

The Campbell River and District Association for Community Living

Supported Child Development Program Handbook for Parents



Welcome To Our Program

CAMPBELL RIVER SUPPORTED CHILD DEVELOPMENT PROGRAM

The Campbell River Supported Child Development Program is a program of Campbell River and District Association for Community Living and is located in Dogwood Place – Child and Youth Development Centre at

301 Dogwood Street, Campbell River, B.C. V9W 2Y1

Contact us at:

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(Monday - Friday)

Provincial website: scdp.bc.ca

The Campbell River and District Association for Community Living (CRADACL), a non-profit charitable society, has been providing services to children and families since 1961.

**If you would like more information on CRADACL's policies or services
visit CRADACL's website at www.cradacl.bc.ca**

The Supported Child Development Program is funded by the
Ministry of Children and Family Development

TABLE OF CONTENTS

Who We Support	4
What Do We Do	5
Where We Are	5
Our Staff	5
Entering Supported Child Development	6
Early Intervention	7
Our Philosophy	8
Parents/Guardians Rights and Responsibilities	9
What To Expect From The Program	10
Individual Family Service Plan	10
Support Guide	10
Developmental Assessments	11
Family and Home Visits	12
Extra Staffing Supports	12
Child Care Setting Visits and Support	12
Lending Library	13
Education and Workshops	13
Transition Planning and Supports	13
Program Outcomes	14
How Can You Be Involved	15
What About...	
Transportation	16
Health and Safety	16
Fees	16
My Child's Records	16
Managing The Waitlist	17
Complaint Resolution Procedures	18
Frequently Asked Questions	20
Glossary Of Acronyms And Commonly	
Used Terms	22
Community Resources	23
Useful Websites	24
My Notes	25

WHO WE SUPPORT

The Supported Child Development Program (SCDP) is a community-based program that assists families of children with extra support needs to access inclusive, licensed child care programs of their choice. The program serves children from birth up to their 13th birthday. In order to be eligible for Supported Child Development, children must meet all three provincial eligibility criteria. These are:

1. Have a delay or disability in at least one area of development:
 - Physical – a visual impairment, special health care need or difficulty with gross or fine motor development
 - Cognitive – an intellectual or mental disability
 - Communication – hearing impairment or significant challenges in speech or language development
 - Social/Emotional/Behavioural – serious emotional issues or severe challenges in interacting with others and behaving in a safe and appropriate way;
2. Be under the age of 13 years old; and
3. Require extra supports to participate in a licensed child care program with their peers.

The SCDP have been providing services in Campbell River, Gold River, Tahsis, Sayward, and Quadra and Cortes Islands since 1989. It operates under the principles of inclusion and family centered practice. Parents may self-refer, or with parent consent, referrals may come from other service providers. The service is voluntary and free of charge. Approximately 6000 children per year access SCDP services across the province. The SCDP is a program of the Campbell River and District Association for Community Living and is funded by the Ministry of Children and Family Development.

WHAT DO WE DO

Under the direction of Campbell River and District Association for Community Living, the Campbell River Supported Child Development Program works in partnership with you and community professionals to support your child with developmental disabilities or delays to successfully participate in a licensed childcare setting. This includes:

- Creating an individualized program for your child that respects your family, culture and values
- Training and resources for you and your child care provider
- Promoting inclusion of children requiring additional support
- Helping you access information and services you need for your child, including choosing a child care program
- Providing funding for child care programs to hire additional staffing supports
- Working with child care providers to develop strategies and resources to meet the needs of your child

We work with the full range of licensed child care settings – group care, family care, out-of-school care, and preschool.

