



Simcoe County

Resource Consultation Services

Services de consultation des ressources

du comté de Simcoe



Licensed Childcare Handbook

General Inquiries:

705-302-0078

Toll Free: 1-888-399-8394

www.clhmidland.on.ca

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The Simcoe County Resource Consultation Services Management Team

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Locations

Alliston
129 Young St.
Alliston, ON
L9R 0E9
(South Simcoe One Roof)

Barrie
80 Bradford St. Suite 100
Barrie, ON
L4N 6S7
(Barrie by the Bay)

Bradford
107 Holland St. E
Unit 301
Bradford, ON
L3Z 2B9

Collingwood
250 Peel St.
Collingwood, ON
L9Y 3W2
(Early ON Building)

Midland
230 Aberdeen Blvd Unit 9
Midland, ON
L4R 5N4
(One Roof)

Orillia
169 Front St. S
Orillia, ON
L3V 4S8
(Common Roof)

Mission Statement

In holding with CLH Development Support Services' philosophy, we belong to a partnership of caring people working together to provide specialized services to children, youth and adults, who have developmental support needs. We create an environment of acceptance, encouragement, and life-long learning, together with our new network of dedicated community partners.

Service Description

The Simcoe County Resource Consultation Services (SCRCS), a program of CLH Developmental Support Services, provide consultation services to licensed childcare centers. Families with a child with developmental support needs may access this program. The program offers consultation services to infant, toddler, preschool, nursery school and school age programs within a licensed childcare program. There is no cost to this program.

Attestation

Employees of CLH Developmental Support Services (CLH DSS) will complete the vulnerable sector check screen every 5 years. Employees will provide CLH DSS with a Police Check, Vulnerable Sector Status Attestation on an annual basis. CLH DSS confirms that as a third-party agency, staff from CLH DSS going into licensed childcare centres and working directly with children will need to complete an Offense Declaration for each location that they go into. This copy must be left at the Child Care center. The form is to be signed by the Resource Consultant, Resource Consultant Supervisor and the Child Care center Supervisor.

Simcoe County Early Intervention Services PARENT GUIDE

Licensed childcare programs can receive a copy of the County Parent Guide. This 35-page guide offers a wide range of information for parents of children registered with the licensed childcare program. To access a copy, please contact your Resource Consultant or check on-line at www.earlyintervention.simcoe.ca

Statement of Relationship

A Statement of Relationship is an agreement between Licensed Childcare providers and Simcoe County Early Intervention Services funded by the County of Simcoe.

- CLH Developmental Support Services, Resource Consultation Services
- Orillia Soldiers' Memorial Hospital (OSMH) – Children's Therapy Services
- Royal Victoria Regional Health Centre (RVH) – Children's Developmental Services

The Statement of Relationship identifies these areas:

- Simcoe County Early Intervention Service System principles
- Our service delivery based on the Individualized Approach Model
- Support to Early Learning Programs (*Childcare Centers*)
- Shared roles and responsibilities between Resource Consultants and Early Learning Professionals
- Responsibilities for the Resource Consultant
- Responsibilities for the Early Learning Professionals (*Childcare Educators*)
- Responsibilities for Therapy Services
- Conflict Resolution

The Statement of Relationship is reviewed and signed on an annual basis.

Working Document

The purpose of the Working Document is to identify, plan, and implement program goals within the childcare classroom. It also supports in determining a level of Resource Consultant service to the classroom and the focus of the consultation visits. The partnership between the Resource Consultant and Childcare Staff will continue to enhance the quality of early education and learning within the center and classroom.

Record of Visit

A Resource Consultant will complete an electronic Record of Visit following a consultation visit to a licensed childcare and/or school age program.

The Record of Visit may include:

- Purpose of visit

- Summary of the visit
- Observations
- Suggestions and strategies
- Follow-up actions and next steps
- Next visit details

Licensed childcare programs will receive their Record of Visit, as indicated on the Working Document.

Individual Family Service Plan (IFSP) Goal Sheet

Resource Consultants with Simcoe County Resource Consultation Services (SCRCS) are committed to working collaboratively with families and licensed childcare programs to meet the needs of the children and families we support. The IFSP goals are focused on the family's visions, goals, and priorities for their child and family.

The IFSP goal sheet consist of five sections:

(Each section may be shared based on family consent)

- Services involved with the child and family;
- Family concern/vision and child's strengths/interests;
- Child Development goals
- Childcare goals
- Family service goals

Child Development and Family Service goals are determined through consultation with the family. Childcare goals may be determined through collaboration with the licensed childcare program, early intervention team and finalized by families. Resource Consultants will support childcare staff to develop ways to incorporate strategies to fit into their daily routine. There will be a maximum of three on-going goals.

Once the draft IFSP goal sheet is completed, families review it with their Resource Consultant prior to sharing the final document with the licensed childcare program.

Feedback and Follow-up

As part of our on-going quality assurance process, we provide licensed childcare programs with regular opportunities to give us feedback on the services we provide.

This may occur through surveys, focus groups or less formal means. We appreciate all comments, suggestions and endeavors to use that information as we continuously improve our services. If you have any feedback for us, please do not hesitate to contact a Simcoe County Resource Consultation Services Supervisor.

