



**BC Centre
for Ability**

Beyond challenges—the sky's the limit

Strengthening Ability to
**TRANSFORM
LIVES**



2015/2016
ACTIVITIES & ACHIEVEMENTS

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NOTABLE ACHIEVEMENTS

from 2014/15 to 2015/16

EARLY INTERVENTION THERAPY SERVICES

81%
INCREASE

Progress in social-emotional well-being from 52% to 94%

Progress in learning and applying knowledge from 66% to 90%
36%
INCREASE

NORTH SHORE SCHOOL OCCUPATIONAL THERAPY PROGRAM

86%
INCREASE

Service hours (school, home, community, phone) from 544 to 1010

Progress in posture and mobility from 95% to 100%
5%
INCREASE

UNITED WAY STEPPING STONES PROGRAM

24%
INCREASE

Number of distinct family groups served from 560 to 692

129%
INCREASE

Number of counselling sessions from 156 to 358

18%
INCREASE

Children/youth report gaining skills in managing their feelings and emotions from 72 to 85

FASD & KEY WORKER SUPPORT SERVICES

21%
INCREASE

Families report learning new strategies to reduce stress and strengthen family relationships from 81% to 98%

Program inquiries/consultations from 16 to 28

75%
INCREASE

COMMUNITY BRAIN INJURY PROGRAM FOR CHILDREN & YOUTH IN BC

9%
INCREASE

Families report the program helped them understand the impact of the acquired brain injury on their child's development from 89% to 97%

Acute rehabilitation clients served from 79 to 87

10%
INCREASE

OPPORTUNITIES FUND PROGRAM

92%
INCREASE

Number of clients with enhanced employability from 214 to 410

73%
INCREASE

Number of clients employed or self-employed following intervention completion from 166 to 287

"We believe every person has the ability to succeed in life on their own terms."



Message from our

BCCFA ASSOCIATION BOARD PRESIDENT

Jennifer Baumbusch

We had another productive, inspiring year at the BC Centre for Ability (BCCFA), delivering family-centred care, responsive to our clients' needs. We will continue to provide exemplary interventions reflecting evidence-based practice, and strive to expand our services to support the ambitions of children, youth and adults with disabilities. Here are highlights of some key accomplishments in the past year.

Attaining Accreditation

We completed our fifth successful accreditation survey in February 2016. The Commission on Accreditation of Rehabilitation Facilities—an independent, non-profit organization focused on advancing quality of care—reviewed our services against internationally recognized standards for organizational and program quality. Thank you and congratulations to everyone who participated!

Renewing Our Strategic Plan

Our BCCFA Board of Directors developed a new 2016-19 Strategic Plan this year, with three interdependent strategic priorities to guide our work in the coming years. Strategic planning is a central role for the Board and everyone was extremely engaged in the process. Each year, we will receive a progress report on achievement of these strategic priorities from our BCCFA team, and adjust course accordingly.

Strengthening Our Structure

BCCFA created a new position, vocational manager, to oversee the development and operation of employment-related services, and strengthen our capacity to deliver vocational support for our clients.

We also revised the supervisory structure of our Supported Child Development Programs in Vancouver and Burnaby to standardize practices across the regions and enhance efficiency.

Acknowledging Our Team

I would like to say a special thank you to Angie Kwok, our Executive Director, who has been with the Centre for more than 40 years. This year, she received a 2016 Inspiring Social Worker Award, prestigious recognition from the BC Association of Social Workers. Well deserved!

In addition, BCCFA won the 2015 Patients' Choice Award for top physiotherapy (PT) practice, so let me offer my congratulations to our PT staff. I am also grateful for the wonderful work of our leadership team and all of our staff, as well as the clients and families who are the cornerstone of the BC Centre for Ability.

On behalf of the Association's Board of Directors, we are honoured to support such an important community-based organization and look forward to another amazing year together.

OUR VISION

We share a vision of communities where every person is able to participate and contribute in all aspects of life.

OUR MISSION

The BC Centre for Ability provides community-based services that enhance the quality of life for children, youth and adults with disabilities and their families, in ways that facilitate and build competencies and foster inclusion in all aspects of life.

OUR VALUES

COLLABORATION: We work together, and with partners, clients and their families, to build on all our strengths and pursue the best possible outcomes.

EXCELLENCE: We aspire to do better, we create and apply new knowledge, and we lead, in order to contribute to the lives of those we serve, our professions and our communities.

INCLUSIVENESS: We celebrate diversity; everyone belongs, and all contributions are valued.

QUALITY SERVICE: We establish, achieve, and exceed performance targets based on feedback, evidence, and professional practice standards.

RESPECT: We strive to encourage, hear, and honour each voice.

2016 TO 2019 BCCFA STRATEGIC PLAN



Strategic Priority

1

Deliver Service Excellence

Enhance the use of best practices:

- » Provide evidence-based professional development
- » Implement changes based on evidence-based practice to continually improve services

Broaden the scope of BCCFA service delivery across the lifespan:

- » Consult stakeholders to identify service gaps
- » Collaborate across programs and with community partners to explore funding opportunities that address gaps

Anticipate and respond to emerging service delivery opportunities:

- » Develop a proactive process for identifying emerging opportunities

Strategic Priority

Enhance Long-term Sustainability

Broaden the agency's profile and influence with government decision makers:

- » Raise knowledge and awareness of BCCFA expertise and value among funders to enhance working relationships and partnerships with different levels of government

Strengthen strategic partnerships to enhance BCCFA's competitiveness in service delivery:

- » Work with the BCCFA Board of Directors on a decision making/evaluation framework for establishing partnerships with community service providers and businesses

Maximize efficiency of resource use and diversify funding sources:

- » Develop and implement a tracking system on output/service standards for each program
- » Establish a cost analysis framework for service development and delivery
- » Develop a framework to identify, pursue and evaluate potential fee-for-service opportunities

Strategic Priority

Strengthen Infrastructure

Ensure our organizational infrastructure can meet the operational requirements of existing programs and respond to emerging opportunities:

- » Review and implement revisions to BCCFA's clinical and administrative leadership structure
- » Work with a human resource consultant and the Health Employers Association of BC to review, update or revise job descriptions, as required

Promote leadership talent and skill development across the organization:

- » Implement ongoing professional development and training initiatives to facilitate leadership talent in all clinical and administrative areas
- » Revise the annual performance model to develop a consistent, efficient, effective coaching process for all staff

Promote greater engagement and strengthen volunteer capacity to support BCCFA initiatives:

- » Develop a plan to recruit volunteers and service ambassadors among our clients and their families
- » Develop a recruitment strategy for senior volunteers to support the Board of Directors' work
- » Identify Board training needs; then implement training opportunities for directors



Message from our

BCCFA EXECUTIVE DIRECTOR

Angela Kwok

The past year was filled with accomplishments, program enhancements, and stronger internal and external capacity to respond to ongoing and emerging needs of the clients we serve.

