



Resources for Exceptional Children and Youth - Durham Region



Ontario Autism Program - Durham Entry to School Program

Goals for Today



By the end of the session you will:

- Increase your understanding of the Entry to School program
- Be aware of how to prepare your child to start the program
- Have an opportunity to ask questions and be prepared to provide your informed consent for your child's participation

Land Acknowledgement

The lands, waters, nature and sky that Grandview Kids is privileged to exist within have long been home to the Michi Saagiig Anishinaabeg. We acknowledge the lands of the traditional and treaty territories covered under the Williams Treaties, including the Mississaugas of Scugog Island First Nation, Alderville First Nation, Hiawatha First Nation, Curve Lake First Nation and the Chippewa Nation of Georgina Island, Beau Soleil and Rama. We are responsible for building stronger relationships with clients, caregivers, partners and colleagues from First Nations, Métis and Inuit communities. Through our shared values of belonging, excellence, connection, discovery and celebration, Grandview Kids commits to seeking truth and upholding reconciliation.

The Ontario Autism Program – Durham (OAP-D)

Our mission is to provide high-quality programs and services to children and youth with disabilities and their families in the Durham Region.



Grandview Kids



Resources for Exceptional Children and Youth - Durham Region



The Ontario Autism Program (OAP)

All children and youth up to 18 years with a written diagnosis of Autism Spectrum Disorder (ASD) from a qualified professional will be eligible to register for the OAP and have access to:

Core Clinical Services	Foundational Family Services	Early Years Supports and Entry to School Services	Urgent Response Services	Care Coordinators
Applied behaviour analysis, speech language pathology, occupational therapy and mental health services.	For all families in the OAP, to build their capacity to support their child’s learning and development.	To help young children access critical services when they will benefit most, and to prepare them for school. Caregiver-mediated early years programs fit here.	To support children and youth with a significant and immediate need that could cause harm to themselves, others and/or property.	To support families throughout their journey by providing orientation to the program, service planning and navigation, and help with managing transitions.

What is the Entry to School program?

Overview

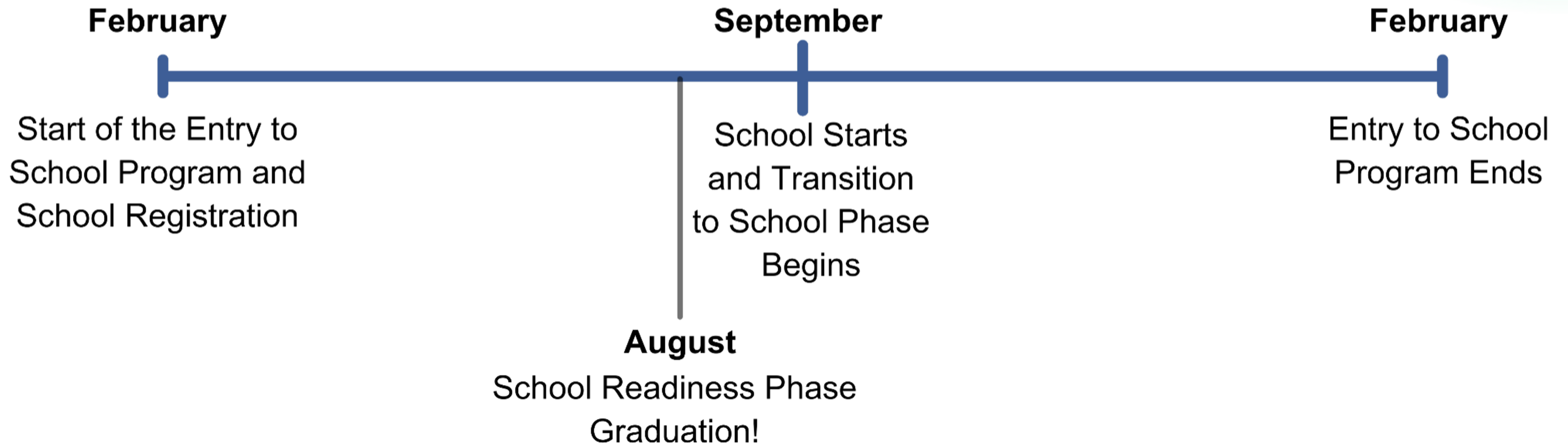
- An early years program within the needs-based OAP
- Goal: prepare your child to successfully transition to school
- Goal: investigate and trial supports for the classroom