WHERE WE ARE

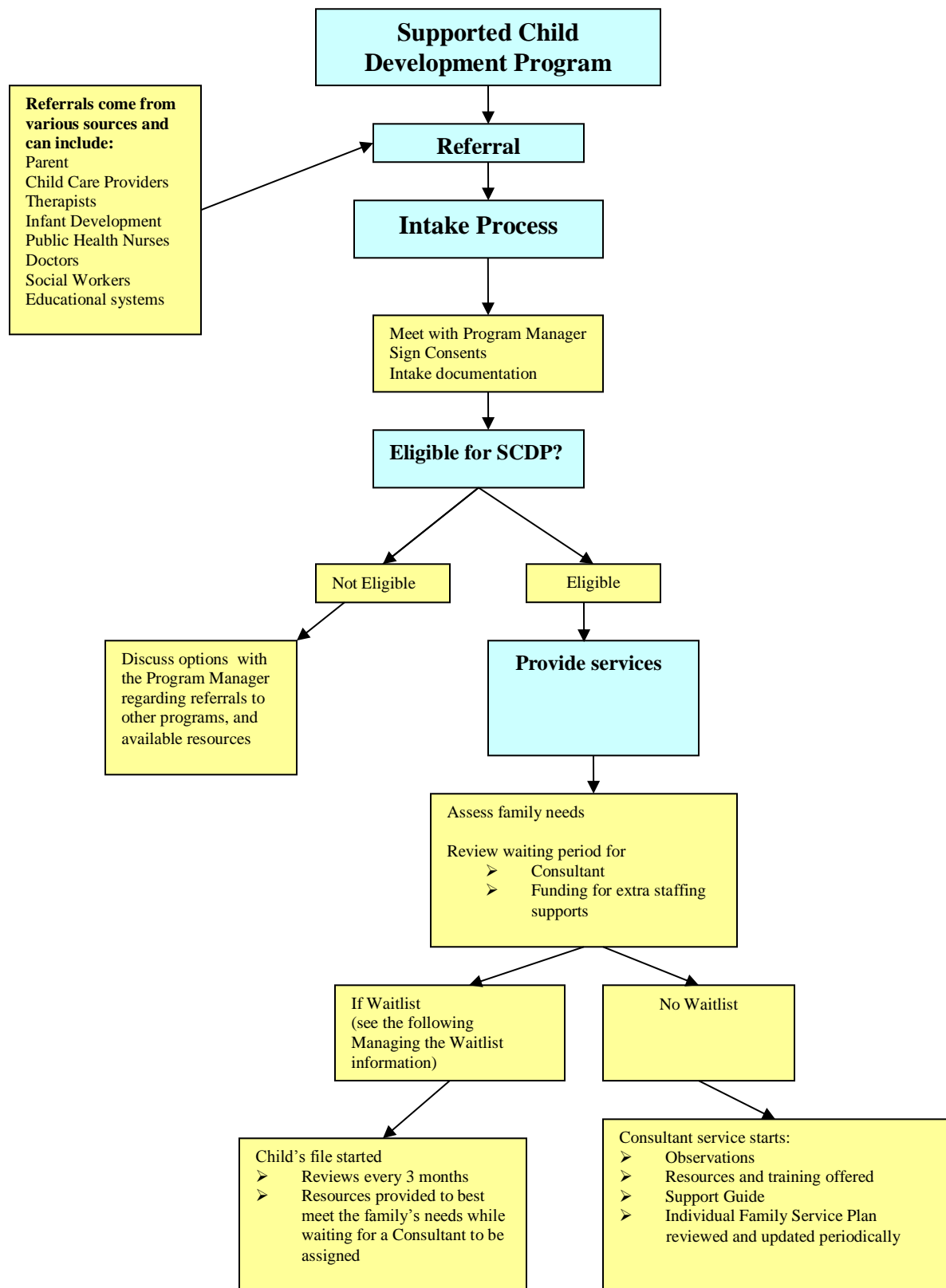
We are located at 301 Dogwood Street (Room 205) in Dogwood Place Child and Youth Development Centre in Campbell River. We are available Monday to Friday year-round, except for statutory holidays. We spend a lot of our time out of the office meeting with families and child care providers but you can always leave us a message at the office.

OUR STAFF

Our staff consists of a Program Manager, and a team of Supported Child Development Consultants and Support Workers. Staff have training in Early Childhood Education and Special Needs and experience working with children who require additional support and their families. They receive ongoing training about children's development and best practices in providing services.

ENTERING SUPPORTED CHILD DEVELOPMENT

This flow chart outlines the steps to receiving Supported Child Development services



EARLY INTERVENTION



Supported Child Development is an early intervention program. Early intervention means providing children with extra supports as soon as we know that they may have a disability or a delay in their development. It is about identifying your child's needs early, helping you understand them and then working together to develop a plan to find the supports you need for your child's future development and your health as a family.



Some other early intervention services are the Infant Development Program, birth to 3 years of age; and speech /language, physical, or occupational therapy for children from birth to six years of age.

Early intervention works best when it reflects your values and preferences. It combines your knowledge with the expertise of others such as our staff, therapists, child care providers, teachers, community members and other family members.

We believe that you are the best provider of important information, emotional support and encouragement for your child.

OUR PHILOSOPHY

Our services are based on a philosophy of inclusion. Inclusion is a way of providing services where all children are welcomed, supported and valued. Activities such as play, learning and growing happen in a way that all children belong.

To make inclusion possible some children need extra supports. This means working as a team with families and community professionals to develop goals for each child and then putting services in place to accomplish those goals.

Based on our philosophy of inclusion, Supported Child Development has a series of principles that guide how we work with you and with child care providers and other community service providers. These are our principles:

Family-Centered Approach

We believe that families know their children best and are the most important factors in their children's lives. We work as a team with families, honoring strengths, culture, history, rights, responsibilities and uniqueness.