Our Process for Expressing Concerns

Your continued input is important to us and we are committed to establishing and maintaining an open working relationship. With this in mind:

- Licensed childcare programs are encouraged to discuss any concerns in regards to service delivery with their Resource Consultant first.
- If you have a concern, please ask to meet with your Resource Consultant to clarify the issue and discuss possible ways to move forward. You will receive a copy of any notes summarizing your concern and any next steps that have been identified.
- To resolve your concern or issue, your Resource Consultant may inform their program supervisor and seek guidance as necessary.
- If the concern or issue is not resolved or you feel you would like to discuss it further, please contact the Simcoe County Resource Consultation Services supervisor in your area (see page 3).
- For French Language Services concerns please call 1-888-399-8394 ext. 548 and leave a message, your call will be returned as soon as possible.
- Licensed Childcare Programs are always openly invited to discuss their concern(s) further.

Supporting Document Examples and Supporting Resources:

- Attestation for Other Persons Providing Service in a Childcare Centre
- Statement of Relationship
- Working Document
- Record of Visit
- Individual Family Service Plan (IFSP) Goal Sheet
- County of Simcoe Info Page
- County of Simcoe Parent Guide
- Children's Treatment Network Website Info Page
- How is your child developing Poster
- ERIK User Guide
- Early Screening Matters Checklist
- Early Screening Matters Poster
- Childcare Chatter Facebook Group

Attestation for Other Persons Providing Services in a Child Care Centre

In accordance with Section 8.6 of the CCEYA, "Other persons at the Child Care Centre", employees of CLH Developmental Support Services will complete the vulnerable sector check screen every 5 years, at their own expense, which will be retained in their personnel file. As well as, employees will provide CLH Developmental Support Services with Police Check Vulnerable Sector Status Attestation on an annual basis, which will also be placed in their personnel file.

I, _____ on behalf of _____ attest
Supervisors Signature Employer or Agency

that I have reviewed a vulnerable sector check related to _____
Employee

CLH Developmental Support Services confirms that as a third party agency, staff from CLH Developmental Support Services going into licensed child care centres and working directly with children will need to complete an Offense Declaration for each location that they go into. An Attestation form will be provided to the child care centre. The Offense Declaration form is to be completed by the individual, that the vulnerable sector check did not list any convictions for any offences under the *Criminal Code (Canada) listed in subparagraph 1 ii of subsection 9 (1) of the Child Care and Early Years Act 2014. O. Reg. 126/16 s. 39.*

I, _____ attest that my vulnerable sector check; was preformed within the last
Resource Consultant Name
(5) five years and did not list any of the following convictions under the Criminal Code of Canada:

- Sexual Interference (section 151)
- Child Pornography (section 163.1)
- Duty of Persons to Provide necessities (section 215)
- Murder (section 229)
- Infanticide (section 233) or
- Any other offences under the Criminal Code of Canada

I, _____ hereby confirm that there have been no changes to my police
Printed Resource Consultant Name
check (vulnerable sector screening) which was last processed on _____
Date yyyy/mm/dd

Resource Consultant Signature Date yyyy/mm/dd

To be completed by Child Care Supervisor

Signature of Child Care Supervisor Date yyyy/mm/dd

Child Care Location Date Received yyyy/mm/dd



STATEMENT OF RELATIONSHIP BETWEEN

Date:

**Early Intervention
Services Agency
Contacts:**



AND

SIMCOE COUNTY EARLY INTERVENTION SERVICES*

***(Funded by County of Simcoe)**

Including

**CLH Developmental Support Services (CLHDSS) - Resource Consultation
Services**

**Orillia Soldiers' Memorial Hospital (OSMH) – Children's Therapy Services
Royal Victoria Regional Health Centre (RVH) – Children's Development Services**

CLH Developmental Support Services (CLHDSS) is responsible for the operation of the Simcoe County Resource Consultation Services (SC RCS) in accordance with the values and principles of the Simcoe County Early Intervention System, Ministry of Education Service Guidelines and this statement of relationship.

The Supervisor/Manager of SC RCS is accountable to the families served by Resource Consultants (RCs), for the assignment and supervision of staff and for ensuring respect for purposes of this statement. Early Learning programs refers to licensed Childcare and Nursery School programs.

The Manager of OSMH, Children's Therapy Services and the Manager of RVH, Children's Development Services are accountable to the families served by their Therapists, for the assignment and supervision of staff and for ensuring respect for the roles and responsibilities as outlined in this statement of relationship.

The Supervisors of the Early Learning programs are accountable to the families that are enrolled in their locations and for their staff that provide service to those children and families. Supervisors will ensure respect for the roles and responsibilities as outlined in this statement of relationship.

Simcoe County Early Intervention Service System

The scope of this agreement covers Early Intervention Services that are funded by the Ministry of Education through County of Simcoe Special Needs Resourcing. Service priorities are established by the funding guidelines set by the Ministry of Education. Supports are family centered and based on the needs of the child and family. Services recognize the need to build on the family and child strengths in partnership with the family. Supports are delivered in a way that promotes inclusion of the child and family in the community.

