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TORONTO'S PLAN FOR INCLUSIVE CHILD CARE

Mary-Anne Bedard
Toronto Children's Services

Winnipeg 2008



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Agenda

- History
- Every Child Belongs Model
- Future Plans



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Inclusion by Special Link

INCLUSION: Goes beyond the notion of physical integration and fully incorporates basic values that promote and advance active participation, friendship and a *celebration of diversity.*





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BACKGROUND

- Some children with special needs faced discrimination based on their disability
- Programs who offered inclusive environments may have struggled due to limited resources
- They commonly had a higher proportion of children with special needs as access to other programs was limited or denied



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DIRECTIVE

“Children with special needs and their families have access to child care and appropriate supports in the neighbourhood where they live”





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PRINCIPLES

- INCLUSION
- PARTNERSHIP
- INTEGRATION
- CAPACITY BUILDING
- QUALITY
- ACCESSIBILITY
- EQUITY
- ACCOUNTABILITY
- FLEXIBILITY



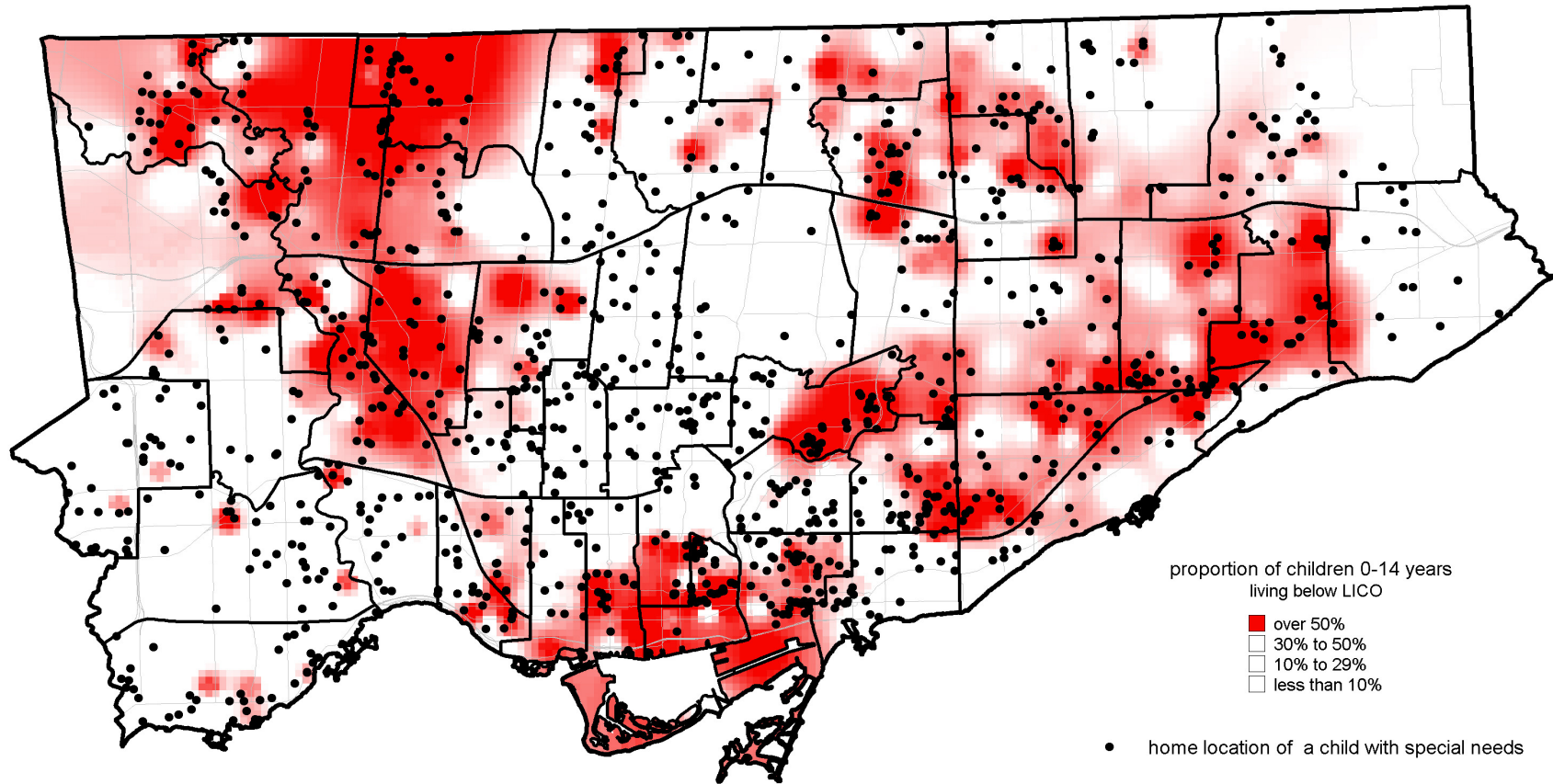
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NEW MODEL: EVERY CHILD BELONGS