Celebrating Our Accomplishments

Our Centre successfully completed our fifth accreditation survey. We achieved complete conformance to program standards, with no recommendations made for any clinical programs. In addition, the Commission on Accreditation of Rehabilitation Facilities cited our Social Emotional Enhancement and Development (SEED) Project—which provides evidence-based training and resources to promote the social-emotional competencies of children and youth with disabilities—as an exemplary psycho-social program.

We completed SEED, a 28-month demonstration project, in October 2015, and achieved all targeted outcomes, leaving a legacy to support clinicians and parents in nurturing social-emotional competencies among children and youth with disabilities. We are maintaining the project website—www.bccfa-seed.org—in partnership with NucleusLabs Information Technologies, to provide professionals and families ongoing access to evidence-based information and resources for promoting social-emotional competencies of children and youth with special needs. The project's lasting impacts also include:

- A vibrant “community of practice” for professionals to share knowledge and ideas on promoting social-emotional competencies for children and youth with special needs
- Knowledge brokers trained throughout British Columbia, who can help build community capacity to support children and youth with special needs
- Effective frameworks and strategies that can be used by professionals across British Columbia to promote social-emotional learning for children and youth with special needs

In addition, our Early Intervention Therapy Services reported a 9% increase in children receiving active intervention without additional funding, through a new service delivery design that increased efficiency.

Responding to Growing Needs

Our FASD Key Worker Supported Services launched a youth group this year, specially designed for youth facing significant social and emotional challenges. We use an empowerment and co-creation approach, so youth can take ownership of the program and engage in interactive learning to acquire social-emotional competencies and skills for independence.



The Stepping Stones program implemented a monthly “family night” initiative, using a “family system approach” and social activities, to support parents and grandparents in practicing and gaining skills to facilitate the social-emotional learning of their loved one with special needs. Family night also provides opportunities for family networking and peer-to-peer support.

In December 2015, our Social Work Department began managing the Provincial Complex Medical Respite Support Services, with funding from the Ministry of Children and Family Development (MCFD). This program is designed to provide out-of-home respite support for children receiving At-Home Program benefits, who need additional support due to their complex medical conditions.

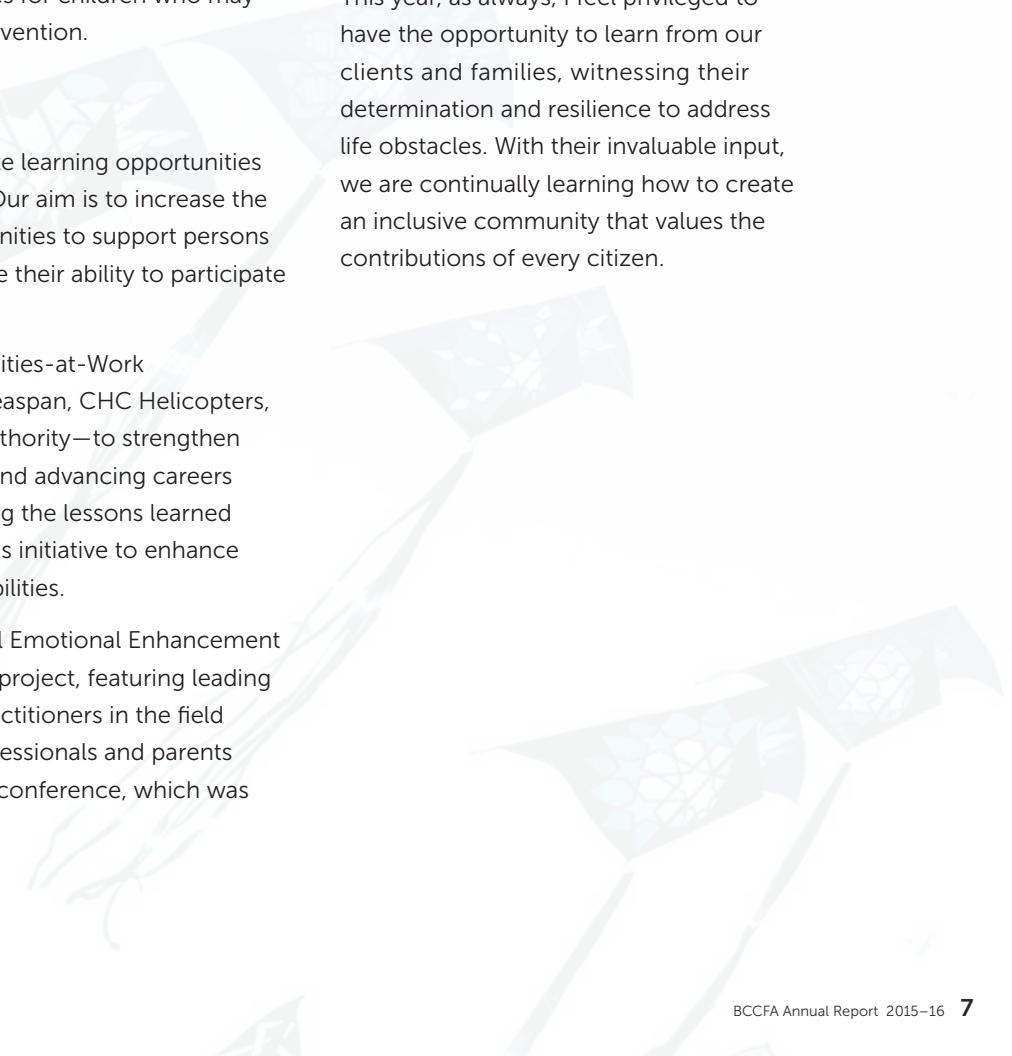
The Early Intervention Therapy Program, in partnership with Vancouver Coastal Health, established a multidisciplinary group for children with sensory feeding challenges. Our BCCFA occupational therapist and the Richmond Health Unit speech/language pathologist facilitate the group program, enhancing access to therapy services for children who may fall outside BCCFA’s priorities for therapy intervention.

