Famille Québec

Allowance for integration into a childcare facility

Integration plan and assessment – Document to keep in the parental record

For the purposes of the allowance for integration into a childcare facility, the child concerned is defined as having an impairment resulting in a significant and persistent disability and likely to face barriers in his/her integration process. His/her disability must be confirmed by a professional recognized by the ministère de la Famille (Ministère) or be recognized by Retraite Québec.

The childcare services provider must develop an integration plan for any child for whom the allowance for integration into a childcare facility is granted in consultation with the person with parental authority. The aim of the integration plan is to:

- determine the additional support needs required for the child's integration into the childcare facility.
- define the means to be implemented to reduce barriers and favour the child's social participation in all life moments at the childcare facility.

This plan must be reviewed and improved upon as required, at least once a year, after preparation of an assessment of the actions carried out and the results obtained.

This document is made up of three sections and three schedules:

Section 1 Identification

Section 2 Integration plan and assessment

Schedule 1 List of life habits and educational experiences at the childcare facility

Schedule 2 Examples of barriers likely to be encountered at the childcare facility

Schedule 3 Examples of means that can be implemented at the childcare facility

All information in this document remains strictly confidential.

For more information, contact the Ministère's Centre de relations avec la clientèle at 1 855 336-8568 or consult **Québec.ca**.

Section 1 – Identification

Child's name:

Date of birth (YYYY-MM-DD)

Name of parent or guardian (1):

Name of parent or guardian (2):

Name of educational childcare provider:

Name of the coordinating office of the home childcare provider, if applicable.

Section 2 – Integration plan and assessment

To determine the means to be implemented to reduce barriers to the child's integration and social participation, it is important to consider:

- the child's needs and difficulties resulting directly from his/her impairment and disabilities
- the child's additional support needs compared with another child of the same age and essential to his/her basic care, integration process and social participation in the life moments that make up the day at the childcare facility

To promote reflection and facilitate identification of needs, difficulties and means to reduce barriers to integration:

- A list of the life habits and educational experiences at the childcare facility is provided in Schedule 1
- Examples of barriers likely to be encountered in educational childcare services (SGEE) are provided in Schedule 2
- Examples of means that can be implemented in SGEE are provided in Schedule 3

The integration plan must be reviewed at least annually. At the time of each review or when the child leaves the childcare facility, an assessment of the actions carried out and the results obtained must be prepared. The educational childcare provider must demonstrate that the actions recorded in the assessment have actually been carried out.

The signature of the person with parental authority is required for each version of the integration plan, as well as for each assessment prepared (except for the assessment prepared when the child leaves the childcare facility).

Integration plan

Please check the child's needs or difficulties and indicate the proposed means.

Needs or difficulties	Means proposed to reduce barriers to integration
☐ Personal care ☐ Moving around ☐ Communication ☐ Interpersonal relationships ☐ Responsibility and safety ☐ Learning Other, specify :	
☐ Personal care ☐ Moving around ☐ Communication ☐ Interpersonal relationships ☐ Responsibility and safety ☐ Learning Other, specify :	

Section 2 – Integration plan and assessment (cont.)

Integration plan (cont.)

Needs or difficulties	Means proposed to reduce barriers to integration
☐ Personal care ☐ Moving around ☐ Communication ☐ Interpersonal relationships ☐ Responsibility and safety ☐ Learning Other, specify :	
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☐ Personal care ☐ Moving around ☐ Communication ☐ Interpersonal relationships ☐ Responsibility and safety ☐ Learning Other, specify :	

Section 2 – Integration plan and assessment (cont.)

Integration plan (cont.)

Name of the person who prepared the plan:

I undertake to implement the means proposed as promptly as possible.

Signature of the provider

Date (YYYY-MM-DD)

I certify that I took part in the development of the integration plan.

Signature of the person with parental authority

Date (YYYY-MM-DD)

Assessment

Please indicate the actions carried out and the results obtained.

Actions carried out	Results obtained

Section 2 – Integration plan and assessment (cont.)

Assessment (cont.)

Name of the person who prepared the assessment

I certify that the information in the assessment is accurate.

Signature of the provider

Date (YYYY-MM-DD)

I certify that I took part in the integration process throughout the year.

Signature of the person with parental authority

Date (YYYY-MM-DD)

Schedule 1 – List of life habits and educational experiences in childcare

The life habits considered are the actions that the child must perform, depending on his/her age, to care for himself/herself and participate in social life.

Personal care

Life habits related to nutrition, dressing, hygiene and naptime.

At the childcare facility, personal care consists notably of routines that punctuate different periods of the day.

These educational experiences contribute significantly to the development of autonomy.

Measures must be taken regarding specific intolerances or sensitivities, as well as regarding specific medical or health conditions.

