STAFFING SUPPORTS?.....	8
HOW YOUR CONTRACT WORKS.....	8
Part Three: WORKING TOGETHER TO MAKE INCLUSION A REALITY	10
DEVELOPING A WORKING PARTNERSHIP	10
FREQUENTLY ASKED QUESTIONS.....	11

Welcome!

Aboriginal Supported Child Development Program (ASCDP) is a provincial program that helps children who need extra support to be included in **typical community child care settings** while their parents are attending school or working. The children and youth we support have developmental delays or disabilities in their physical, cognitive, communicative or social/emotional/behavioural development. Aboriginal Supported Child Development helps each child or youth in the program successfully participate in licensed or licensed not required child care – including group centres, preschools, after-school care, family child care and care in the child’s own home.

Aboriginal Supported Child Development Programs are funded by the **Ministry of Children and Family Development**, through contracts with community agencies such as ours. We offer training, resources, consultation, planning and transition support for families and child care providers. There is no fee for these services. We also provide funding to assist in paying for extra staff to support a child if needed. Exactly what we provide depends on the age and needs of the particular child or youth and what experience, skills and resources you already have.

Reach Child and Youth Development Society (Reach) will advise you of any major disruptions of services and alternate plans. Should you not be able to contact your ASCD Consultant please contact the Manager, Early Intervention services at 604-946-6622 or call our Front Desk at 604-946-6622 ext. 300.

This handbook is provided as part of our partnership with you. It has additional explanation and information to help you understand the Aboriginal Supported Child Development Program services.

This handbook has three parts:

Part One is about the **Aboriginal Supported Child Development Program**. It explains the philosophy and expected outcomes for the program and some of the language we use.

Part Two is about **Our Support Worker Funding**. If it is determined that a child or youth requires additional support, it explains how the service agreement works and what it means to be an independent contractor.

Part Three is about **Working Together To Make Inclusion A Reality**. It explains roles and answers some frequently asked questions.

Part One: ALL ABOUT ABORIGINAL SUPPORTED CHILD DEVELOPMENT

WHAT IS INCLUSION?

The heart of Aboriginal Supported Child Development is the *philosophy of inclusion*. We believe that children and youth of diverse abilities have a right to participate in child care opportunities with their peers.

Inclusion means:

- All children are welcomed and valued
- All activities of playing, learning and growing happen in a way that children feel they belong
- The setting children and youth are in can provide the supports they need.

OUR PRINCIPLES

Aboriginal Supported Child Development has several principles that govern how we work with families and partners to make inclusion a reality. They apply to our staff and also to you:

Family Centred Care

- Families know their children best, and are the most important and constant factor in their child or youth's lives
- The needs of the family as a whole are honoured
- Family strength, stability, history, culture and dignity are respected
- Families have the right and responsibility to make choices in the best interests of their children and youth – and to have those choices respected
- Families and professionals work as a team
- Services are flexible to meet unique family needs

Shared Responsibility

- Services meet local needs and priorities
- The responsibility for allocating funding and setting program priorities is shared with parents, child care providers and the agency providing the service

Child Development

- High quality child care and child development programs promote the health, well-being and optimal development of each child or youth, in a safe, nurturing environment among his or her peers
- Providing planning and supports early helps maximize development
- Caregivers understand the abilities and challenges of each child, and promote inclusion

- Children and youth with extra support needs access developmentally appropriate learning and recreational opportunities

Evidence-Based Practice

- Early intervention practice is based on research
- Development is positively affected by early intervention strategies that address family stressors
- Quality child care is linked to positive child outcomes

Diversity

- Aboriginal Supported Child Development respects the range of diversity in communities, including ethnicity, spiritual beliefs, financial circumstances, gender, sexual orientation, language and culture
- People working with children use appropriate practices and respond to families within their cultural context

OUTCOMES FOR CHILDREN, YOUTH, FAMILIES AND COMMUNITIES

Aboriginal Supported Child Development is an outcome-based program. This means that we measure the results of what we do. As a partner, you are asked to measure and report outcomes with us. Here are the outcomes or expected results for the program:

Children Aged Birth to 5

- Children in ASCDP actively participate in child care settings
- Children in ASCDP attain or make progress toward the developmental goals identified in their child and family support plan (CFSP)
- Children in ASCDP successfully transition into school