As part of the Simcoe County Early Intervention Service System, all agencies support and believe in the following principles:

- All families/children have the right to be part of an inclusive and accepting community.
- All children have the right to be free from neglect and abuse.
- All children have the right to develop friendships and nurturing relationships.
- All families have the right to make choices.
- All relationships between families and service providers are built on mutual respect.
- All families have the right to be active participants in directing the service and supports they require.
- All families have the right to share or not to share information.
- All families are supported by the Integrated Program Plan.

Our service delivery is based on the Individualized Approach model

Families are full participants in the planning of supports. Families set the personal goals for their child based on their own values and priorities. The level of support provided by the RC to the Early Learning Program is negotiated. The extent of RC involvement is determined by the goals that are identified, the nature of intervention and the availability of service options. Involvement in the program is based on minimal sufficiency for optimal outcomes. This will be documented through the Working Document, and is part of the Integrated Plan.

Family teams may consist of one or more of the following Early Intervention Team Members:

- | | | |
|-------------------------------------|------------------------------------|-------------------------------------|
| • RECE/ Educator | • Physiotherapist/ Assistant | • Pediatric Social Worker |
| • Speech and Language Pathologist | • Occupational Therapist/Assistant | • Resource Consultant |
| • Communicative Disorders Assistant | • Behavioural Consultant | • Other services deemed appropriate |

Support to Early Learning Programs

Consultation: The RCs and Therapists will visit programs to consult with Early Learning Professionals to develop strategies and provide suggestions. Support around early identification during visits to the preschool Early Learning Programs will also be provided. RCs will monitor, model and evaluate the child’s progress on these visits. RCs will assist in the coordination of other services and provide staff training.

Please be reminded that RCs and Therapists are not considered part of the ratios when they consult to Early Learning Programs. RC services will be articulated within the Working Document which is completed by the RC and Early Learning Professional. This process includes discussion and documentation of the Early Learning Program strengths, current strategies and further supports the identification, planning, and implementation of program goals specific to each child within the Early Learning Program. The Working Document articulates the mutually agreed upon priorities and strategies for individual children and the centre. The Working Document is completed at a minimum, two times each year but may be completed more frequently as required.

Consultation services may include:

- | | | |
|------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------|
| • RECE/Educator Coaching | • Inclusion plan reviews | • Classroom modification |
| • Modelling of specific interventions and techniques | • Service Co-ordination | • Transition to school planning |
| • Observing children making recommendations | • Team meeting participation | • Off-site training workshops for Early Childhood Educators |
| • On-site meeting participation | • Assisting in developing program plans | • Providing parent education/workshops |
| • Early Screening Matters education | • Program/Curriculum modifications/adaptations | • Mentoring (new programs) |

Shared roles and responsibilities for Resource Consultants and Early Learning Professionals

- Conduct Early Identification of children within the Early Learning programs.
- Have solid understanding of child development.
- Observe children, to determine strengths and needs and/or to gather developmental information.
- Provide activities, equipment and materials that will facilitate development of all children.
- Generate ideas that will address identified goals (interactions, activities, classroom set up, equipment, materials, routine etc.)
- Be aware of and respect the strengths, needs and priorities of families.
- Facilitate inclusion in all aspects of the program.
- Be available for planning and/or staff meetings; to share information regarding goals/strategies for individual children.
- Completion and review of the Working Document.

Responsibilities for the Resource Consultant

- Provide, to each Early Learning Program, a resource binder with information regarding the EI system, referral process and copies of the Working Document Package.
- Facilitate the development and ongoing review of the Working Document.
- Ensure the Working Document clearly outlines the nature of RC involvement and that this involvement corresponds with identified centre needs.
- Support with inclusion applications based on the established guidelines.
- Commit to meet to complete the Working Document at least two times/year.
- Assist the family and their team to develop the Integrated Plan.
- Provide information to the Early Learning Program (with parental consent) in order to facilitate child's participation in the program.
- Provide consultation to the Early Learning Program.
- Ensure that the child's program goals and strategies are kept up-to-date at the Early Learning Program.
- Leave a written copy and/or review centre visit with the Early Learning Program and family
- Provide Early Learning Professional with educational opportunities during the year based on the needs of a child, of a specific classroom or of the Early Learning Program.
- Communicate concerns in a timely way.
- Provide advance notice to the centre if going to be absent or need to reschedule.

Responsibilities for Early Learning Professionals

- Complete regular screening of all children.
- Communicate directly with families when there are concerns related to a child's development; as applicable to provide the family with information regarding additional support services.
- Carry out strategies related to identified goals. (Use of equipment and materials provided e.g. visual schedules).
- Monitor and provide regular feedback regarding goal progress and strategies.
- Inform the RC if the child's needs can no longer be accommodated in their classroom prior to asking the family to withdraw their child from the center.
- Provide advance notice (where possible) of changes to children's classroom placement (e.g. days attending/room) and program activities/daily schedule.
- Commit to meet on a regular basis to review child progress and strategies.
- Commit to meet to review the Working Document at least two times/year.
- Communicate concerns in a timely way.