Shared Responsibility

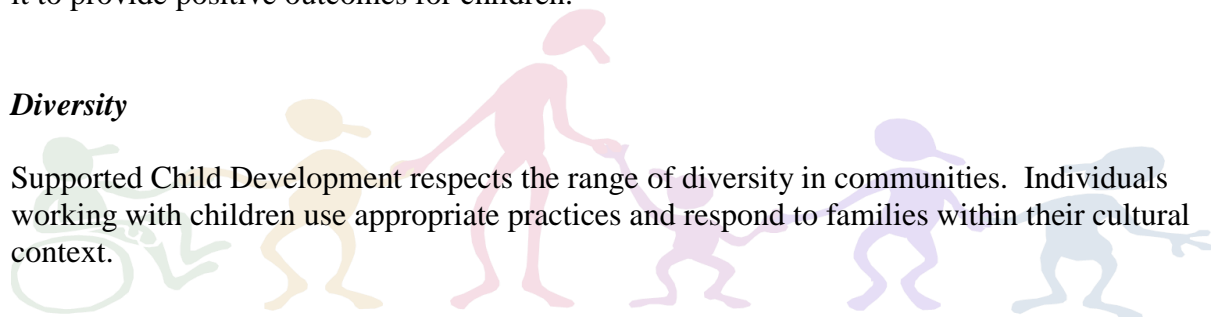
Supported Child Development is a community service that reflects local needs and priorities. We share the responsibility by working with parents, child care providers, community professionals and all levels of government.

Child Development

High quality child care and child development programs promote the health, well-being and optimal development of each child. Children with developmental needs can access developmentally appropriate opportunities in their community with caregivers who practice inclusion. Through continuous training, the staff at the SCDP stay current with research and use it to provide positive outcomes for children.

Diversity

Supported Child Development respects the range of diversity in communities. Individuals working with children use appropriate practices and respond to families within their cultural context.



Relationship with Aboriginal Communities



We respect the unique position of Aboriginal people in society. Not only do we support individual aboriginal families we also work closely with the Aboriginal Supported Child Development Program (ASCDP).

Evidence Based Practice

Research shows that development is positively affected by early intervention strategies. It also gives us useful information on how to best design and deliver early intervention programs. Research also shows that positive child development outcomes are linked to quality child care programs.

PARENTS/GUARDIANS RIGHTS AND RESPONSIBILITIES

You have the right:

- To express your views about decisions affecting you and your child while participating in our program.
- To be treated with respect by staff.
- To choose whether or not your child will participate in our program, and be informed about the consequences of non-participation.
- To be respected for your cultural heritage and request that your cultural heritage be considered in services that the program provides.
- To make a complaint if you are not satisfied with the service.
- To complete a Satisfaction Survey of our service.

Your responsibilities:

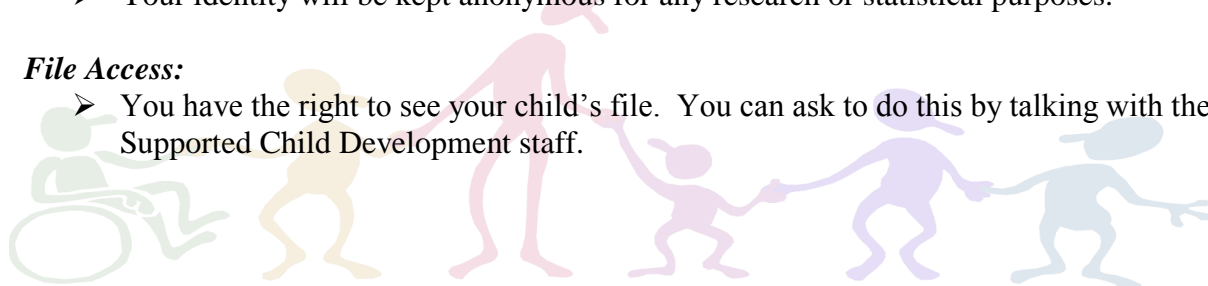
- Treat yourself and others with respect
- To let staff know of changes pertinent to the delivery of service.
- Contact the child care setting if your child will not be attending the child care program (eg. due to holidays, illness, or medical appointments etc.)

Privacy:

- You have the right to know what information about your child is collected, held on file and that your child's privacy will be protected
- Your identity will be kept anonymous for any research or statistical purposes.

File Access:

- You have the right to see your child's file. You can ask to do this by talking with the Supported Child Development staff.



WHAT TO EXPECT FROM THE PROGRAM

Our staff provides a wide range of services for you and your child, and for child care providers. We do our best to be flexible and tailor these services to meet your needs. Here's what you can expect:

Individual Family Service Plan (IFSP)

An Individual Family Service Plan is a planning process for you and your family to identify your child's strengths and future goals. You choose your team and who you want to facilitate this process. This team might include other family members, staff from the child care program or other services you are using – whoever is important in supporting your child.

