

Let's get started

An early learning program
for children with extra support needs
and their families



2nd Edition
June 2013

Acknowledgements

We would like to acknowledge the following professionals who generously offered their time, expertise, and advice in the development of the **Let's Get Started** program model. They also facilitated in the training of many early years practitioners over the past few years.

Thank you to:

Carol Patrick
Catriona Kollar
Devon Physick
Diana Sansalone
Maureen McDonald
Natasha Tan

Mothercraft

Barb Wylde
Noel Barnett

Toronto Preschool Speech and Language Services

Barb Hannah
Kim Clarke
**Centennial Infant and
Child Centre**

Nancy Hendy
Than Le
**Community Living
Toronto**

Karen Ward
Susan Musgrave
**Holland Bloorview Kids
Rehabilitation Hospital**

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For more information about the Let's Get Started model contact 416 920-6543 or www.mothercraft.ca

About the Let's Get Started program model

Let's Get Started is designed for staff of Ontario Early Years Centres, Child and Family Centres, and other family-serving community services who want to implement a play group for children with developmental concerns and their families. The **Let's Get Started** program brings together health and social services to deliver an accessible 6 – 8 week parent-child social play group program that responds to a family's immediate practical parenting and child development needs.

Two of the main objectives of the program are to increase parents/caregivers understanding of child development and to provide practical and concrete strategies to support healthy child development. Each week of **Let's Get Started** is designed to focus on a domain of development (e.g., focus of week two is speech and language skills, which is connected to the communication and language developmental domain). Planned learning opportunities and materials are tailored to the individual needs of the children attending the program and family participation is encouraged in play-based learning opportunities while staff model learning strategies.

As well, during each session a specialized professional from the community is invited to provide parents with practical child development information and everyday parenting strategies related to his/her area of expertise. **Let's Get Started** is not a diagnostic or assessment program. Rather, it is an opportunity for parents and caregivers to talk with a variety of community professionals in a safe and informal early learning environment.



Ideal model for the Let's Get Started program:

- Parent/caregiver and child program
- 6 – 8 families in the program
- 6 – 8 weeks in length (1 session per week)
- 1.5 hours per session
- Registration 1 – 2 weeks prior to start date of the program
- Facilitated by an Early Childhood Educator and co-facilitator
- Community professionals are invited into the program each week to provide formal and informal child development information and strategies to parents/caregivers

The Evolution of the Let's Get Started program

In 2010, the Let's Get Started program model emerged as a response to address the long waitlists for individualized diagnostic and intervention services as identified by partner organizations of CITYKIDS (coordinated access to special needs services) in the city of Toronto. In the last few years, organizations and professionals who provide specialized intervention services have identified an increased demand in services, resulting in longer wait times (waitlists between 4 – 14 months) for preschool children who have been identified with developmental concerns.

Parents of children who are waiting for specialized intervention services expressed their frustration and struggle with day-to-day parenting of children with developmental needs. They were feeling isolated and alone in their understanding of how to help their children. They identified that they were finding it increasingly difficult to cope and care for their children when they did not have the information and tools to help support them in their role as parents.

More children under the age of 6 years are exhibiting multiple and complex developmental delays in one or more of the following domains of development: behavioural, physical, social, emotional, language, and cognitive. The need for a supportive parent-child program like **Let's Get Started** is now greater than ever. It is our hope that with more **Let's Get Started** programs being offered across the city of Toronto, parents and caregivers of a young child are able to access immediate professional support and information and receive developmentally-appropriate parent and child stimulation strategies until they are able to receive the specialized intervention services they need.

The **Let's Get Started** program is unique in that it reaches across sectors to bring health, social and child and family support services together to plan and create free and accessible 6 – 8 week parent-child social play group programs. These programs are able to respond to a family's immediate and practical parenting and child development needs. The objective is to strengthen the on-going ability of staff working in early learning and child and family resource environments to support children with developmental concerns by providing hands-on multi-disciplinary, coordinated service delivery in neighbourhood-based programs throughout Toronto.

Theoretical frameworks help inform practice

Let's Get Started is based on key theoretical frameworks that provide a foundation for early learning professionals to understand child development and identify best practice when working with young children, their families, and the social service system. By forming the **Let's Get Started** program within these frameworks, we are able to create a curriculum that is responsive to the individual and group needs of children and families living in the communities that we serve. Below are the frameworks that informed the development of this program.

Let's Get Started is a partnership of the Ontario Early Years Centres in Toronto and:

Adventure Place Child and Family Centre
 Aisling Discoveries Child and Family Centre
 Boys & Girls Club of East Scarborough
 Centennial Infant and Child Centre
 Child Development Institute
 CITYKIDS
 Community Living Toronto
 Geneva Centre for Autism
 Holland Bloorview Kids Rehabilitation Hospital
 Mothercraft
 Toronto Children's Services
 Toronto Foundation for Student Success
 Toronto Preschool Speech and Language Services
 Toronto Public Health
 Terry Tan Child Centre
 Surrey Place Centre

DEVELOPMENTAL THEORY:

Children's development is a product of a combination of inborn qualities and contributions from experiences. Developmental theory calls for the consideration of the combined contributions of both the prenatal and postnatal environments. This allows us to understand and respond to every child in our programs based on their unique strengths and vulnerabilities, and to tailor our programs and interventions appropriately.

ATTACHMENT THEORY:

Attachment Theory proposes that it is within the emotional relationship between infant and primary caregiver that the young child's cognitive and emotional sense of self and others is developed in ways that have a critical influence on the infant's perception of the environment and on others, as well as later personality development, social functioning, and learning.

An attachment relationship serves four major functions:

1. Provides a sense of security
2. Regulates affect and arousal
3. Promotes the expression of feelings and communication
4. Serves as a base for exploration

RELATIONAL THEORY:

Relational Theory calls for attention to larger system changes, including reduction of service fragmentation and access issues as part of the solution for families and children.

