

2ND REPORT OF THE
CHILDCARE ADVISORY COMMITTEE

Meeting held on April 29, 2015, commencing at 1:00 PM, Committee Room #4, Second Floor, London City Hall.

PRESENT: D. Gordon (Chair), T. Blaney, N. Elhayek, B. Jackson, J. Keens, S. McKee, J. Rinker, A. Ryan, K. Wated and J. Martin (Committee Secretary).

ABSENT: S. Carter and C. Wagg.

ALSO PRESENT: E. De Freitas, I. Gibb, J. Haveman and A. Rae.

I. CALL TO ORDER

1. Disclosures of Pecuniary Interest

Recommendation: That it **BE NOTED** that J. Rinker declared a pecuniary interest in clause 11 of this Report, having to do with the Notice with respect to the property located at 165 Elmwood Avenue East, by indicating that she is employed by the YMCA.

II. ORGANIZATIONAL MATTERS

2. Election of Chair and Vice-Chair

Recommendation: That D. Gordon and J. Keen BE APPOINTED Chair and Vice Chair, respectively, for the term ending November 30, 2015.

3. Committee Orientation

Recommendation: That it **BE NOTED** that the Childcare Advisory Committee (CCAC) orientation from J. Martin, Secretary, was received.

III. SCHEDULED ITEMS

4. Urban Design and GIS and Downtown Design Manual

Recommendation: That it **BE NOTED** that the Childcare Advisory Committee (CCAC) received a presentation from B. O'Hagan, Urban Designer, with respect to the draft Urban Design and GIS and Downtown Design Manuals; it being noted that CCAC established a working group to develop comments for consideration with respect to this matter.

5. Licensed Child Care

Recommendation: That it **BE NOTED** that the Child Care Advisory Committee received the attached presentation from S. Ingram, London Middlesex Health Unit, with respect to Licensed Child Care.

6. Child Care Update – Wage Subsidy

Recommendation: That it **BE NOTED** that the Child Care Advisory Committee received a verbal update from A. Rae, Manager, Children's Services, with respect to the child care service plan and the wage enhancement grant.

IV. CONSENT ITEMS

7. 1st Report of the Childcare Advisory Committee

Recommendation: That it **BE NOTED** that the 1st Report of the Child Care Advisory Committee, from its meeting held on January 29, 2015, was received.

8. Appointments of Members to the Child Care Advisory Committee

Recommendation: That it **BE NOTED** that the Municipal Council resolution from its meeting held on February 24, 2015 with respect to appointments to Child Care Advisory Committee, was received.

9. Child Subsidy Application and Placement Statistics

Recommendation: That it **BE NOTED** that the Child Care Advisory Committee (CCAC) received the attached Child Subsidy Application and Placement Statistics for the period ending March 2015.

10. Childcare Occupancy Data Report

Recommendation: That it **BE NOTED** that the Child Care Advisory Committee (CCAC) received the attached Childcare Occupancy Data Report for the period ending March 2015.

11. 165 Elmwood Avenue East

Recommendation: That it **BE NOTED** that the Notice dated March 13, 2015, from B. Debbert, Senior Planner, with respect to the property located at 165 Elmwood Avenue East, was received.

V. SUB-COMMITTEES & WORKING GROUPS

None

VI. ITEMS FOR DISCUSSION

12. Adopt a Councillor

Recommendation: That it **BE NOTED** that the Child Care Advisory Committee (CCAC) established a working group to develop the "Adopt a Councillor Initiative"; it being noted that the CCAC will extend an invitation to the Mayor and the Chair of the Community and Protective Services Committee to a future meeting of the CCAC.

VII. DEFERRED MATTERS/ADDITIONAL BUSINESS

None

VIII. ADJOURNMENT

The meeting adjourned at 2:55 PM.

Next Meeting Date – T.B.D.



Choose
health!

Importance of Healthy Child Development and Early Intervention



Brooke Clark, RN, PHN
Middlesex-London Health Unit



Presentation Outline

- Licensed Childcare Outreach Initiative
- Child Development and the Importance of Developmental screening
- Enhanced 18 month Well Baby Visit
- Community Resources
- Next Steps

Licensed Childcare Outreach

- Professional Education Presentations
- Screening Binder
- Newsletters 2x per year- changing to 4x per year in 2015
- Website- www.healthunit.com/educators
- Responding to childcare questions
- Responding to resource requests
- Resource Development



Why this focus On Child Development?

Why invest in kids?

- Over the last few years we have been learning more about the importance of brain development in the early years.
- We now know that 80% of child development is influenced by the environment and 20% is from genetics.
- 70% of parents have concerns about their child's development, but only 28% of parents actually speak to their health care provider about their concerns.
- Early Intervention makes a difference

Why invest in kids?

- In Middlesex- London, how many children are not developmentally ready to start school?



Why Licensed Childcare Centres are so important!!

- In London-Middlesex 68-70% of mothers work (full or part time) and their children are in a childcare setting.
- Childcare providers are usually spending more time with a child than their parent does during the day.
- Childcare providers provide a nurturing, stimulating, creative, fun, safe, environment that promotes early learning.

The Influence of Environment

The influence of the early environment is long lasting...

...a child's experience during the 'early years' affects their health, learning, and behaviour for their lifetime.



