

Best Practices in Child Care Protocol

Chester County Early Intervention

April 1, 2016

This protocol was developed with feedback from provider agencies, interventionists, child care providers, and SC/County EI Staff with the primary goal of enhancing early intervention in child care settings.

Please review the following:

- ❖ Protocols for Working With Childcare
- ❖ Pre-Eval Child Care Questionnaire
- ❖ EI in Childcare-Setting The Stage
- ❖ Child Care Collaboration-Information Sheet

Once you have reviewed the above documents, please go to the The Arc Alliance's website at www.thearcalliance.org and log in to complete the online **Training Outcome Submission Form**.

Protocols for Supporting Children in Childcare Settings

1. At Intake, SC will ask: In what settings are the concerns seen? If concerns are seen in the childcare setting, SC will provide the family the child care questionnaire for the childcare to complete. The SC will also suggest and recommend that the evaluation be completed in that setting.
 - Regardless of location of evaluation, SC must document specific contact information for the childcare setting (i.e. name of facility, address, contact person and phone number) on the Intake Information Form.
 - SC must also document information about the childcare schedule (i.e. days attending, drop off/pick up times, naps/routines) under Family Information (Section IV of Evaluation Report).
 - The SC will obtain reciprocal release for childcare.
2. If a child is found to not be eligible at the evaluation, the SC will obtain permission to share the recommendations page and/or the complete evaluation with the childcare agency.
3. At the IFSP meeting, the SC will have the PRA signed to share IFSP with childcare setting (specifying what parts of the plan and/or eval will be shared). The PRA will then be copied and shared with the serving provider agency(s).
 - When developing the IFSP, knowing that services will be delivered in the childcare setting, strategies relevant to that setting should be included in the outcomes.
 - The SC will share the childcare questionnaire with the assigned provider(s).
4. It is recommended that interventionist encourage initial visit to occur with the family – either in the home or with the parent(s) present at the childcare facility.
5. Prior to the initial visit, the interventionist must contact the family to confirm that sessions will be held at childcare. The interventionist will clarify that information (aspects of the early intervention services) will be shared with the child care teacher. Interventionist should confirm contact name and number for the visit.
6. Prior to the initial visit, the interventionist will contact childcare to introduce self and inform them that they will be visiting (Child's Name). The time of visit should

be set and interventionist should ask what credentials are required at the time of visit as well as the facility's protocol for service being provided in that center.

7. At the Initial visit, in introduction, interventionist should:

- Ask the Setting the Stage questions
- Provide the Information Sheet

8. Update the Information Sheet as needed, including when child transitions from one classroom to another or when there are changes to the IFSP team membership.

Pre-Eval Childcare Questionnaire

Thank you for taking the time out of your busy day to provide us with information about _____'s day. This child will be evaluated by early intervention soon. As part of the evaluation process we are hoping to gather information regarding the strengths and needs of the child as you see them when he/she is in your care.

1. What is the child's favorite activity? What motivates him?

2. Does the child like to play and interact with other children? What does that look like?

Yes

No

Comments: _____

3. Is the child able to go with the flow and participate in activities while in your care?

Yes

No

Comments: _____

4. The most difficult part of the day for _____ and his caregivers is:

Play time

Structured time

Meal/Snack Time

Circle Time

Other (explain):

5. When he/she becomes upset what works to calm him/her?

6. How does the child communicate their wants and needs throughout with the day? Please check all that apply.

Verbal Communication:		Non-verbal Communication:	
Using their words		Gesturing/Pointing/Nodding	
		Pulling/Tugging	
		Crying/Tantruming	

Comments: _____

Early Intervention and Childcare: Setting The Stage

Early Intervention /Childcare Survey- Annotated

The questions below are meant to help all interventionists convey a consistent message to childcare staff when seeing a child in that setting. It is our hope that having a set of conversation starters to be asked at each initial session will help the interventionists and childcare teachers to partner more successfully with each other.

These questions should act as a guide for conversation at *all initial visits at childcare, or as soon as you are able to speak with the lead teacher or assistant* in the child's classroom. Please refer to the completed pre-eval questionnaire to help guide these questions and tailor the questions accordingly.

Please ensure that all applicable Releases of Information are in place before sharing any protected information, including specific IFSP information, with the childcare staff.

1. Do you have experience working with Early Interventionists in your classroom?

If YES- What did your experience look like?

Based on the description given,

- Have a discussion with the teacher about what will look the same and what will look different than their past experience.
- Reinforce that we will be working with the child within the classroom's normal routines, and acting as an additional resource during the time that you're there to problem solve areas of challenge during the day.
- Reinforce that EI is there to collaborate with the childcare staff so that their day with that child is more successful, and that EI is not there to take over their classroom, or tell them that they have been doing "everything wrong." EI and daycare staff should work together, and childcare teachers should be confident in knowing that they can share what suggestions work well, and what suggestions are not a good fit for their class.

If NO- Describe what EI services will look like when you are there.

See above.

2. Do you know what I'll be focusing on during visits?

- This is to ensure that the teacher is aware of concerns noted during the eval and what areas parents thought were necessary to focus on.
- It should allow you to gain the teacher's insight into whether the concerns listed on the initial IFSP are ones that need to be addressed in the classroom.

- It also allows you to discuss the outcomes with the teacher if she has not received it yet.

3. What is the easiest part of your day with this child?

This discussion should encourage the teacher to share what goes well and also what areas of their daily routines are successful.

4. What is the most difficult part of your day with this child?

This discussion should drive planning for EI services at childcare. It will allow you to know exactly what the teacher thinks are weaknesses. It may allow you to schedule to be at the childcare during these difficult times, or it may just provide an opportunity for you to offer some suggestions. It should also serve as a reminder to check in on these issues during following sessions, if you are not able to observe the challenges in person.

5. What goes well now, or makes this child special in your eyes?

This discussion should allow the teacher to share the positives of the child with you, to talk about the good things that go on, and maybe identify some key areas that are strengths or motivators for the child. It also lets the teacher know that we find their insight valuable and helps make them more a part of the child's EI team.

6. Have you received the Early Intervention Information Sheet? (page with 4-color quadrants)

If "yes," then add your information to the sheet.

If "no" or "I don't know," then provide a copy and review it.

Use this opportunity to remind the childcare teacher to use the contact information for cancellations.

Chester County Early Intervention-Birth to Three Information Sheet

Our services support the child's ability to participate in everyday activities in the home, community, or childcare

Interventionists and caregivers work together to problem-solve ways to help the child be successful

_____ 's Team

Parents: _____ Phone #: _____

	Discipline	Agency	Phone #
Service Coordinator:	_____	_____	_____
Team Member:	_____	_____	_____
Team Member:	_____	_____	_____
Team Member:	_____	_____	_____
Team Member:	_____	_____	_____

Your thoughts, questions and suggestions are valued and needed

Communication is the key to success, please let us know when changes happen