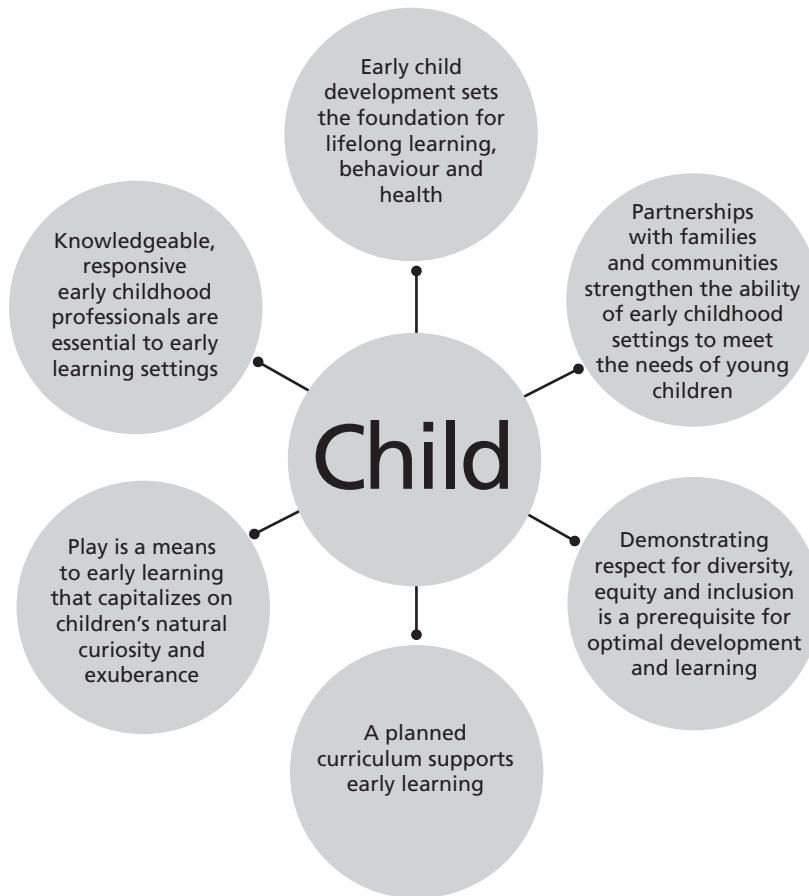
Early Learning for Every Child Today (ELECT)

OVERVIEW:

- Created by Best Start Expert Panel on Early Learning.
- A guide and framework to support curriculum, and pedagogy throughout Ontario early childhood settings.
- A living document that will continue to evolve.
- A compliment, not replacement to our approaches and curriculums.
- Framed by the 6 principles for reflective practices.
- Supports process vs. the product within the context of learning opportunities and children's experiences.
- Features a continuum of developmental skills that helps early childhood practitioners plan optimal curriculum and environments.
- Reinforces and encourages the use of common language/terminology among early childhood practitioners.

Principles of the ELECT Framework

The ELECT Statement of Principles is a collection of values that were established based on early childhood development research in various professional fields. The Principles are reflective practices and beliefs for early learning professionals and early childhood settings.



Developing a common language in early learning and child and family support

We have learned that it is important to ensure that early learning practitioners are using a common language to describe the work that they do in order to ensure consistency between professionals and clarity when supporting children and families. The ELECT framework transforms traditional early learning language by offering clear, supportive wording to describe the work that early learning professionals do to support and educate children. Below is a useful chart comparing traditional and ELECT terminology will help practitioners to use consistent language with families and community partners.

(Reference): *Best Start Expert Panel on Early Learning (January 2007) Early Learning for Every Child Today: A framework for Ontario early childhood settings.* Toronto, ON: Ministry of Children and Youth Services of Ontario

| TRADITIONAL ECE TERMINOLOGY | ELECT TERMINOLOGY |
|--|--|
| Activities | Learning Opportunities/Experiences |
| Child Directed | Child Initiated |
| Parent Participation | Parent Participation, Partnerships with Families, Responsive Relationships |
| Developmental Domains, Teacher/ Directed | Domains of Development, Teacher/ Professional Supported |
| Emergent Practice | Reflective Practice |
| Behaviour Modification | Guidance |
| Anti-biased approach | Culturally responsive practice |

The benefits of Let's Get Started

Let's Get Started aims to enhance and strengthen a coordinated approach to supporting children with extra support needs and their families.

LET'S GET STARTED AIMS TO:

- Increase parents/caregivers skills, strategies, and knowledge of child development
- Increase parents/caregivers access to specialized resources and professional expertise
- Increase parents/caregivers comfort levels with early learning environments
- Familiarize parents/caregivers with community-based universal early learning programs
- Strengthen the on-going ability of staff working with parents/caregivers and children in early learning environments while supporting young children with developmental concerns

Strengthening inclusion in universally-based child and family support settings

THE LET'S GET STARTED PROGRAM AIMS TO ENGAGE:

- Children (aged 18 months to 5 years) with developmental concerns
- Children waiting for specialized services and/or child care

PARENTS/ CAREGIVERS FIND OUT ABOUT THE PROGRAM:

- Through staff at their local Ontario Early Years Centre or Child and Family Support Program
- Through an agency that a child is connected to and/ or waiting for services from (e.g., CITYKIDS, Toronto Preschool Speech and Language, Surrey Place Centre)
- Through a community professional (Doctor, Ontario Early Years program staff, Speech and Language intake staff, etc.) provides program information

CHILDREN MAY BE EXPERIENCING DELAYS IN ONE OR MORE OF THE FOLLOWING DOMAINS OF DEVELOPMENT:

- Communication and language development (e.g., expressive language, receptive language)
- Social-emotional development (e.g., attachment, behaviour, emotional regulation)
- Cognitive development (e.g., using skills already learned and developing new ones)
- Physical development (e.g., picking up objects, using utensils, walking, running)
- Self-help skills (e.g., toileting, dressing)
- Play skills (e.g., turn taking, sharing)
- Sensory (e.g., exploration through the five senses)

Partnerships

Partnerships across sectors

Strengthening relationships and partnerships between professionals, specialized service organizations and early learning professionals is an important step in reducing fragmentation between services and increasing access to families with young children.

Let's Get Started brings together professionals from a variety of disciplines and sectors to engage children and families in an early learning environment that promotes child development, family functioning and increased access to supports.

The program's multi-disciplinary approach is based on collaboration, coordination, and communication across sectors and services. Families are supported through an integrated delivery model which includes developmental, parenting and health services.

By working together, **Let's Get Started** supports children, families, organizations, and communities.

Partnerships with families

" Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children"

(ELECT, page 8)

Families are the most important influence on their children's early learning and development. Family and community involvement in early childhood settings benefits children by increasing learning opportunities that foster growth in all domains of development. **Let's Get Started** supports a holistic, family-centered approach that increases parent and caregiver access to a wide range of professionals in a supportive child and family environment.

" It's going beyond WHETHER they are involved and focusing on HOW they are involved."

(ELECT)

Professional supported, family responsive coordinated service model

Participation in a **Let's Get Started** program, offers families access to the expertise of a multi-disciplinary group of professionals in a universally-based child and family support setting. Child and parent/caregiver participation in a coordinated service delivery model opens the door to many community professionals and services.



PARTNER ORGANIZATIONS AND PROFESSIONALS CAN CONTRIBUTE BY:

- Offering program space
- Offering to co-facilitate a program
- Offering specialized professional expertise and knowledge (Occupational Therapist, Speech and Language Pathologist, Early Interventionist, etc.) as a guest invited into the program
- Participating on an advisory committee to plan and organize program delivery

Role of community professionals

In this coordinated service model, community professionals are invited into the **Let's Get Started** program by the lead program facilitator to discuss child development with families. The professional's role is to lead informal and formal discussions regarding a given topic in their domain of expertise, as well as to answer general questions from families.