Children Aged 6-12

- Children in ASCDP actively participate in child care settings during out-of-school hours
- Children in ASCDP attain or make progress toward the developmental goals identified in their CFSP and / or school IEP

Youth Aged 13-18 (Provided in exceptional cases)

- Youth in ASCDP actively participate in inclusive community settings during out-of-school hours
- Youth in ASCDP attain or make progress toward age-appropriate goals identified in their CFSP and / or school IEP

Families

- Families actively participate in the development and monitoring of CFSP for their children and youth
- Families have increased knowledge of child development and growth

- Families have increased awareness of supports in their community
- Families feel supported to access the same range of services as other families; actively participate in their community; and maintain their economic integrity

Reach Aboriginal Supported Child Development Program and Staff

- Reach deliver services in accordance with the Provincial Supported Child Development Policy and Procedures Manual (August 1, 2013)
- Reach staff have increased knowledge and understanding of all children and families within their community context

Child Care Providers and Settings

- Child care settings demonstrate inclusion of children eligible for ASCDP
- Child care settings have increased knowledge of the needs of families and children with extra support needs
- Child care settings have increased skills in supporting families and children with extra support needs
- Child care settings feel supported in responding to the child care needs of families and children with extra support needs
- Child care settings have increased awareness of community services available for families and children with extra support needs

Community

- Community partners have increased awareness of ASCDP

WHAT DOES THE ABORIGINAL SUPPORTED CHILD DEVELOPMENT PROGRAM DO?

Many children who need extra support can be successfully included in a child care setting through the services of an ***Aboriginal Supported Child Development Consultant***. ASCDP Consultants work for Reach. Their job is to help families and child care providers figure out ways to make sure that children with support needs can fully participate in the child care setting of their parent's choice. Here's what they do:

- Work with the family, child care setting and other identified people to learn about the child's needs and goals, and to design strategies using a Support Guide and/or CFSP to include them in regular child care activities and routines.
- Provide or arrange for training for child care providers that is related to inclusion.
- Help families and child care settings learn about and locate equipment, materials or resources needed to include the child.
- Assess the child care setting to identify and come up with ways to reduce or eliminate any barriers to accessibility by children with support needs.
- Coordinate with other professionals involved with the child – such as a physiotherapist, occupational therapist, psychologist or speech-language pathologist – to help learn about ways to support particular areas of development.

- Observe the child in the child care setting and provide suggestions to help with settling in or particular aspects of the child's development or routine.

Working with an ASCDP Consultant can be a great help in including one or more children with support needs. It can also help enrich and improve the whole child care program or home environment, and enhance skills and professional development.

REFERRAL TO ABORIGINAL SUPPORTED CHILD DEVELOPMENT

It is required that families complete and sign the referral to the Aboriginal Supported Child Development Program. Referral forms can be found on the Reach Child and Youth Development Society website at www.reachchild.org or contact the program directly.

WHEN A CHILD OR YOUTH IS ON THE WAITLIST FOR SERVICES

Each child and family presents a uniquely complex situation, the urgency of which is to be assessed in relation to others on the waitlist. The following considerations are reviewed when determining the provision of services.

- Age of child, with priority for children under six and with exception for youth 13 to 19 years old
- Intensity and Nature of Child's Support Needs
- Loss of a space in a child care or community setting
- Complexity of Family Needs
- External Supports Available to Family

CHILDREN AND YOUTH COMING OFF ABORIGINAL SUPPORTED CHILD DEVELOPMENT SERVICES

There are many ways a child or youth would be discharged from Aboriginal Supported Child Development Services such as:

- Child's development catches up
- Family no longer requires or desires the services
- Family or child care setting is confident to continue without services

Transitions to other programs for school or moving require planning on the part of the ASCD Program, families, child care setting and new program in order to make the transition as smooth as possible. It is best if the discussions start well in advance of the change.

WHAT'S IN A WORD?

You may have noticed some of the language we use in Aboriginal Supported Child Development. We use this language to reflect the philosophy of inclusion. Here are definitions of some of the words we use:

Child Care

Settings where learning and care occurs for children while they are in the care of someone other than their parent. Regulated child care in B.C includes both licensed settings and license-not-required family care where two or fewer children are cared for. Quality child care is associated with well-trained staff, appropriate staff-to-child ratios, low staff turnover rates, good wages and effective leadership.