ETS Timeline

School Readiness Phase

Transition to School Phase



School Readiness

Part One:

- Six-month group program
 - (up to) five half days for six months
- Building skills to support transition to school
- Multidisciplinary team approach
- Small groups with a 3:1 ratio of children to group facilitators



Transition to School

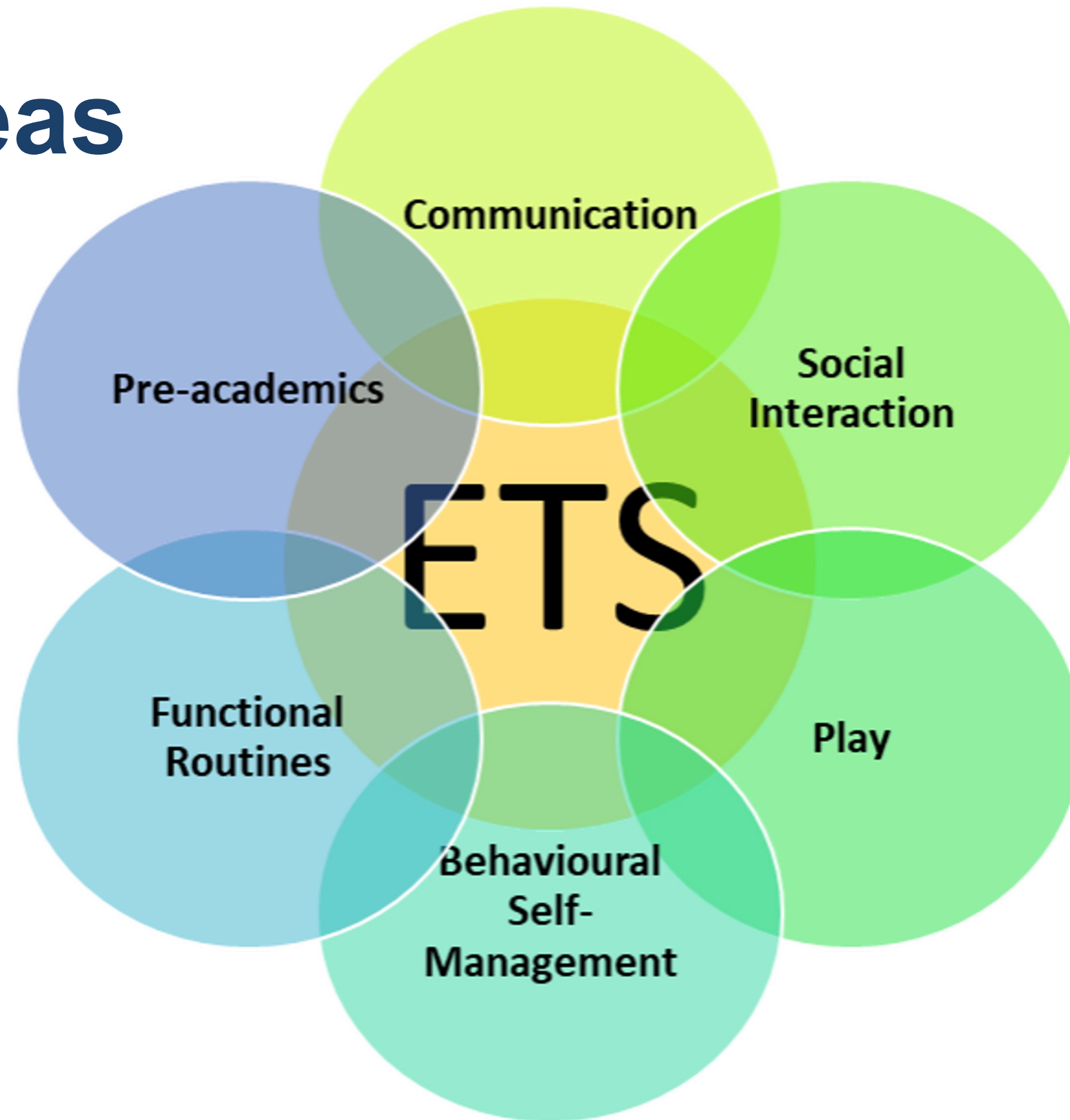
Part Two:

- School entry
- Up to six-months of transition supports in school led by the Transition Coordinator
- Collaboration with school staff



Part One in Detail: Group-Based Skill Building

Six Skill Areas



Sample Daily Schedule



Part Two: Transition to School

School Entry

- Transition Coordinator to take the lead in supporting this transition
- Consulting team can support referrals for additional supports
- Supports provided are based on identified need



The ETS Team

The ETS Team

Group Program Team:

- Classroom lead
- Group Facilitators

Consulting Team:

- Behaviour Consultant
 - Occupational Therapist
- Speech Language Pathologist
- Transition Coordinator

ETS Team Responsibilities

Group Program Team (Classroom Lead & Facilitators)

- Implement ETS curriculum
- Facilitate individualized and group programming
- Collect data to guide clinical decision making and track progress

Consulting Team (BC, OT, SLP, TC)

- Support group facilitators
- Provide coaching supports
- Monitor group and individual progress
- Coordinate with other services/providers

Occupational Therapist (OT)

- OTs help to develop strategies to support children and their families to increase participation in meaningful activities such as:

Self-Care

- dressing, feeding, toileting

Productivity

- participating in school activities (printing, following routines)

Leisure

- play and social activities

- Strengths-based approach to build skills, identify sensory strategies, environmental modifications, and activity adaptations for the child
- Completes specialized equipment recommendations to the school, if needed

Speech and Language Pathologist (SLP)



SLPs focus on developing communication skills/ addressing communication difficulties which includes:

- social interaction,
- receptive language (understanding)
- expressive language (use of language)
- speech production
- development and use of augmentative and alternative communication (AAC), if required

Behaviour Consultant (BC)

- Scope of practice is guided by the principles of Applied Behaviour Analysis (ABA)
 - examples include skill building, following routines and increasing motivation
- Provides ongoing supervision to group facilitators
- Ensure that all recommended strategies from members of the consultation team are being used by group facilitators



Transition Coordinator (TC)

- Coordinates communication and collaboration between family, school, and ETS team
- Problem-solves barriers to accessing ETS program and/or school and assists family to advocate during school transition
- Understanding of your child's needs gained through classroom visits and communication with caregivers

Peer Navigator

- Part of Grandview Kids' Family Engagement Team (FET)
- Combines lived experience (as parent to autistic child who participated in ETS Program) with specialized training to provide peer support and mentoring to families throughout their journey
- Bridges gap between clinical team and clients/caregivers
- Provides group-based and 1:1 support (e.g., coffee chats, networking events, individual coaching)
- Helps build connections for families beyond the ETS program

What is Out of the Scope of Entry to School

The ETS Program...

- Does not provide intensive, individual (1:1) support and teaching with your child
 - Some individual modelling and coaching may occur to support your child's areas of development
 - Focus on general 'good for all' strategies that will support child's success in the classroom environment
 - The SLP/OT/BC is a consultative model. They are not on site every day however they visit the classroom 1-2 times per week

The ETS Program is unable to support...