The specialized professional is to provide general child development information and will *not* provide an individual assessment or diagnosis.

If the professional feels more support is needed for individual children and families, they can help support with a referral.

Helpful tip:

Network at workshops, seminars, and meetings! Always ask for a business card.

SAMPLE WEEKLY SCHEDULE

| Week | Visiting Professional |
|-------|---------------------------------|
| One | 'Get to Know Me' First Session |
| Two | Speech and Language Pathologist |
| Three | Public Health Nurse |
| Four | Occupational Therapist |
| Five | OEYC Literacy Specialist |
| Six | Early Interventionist |
| Seven | Dietician |
| Eight | Closing the group |

Clarifying the role of the community professional

The Role of the Community Professional is:

- To talk with families about their area(s) of expertise
- To engage in informal discussions with families
- To describe their work and how they support families
- To give families general information on strategies to help build skills in all domains of development
- To provide information through brochures and flyers about their agency, organization and/or services provided
- To model development-specific play-based learning strategies
- To make appropriate referrals to extra support services

For a handout out describing the role of the professionals please see Appendix – Our Community Partners for document entitled "About the Let's Get Started Program"

PROGRAM FACILITATORS CAN SUPPORT SUCCESSFUL PARTNERSHIPS WITH COMMUNITY PROFESSIONALS BY:

- Informing community professionals of the expectations of the program (see Appendix for the Role of the Community Professional)
- E-mailing the community professional 2 weeks before arriving with a reminder, directions, contact information and program address
- Having a table set-up in the room for resources and brochures that the community professional brings for families
- Remembering to thank the community professional for offering their time and sharing their expertise and experience (e.g., Thank You cards)

Responding to outreach and community needs

Responding to community and family needs

The **Let's Get Started** program emphasizes culturally-responsive practice to ensure partnerships with families living in the community. Program curriculum is planned and implemented to maintain an anti-biased approach in all aspects of implementation.

CONSIDERATIONS THAT AFFECT PROGRAM IMPLEMENTATION:

- Languages spoken in the community and at home
- Religious practices to accommodate
- Cultural background and practices of families
- Income being a barrier to participation
- Family composition (e.g., two parent, lone parent, blended, extended, same-sex, adoptive, foster)

Considerations when planning to implement a Let's Get Started program

Here are things to consider when planning the **Let's Get Started** program in your community:

1. Is the program space accessible? How many staff, children and adults can move, play and be in the space safely?
2. Is it easy to access for children and parents who might have varying mobility?
3. Do families require child minding for non-participating children (younger or older siblings)? Is there a separate child minding space?
4. Is there a breastfeeding area and diaper changing area?
5. Is the program at a time of day when children will be most successful? (i.e., when children are not tired or hungry)?
6. Will seasonal weather make it difficult for parents and children to attend?
7. Are there cultural practices that need to be considered?
8. Are there barriers to transportation? Is the program located on a subway line? Is it near a bus stop? Is there parking close by? Do families require paid transportation in order to attend?
9. Will you be providing a snack? Do children have allergies? Are there culturally appropriate foods? Is there a designated space for food preparation and delivery? (see "Dietary Awareness and Snack Time Fun" section)

Outreach: Creating a program flyer

WHEN DEVELOPING PROGRAM FLYERS:

- Ensure that flyers are translated into the languages of families with young children who live in the community.
- Ensure written content is low literacy language (i.e., at the grade six (6) level).
- Include pictures that represent the community.
- Provide program information including age, population, dates, times, locations, contact information, program descriptions, supports (transportation, snack), etc.
- Use: bright coloured paper or print, large font, reduced wording, good spacing for fluid reading.
- Ensure program contact information identifies the individual who will be completing program registration (lead program facilitator).

[See Appendix- Professional Resources for sample flyer]

Methods of outreach

Spread the word about your program through a variety of methods to inform as many parents, professionals and social service agencies as possible.

WITHIN YOUR ORGANIZATION:

- Send program information to co-workers and professionals within your organization.
- Upload flyer on your organization's website.
- Provide program calendars for distribution and on OEYC website.
- Inform families during drop-in programs.

EXTERNAL TO YOUR ORGANIZATION:

- Send/deliver flyers to partner organizations and professionals.
- E-mail Special Needs Resource Staff that work in your area so they can tell families waiting for child care.
- Send flyers to networks and local planning tables (Inclusion Resource Network, etc.)
- E-mail your flyer to **CITYKIDS@mothercraft.org** to be placed on the CITYKIDS Partners Forum.
- E-mail the CITYKIDS program your information to be included in **Let's Get Started** Program Calendar which lists quarterly all the programs across the city of Toronto (See Professional Resource appendix for example).
- Inform community partners at meetings and professionals who may share facilities.

SCREENING CLINIC:

- Offer a healthy child screening clinic in partnership with local child development agencies to identify children who could benefit from the program.

COMMUNITY VISIT:

- Schedule times to visit your local community facilities. You can introduce your program there as well as make contacts for the future.

Post your program flyer in local:

- **Libraries, play groups, schools, child care centres**
- **Churches, mosques, temples, etc.**
- **Doctor offices, dental clinics, walk-in clinics, etc.**
- **Community centres, parks and recreation facilities, etc.**
- **Apartment buildings, lobbies, laundry rooms, etc.**

Proposed timeline for program development and outreach

This timeline is to help you plan the various steps involved in the implementation of **Let's Get Started**.

| | |
|---|------------------------------|
| Screen child and family needs (e.g., screening clinic and in drop-in programs) | 10 weeks prior to program |
| Choose location of the program (have a plan B) | 8 – 9 weeks prior to program |
| Contact and arrange community professional guests for each session | 7 – 8 weeks prior to program |
| Create flyers | 7 – 8 weeks prior to program |
| Outreach to families in the community and to community partners (e-mail CITYKIDS program information) | 6 – 7 weeks prior to program |
| Pre-registration of families | 2 – 4 weeks prior to program |

Developmental screening and registration

Talking with families about concerns

When approaching a family about a concern you might have regarding a child's development, it is important to be aware of parent/caregiver's readiness to disclose information and to discuss their child's development. Early years professionals need to recognize verbal and non-verbal cues to help determine where the family fits in relation to the stages of readiness. You can use "The Stages of Change" developed by James Prochaska and Carlo Diclemente to support your understanding of a family's level of readiness.

