



SPS AND FSCD HANDBOOK.

UNDERSTANDING THE PROCESS.

S.H.I.N.E. Beyond Limits
September 2022

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Acronyms

BDS – Behavioural Developmental Services

CASA – Child, Adolescent and Family Mental Health

CRA – Canada Revenue Agency

ECS – Early Childhood Services

EI – Employment Insurance

FSCD – Family Support for Children with Disabilities

IFSP – Individualized Family Support Plan (FSCD)

IPP – Individualized Program Plan (School)

ISP – Individualized Service Program Plan

MADI – MyAlberta Digital ID

MDT – Multi-Disciplinary Team

PUF – Program Unit Funding

OCR – Online Claims Reimbursement

SIAMS - Secure Identity & Access Management System

SPS – Sturgeon Public Schools

SS – Specialized Services

WCB – Worker’s Compensation Board



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Purpose of the FSCD Legislation

The purpose of the Family Support for Children with Disabilities legislation, which includes the *FSCD Act* and Regulation, is to:

- Provide a spectrum of proactive family-centered supports and services to support the development and inclusion of children with disabilities and to strengthen the family's ability to promote their child's healthy growth and development;
- Build upon the family's strengths and abilities as well as their existing supports and resources to help increase their capacity to promote their child's development;
- Address the unique needs of children with disabilities and their families throughout the stages of childhood and as they prepare for becoming an adult;
- Enable families to continue to care for their child in the family home and community;
- Provide integrated and coordinated supports and services to children with disabilities and their families; and
- Promote greater consistency in access to required supports and services.

Vision of the FSCD Program

The vision of the Family Support for Children with Disabilities Program is that children with disabilities have the support they need to develop, learn and be included in activities at home and in their community and that families have the support and resources required to care for and promote their child's development and participation. This vision can be accomplished by;

- Focusing on what the child can do, instead of how it is accomplished; and
- Making adaptations to support the child's activity and participation.

Family-Centered Supports and Services

Family centered service delivery is an evidenced-based way of providing service that focuses on ensuring that families are active partners in planning and decision making regarding supports for their child and family.

The FSCD Program recognizes that families are the primary source of care and support for children and that it is within the context of the family that children develop. Family centered service delivery reinforces the importance of viewing the family and child as an entire unit and respecting the values, cultural background and unique needs of each family. Family centered service delivery also involves establishing trust and rapport with families, providing families with information that enables informed decision making, and providing families with alternatives and choices, based on their own strengths and needs.

FSCD supports and services are provided directly to children. Family centered supports and services ensure that families are the drivers of planning and decision-making and recognize that each child and family is unique. This approach recognizes that services must fit each family's strengths and needs, time and priorities, and cultural contexts and values

Who Can Apply?

For your family to be eligible for the FSCD program:

- your child with a disability must be under 18 years



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- your child must be a Canadian citizen or permanent resident
- the person applying for the program must be the child's parent or guardian
- the child must reside in Alberta

Disability Criteria

To access Behavioural Developmental Services (BDS) or Specialized Services (SS), you must also have medical documentation confirming your child has a:

- diagnosis for a disability that is due to a developmental, physical, sensory, mental or neurological condition or impairment, and/or
- health condition that significantly impacts their daily living activities such as eating, grooming, walking, interacting with others, playing and problem solving

Though sometimes mental health diagnosis can get their needs met through other community resources i.e. CASA (Child, Adolescent and Family Mental Health).

A family can open a file under query of a diagnosis but those supports are very limited and do not include BDS or SS.

When families do apply, the disability must be defined according to the FSCD Act, which is: *Disability*: "chronic developmental, physical, sensory, mental or neurological condition or impairment that does not include a condition for which the primary need is for medical care or health services to treat or manage the condition, unless it is a chronic condition that significantly limits a child's ability to function in normal daily living."

