FOUNDATIONS
OF INCLUSIVE CHILD CARE

A PROFESSIONAL DEVELOPMENT
FACILITATOR GUIDE

CanAssist | University of Victoria   BRITISH COLUMBIA

TABLE OF CONTENTS

TRAINING OBJECTIVES

- Explain the meaning of inclusion in a child care program
- Identify how inclusion impacts children's social-emotional well-being and development
- Adapt a physical space to create an inclusive program
- Develop a plan to address behaviours inclusively

INTRODUCTION

WHAT IS THIS GUIDE?

This guide provides all the materials needed to facilitate the *Foundations of Inclusive Child Care* online training with a group. Included within this guide are step-by-step procedures, important terminology, and handouts.

It is not required for the facilitator to complete the training before facilitating a group. However, it is recommended that they read through the following pages prior to facilitation to become familiar with the content.

WHAT IS THE TRAINING?

The *Foundations of Inclusive Child Care* training provides an overview of inclusive practices and implementation strategies for inclusion in child care settings. It is designed for child care providers, early childhood educators (ECEs), and other professionals in the child care sector.

GETTING STARTED

When completing this training with a group, one team member will act as a facilitator while the rest of the group participates in discussions. The facilitator can be:

•An outside consultant;
•The leader/manager of a child care program;
•A staff member;
•A volunteer or support staff member.

All supplemental materials can be found within this guide and can be copied for participants prior to workshop facilitation. Keep in mind that **all materials and procedures are recommended but not required**, and they can be adapted to suit the needs of your group. For example, if you do not have access to a printer, it is not required to provide learners with handouts. The content within the handouts could simply become discussions with the group instead.

WORKSHOP TERMINOLOGY

Inclusion: In the context of child care, inclusion occurs when all children are welcomed, supported, and valued, and the program supports the strengths and needs of each child. Programming is adapted and appropriately reflects diverse interests and abilities, which allows all children to participate meaningfully in all aspects of the child care program. Children who may still require individualized support or activity modifications to participate are fully included in the group.

Intersectionality: The idea that different aspects of people's identity interact with each other to shape their experiences.

Culturally Responsive: Using and building on the skills and knowledge developed through cultural awareness, humility, and sensitivity. It includes the ongoing practice of recognizing and being sensitive to our own values, biases, and assumptions, and those of others, in order to build more respectful and compassionate relationships with people who differ from you.

Behaviour is Communication: Behaviour perceived as challenging often serves a particular function. For example, to:
- Avoid, escape, or delay an activity (e.g. avoiding clean up time)
- Receive or obtain something tangible (e.g. playing with an iPad).
- Respond to a certain activity or stimulus (e.g. response to loud sounds)
- Find connection (e.g. seeking feedback from adults)

RECOMMENDED AGENDA

This training consists of five modules. Each module is estimated to take about one to two hours to complete (10 hours of continuing education credits are provided when the training is completed).

MODULE	PURPOSE	TIME	SUGGESTED MATERIALS
Course Introduction	Introduce terminology and what to expect from the course	~1 hour	• Group Norms handout • Chart paper or whiteboard
1	Provide a foundational overview of inclusion and inclusive practices	~2 hours	• Activity 1.1 Handout • Activity 1.2 Handout • Activity 1.3 Handout
2	Describe social-emotional well-being and inclusion.	~2 hours	• Activity 2.1 handout
3	Explain how to build an inclusive physical and emotional environment.	~2 hours	• Activity 3.1 handout • Activity 3.2 handout
4	Provide learners with an understanding of children's behaviours and strategies to promote behaviours in their programs.	~2 hours	• Activity 4.1

RECOMMENDED AGENDA CONTINUED

MODULE	PURPOSE	TIME	SUGGESTED MATERIALS
5	Apply learning in reflective questions.	~1 hour	• Attendance list

MODULE OBJECTIVES

- Navigate the platform with ease
- Set group norms and expectations
- Become familiar with course terminology and objectives

Estimated Time: 1 hour

COURSE INTRODUCTION

The purpose of this module is to build an understanding of course terminology and set group norms for the training.