| STAGE | PARENTAL RESPONSE | PROFESSIONAL RESPONSE |
|--------------------------|--|--|
| Pre-contemplation | "There isn't a concern." | <ul style="list-style-type: none"> • Build foundation of trust, revisit the concern. • Watch the nonverbal cues. |
| Contemplation | "Maybe there is a concern." | <ul style="list-style-type: none"> • Continue sharing information slowly. • Sandwich approach- positive, concern, positive. • Ask the parent to share what is occurring at home and in other environments. • Be PATIENT. |
| Preparation | "Yes, there is a concern. What should I do about it?" | <ul style="list-style-type: none"> • Inform them of the agencies that can help. • Informed choices for families work best. • Work on modeling strategies. |
| Action | Family follows through with next steps- referrals, etc. | <ul style="list-style-type: none"> • Make referrals for family or provide contact information to programs. |
| Maintenance | Family sticks with next steps but needs to maintain them. | <ul style="list-style-type: none"> • Encourage the parent to check in with referral agencies. • Be an active listener. • Incorporate professional strategies into your program. |
| Termination | Family sticks with next steps and no longer needs support with follow through. | <ul style="list-style-type: none"> • The parents will forever be the child's advocate by supporting them in a partnership. You empowered them for years to come! |

(Reference): Prochaska JO & DiClemente CC (1986) Towards a comprehensive model of change. Addictive Behaviors: Processes of Change. W.R. Miller and N. Heather (Eds) New York, Plenum Press: 3- 27

Building a foundation of trust includes:

- Mutuality
- Sensitivity
- Respect
- Honesty
- Compassion
- Patience
- Positive regard
- Time
- Listening
- Non-judgement

Helpful reminders when working with families

- Find an appropriate space to talk (away from other families).
- Never label or diagnose a child.
- Talk about the child's strengths within the program.
- See the child as a child first, then as a child with extra support needs.
- Avoid using professional jargon and labels (e.g., OT, SLP, hyper, aggressive).
- Use strength-based language ("He is crawling to move around" instead of "He is not walking").
- Share observations of the child with parents or caregivers.
- Be an active listener and ask open-ended questions.
- Provide time for parents/caregivers to get to know you – don't jump right in, take your time.
- Use the sandwich approach- positive, concern, positive.
- Be aware that families need to have hope.
- Share teaching strategies, guidance, and techniques with families when discussing how to support children's learning.
- Educate parents/caregivers about child development milestones.
- Be sensitive to financial, medical, and emotional challenges families are facing.
- Connect families to the professionals that can assist them.
- Build on the family's skill base- start where they are.
- Ask yourself where they are in the grief process and/or stage of parental readiness (see above page).

Developmental Screening

BEST PRACTICES FOR DEVELOPMENTAL SCREENING

- To be completed by the family or with the family
- Used as a tool to highlight strengths and identify areas of concern
- Not to be used to identify children with special needs
- To be culturally responsive and reflective (e.g., at home some children use their hands to eat, rather than utensils)

RECOMMENDED SCREENING TOOLS

Nippissing District Developmental Screen www.ndds.ca

Communication Checklist for children birth to age four – Toronto Preschool Speech and Language Services www.tpsls.on.ca

Ages and Stages: Social-Emotional (ASQ:SE)
<http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/asq-se/>

Best Start by Health Nexus: On Track Guide
http://www.beststart.org/OnTrack_English/1-introduction.html

[See Appendix- Professional Resources for “Screening Tool, Websites and Trainings” Document.]

Making referrals

When a child requires specialized services and additional support you can refer to:

- Toronto Preschool Speech and Language Services
- Toronto Public Health
- CITYKIDS

ABOUT CITYKIDS

CITYKIDS is a broad network of agencies across Toronto that provides single point access, coordinated intake and service delivery to children with special needs and their families.

Who they serve:

- Children from birth to 6 years
- Children 6 years to 12 years who are attending childcare

When to refer:

- If you have concerns regarding a child’s development
- If a child has an identified need and requires services or support

CITYKIDS 416-920-6543

Consult with your manager or program lead to ensure you are adhering to your organization’s policies and procedures.

Encourage families to continue to attend Early Years programs in their community.

To download and/or view calendars, go to

www.children.gov.on.ca

look under the Early Childhood section

Considerations for registration

THE REGISTRATION PROCESS:

- Advertise **Let's Get Started**.
- Assign lead program facilitator to register families (ensure it is included in the flyer information).
- Invite families who are new to your program to the location.
- Set a registration deadline of at least two weeks in advance of the program start date.
- Discuss the importance of committing to the program's weekly sessions in order to promote consistency for all families.
- Ask families to arrive early on the first day to support the transition into the program (see Supporting Children's Transition into the Program on page 47).

Participant registration

SUGGESTED REGISTRATION PROCESS:

- Designate the lead program facilitator to complete the registration.
- Discuss eligibility with each family (e.g., not in a child care full time, age, location of residence, etc.).
- Use the Registration Checklist (see Appendix) for each family as a template for determining eligibility, as well as suitability in order to finalize participant registration.
- Review the format of the program with each family and the expectation that they are able to attend every week.
- Welcome families to visit your program location prior to the start date.

Encouraging consistent participation

It is important that families understand a commitment to participating for the full length of the program and consistent attendance to the program support children's success in the program. All families are strongly encouraged to attend all the **Let's Get Started** sessions.



Why is consistency so important?

THE IMPORTANCE OF REGULAR ATTENDANCE:

For parents and caregivers:

- Improves understanding of child development.
- Provides an opportunity to talk to community professionals and to meet other parents
- Increase parenting skills to support their child's unique needs.

For children:

- Helps children to learn routines and transitional processes through consistency and predictability.
- Provides children with repetition and practice (the more we practise skill development, the more we learn it).

For the program:

- Attendance respects everyone's time (facilitator, professional, and other families).
- Allows the program to run efficiently.
- Assists with program planning (i.e., snack, materials, learning opportunities).

What to do when your program is full

If your program is full and more families are interested in registering, here are some options:

- Create a waitlist (see Appendix for template), and promote parent and child participation in regularly scheduled Child and Family Centre drop-in programs.

Refer to:

- A neighbouring Ontario Early Years Centre that is running a **Let's Get Started** Program
- 'Play it Up' Program: Contact an OEYC Early Literacy Specialist for program information 416-789-7441
- Toronto Public Health Programs: Contact Toronto Health Connection 416-338-7600 for information on Make the Connection, Nobody's Perfect, or The Incredible Years

Staffing

Staffing the Let's Get Started Program

Offer a **Let's Get Started** program with staff who are early childhood practitioners and/or have background knowledge regarding children with extra support needs. It is also standard practice to ensure that all facilitators have a clear police reference check prior to the program start date.

Staffing Considerations:

- The number of program staff facilitators will reflect the number of participants registered (at least two early childhood practitioners per program).
- Managers will need to provide staff facilitators with designated program development time to plan and prepare learning opportunities each week.
- Managers will need to designate at least 30 minutes after each session for staff to debrief (see page 64 for information on debriefing) and to plan for next week.
- When choosing staff facilitators, ensure they are able to attend all sessions of the program. This will help to provide consistency.
- Strengthen professional knowledge and skills by promoting professional development opportunities in the area of extra support needs (i.e., training, workshops, and seminars).