Responsibilities for Therapy Services

- Therapist will be available to provide education/training as requested by the Early Learning Program.
- To consult with Early Learning staff in person and /or in writing.
- Therapist will provide a copy and/or review of Early Learning Program visit with the Early Learning staff and family.
- Therapist will attend planning meetings as requested.

Conflict Resolution

In order to foster a strong partnership, staff of all services will conduct themselves in a professional and supportive manner. There are times with any partnership that conflicts arise. Communication is key. When a conflict or misunderstanding occurs the following steps will take place.

1. All individuals will address the issue directly to determine a compromise and solution.
2. If resolve does not occur from this discussion, all individuals will contact their respective supervisors who will discuss the issue in order to provide direction and determine resolution.

Statement of Relationship:

All parties on an annual basis will review this agreement.

Name of Early Learning Program: _____

Signatures:

Early Learning Program Representative	Date
Resource Consultant Representative	Date
RVH Therapy Services	Date
OSMH Therapy Services	Date

Licensed Childcare/School Age Working Document

Childcare Name: _____ Classroom: _____

☒ January/February ☐ September/October

Date: _____

This document reflects a snapshot of your classroom from an Early Learning Professionals perspective. Your Resource Consultant will engage the Early Learning Professionals in a conversation to support the completion of each section and the identification of relevant classroom goals and strategies. This working document will outline the level of Resource Consultant service to your classroom and the focus of the consultation visits. The partnership between the Resource Consultant and Early Learning Professionals will continue to enhance the quality of early learning within the classroom to accommodate all children with varying needs. Goals of consultation visits will be outlined in the Record of Visit document.

Check one box in each section. Your responses and comments should be a reflection of your classroom over the last 30 days, with consideration to the age of the group (toddler, infant, preschool).

Routines: The ability to complete repetitive established tasks
<input type="checkbox"/> Our classroom follows the established classroom routines with minimal re-direction <input type="checkbox"/> Our classroom follows the established routines with some extra support <input type="checkbox"/> Our classroom is having significant difficulty following routines
Comments:
Transitions: the ability to shift from one activity/environment to another without disruptions
<input type="checkbox"/> Our classroom is able to complete most transitions calmly and with minimal re-direction <input type="checkbox"/> Our classroom is able to complete most transitions with some extra support <input type="checkbox"/> Our classroom has significant difficulty with transitions.
Comments:

Licensed Childcare/School Age Working Document

Participation in Program Activities: the ability/interest for self-initiated exploration of the environment
<input type="checkbox"/> Our classroom engages in play and explores all activities and interests in the program <input type="checkbox"/> Our classroom requires some teacher support to engage children in activities <input type="checkbox"/> Our classroom requires significant supervision to maintain participation in activities
Comments:
Behavior and Regulation: the ability to control behavior and emotional responses to external stimuli
<input type="checkbox"/> Our classroom can maintain a calm state <input type="checkbox"/> Our classroom requires teacher support to maintain a calm state <input type="checkbox"/> Our classroom has significant difficulty maintaining a calm state
Comments:
Early Identification: Early Screening Matters modules including the ERIK process and Sharing Developmental Information
<input type="checkbox"/> Early Learning Professionals have completed the Early Screening Matters modules on the Community Learning Library and are feeling comfortable having developmental conversations with parents. <input type="checkbox"/> Early Learning Professionals have not completed the Early Screening Matters modules on the Community Learning Library.
Comments:

Licensed Childcare/School Age Working Document

Classroom Strengths:

(What is going well in your classroom)

Classroom Vision:

(What do you want to see for your classroom)

Documentation Agreement:

(Plan for information sharing and storage i.e. ROV, Working document, IFSP)

Resource Consultant Involvement:

(Specific outline of involvement including timeframe, # sessions, dates)

Based on present Strengths and Needs of the classroom, the Resource Consultant will visit the classroom _____ to support the inclusion of all children through the engagement of goals and strategies identified by the team.

Licensed Childcare/School Age Working Document

Signatures of Approval and Agreement

Persons Present	Team Member Discipline	Name	Signature	Date
<input type="checkbox"/>	Early Learning Professional			
<input type="checkbox"/>	Early Learning Professional			
<input type="checkbox"/>	Inclusion Support Worker			
<input type="checkbox"/>	LCC Supervisor			
<input type="checkbox"/>	Resource Consultant (RC)			
<input type="checkbox"/>	RC Supervisor			

- I, the LCC Supervisor have read and agree to this Working Document and will share this document along with its changes with any necessary LCC staff members going forward.