Increasing Capacity

The BC Centre for Ability continues to facilitate learning opportunities and knowledge exchange on best practices. Our aim is to increase the capacity of families, practitioners and communities to support persons with disabilities so, ultimately, we can enhance their ability to participate in all aspects of community life.

Our Vocational Services has launched the Abilities-at-Work demonstration project—in partnership with Seaspan, CHC Helicopters, Rocky Mountaineer and Vancouver Airport Authority—to strengthen the sector’s capacity for recruiting, retaining and advancing careers for people with disabilities. We envision sharing the lessons learned and effective strategies developed through this initiative to enhance employment outcomes for persons with disabilities.

BCCFA hosted the second International Social Emotional Enhancement Conference in April 2015, as part of the SEED project, featuring leading national and international researchers and practitioners in the field of social-emotional learning. We had 137 professionals and parents from British Columbia and Alberta attend the conference, which was extremely well received.



In addition, our Early Intervention Therapy Program staff gave a poster presentation on how to use educational research to inform practice, at the Canadian Association of Pediatric Health Centre in Québec City.

Looking Forward

I would like to take this opportunity to thank our staff for their dedication to delivering quality services that enhance the lives of people with disabilities. Together, we feel confident about building on what we have learned and achieved in the past year. I would also like to express my gratitude to our Board of Directors for providing wise counsel and support.

This year, as always, I feel privileged to have the opportunity to learn from our clients and families, witnessing their determination and resilience to address life obstacles. With their invaluable input, we are continually learning how to create an inclusive community that values the contributions of every citizen.



Message from our

BCCFA FOUNDATION BOARD PRESIDENT

Virginia Angus

The BC Centre for Ability came into my life more than 30 years ago, when my child was referred to BCCFA for therapy services. The Centre has been a steadfast source of support for my child and our family. We became partners with our therapy team, witnessing my child grow, develop, and become an active adult with her own aspirations and dreams to pursue.

Fostering Transformation

Throughout my years of involvement, I have been awestruck by BCCFA's visionary leadership and advanced clinical practice in transforming the lives of people with disabilities. I have seen BCCFA grow, expanding services to meet ongoing and emerging needs of children, youth and adults with disabilities. I have also witnessed staff's determination and innovation to ensure clients receive the best services in spite of resource restraints.

Dining for Dreams

Even though the government funds essential services, the Centre still depends on the BCCFA Foundation to raise additional funds. Every dollar we raise supports therapeutic equipment and toys, outreach therapy services and family support, and innovative projects to enable persons with disabilities to pursue their dreams and achieve their aspirations.

Our annual Dining for Dreams gala raised \$291,000—a 22% increase over the previous year—for the Centre. The generous support of philanthropic foundations, corporations, community partners, sponsors, volunteers, clients and their families made this event a tremendous success. We not only raised funds at the gala, but built new partnerships to support future work at the Centre.

Partnering Power

I would like to express my utmost gratitude to our sponsors, donors and volunteers. Thank you for your support to transform lives. We have a great deal to celebrate, and much still to do, to ensure children, youth and adults with disabilities can access specialized interventions and support. Together, we can harness the power of philanthropy to provide resources that empower people with disabilities to discover their unique abilities and lead fulfilling lives.

PROGRAMS AT A GLANCE

BCCFA PROGRAMS	SERVICES OFFERED
Early Intervention Therapy Program (Physiotherapy, occupational therapy, speech-language therapy and social work support)	<ul style="list-style-type: none"> • Assessment • Consultation • Intervention • Counselling • Service coordination • Group therapy <ul style="list-style-type: none"> • Educational workshops • Casting and splinting • Equipment lending • Resource library • Toy lending library
Occupational Therapy Services at Spirit of the Children Society	<ul style="list-style-type: none"> • Culturally responsive occupational therapy services for children of Aboriginal background and their families, offered at Spirit of the Children Society
North Shore School Occupational Therapy Program	<ul style="list-style-type: none"> • Assessment • Consultation • Equipment lending library
United Way Stepping Stones Program	<ul style="list-style-type: none"> • Group programs for children up to 12 years of age • Counselling • Promotion of social-emotional development
FASD & Key Support Worker Services	<ul style="list-style-type: none"> • Counselling • Group therapy support <ul style="list-style-type: none"> • Education • Support network
Community Brain Injury Program for Children & Youth	<ul style="list-style-type: none"> • Short-term acute rehabilitation therapy intervention • Neuro-psychological assessment • Counselling <ul style="list-style-type: none"> • Transition planning • Service coordination • Education and resources on brain injuries
Provincial Complex Medical Respite Support Services	<ul style="list-style-type: none"> • Respite care • Summer Camp Program
Supported Child Development (Burnaby and Vancouver)	<ul style="list-style-type: none"> • Consultation • Extra staffing support • School transition support <ul style="list-style-type: none"> • Workshops • Toy lending library
Social Emotional Enhancement and Development Project	<ul style="list-style-type: none"> • Training • Consultation • Information and Resources <ul style="list-style-type: none"> • Practice networks for professionals • Peer support networks for families
Abilities-at-Work	<ul style="list-style-type: none"> • Consultation • Training <ul style="list-style-type: none"> • Assistance to employers in the transportation sector to recruit qualified employment candidates
Opportunities Fund for Persons with Disabilities	<ul style="list-style-type: none"> • Vocational Training Plan • Wage subsidies • Financial assistance for vocational training
Case Management Services for people with disabilities, in the WorkBC Vancouver Northeast Employment Services Centre	<ul style="list-style-type: none"> • Case management • Vocational counselling and planning
Fee-for-service Social Work	<ul style="list-style-type: none"> • Service coordination • Counselling

Richie

Born at 31 weeks premature, Richie started therapy with BCCFA at six-months-old. He was unable to roll over, sit, crawl and pull himself up as a typical infant would do. At one-year-old, he was diagnosed with spastic diplegia cerebral palsy and had selective dorsal rhizotomy surgery in April 2015. Thanks to Richie's determination, our physiotherapy and occupational therapy team, and Richie's supportive family, this bright young boy was able to reach major mobility milestones. Richie is now an avid skier with the support of his walker, and is focused on using his "sticks" as his primary mobility support. We are thrilled BCCFA was able to give his family the resources for Richie to be as independent as possible and the confidence to keep striving for his goals.