Role of the staff facilitators

A FACILITATOR:

- Provides opportunities for children to explore and foster optimal development
- Encourages families to connect with one another, builds social networks and partnerships
- Models and scaffolds ways to interact with children which help to build parent/caregiver capacities
- Shares resources with families (e.g., information on domains of development)
- Offers a safe environment for parents and caregivers to meet with community professionals in an open and informal manner.

Remember the overall goals of the program (see page 62)

STRATEGIES THAT FACILITATORS CAN USE TO SUPPORT CHILDREN:

- Use Prompting and Fading Techniques (see Connectability handout in Appendix-Parent Resources)
- Use strengths to build on skills in all domains of development
- Use developmentally-appropriate language and planned learning opportunities
- Model guidance techniques (e.g., instead of saying “no hitting”, say “soft touch”).
- Use positive guidance to encourage participation
- Use communication temptations (e.g., use a toy with a lid to encourage a child to ask or communicate help)
- Use a range of strategies in play to help children extend thinking and learning
- Use play as an opportunity to model acceptance, respect, empathy and cooperative problem solving strategies

Who Does What?

Prior to beginning **Let's Get Started**, identify and determine facilitators' strengths and comfort levels when determining roles within the program. Appointed roles provide structure to the program and help to clarify expectations and alleviate stress and confusion for both the families and facilitators. Below is an example of how roles can be divided. Roles can be alternated on a weekly basis to help maintain balance within the program and among program facilitators.

| PLANNED LEARNING OPPORTUNITY | DESCRIPTION | STAFF ROLES |
|------------------------------|--|---|
| ARRIVAL | <ul style="list-style-type: none"> • Gross motor play • Transition to circle | Staff A and Staff B: <ul style="list-style-type: none"> • Greet families • Facilitate gross motor play • Transition to circle |
| CIRCLE TIME | <ul style="list-style-type: none"> • Songs • Focus of the day • Transition to planned learning opportunities • Community professional is present during entire session | Staff A: <ul style="list-style-type: none"> • Leads circle • Introduces the community professional Staff B: <ul style="list-style-type: none"> • Supports circle time • Sets up planned learning opportunities around the room (prior to the end of circle) |

| PLANNED LEARNING OPPORTUNITY | DESCRIPTION | STAFF ROLES |
|---------------------------------------|--|--|
| PLANNED LEARNING OPPORTUNITIES | <ul style="list-style-type: none"> Planned learning opportunities that are related to focus of the day Transition to snack | Staff A and Staff B: <ul style="list-style-type: none"> Model planned learning opportunities Support children in social and play interactions Support caregivers (model, share, listen) Transition to snack |
| SNACK | <ul style="list-style-type: none"> Washroom and break Snack time Transition to closing circle | Staff A: <ul style="list-style-type: none"> Leads snack Staff B: <ul style="list-style-type: none"> Supports snack Removes or covers planned learning opportunities Supports reading time if children are finished snack early |
| CLOSING CIRCLE TIME | <ul style="list-style-type: none"> Songs Transition to departure | Staff B: <ul style="list-style-type: none"> Leads closing circle |
| DEPARTURE | <ul style="list-style-type: none"> Handouts Departure | Staff A and Staff B: <ul style="list-style-type: none"> Facilitate and support departure |

Debriefing after each session

Debriefing is an opportunity for facilitators to share their feelings and thoughts with one another on individual sessions. Facilitators require this time to support their emotional well-being and to plan for the following session(s). By talking to one another in a safe environment, facilitators are better able to support the participants of **Let's Get Started** as the program progresses. Debriefing is mandatory for all facilitators. Make it a part of your schedule. Designate a minimum of half an hour after each session to review the session and plan for the next

STRUCTURE OF A DEBRIEFING SESSION:

- Discuss what worked and what did not work (strategies, techniques, room layout, programming, etc.).
- Discuss any disclosures made by parents/caregivers that may require additional assistance, planning or support.
- Discuss preparation for the next session (snack, programming, materials, purchases, who will contact community professional, etc.).

TIP: Assign one facilitator who will take on resources for specific participants

SUGGESTIONS FOR DEBRIEFING:

- Discuss families in a professional, non-judgmental and responsive manner.
- Facilitators should be mindful that families are going through stages of readiness (See Stages of Change on page 28).
- Facilitators label behaviours or concerns to support with planning strategies and techniques for children and families.
- Facilitators are to go directly to managers or program leads if a family discloses child welfare concerns and/or if facilitator feels that a child's safety is at risk.
- Respect the confidentiality of the families.
- Debrief in a secure area, away from program participants.

[See Appendix- Professional Resources for sample Debriefing forms]

Tips for encouraging families to attend:

- Cover transportation costs
- Include siblings in the program
- Provide child care for siblings
- Provide snack
- Offer program during evenings or weekends

Ensure that are taking into consideration the number of family members and caregivers who will be attending your program as this may impact programming (e.g., location, layout, etc.)

Where can you document information?

Registration form: summarize information.

Follow your agencies policies and procedures related to client information and confidentiality.

Programming and accommodations

Why a Weekly Focus?

Weekly sessions are structured with a guest community professional and planned learning opportunities. Sessions include an area of focus related to a domain of development and/ or skills (e.g., communication and language, self-help, physical). During each session, families are provided with resources and handouts on the weekly focus in order to support their knowledge within the given area when at home.

The main reason for having a weekly focus is to support the community professional that is coming into the program. Have educational materials and planned learning opportunities that are related to his or her area of expertise. The professional does not use the educational materials for screening or assessing children. The materials and planned learning opportunities are in place to support the community professional through modeling play-based learning strategies.

Planned learning opportunities related to a developmental domain should not be considered in isolation. Learning opportunities within this toolkit highlight other domains of development that are achieved during each planned learning opportunity. See the "What I Learn" sections on the planned learning opportunities sheets to see all the areas in which children are building skills through their play.

WHEN YOU ARE PLANNING YOUR OWN LEARNING OPPORTUNITIES:

- Ensure that planned learning opportunities incorporate all domains of child development and are developmentally appropriate.

How are sessions organized?

Now that community professionals have been booked for all sessions of **Let's Get Started** you can plan your weeks. By matching the community professional with programming, facilitators are enhancing the program experience for all participants. Weekly focuses are connected to a domain of development. Learning opportunities are based on these focuses and are tailored to meet the individual needs of the children. Parents and caregivers are encouraged to actively participate in play-based learning opportunities while staff model learning strategies.

