

Leadership Team Guide: Responding to Child Specific Needs

Responding to Child Specific Needs

What is Responding to Child Specific Needs, anyway?

The Program Leadership Team will develop a process that educators will use to successfully respond to children's individual needs and/or challenging behaviour. This includes collaborating with the family to ensure a holistic understanding of the child's strengths, unique circumstances, and potential learning needs.

What's the point?

- Consistency for educators and families when responding to child-specific needs.
- Builds confidence in educator's ability to support the child through challenging times.
- Evidence-based practices and data-based decisions are used to provide support.
- A clear process and plan are in place to support a crisis or safety concerns that help educators intentionally respond to a situation instead of reacting in the moment.

How do I do this?

- Create a process to gather information from families, share observations (i.e., screening tools, *Routine-Based Interview* questions) and learn about home experiences, child strengths, and unique circumstances (i.e., medical concerns).
- Have a member of the Leadership Team observe in room to determine next steps with the support of coach as needed (i.e., *Navigational Flowchart*).
- Support educators to reflect on universal and targeted inclusive practices in place (i.e., *Pyramid Model Checklists*) and work with families to create learning goals to support child participation.
- Use data collection forms (i.e., *Prevent, Teach, Reinforce*) to better understand the function of the behaviour and potential goals for a *Behaviour Support Plan* at home and the program.
- Develop *Behaviour Support Plans* as needed for children in both the program and home settings.
- Develop a plan for educators to use when responding to a crisis to ensure the safety of all children and adults.
- Collect and use data to problem solve, monitor, and review child's progress and areas for continuous program capacity building (i.e., use of visuals).

- Establish a process for referrals in the community when a need for more intensive supports in the community is identified.

How can ASaP support you?

- Provide resources (i.e., *Routine-Based Support Guides*, data collection forms).
- Coach can observe child and educators' interactions to assist educators to implement targeted strategies (with family consent).
- Module 3: *Individualized Interventions* is available for the Leadership Team.
- Provide guidance regarding community referrals for additional services.

"Children's life-long health, well-being, learning, and behavior are strongly connected to their early childhood experience."

Makovichuk, Hewes, Lirette & Thomas, 2014, p 28.