HEROES OF ABILITY



Aiden

A creative and imaginative 11-year-old "ball of energy," Aiden was diagnosed with static encephalopathy, an atypical brain development that affects his ability to control his emotions and behaviours. With a rough start to his school career, including numerous suspensions and attending three different schools in three years, Aiden's mom Nicole felt discouraged, under supported and ignored by the school system. Our Key Worker Program introduced Aiden to a boys group operated by the Centre, where he learned how to recognize his emotions, how others are feeling, and how to control his behaviours. We also gave his mother support and she gained confidence in her advocacy skills. Those close to Aiden now understand how to better support him to maximize his full potential. Aiden now looks forward to going to school and is attending grade three full-time.

Stanley

A championship roller hockey game almost 10 years ago caused Stanley's spinal cord injury. Although told he would probably never walk again, Stanley's perseverance gave him the motivation to work tirelessly on physiotherapy sessions and rehabilitation, ultimately enabling him to walk again, with mobility challenges in his right arm and leg. While Stanley was proud of his accomplishments, he felt frustrated and was losing confidence when it came to re-entering the workforce. Thanks to support from our Abilities in Mind Program, Stanley secured employment at Vancity, has been able to continue building his career, and developed renewed confidence in his abilities.



Olivia

In January 2014, Olivia was diagnosed with Spinal Muscular Atrophy (SMA), which came as a huge shock to her family and left them feeling lost after the diagnosis. Our dedicated BCCFA team embraced Olivia and her family. In addition to providing physiotherapy and occupational therapy, the team was a primary advocate to help her realize her full potential. Olivia's bubbly personality and lively spirit is infectious, and her power wheelchair has given her the freedom and independence to play with her friends on the playground. We also gave Olivia's mom, Karolina, opportunities to connect with other families and the SMA community, helped her understand Spinal Muscular Atrophy, and taught her about services and supports that would give Olivia opportunities for success.

Liam

As a result of multiple brain injuries, Liam, an enthusiastic and bright athlete, faced cognitive fatigue, making it difficult to sleep, concentrate and communicate. Our speech language therapists collaborated with Liam and his family to develop programs so he could re-learn his speech, language and communication skills. Our physiotherapist helped Liam regain his balance and start rebuilding his strength and endurance. Our occupational therapist helped identify areas affecting working memory, writing and reading skills. With Liam's tenacity and the support of our team, he has been able to take on and overcome these challenges.



United Way Stepping Stones Program

The United Way funds our Stepping Stones Program, which provides group learning for children with neurodevelopmental conditions, up to 12-years-old. We match children with group opportunities to develop social-emotional competencies, such as identifying strengths, regulating emotions, handling stress, and maintaining self-confidence. We offer consultation and training workshops to parents, caregivers and community service providers, which build their capacity to promote social-emotional development among these children. Individual intervention is also available for children and their families as needed.

NETWORKING AND EDUCATION – Stepping Stones launched a monthly networking and education series—with facilitated discussion, targeted learning, and peer-to-peer support—to increase family capacity for supporting social-emotional development in their children. The series was extremely well received with excellent feedback.

LEADERSHIP TRAINING PILOT – We also launched a Leadership Training Pilot at Norquay Elementary School for interested students to learn how to facilitate the participation and inclusion of all students in school activities.

YIELDING POSITIVE RESULTS – Community partners who received Stepping Stones training and consultation reported the social-emotional learning strategies they implemented produce positive responses from children in their programs.



PEOPLE SERVED

692 DISTINCT FAMILY GROUPS	308 0-6 YEARS OLD	384 7-12 YEARS OLD	1185 PARENTS/ CAREGIVERS
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CLIENT ACTIVITIES

2560 PARTICIPANTS	in skills group training on social-emotional development	358 COUNSELLING SESSIONS
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63 HOURS	community wraparound sessions	60 COMMUNITY WORKSHOPS OR EDUCATIONAL SESSIONS for community partner staff
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9473	INFORMATION PACKAGES/NEWSLETTERS/ BROCHURES sent out
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Program Outcomes		Target	Achieved
Access to Services	Families report services were delivered in convenient community locations	80%	84%
Effectiveness	Families report they learned new skills and strategies to support their child at home	75%	92%
	Families report gaining skills to advocate for their child with confidence	75%	93%
	Children/youth report gaining skills in managing their feelings and emotions	75%	85%
	Community participants report gaining relevant new skills they can apply in their work setting	75%	99%
Satisfaction	Parents indicate the quality of services received met families' expectations	85%	92%

Etiology

Autism Spectrum **35%**
 Complex Developmental Behavioural Conditions **27%**
 Other **19%**
 Syndromes **7%**
 To be determined **7%**
 CP & Related Neuro **2%**
 Neuromuscular/
 Peripheral Nervous System/Ortho **2%**
 CNS Disorders **1%**



GENDER

Male **70%** | Female **29%** | Undisclosed **1%**

AGE

Families of children 7-12 yrs **92%**

Families of children 0-6 yrs **8%**

* More children participate in Stepping Stone events than the number registered; for example, siblings and clients from other programs

Now twelve, Gabby first attended the Stepping Stones program when he was six-years-old and living in foster care. At the time, Gabby was struggling with social and emotional regulation. He had meltdowns at school and problems connecting with adults and peers. His school was uncertain how to support him.

Our Stepping Stones coordinator helped arrange an in-depth assessment for Gabby, which revealed he has an intellectual disability. His school team used the assessment results to adapt curriculum for his social, emotional and learning needs. We also shared his learning profile with Gabby's grandmother, and coached her on effective strategies for supporting his social-emotional learning. She subsequently adopted her grandson.

With this support, Gabby began to acquire self-awareness skills, gain social-emotional competencies, and make friends. We also referred him to a life skills program at Britannia Community Centre and extra support for academic skills from the Learning Disabilities Association. Now he is able to express his likes, dislikes, interests and strengths. He enjoys cooking and helping his grandmother prepare meals. He wants to be independent, so he takes the bus to and from school on his own, does his own laundry, and takes out the garbage. Gabby enjoys sports and signed up for golf camp this summer.

Gabby has grown into a kind, happy, friendly young man surrounded by loving family and friends. He graduated from elementary school in June, and won awards for significant improvement and all around service and participation with the school safety patrol team. He graduates from the Stepping Stones Program and heads to John Oliver High School's Life Skills Program in September 2016.

FASD & Key Worker Support Services

Children and youth with complex neurological conditions need extra support to reach their potential, as these conditions can affect development, learning, mental health, and adaptive and social skills. Our goal is to help these children and youth:

- Reduce their vulnerability to social and emotional difficulties
- Minimize challenging behaviours that can hinder their participation in everyday life
- Develop skills so they learn how to achieve success

We help children and youth up to 19, with Fetal Alcohol Syndrome Disorder (FASD), Neonatal Abstinence Syndrome (NAS), and other complex developmental behavioural conditions (CDBC), through our Key Worker Support Program in Burnaby. We provide tailored individual support, group therapy and skill development programs for children and youth, information and training workshops for parents and community service providers, and networking opportunities for families.