SAMPLE WEEKLY FOCUS IDEAS

| WEEK | FOCUS | COMMUNITY PROFESSIONAL |
|-------------|--|---|
| 1 | Get to know the families | |
| 2 | Communication and Language development | Speech Language Pathologist |
| 3 | Self-help skills | Toronto Public Health |
| 4 | Physical development (fine and gross) | Occupational Therapist (Holland Bloorview Kids Rehab) |
| 5 | Social-emotional development | Representative from children's mental health agency |
| 6 | Play skills | Early Interventionist |
| 7 | Sensory Development | Special Needs Resource Staff |
| 8 | Exiting group | |

Sample program schedule

This is a sample program schedule for **Let's Get Started**. Program schedules should be tailored to meet the needs of the participants.

| PLANNED LEARNING OPPORTUNITY | TIME | ACTIVITY DESCRIPTION |
|--------------------------------|---------------------------|---------------------------------------|
| Arrival | 15 minutes | Arrive and engage in gross motor play |
| Circle Time | 10 minutes | Theme/ domain of the day |
| Planned Learning Opportunities | 25 minutes | Related to developmental domain |
| Snack | 25 minutes | Prepared snack time |
| Quiet Time/Reading | * if finished snack early | In reading area |
| Closing Circle | 5 minutes | Songs |
| Departure | 10 minutes | Family resources |

The first session

The first session of **Let's Get Started** focuses on the process of getting to know the families and sets the tone for the rest of the program. Facilitators need to keep in mind the importance of supporting families during the first day by making them feel welcome and included.

Facilitators should take this opportunity to talk to each family and to go over the structure of the program with the group – e.g., having a different focus each week, transitions that occur during each session, the role of the community professional, and your role as the facilitators. It is important to let parents and caregivers know their role within the program is to interact with their child and support them through each session. Facilitators can also take this time to find out which toys, materials, and learning opportunities the children enjoy.

REMINDERS FOR FACILITATORS DURING THE FIRST SESSION:

- Acquaint yourself with individual families.
- Take pictures of children for picture board in the program room.
- Discuss roles of parents and caregivers within the program.
- Discuss roles of the community professionals.
- Emphasize the notion of process over product (See Appendix – Professional Resources for document entitled “Process, not Product”).
- Observe how and with what the children play.
- Include the children’s favorite toys into learning opportunities.
- Go over the structure, rules and expectations for the program.
- Most importantly, make sure to have fun with the families!

Due to the uniqueness of the first day, it is strongly recommended that facilitators not book a community professional. It is also important to keep in mind the domain of development that is chosen for the first session as well as which learning opportunities are planned. Be sensitive to materials that are to be used and be aware of possible responses children may have to sensory-based learning opportunities (e.g., water, paint, mud, etc.) and plan accordingly.

Setting up the program space

It is important to modify the program area to support the children and families participating in the program. All children respond to reduced visual stimuli and a well-organized learning environment.

CONSIDERATIONS AND MODIFICATIONS FOR PROGRAM SPACE:

- Have a ‘comfy area’ in the room for children to go to for emotional regulation (include pillows, beanbag chairs, soft colours and books).
- Neutralize the space – limit visual stimuli.
- Limit educational materials to planned learning opportunities for the day (drape a blanket over areas not being used).
- Label bins with words and pictures.
- Have appropriate sized furniture for both children and adults.
- Have mats and/or name tags on the floor during circle time.
- Remember to put visuals at children’s eye level.
- If a child has an identified need in which specific modifications are required, talk to the family and professionals for support.

For free Visuals, visit CLToronto’s Connectability website: www.connectability.ca

Visuals that can be used in the room:

- Pictures that reflect the community (diverse, anti-biased pictures)
- Feeling Board (angry, happy, sad)
- Parent Tip Board

[See Appendix – Parent Resources]

- Connectability: Using Communication Posters (see Appendix)
- Connectability: Toilet Sequence (see Appendix)
- Connectability: Schedule Board Using Visuals tip sheet (see Appendix)
- A song board (see Appendix)

Supporting children's transition into the program

SUPPORT ARRIVAL TIME FOR CHILDREN AND FAMILIES BY:

- Designating an area for coats, bags and other personal belongings
- Having a sign-in sheet ready for families
- Showing families where the washrooms and playrooms are located on the first day
- Supporting children's transition into the program room with songs
- Welcoming families in a positive and friendly way
- Letting parents/caregivers know that children can bring a special toy if needed to comfort them
- Asking parents/caregivers during registration what the child likes to play with so you can program plan with that toy/material in mind
- Having visuals and the dressing sequence posted in the coat area)

Supporting circle time

SUPPORT GROUP/CIRCLE TIME FOR FAMILIES BY:

- Using picture and song boards
- Having fidget toys (e.g., a squishy ball, trucks, etc) available
- Having concrete objects to accompany songs and planned learning opportunities (e.g., star wands for singing 'Twinkle, Twinkle')
- Designating consistent seating with pictures, name tags, or placemats
- Placing children's names on the placemats
- Being aware of your positioning, eye contact and tone of voice
- Engaging every member of the group, including the parents and caregivers
- Incorporating songs that children sing at home
- Keeping stories short (e.g., use picture books)

CONSIDERATIONS:

- What are the general rules for group/circle time?
- How and when are the rules going to be communicated to the families?
- Are children required to stay in circle?
- What happens when a child becomes inattentive or upset?
- What is a realistic and age-appropriate time for children to participate in group/circle time?
- Which facilitator will address these issues?
- Reminder: Build group time up as the sessions evolve.

Check out Music Circles workshop on Connectability.

[See Appendix- Professional Resources for visuals for your song boards]

Supporting transitions

SUPPORT TRANSITIONS FOR FAMILIES BY:

- Using visual schedules and cues
- Providing verbal warnings prior to changing program focus
- **Using transitional objects:** toys or objects that are associated with the next planned learning opportunity (e.g., Use a star prop to transition to circle time for 'Twinkle, Twinkle')
- Using music and rhyme to prompt transition to next planned learning opportunity (e.g., Two More Minutes song)
- Modeling transition games to move from one area to another (e.g., hop like a bunny)

SUPPORTING WASHROOM BREAKS:

- Add washroom breaks to the visual schedule.
- Use a visual communicator (e.g., picture of toilet) available at child's eye level.
- Use a sequence of the toileting routine at eye level in the washroom.
- Consider accessibility options, such as step stool for children to wash hands, and paper towel for drying hands.

Supporting early literacy

A great way to support attachment and strengthen the parent/caregiver and child relationship is to use books throughout the program.

