

DISC Preschool Screen (DPS)

- **Mandatory** component for programs within 4-6 weeks or earlier as needed and as frequently as needed with parental consent with a minimum of annually.
- Programs use DPS as a screening tool to help determine children's individual needs for overall development as well as program needs.
- First stage developmental screening tool with all children in the program to avoid overlooking children who may be at risk.
- Impacts possible services, identification, and referral to Resource Consultants for children within the program.

Speech and Language Developmental Checklist

- **Mandatory** component for programs within 4-6 weeks or earlier as needed and as frequently as needed with parental consent with a minimum of annually.
- Completing Speech and Language Developmental Checklist for each child leads to early identification of receptive and expressive delays.
- Supports children's individual needs and creates opportunities to provide feedback and conversation with families.

Environmental Rating Scales

- **Mandatory** component for programs to complete annually over a few hours of observation time, a month-long period of time for school age programs, or throughout the year to focus on one subscale per month.
- Programs use the Environmental Rating Scales as a tool to enhance the quality of the learning environment to support children's development as well as use it as a reflection tool in conjunction with the "Rethinking ITERS-3, ECERS-3, SACERS- Updated and FCCERS in Alignment with *How Does Learning Happen?*"
- Establishing program support needs by looking at trends from year to year, inventory of all materials on site, and determining resource purchasing or borrowing needs.
- Programs implement the Environmental Rating Scales by the educators in their own rooms or impartial individuals to evaluate the rooms in order to support children's ongoing interests and set up rooms that are conducive to learning.
- This may be part of short term specialized support funding process.

Parent Surveys

- **Mandatory** component for programs to complete annually. QCCN provides a sample template that programs may choose to use. Programs distribute parent surveys once a year, twice a year, every three months, or monthly.
- Programs use the parent survey results to gather valuable information in order to strengthen the program by creating a summary to identify areas of strength, ideas to consider, and a plan of action when sharing with staff and families.
- Engages families in meaningful conversations about their lives, their children's growth and development, as well as their hopes, fears, goals, and suggestions for the program.

Caregiver Interaction Scale

- Programs use the Caregiver Interaction Scale as a self-reflective tool when there is a change in staff or children, in conjunction with the annual staff performance appraisal or Environmental Rating Scales, or as needed due to the tool not being mandatory.
- Aligning with the reflective questions from *Higher Order Thinking Prompts*, and *A Thinking Lens® for Reflection and Inquiry* as a conversation starter amongst the staff team to build ongoing positive relationship.
- Demonstrates that educators are supporting inclusion.
- This may be part of short term specialized support funding process.

How Does Learning Happen? ELECT and Kindergarten Program

- Centres use *How Does Learning Happen?*, ELECT, and the Kindergarten Program on a weekly, biweekly, monthly, or as needed to assist in supporting inclusion and documenting children's learning when referencing skills for children of various ages.
- Educators utilize the reflective questions in the documents for establishing program goals, using interactive pieces in a PDF document for additional resources (Kindergarten Program) and by using them in conjunction with the QCCN Developmental Reference Charts.
- Programs have a copy available for families as a resource to refer to their child's development which encourages mutual goals and build relationships with the families.

Behaviour Children's Actions, Relationships and Emotions (C.A.R.E.) Checklist

- Programs complete the Behaviour C.A.R.E. Checklist as needed.
- Educators record observations, frequency, duration, intensity, and severity to identify patterns in children's behaviour as well as link the tool to the organization's Behaviour Monitoring Checklist.
- Clarifies when to refer to a Behaviour Consultant who provides strategies to support the children within their program.

Program Profile

- Programs implement the Program Profiles once a year, twice a year, or every month as needed.
- Educators utilize the Program Profile as a supportive document for observing and reflecting on the dynamics of the group as they evolve.
- Supply staff and Resource Consultants read the Program Profiles to gain quick insight to the program, where Individualized Support Plans (ISP) fit in as well as a starting point to building relationships with the children and families.
- Programs post the Program Profiles without breaching confidentiality for the families to see the overview of the program in a holistic way.

Developmental Profiles Textbook

- Programs utilize the Developmental Profiles Textbook weekly, biweekly, monthly, or as needed to assist in documenting children's learning when referencing skills for children 0-19 years of age.
- Provides a developmental baseline and promotes inclusivity within the programs as well as a resource for family support programs with younger families who may benefit from the information.

Brigance Readiness Binder

- Programs use the Brigance Readiness Binder during staff meetings and program planning in conjunction with the QCCN Developmental Reference Charts, ELECT, and Program Profiles Textbook to assist with documenting children's learning and interests when referencing children up to the age of seven as well as utilizing the 'Next Steps' section when a child accomplishes a skill. Recording these goals supports Resource Consultants with Individualized Support Plans (ISP).
- Educators use the letter templates in the binder to share children's development and interests with families.
- Provides experiences across a variety of learning styles (visual, oral, tactile and kinesthetic) in chronological order of skills to meet all children's developmental domains.

Quality Child Care Niagara Portfolio of Tools

Tools, Resources and Supports Available to Complement QCCN

Tools

- Ages and Stages Questionnaire and Ages and Stages Questionnaire-Social Emotional
- Tools for Inclusion
- Hanen® Training
- Self-Regulation
- Visual Schedules

Supports

- Pathstone Mental Health (www.pathstonementalhealth.ca)
- Niagara Children's Centre and Emergent Literacy (<http://niagarachildrenscentre.com>)
- Early Childhood Community Development Centre (www.eccdc.org)

QCCN Developmental Reference Charts:

- Programs utilize the QCCN Developmental Reference Charts weekly, biweekly, monthly, or as needed to support educators in program planning through awareness of children's major developmental milestones.
- Provides educators and families with information on the sequential learning from birth to 6 years of age.
- Supports educators with the implementation of Individualized Support Plans (ISP) and documenting children's learning when referencing skills.

QCCN Master Binder, USB and Website

- Provides a one stop shop for educators to find Quality Child Care Niagara tools and resources as well as an overview for new staff.
- These tools are available to support educators when needing a refresher on the implementation of the tools.
- Programs are creating additional centre Quality Child Care Niagara binders to include coordinating documents for support visits and to utilize during parent information nights.
- Supports educators in sharing the importance and the intentionality behind the completion of the Quality Child Care Niagara components that are available in the Binder and on the website.

Mandatory As needed