LAUNCHING A NEW YOUTH GROUP – We created a youth group to help young people learn social-emotional competencies and independence skills.

YOUTH LEADERSHIP TRAINING – We provided youth clients with training opportunities to support the younger children attending our events and groups.

TRAINING SCHOOL TEAMS – Our program staff partnered with the Provincial Outreach Program for FASD to train nine school-based teams in Burnaby.

LAUNCHING FASD AWARENESS DAY – Our new event showcased a short video on the latest FASD research and a Jeopardy-style game to challenge BCCFA staff's knowledge on FASD.

VOLUNTEERING AT BCCFA'S GALA – Some of our clients volunteered at BCCFA's fundraising gala "Dining for Dreams," which proved to be a great opportunity for building self-esteem. Parents and caregivers commented on how valuable the experience was for their children.

RUNNING SCHOOL CAMPS – We also ran school camps for program participants in December 2015 and spring break 2016, focused on helping them develop social-emotional skills.



CLIENT ACTIVITIES

13 NEW INTAKES

14 CLIENTS discharged from program

28 PROGRAM INQUIRIES/CONSULTATIONS

Program Outcomes		Target	Achieved
Access to Services	Services were delivered at convenient locations for the child, youth and family	75%	90%
Effectiveness	Families report education and support has taught them new strategies to try at home to reduce stress and strengthen family relationships	80%	98%
Satisfaction	Parents indicate the quality of services received met families' expectations	75%	90%
	Community participants gained relevant new skills they could apply in their work setting	75%	71%

DIAGNOSIS (# PERSONS)

FASD (22) **49%**

CDBC (14) **24%**

FASD Query (10) **19%**

CDBC Query (4) **8%**

GENDER

Male (29) **55%**

Female (24) **45%**

AGE

13+ yrs (18) **43%**

6–12.9 yrs (32) **60%**

0–5.9 yrs (3) **6%**



This year, we launched a youth group for adolescents who face many barriers to being socially connected. These youth have experienced negative social situations and many have been bullied in past. As a result, they lack trust and fear failure and rejection. This combination isolates them, so participating in social activities and making friends is difficult for them.

Our Key Support Worker spent a significant amount of time with these youth to build their level of trust, comfort and courage to participate in a group social program. Ten youth with FASD signed up to become a member of the monthly youth group.

We used a co-creating approach with group members, engaging in dialogue and reflective listening to reflect a respectful, empowering group environment. For the first time, group members had the courage to initiate ideas, explore and plan new community activities, problem solve and offer solutions, and learn important skills for independence, like budgeting and financial management.

After six months, the group has become a safe place for these youth to develop social-emotional competencies. Members continue to take ownership of the group and have decided to increase the frequency of their meetings from monthly to weekly during the summer. Many youth have made lasting social connections with group members, and are beginning to engage in social activities with members outside the group setting.

Youth group members explore new heights

Social Emotional Enhancement & Development Project

We successfully completed our 28-month demonstration project, Social Emotional Enhancement and Development, on October 31, 2015. SEED was designed to promote social-emotional competence among children and youth with disabilities, and we achieved our short, intermediate and long-term outcome targets for the project.

Reaching Short-Term Outcomes

- Creating a website with evidence-based information and resources to promote social-emotional competencies among children and youth with disabilities—www.bccfa-seed.org. Site stats show 37,731 unique hits, 9,169 resource downloads, 117 subscribers to the community of practice network, and 59 subscribers to the parent-to-parent network.
- Publishing a set of *Training the Trainer* manuals, with a *Facilitator's Guide* and a companion *Participant's Workbook* on social-emotional health, inclusive learning and strategies
- Producing training materials to promote resiliency in early childhood and children in primary grades
- Developing resource materials on social-emotional learning and competencies—fact sheets on clinical perspectives, a planning guide to social-emotional learning for children and youth with special needs, plus observation and assessment tools
- Training 323 trainers across BC
- Having 25 trainers provide training and become valued knowledge brokers in their communities
- Having five parents/caregivers mentoring other parents, plus 59 parents participating in a peer-to-peer support network
- Having 137 participants from BC and Alberta attend our second international conference on social-emotional learning, hosted by SEED

Attaining Intermediate Outcomes

We collected quantitative and qualitative data—through post-training/workshop evaluations and online surveys—to determine the effectiveness of SEED training. The results:

Post-training/workshop evaluation - A total of 1,144 participants responded to this evaluation:

**91%
PARTICIPANTS** gained awareness of the impact of disability on social-emotional development

**93.6%
PARTICIPANTS** would integrate acquired skills in their parenting or professional practice

Follow-up survey – SEED conducted follow-up surveys with 653 participants, including professionals, caregivers and parents:

**93.7%
PARTICIPANTS** gained skills in structuring supportive environments and implementing strategies to promote social-emotional competencies and positive behaviours

**91%
PARTICIPANTS** indicated strategies learned were effective in assisting children and youth with disabilities

**91%
PARTICIPANTS** said children they support have made gains in their social-emotional management skills

Parent online survey – 100 parents evaluated whether strategies they learned have a positive impact on their child's social-emotional health. Here's what we found:

100% have better relationships with their child

84% do more activities together as a family

100% have more confidence in knowing how to support their child

88% indicated their child is included in more activities at school

88% indicated their child is included in more activities in the community

94% indicated their child is more connected with peers

Achieving Long-Term Outcomes

By the end of SEED's 28-month run, the project has:

- Enhanced community capacity—with trained knowledge brokers across BC and support networks for professionals and parents—to promote social-emotional competencies for children and youth with disabilities
- Built a cross-sector network to sustain social-emotional development of children and youth with special needs
- Provided evidence-based practice information online (BCCFA will continue to host the SEED website, in partnership with NucleusLabs Technology, and our psychosocial team will keep posting new data)
- Improved quality of life for children and youth with disabilities: many parents described witnessing social-emotional growth in their children

Community Brain Injury Program for Children & Youth in BC

BCCFA runs the only provincial program to provide short-term, acute rehabilitation for children and youth with recently acquired brain injuries. Head trauma, infections, strokes, brain tumours, or near drowning can cause these injuries, and result in functional or psychosocial impairment. We provide occupational therapy, physiotherapy, speech/language pathology, counselling and service coordination to help youth regain as much functionality as possible. MCFD funds this program.