SUPPORT READING TIME FOR FAMILIES BY:

- Encouraging parents and caregivers to point out and make the sounds of familiar objects
- Encouraging parents and caregivers to face their child so that facial expressions are visible
- Encouraging parents and caregivers to use a range of tones and voice intonations to keep children engaged
- Using books with flaps to encourage turning pages
- Using books that offer sensory experiences (e.g., smells, textures, sounds)
- Using developmentally appropriate language and extension of children's language (e.g., 'car' becomes 'red car')

TWO MORE MINUTES (TUNE OF FRÈRE JACQUES)

Two more minutes
Two more minutes
Left to play, left to play
Two more minutes
Two more minutes
Left to play, left to play

[For the Clean Up song and Circle Time song, see Appendix]

Tip for reading time:

Have books throughout the program space, not just in the reading area. Use simple words to label objects in the program room.

Dietary awareness and snack time fun!

Supporting snack time

SUPPORT SNACK TIME FOR FAMILIES BY:

- Preparing snack prior to the start of each session
- Ensuring that utensils, plates, bowls, and cups are child size and made of a durable child friendly material
- Designating a role for each child during snack (e.g., Ahmed hands out the plates to his friends)
- Rotating the roles for each child, every session
- Placing adult seats near child seats for parent and caregiver involvement
- Using the child's picture and/or name tag to distinguish seating
- Encouraging children to try new food (give two choices for food and drink)
- Using visuals to support food and drink choice making
- Encouraging children to use communication skills to state what they want
- Placing wash cloths in a bowl in the middle of the table for children to use to clean up
- Having two bins close by for clean up (e.g., one bin for garbage and another bin for reusable items)

Allergies and dietary conditions

CONSIDERATIONS:

- **Know the Community:** Respect cultural and/or religious practices within your snack time as this helps everyone to feel valued.
- **Special Diets:** Some children with extra support needs are on modified diets (gluten free, egg free, casein free, etc.). Use alternative ingredients to help make snack time inclusive when needed.
- **Be proactive:** Ask parents about food allergies and dietary conditions prior to beginning **Let's Get Started** to help with planning your snack times.
- **Take Precautions:** Read labels and ingredients and remember some food allergens can be listed under a different name.
- **Do your homework:** Find out the severity of the allergy and side effects and how to best assist the child and family. Get training if needed.

- **Food Preparation:** Remember to sanitize the food preparation area to ensure that the children have no contact with a food allergen or something restricted by a specific dietary condition.
- **Allergen Signs:** To support communication of allergies and dietary conditions, you can post signs in the food preparation area and in each eating area to help everyone be mindful. (See appendix for program signs)
- **Policies:** Adhere to your organization's anaphylaxis emergency plan when an allergy is considered life-threatening, as well as your allergy and dietary policies and procedures.

**[See Appendix- Professional Resources for more detailed information:
Toronto Public Health: "Nutrition Matters: Food allergies... What's the Scoop?"
Connectability: "Special Diets"]**

Gluten-free made Easy

There may be children in your program that are on a gluten-free diet, which means they do not eat food containing the protein found in wheat, rye, or barley. It is important to be aware of gluten-free eaters when planning and buying food for snack time. It doesn't have to be hard! Here is what you need to know:

READING FOOD LABELS

Prepackaged food in Canada is required to label gluten sources. However, it is still important to read food labels in order to ensure that food is free of gluten. Before buying, check these three places on the package:

1. The list of ingredients
2. The "May Contain" statement
3. Any allergen precautionary statement present on the label

WHAT CAN BE EATEN FOR SNACK?

- Unprocessed fruit, vegetables, meat, poultry, seafood, dairy
- Beans, legumes, rice
- Sweeteners like honey and sugar

SUBSTITUTES FOR GRAINS AND BAKING PRODUCTS:

Grains and baking products typically use wheat as their primary starch. If you are planning on having grains or baking during the program, make sure to read the food labels to ensure they are gluten-free. Here is a list of gluten-free baking products:

- Baking soda
- Buckwheat
- Cornmeal
- Cornstarch (Masa harina)
- Cream of tartar
- Flax
- Rye bread and flour
- Spelt
- Gelatin
- Molasses
- Oats (pure uncontaminated with barley or wheat)
- Quinoa
- Spices
- Yeast

Make sure to avoid food that contains the protein from wheat, rye, or barley. Always read food labels. Here is a list of common food that contain gluten:

- Croutons, oatmeal, oat bran, oats
- Pastas

Information compiled from the Canadian Celiac Association website www.celiac.ca

Snack time fun

WHAT I LEARN:

Physical: I am practising my fine motor skills and eye hand coordination.

Emotional: I am learning to regulate my emotions while I wait for my turn.

Cheerio Necklace

INGREDIENTS/ MATERIALS

- Cheerios- Multigrain, regular and chocolate
- Strings
- Containers

INSTRUCTIONS/SUGGESTIONS

- Have Cheerios separated into containers for the children.
- At each place setting have strings for the children and encourage them to make a Cheerio necklace/ bracelet by threading the Cheerios onto the strings.
- You can further this activity by finding creative options for the string.

Taco Time!

INGREDIENTS/ MATERIALS

- Pita
- Shredded cheese
- Tomatoes / vegetables
- Bowls
- Serving utensils

INSTRUCTIONS/SUGGESTIONS

- Have cheese and vegetables in individual containers.
- Children are provided with a half of an English muffin and encouraged to make their tacos.
- Pass the containers around the table and help children wait their turns and take the appropriate amounts.

Egg Boats

INGREDIENTS/ MATERIALS

- Hard boiled eggs
- Cheese cut into triangles
- Toothpicks

INSTRUCTIONS/SUGGESTIONS

- Make hard boiled eggs the night before your program and cut in half for the children.
- Cut different types of cheese into triangles and thread through the toothpicks to make the flags for the boats.
- Put one 'flag' into each half boiled egg and you have created your boat.
- Alternatively you can have the 'flags' and boats separated at the table and encourage the children to assemble the boats.

WHAT I LEARN:

Physical: I am practising my eye hand coordination by using tongs to pick up the food.

Social: I am learning to wait my turn and ask for what I need.

Sensory: I am learning to explore different textures on my hands.

WHAT I LEARN:

Physical: I am practising my eye hand coordination by joining the flag to the boat.

Social: I am learning to wait my turn and ask for what I need. Thank you for giving me the words to use.

WHAT I LEARN:

Physical: I am strengthening my fingers by using the tongs.

Social: I am learning to wait my turn and ask for what I need.

Sensory: I am learning to explore different textures on my hands and tongue.

WHAT I LEARN:

Physical: I am strengthening my fingers by using the tongs.

Social: I am learning to wait my turn and ask for what I need.

Sensory: I am learning to explore different textures on my hands and tongue.

Apple Boats

INGREDIENTS/ MATERIALS

- Apple slices
- Cheese cut into triangles
- Toothpicks

INSTRUCTIONS/SUGGESTIONS

- Cut apples into slices (keep them from going brown by soaking them in lemon juice).
- Cut different types of cheese into triangles and thread through the toothpicks to make the flags for the boats.
- Put one 'flag' into each apple slice and you have created your boat.
- Alternatively you can have the 'flags' and boats separated at the table and encourage the children to assemble the boats.