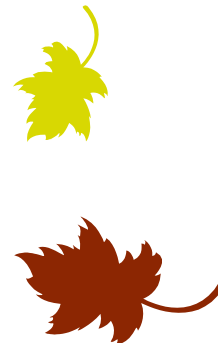
The IFSP includes goals for your child and strategies to achieve them. We make sure that these are incorporated into activities at your child care setting. As a team, we incorporate them into all aspects of your child's life.



You will review and approve the IFSP before copies are sent to other members of your child's team. The team meets regularly, usually every six to twelve months, to monitor and discuss progress. As your child grows and develops, and your family circumstances and needs change, goals and strategies are adjusted as required.

Support Guide

We work with you to complete an individualized Support Guide for your child. The Support Guide is a document that identifies your child's strengths, development, and level of support needed to ensure their successful participation in a child care setting. It includes a list of the other professionals and agencies involved with your family.



Developmental Assessments

Our consultants use a variety of assessment and screening tools. The following three are used most frequently:

1. **Ages and Stages Questionnaire (ASQ)/Ages and Stages Questionnaire-Social Emotional (ASQ:SE)** - To ensure that children receive early intervention services in a timely manner, early identification is important.

The ASQ system relies on parents to observe their child and to complete the simple questionnaires about their child's abilities.. Each questionnaire can be completed in 10 to 20 minutes. The ASQ screening system has questionnaires for children from 4 months to 60 months of age. In most cases, these questionnaires can identify accurately infants or young children who are in need of further evaluation to determine whether they are eligible for early intervention services.

2. **The Assessment, Evaluation and Programming System for Infants and Children 2nd Edition (AEPS)** - This is a comprehensive system that ties together assessment, goal development, intervention and ongoing monitoring and evaluation for children birth to six years of age.



- The AEPS yields functional and educationally relevant developmental information that can be used effectively and efficiently to develop individualized plans and intervention content.
- It makes the formulation of goals/outcomes, objectives, and intervention strategies straightforward and accurate.
- The AEPS provides materials that permit and encourage the active input and participation of family members in the assessment, goal development, intervention, and evaluation processes for their children.
- It supports placement of children in inclusive environments and fosters collaboration among child care providers, therapists, family members, and other service providers.

3. **The Battelle Developmental Inventory, 2nd Edition (BDI-2)** - This is a standardized, individually administered assessment of key developmental skills in children from birth through seven years of age. The BDI-2 assesses five areas:

- Adaptive – self care and personal responsibility
- Personal/Social – adult, peer and social rules
- Communication – receptive and expressive communication
- Motor – Large and small motor development
- Cognitive – attention, memory, reasoning, academics, and concepts

This is an optional service for families whose children have not had any previous formal assessments or diagnosis. We can also use the developmental assessment tools to determine eligibility for SCDP.

WHAT TO EXPECT FROM THE PROGRAM

Continued



Family and Home Visits

You have a choice of where or when you meet with your SCDP Consultant. Some families choose to meet in their homes, our office, the child care setting or in a coffee shop. Family visits help our Consultants gather valuable information about your child's development, interests and unique characteristics. They give you an opportunity to ask questions and get information. It is also a time to sign required forms and prepare for upcoming meetings.

Extra Staffing Supports

For some children, the services of a SCDP Consultant are not enough. Extra staff may be needed to fully include your child in the same activities and routines as his/her peers. This extra staffing support typically involves hiring a Support Worker to work in the child care centre. Support Workers work individually with your child, communicate with you and any other professionals involved, and plan and carry out developmentally appropriate activities in accordance with the Individual Family Service Plan.

Supported Child Development is a collaborative program. We use a shared decision-making model to decide which children require extra staffing supports. There is a community committee (Funding Allocation Committee) that reviews the needs of all children and allocates funding in a fair and transparent way. The committee reviews funding allocations regularly to make sure the funding is being put to the best use.

In order to stay within the allocated budget and meet the needs of all children eligible for SCDP extra staffing support services, the SCDP Local Advisory Committee has established guidelines on the maximum amount of support hours a child will receive. A request can be made for exceptional funding outside of the set guidelines. Exceptional funding guidelines established by the Local Advisory Committee are that

- Your family needs child care in order to go to work; or go to school; or has short term medical needs. In order for your child to attend the child care setting funding above the established guidelines is required.
- Other support options have been explored.
- A gradual reduction plan is in place (the goal being for your child to be as independent as possible while still meeting their needs within the child care setting)
- The exceptional funding request has been approved by the Funding Allocation Committee.

Child Care Setting Visits and Support

SCDP Consultants visit child care settings on a regular basis. During these visits, the Consultant spends time observing and interacting with your child. They also offer ideas and suggestions and model strategies for the staff. The consultant documents each visit and may leave visit notes with brief observations, suggestions or next steps.



Lending Library

We have a wide range of books, DVD's and videos on early childhood development, parenting, specific disabilities, play ideas and other areas of interest to families and child care providers. We also have specialized equipment and other learning resources. All these materials are available for you and your child care provider to borrow. We are always working to keep the library current and relevant so please feel free to make suggestions for new resources we should acquire.