Child Development

The physical, cognitive, communicative, social, emotional, and behavioural development of children. Early childhood development refers to the years between birth and 6 years of age.

Developmental Delay

An assessed lag or delay in one or more skill areas, including cognitive, physical, communicative, or social/emotional/behavioural development.

Disability

A condition that persists over time and limits a person's activities. This could include a chronic condition, diagnosed disability, use of technical aids (such as crutches, braces, wheelchair or hearing aids), or health status that prevents or limits many activities considered typical for a same-aged child.

Extra Support

Assistance that a child needs in a particular setting, due to a delay or disability. May include physical assistance, specialized equipment, extra supervision or hands-on support with tasks and skill development. May also include supports the staff and setting require to successfully include the child, such as accessibility improvements or training. Aboriginal Supported Child Development provides the following services:

- Training, support and consultation provided by an SCDP Consultant
- Extra staffing support, either short term or long term

Inclusive Child Care

The active participation of children with extra support needs and their typically developing peers in the same setting.

Child and Family Support Plan (CFSP)

A written document developed with the family that sets out attainable goals, support needs and team responsibilities related to a specific child in the context of their family and the various settings in which they may participate in.

Parent/Family

The birth, adoptive or foster parent(s), or other primary adult caregiver(s) of a child

Support Guide

A tool used by an ASCDP Consultant, in partnership with a family, to determine the need for, and the nature and extent of, extra supports needed to successfully include a child with developmental delays or disabilities in a particular child care setting. A Support Guide is completed when a child or youth first enters the Aboriginal Supported Child Development Program.

Support Worker

The staff person who provides extra staffing support in a child care setting.

Part Two: BEING AN EXTRA STAFFING SUPPORT CONTRACTOR

WHAT ARE EXTRA STAFFING SUPPORTS?

For some children, the services of an ASCDP Consultant are not enough. You need extra staff to fully include the child in the same activities and routines as other children of a similar age. This extra staffing support typically involves hiring a **Support Worker** to work in your centre or home. Support Workers work with the child who needs extra support, communicate with their family and any other professionals involved, and plan and carry out developmentally appropriate activities in accordance with a Support Guide and/or CFSP.

If you are a parent and care is being provided in your home, you may hire and supervise a Support Worker to work in your home. If you are a family care provider caring for one child, you **are** the Support Worker. If you run a licensed family child care, you may hire someone to be the Support Worker. If you operate a group child care centre, you may hire a new staff member or designate an existing staff member in that role.

Aboriginal Supported Child Development is a collaborative program. We use a shared decision-making model to decide which children require extra staffing supports.

HOW YOUR SERVICE AGREEMENT WORKS

You get the extra staffing support funding through a **Service Agreement** with Reach ASCDP. This makes you a sub-contractor under our contract with the Ministry of Children and Family Development. Our service agreement is a two-way street. It establishes a relationship between us, and sets out things we both must do. Both parties have to follow the service agreement.

It is very important that you understand and follow these requirements, because by signing the service agreement you have legally promised to do so. Make sure you read all the parts of your service agreement and ask your ASCDP Consultant if you need further information, or are not sure what something means. You could also consult a lawyer and/or an insurance or taxation professional if you have any questions or concerns about what you are committing to do.

In signing you agree to be an **independent contractor**. That means that you are not our employee or partner, and there is no other legal relationship between us. Depending on what kind of child care you provide, you might work for a non-profit society, a government or university agency, or a company. Or you might be a parent or a self-employed person. The definition of an independent contractor is determined through several tests. Generally, if you control how, when and where you carry out your duties, use space and equipment that you own, and have a chance to make a profit or loss, you

are an independent contractor. The B.C. Employment Standards Branch and Canada Revenue Agency are responsible for determining who is an independent contractor, for purposes related to employment and taxation respectively.