Fruit salad

INGREDIENTS/ MATERIALS

- Fruit cut up into small pieces
- Variety of utensils – spoons, tongs, etc.

INSTRUCTIONS/SUGGESTIONS

- Cut fruit and place in a variety of containers.
- Provide each child with a bowl and have the children use different utensils to pick up and put the fruit of their choice into their bowls.

Fruit Soup

INGREDIENTS/ MATERIALS

- Fruit cut up into small pieces
- Apple juice or orange juice (1 part juice to 1 part water)
- Variety of utensils- spoons, tongs, etc.

INSTRUCTIONS/SUGGESTIONS

- Cut fruit and place in a variety of containers.
- Provide each child with a bowl and have the children use different utensils to pick up and put the fruit of their choice into their bowls.
- Have fun by making it a soup by pouring the juice into their bowls.
- Children will have fun eating and drinking this snack.

Fruit Kabob

INGREDIENTS/ MATERIALS

- 2- 3 types of soft fruit cut up into small pieces
- Wooden skewer (dull ends)

INSTRUCTIONS/SUGGESTIONS

- Cut fruit and place in a variety of containers.
- Provide each child with a bowl and have the children pick the fruit they want for the kabob.
- Encourage children to try patterns (banana, strawberry, banana) while they thread the fruit onto the stick.

Frozen Pudding Pop

INGREDIENTS/ MATERIALS

- Instant pudding mix – 1 package
- Paper cups
- Popsicle sticks

INSTRUCTIONS/SUGGESTIONS

- Make the instant pudding according to the package instructions
- Fill 5-oz paper cups with pudding and insert a wooden Popsicle stick in the middle.
- Freeze for five hours.
- Give out at snack time and talk about the textures and cold temperature of the frozen pop.

WHAT I LEARN:

Physical: I am having fun practising my eye hand coordination and crossing my mid line.

Social: I am learning to wait my turn and ask for what I need.

Sensory: I am learning to explore different textures on my hands and tongue.

WHAT I LEARN:

Sensory: I am learning about what cold feels like on my lips.

Social: I am learning to wait my turn and ask for what I need.

WHAT I LEARN:

Language: This is a fun way for me to practice labeling my shapes.

Motor: I am strengthening my fine motor skills by pushing on the cookie cutter.

WHAT I LEARN:

Language: I am learning to ask for help and practising communicating with my friends.

Motor: I am learning to experiment with eating new textures.

Cookie Cutter Sandwiches

INGREDIENTS/ MATERIALS

- Bread
- Apple butter
- Cookie cutters

INSTRUCTIONS/SUGGESTIONS

- Make sandwiches ahead of time with bread and apple butter.
- Give out one sandwich one to each child.
- Invite children to pick a cookie cutter and make their shape.
- Encourage children to label their sandwich shapes and those of their friends.

Not Your Everyday Ice Cream Cone

INGREDIENTS/ MATERIALS

- Small ice cream cones
- Yoghurt- plain or flavored
- Berry- strawberries, blueberries etc.
- Ice cream scoop

INSTRUCTIONS/SUGGESTIONS

- Fill or allow the children to fill their ice cream cones with yoghurt using the ice cream scooper.
- Have children explore the berries by allowing them to pick their toppings for their cones.
- Cups can be used instead of cones for children as needed.

Fruit and Dip

INGREDIENTS/ MATERIALS

- Seasonal fruit
- Dip- honey, cinnamon butter, cinnamon, yoghurt, etc.

INSTRUCTIONS/SUGGESTIONS

- Cut fruit into squares and put dip into small containers.
- Encourage children to dip the fruit into the dips.

Ants on a Log

INGREDIENTS/ MATERIALS

- Celery
- Cream cheese
- Raisins

INSTRUCTIONS/SUGGESTIONS

- Cut celery into pieces and fill with cream cheese making the 'log'.
- Have raisins in a container and invite the children to pick their 'ants' for their 'logs'.

WHAT I LEARN:

Physical: I am having fun practising my eye hand coordination.

Social: I am learning to wait my turn and ask for what I need.

WHAT I LEARN:

Physical: I am having fun practising my eye hand coordination and crossing my mid line.

Social: I am learning to wait my turn and ask for what I need.

Evaluation

Program Attendance

Please review the list of Let's Get Started Program components below and check all that apply to your program.

Name of OEYC

Name of Lead Organization

Name of OEYC staff completing this checklist

Contact Info: Ph E-mail address

Date(s) of Program

| Session# | # of children in attendance | # of adults accompanying children in attendance | Name of partner organization participating Or None | Comments |
|----------|-----------------------------|---|---|----------|
| Week 1 | | | | |
| Week 2 | | | | |
| Week 3 | | | | |
| Week 4 | | | | |
| Week 5 | | | | |
| Week 6 | | | | |
| Week 7 | | | | |
| Week 8 | | | | |

Thank you for your feedback!

Please fax completed form to CITYKIDS, Attention: Devon Physick at 416-920-1543

Program Indicators

Please review the list of Let's Get Started Program indicators below and check all that apply to your individual program.

Standard Indicators: Program specifics

- 6-8 week program One class per week 1 hour and ½ in length

*If you did not operate the program for 1 ½ hour in length please indicate length of program: ____
please explain why you extended or shortened the program time

- Preregistered program
(registered children/families for program prior to start or within the first 2 weeks)
- Drop in program (no registration)
- Time of day the LGS program was delivered
 Morning Afternoon
- Early Childhood Educator facilitated the program
If not an Early Childhood Educator please indicate facilitators qualifications _____
- Children accompanied by parents/caregiver
- Other: _____

*Please explain the reason for the change:

Children:

- Age of children between 18 months to 3 years
- Age of children between 3 years to 5 years of age
- Number of children in the program: _____
- Program was offered to children experiencing delays/concerns in an area of development
- Children on waitlists for services in the community

Programming specifics:

- Implemented activities from the Let's Get Started Manual
- Utilized the Area of Focus' for planning weekly sessions
- Schedule of routines for Program was implemented (Arrival, Gross Motor, Circle, Learning Opportunities, Washroom/Hand Wash, Snack, and Literacy Exploration)
- Community professionals attended Let's Get Started weekly programs- Please indicate types of professionals: _____

Optional Indicators:

Time of day the Let's Get Started program was delivered

- Evening
- Weekends
- Snack provided to children
- Transportation (TTC, taxi, etc) costs were covered by OEYC to assist families to attend program

Outreach – please indicate outreach methods utilized (e.g., flyers, etc): _____

Consistency was maintained by having the same Facilitators throughout the sessions
Families were provided with information on community support services

Thank you for your feedback!

Please fax completed form to CITYKIDS, Attention: Devon Physick at 416-920-1543