- Toilet training until signs of readiness are observed and they are showing success at home (due to limitations with staffing ratios and the extensive requirements for toileting success)
- Behavioural concerns that are specific to home (strategies being used in the ETS classroom environment can be shared)
- Feeding concerns (i.e., picky eating, oral motor skills)

Caregiver Commitment

Caregiver Commitment

- Communicate relevant information to the team to support their child's participation in the program
- We recognize you are the experts on your child
- Ask questions and give input
- Consistent attendance
- Share skill development outside of group time
- Provide feedback on the program
- Provide your child with materials needed for daily participation in the program
- Participate in workshop offerings as they arise throughout the ETS program

Attendance and Participation

- Consistent attendance in the ETS program is required for the most success.
- If your child will be away from the program, please let your classroom team know as soon as possible.
- Please use the attendance form to submit an absence or to let your classroom lead know of late arrival for your child
- There may be times when service may be cancelled as we aim to maintain a ratio of 1 staff to every 3 children.
 - The team will let you know of this via phone and/or email as soon as possible prior to your session start time (at least 1 hour prior to)
 - In order to ensure equity across all children, a rotating cancellation list will be created for each classroom location.

Communication with Caregivers

You can expect:

- Updates during group-based program
- Primarily from group program team
- Consultation team will provide as needed
- Progress review meeting
- Transition report at the end of the six month group



Generalizing Skills to Home



Your team can support you in generalizing your child's learned skills to home and provide you with resources to teach you how to embed these skills into home routines and activities!

Illness Protocols

Illness Protocols

As per public health guidelines, please do not send your child if they present with any of the following:

- vomiting/diarrhea (48 hours symptom free)
- new rash
- fever
- lice
- pink eye

Any updates to protocols will be sent via email



Child Assent

Child Assent

Your child might not always be able to TELL us they want to participate, but they may engage in behaviours that SHOW us. This is called assent.

Common assent behaviours:

- smiling
- laughing
- reaching for staff

Common assent withdrawal behaviours:

- crying
- walking away
- saying “no”



Consent

Services

Group-based programming:

- Six skills areas: communication, social interaction, functional routines, play, behavioural self-management, and pre-academics (learning and attention)
- Provided by group facilitators with consultation from BC, OT, SLP, and TC

Transition to school:

- Consulting team will discuss progress with you and your chosen school

Services - Assessment

Purpose of assessment:

- Gather baseline of skill level and select priorities within the 6 skill areas
- Monitor progress within the skill areas
- Ongoing throughout the group program
- MAY include formal/informal assessment, observation/interaction with your child, and parent/caregiver report
- Monitoring to ensure the safety of your child to include risk assessments and safety planning

Risks and Benefits

Risks:

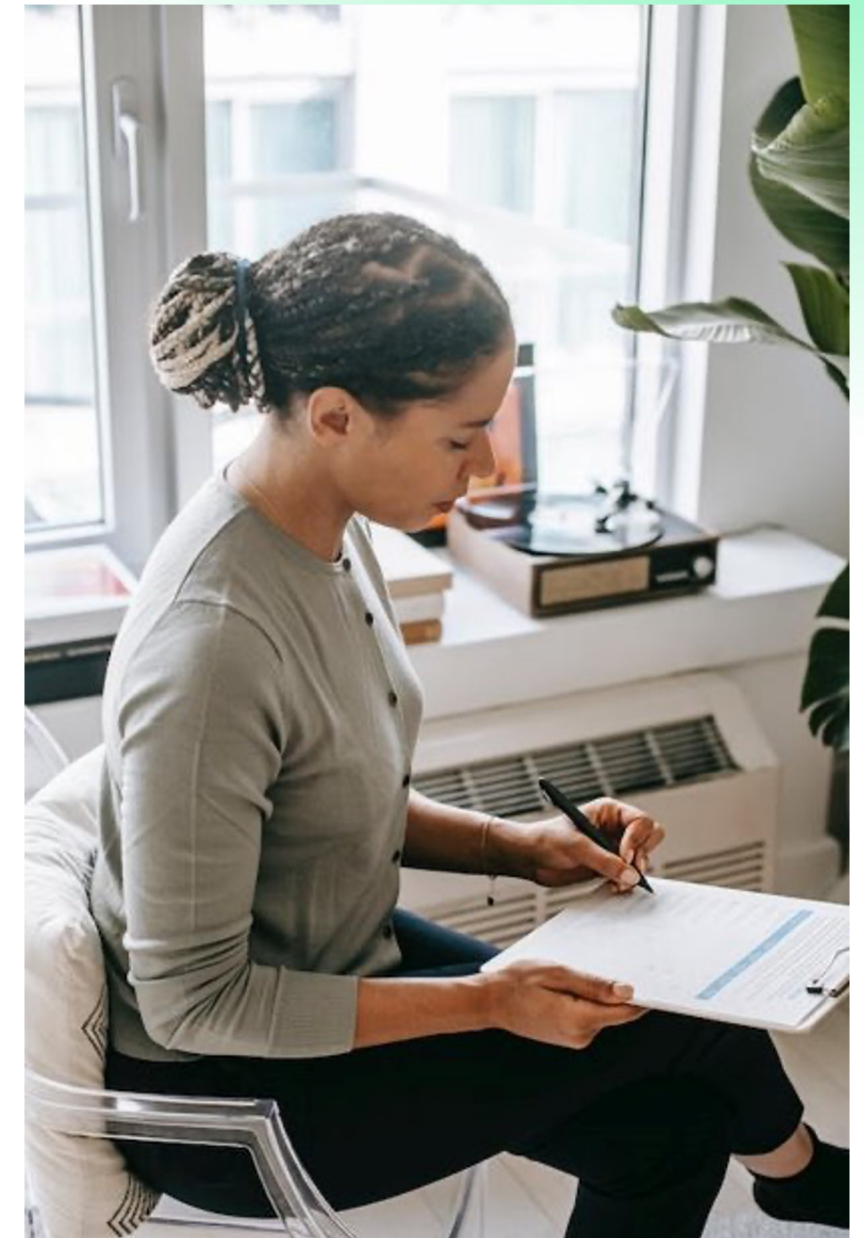
- No anonymity within group
- Large time commitment
- Falls, trips, and physical interactions between children may occur
- Fatigue and frustration

Benefits:

- Improved skills
- Increase your child's readiness for school
- Increase independence in the six skill areas of the program
- Increase school's preparedness for your child

Visiting Observers

- We may receive requests for outside providers to visit the group-based program
- You will be notified of any request we receive
- Visitors will be asked to complete a confidentiality form
- Visitors will not be allowed to take pictures of children in the group



Information Sharing

- Co-delivered program between Resources for Exceptional Children and Youth – Durham Region, Lake Ridge Community Support Services, Grandview Kids, and The Regional Municipality of Durham



Secure Electronic Communication & Video Conferencing

- Written communication may involve transferring information using a secure electronic server such as email or fax
- In addition, secure video conferencing may be used to communicate with parents/caregivers or other members of the clients care team.

What to Expect Prior to Group Start

If you have not already, you will receive communication via email from the classroom lead at the location you have registered for

Site specific information will be shared to include:

- Members of your ETS team/their roles and contact information
- Information for an 'Open House' visit to the location you have registered for



Resources for Exceptional Children and Youth - Durham Region



Thank You! Questions?

Please reach out to your Classroom Lead with any site-specific questions

Any additional questions can be directed to:

Wanda Harrington, Director of Clinical Services, Early Years.

wanda.harrington@grandviewkids.ca

1-800-304-6180 x2337

Slides for the orientation can be found on Grandview Kids website