SUGGESTED MATERIALS

- *Group Norms* handout
- Chart paper or whiteboard

COURSE INTRODUCTION SUGGESTED PROCEDURES

Agenda
Display and/or pass out the workshop agenda. Discuss what modules you will be covering for the day and pause to address questions.

Course Goals
Write down or display the course introduction objectives (as seen on page 7).

Norms
Provide the *Group Norms* handout to all participants. Ask them to list three expectations they have for the facilitator, three that they have for one another, and three they have for themselves.

Then, ask them to share. Write responses on a white board or anchor chart and leave them up for the remainder of the training. These will be the ways the group treats one another during the facilitation of the training, including during times of conflict.

Course Introduction
Pull the training up on a screen that all learners can see. Then, navigate through *Course Introduction* by reading the text aloud and pausing throughout for questions or comments.

MODULE 1 OBJECTIVES

- Define inclusion and inclusive practices
- Explain how identity and intersectionality are related to inclusion
- List practical considerations and approaches to creating inclusive and supportive child care programs

Estimated Time: 2 hours

MODULE 1:
Inclusion: Laying the Foundation

Module 1 will provide a foundational overview of inclusion and inclusive practices.

SUGGESTED MATERIALS
Activity 1.1 Handout
Activity 1.2 Handout
Activity 1.3 Handout

MODULE 1 SUGGESTED PROCEDURES

Module 1 Goals
Display the module objectives (seen on page 9). Remind the group of the norms, and continue to the landing page of Module 1. Read the text aloud, then move to the first lesson in the module.

What is Inclusion?
Read the text of this lesson and move through the page, pausing for questions or comments throughout. When you get to Activity 1.1, pass out the corresponding handout. Learners can fill this out, then use the activity on the screen to see if their answers were correct.

Walk the Walk, Talk the Talk
Read the text of this lesson and move through the page, pausing for questions or comments throughout. When you get to Activity 1.2, pass out the corresponding handout. Learners can fill this out and share with the group if they wish.

Identity and Intersectionality
Read the text of this lesson and move through the page, pausing for questions or comments throughout. When you get to Activity 1.3, pass out the corresponding handout. Learners can fill this out and share with the group if they wish.

Culturally Responsive
Read the text of this lesson and move through the page, pausing for questions or comments throughout. When you get to the case study, reflect as a group on what you noticed, what was done well, and what could have been done differently.

Getting Started! Key Elements of Inclusion in Practice
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Practical Considerations and Approaches to Creating Inclusive and Supportive Childcare Environments
Read the text of this lesson and move through the lesson, pausing for questions or comments throughout.

MODULE 1 SUGGESTED PROCEDURES CONTINUED

Module 1 Summary and References

Read the text at the beginning of the page, then watch the video. After the video is complete, take the multiple choice quiz as a group.
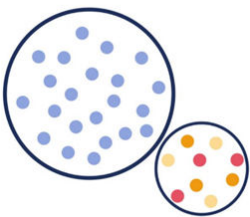
MODULE 1

Activity 1.1

Directions: Imagine the black circles below represent a child care program, and the multicoloured dots represent children. Draw a line from the graphic to the corresponding term and definition it represents.
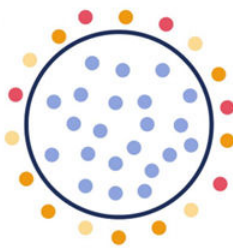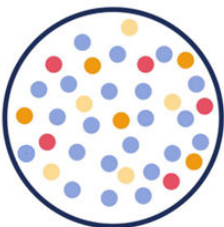
Inclusion: When children of all abilities interact with one another in the same space and participate in the same activities

Exclusion: Certain children can participate, but others are not allowed, and there is no alternative activity built for them.