Education and Workshops

Ongoing learning is a big part of making inclusion work. We encourage you and your child care provider to take advantage of training and education opportunities. We offer a variety of workshops that are open to families, friends, professionals and child care providers. They are provided by our staff, a visiting specialist or community professionals.

Transition Planning and Supports

Transitions are times of change for your child and family. SCDP Consultants are available to provide planning and support during the following transitions:

- Infant Development to Supported Child Development
- Home to child care setting
- To or from a new community
- Transition to kindergarten and continued support through elementary school years

The SCDP works with families to make the transition for their child entering kindergarten a positive experience. Enrolling in kindergarten is an exciting time for you and your child. As a parent, this time of transition can bring excitement and pride in how your child has grown and developed in the preschool years – along with some uncertainty and nervousness as your child enters a classroom setting for the first time.

This process is described in the Entering Kindergarten Booklet. This booklet outlines the transition process for enrolling your child in kindergarten. It also defines some important terms, explains School District #72 staff roles and gives tips from other parents whose children have already gone through the transition process.

For further information regarding kindergarten transition please contact your SCDP Consultant or the Program Manager.



PROGRAM OUTCOMES

Supported Child Development is an outcome-based program. This means that we measure the results of what we do. For Supported Child Development, these are based on both provincial outcomes for the program and our local practice and understanding of the children and families we support. As a partner, you are asked to measure and report outcomes with us. The outcomes or expected results of the program are:

Children birth to 12 years of age in the SCDP:

- actively participate in child care settings. Participation for school-aged will be during out-of-school hours
- attain or make progress toward the developmental goals identified in their individual support guides and/or service plans
- preschool children will successfully transition into school

Families in the SCDP:

- actively participate in the development and monitoring of individual support guides and/or service plans for their children
- have increased knowledge of child development and growth
- have increased awareness of supports available in their community
- feel supported to:
 - ☒ access the range of services as other families do
 - ☒ actively participate in their community
 - ☒ maintain their economic integrity

SCDP Staff:

- follow the CRADACL policies and procedures and are guided by SCD Policy
- have increased knowledge and understanding of all children and families within their community context

Child Care Settings:

- demonstrate inclusion of children eligible for SCDP
- have increased knowledge of the needs of families and children with extra support needs
- have increased skills in supporting families and children with extra support needs
- feel supported in responding to the child care needs of families and children with extra support needs
- have increased awareness of community services available for families and children with extra support needs

Community:

- Parents have a voice in guiding and supporting SCDP
- Community partners have a voice in guiding and supporting SCDP and have increased awareness of SCDP

Aboriginal Community:

- Aboriginal children and youth with extra support needs participate in SCDP or ASCDP
- Aboriginal families feel supported in accessing SCDP/ASCDP
- Aboriginal community partners feel supported to build capacity to determine their preferred method of service delivery

HOW CAN YOU BE INVOLVED

Supported Child Development works best when families are actively involved. Here are some ways you can do that:

- Participate actively in meetings for planning and reviewing your child's program and progress. Other family members or friends are welcome to attend.
- Be an active parent at your child's child care setting and stay in regular contact with the staff.
- Participate in workshops and other learning opportunities – whether through SCDP, or other community or parent advocacy organizations.
- Consider putting your name forward for the SCDP Local Advisory Committee. This committee helps guide and support the Supported Child Development Program, and is one way we are accountable to the community. It's a chance to learn more about how SCDP and other programs work, and to contribute to improvements at the community level.
- Contact us or your child care provider if you have questions, concerns or suggestions. We are always here to answer questions or help work out solutions.
- Assist the SCDP by completing annual family surveys.



WHAT ABOUT...

TRANSPORTATION



Families are expected to arrange for transportation to and from the child care setting. If you need assistance with arranging transportation for your child, please contact your Consultant (the Consultant may be aware of community resources that would be helpful).

HEALTH AND SAFETY

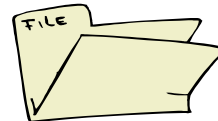
Your child's health, safety and well-being while at child care and using Supported Child Development services are our top priority. The SCDP is an accredited program, and all our staff have cleared criminal record and reference checks.

FEES



The Ministry of Children & Family Development provides funding for the Supported Child Development Program. There are no fees for our service however there may be registration fees for some of the workshops or conferences we provide.

The fees for the child care program your child attends are NOT covered by our program and are your responsibility. The Child Care Subsidy and Special Needs Supplement may be available to assist you with these costs. Ask your SCDP Consultant for more information.



