



Welcome to the Entry to School Program Caregiver Handbook

Integrated Service Model

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Clinical Team

Title	Roles and Responsibilities
Behaviour Technician Lake Ridge Community Support Services (LRCSS)	☐ Supports assessment for the clinical consultation team at the start and the end of the program ☐ May complete additional observations or assist with coaching as required throughout the program
Transition Coordinator (TC) Resources for Exceptional Children and Youth	☐ Coordinates communication and collaboration between ETS team/family/childcare/school ☐ Problem-solves barriers to accessing ETS program and/or school and assists in advocacy for school transition
Consultation Team: Behaviour Consultant/ Registered Behaviour Analyst, Speech- Language Pathologist, Communicative Disorders Assistant, Occupational Therapist	☐ Assists in the selection and implementation of assessment tools ☐ Supports individual assessment, as required ☐ Provides coaching and consultative supports to educators ☐ Monitors individual progress ☐ Does not provide direct 1:1 support to individual children in the childcare
Behaviour Consultant/ Registered Behaviour Analyst (BC/RBA) Lake Ridge Community Support Services (LRCSS)	☐ Scope of practice is guided by the principles of Applied Behaviour Analysis (ABA) ☐ Skill areas of focus: ALL

Speech-Language Pathologist (SLP) & Communicative Disorders Assistant Grandview Kids	☐ Supports and/or assists in the development of basic communication systems ☐ Skill areas of focus: Play, Communication, Social Interaction, Pre-Academics (Learning and Attention) ☐ May delegate specific activities for a Speech-Language Therapy Assistant to implement in the childcare (e.g., modeling and/or coaching the educators in the use of specific strategies to target skill development)
Occupational Therapist (OT) Grandview Kids	☐ Supports trialing of specialized equipment in the childcare setting, if needed ☐ Can complete specialized equipment recommendations to the school, if needed ☐ Skill areas of focus: Functional Routines, Behavioural Self-Management, Play, Pre-Academics (Learning and Attention)
Peer Navigator (PN)	☐ Provides direct emotional support to families through shared lived experience ☐ Ensures family voice is heard ☐ Provides family support throughout the ETS program and beyond

If in doubt on who to contact about questions, please contact the Transition Coordinator.



Service Description: Integrated Service Model

Service Description

- ☐ The Entry to School (ETS) program has two components: the first component is a 6-month 'School Readiness' integrated service model. The second component involves transition to school supports provided by your Entry to School consultation team during the first 6 months your child is in school.
- ☐ The integrated service model will occur in the licensed childcare where your child is already registered.
- ☐ The Occupational Therapist, Speech-Language Pathologist, and Behaviour Consultant/Registered Behaviour Analyst will regularly visit the childcare to provide consultation and coaching to your childcare team to support your child's development in 6 skill areas.
- ☐ ETS focuses on developing 6 skill areas that are critical for school success:
 1. Social Interaction
 2. Play
 3. Communication
 4. Functional Routines
 5. Behavioural Self-Management
 6. Pre-Academics (Learning and Attention)
- ☐ The ETS program recognizes that caregivers are the experts on their children, and their children's needs.
- ☐ The ETS staff welcome collaboration and input from caregivers to ensure their child benefits fully from programming.
- ☐ Should needs arise beyond the scope of services provided, the ETS team may recommend consultation or referrals to support those needs, and when appropriate, help coordinate for these consultations with appropriate consent to ensure that the best interests of your child and caregiver(s) are considered.
- ☐ The ETS program incorporates evidence-informed practices. This includes selecting the least intrusive strategy to support a child's success (e.g. using pictures to encourage a child's independence in the classroom).
- ☐ The agencies delivering the ETS Program are committed to the provision of high-quality services.



- ☐ The ETS Team is committed to fostering an environment of compassion and belonging in which employees and service recipients feel supported and respected. This community of belonging is one in which everyone is treated with dignity and promotes the voices/opinions of people from all different races, ancestry, place of origin, colour, ethnic origin, citizenship, faith/creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status, socioeconomic status, disability or different abilities. We are committed to supporting and adapting services for clients and their caregivers based on your needs as they apply to the services we offer.
- ☐ The ETS services are voluntary. At any time during service provision, the caregiver can withdraw or decline to participate in services. You can withdraw your consent for services by communicating with a member of the Consultation team (OT, SLP, BC/RBA), Transition Coordinator, and/or Clinical Manager.
- ☐ Please note staff are not allowed to have a relationship (including social media) with client/caregiver(s) outside the service relationship provided.



Caregiver Responsibilities and Commitment

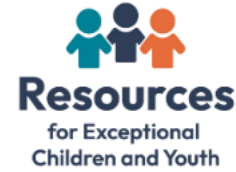
Caregiver Responsibilities

Caregivers are responsible for:

- ☐ Continuing to send your child to their childcare regularly (please follow your childcare's illness policy)
- ☐ Notifying your ETS team if your child will be absent during a day when an ETS visit is booked
- ☐ Communicating relevant information to the team to support programming (e.g., sleep disruptions, family events that may impact the child or attendance, significant changes at home, etc.)
- ☐ Asking questions and seeking clarification from clinicians, as needed
- ☐ Providing feedback on skill development outside of the program

Privacy, Confidentiality, and Sharing Information

1. The Client/Caregiver(s) acknowledge having been advised that all staff are bound by an "Oath of Confidentiality". If during the course of the program it becomes necessary for program staff to communicate with other professionals outside of the partner agencies/program, staff will request written consent to share/disclose any personal health information.
2. Placement students being supervised by members of the service team must sign an "Oath of Confidentiality" prior to involvement in the delivery of the ETS program. Caregivers will be notified in advance if a placement student will be present in the program.
3. All confidential information collected will be stored on a secure drive and electronic database, only accessed by those requiring access for clinical or administrative purposes.
4. Virtual services may be held via Google Meet/Zoom video conferencing platforms which are compliant with the standards of care under the Personal Health Information Protection Act ("PHIPA"). Additional consent will be sought out if services will be delivered using this modality.
5. The ETS team members, as recognized providers of services to children, have a duty to report any immediate safety concerns, alleged or witnessed physical altercations/conflict, alleged, reported or suspected abuse, mistreatment and/or neglect, or inappropriate treatment of children or adults. If you would like more information about this, please connect with a member of your ETS Team.



Next Steps

- If you have not already done so, please complete the [ETS Screening Tool](#) to ensure our clinical teams can best support your child.
- We encourage you to register your child for the upcoming school year as early as possible. If you require support to register, reach out to your Transition Coordinator.
- Before program start:
 - You will be provided with access to a pre-recorded orientation for the Entry to School program's Integrated Service Model. This can be found on the Grandview ETS website: <https://grandviewkids.ca/entry-to-school/>
 - You will be invited to a meeting between your family, your childcare, and the Entry to School team to go over relevant background information about your child in preparation for the program.