Inclusion Support

(Written by Kaya Crawford, with notes from BC gov. Inclusive Child Care)

Levels Of Support

1. Reminders
2. Prompts
3. Hand-over-hand
4. Total Assistance

When supporting, try to provide only as much support that is necessary. This may shift depending on the time, location, or circumstance.

In general:
- Give choices whenever possible.
- Allow the child to lead wherever and whenever is possible and safe.
- Use care plans and provided suggestions to try and encourage development/independence.
- Allow for time. There is no need to rush, tasks can take as long or little time as needed, but give yourself time to work through tasks.

Good information to know from families:
- Allergies
- Mealtime routines or special care
- Motor skills and movement abilities
  - This is particularly important when considering activity adjustments for a child
- Behavioral Considerations
- Sensory or texture concerns (ie. sunscreen or hand sanitizer)
- Routines and expectations

Personal Care

General approach for assisting with personal care:
- Permission and Description
  - Asking for consent to touch and describing how, where, and why the touch is required. For some children you may not get a verbal and/or a nonverbal response, however it is still important to practice.
- Participation
  - Performing the touch and action with a caring approach.
- Communication
  - Continuing to communicate to the child during the task.
- Respect
  - Giving the child privacy and respect as you perform the task.

Personal care may include:
- Eating
- Dressing
- Toileting
- Handwashing

Things to Consider for Personal Care:

- **Eating:**
  - What kind of assistance is required for eating? What kind?
  - Is the child eating in a safe position?
  - What are safe foods? Foods they like, foods they don't?
  - What are the risks for choking?
  - Does the child require extra meals or snacks?
  - Is the child's mood heavily reliant on eating?
  - Do they have a routine?
  - Can they use a cup or utensils?

- **Dressing:**
  - Where does the child get dressed? Is the child used to being in a private space before undressing?
  - What kind of assistance is required for dressing? What kind?
  - Are there certain clothes the child really likes or clothes to avoid?
  - Can they maneuver buttons, zippers, or laces?
  - Do they use any orthotics?

- **Toileting:**
  - How often does the child use the toilet? Do they have a schedule?
  - Do they have a method of showing they need to go?
  - What language do they use for urination or BMs?
  - Do they need any special equipment or supplies?
  - Can they pull their pants up and down?
  - Can they wipe independently?
  - How do they manage accidents?
  - How do you plan for accidents or toileting during field trips?

- **Hand Washing:**
  - What kind of assistance is required for hand washing? What kind?
  - Can they turn on and off the faucets?
  - Can they safely adjust temperature?
  - Are there any issues with soaps or cleansers?
  - Do they need a stool?

Care Plans (pulled from BC Gov.)

Care plans are created by the child care provider and a parent/guardian of the child requiring support.

The Child Care Licensing Regulation (CCLR) outlines the legislated (legal) requirements for a care plan, which includes:

> • The diagnoses relevant to the child's requirement for support, as made by health care professionals
>
> • The courses of action recommended by health care professionals to address the needs of the child requiring extra support
>
> • The resources to be made available to the child requiring support, including any adaptation of the community care facility (physical environment of the child care site) necessary to ensure the child's safety or comfort, and any modification to the program of activities necessary to enable the child to participate in or benefit from the program

Inclusive language

Inclusive language is free from words and tones that reflect prejudiced, stereotyped, or discriminatory views of people. It ensures that people feel included and accepted by others.

- **Person-first language**
  - Put the person first. For example, in identifying children who are living with various conditions or disabilities, you would say "children with disabilities". This focuses on the person first, not on their traits.

- **Identity-first language**
  - This refers to a person with a condition as a descriptor. Rather than referring to something that a person has (e.g. child with autism) this focuses on the core of the person's identity (e.g. autistic child). People who prefer identity-first language may feel that their condition or disability is not something that has happened to them, rather it is a strong part of who they are.