Integration: Children may be allowed in the same space, but they do not interact in the same activities.

Segregation: There is a main activity available for certain children and a different activity for others.
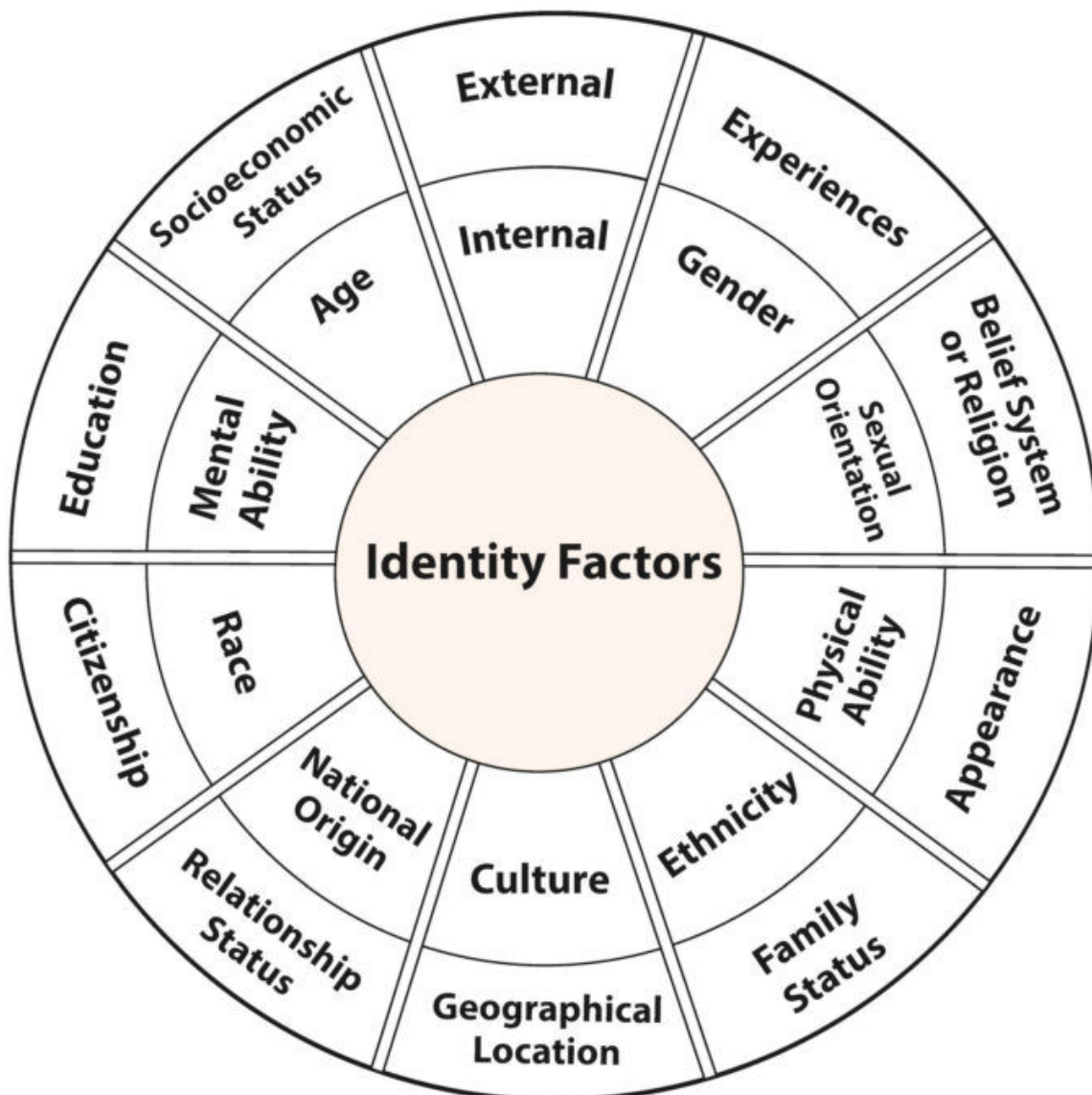
MODULE 1

Activity 1.2

Consider how you use language to include the children and families in your care. Use the chart below to reflect on what you do well and how you might improve.