Factors that Influence Early Child Development

*Biological/Genetic
Endowment*

Temperament

*Parenting
Skills*

*Physical
Environment*



*Significant
Stressors*

Social Supports

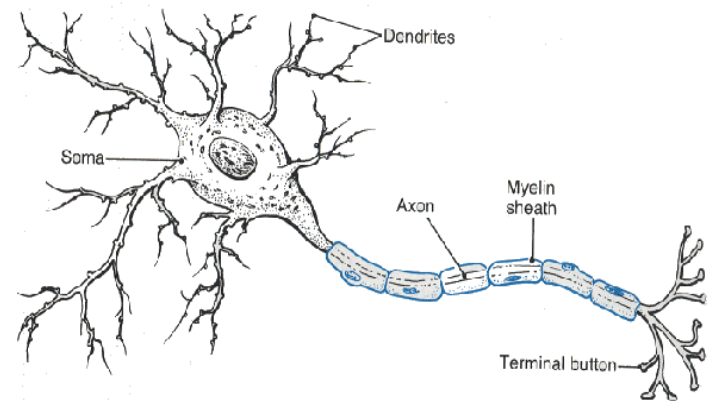
Abuse or Neglect

*Family
Relationships*

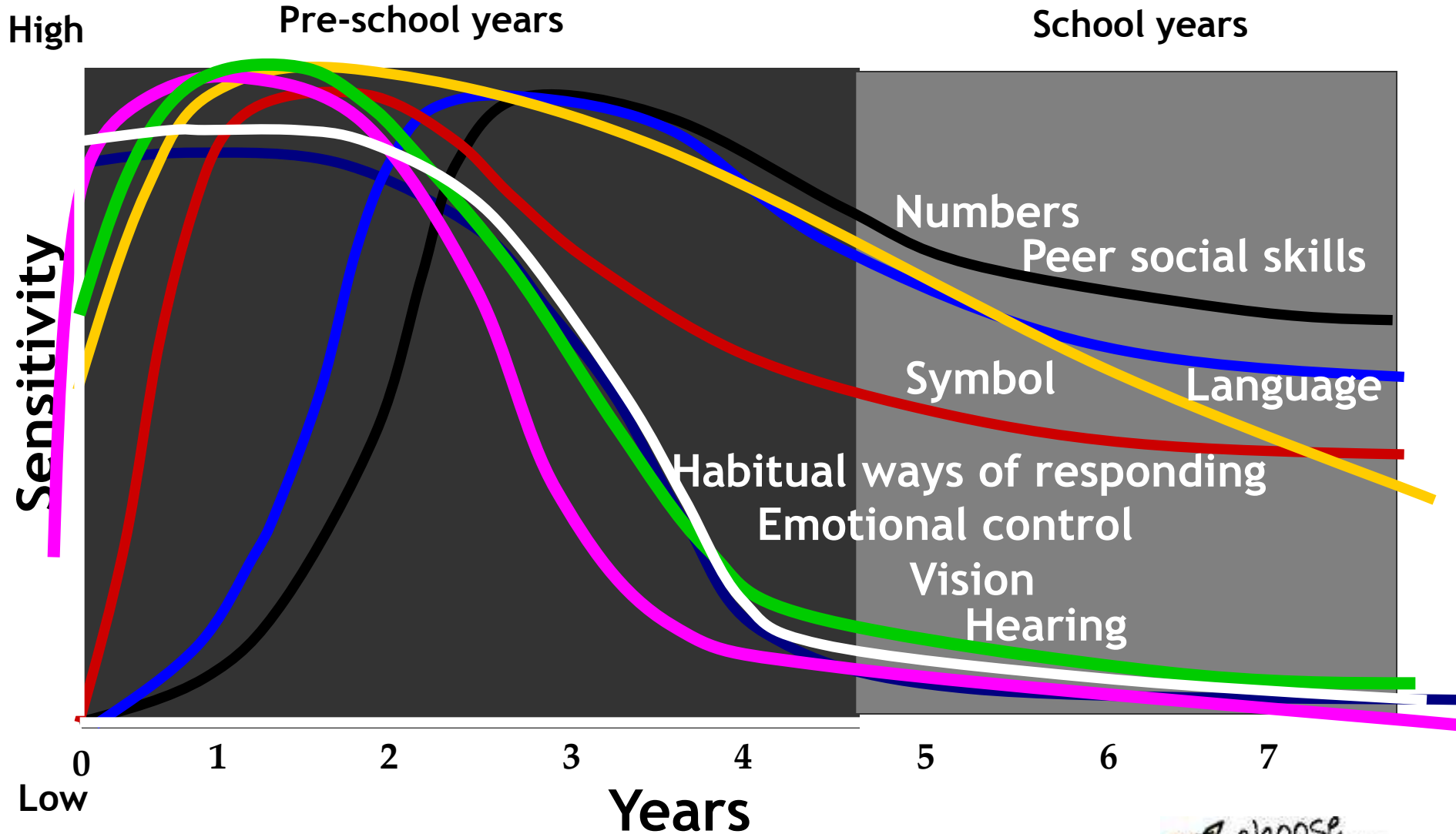
Attachment

Critical Growth Periods

- Stimulation in early life enhances on genetic neural pathways in the brain required for optimal development.
- Many of these periods are over or waning by the time a child is six years old.



Sensitive Periods of Brain Development



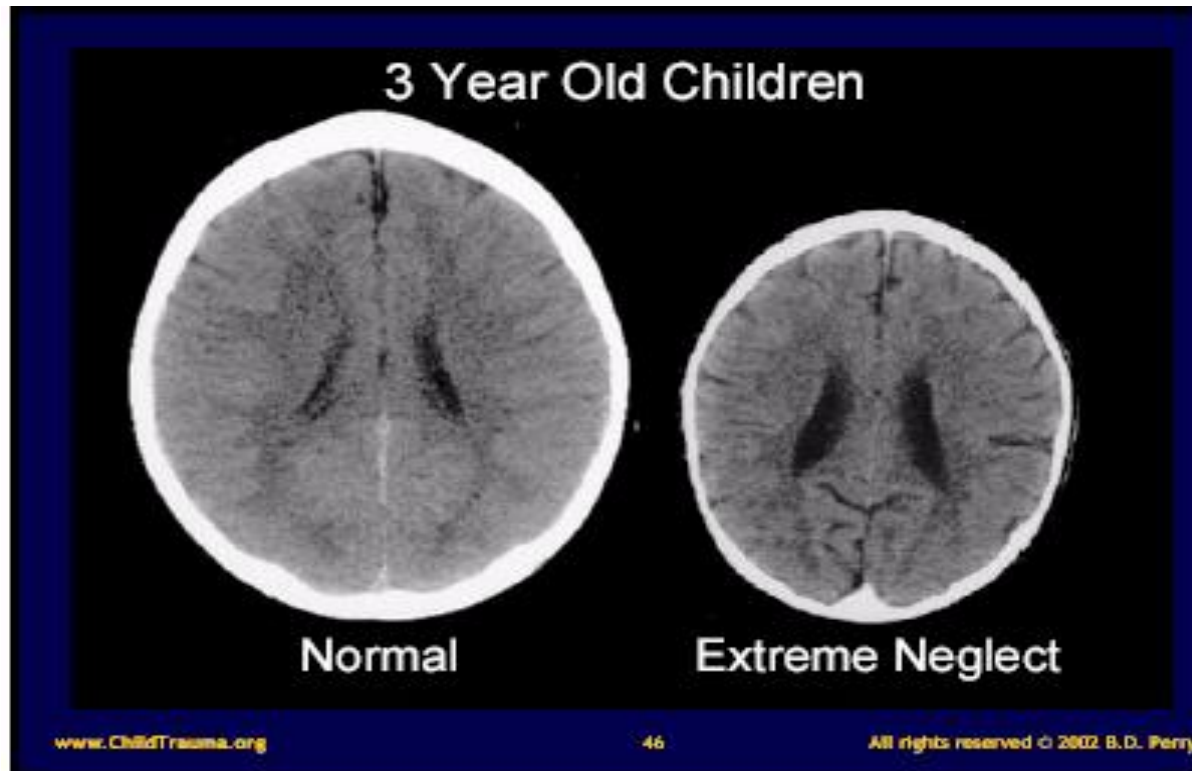
Graph developed by Council for Early Child Development (ref: Nash, 1997;