MY CHILD'S RECORDS

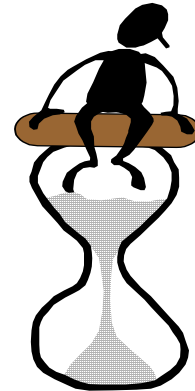
All records and personal information, including meeting notes are kept confidential. An individual file in your child's name is kept with all reports and information you give us, as well as the completed Support Guide and Individual Family Support Plan. We can also include a copy of the individual education plan (IEP) developed by the school, so that we can ensure continuity between school and after-school programs.

Your child's file is available to you and others upon your request and with your consent. It is also available to our staff to make sure they have the information they need to best plan for and support your child.

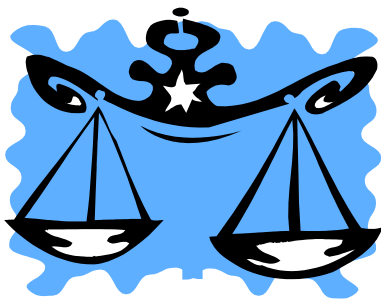
The files are stored in a locked cabinet in the Supported Child Development office. Once your child leaves Supported Child Development, we archive the file and it is still available to you if you wish.

MANAGING THE WAITLIST

The Campbell River SCDP uses a Waitlist Priority Rating Scale that was developed through a pilot project by the SCDP Interior Region and shared provincially to assist SCD programs in providing services to families in an equitable manner.



The Waitlist Priority Rating Scale takes into account the following factors and considerations:



- Length of time on the waitlist
- The child's age
- The level of intensity and/or nature of the child's needs
- The level of family needs
- The level of the child's needs in a child care setting
- Observations from community and education partners, therapists, and specialists. Parental consent must be given prior to contacting and obtaining information.

The waitlist is reviewed prior to each budget period (4 times per year) by the Funding Allocation Committee. The Funding Allocation Committee is a sub-committee of our Advisory Committee. Children's names are not brought forward at the meetings; they are identified by file number only.

If you would like more information about the waitlist process please contact the SCDP Program Manager.

COMPLAINT RESOLUTION PROCEDURES

The staff of the Supported Child Development Program use a proactive approach to preventing and dealing with concerns or problems as they arise. We believe that effective communication and an open-door approach are the best ways to address differences and resolve problems.

We encourage everyone to address their concerns or complaints right away, and not allow them to grow. If a more formal process is required, we have policies that provide for fair processes and methods of resolving situations (please see the following)

Steps for resolving a concern or problem:

Step 1- Informal Discussion

- Contact the staff member directly to discuss your concern face to face and if possible work it out between yourselves.
- If this can be done there is no need to go further. If not, then contact the Program Manager, outlining your concern – as outlined in Step 2. If possible, let the staff person know that you are going to Step 2.
- Concerns should be dealt with as soon as possible. The ideal time frame should be within 7 working days of becoming involved with the concern.
- You have the right to be accompanied by a support person or advocate at any time during this complaint process.

Step 2- Formal Discussion and Documentation

- Contact the Program Manager and make her aware of your concern, either by submitting a Client Complaint Form, or by calling her (250 286-0955). Client Complaint Forms are available from the receptionist at the Supported Child Development office.
- If you choose to call the Program Manager and you have not completed a Client Complaint Form, the Program Manager will assist you in documenting your concern and will provide you with a written copy within 5 working days of becoming involved with the concern.

Step 3 – Investigation

- The Program Manager will investigate the circumstances, with the assistance of the staff members/individuals/advocate involved.
- This will be done within 7 working days of receiving the complaint.

Step 4 – Report

- The Program Manager will present a written report to the Executive Director, and to the people involved in the complaint or conflict. It outlines the investigation process, results, and final decision.
- This is to be done within 5 working days of completion of the investigation.

Step 5 - The Executive Director Review

- If you are dissatisfied with the outcome (from Step 4), you may contact the Executive Director directly in person by arranging a meeting (the CRADACL office is situated at 1153 Greenwood Street), or by telephone (286-0391). The Executive Director will document the nature of the issue and what resolution you are seeking.
- The Executive Director may revisit the investigation and review the situation with all those involved.
- The Executive Director will make a decision and present a written report to those involved within ten working days from the Executive Director receiving notice of an appeal.
- When appropriate, the Executive Director shall also inform the relevant ministry, and/or the CRADACL Board of the complaint.

Step 6 - Appeal to the CRADACL Board

- If you are not happy with the response from the Executive Director, you can appeal to the CRADACL Board.
- Take your written complaint to the CRADACL office (1153 Greenwood Street) to be placed in the CRADACL Board's mailbox. You may seal your complaint and it will remain sealed until it is opened by a CRADACL Board member.
- The CRADACL Board will review the complaint and will reply to you within ten working days of having received your appeal.
- If the Board of Directors of the Association is not able to resolve the issue, it will be forwarded to the appropriate authority.