SPONSORING PARENT LEARNING – We sponsored 25 parents to attend an international conference, Social Learning: Why it matters for children and youth with special needs, presented by BCCFA's Social Emotional Enhancement and Development Project.

TEACHING NEUROLOGY RESIDENTS – We developed and delivered a workshop to inform neurology residents at BC Children's Hospital about our services.

PUBLISHING FOR PARENTS – We produced a three-part special edition newsletter to inform parents how social-emotional learning and development will affect their children in school. We also published a workbook, *Transitioning to High School: A Guide for parents of children with extra needs*, to help parents plan their child's entry to secondary school.

Program Outcomes		Target	Achieved
Access to Services	Children and youth receive services within 14 days of intake	90%	88%
Effectiveness	Families report the program helped them understand the impact of the acquired brain injury on their child's development	95%	97%
Satisfaction	Parents articulate they are satisfied with the services received	90%	97%



CLIENTS RECEIVING SERVICE



ETIOLOGY (# PERSONS)

Vascular	(17)	33%
Infection	(13)	25%
Trauma	(9)	18%
Brain Tumour	(7)	14%
Brain Surgery	(2)	4%
Asphyxiation	(2)	4%
Toxic	(1)	2%

LOCATION (# PERSONS)

Lower Mainland	(25)	49%
Vancouver Island	(9)	17%
Fraser Valley	(6)	12%
Okanagan/Interior	(6)	12%
North	(4)	8%

GENDER (# PERSONS)

Male	(29)	57%
Female	(22)	43%

AGE (# PERSONS)

16+ yrs	(10)	20%
13–15.9 yrs	(6)	12%
6–12.9 yrs	(23)	45%
0–5.9 yrs	(12)	23%

Near the end of his grade 11 year in May 2015, **James** was skateboarding with friends down a steep hill, hit a rock and went flying, banging his head when he landed. James was diagnosed with a concussion in hospital. But the next day at home, he became lethargic and ill and had severe pressure behind his right eye. James returned to hospital and a CT scan revealed a large hematoma and two skull fractures. He was rushed into neurosurgery with bleak prospects for survival.

But James survived. Upon discharge from hospital, our program staff provided occupational therapy, physiotherapy and psychological support. Within a week post-surgery, James was able to stand briefly. Despite experiencing reduced endurance and strength at first, he was back at CrossFit with his father by the end of summer. Participating in the program helped James regain his self-confidence, rebuild endurance, plan more effectively, and get access to external supports when he needed.

James returned to school in September 2015 to complete grade 12. Previously, he was a high-achieving student who worked hard to overcome learning disabilities. Now he was determined to address the frustration and anxiety he experienced from difficulties concentrating and comprehending complex material. James still feels the effects of the injury and is quickly fatigued in a loud or large group setting, but has learned to pace himself, have a rest, and keep moving forward in life.

James has attained his goal of completing grade 12 and the Level 1 electrical theory course at the BC Institute of Technology. In addition, he won three scholarships, received a School District Inspiration Award, and was nominated for the Courage to Comeback Award.



Supported Child Development Program

We help families with children who have extra support needs access inclusive child care tailored to individual needs, through our Supported Child Development Program (SCD). We also support daycare, preschool, and out of school care programs to develop inclusive principles and practices to enhance the experiences of all children. This program operates in Burnaby and Vancouver, funded by the Ministry of Children and Family Development.

TRACKING EFFECTIVENESS – We launched a new system to track the effectiveness of our SCD consultations with child care programs in contributing to children attaining desired short-term outcomes.

DEVELOPING SOCIAL-EMOTIONAL

RESOURCE KITS – We created these kits for child care programs to support pro-social skill development and increase the culture of expressing kindness and appreciation. Using the kits, a child care program was able to help two children struggling with friendships to play successfully with peers.

HOLDING OUR 1ST ANNUAL FULL-DAY

CONFERENCE – Our Burnaby SCD Program held a conference for 53 child care providers in November 2015. Attendance and feedback were so positive, we decided to make the conference an annual event.



Program Outcomes		Target	Achieved	
			Burnaby	Vancouver
Access to Services	Children referred to the SCD program have received a support guide and connections to required supports within three months of referral	100%	100%	100%
Efficiency	Consultants spend 50% of their time in direct client-related activities	50%	50%	39%
Effectiveness	Child care staff report SCD consultants help increase their skills	80%	67%	79%
Satisfaction	Families report they are involved in determining goals and support strategies for their children	90%	85%	96%
	Families report they are satisfied with the overall services received from the SCD program	90%	79%	84%

NEEDS (# PEOPLE)

Communication	(560)	38%
Social Emotional	(380)	26%
Not Assigned	(280)	19%
Mobility	(110)	8%
Participation	(80)	5%
Health	(43)	3%
Other	(16)	1%



LANGUAGES (# PEOPLE)

English	(875)	60%
Mandarin/Cantonese	(237)	16%
Tagalog	(59)	4%
Indo-Aryan Languages	(37)	3%
Spanish	(37)	3%
Japanese and Korean	(35)	2%
Vietnamese	(33)	2%
Middle Eastern Languages	(31)	2%
Farsi	(24)	2%
Southeast Asian Languages	(14)	1%
Other	(72)	5%

GENDER

Male	(1,139)	78%
Female	(330)	22%

AGE

0–5.9 yrs	(848)	58%
6–12.9 yrs	(518)	35%
13+ yrs	(103)	7%

Alexander and his family moved to Vancouver from Japan in 2015, and contacted our BCCFA Supported Child Development Program. Alexander was registered to attend Kensington Community Centre Preschool in October 2015, but required an extra staff member in the child care program, as he wasn't toilet trained, had a risk of running away, and could not clearly communicate in English or Japanese. His family hired their own staff person and our SCD consultant in Vancouver provided consultation

visits and visual supports for the child care staff and extra staff. Our consultant also filled in as Alexander's extra staff as needed. In January 2016, the extra support person was no longer available. Our SCD program provided short term funds for the Kensington Preschool to hire its own extra staff, while the family looked for another person to employ.

At her final visit with Alexander before preschool ended in June 2016, his SCD consultant wrote, "With minimal support, Alex joined his peers in pretend play for 20 minutes today. He is using more one-word phrases to make requests or show others what he is doing. Alex's eye contact and spontaneous words have greatly increased over the past year. Visual schedules have been enabled Alex to clean up and use the washroom. He participated in the preschool graduation ceremony with minimal support. What amazing progress Alex has had this school year!"