Early Years Study, 1999; Shonkoff, 2000.)



USE IT OR LOSE IT !

The more a system, or set of brain cells is activated, the more that system changes in response. The stronger the repetitions the stronger the memory.



Life Course Problems Related to Early Life

2nd
Decade

3rd/4th
Decade

5th/6th
Decade

Old Age

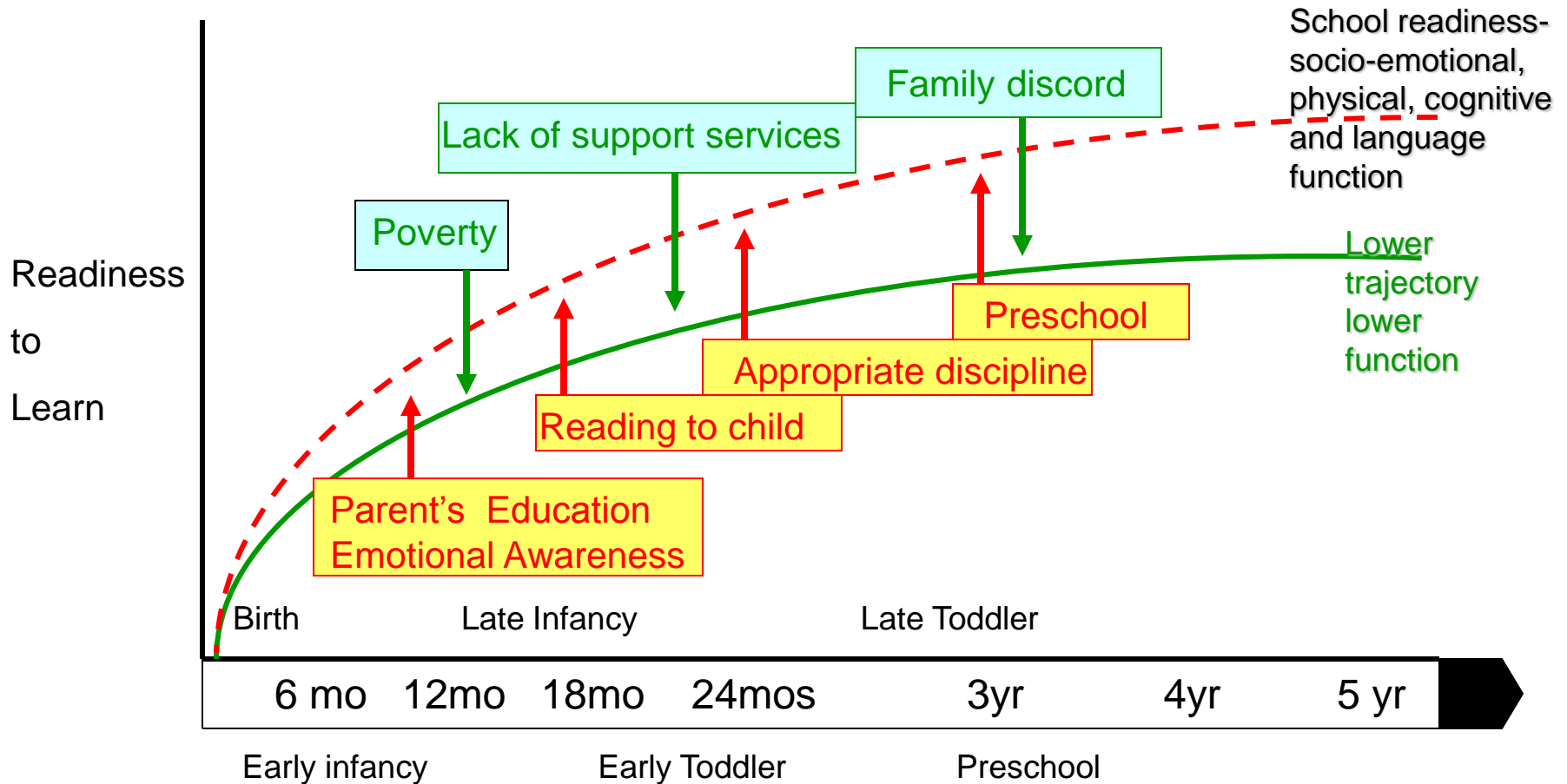
- School Failure
- Teen Pregnancy
- Criminality