FREQUENTLY ASKED QUESTIONS:

Q. How do I know if my child will qualify for the SCD Program?

A. After your referral has been completed, the Program Manager will meet with you and together you will fill out intake information. This will enable the Program Manager to gather information to see if your child meets the eligibility requirements.

Q. How much does it cost?

A. There is no cost for Supported Child Development consultant or support services. The program is fully funded by the Ministry of Children and Family Development.

Q. Who pays for child care fees?

A. It is the parent or guardian's responsibility to pay for fees for your child to attend a daycare or preschool program. You may be eligible for child care subsidy to assist with the payment of the fees. (See next question.)
If you are eligible for Child Care Subsidy you may be eligible for an additional subsidy called the Child Care Subsidy Special Needs. Ask your consultant or the Program Manager for more information on how to apply for the additional subsidy.

Q. How do I know if I can receive Child Care Subsidy? How do I apply?

A. The Ministry of Children and Family Development has a website:
www.mcf.gov.bc.ca/childcare

Click on Child Care Subsidy – it will then offer you paths to follow for information on:

Eligibility

How to apply

Rates and payments

Renewal process

For assistance in completing Child Care Subsidy Applications you can contact one of the Consultants or the Program Manager at the Supported Child Development office.

Q. How would your services benefit my child?

A. Our services could provide a variety of supports for both your child and your family. Those supports could include resources, extra staff at a child care centre, support to find child care and transitioning to school. Your child would benefit by being able to attend a preschool, daycare or out-of-school program of your choice and have the support needed to be successful in the setting.

Q. When can I expect the service to begin?

A. The time from referral to the program, to start of service can vary considerably depending on the service required and resources available. The Program Manager will review where your child is on the waitlist at least every 3 months.



Q. Does the SCDP Consultant work with my child?

A. No. If your child is requiring extra staffing support a support worker will be hired to provide the support. The Consultant will observe your child in the centre and will provide strategies, resources and training to the child care staff. If you request a developmental assessment (see section Developmental Assessments – page 9) the Consultant will arrange with you what type of assessment would be best for the information you are wishing to obtain. In most cases the assessment can be done in the daycare/preschool, at home, or in our SCDP office.

Q. What do I do if my child is going to be absent from the child care setting?

A. Please contact the child care setting and let the supervisor know when your child will be absent and when they will be returning if they have been absent for more than 2 days. If your child requires individual extra staffing support and you do not contact the centre to let them know your child is returning, the support worker will not be present to work with your child and your child may not be able to remain at the child care setting for that day. If you are going on vacation or your child will be absent for an extended period of time, please let us know as soon as possible.

Q. What does it look like when my child has support in a child care program?

A. When your child has extra staffing support within their program it means that there is an extra child care provider in the program for a designated period of time (as specified in your child's Support Guide). The support worker's responsibilities within the program are determined by your child's Individual Family Service Plan. If you have questions about the support worker's role please ask the child care setting supervisor or your SCDP Consultant.

Q. What happens if my child needs more support than they are currently receiving?

A. A request for additional support will be completed by your SCDP Consultant. The request will be forwarded to the Program Manager. If there is a waitlist for extra staffing support funding the Program Manager will add the request to the waitlist (see section – Managing the Waitlist).

Q. My child's therapist, doctor, teacher etc. recommended a book – where can I find it?

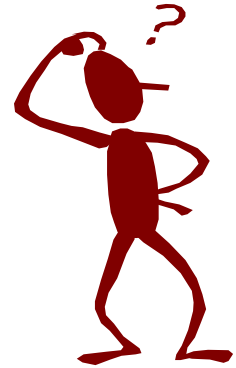
A. If you would like to borrow a book that has been recommended to you we have a selection of books in our SCDP library for parents and community members to borrow. If it is not in our library, your SCDP Consultant can make some suggestions of other agencies that may have the particular book you are looking for. We are always adding to our library and the recommended book may be one that we would be interested in ordering to have on hand for your family as well as for others.

Q. When does the Supported Child Development Program end for my child?

A. The SCDP services will end when your child is no longer requiring the supports we provide, or when they reach the end of the budget period in which they turn 13 yrs of age, or if we are unable to contact you for an extended period of time.