"Alexander has low spectrum autism and needed a helper at the preschool. We've seen his progress at Kensington in his increased excitement and interest in group play and other children. Before attending, he did not take much interest in other children, nor would he spend any extended period playing with another child. However, now he is starting to increase his one-on-one play. The help from the BC Centre for Ability has been great; Alexander could not have managed such an environment without this help. We are very happy with the results."

Sean Conway, Alexander's Dad

Abilities-at-Work

BC Centre for Ability has formed a consortium with Seaspan, CHC Helicopters, Rocky Mountaineer and Vancouver Airport Authority (YVR) to launch this exciting three-year initiative. We are working in partnership with these private corporations to strengthen the transportation sector's capacity to provide career opportunities for people with disabilities. Our activities include:

- **IDENTIFYING AND REMOVING BARRIERS** – We aim to remove barriers to recruiting, retaining and advancing careers for people with disabilities.
- **TRAINING PERSONNEL** – We are training human resource staff, hiring managers and supervisors on best practices in attracting, interviewing, hiring and retaining qualified employment candidates with disabilities.
- **INCREASING REPRESENTATION** – Together, we will increase the numbers of people with disabilities working in the transportation sector.

The Abilities-at-Work program is now in its second year. Ultimately, we envision a knowledge transfer network to share lessons learned and effective strategies developed through this initiative. Our aim is to improve employment outcomes for people with disabilities working in the transportation sector. The federal government program, **Workplace Opportunities: Removing Barriers to Equity**, provides partial funding. We've made significant progress in the past year.



 **seaspan**




ROCKY MOUNTAINEER

FACILITATING WORKSHOPS – We've run twelve workshops for consortium members on disability awareness; recruiting and engaging with people with disabilities; working with staff with mental health challenges; and accommodation in the workplace.

CONNECTING CONSORTIUM WITH THE DISABILITY COMMUNITY – We helped consortium members connect with 42 disability-focused and post-secondary organizations, expanding their resource pool for recruiting qualified candidates with disabilities.

MAKING JOB POSTINGS MORE ACCESSIBLE – We facilitated changes in job-posting practices, so the tag line clearly articulates accommodation will be provided to qualified job candidates with disabilities.

ENHANCING WORKPLACE ACCESSIBILITY – We provided guidance on changes to enhance workplace accessibility for consortium members. Seaspan installed designated disabled parking at the middle of the shipyard. YVR has resolved parkade accessibility challenges faced by individuals with limited hand coordination. Rocky Mountaineer's new building is barrier-free for persons with disabilities.

ESTABLISHING A DIVERSITY COMMITTEE – We helped consortium members set up a diversity committee, with terms of reference and scope of responsibilities for committee members.

ENABLING CULTURE CHANGE – We facilitated a change in the language used to discuss and describe disability issues, leading to a workplace culture change for communicating with people with disabilities.

CREATING AN EMPLOYMENT WEBSITE – We helped build an online employment portal—**abilitiesatwork.ca**—for consortium members to post job vacancies and attract qualified candidates with disabilities.



Opportunities Fund Program

We help people with disabilities prepare for employment and self-employment, through our Opportunities Fund Program for Persons with Disabilities (OPPS Fund). Our financial support can cover training to develop skills, wage subsidies, or enrolment in self-employment programs, depending on each person's needs. We also fund accommodations or adaptive equipment and tools participants may need to access the workplace and perform their duties.

We provide services for eligible participants in the Lower Mainland, Sunshine Coast, Sea to Sky up to Pemberton, Fraser Valley up to Boston Bar and Hope, Vancouver Island, and the Gulf Islands. Service Canada funds this program.

RECEIVING A CERTIFICATE OF RECOGNITION

- Our OPPS Fund was awarded a certificate of recognition in 2015 for dedication to creating an inclusive, diverse workplace for British Columbians, from the Training Group at Douglas College.

SECURING EMPLOYMENT FOR PARTICIPANTS

- 70% of OPPS Fund participants who completed their skills development intervention found employment. Being part of the workforce is also a major factor in improving clients' disability management.

Program Outcomes		Target	Achieved
Access to Services	Number of clients served	535	539
Efficiency	Number of plans processed within four weeks	80%	100%
Effectiveness	Number of clients with enhanced employability	288	410
	Number of clients employed or self-employed following completion of intervention	259	287
Satisfaction	% of clients who have a positive response* to the following statements: a. Overall I am satisfied with the OPPS program b. I would recommend the OPPS program to a friend or family member	90%	A. 93.75% B. 100%

* Response of 3 or 4 on a 4 point Likert scale

DISABILITY

Mental Health	44.50%
Physical	22.50%
Developmental	7.84%
Learning Disability	6.66%
Neurological	4.70%
Hearing	3.72%
Visual	3.52%
Mobility	2.74%
Motor Skills	1.96%
Other	1.76%

INTERVENTION

Training	68%
Self-employment	28%
Wage Subsidy	3%
Adaptive Equipment	1%

AGE

20–29 yrs	25%
30–39 yrs	20%
40–49 yrs	25%
50–59 yrs	24%
60+ yrs	6%

Moses is 48-years-old with mental health challenges. With support from the OPPS Fund, he overcame barriers to complete the Addiction Counselling Program at Vancouver Community College in fall 2015. Moses is now gainfully employed as an addictions counsellor, and is compassionate, resourceful, open-minded and passionate about helping others to recover from addiction and build new lives for themselves and their families. He is already planning to reach higher in his career by taking additional training, which he has been saving for. Moses enjoyed being a student in his chosen field, and has gained the confidence and desire to continue to grow professionally.

"I would like to take this opportunity to thank you for your support throughout the school year. The financial assistance helped me secure text books I would otherwise have had difficulty affording on my own. Most importantly, the living allowance gave me the opportunity to rent an apartment, purchase groceries, and reside in a peaceful neighbourhood totally out of the downtown core of single room occupancy, where I was residing before receiving the grant. I was able to concentrate better on my school work and study for exams in a quiet, family-oriented building. My grades of ten A's for the ten classes I completed is evidence of how much the Opportunities Fund helped me. I will always cherish the support I have received from the BC Centre for Ability."

Moses

Early Intervention Therapy Program

Our Early Intervention Therapy Program (EITP) supports children with special needs, from birth to age five, and their families with physiotherapy (PT), occupational therapy (OT), speech language therapy (SLT), and social work (SW) services. We collaborate with parents and other caregivers to enable children to achieve their full potential. We provide evidence-based assessment, treatment, groups, workshops, and family support—both at home and in the community—to benefit children where they live, play and learn.