Record of Visit/Registre de Visite

<input type="checkbox"/> Family Visit/Visite avec la famille <input type="checkbox"/> Consultation/Consultation		
Name/Nom :	Date/Date:	Shared Record Dossier Partagé
Location/Endroit: <input type="checkbox"/> RC Office/Au Bureau <input type="checkbox"/> Childcare/Garderie <input type="checkbox"/> School/École <input type="checkbox"/> Other/Autres : <input type="checkbox"/> Infant/Poupons <input type="checkbox"/> Toddler/Bambins <input type="checkbox"/> Preschool/Préscolaire <input type="checkbox"/> School Age/Âge Scolaire <input type="checkbox"/> Other/Autres:		
Persons Present//Personnes présentes:		
Visit Summary/Résumé de la visite :		
Follow-up/Suivi:		
Next Visit Date/Date de la prochaine visite	Location/Endroit	Time/Heure
Resource Consultant Contact Information/Contact du consultant ressource		
Name/nom	Signature/Signature	Phone Number/Numéro de téléphone

Copy Provided to/Copie fournie pour:

☐ Parents/Guardians
Parents/Tuteurs(trices)

☐ Shared Record
Dossier Partagé

☐ Childcare
Garderie

☐ Other:
Autres

Individual Family Service Plan (IFSP) Goal Sheet
Plan individualisé de service pour la famille (PISF) feuille d'objectif

Name of Child: Nom de l'enfant:		Shared Record: Dossier partagé:	
Date of Birth: Date de naissance:		Date of Intake Date d'admission :	
Parents/Guardians: Parents/Tuteurs:		Date IFSP started Date de début du PISF :	
Date(s) IFSP approved by parents/guardian Date(s) PISF approuvé par les parents/tuteurs:			

Discipline Discipline	Organization Organisme	Service Provider Name Fournisseur de services	Contact number Numéro de contact
Parents / Guardians names Nom des parents / tuteurs	N/A		
Resource Consultant (RC) Consultant de ressources	Simcoe County Resource Consultation Services		
Speech and Language Pathologist (SLP) Orthophoniste	RVH Preschool Speech & Language Program		
Communicative Disorders Assistant (CDA) Assistant aux désordres communicatif	RVH Preschool Speech & Language Program		
Occupational Therapist (OT) Ergothérapeute	Choose agency		
Physiotherapist (PT) Physiothérapeute	OSMH Children's Therapy Services		
Childcare / Nursery School Programme d'apprentissage précoce			
Doctor Docteur			
Pediatrician Pédiatre			
Other (social worker, OTA/PTA, Sick Kids, medical) Autres (travail social, assistant ergothérapeute/ Physiothérapeute, sick kids, médical)			

Family may request copies of reports/assessments from their child's shared record by contacting CTN ACCESS at 1-866-377-0286

Parent/Guardian Concern/Vision/Préoccupations/Vision des parents/tuteurs
Child's Strengths and Interests/Les forces et intérêts de l'enfant

CHILD DEVELOPMENT GOALS / OBJECTIFS DE DÉVELOPPEMENT DE L'ENFANT (for example: Communication, Social Skills, Independence, Physical, Sensory, Self-regulation, Play, Safety) (par exemple: communication, compétences sociales, indépendance, physique, sensorielle, autorégulation, jeu, sécurité)			
Goals Objectifs	Strategies (Activities) Stratégies (Activités)	Date the goal was identified/ Date l'objectif a été identifié	Status of Goal Attainment/ Statut de la réalisation des objectifs
			Choose a Status.
			Choose a Status.
			Choose a Status.
<p>Family has reviewed and given consent to share the Child Development Goals with the Childcare La famille a examiné et donné son consentement à partager les objectifs de développement de l'enfant avec le milieu de garde</p> <p><input type="checkbox"/> Yes/Oui <input type="checkbox"/> No/Non</p>			

CHILDCARE GOALS / GARDE D'ENFANTS (for example; Small Group, Nap, Transitions Following Routines) / (par exemple: petit group, sieste, transition, suivre la routine)			
Goals Objectifs	Strategies (Activities) Stratégies (Activités)	Date the goal was identified/ Date l'objectif a été identifié	Status of Goal Attainment/ Statut de la réalisation de l'objectif
			Choose a Status.
			Choose a Status.
			Choose a Status.
<p style="color: red; text-align: center;">Family has reviewed and given consent to share the Childcare Goals with the Childcare La famille a examiné et donné son consentement à partager les objectifs de développement de l'enfant avec le milieu de garde</p> <p style="color: red; text-align: center;"><input type="checkbox"/> Yes/Oui <input type="checkbox"/> No/Non</p>			

FAMILY SERVICE GOALS / OBJECTIFS DES SERVICE FAMILIAUX (for example; housing, financial, well-being, diagnosis investigation, doctor referrals) (par exemple: logement, finances, bien-être, enquête de diagnostic, renvoi au docteur)			
Goals Objectifs	Strategies (Activities) Stratégies (Activités)	Date the goal was identified/ Date l'objectif a été identifié	Status of Goal Attainment/ Statut de la réalisation de l'objectif
			Choose a Status.
			Choose a Status.
			Choose a Status.
<p style="color: red;">Family has reviewed and given consent to share the Family Service Goals with the Childcare</p> <p style="color: red;">La famille a examiné et donné son consentement à partager les objectifs de développement de l'enfant avec le milieu de garde</p> <p style="color: red; text-align: center;"><input type="checkbox"/> Yes/Oui <input type="checkbox"/> No/Non</p>			

CC Family, CTN shared record

Check out these valuable resources and more found on

SIMCOE COUNTY EARLY INTERVENTION WEBSITE

<https://www.simcoe.ca/dpt/ccs/early>

Early Intervention ▼

[About Early Intervention](#)

[Developmental Milestones](#)

[Early Intervention Resources](#)

[Early Intervention Services](#)

[NEW Printable Resources](#)

[Workshops & Contacts](#)

Your Child at 2 Years

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.