- Obesity
- Elevated Blood Pressure
- Depression

- Coronary Heart Disease
- Diabetes

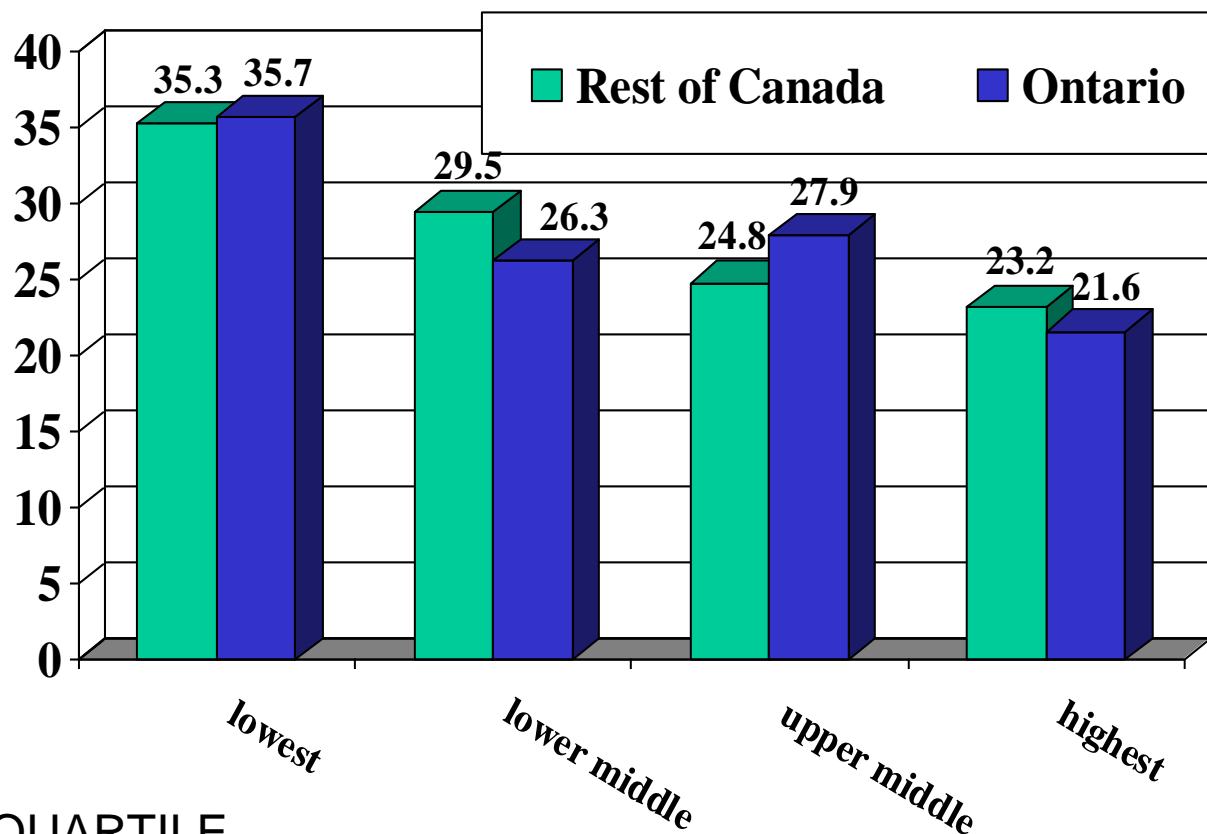
- Premature Aging
- Memory Loss

Strategies to improve healthy development and improve school readiness trajectories




Adapted from Halton N, McLearn K. Families with children under 3. What we know and implications for Results and Policy. In Halton, McLearn and Shuster eds. *Child Rearing in America. Challenges Facing Parents and Young Children*. New York, Cambridge University Press 2002

The Prevalence of Children with Difficulties by Family Income

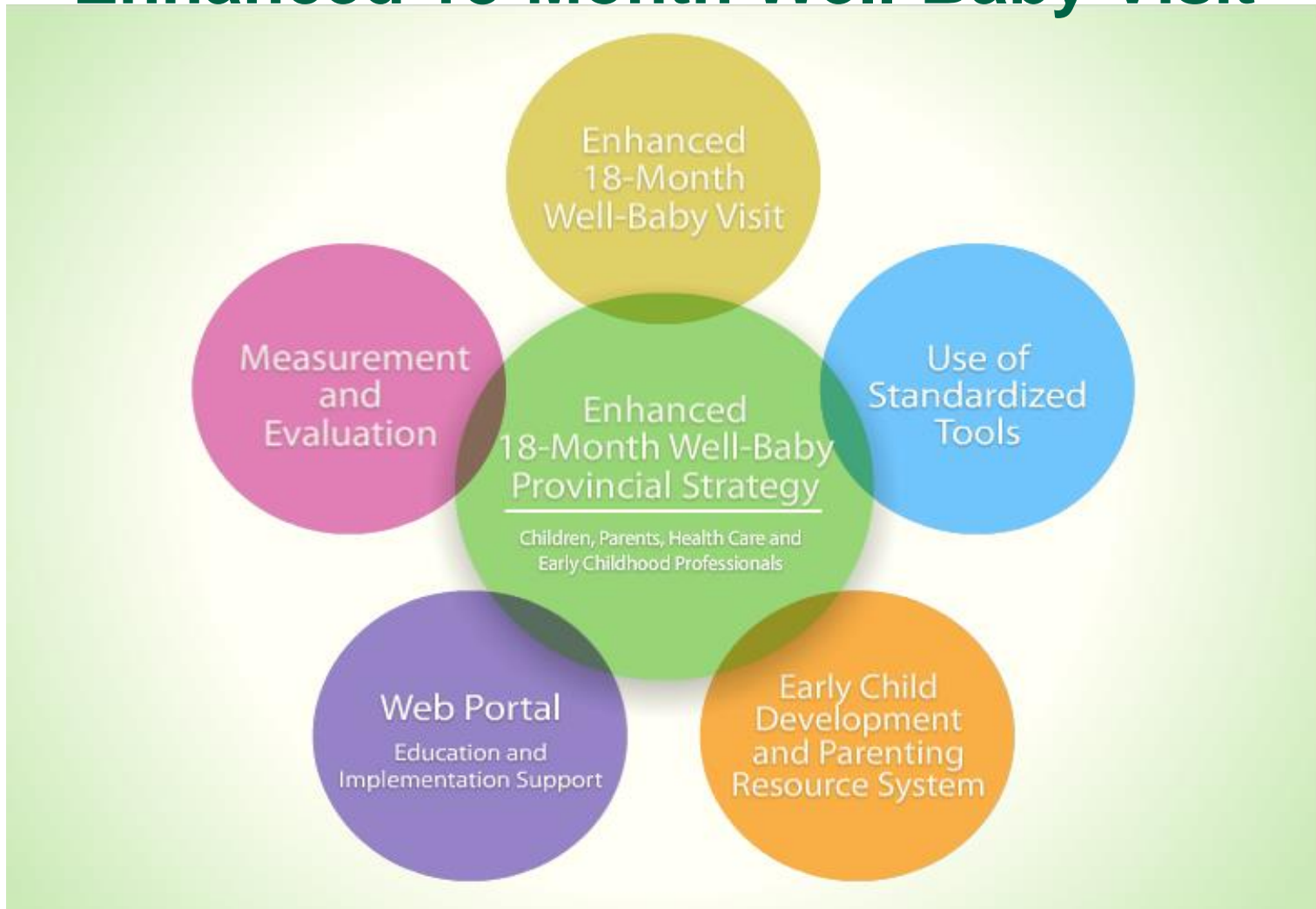


QUARTILE

A photograph of a male doctor in a white lab coat with a stethoscope around his neck, looking towards a woman with reddish-brown hair who is holding a baby. The scene is set in a clinical or hospital environment. A semi-transparent green banner is overlaid across the middle of the image, containing white text. In the bottom-left corner, there is a decorative graphic of overlapping colored shapes in blue, green, and pink.