In addition, when the program receives medical information it must be in a format satisfactory to the FSCD worker and include:

- the child's name and date of birth;
- the child's diagnosis;
- date when the child was diagnosed;
- name of the physician or other health professional who diagnosed the child;
- information about the diagnosis and its impact on the child's functioning; and
- where applicable, if the diagnosis is expected to have long term or lifelong implications; or
- if the child is in the process of being diagnosed (awaiting a diagnosis), information about the provisional diagnosis or the condition or impairment that indicates the child may have a disability.

Services and Supports

Families who are eligible for the Family Support for Children with Disabilities (FSCD) program may receive:

- information about government programs and services, community supports and local resources
- help coordinating and getting supports and services
- help with clothing or footwear that relates to your child's disability
- counselling
- help with some of the costs to take your child to medical appointments such as parking, mileage, meals, accommodation and sibling care
- respite services in or outside your home to give you a temporary break



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- help from aides who provide personal care, community, behavioural or developmental support
- temporary living arrangements for your child away from home
- help with some costs for medications, prescribed diets, ambulance or medical supplies
- [specialized services/behaviour developmental service](#) for children with severe disabilities
- the same FSCD worker assigned to a family with more than one eligible child
- help planning your child's transition during key changes or life events such as when they:
 - are first diagnosed or the disability is identified
 - return home from the hospital
 - start an early intervention program
 - start a new school program
 - approach age 16 and plan for adulthood

What it may look like - Two types of services that Sturgeon Public School Division provides:

Behavioral or Developmental Supports:

Goal oriented services to assist families, parents, guardians in learning and implementing strategies to help manage behaviors and promote development. This service is appropriate if the child's behavior is unsafe for the child and others or significantly limits the child's ability to carry out activities of normal daily living. The intent is to help parents address specific behaviors exhibited by the child and to increase or reinforce parents' skills and create strategies that support their child's development in relation to the child's assessed needs. This service is appropriate to teach the child's guardian to assist the child to reach a developmental goal if the child has a developmental deficiency that significantly limits the child's ability to carry out activities of normal daily living.

Specialized Services:

Specialized Services as defined by the FSCD Act and Regulations uses a multidisciplinary team approach to *support families of children with severe disabilities*. The team works with the family and child to identify, develop, and implement a coordinated service plan that assists families and their children to learn specific skills and strategies to help promote the child's development and participation in daily living activities, and meet unique disability-related needs while maintaining healthy family functioning. Specialized Services are individualized to meet both the child and the family's needs and priorities and should complement any other supports and services that a family already has in place.

Teams include some combination of the following professionals that have expertise relevant to addressing the unique needs of the child and family (occupational and/or physical therapist, speech and language pathologist, psychologist and home facilitator).

Both Specialized Services and Behaviour Developmental supports include many different ways of working with children with severe disabilities and assisting their families. This type of support is coordinated, individualized and flexible to meet your child and family's:

- unique strengths and needs
- time and priorities
- culture and values



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Know if you Qualify for Specialized Services

To receive Specialized Services through the FSCD program:

- your child must have a severe disability that significantly limits their ability to function in normal daily living activities
- you need to provide your child continual and ongoing assistance and supervision to make sure they are safe and able to participate in daily living activities
- your child has critical service needs in 2 or more areas including behaviour, communication and social skills, physical abilities, cognitive abilities, or self-help skills and adaptive functioning, and
- there are no other programs or services to meet your child's needs

Steps to Apply:

Step 1: Check your eligibility/Talk to your FSCD worker (if you have one)

- Review the [eligibility criteria](#) to decide if the Family Support for Children with Disabilities (FSCD) program is right for your family. If you have an FSCD worker, discuss whether your family may qualify for new or ongoing specialized services. If you are not receiving any FSCD supports, [follow the steps to apply](#) for the program. When you have your first meeting with an FSCD worker, ask about specialized services.
- If you have more than one child who may be eligible, you must complete a separate application for each.