Next Steps with Early Intervention: An Online Module for Parents/Caregivers

Has your child been referred to an early intervention service?
Wonder how these referrals will help your child?
Interested in hearing from other parents?
Curious how you are key in shaping your child's brain?





Click on the link and watch our 15 minute module



Your computer or browser is unable to fully display this presentation, so we've redirected you to a simplified version. [Learn more.](#)

10 Things to do...

RB By Rhonda Burke-Joraszik
May 16, 2018



Present

Things to do while you are waiting for Early Intervention Services...

NOVEMBER 2019



Simcoe County Early
Intervention Services

PARENT GUIDE

Supported by the



earlyintervention.simcoe.ca

HOW IS YOUR CHILD DEVELOPING?

Ask your child's teacher/program facilitator to complete a screening tool with you to create a snapshot of your child's development.



SIMCOE COUNTY
EARLY INTERVENTION
SERVICES

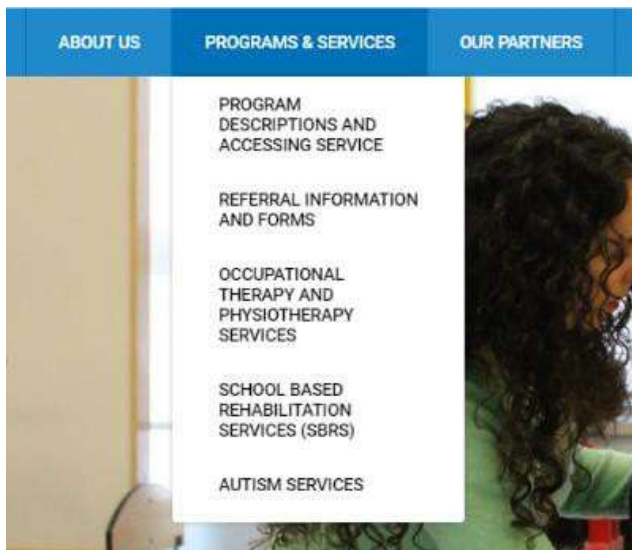
earlyintervention.simcoe.ca

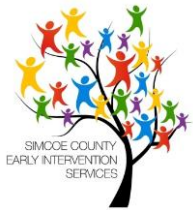
For more information about Programs and Services

available for Children and Families in Simcoe County, check out....

THE CHILDREN'S TREATMENT NETWORK WEBSITE

<https://www.ctnsy.ca/>





User's Guide

2023

What is the E.R.I.K.?

- The **E.R.I.K.** is a **quick, practice informed screening tool**.
- A tool to identify at-risk children who need **further evaluation**.
- **Eight checklists** are available in English and French (6, 9, 12, 18, 24, 30, 36 and 48 months of age).

Why use the E.R.I.K.?

- To make sure that we are catching **all areas of concern** right from the start so that families do not have to wait for (and access) services separately.

When to use the E.R.I.K.?

- When **either you or a parent have any concerns or questions**.
- The **E.R.I.K.** can be completed more than once and at different ages as what we expect from children changes as they age.
- Screeners are required to complete the Early Screening Matters Module Series on our Community Learning Library (CLL) prior to completing an **E.R.I.K.**



How to access the Community Learning Library (CLL)?

- Email the Community Learning Library (CLL) help desk help@cclsy.ca to have an account opened for you if you do not already have an account.
- The help desk will require your first and last name, your email address, your title, the agency you are employed with and the city you are employed in. Please ask the helpdesk to add you to the Early Screening Matters Team in your area so you are assigned the correct modules.
- If you are employed in a licensed Child Care Centre, please connect with your Resource Consultant (RC) to have your CLL account opened.

How to use the E.R.I.K.?

- Review the **"Screener Checklist"** section of this document.
- Items on the **E.R.I.K.** are meant to be **probes for discussion** with the parent. Please refer to **Frequently Asked Questions (FAQ)** section of this document for further information.
- **Screen using the exact age** or closest age level passed (always round down).
- **For children born prematurely** (prior to 37 weeks), correct for the child's age until 2 years of age. For example, for a child born one month prematurely, you wouldn't use the 12-month screen until the child was at least 13 months of age.
- **Some flags require exposure**. If a parent says the child has not been exposed to a bottle/sippy cup/stairs/scissors, these flags **should not** initiate referrals on their own.

How to determine which referral would be appropriate?

- The questions on the **E.R.I.K.** are **colour coded**. Please refer to the Legend.
- The bottom of each **E.R.I.K.** outlines how many flags are required for referrals.

What do I do with the E.R.I.K. form once it has been completed?

- Please ensure that all sections have been fully completed before you forward the E.R.I.K. to RVH. Double check that city, postal code and referrals were all checked off.
- With parent consent fax/email the E.R.I.K. form to *Intake* at Children's Development Services at RVH.
- RCs completing the ERIK on their own will email the ERIK to CLH not to RVH.