- Divided city into four quadrants,
- Combined Community and City resources to maximize impact



Children living in low-income families and location of children with special needs



Source: Statistics Canada, Census 2001 and Toronto Children's Services 2006.



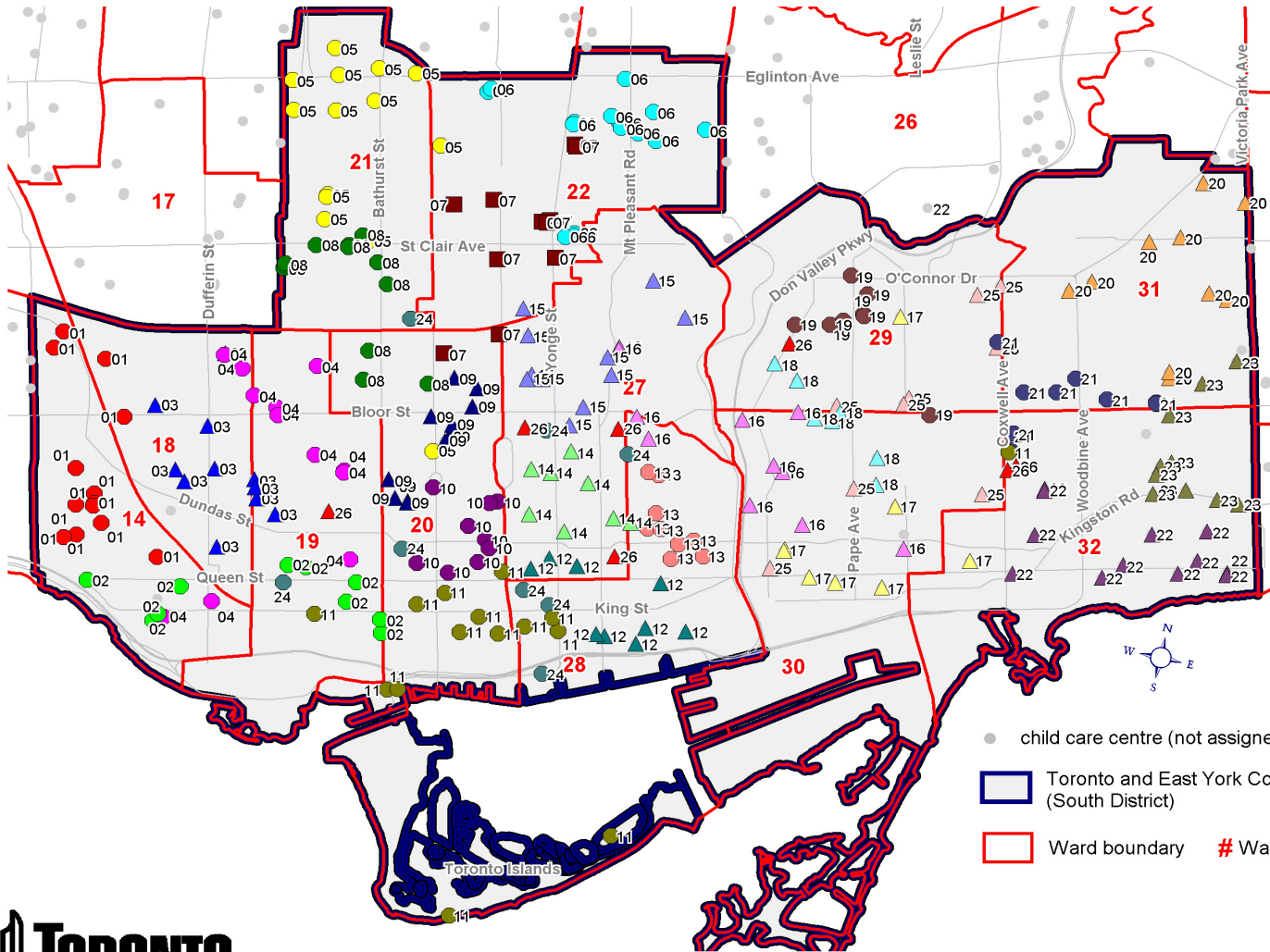
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- Special Needs Resource Staff were allocated an equitable number of child care spaces in a specific geographic area
- Focus on capacity building and inclusion quality