Part Three: WORKING TOGETHER TO MAKE INCLUSION A REALITY

DEVELOPING A WORKING PARTNERSHIP

We are committed to building and maintaining a partnership with you – one that is positive for you, for us and, most importantly, for the children and families we both support. This means we have to communicate and work together. We have to be open to change as we learn more about inclusion and become more skilled at making it a reality. It also means we need to understand and respect the roles we each have:

Our Role

- Give you the information and resources you need to provide extra staffing supports - books, materials, videos and workshops related to inclusion and the needs of the child you are supporting
- Make training available to you or your staff
- Work with you and the family to develop and update the Support Guide, CFSP and adjust extra staffing funding levels if required
- Coordinate with family and other professionals involved with the child or youth – this might be a nurse or a psychologist or a speech-language pathologist or other therapists (PT/OT)
- Visit the child care setting regularly to see how things doing and adjust our level of support as needed
- Provide suggestions based on what we know about best practice
- Respect that it is up to the child care setting to supervise their staff, and decide exactly how to carry out any suggestions we may make
- Organize evaluation activities
- Provide problem resolution support if needed
- Provide feedback on reports prepared

Your Role

- Welcome ASCDP Consultants so we can observe how the child or youth is doing, and provide hands-on support and suggestions
- Follow the Support Guide and/or CFSP for the child
- Be open to our suggestions and advice about strategies
- Communicate regularly about how the child or youth is doing and about how you are managing and whether you need more support from the ASCDP Consultant
- Let us know if you are having any problems; if you have a problem or conflict with the ASCDP Consultant, contact the Program Coordinator or Executive Director
- Keep good documentation of the services you are providing
- Participate in developing and updating the Support Guide, CFSP and any child-specific plans
- Participate in evaluation activities and goal tracking

FREQUENTLY ASKED QUESTIONS

Here are some of the questions we get most often. Please let us know about others you may have. We welcome your feedback and suggestions.



**Frequently
Asked
Question**

Q. What to do if the child is sick for more than a week?

A. Contact your Aboriginal Supported Child Development Consultant. Generally if the child is sick and no notice has been given the support worker is paid and will go into the child care setting and provide support to the child care setting.



**Frequently
Asked
Question**

Q. What to do if the Support Worker gets sick or goes away on vacation?

A. It is up to the person who hires the support worker to arrange to have a Support Worker in place for the hours and days set out in Service Agreement. A substitute can be hired, or replaced with another regular staff member as long as the support worker is not counted in the staff to child ration. The latter provides continuity for both children and other staff. If unable to provide a substitute Support Worker, do not claim to receive payment for those hours.



**Frequently
Asked
Question**

Q. What to do if the family takes the child out of the child care centre unexpectedly?

A. Let your ASCDP Consultant know right away. We will have to negotiate what to do, taking into account any notice you have to give the Support Worker.



**Frequently
Asked
Question**

Q. How can a child care setting provide inclusive child care if only looking after just one child?

A. Some children are cared for at home or by a family child care provider on a 1:1 basis. This is often due to the child's medical needs or low immune system. However, there are still ways to enable the child to spend time with other children or participate in community activities. Check with your ASCDP Consultant for ideas.



Frequently
Asked
Question

Q. What if I disagree with the suggestions and advice of the ASCDP Consultant regarding how to implement strategies?

A. Communication is key. It is important to explain your concerns clearly, and to invite the Consultant to discuss the situation. It is also important to be open to possible changes – inclusion in a child care setting sometimes means doing things a bit differently. If you really cannot work it out, contact the ASCDP Program Coordinator.



Frequently
Asked
Question

Q. As a child care provider I am worried that supporting a child with extra support needs might make my relationship with the parents more complicated because there are all these plans and reports. I feel confused about whether I work for the parents or the ASCDP program.

A. With typical children, you are providing a service for the parents and your relationship with them is pretty clear. With a child needing extra support, it involves more people so it is a bit more complicated. Think of it this way – You communicate with their parents about the same things as other parents – your routines, expectations, themes, special days and so on. And you communicate with us about the extra supports and the requirements of the contract. We will act as a bridge with the parents when it comes to updating the Support Guide or CFSP and let you know when you need to be involved. Your ASCDP Consultant can facilitate and clarify lines of communications with parents if need be.



Frequently
Asked
Question

Q. Why does my ASCD Consultant wear shoes inside my house?

A. WorkSafe BC requires that employees wear shoes at all times. ASCD Consultant are asked to have clean shoes that have not been worn outside or hard soled slippers available to wear during meetings inside a family's home.

*Please contact us if you have any concerns, questions or suggestions.
Together, we really can make sure that "Every Child Belongs".*