

GUIDING QUESTIONS FOR INDIVIDUAL APPLICATIONS

The key guide for completing your application is to refer to **Section Three: Identifying the need for additional support in children's services** on page 8 of the SCAN Guidelines.

For each specific area (Social Environment, Staffing, Programming, Needs of Other Children, Physical Environment) please consider:

How would funding (supported by extra staff, purchase of equipment, staff training, and professional support) allow you to overcome your centre's limitations, in order to assist the child to access the program (inclusiveness)?

Social Environment

- What specific strategies and supports do you/staff have to put in place throughout the day to promote social inclusion and social skills?
- Is the child interacting with peers? Does the child require assistance for social interactions? What specific assistance?
- Does the child understand instructions given within the preschool routine? What specific assistance is required for this child?
- How does the preschool environment allow for transitioning the child through various daily activities?

Staffing

- What is the current experience of staff?
- Have they worked with this child before? Have they worked with a child with a similar disability and/or behaviour before?
- What is the staff's knowledge of the disability and/or behaviour and any other contributing factors (e.g. language disability and bilingual family)?
- What training needs do the staff have?
- What is your current staff:child ratio?
- What are the needs of the child in regard to adult assistance?

Programming

- How will you design and implement your daily program to ensure the child participates in the whole day? (e.g. transition times, routines, grouping).
- What specific supports/ resources will you need to use to ensure inclusion of this child? (e.g. staffing, resources, visual prompts, special toys).
- What training may be required to assist with programming for this child?

Needs of other Children

- How many children with additional needs have you identified and/or are enrolled in your service?
- What is the class size of groups?
- What are the safety concerns you have to taken into account for this child and other children?
- What are the ages/requirements/needs of all children in the group that you have to consider?
- How does the combination of questions above impact on staff ability to meet the needs of this child and the whole group?

Physical Environment

- Are there physical barriers in the environment that inhibit inclusion?
- How will you address these?
- How can you remove/change these barriers?
- What are the sensory needs of the child in your environment and how can these be met? (e.g. physical supports, the set up of room, equipment supplied, extra time for children).

EXAMPLES of 5 KEY AREAS FOR INDIVIDUAL APPLICATIONS

SOCIAL ENVIRONMENT:

Separation

Greeting adults/peers

Play entry-skills – physical modelling/verbal prompts – use of interest-based props to facilitate interactions

Turn-taking skills

Attending skills

Wait time

Transitions

Following instructions, requests, directions routines/non-routines

Visuals / social stories /visual timetable to support social skills development eg language, all of the above

Interaction with peers – verbal, non-verbal,

Initiation of and/or appropriate peer contact – support with verbal cues/prompts

What's happening now, next, when finished

Verbal prompts

Guidance within shared play experiences – eg use child's interests

Buddy system

PALS Program

Modelling/scaffolding of language/play skills for and/or during play, small groups, transitions,

Allow time for child to respond to requests/directions, and to recall information

Use of signing throughout the day - Makaton

Small groups – adult /peer support during small groups

Adding appropriate props to encourage social play/language

Awareness of C/B's and need to support decision-making and coping skills with the unexpected

Provision of 'quiet areas'

Supporting other children with ways of interacting with special needs child

Physical support to become familiar with physical environment

STAFFING

Increase staff ratios to allow monitoring of challenging behaviours, small groups

Time for staff to make visuals to prepare resources

Staff training in use of visuals

Staff time to liaise with other professionals

Staff development training

Professional reading – gaining knowledge of disabilities

Additional staff to maintain safety – eg when challenging behaviours occur

Staff support for routines/transitions, giving direction in play, time to adjust to program changes

Staff support of child's verbal interactions, social interactions with peers/adults

Reinforce, affirm, extend efforts of communication, social skills

Staff support child through emotional outbursts

Provide positive support of child's participation in all areas, diversity of play

Support in small groups

PROGRAMMING

Use of visuals/social stories/visual sequences
Planned small groups to encourage language, social interactions, - using songs/games/tasks preferred by child
Adult to promote interaction in groups with props/visuals
Provide physical prompts where needed
Provision of 'constant' areas in environment indoor/outdoor for consistency
Program for all developmental areas
Development of appropriate strategies in specific areas of need – use of visuals to help anticipation of what's happening next, who will be involved, what has just happened, developing recall skills
Communication book
Provision of sensory experiences for child's interaction – basket of sensory items available,
Assist manipulative activities – fine motor skills
Extension of language – visuals that support verbal instructions to follow routines
Have books of interest readily accessible to develop functional language and/or interaction with environment
Role-play situations for initiating play
Encouragement of appropriate responses/imaginative play
Provide success experiences
Build friendships and social opportunities
Use of 'talking pen'
Use of liquid timers for task completion
Makaton signing

NEEDS OF OTHER CHILDREN

Increased staff ratios to support all special needs children attending on same day
Ensure safety of all children
Learning of appropriate social skills to be reinforced with all children – eg if child takes another's food, support other children in knowing how to respond to special needs child, particularly if behaviour becomes challenging
Support/encourage other children's attempts to understand/invite special needs child into their play/small groups and sustain interactions with child
Staff to facilitate buddy system
Introduce use of visuals to all children to help understand child's needs

PHYSICAL ENVIRONMENT

Provision of quiet spaces
Set up visuals for easy access
Consider physical needs of child – plan activities/equipment appropriately in environment – safety, physical space indoors/outdoors
Provision of/availability of appropriate equipment for challenging behaviour needs, sensory needs, eg timers, sensory objects, fiddle box, circle time mat, cocoon chairs
Visual timetables available and accessible
Additional staff to simultaneously implement indoor/outdoor play