Special Needs Resourcing - South District Clusters

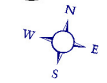
August 2006



Child care centre by caseload

- 01 (13)
- 02 (10)
- ▲ 03 (11)
- 04 (12)
- 05 (14)
- 06 (15)
- 07 (11)
- 08 (12)
- ▲ 09 (11)
- 10 (9)
- 11 (15)
- ▲ 12 (9)
- 13 (9)
- ▲ 14 (8)
- ▲ 15 (11)
- ▲ 16 (11)
- ▲ 17 (8)
- ▲ 18 (7)
- 19 (8)
- ▲ 20 (10)
- 21 (10)
- ▲ 22 (12)
- ▲ 23 (10)
- 24 (9)
- ▲ 25 (9)
- ▲ 26 (8)

- child care centre (not assigned to South District)
- ▭ Toronto and East York Community Council boundary (South District)
- ▭ Ward boundary # Ward number





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WHAT HAPPENS?

A Special Needs Resource staff is assigned to every licensed child care program to provide support to ensure the inclusion of all children. This role has two major functions:

1. Individual Consultation – Caseload
2. Program Consultation - Capacity



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INDIVIDUAL CONSULTATION

- Child specific Consultation
- Development of IPP's
- Modelling/ Coaching
- Service Cordination
- Access to CCSF and IRS
- Program Adaptations
- Documentation
- Transition Planning
- Referrals



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PROGRAM CONSULTATION

- Regular visits
- Environmental Assessment
- Training
- Staff Support
- Program Adaptations
- Early ID
- Transition planning
- Referral



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IRS, CCSF & EPR

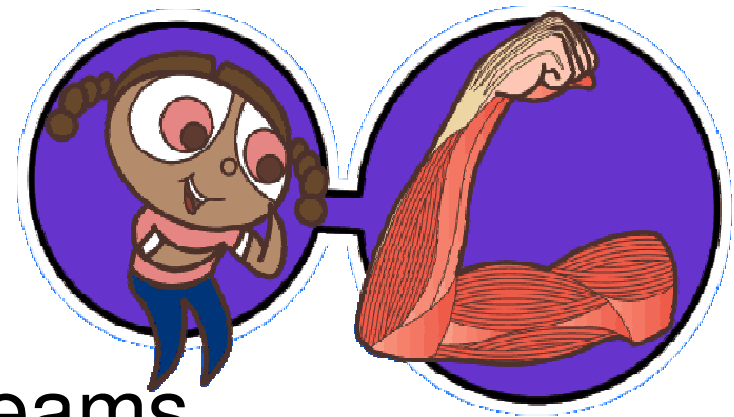
- Access to funding for enhanced staffing
- Referral to Intensive Resource Service for children with complex special needs
- Enhanced rates to Home Child Providers encourages inclusion in HCC settings



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STRENGTHS IN OUR EXPERIENCE

- 88 Special Needs Resource staff
- 18 Intensive Resource Staff
- Employed by 25 agencies
- Skilled in many areas
- Ongoing staff training
- Supportive quadrant based teams
- Francophone services





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TRAINING COMPONENT

Humber College Institute of Technology and Advanced Learning, and the City of Toronto developed a training initiative.

