

Transcript

Family Child Care – Inclusive Care Video

[Text appears: Inclusive Care – Family Child Care. Crystal Coleman serves as the host for this topic.]

Crystal: In this segment, we'll talk about inclusive care.

[Crystal appears on screen. She is seated in a home setting.]

Crystal: Inclusive care means making the benefits of high-quality care available to all infants through appropriate accommodation and support so that each child can actively and fully participate in the program. In many ways, inclusion is a matter of equity and belonging. It acknowledges that all children have a right to be fully accepted members of society. All infants, whether they have disabilities or not, are infants first. They all need individualized and responsive care. The PITC's relationship-based approach to care, which is individualized and responsive to each child's cues, needs and interests, facilitates the inclusion of children with disabilities or delays. For example, adapting the materials in the environment may help infants with developmental delays explore them more readily.

[Text briefly appears: Working with families to provide inclusive care.]

[Cheri Quishenbery - Family Child Care Provider. As Cheri begins speaking, another video clip plays. Cheri sits on a chair and reads a book to a group of children. The children sit on the floor, engaged in the story. Cheri holds an empty jar up with one hand, places it on the floor, and points to it.]

[Cheri appears to be sitting in another room as she finishes making her comment.]

[A boy in the group looks closely at the book as Cheri reads. He points at the book and Cheri picks up the jar again. She turns it over in the air, then places it on the floor right side up.]

[The boy speaks up as Cheri reads and motions towards the jar with his hand as he speaks.]

Cheri: Well, I think inclusion is important to really think about if you're beginning to go into this business, because sometimes there will be a child that has a special need. Actually, many times, there's children that are typically developing that have special needs that we need to address. And you need to think about how you feel about that and how you can meet the needs of all children that you serve.

Boy: (slurred speech) That was what the mouse was in!

Cheri: Well, let's see what happens.

[Adriana Castillo - Family Child Care Provider. Adriana is seated in a family child care setting. She is speaking Spanish. English subtitles appear on screen.]

Adriana: Well, inclusion is very, very sensitive, it is sensitive and you again look to the families and the caregiving staff and the child, and we are a collaborative team. When we see for example when we start, a child arrives, and we are meeting his basic needs, right? But then, you realize that during the care you are providing with continuity and all those policies that we have already mentioned and then you realize that this child continues to have needs. That he gets frustrated a lot, that he shows anxiety, that he hardly sleeps. Then, as primary caregivers we realize that, how are we going to share this with the family and how will we say it? Because we know that they are, we have to be very sensitive about how we share that information. Then, observing what's happening, sharing with our colleagues that we have in the areas close to our community, I have a colleague that is very good and she knows about this topic we are talking about and I have a strong connection with her. All of this leads to the important part of how are going to process this to provide support to the families. How do I tell them? And how do we want for this child to find a way to continue discovering and exploring his environment.

Of course, always, always what I emphasize very much that confidentiality is very important to keep dad's trust in what he is being offered and the care for his child. And we carry out a way to give security to the father and to the child, and we invited him, always asking for permission, to go seek help if he was open. Later, he himself showed initiative and went, support staff came to the chouse, I offered a comfortable environment, I prepared an area in my living room where they could sit and talk, in a quiet way. We took the children outside to play for a little bit, about 15 minutes, while they met. But when people started coming to help him, those who help with therapy, about that area that the child needed support. And we all learned a lot there. The whole team, learning and practicing what they were doing with the child. And we saw how the child, he was already more capable of doing things by himself. He was happier, he slept more. He ate, he sat around the little table with the other babies who could already sit in little chairs and participated more. But before he couldn't do it. So, when we see the achievements of a child who has advanced. Then, like the parents, they are more relaxed. The teachers too. So we all came out triumphant!

[As the narrator speaks, three brief video clips play showing family child care providers having engaging conversations with parents.]

Narrator: By practicing ongoing and open communication with families about their child's development, providers can create a secure foundation for discussions about any concerns.