Step 2: Fill out the online application

Use the online application through myAlbertaSupports.ca by:

- creating a secure account, if you do not have one
- choosing the Family Support for Children with Disabilities application
- filling it out online and submitting it

Step 3: Get medical documentation

Get a letter or report from a health professional who has diagnosed your child's disability. It may be written by, or on behalf of a:

- physician or psychiatrist
- physical or occupational therapist, speech and language pathologist or audiologist
- clinical social worker or psychologist

You should also provide letters or reports from doctors or other health professionals involved with your child's ongoing care such as feeding clinic results, hearing and vision test results, medication trials, etc. As well as clinical assessments or progress reports such as speech and language or physical therapy assessments.

You are responsible for any fees the health professional charges to prepare the letter or report. It must include:



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- your child's name and date of birth
- the diagnosis as either an existing disability or a condition or impairment that may lead to a disability
- information about the disability, how it affects your child's daily functioning and whether it will have long-term implications
- the date the diagnosis was made – it should be current within 2 years
- the name of the physician or health professional who made the diagnosis Step 4:

Complete/Submit your application

- Gather the medical documentation needed for your FSCD application.
- Make copies for your files.
- Bring, mail or email the medical documentation to [the nearest FSCD office](#).

If you currently receive specialized services and would like this type of support to continue, you need to provide:

- an updated ISP for the current year and the ISP from the previous year, if applicable
- the proposed ISP for the services being requested
- assessment or progress summaries from the health professionals on your specialized services team

After you Apply

An FSCD worker reviews your application package to see if there is enough information to decide if your child is eligible for the program. They will contact you within 2 weeks to:

- ask you to provide more information to determine your child's eligibility, or
- explain why your child is not eligible and give you information about other programs and resources that may be helpful, or
- say your child is eligible and discuss next steps to determine your needs, goals and the [supports you may get](#)

MDT Multi-Disciplinary Team

Your FSCD worker may consult with a Multi-Disciplinary Team (MDT) about the documentation you submitted. The team is a group of health professionals established by the FSCD program. They provide support in understanding the request for specialized services and make recommendations about:

- specialized services that are based on best practices and ongoing research
- the type and level of specialized services that may be most helpful in meeting your child's needs and family's goals

Their recommendations support your FSCD worker in making decisions about the specialized services your child and family receive.

The MDT may include: speech-language pathologists, occupational therapists, physical therapists, and psychologists.



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MDT members will meet with you, your FSCD worker and service providers. They do not meet with your child, complete clinical assessments, or make final decisions about the FSCD services that your child and family receives.

You may ask to meet with the MDT if you have questions about:

- your ISP
- how specialized services will address goals for your child or family

Needs Assessment

If your child is eligible for the FSCD program, an FSCD worker will meet with you [after you apply](#) to discuss:

- your child's specific needs
- the impact your child's disability has on your family
- community programs or other supports including family or friends, that may be helpful
- other professionals the worker may speak with to understand your child's needs

They will ask questions about:

- Diagnosis
- Medications
- Medical Professionals involved
- General health of child
- Family (Who lives in the home, siblings, extended family)
- Mobility
- Milestones
- Self-care
- Sleeping
- Comprehension
- Expression
- Problem solving
- Peer interaction
- Safety
- Behaviour
- Sleep
- Transitions
- School experience
- Routine
- Family interests (What you do as a family for fun?)
- Natural Supports (Family, friends, neighbors)

Possible questions include:

- What is the trickiest part of your day?
- What prompted you to apply with FSCD?
- What supports and services do you feel will benefit your family?
- What are your educational goals?



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- What is your goal for your child?
- What agency or groups are you a part of to help support you with your child's diagnosis?
- How is your family coping with the diagnosis?

*Give as much documentation as you can (Copies of reports, school IPP, Glenrose reports).

*At the end of the intake, the caseworker will go over services that they feel will best support you. They will then take all information back to their supervisor for approval. This process can be from 6-8 weeks.