Inclusive Language Component:	What I Do Well:	What I Can Work On:
Tone		
Choice		
Identity-First or Person-First		
Personal Preference		

Activity 1.3

Directions: Colour in the factors that influence your identity the most. Which of these have the strongest impact on who you are? Then, consider someone you are very close to and draw their circle on the back of this page. How does their circle compare to yours?

MODULE 2 OBJECTIVES

- Explain how children develop social-emotional competencies
- Summarize how play benefits children
- Implement strategies to support children's social-emotional learning

Estimated Time: 2 hours

MODULE 2:

Inclusion in Development: Social-Emotional Well-Being and Development

Module 2 will provide learners with an understanding of social-emotional competencies, play, and regulation skills.

SUGGESTED MATERIALS

Activity 2.1 Handout

MODULE 2 SUGGESTED PROCEDURES

Module 2 Goals
Display the module objectives (seen on page 15). Remind the group of the norms, and continue to the landing page of Module 2. Read the text aloud, then move to the first lesson in the module.

Social Emotional Competencies
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Children Learn Through Play
Read the text of this lesson and move through the page, pausing for questions or comments throughout. Provide learners with the handout for Activity 2.1, and ask them to take it back to their program and observe the children at play during the day. This exercise can help us determine what areas of play we can add more of or reduce.

An Inclusive Approach to Supporting Social Emotional Development
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Representation of Diverse Cultures, Abilities, and Backgrounds
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Module 2 Summary and References
Read the text at the beginning of the page, then watch the video. After the video is complete, take the multiple choice quiz as a group.

MODULE 2

Activity 2.1

Directions: Using the chart below, observe and document the children's play throughout the day or week. By documenting the activities, you will be able to see which type of play is the most common in your space, and which, if any, may need more future opportunities dedicated to it.

Date(s):

Free Play	Inquiry Play	Collaborative Play	Playful Learning	Learning Games
Activity:	Activity:	Activity:	Activity:	Activity:
Duration (mins):	Duration (mins):	Duration (mins):	Duration (mins):	Duration (mins):

MODULE 3 OBJECTIVES

- List the different environments in a child care program (physical, sensory, and social-emotional) and explain their importance
- Describe approaches and strategies to empower learning through the environment
- Use the environment to guide learning

Estimated Time: 2 hours

MODULE 3:

Accessible and Inclusive Child Care Environments: Physical Spaces, Equipment, and Resources

Module 3 will provide learners with an understanding of social-emotional competencies, play, and regulation skills.

SUGGESTED MATERIALS

Activity 3.1 Handout
Activity 3.2 Handout

MODULE 3 SUGGESTED PROCEDURES

Module 3 Goals
Display the module objectives (seen on page 18). Remind the group of the norms, and continue to the landing page of Module 3. Read the text aloud, then move to the first lesson in the module.

What is the Child Care Environment?
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Physical, Sensory, and Social Emotional Environment Considerations
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Approaches and Strategies to Empower Learning Through the Environment
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Scanning the Environment and Identifying Areas to Promote Inclusion
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Module 3 Summary and References
Read the text at the beginning of the page, then watch the video. After the video is complete, take the multiple choice quiz as a group.

MODULE 3

Activity 3.1

Before we get into the specifics about environmental considerations, let's start by setting the scene and exploring the child care environment around you.

From a Child's Perspective

If possible, you are encouraged to get on the ground and walk around at children's eye level. Try to experience the room as if you were a child at the program. Scan the physical environment surrounding you and explore the various settings and spaces at your facility.