Early identification of a developmental concern is the first step toward ensuring early intervention.

Enhanced 18-Month Well-Baby Visit



Why focus on the 18 months?

- A critical “check point” for an array of developmental milestones
- Last scheduled immunization until age 5
- Developmental issues
 - Speech and language - literacy
- Parenting/Behaviour issues
- Family /Social issues



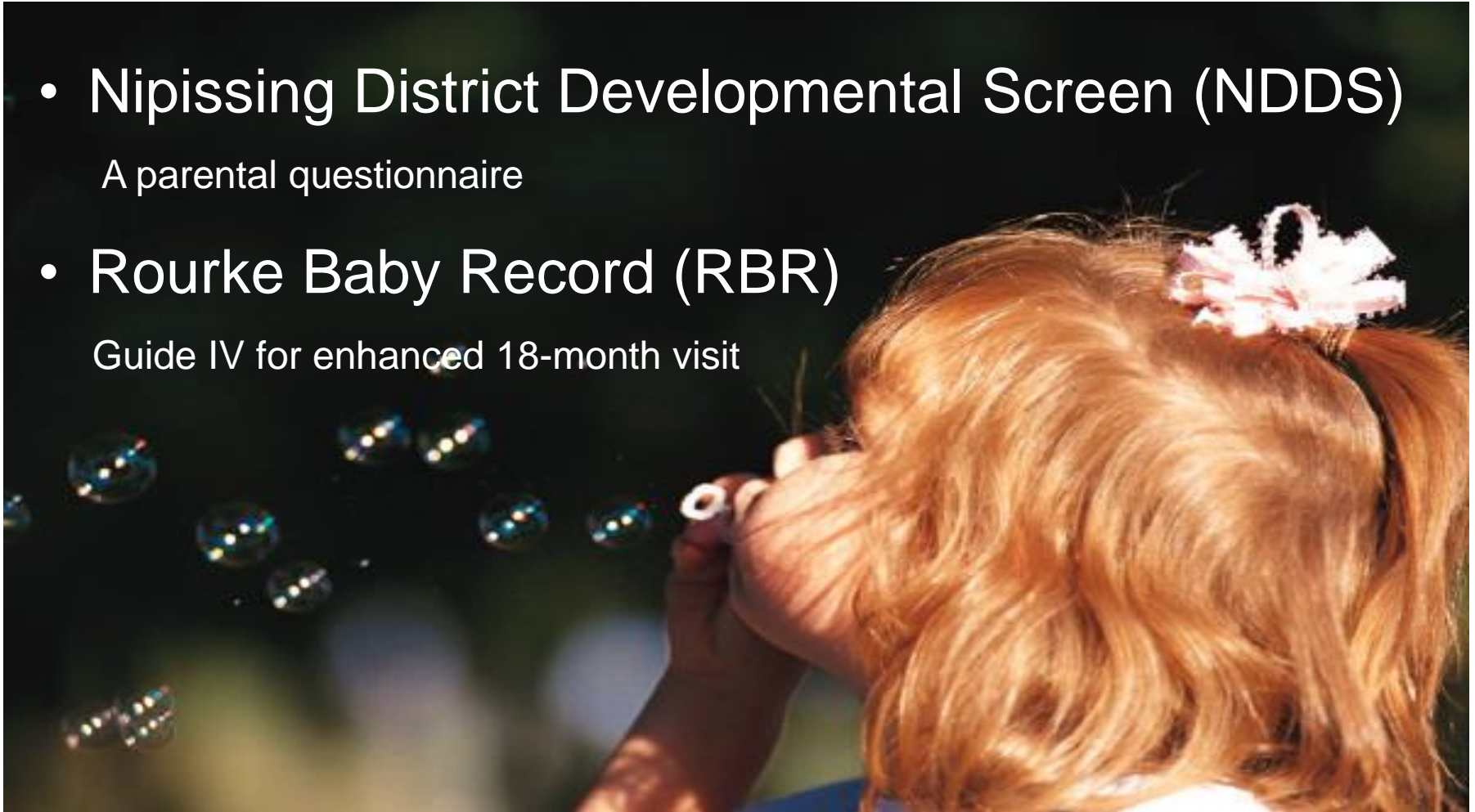
Why Promote the 18 m EWBV?

- Less than half of all eligible children in Ontario have received this visit.
- Lower proportions of children who live in socially vulnerable families received an EWBV



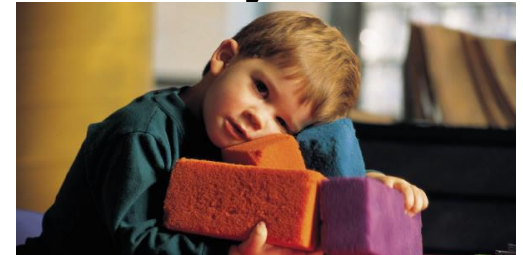
Ontario's Standardized Screening Tools

- **Nipissing District Developmental Screen (NDDS)**
A parental questionnaire
- **Rourke Baby Record (RBR)**
Guide IV for enhanced 18-month visit



Nipissing District Developmental Screen

- The Nipissing District Developmental Screen (NDDS) is a screening tool not a diagnostic tool.
 - Any **“NO” responses** deserves clarification and possible action
 - Engages parents in the process of evaluation
 - Written at a Grade 5 literacy level
 - Provides specific age appropriate activity suggestion for parent



Nipissing District Developmental Screen (NDDS)

ndds.ca
nipissing district developmental screen*

Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Y N BY EIGHTEEN MONTHS OF AGE, DOES YOUR CHILD:

- 1 Identify pictures in a book? (*"show me the baby"*)*
- 2 Use a variety of familiar gestures? (*waving, pushing, giving, reaching up*)*
- 3 Follow directions using "on" and "under"? (*"put the cup on the table"*)*
- 4 Make at least four different consonant sounds? (*b, n, d, h, g, w*)*
- 5 Point to at least three different body parts when asked? (*"where is your nose?"*)*
- 6 Say 20 or more words? (*words do not have to be clear*)
- 7 Hold a cup to drink? **
- 8 Pick up and eat finger food?
- 9 Help with dressing by putting out arms and legs? **
- 10 Walk up a few stairs holding your hand?
- 11 Walk alone?
- 12 Squat to pick up a toy and stand back up without falling?
- 13 Push and pull toys or other objects while walking forward? A
- 14 Stack three or more blocks?
- 15 Show affection towards people, pets, or toys?
- 16 Point to show you something?
- 17 Look at you when you are talking or playing together?



* Examples provided are only suggestions. You may use similar examples from your family experience.
** Item may not be common to all cultures.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well-being. See reverse for instructions, limitation of liability, and product license. Nipissing District Developmental Screen © 2011 Nipissing District Developmental Screen Intellectual Property Association. All rights reserved.

- **Filling in the questionnaire the parent:**

1. Has time to reflect about the child
2. Is made aware of different aspects of development
3. May be prepared to discuss concerns with the assessor

Nipissing District Developmental Screen (NDDS)


ndds.ca
nipissing district developmental screen®





The Other Side of the NDDS Screen provides


- Suggestions to help parents in their interaction with all children
- These suggestions may be particularly helpful to help a parent to feel enabled to help their child if delay is a possibility

The following **activities for your child** will help you play your part in your child's development.


 I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.

 I want to do things just like you. Let me have toys so I can pretend to have tea parties, dress up, and play mommy or daddy. I like new toys, so find the local toy lending library or play groups in our community.

 I like toys that I can pull apart and put back together—large building blocks, containers with lids, or plastic links. Talk to me about what I am doing using words like “push” and “pull”. I’m not too little to play with large crayons. Let’s scribble and talk about our art work.

 I am learning new words every day. Put pictures of people or objects in a bag and say “1, 2, 3, what do we see?” and pull a picture from the bag. Pretend to talk to me on the phone or encourage me to call someone.

 Don't be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don't get hurt. Play some of my favourite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs. Let's have fun doing actions while listening to the music.

 Help me to notice familiar sounds such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping. I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.

Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.

I enjoy exploring the world, but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.
I may get ear infections. Talk to my doctor about signs and symptoms.

Two Categories of Delays

- **Developmental delay:** comprised of those children not meeting the normal developmental milestones.
- **Experiential delay:** consist of those children who had not yet experienced something considered typical for his/her age such as, colouring with crayons, cutting with scissors or riding a bike.

Nipissing District Developmental Screen Field Test, 2001

A photograph of a male doctor in a white lab coat with a stethoscope around his neck, looking towards a woman who is holding a baby. The scene is set in a clinical or hospital environment. A green horizontal banner is overlaid across the middle of the image, containing white text. In the bottom left corner, there is a decorative graphic of overlapping colored shapes in blue, green, and pink.

*A 'wait and see' approach can be unwise,
as well as costly.*

How to Talk to Parents/Caregivers About Sensitive Issues

- You want to be sensitive when suggesting there may be concern with their child's development
- You want the parents/caregivers to feel capable and empowered to make decisions.

How to Talk to Parents/Caregivers About Sensitive Issues

- Setting the stage for a successful conversation:
 - It is extremely helpful for parents to know from the beginning that you will be monitoring their child's development
 - Meet in a private space
 - Allow for as much time as might be necessary without interruption
 - Develop a trusting relationship with the parents/caregivers

How to Talk to Parents/Caregivers About Sensitive Issues

- Setting the stage for a successful conversation:
 - Have ready documentation of your concerns and take minutes/notes of the meeting
 - Ensure a plan for follow-up (referrals and next meetings)
 - Begin discussion by presenting child's strengths
 - Explain that it is helpful to get as much information as possible regarding the child's skills and areas to work on, this will better support the child and explain that early intervention is beneficial for the child

How to Talk to Parents/Caregivers About Sensitive Issues

- Sharing the information:
 - You may offer the information you have by asking the parents what they would like to know first or what they feel they need to know.
 - Empathize and put yourself in the parents' and caregivers' shoes.
 - Acknowledge they are the experts in knowing their child.
 - Ensure you listen carefully and acknowledge and reflect their responses
 - Avoid judging their responses
 - Use open ended questions

How to Talk to Parents/Caregivers About Sensitive Issues

- Sharing the information:
 - Try not to give too much information all at once
 - Using a parent tool like the Nipissing or Ages and Stages can be helpful in opening up conversation.
 - Present information in a neutral way and avoid professional language
 - State that fact about the child's development without presenting your personal beliefs.
 - Approach getting extra help in a positive manner eg. "you can get extra help for your child so he will be ready of school."