*It would be my absolute pleasure to support you through your intake/needs assessment. If you would like me to be there, please text, email or call and I will make every effort to be there.

Individualized Family Support Plan

After the Needs Assessment, your FSCD worker will work with you to create an Individualized Family Support Plan (IFSP). It is based on a shared understanding of:

- your child and family's strengths, needs and priorities
- the short and long-term goals for your child's development and participation at home, school and in the community
- the strategies, supports and services, individual responsibilities and timelines to meet the goals

FSCD Agreement

You will get an FSCD agreement once you and your worker agree on services. This usually takes about 20 working days from the time you and your worker create your IFSP. The FSCD agreement outlines the services the FSCD program will provide to help you meet the goals. It is a legal document that can last up to 3 years.

Regular Reviews

Your FSCD worker is available throughout the year to discuss changing or ongoing needs. At least once a year, you and your worker will connect for a regular review to:

- determine your child's ongoing eligibility for the FSCD program
- discuss your child and family's situation and needs
- update your IFSP
- set up a new FSCD agreement for the services in your updated plan



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You're Going to Receive Services. Now What?

When your child receives services, a team of health professionals works directly with the family to determine the best ways to help your child learn skills and participate in everyday routines. Your child's team may include:

- a physical therapist
- a speech-language pathologist
- an occupational therapist
- a psychologist
- a behaviour specialist
- an aide
- a home facilitator

These professionals provide specialized services based on established practices and approaches that are:

- reasonable
- least intrusive, and
- demonstrated to be effective through ongoing scientific research

As a parent or guardian, you decide how much you are involved with your child's services. Your decision can change over time. While you are not expected to become a therapist to your child, you are encouraged to:

- be in the room or participate when the team is working with your child
- continue to practice skills with your child between meetings with your team
- determine which specialized service providers you want to work with
- ask them about the approach they will use, what specialized services will look like and how this type of support will fit your priorities and goals.
- consider how their approach fits for your child and family
- ask them about other approaches you have heard about
- continue to practice skills with your child between meetings with your team

Individualized Service Program Plan (ISPP)

The S.H.I.N.E. Beyond Limits team works with you to develop an Individualized Service Program Plan (ISPP) to meet your child's needs and support your family. Every team member contributes to the ISPP to ensure services are provided in a consistent, coordinated way.

The ISPP can change over time to reflect your child and families changing needs. It does not need to include goals for parents, guardians or the family, but these may be included if you like.

The Individualized Service Program Plan describes:

- priorities you have identified
- goals or purpose for providing specialized services
- strategies the team will follow



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- steps necessary to achieve the goals
- ways to track progress towards achieving the goals
- assessment or progress summaries from the health professionals on your specialized services team

Working with Service Providers

When you are accessing Family Support for Children with Disabilities (FSCD) services, you choose the service providers that will work with your child and family. You also decide on the employment relationship with them. This can happen 2 ways:

- you direct-hire and pay an individual or organization to provide services – this person becomes your employee or contractor
- you work with a community agency who coordinates and pays for the services for you – the agency's staff are not your employees or contractors

Find a service provider

Contact your local FSCD office or FSCD worker for information about service providers in your area.

Concerns about a service provider

If you are not satisfied with your service provider, speak with them to make sure they understand your expectations and concerns. If you cannot resolve the situation through a discussion, you may want to:

- ask your FSCD worker to assist you and your service provider in working the situation out
- choose a new service provider

Direct-Hire Situations

When you hire and pay an individual or organization to provide services for your child or family, you need to follow laws, standards and other requirements of an employer. This may include:

Canada Revenue Agency

Canada Revenue Agency (CRA) will determine if an employer/employee relationship exists between your family and the service provider you hire. As an employer, your family must:

- legally comply with all relevant employment laws
- pay CRA directly on a monthly basis for Employment Insurance (EI), Canada Pension Plan (CPP) and personal income taxes for your employees

To find out if you are considered an employer, review CRA's [Employee or Self-Employed? guidelines](#), or call them toll-free at [1-800-959-5525](tel:1-800-959-5525).