	E.R.I.K. completed in English	E.R.I.K. completed in French
Agency :	Royal Victoria Regional Health Centre (RVH) - Children's Development Services	CLH Developmental Support Services.
Fax :	705-739-5674	705-999-8217
Email :	CDSintake@rvh.on.ca	ccs.admin@clhmidland.on.ca

- If you are taking a picture of the E.R.I.K. on your agency device, you **must** PDF the E.R.I.K. prior to emailing it. A child's ERIK is uploaded to their shared electronic record and must be in pdf format. JPEG will not accepted.
- If an E.R.I.K. is being completed at a location without access to fax/email, explain to the parent that the original will be destroyed once submitted.
- Give a copy of the E.R.I.K. to the parent along with the parent handout, "I'm waiting to be referred to...". This is referred to as the "blue" parent handout.
- **RVH Children's Development Services intake staff will then call the family to complete intake.**
- Explain to the parent that the child's name does not go on the waiting list until after the intake process has been completed with RVH CDS intake.

What can the family do while they wait?

- Review the 'next steps' section of "I'm waiting to be referred to" handout (blue handout) with the parent.

The History of the E.R.I.K. in Simcoe County

The E.R.I.K. was introduced to Simcoe County following its creation in York Region. It was adapted and implemented into the early intervention system in June 2010 with permission from York Region.

One of the purposes of introducing the E.R.I.K. was to screen for additional needs at the time of first referral so as to allow for **earlier intervention** and **eliminate cascading wait lists**.

A task group was formed to evaluate the effectiveness of the E.R.I.K., data was collected by Occupational Therapists (OT) and Speech Language Pathologists (SLP) from Royal Victoria Regional Health Centre (RVH) and Occupational Therapists (OT) and Physiotherapists (PT) from Orillia Soldiers Memorial Hospital (OSMH).

Following a pilot phase, it was determined that the E.R.I.K. resulted in appropriate referrals (see table below). The Simcoe County Early Intervention Council then agreed that the E.R.I.K. would continue as a screening tool in the early intervention system.

Given the effectiveness of the **E.R.I.K.** as a screening tool in the early intervention system, it was suggested that the **E.R.I.K.** be considered as a screening tool **for the universal system** (childcares, EarlyON, Healthy Babies Healthy Children, CAPC CPNP). It was introduced as a screening tool for our universal system in the Fall of 2014.

Professionals	Appropriate Referrals Following Referral from the E.R.I.K.	Period of Data Collection
RVH Speech Language Pathologists (SLP)	98%	Nov. 2011-May, 2012
RVH Occupational Therapists (OT)	98%	Nov. 2011-May, 2012
OSMH Occupational Therapists	83%	Nov. 2011-Jan. 2012
OSMH Physiotherapists	100%	Nov. 2011-Jan. 2012

Infant **E.R.I.K.s**

A committee consisting of professionals from the Simcoe County Infant Development Program, Physiotherapy, Occupational Therapy from Orillia Soldiers Memorial Hospital and Royal Victoria Regional Health Centre, Speech-Language Pathology, and Simcoe County Resource Consultation Services met and created 6, 9 and revised 12 month **E.R.I.K.s**. These **E.R.I.K.s** were released to the community for implementation, were piloted for their effectiveness and finalized in November, 2020. Data was gathered from Nov. 2019 to Nov. 2020 and feedback indicated that 98% of referrals were appropriate.

18-48 Month **E.R.I.K.** Updates

As with the infant revisions, a team of early intervention professionals consisting of a representative from Infant Development, Resource Consultation, Physiotherapy, Occupational Therapy and Speech Language Pathology formed a committee and made revisions to the ERIKs based on feedback received from the community and therapy professionals. Attempts were made to simplify the questions and to add clarifications to the back of the ERIK as this was a feature much appreciated by screeners following the infant ERIK updates. These ERIK updates were introduced to the community in the January, 2022.

The most recent updates occurred in Feb. 2023 as the result of changes to the referral criteria for RC and ICDP, to create more space for comments, and to make the forms more user friendly.

References

Feeding

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Sleep

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<https://www.sleepfoundation.org/baby-sleep/18-month-sleep-regression>

Healthy Sleep For Your Baby and Child
https://www.caringforkids.cps.ca/handouts/pregnancy-and-babies/healthy_sleep_for_your_baby_and_child

Sleep Problems in Toddlers
<https://myhealth.alberta.ca/Health/aftercareinformation/pages/conditions.aspx?hwid=ug5689>

Frequently Asked Questions

1. **What do I do when a parent doesn't know the answer to a question?**

The **E.R.I.K.** is meant to be a **dialogue** between you and the parent. A parent should be encouraged to think about their child's performance and get back to you if they are not comfortable answering a question at the time of your screening. Share observations you have made about their child within *your setting* to **facilitate a discussion**.

2. **What about the child who is learning English as a second language?**

When children speak another language other than English, the purpose of a screen would be to explore if a child is meeting milestones in his/her home language. Research suggests that we should encourage parents to **speak their home language** with their children when English is not a language they feel comfortable speaking. To review speech and language milestones in different languages visit www.firstwords.ca/translated-resources.