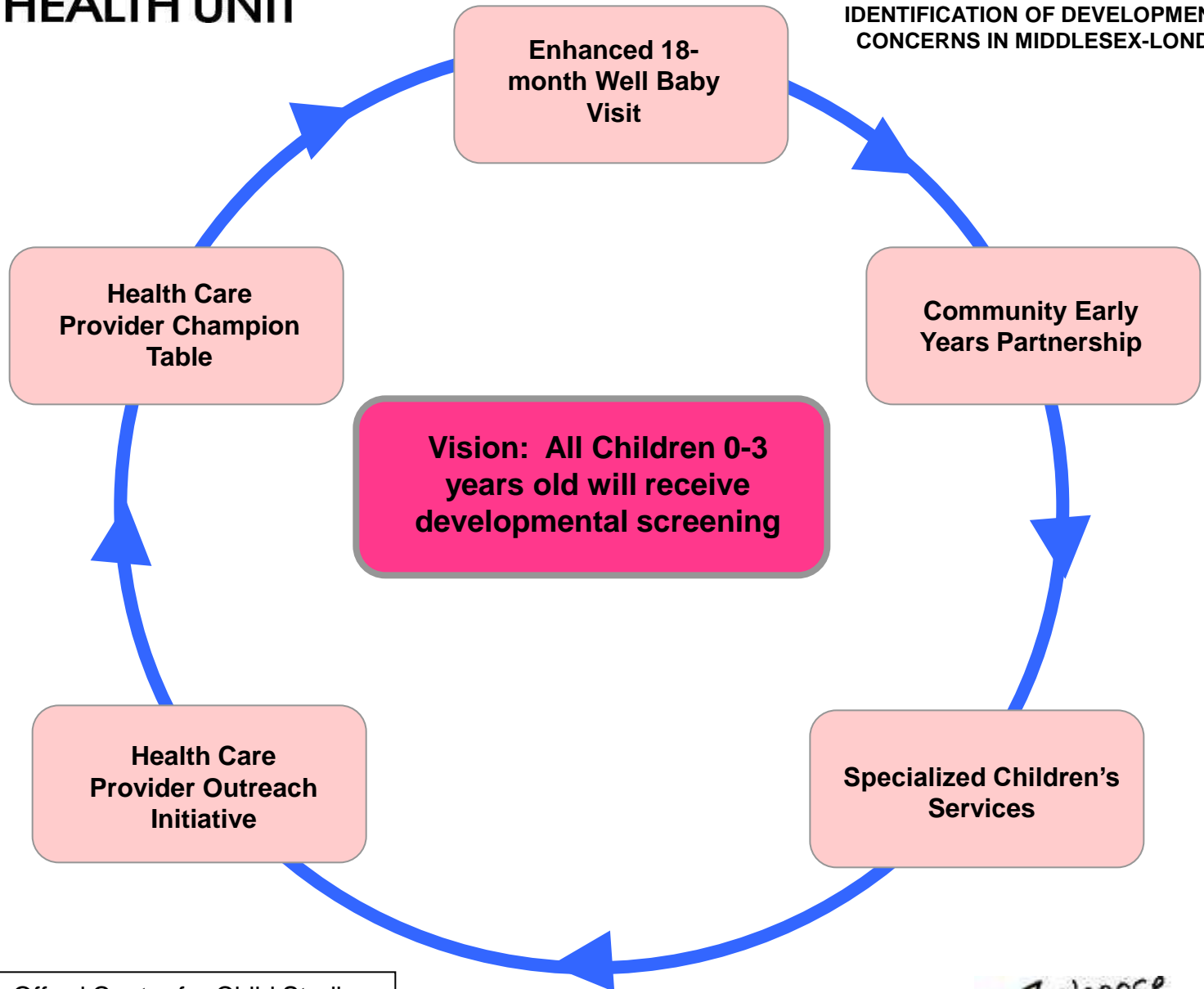
How to Talk to Parents/Caregivers About Sensitive Issues

- Planning the next steps:
 - Have the parents/caregivers participate fully in the final decision about what to do next.
 - Your role is to provide information, support, and guidance. Their role is to make the decisions.
 - At the end of the conversation, summarize the discussion, and agreed upon next steps eg. referrals, follow-up meeting, etc.
 - If the parents/caregivers suggest “wait and see” approach. Explain what you have learned during this presentation and the importance of early intervention!

What our community is doing



***OUR CHILDREN
OUR FUTURE***



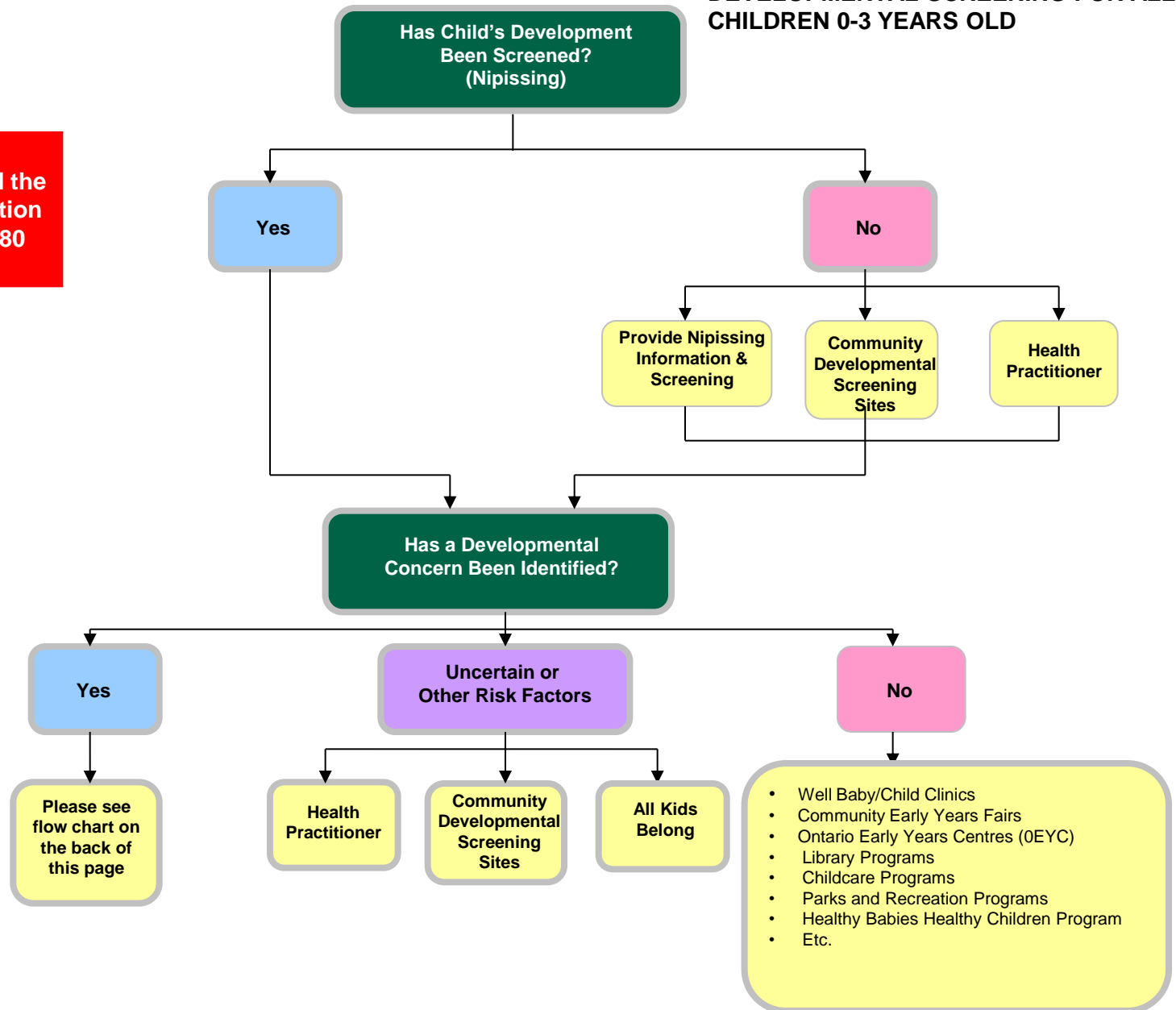
*Acknowledgement to Offord Centre for Child Studies for ongoing education and financial support.