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Alberta Employment Standards

Provincial legislation regulates key aspects of working in Alberta, including:

- hours of work
- minimum wage
- overtime
- general holidays
- vacation pay
- termination

Get information about Alberta's employment standards by calling the Employment Standards Contact Centre at [1-877-427-3731](tel:1-877-427-3731), or visiting [Alberta Employment Standards online](#).

Workers' Compensation Board – Alberta (WCB)

This disability insurance system was set up to protect both the employer and their employees. Ask how to provide WCB coverage for employees by calling toll-free within Alberta at [1-800-661-9608](tel:1-800-661-9608) or visiting the [WCB – Alberta website](#).

Financial and payroll responsibilities

Consider talking to an accountant, a payroll service or [CRA staff](#) for advice about payroll requirements or record-keeping.

Occupational health and safety

Find [laws, guides and other resources](#) about Alberta and federal occupational health and safety requirements for the workplace.

Insurance

Consider contacting your personal insurance agent to find out what type of coverage is needed when you are employing someone to work in your home.

Legal advice

You may want to seek legal advice before employing an individual or organization to provide services for your child or family.

Alberta human rights

The [Alberta Human Rights and Citizenship Commission](#) helps Albertans resolve human rights complaints. Contact them toll-free within Alberta by phone [310-0000](tel:310-0000), then one of these confidential inquiry lines:

Northern Regional Office: [780-427-7661](tel:780-427-7661)

Southern Regional Office: [403-297-6571](tel:403-297-6571)



Payments

Paying service providers

There are 2 ways to pay an individual or organization you hire for services that are outlined in your FSCD agreement:

- you get the invoice and pay them, then submit an expense claim to the FSCD program to get paid back for the expense, or
- have the organization send the invoice to the FSCD program to get paid

Getting paid back

Your FSCD worker can help you with the expense claim process by:

- giving you the Statement of Expenses form and other information you need
- explaining how to complete the form
- advising you which invoices and receipts are needed

When all your documentation is ready, there are 2 ways to submit your expense claim:

- submit it to your local FSCD office, or
- use the [Online Claims Reimbursement \(OCR\) Portal](#)

Important Notice

You need a MyAlberta Digital ID (MADI) to access the online claims reimbursement (OCR) portal – instead of your SIAMS account. If you do not have a MADI account, please set one up using [these instructions](#) (PDF, 248 KB). If you already have a MADI account, please enter your MADI username and password. When asked if you have a SIAMS account, choose YES to transfer your SIAMS account and OCR information. Click “sign in” to proceed.

If you need assistance, contact the MADI help desk at [1-844-643-2789](tel:1-844-643-2789).

The FSCD program will deposit the funds directly into your bank account within 30 days from the day it was submitted online or to an FSCD office.

Keeping records

Remember to keep copies of all invoices and supporting documentation for 10 years. The FSCD program will ask you to provide original receipts and Records of Services to verify the services you received.



Frequently Asked Questions

What is Program Unit Funding?

PUF is provided to school authorities for ECS children with severe disabilities/delays who require additional support beyond that offered in a regular ECS program. PUF is provided for individualized programming that meets the learning needs of children with severe disabilities/delays. PUF may be provided for a maximum of two years for each eligible child.

What is the “Common Approach”?

Through the Common Approach, SPS and FSCD are working together to provide programming and services to families of children who qualify for both PUF and FSCD specialized services. The Common Approach provides a “one team, one plan across settings” experience for families. Parents are valued members of a team that includes professionals working together to provide streamlined and integrated services that responds to the changing needs and circumstances of children with disabilities and their families.