Be considerate in the language you use. Chronic conditions, disabilities, and mental illness can be both visible and invisible.

Space Modifications to Consider:

- **Aesthetics**
  - Colour
  - Lighting
  - Texture

- **Furniture**
  - Heavy furniture
  - Removing rugs (or tapping them down)
  - Safety equipment like plug covers or locks

- **Spaces for eating**
- **Developing quiet/safe spaces**
- **Areas for movement**
  - Wide pathways between furniture to allow for a wheelchair and walker
  - Adaptations to equipment and furniture to reduce or remove barriers for children, such as adjusting table heights

Resources for Families:

- **The Affordable Child Care Benefit** is a monthly payment to help eligible families with the cost of child care. Factors like income, family size, and type of care determine how much support families can get. Children who have a designated special need and require extra support may be eligible for an additional $150 per month towards the cost of child care. An authorized professional (e.g. psychologist, physician, SCD/ASCD consultant) is required to confirm a child's designated special needs. Families can find more information on how to apply, including links to the special needs form, at Childcare BC - Affordable Child Care Benefit : https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-carefunding/child-care-benefit/apply

- **Autism Funding** can help families pay for eligible services and supports that promote skill development for children with living autism. Families may apply online at Apply for Autism Funding: https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/specialneeds/autism-spectrum-disorder/autism-funding/apply

Resources for Staff:

DIVERSITY AND INCLUSION
• Identity First or Person First Language: Where Do You Stand?
https://blog.disabilitycanhappen.org/identity-first-or-person-first-language-where-do-you-stand/

• Building a Better B.C. for People with Disabilities
https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility

• Words Matter – Guidelines on using inclusive language in the workplace
https://www2.gov.bc.ca/assets/gov/careers/all-employees/working-with-others/words-matter.pdf

• Video: Ian – A Moving Story
https://www.youtube.com/watch?v=J3Fh60GEB5E

• Video Series to Support Inclusive and Responsible Learning Environments
https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/inclusiveeducation/videos

CULTURAL SAFETY
• Cultural Safety in Practice with Children, Families and Communities
www.ecdip.org/culturalsafety/

• Indigenous Cultural Safety Learning Series
www.icscollaborative.com/webinars

• Cultural Safety in First Nations, Inuit, and Métis Public Health
www.nccah-ccnsa.ca/en/publications.aspx?sortcode=2.8.10&publication=88

• What is Indigenous Cultural Safety - and Why Should I Care About It?
www.heretohelp.bc.ca/visions/indigenous-people-vol11/what-is-indigenous-cultural-safety-and-whyshould-i-care-about-it

• Cultural Safety - University of Victoria
http://web2.uvcs.uvic.ca/courses/csafety/mod1/index.htm

• BC Government Indigenous Relations Behavioral Competencies
https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/about-competencies/indigenousrelations

• Course: The Ripple Effect of Resilience by Monique Gray Smith
https://www.youtube.com/watch?v=J3Fh60GEB5E

• Video: Learning about cultural safety from Indigenous Elders (Wabano Health Centre)
https://www.youtube.com/watch?v=b08oTRMV-m8

2SLGBTQ+
• Introduction to GBA+ - Government of Canada
https://cfc-swc.gc.ca/gba-acs/course-cours/eng/mod01/mod01_02_04.html

• Living between Genders - Spectrum News
https://www.spectrumnews.org/features/deep-dive/living-between-genders/

• Gender Unicorn - Trans Student Educational Resources
https://www.spectrumnews.org/features/deep-dive/living-between-genders/

• Vancouver School Board Q&A Parents and Caregivers of Transgender and Gender Diverse Youth
https://www.vsb.bc.ca/Student_Support/Safe_Caring/Documents/QA-Trans-Booklet-English2017.pdf Page 30 of 30

• Video: Gender Identity and Pronouns – What Will You Teach the World?
https://www.youtube.com/watch?v=J3Fh60GEB5E