- Phase I: Leadership
- Phase II: Training Calender
- Phase III: Training Teams



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Communication

- Brochure
- Poster
- Newsletter
- Calender
- Resource Guides





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EVALUATION COMPONENT

- Evaluation of Inclusion Quality – Special Link Principles and Practices Scale
- Evaluation of centre quality (ECERS and City of Toronto Operating Criteria)

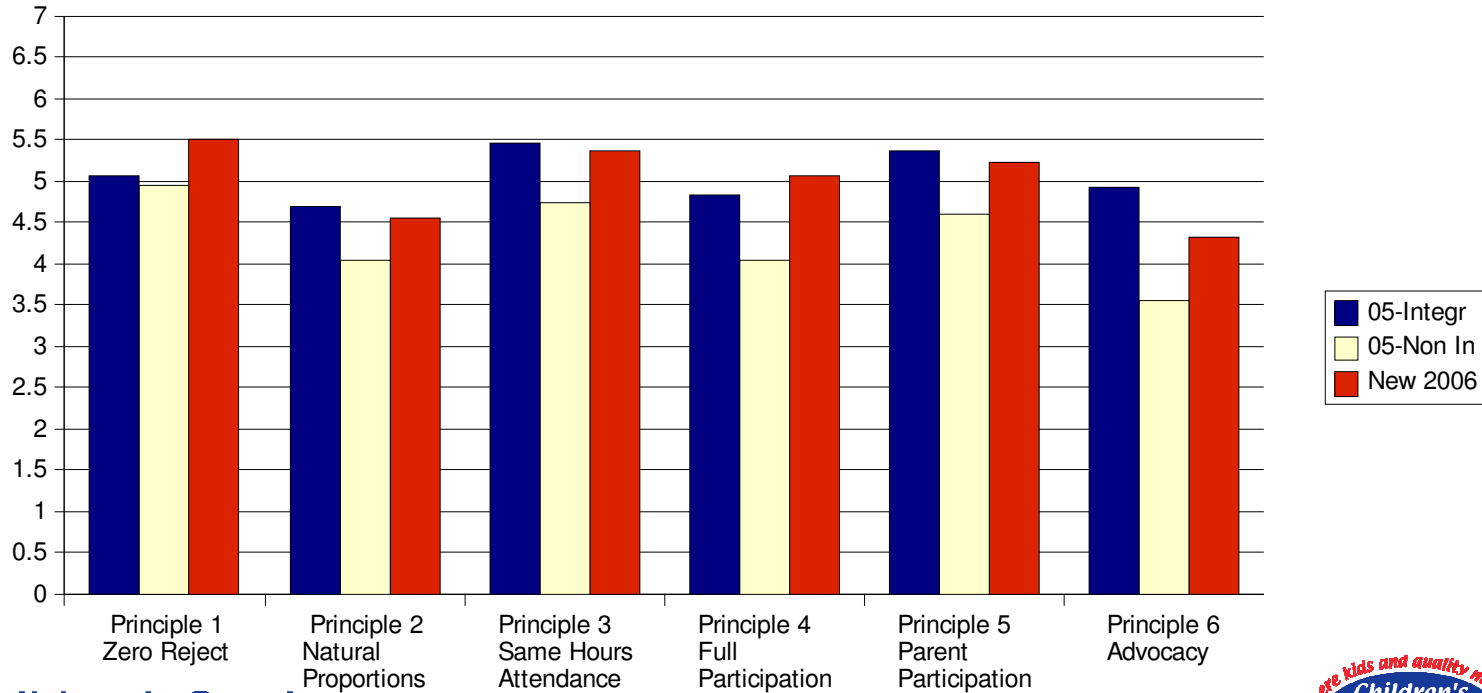
***INCLUSION QUALITY IS A
REFLECTION OF CENTRE QUALITY***



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Principles – 2005 to 2006

In 2005 the blended average Principle scores was 4.6
In 2006 the blended average Principle scores was 5.0
This indicates an increased knowledge and awareness of the principles of inclusive child care