Nutrition

- Eating (e.g. non-slip dish, adapted utensils)
- Drinking (e.g. with a straw, from a cup)

Dressing

- Taking off shoes
- Putting on shoes
- Taking off clothes
- Putting on clothes
- Undoing clothes
- Doing up clothes

Hygiene

- Wearing a diaper
- Sitting on the potty
- Sitting on the toilet
- Asking to go to the bathroom
- Washing hands and face

Naptime

- Falling asleep and waking up alone
- Sleeping during naptime
- Playing calmly during naptime
- Relaxing

Specific intolerances or sensitivities

- To cold
- To the sun
- To wind
- To noise
- To ventilation
- To heat
- To dust
- Allergies

Specific medical or health condition

- Specific diet
- Consistency of foods (e.g. purée)
- Position at mealtime (e.g. bumping block, chair with arms)
- Medication(s) taken
- Specific treatments required

Moving around

Life habits related to moving around over a short or long distance, both indoors and outdoors, as well as use of technical aids for this purpose, if applicable

At the childcare facility, the child develops his/her motor skills while playing. He/she becomes aware of his/her body in motion. The child develops his/her senses by exploring the world around him/her.

- Raising and bowing his/her head
- Turning around, changing position
- Crawling
- Sitting
- Moving on all fours
- Walking
- Pushing or pulling a toy while walking
- Running
- Taking part in activities requiring coordination of movements (e.g. clapping, catching a ball, going down stairs)
- Performing activities such as using a swing, a tricycle, a slide

Schedule 1 – List of life habits and educational experiences in childcare (cont.)

Communication

Life habits related to exchanges with persons around the child (family, intervenor, peers) by means of speech and language, including understanding, expressing of needs, conversation, hearing and vision.

At the childcare facility, the child develops his/her abilities to communicate, to express his/her ideas and needs and to understand the ideas of others. The child expands his/her vocabulary by interacting with his/her peers and the adults around him/her.

- Making himself/herself understood: verbally, by signs, gestures, pictograms, a technical aid, sounds
- Answering to simple questions
- Putting two words together to express himself/herself (e.g. “Want that!”)
- Reproducing a sound
- Understanding and carrying out a simple instruction
- Carrying out two instructions with a common link
- Giving or showing objects upon request
- Imitating noises, animal cries, etc.
- Speaking fluently
- Expressing his/her choices

Hearing

- Reacting to the intonations of a familiar voice, to noises and to sounds

Vision

- Finding a hidden object
- Following with his/her eyes the adult and the other children as they move around
- Being attracted by his/her image in the mirror
- Participating in activities requiring fine vision (distinguishing shapes, objects, colours, etc.)
- Moving around without bumping into something, without tripping
- Participating in activities requiring distance or peripheral vision (ball or obstacle games)
- Wearing glasses

Interpersonal relationships

Life habits related to persons around the child (family, intervenor, peers) and the ability to create ties.

At the childcare facility, the child is interested in the others and develops his/her social skills to have harmonious relationships. He/she takes part in group life and learns to respect the rules of life. The child learns to better understand himself/herself, to understand, express and manage his/her emotions. The child makes choices based on his/her preferences, interests and needs. He/she develops self-esteem and confidence in his/her ability to learn. The child acquires autonomy through all kinds of positive experiences.

- Tolerating the absence of the parent, educator
- Seeking contact
- Playing with his/her peers
- Participating in group life
- Developing gradually his/her abilities of expression, understanding and managing emotions
- Sharing, waiting his/her turn, cooperating

Responsibility and safety

Life habits related to taking responsibility based on age level, in particular, following safety instructions, behaving in a logical and sensible way, solving everyday problems and respecting the rules of life.

The childcare premises are laid out so that the children feel safe. Transitional moments are important moments suited to exchanges related to safety while moving around, both inside the facility and outside.

- Following the rules
- Respecting limits while moving around
- Respecting limits outside: in the yard, during walks, etc.
- Behaving appropriately towards the adult, his/her peers and himself/herself
- Being aware of danger to himself/herself and others

Learning

Life habits related to educational experiences at the childcare facility, to learning through routine, discovery and play.

At the childcare facility, the child develops strategies and acquires knowledge to better and better understand the world around him/her. He/she experiments with problem-solving and decision-making.

- Carrying out simple tasks: putting away his/her toys, belongings, etc.
- Taking part in domestic activities: cleaning up a mess, putting out the garbage, etc.
- Participating in educational experiences that require attention, concentration, memory, reasoning
- Initiating certain games during the welcome, leaving, free play and transition periods
- Using adapted electronic equipment

Schedule 2 – Examples of barriers likely to be encountered at the childcare facility

Educational childcare services (SGEE) are responsible for favouring the integration of all children, i.e. eliminating or reducing obstacles that may impede some children's access and participation. Once these obstacles are removed, the responsibility of SGEE towards all the children is the same – to provide quality services that foster their overall development.

