



Welcome to the Entry to School Program Caregiver Handbook

Integrated Service Model



Table of Contents

Clinical Team	1
Service Description: Integrated Service Model	3
Caregiver Responsibilities and Commitment	4
Privacy, Confidentiality, and Sharing Information	5
Next Steps.....	5



Clinical Team

Title	Roles and Responsibilities
Behaviour Technician Lake Ridge Community Support Services (LRCSS)	<ul style="list-style-type: none"> <input type="checkbox"/> Supports assessment by the clinical consultation team at the start and the end of the program <input type="checkbox"/> May complete additional observations or assist with coaching as required throughout the program
Transition Coordinator (TC) Resources for Exceptional Children & Youth	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinates communication and collaboration between Entry to School (ETS) team/family/child care/school <input type="checkbox"/> Problem-solves barriers to accessing ETS program and/or school and assists in advocacy for school transition
Consultation Team BC, SLP, SLTA, OT (see below)	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in the selection and implementation of assessment tools <input type="checkbox"/> Supports individual assessment, as required <input type="checkbox"/> Provides coaching and consultative supports to educators <input type="checkbox"/> Monitors individual progress <input type="checkbox"/> Does not provide direct 1:1 support to individual children in the child care
Behaviour Consultant (BC) (LRCSS)	<ul style="list-style-type: none"> <input type="checkbox"/> Scope of practice is guided by the principles of Applied Behaviour Analysis (ABA) <input type="checkbox"/> Skill areas of focus: ALL
Speech-Language Pathologist (SLP) Speech-Language Therapy Assistant (SLTA) Grandview Kids	<ul style="list-style-type: none"> <input type="checkbox"/> Supports and/or assists in the development of basic communication systems <input type="checkbox"/> Skill areas of focus: Play, Communication, Social Interaction, Pre-Academics (Learning and Attention) <input type="checkbox"/> SLP delegates specific activities to SLTA to implement in the child care (e.g., modeling and/or coaching the educators in the use of specific strategies to target skill development)

<p>Occupational Therapist (OT)</p> <p>Grandview Kids</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supports trialing of specialized equipment in the child care setting, if needed <input type="checkbox"/> Can complete specialized equipment recommendations to the school, if needed <input type="checkbox"/> Skill areas of focus: Functional Routines, Behavioural Self-Management, Play, Pre-Academics (Learning and Attention)
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If in doubt on who to contact about questions, please contact the Transition Coordinator.

How to Address Concerns
<p>Concerns regarding Behaviour Consultation can be brought to the attention of Andrea Simpson, Clinical Manager, Lake Ridge Community Support Services. Email asimpson@lrcss.com or call 905-666-9688, ext. 308.</p>
<p>Concerns regarding Occupational Therapy or Speech-Language Pathology can be brought to the attention of Joshua Theodore, Director, Clinical Services (Early Years), Grandview Kids. Email Joshua.Theodore@grandviewkids.ca.</p>
<p>Concerns regarding Transition Coordination can be brought to the attention of Jenna Francis, Program Director, Resources for Exceptional Children and Youth - Durham Region. Email jfrancis@rfecydurham.com or call 905-427-8862, ext. 333.</p>

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 child care your child is already registered.
- The Occupational Therapist, Speech-Language Pathologist, and Behaviour Consultant will regularly visit the child care to provide consultation and coaching to your child care 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 parents/caregivers are the experts on their children, and their children's needs.
- The ETS staff welcome collaboration and input from parents 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 parent/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 parent/caregiver can withdraw or decline to participate in services. You can withdraw your consent for services by contacting a member of your ETS team, 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	
<p>Caregivers are responsible for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuing to send your child to their child care regularly (please follow your child care’s illness policy). <input type="checkbox"/> Notifying your ETS team if your child will be absence during a day when an ETS visit is booked <input type="checkbox"/> 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.). <input type="checkbox"/> Asking questions and seeking clarification from clinicians, as needed. <input type="checkbox"/> Providing feedback on skill development outside of the program. 	
Start and End Dates	
<input type="checkbox"/> Assessment starts: February 2024	<input type="checkbox"/> Last day of available support: Friday, August 23, 2024

Privacy, Confidentiality, and Sharing Information

1. The Client/Parent/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. Parents/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. Your child may be recorded during some sessions. This will be used for the following purposes: to assist in the training of the ETS program staff working with your child, supervision/collaboration to assist in redesigning your child's program, and as a record of your child's progress. Specific consent will be sought if recording is required for any and all purposes.
5. Virtual services may be held via Google Meet/Microsoft Teams video conferencing platforms which are compliant with the standards of care under the Personal Health Information Protection Act ("PHIPA"). Additional consent will be sought if services will be delivered using this modality.
6. 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 contact a member of your ETS Team.

Next Steps

- If you have not already done so, please complete [ETS Screening Tool](#) to ensure our clinical teams can best support your child
- You are encouraged to register your child for the September 2024 school year as early as possible. If you require support to register, reach out to your Transition Coordinator once the program starts in February 2024.
- Early 2024:
 - You will be invited to an orientation for the Entry to School program's virtual Integrated Service Model.
 - You will be invited to a meeting between your family, your child care, and your Transition Coordinator to go over relevant background information and start the assessment process. During this meeting we will ask you to complete our consent for service.