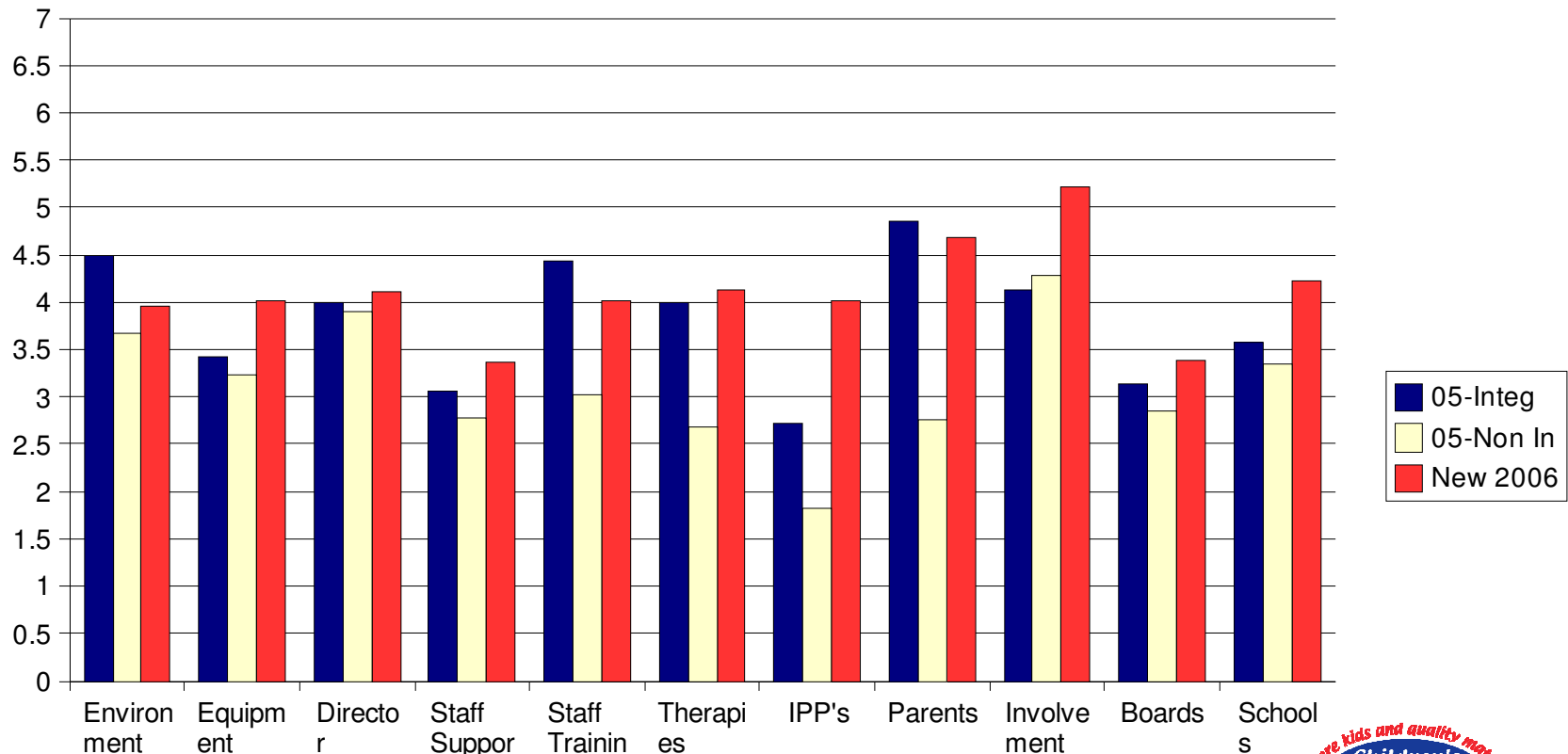
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Practices – 2005 to 2006

In 2005, the blended average Practices score was 3.5

In 2006, the blended average Practices score was 4.0

This indicates an increased capacity to include children with special needs





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CHANGES & THE MODEL

- Between 2005 – 2006, 84% of the non-integrated sites increased in their Practices and 68% increased in their Principles
- Between 2005 – 2006, 50% of integrated sites increased in their Practices and 72% increased in their Principles
- Majority of Supervisors and staff verbalized that they feel that the new model is working at their sites



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WHERE DO WE GO NOW?

2009-2011 Service Plan Recommendation

- Future resources to promote, expand and sustain inclusive environments by achieving service growth that reflects the population of children with special needs
- Negotiate with the province for additional funds to increase supports for special needs over the next 5 years by 100% in order to increase access to child care opportunities





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WHAT'S NEXT?

- Development of an Operating Criteria for Special Needs Services
- Development of coordinated training teams in each district
- Continued Evaluation - OISE



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