- What catches your eye or piques your interest?
- What is your experience as you move from room to room?
- How is the flow of the environment? Is it easy to navigate?
- Are there any barriers or limitations in the environment?
- How do you feel (e.g. overwhelmed, excited, inspired)?

From Different Perspectives

Viewing the environment from different lenses can help broaden your understanding of a space. Try switching from the role of a child care provider, to one of a family member, and then to one of child.

- How is the experience different?
- Are there any similarities?
- Are there any experiences or biases influencing the way you experience the environment?
- How does your engagement and awareness of others shift?

Continue to reflect on this experience as you complete the course. It is important to consider and apply this information to support cultural safety and diverse abilities in child care environments.

MODULE 3

Activity 3.2

Reflect on the aspects of your program. Think of one or two things your space does well for each of the environmental elements, and one or two things you would like to improve for each.

Environment	What We Do Well	What We Can Work On
Physical		
Sensory		
Social Emotional		

MODULE 4 OBJECTIVES

- Define behaviour as a communication tool
- Explain externalized and internalized behaviours
- Use strategies and techniques to promote behaviours in a child care program

Estimated Time: 2 hours

MODULE 4:

Promoting Behaviour: Accessing Information and Assistance

Module 4 will provide learners with an understanding of children's behaviours and strategies to promote behaviours in their programs.

SUGGESTED MATERIALS

Activity 4.1

MODULE 4 SUGGESTED PROCEDURES

Module 4 Goals
Display the module objectives (seen on page 22). Remind the group of the norms, and continue to the landing page of Module 4. Read the text aloud, then move to the first lesson in the module.

Introduction
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Understanding the Nature of Behaviour
Read the text of this lesson and move through the page, pausing for questions or comments throughout. When you get to Activity 4.1, pass out the corresponding handout. Learners can fill this out and share with the group if they wish.

Internalized vs. Externalized Behaviours
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Preparing Yourself, Your Team, and the Child Care Program
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Considerations and Strategies to Help Effectively Promote Behaviour at the Child Care Program
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

Strategies to Help Effectively Prepare for Behaviours that Challenge Us
Read the text of this lesson and move through the page, pausing for questions or comments throughout.

MODULE 4 SUGGESTED PROCEDURES CONTINUED

Module 4 Summary and References
Read the text at the beginning of the page, then watch the video. After the video is complete, take the multiple choice quiz as a group.

MODULE 4

Activity 4.1

Reflect and answer the following questions in a way that suits you (e.g., write, draw, record, type).

1. What is one common behaviour you notice in your program from children?

2. What is one common behaviour you notice in your program from your colleagues?

3. What is one common behaviour you notice in your program from yourself?

4. What are each of these behaviours likely communicating?

MODULE 5 OBJECTIVES

- Use knowledge to apply learning
- Respond to reflective questions

Estimated Time: 1 hour

MODULE 5:

Inclusion in Action

Module 5 will give learners a chance to apply what they have learned in reflective questions.

SUGGESTED MATERIALS

Attendance List

MODULE 5 SUGGESTED PROCEDURES

Module 5 Goals
Display the module objectives (seen on page 26). Remind the group of the norms, and continue to the landing page of Module 5. Read the text aloud, then move to the first lesson in the module.

Reflective Journal Assignment
The reflective journal in Module 5 should be completed by the facilitator using responses they gather from the group. The attendees do not need to complete individual responses. Once you have completed all responses, submit them for marking.

> **Note:** Ensure all participants are listed in the attendance sheet (see next page) with their emails. This is how they will be issued their certificates. In order to receive their certificates, all learners must have an account on the Hub (using the email they provide on the attendance list) and register for the Foundations of Inclusive Child Care course. They do not need to navigate through the course to receive credit if they are attending this facilitated training.

ATTENDANCE LIST

Facilitator Name	Email

Learner Name	Email

Please submit this list to canatraining@uvic.ca to receive your certificates. All learners <u>must </u>have an account on the Hub and be registered for the Foundations of Inclusive Child Care course for their certificates to be issued.