3. **What about children who are already attending Junior/Senior Kindergarten?**

These children are no longer eligible for early intervention services in Simcoe. Therefore, we would not be using the **E.R.I.K.** with these families. Families with concerns about their child's development should be encouraged to speak to their child's teacher about how to access services in their school.

4. **Is there any information that I can give a parent that would explain what each service does?**

Absolutely! We suggest giving the parent a copy of their child's **E.R.I.K.** along with the "I'm waiting to be referred to" handout. This parent handout provides simple yet helpful descriptions of each service.

5. **What is the most appropriate ERIK to select?**

As outlined earlier in the user guide, the general rule of thumb is to step down when selecting the most appropriate ERIK. The rationale for this guideline is that we don't expect children to meet all their milestones until they have passed that age threshold.

Please note that for 24-48 months ERIKs, if a child is within a month of a certain age e.g., 23 months, 29 months, 35 months, 47 months, it would be reasonable to move up. Otherwise, screeners should be stepping down.

For 6-18 month ERIKs: screeners can step up if the child's age is within 2 weeks of the ERIK; otherwise, screeners are to step down.

6. **Why aren't there any behavior questions on the ERIK?**

But there are! Sometimes screeners assume that a child is just exhibiting "behavior" and make the assumption that the behavior they are witnessing has nothing to do with the child's ability to communicate, regulate or interact with peers and are looking for an isolated behaviour question.

Screeners are redirected to the following 2 questions which do speak to a child's "behavior":

"At home/in a group setting, does the child have difficulty engaging socially (prefers to play on their own, doesn't play/interact with their peers as expected)? Children who are aggressive with their peers would flag on this question.

Another question which a child with "behavior" will often flag for is: "at home/in a group setting, does your child have significant reactions that prevents them from regularly participating in everyday activities and routines. For example, too busy to stay and play and/or avoids or is easily upset by certain sensory experiences (loud noises, bathing or diaper changes)?

Early Screening Matters Screener Checklist



- ☒ **Speak with the parent/legal guardian** about how you would like to meet about their child's development. Give the parent *"An invitation to meet about your child's development"* handout. Review the "green" handout and offer to complete the E.R.I.K with the parent in person, over the phone or using videoconferencing. Please note that the ERIK should **only be completed with the parent or legal guardian**. The parent also has the option to call RVH, Children's Development Services 705-739-5696 or 1-800-675-1979 to complete the E.R.I.K.
- ☒ Prior to meeting with a parent, ensure you have reviewed the appropriate E.R.I.K and understand all the questions. Gather and record **concrete examples** of the child's **strengths** and any **concerns** you might have before you meet with the parent.
- ☒ Remember that the E.R.I.K questions are meant to be probes for discussion. Think about the questions relative to how the child performs in your setting so you can add this perspective to the ERIK. All checked flags and comments must be agreed upon by the parent.
- ☒ **Print/collect all required materials:** *"An invitation to meet about your child's development"* handout, the E.R.I.K User's Guide, the appropriate E.R.I.K questionnaire, and *"I'm waiting to be referred to..."* handout.
- ☒ Ensure the parent **understands and consents to next steps** and review the *"I'm waiting to be referred to..."* handout with the parent. Explain that a referral is not complete until the parent has spoken with RVH intake staff.
- ☒ Ensure that the parent has **consented** to their child's E.R.I.K being faxed/emailed to RVH or to CLH if RC only completing the ERIK. Document this consent on the E.R.I.K. **Please scan the E.R.I.K prior to emailing it. If you are taking a picture of the E.R.I.K with your agency device, you must pdf the E.R.I.K prior to emailing it.**
- ☒ Upon completion of the E.R.I.K, **give the parent** a copy of the completed E.R.I.K along with the *"I'm waiting to be referred to..."* handout. Ensure that you have checked all the suggested referrals.
- ☒ If an E.R.I.K is completed at a location without access to fax/email, explain to the parent that the original will be destroyed once submitted.
- ☒ Suggest the family visit www.earlyintervention.simcoe.ca and review *10 Things to do while waiting for Early Intervention Services in Simcoe County*.
- ☒ **Fax/email a copy** of the completed E.R.I.K to RVH at **705-739-5674** or CDSintake@rvh.on.ca.
- ☒ **Follow-up with the family** a month later to ensure that they have completed intake with RVH.



Parents and Caregivers Matter



- Respond to and comfort your child.
- Sing, play and read with your child.
- Listen to and talk with your child.
- Have regular conversations about your child's development with your Child Care Centre Staff, CAPC and EarlyON Child and Family Centre Program Facilitator, Health Care Provider or Public Health Nurse.

Early Development Matters

- Your child's brain develops quickly. What happens early matters.
- What children experience during pregnancy & from the day they are born affects how they learn, make friends & feel.
- Warm and engaging relationships build healthy brains.
- Safe & interesting environments have a positive impact on children's development.



Early Screening Matters

- Keep track of your child's milestones right from infancy.
- Screening helps all parents see if their child's development is on track.
- Free services are available to help support you with your child's development.
- The earlier we work together the better.