[Text briefly appears: Supporting an Individualized Family Service Plan (IFSP).]

Crystal: Next, we'll talk about the family child care providers role in supporting an individualized family service plan, or IFSP.

[Crystal appears on screen. She is seated in a home setting.]

Crystal: The Individualized Family Service Plan articulates the developmental goals and skills the infant is expected to master over a period of time. Family child care providers promote the development of these skills through their adaptation of play and care routines. An individual child's goals can be woven into the curriculum plan for the group. For example, playing with bubbles, finger-play songs, a toy piano, pop-up toys, reading books together, sound-activated toys and a sparkle wand can all help achieve individual goals like producing certain sounds and increasing fine motor control while allowing for self-exploration and fun.

[Renee Underwood - Family Child Care Provider. Renee is seated in a home setting.]

Renee: I remember one example when one of the children had a language delay and an impediment, it was difficult to try and explain to a parent what their special child has. Every parent's child is their joy and you never want to imply that there is something wrong, but we have to make sure that the child is going to grow and develop in its best and at its maximum way and see where we can make changes in our child care and also bring in the resources that is necessary for each child. Sometimes we would change where we sit with the child, sometimes making sure that you're talking with the child when they are right there in front of you, making sure that they hear everything that you say, and they understand it and making sure that that process is understood and shared with the families also and the other teachers.

[Text briefly appears: Reflections on providing inclusive care.]

[Adriana is speaking Spanish. English subtitles appear on screen.]

Adriana: About inclusion, because I think it's very important, because sometimes we feel anxious, how do we do it, this family is going to leave, how sometimes we get that feeling of guilt or fear, we who are doing this very, very special and very sensitive, very important care, that if we don't have that support among colleagues, even if it's only to say, "Listen, I'm observing this, what do we do?" Or the parents are very anxious too. Those connections that we can form. Because you need to work on forming them, you have to find out where. As I have just mentioned, if we do not have, if we do not respect confidentiality nothing is achieved. Things become a little bit mixed up, there is something that is not very safe to talk about, and they much prefer to keep quiet and not say it, right? or not ask for help, or not support, no, because I'm going to feel criticized or I will feel judged, or perhaps, the families will no longer want to come here. But if you do it very carefully and think about your emotions, feel them and show your sensitivity about that. Because that's a very sensitive thing that we're going to do. So I think it's good that they don't stop, that they seek help, that they connect with colleagues.

Renee: There is one thing that I really wanted to express is the word "challenge". A Lot of times we think it as a negative or something that's going to be overpowering or too much. But if we look at it in another way, as an opportunity to grow, the child, the teacher and the parent, instead of a challenge, because sometimes it will put a block where you might have a wonderful thought or the ability to bring in another resource because you think it is something, sometimes when you say, "oh, that's a challenge" and a negativity comes instead of an optimal growth. So whatever the unique, special gift that that child has, it is special to that parent, that teacher and eventually to the community. Because if we give them what they need, the nurturing, the love, the resources and the positivity and the encouragement without bias, we can become such a beautiful, inclusive community. And so for me, the word I just would like us to just to expand on that thought that it's a growth opportunity, it's a learning opportunity. It's a sharing of all the uniqueness that that we all have.

[Text appears on screen:

PITC would like to thank the following programs for their thoughtful contributions to this video series:

- *Casa de Aprendizaje, Santa Cruz*
- *Cheri Quishenbery Family Child Care, Lincoln*

- *Green Tree Preschool and Child Care, Perris*
- *Ideal Day Care, San Francisco*
- *Marva's Happytown, Alameda*
- *Modern Education Family Childcare, San Francisco*
- *N2KIDZ Preschool, Banning*
- *Sue's Child Care, Sacramento*
- *The Sandbox Daycare, Richmond*

The PITC logo animates into position.]

Narrator: PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

[The California Department of Education (CDE) logo and the WestEd logo appear.]

Narrator: Brought to you by the California Department of Education and WestEd.