GLOSSARY OF ACRONYMS AND COMMONLY USED TERMS



AEPS	Assessment, Evaluation and Programming System for Infants and Children (see page 11)
ASCDP	Aboriginal Supported Child Development Program
ASQ	Ages and Stages Questionnaire (see page 11)
ASQ-SE	Ages and Stages Questionnaire – Social Emotional (see page 11)
BDI-2	Battelle Developmental Inventory Revised (see page 11)
CARF	Council for the Accreditation of Rehabilitation Facilities
CRADACL	Campbell River and District Association for Community Living
EIT	Early Intervention Services (OT, PT, SLP) (see page 7) Therapy Service to children birth to six years of age
Fine Motor	Fine motor skills generally refer to the small movements of the hands, wrists, fingers, feet, toes
Gross Motor	Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, and other activities.
IDP	Infant Development Program Service that provides support to any child from birth to 3 years of age who has, or is at risk of, a delay in their development.
IFSP	Individual Family Service Plan (see page 10)
MCFD	Ministry of Children and Family Development
OT	Occupational Therapy, Occupational Therapist Service that assists children to develop skills necessary to participate as independently as possible in everyday activities such as self care (feeding dressing toileting), productivity (school readiness skills: cutting, pre-printing skills, drawing and attending) and play (manipulating toys, interacting with others)
PT	Physical Therapy, Physiotherapy, Physiotherapist Service that provides assistance to children who have delayed development of gross motor skills such as: walking, running, jumping and going up and down stairs.
SCDP	Supported Child Development Program
SLP	Speech-Language Pathology Program that provides service to children with a communication difficulty or delay.

COMMUNITY RESOURCES

B.C. Healthy Kids Program	1-866-866-0800
BC Nurse Line	1-866-215-4700
Crisis Line-Ann Elmore House Emergency Shelter for Women and Children	250-287-7111
or	1-800-667-2188
Crisis Nurse-CR Emergency Dept	250-287-7111
Dial a Dietician	1-800-667-3438
Family Services	250-287-2421
Fetal Alcohol Syndrome Disorder Coordinator	250-286-0391
Food Bank	250-286-3226
Helpline for Children (for reporting abuse or neglect)	250-310-1234
Hospital	250-850-2141
Laichwiltach Family Life Society	250-286-3430
Mental Health and Addiction Services	250-850-5800
Ministry of Children and Family Development	
Child and Youth Mental Health	250-830-6500
Infant and Child Services	250-286-7542
After Hours Line	1-800-663-9122
Ministry of Employment and Income Assistance	250-287-5122
Multicultural and Immigrant Services	250-830-0171
North Island Alcohol/Drug Information and Education Society	250-287-4771
North Island Transition Society – Ann Elmore House	250-287-7384
Olive Branch – Postpartum Support	250-850-2110
PacificCARE – Child Care Resource and Referral	1-800-480-2273
Poison Centre	1-800-567-8911
Public Health Unit	250-850-2110
School District #72:	
Board Office	250-830-2300
Education Centre	250-830-2313
Robron Centre:	
Student Services; Behaviour Resource Team; Lifelong Learning; Laichwiltach Program; Elm Alternative School; Aboriginal Education; E-Blend; Headstart; Oasis	250-286-4400
StrongStart	250-830-2300
Special Needs/Autism Coordinator	250-850-9285
Sunrise Resources: Early Intervention Therapies, Infant Development Program, Family Resources Consultant	250-286-0955
Supported Child Development	250-286-0955
Vancouver Island Regional Library	250-287-3655
Women's Centre	250-287-3044

USEFUL WEBSITES

Additude-Living with Attention Deficit www.additudemag.com	Family Support Institute-Support Worker Central www.supportworkercentral.com
Advocate for Service Quality (youth & adults) www.hsd.gov.bc.ca/advocate	Fetal Alcohol Disorders Society www.faslink.org
Autism Society www.autismbc.ca	Griefworks www.griefworksbc.com
Autism Community Training (ACT) BC www.actbc.ca	Infant Development Program www.idpofbc.ca
BC Cancer Agency www.bccancer.bc.ca	Lower Mainland Down Syndrome Society www.lmdss.ca
BC Down Syndrome Centre www.bcdsc.org	Ministry for Children and Family Development Child Care: www.mcf.gov.bc.ca/childcare
BC Family Hearing Resource Centre www.bcfamilyhearing.com	Ministry for Children and Family Development Special Needs: www.mcf.gov.bc.ca/spec_needs/index.htm
Campbell River and Area Family Network www.crfamilynetwork.ca	Ministry of Human Resources www.gov.bc.ca/mhr
Canadian Deafblind Association of B.C. www.cdbrabc.ca	Muscular Dystrophy Association www.mdac.ca
Canadian Down Syndrome Association www.cdss.ca	Office for Children and Youth www.gov.bc.ca/officeforchildrenandyouth
Cerebral Palsy Association of B.C. www.bccerebralpalsy.com	Society of Special Needs Adoptive Parents(SNAP) www.snap.bc.ca
Child Disability Benefits www.cra-arc.gc.ca/benefits/disability-e.html	Spina Bifida and Hydrocephalus Association of Canada www.sbhac.ca
Deaf Children Society www.deafchildren.bc.ca	Success by 6 www.successby6bc.ca
Easter Seals Camps www.eastersealscamps.ca	Supported Child Development www.scdp.bc.ca
Exceptional Parent Magazine www.eparent.com	Taking Charge of Your Travel: A Guide for Persons with Disabilities www.otc-cta.gc.ca
Family Support Institute www.familysupportbc.com	Zero to Three www.zerotothree.org

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.