

Early Learning Individual Support Plan

*“Fostering the four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement & Expression”. How Does Learning Happen?
Ontario’s Pedagogy for the Early Years (2014)*

Creating a Plan

Child Care & Early Years Act (2014) Reg. 52

Taking the time to create an effective plan that meets the needs of the child, family and early learning environment requires an opportunity to gather feedback from caregiver(s), Early Childhood staff and external professionals who are involved and actively working with the family. The plan should include:

- A description of how the early learning environment will support the child to participate in a meaningful and purposeful way while attending the program.
- A description of any supports, adaptations or aids required within the physical, social and learning environment.
- Instructions relating to the child’s use of the supports, aids or adaptations within the environment; as well as identifying the role of the Early Childhood professionals.
- Plan must be developed in consultation with caregivers and the child (if appropriate for the child’s age) and external agencies actively involved with the family.

Areas of Focus

Early Learning for Every Child Today: A framework for Ontario early childhood settings (2006)

Social/Behavioural skills – A philosophy, environment and practice that values all forms of differences and encourages a sense of belonging for all children and families. Positive and beneficial interactions between adults and children occur when adults observe and read children’s signals and communication and then respond with understanding to give the children a feeling of being cared for and cared about (pg. 71).

Communication/Language and Literacy – Reading, writing and oral language abilities consisting of the following components: acquiring vocabulary and language, phonological awareness, knowledge of print, knowledge of letters and words, comprehension and meaning, awareness of storytelling, books and other texts and seeing literacy as a source of knowledge, information and pleasure (pg. 69)

Self-Help/Motor Skills – Specific processes, abilities and competencies that exist within each domain of development and form the foundation pathways for learning and health that emerge early and are elaborated over time (pg. 71).

Emotional/Self-regulation– The ability to monitor and control emotions, behaviour and attention. The degree to which children feel at ease, act spontaneously, show vitality and self-confidence, indicating their basic needs have been satisfied (pg. 68).

Cognition – The construction of knowledge, learning strategies and ways of thinking and reasoning that enable children to learn about themselves, others and the world they live in (pg. 65).



Resources

for Exceptional Children and Youth

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Possible activities / routine and/or equipment to support focus area/developmental growth

Social / Behavioural Skills • Small group ratios • Minimize transitions • Priming • Prepare for changes in routine • Alter physical arrangement of the room • Provide adaptive equipment • Preferential cubby location • Visual timer • Reduce distractions and sensory overloads • Direct Supervision during unstructured times	Communication • Use concrete and specific language • Slow down language, one command at a time • Break tasks into smaller steps • Use gestures, modelling, visuals, demonstrations with verbalizations • Engage attention visually, verbally and physically • Provide alternative forms of communication • Use visual cues, schedules • Provide scripts for language	Self-help / Motor Skills • Use the child's strengths and interests to promote engagement in the program • Visual supports • Present new concepts in a concrete way • Indicate start and stop of activity • Pre-teach vocabulary, skills • Use timer/time management aids • Structured cooperative experiences • Decrease proximity between child and adult during instruction
Motivational • visual cues • meaningful experiences • ensure comprehension • utilize child's interests • provide immediate feedback • first...then strategy • naturally occurring reinforcers • vary reinforcers and provide choice of reinforcers • encourage, accept and teach choice making • Invite and encourage natural initiation of tasks • visual timer	Emotional / Self-Regulation • Direct supervision • Communication book • Teach relaxation strategies • Redirection • Distraction • Tangible rewards • Praise • Immediate feedback • First...then strategy • Red....Green strategy • Social narratives • Comic strip conversations • an item of the day	Cognitive • Apply learning to real situations • Shorten or alter activities • Provide choice of activity • teach expectations ahead of time through rehearsal • wait time for processing or tasks completion • Chunk expectations into smaller tasks • Provide visual cues • Alternative seating / grouping