The Common Approach means:

- There is shared responsibility for the child and family by the school (e.g. Inclusive Learning Team) and the support community (e.g. S.H.I.N.E. Beyond Limits Team).
- The school team (e.g. often the FSW) identifies families of students who would benefit from additional home supports and initiates coordinates contact between the parent, FSCD and the Disability Support Team.
- Information regarding the child’s strengths and needs is gathered and integrated from home, school and community settings.
- There is regular collaboration between home and school supports (i.e. ILS and S.H.I.N.E. Beyond Limits Team and its members) in order to share a common vision (parent guided) and use common, effective strategies whenever possible.
- Team members have knowledge of both teams, strengths, goals, priorities, challenges and empower parents to communicate their child and family’s needs to advocate positively.
- Fluid transfer of information and transitions are promoted to benefit the child and family.

What is unique about the Disability Support Team?

- Parents direct the supports, goals and strategies with the Disability Support Team.
- The DST has flexibility in time, place, etc. regarding meeting family needs.
- The DST follows FSCD guidelines regarding documentation of needs and progress.

What planning is done to support transitions?

Transitions occur frequently in a child’s life and planning ahead for these situations results in better outcomes overall and the PUF/FSCD Common Approach team considers the changing circumstances in child and families’ lives and plans for success. A formal transition plan is developed by the PUF/FSCD Common Approach team at least annually to plan for the upcoming year. For children



completing their third year of PUF, the transition plan will include strategies to support a smooth transition into kindergarten or Grade 1.

What are Developmental Intervention Services? Specialized Services (SS), Behaviour/Developmental Supports (BDS)

- Developmental intervention services involve consultation to the guardian and are intended to support them in acquiring specific knowledge, skills and learning strategies to help promote their child's development within natural settings and activities. FSCD (Disability Services) developmental intervention is intended to serve as an enhancement to the existing generic and natural supports.
- The intensity and frequency of Disability Services developmental intervention services are determined collaboratively by Disability Services program, family and developmental intervention provider.
- Disability Services developmental intervention services include but are not limited to these types of services:
 - Parent Education Groups
 - Parent Consultation and Coaching – Behaviour / Developmental Supports
 - Routine based Intervention – Specialized Services

What is the intent of developmental intervention services (Specialized Services; Behaviour / Developmental Supports) and what outcomes can be anticipated as a result of these services?

- Developmental intervention services are intended for families whose child present with significant limitations in participating in activities. The family would benefit from supports to develop knowledge, skills and abilities to support their child's development and participation in daily routines.
- The delivery of developmental intervention services includes but is not limited to these activities:
 - Sharing knowledge of child development with families
 - Determine appropriate targets and individualized intervention by focusing on child skills, preferences and interests
 - Identifying activities and daily routines which can be utilized as learning opportunities for the child and family
 - Supporting the family to design learning environments and materials to promote the child's acquisition of a variety of skills
 - Networking with and collaboration with other support and services involved in child and family life
 - Meeting the child and family's needs and support each child's growth and development
 - Monitoring progress toward meeting developmental outcomes and family's confidence in supporting their child in daily routines.
 - Support the family by building lifelong skills

What is the difference between SS and BDS?

There are a number of indicators to assist with determination of whether SS or BDS is more appropriate to start supporting families given their needs at the time of the assessment:

- a. The need for number of disciplines to be involved in consultation
- b. Family priorities and the number of goals the family wants to target
- c. The intensity of service family can manage due to various circumstance
- d. Length of service



What is family centered practice and what is the role of the family in the delivery of Developmental Intervention services?

- Family centred practice is an essential element of good practice in developmental intervention provision. Family centred practice includes acknowledging the uniqueness of each family, enhancing parental competencies, involving families in programming decisions, and developing collaborative relationships between parents and multidisciplinary team.
- Family centred practice emphasizes on collaborative work with the guardian, family members and caregivers in a child's life.
- Parent involvement in intervention, including ongoing parent coaching that focused both on understating their child's strengths, needs and abilities and building parent capacity to help their child develop and learn and participate.