Community Resources

- CYN referral Maps
- Red Flags
- www.healthunit.com/educators

**DECISION TREE TO ENSURE
DEVELOPMENTAL SCREENING FOR ALL
CHILDREN 0-3 YEARS OLD**

**For more
information call the
Health Connection
at 519-850-2280**



MIDDLESEX-LONDON ENHANCED 18-MONTH WELL BABY VISIT FLOW CHART

This flow chart should be used in conjunction with the Red Flags Reference Guide for Early Years Professionals and the Red Flags Referral Map.

18-month office visit

- Parent completes the Nipissing District Developmental Screening Tool (NDDS)
- Primary Health Care Provider Completes the Rourke Baby Record (RBR)
- Fee code for Family Physicians = A002
- Fee code for Pediatricians = A268

No Concerns

- All "yes" checked on NDDS
- No concerns on RBR

Concerns

- 1 or more "no" checked on NDDS
- Area of difficulty on RBR
- Presence of risk factors

24-months of age repeat surveillance

- * Refer to local Community Resources
- * Ontario Early Years Centres – 519-455-2791

Speech, Language, Vision & Hearing Difficulty

Symptoms of Social Difficulty/Autism

Gross Motor Development/Feeding and Swallowing Concerns and/or Developmental Delay

Behaviour/Psychosocial/Parent and Family Issues

* Community Developmental Screening Site

- * tykeTALK, Infant Hearing Program/Blind/Low Vision Early Intervention Program (519-663-0273)
- * Community Audiologist for hearing assessment

- General Paediatric Assessment
- Developmental Resources for Infants (DRI) - <2 years old (519-685-8710)
- Thames Valley Children's Centre (TVCC) - >2 years old (519-685-8716)

- General Paediatric Assessment
- Developmental Resources for Infants (DRI) - <2 years (519-685-8710)
- Thames Valley Children's Centre (TVCC) - >2 years (519-685-8716)
- Home Visiting Program for Infants (CPRI)

- * Vanier Children's Services (519-433-3101)
- * Middlesex-London Health Unit Healthy Babies Healthy Children (519-850-2280)
- * Children's Aid Society (519-455-9000)

Call Middlesex-London Health Unit Health Connection (519-850-2280) if families:

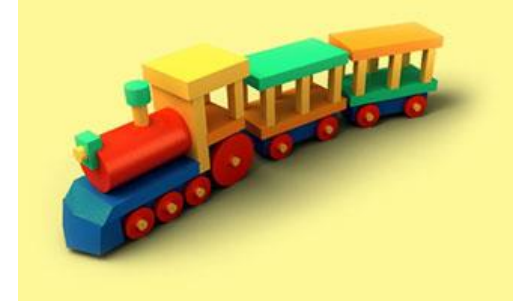
- * are interested in having child screened
- * have no primary care practitioner
- * have questions about child's development
- * have questions about previous developmental screening results

COLLABORATION OF ALL SERVICE PROVIDERS IS ESSENTIAL FOR OPTIMAL CLIENT OUTCOME

* **Community Supports for all families with 18-month children include:**
Ontario Early Years Centres, Library Programs, Healthy Babies Healthy Children Program, Childcare Programs, Parks and Recreation Programs etc.

* = Self referral or physician referral • = Physician referral needed

Resources



www.beststart.org/OnTrack

On Track

- provide professionals who work with young children and families with some indicators of healthy child development from birth to 6 years of age.

Resources

www.18monthvisit.ca

Ontario's Enhanced
18-Month Well-Baby Visit

to learn more about the 18-month well-baby visit click a link below.

New

Parents & Guardians
Information and links
to prepare you
for the visit.

Health Care Professionals
Tools and resources
to support your practice.

Parents & Guardians »

Health Care Professionals »

The machealth.ca portal courtesy of the
Division of e-Learning Innovation
Michael G DeGroote School of Medicine
McMaster University

Resources

www.healthybabyhealthybrain.ca

Healthy Baby, Healthy Brain

- Collection of short videos from prenatal to the early years that supports early brain development



What can we do?

What can we do?

- Continue providing supportive environments for early brain development.
- Correctly complete the age appropriate developmental screen on all children in child care and discuss findings with parents.
- Know the community resources to make early referrals or speak with All Kids Belong consultant about concerns.

***Our job is
To inquire
To measure
To be vigilant
To invest in the future of our children***

<http://www.ounceofprevention.org/news/downloads.php>

http://www.youtube.com/watch?v=GbSp88PBe9E&list=SP117DC4F496BCFE93&index=5&feature=plpp_video

Change The First Five Years and You Change Everything
The Ounce
Chicago, Illinois

Websites

- www.18monthvisit.ca
- www.healthunit.com
- www.ontarioearlyyears.ca
- www.zerotothree.org
- www.familyinfo.ca
- www.childtrauma.org
- http://teacher.scholastic.com/professional/bruceperry/abuse_neglect.htm

Questions



Working Together
We Know
We Can Make a Difference!



Child Subsidy Application and Placement Stats			
	Jan-15	Feb-15	Mar-15
# paid child placements	2667	2634	2855
# of applications	132	118	141
# of ineligible applications	16	8	6
% ineligible	12.1%	6.8%	4.3%
# of children on wait list...beginning of month	180	163	89
# of wait list placements	101	62	69
OW Placements into DNA due to Earnings or OSAP	2	3	1
Emergency Placements due to Professional Referrals for immediate care	10	8	15