The concept of integration is based on the conviction that each child must benefit from the means favouring the greatest possible development of his/her abilities. The child's full participation in life at the childcare facility is seen as supporting his/her overall development and helping the child to maintain and experiment with his/her abilities. This implies that the approach towards children should promote the greatest possible autonomy and the capacity to establish social relationships with the adults and other children they interact with based on their rhythm, abilities and needs.

Accessibility of the premises

Buildings' lack of accessibility, non-adapted play areas, obstacles to moving around, lack of access ramps for entering the building, doors that are too heavy, inaccessible bathrooms

Accessibility of equipment

High chair not adapted to the child's strength, lack of adapted booster seats

Accessibility of materials

Non-adapted or inaccessible games, symbolic accessories difficult to use on the basis of the child's inabilities

Adapted communication and accessible documents

Lack of visual tools (e.g. pictograms, photos) adapted in accordance with the approach used by the parents and professionals to communicate with the child, lack of a communication tool such as adapted electronic equipment

Knowledge, know-how

Lack of knowledge regarding the different types of disabilities, the concrete needs specific to a child, providing for his/her care, implementation of adapted interventions or use of the child's technical aids

Lack of knowledge about the resources suited to supporting the SGEE, for example, government or community agencies specializing in the integration of handicapped persons or handicapped children in a childcare facility, associations of parents of handicapped persons

Educational actions

Lack of knowledge allowing for planning of inclusive educational actions, taking into account the needs of all the children and proposing educational actions adapted to the child's disabilities and favouring his/her development and social participation

Respecting the child's rhythm and needs

A lack of shared and overall understanding liable to lead to unrealistic expectations regarding a child's abilities or to too much attention being given to his/her limitations rather than his/her strengths

Personalized approach

Adopting only generalized educational actions without assessing the child's individual needs, thus not favouring a personalized accompaniment of the child within the group; using set "recipes" to try to compensate for "weaknesses" instead of carrying out the educational intervention process (observation, planning and organization, educational action, reflection-feedback) with the child and building on his/her strengths

In the event of risk of a disruption of services: not having an intervention plan in collaboration with the parents in order to bring together the different internal partners to agree on possible solutions and coordinate follow-up of their implementation; not turning to external partners to support the SGEE staff members

Cooperation and complementarity of services

Lack of communication between the partners intervening with a child and the child's family with regard to pooling their respective expertise; lack of communication with the health and social services network navigator

No implementation of a services plan process; no participation by the SGEE in the personalized services plan of the health and social services network or in the cross-sector personalized services plan with the school environment

Schedule 3 – Examples of means that can be implemented at the childcare facility

The means to be implemented to reduce the obstacles to the child's integration and social participation can take different forms in the SGEE.

Resource materials

- Technical aid: any equipment or materials that the person can bring with him/her
  - Organization of resources
  - Adaptation of the SGEE materials or equipment
  - Purchase of specialized equipment or materials
- Layout of the environment (building, premises, stairs, bathroom, yard, etc.)

Human resources (hiring additional staff)

- Adapted basic care: supervision, assistance or replacement with the child
- To ensure the child's safety at mealtime, while dressing, at rest time or during transitions
- Freeing up the educator to enable her, for example:
  - to observe the child and plan educational activities
  - to update the integration plan
  - to participate in exchanges with the parents or partners
  - to take part in training or seek information relating to the difficulties experienced with the child

Adapted educational interventions

- Strategies that may meet the needs of all the children in the group, for example:
  - Integrate a stable schedule accompanied by visuals
  - Use a visual timer to prepare the transitions
  - Positively reinforce good behaviour
  - Ensure an environment free of sensory stimulation not relevant to the day's activities
  - Institute a routine that is balanced between calming or exciting stimulation at the right time
  - Provide a container of small objects that can be used during transition periods

Other means

- Establishing a relationship of trust with the parents: encourage their presence during childcare activities and accompany them
- Fostering awareness among persons who use the childcare facility
- Initial or continuous training in line with the nature of the impairments or disabilities, based on the needs of the manager and staff; enhancement of integration skills
- Consultation of information, documentation, websites, online tools
- Implementation of adapted approaches and educational actions; application of the inclusive approach to the childcare facility's educational activities
- Internal coaching and training (with the manager, experienced educators, the person responsible for integration at the childcare facility, a specialized education technician, a pedagogical advisor from the home childcare provider's coordinating office, etc.)
- Cooperation exchanges and meetings with the professionals intervening with the child (pooling of information to assess the child's needs, etc.)
- Professional childcare support (transfer of information to support the child's integration or social participation, etc.)
- Lowering the responsible person-to-children ratio
- Required adaptations to the educational intervention process to meet the child's needs; development of a childcare intervention plan; participation in a services plan process
- Reflecting on the environment as a whole, focusing on the child's well-being and his/her overall development rather than on attaining set goals