What is the Collaborative Coaching Approach?

- Collaborative coaching approaches focus on family priorities for child development, integrating the team's opinion within the family's priorities.
- Collaborative coaching approaches encourage direct interaction with the child for the explicit purpose of demonstrating to the family how to use a strategy, by explaining to the family the steps of the strategy and the child's response (or asking the family to identify the child's response) so family can and will use the strategies between the visits and provide feedback about the potential and effectiveness of the strategies.

What is Routine Based Intervention Approach (embedded routines into the child's everyday activities)?

- Routine based interventions occur during home and community routines, activities, and other times of the child's day that are specifically identified by family members as activities in which they would like supports.
- Routine based interventions occur when, where, and how the routine activities usually occur, as well as with the individuals who usually take part in the routine activities.
- Intervention visits occur at the time when the routine activities, identified by the family as the time the routine activities occurs when they would like support, usually occur. That way, the team can see how that routine activity really looks and what developmental approaches best fit characteristics (e.g., interests, temperament, strengths, needs) and each family's culture, values, and learning styles.
- Materials that the family already has available are used or materials are brought so the family can use as adaptations within their routine activities, which then belong to the family.

What is the role of the Home Facilitator in delivery of developmental intervention services?

- The role of the Home Facilitator is to mediate the family's and other caregiver's skills and knowledge in relation to a range of needed or desired resources. The Home Facilitator acts as the program resource and point of contact between other program staff, the family, and other care providers.
- Characteristics of the Home Facilitator Approach to Teaming:
 - An identified team of individuals from multiple disciplines having expertise in child development, family support, and coaching is assigned to each family in the program
 - One team member serves as Home Facilitator to the care provider(s)
 - The Home Facilitator receives coaching from other team members through ongoing planned and spontaneous interactions



- Joint visits are an important component of a Home Facilitator approach to teaming and should occur at the same place and time whenever possible with/by other team members to support the Home Facilitator.
- Indicators of need for Dual Home Facilitator supports when there is a need for
 - Extensive repeat and practice
 - Extreme attachment issues and need for another adult to be presented to the child's environment

What is Individual Service Plan (ISP) and how is one developed

- Development of the service plan and identification of family goals and objectives should be done with consideration to the areas of communication and socialization, cognitive abilities, physical and motor development, self-help skills and adaptive functioning, as well as emotional and self-regulation.
- ISP outcomes must be functional and based on child's and family's needs and priorities
- Goals and Objectives must be developmentally appropriate, specific, measurable, attainable, relevant, and time specific
- Reporting, and progress tracking systems should be used to support progress and transition from specialized services as parent acquires specific skills and learning strategies to help their child develop and learn

What is the intent of family services review meeting – (9-month meeting for SS)

- Review success and progress as well as obstacles, issues/concerns that require discussion and resolution
- To ensure a common understanding between family, service provider, and FSCD regarding the intent of specialized services in relation to the FSCD ACT
- Gather information to determine need for future services
- Who is able to Attend: Specialized Services Coordinator, Consultants (SLP, OT or Psych) Family Coach and Home Facilitator
- Once the date is CONFIRMED with DS Caseworker and Specialized Services Coordinator, the family will be contact the families to determine who the family wants in attendance.
- Coordinator will determine (this may differ between families) who asks the 5 Questions to families to help them prepare for their 9-month meeting
 1. What has gone well (been a positive outcome) with Specialized services
 2. What has not gone well (been a challenge) with Specialized services
 3. What has the family learned, and are better able to manage?
 4. What does the family have left to learn?
 5. What is the proposal for the coming year?

For more information:

Helen Lawrence,
Specialized Services Coordinator
780- 939-4341 Ext 1265
780-934-0609
Helen.Lawrence@sturgeon.ab.ca