STRENGTHENING OUR INDIGENOUS PARTNERSHIP

PARTNERSHIP – Our collaborative pilot project with Spirit of the Children society was extremely successful, leading to three-year funding for culturally responsive Early Intervention Therapy services for Indigenous children and their families.

COLLABORATING TO REDUCE BARRIERS

We worked with Sheway Outreach Program in the Downtown Eastside of Vancouver and child care centres serving high risk populations to increase service access for children most in need of our support.

SHARING OUR EXPERTISE AND KNOWLEDGE

– Our clinical staff presented at two conferences, the Canadian Association of Pediatric Health Centres and the BC Association of Speech Language Pathologists; delivered lectures to graduate students at the University of BC; and proctored graduate students across all four therapeutic disciplines: speech language therapy, physiotherapy, occupational therapy and social work.

	Program Outcomes	Target	Achieved
Access to Service	Families referred to EITP have an initial service plan for their child within three months of referral	75%	71%
Efficiency	EITP staff spends the majority of daily work in client-related activities	75%	OT 70% PT 80% SLP 72% SW 71%
Effectiveness	Children in the program make measurable progress towards their families' desired outcomes for these children	75%	Posture and mobility 74% Play and learning 75% Self-care 72% Communication 65%
	Families of children in the program make measurable progress toward their desired outcomes		Social emotional well-being 94% Well-being of client and family 91% Learning and applying knowledge 90%
	Service information given to families is relevant to their needs	90%	85%
	Families are involved in determining goals for their child and family		95%
Satisfaction	Families would recommend BCCFA services to a friend or family member		95%



NUMBER OF CHILDREN SERVED IN EACH REGION

482 VANCOUVER	255 RICHMOND	245 BURNABY	154 NORTH SHORE
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NUMBER OF CHILDREN SERVED BY DISCIPLINE

OCCUPATIONAL THERAPY

789

Burnaby: 163 | Vancouver: 356
Richmond: 148 | North Shore: 122

PHYSIOTHERAPY

640

Burnaby: 137 | Vancouver: 267
Richmond: 174 | North Shore: 62

SPEECH LANGUAGE THERAPY

541

Burnaby: 120 | Vancouver: 209
Richmond: 126 | North Shore: 86

SOCIAL WORK

529

Burnaby: 115 | Vancouver: 227
Richmond: 92 | North Shore: 95

DIAGNOSIS

Other Developmental Delays/Disorders **28.5%**

Not Assigned/Unknown **24.5%**

Autism Spectrum **19.9%**

Syndromes **10.9%**

CNS Disorders **6.2%**

NeuroMusc / Peripheral Nervous System / Ortho **5.3%**

CP and Related Neuro **4.7%**

Vivien Yip was referred to us in the Early Intervention Therapy Program after being diagnosed with a rare heart disease and failure to thrive as an infant. At nine-months-old, she was tube-fed and displaying delays in her motor and communication skills. Her parents wanted Vivien to be able to eat solid foods, walk and express herself. Her team of EITP therapists – an occupational therapist, physiotherapist and speech language therapist – worked closely with Vivien’s family to help make these goals come true. After years of therapy and hard work, Vivien is looking forward to entering preschool in the fall with her peers. She walks upstairs on her own and is ready to take on the community playground! Vivien eats all of her food by mouth and is getting better at feeding herself. And now she is communicating with her family and therapists using words, pictures and specialized software on her iPad. Vivien has accomplished so much and will continue to soar with the help of her therapists and her amazing family.

“We were in a place of near despair when we met the amazing EIT team. They gave us so much – expertise, moral support and focus. I don’t know where we’d be without you; you’ve made that much of a difference in our lives”

Marlene Jan, Vivien’s mother



North Shore School Occupational Therapy Program

Our occupational therapists support students in the North and West Vancouver School Districts who have neurological and/or developmental challenges. Our goal is to enable students' inclusion, participation, and independence in school and the community. We work in consultation with students' families, teachers and support staff to help students develop fine motor skills, writing abilities, sensory processing and/or self-care skills, based on each child's needs. MCFD and the North and West Vancouver School Districts fund this program.

PROMOTING SELF-REGULATION – We created and presented an overview of self-regulation, as part of the Canadian Self-Regulation Initiative's webinar series. We also presented this information at the Board of Education and principals' meetings.

PARTICIPATING IN CLASSROOM REDESIGN
– We took part in the District Classroom Redesign Working Group, which aims to redesign classrooms to support staff and students with emerging needs for self-regulation, so they can achieve effective outcomes. The group is also developing a district-wide process administrators can use for classroom redesign.

EDUCATING PARENTS, TEACHERS AND EARLY CHILDHOOD EDUCATORS ON SELF-REGULATION – We provided parent education evenings across the district to introduce families to the concept of self-regulation, and teach them how to support self-regulation in their children during daily routines outside of school. We also introduced self-regulation to all new kindergarten to grade 12 teachers, plus the Early Childhood Education community, to enable the youngest learners to implement self-regulation strategies.

	Program Outcomes	Target	Achieved
Effectiveness	Students make measurable progress toward their therapy goals	75%	Posture and mobility 100%
			Productivity/recreation/learning 70%
			Self-care 75%
Satisfaction	Workshop participants learned new strategies to help them support students with special needs*	90%	98%
	Workshop participants' personal learning objectives were met when attending a workshop*	90%	94%
	Workshop participants indicate that the workshop they attended was very worthwhile or extremely worthwhile		100%

*4 or 5 on a 5 point Likert scale

SCHOOL DISTRICT

North Vancouver **179**

West Vancouver **62**

SERVICE LOCATION (1,010 HOURS TOTAL)

School (778 hrs) **77%**

Phone (160 hrs) **16%**

Home (58 hrs) **6%**

Community (14 hrs) **1%**

DIAGNOSIS

Physical Disability / Chronic Health **35%**

Autism Spectrum **26%**

Learning Disability / Written Output **19%**

Moderate to Severe Intellectual Disability **7%**

Not Assigned/ Other **6%**

Dependent Handicapped **5%**

Severe Behaviour **1%**

Deaf/Hearing Impaired **1%**

AGE

4–7.9 yrs **32%**

8–9.9 yrs **21%**

10–12.9 yrs **26%**

13+ yrs **20%**



SK had a stroke at birth and has muscle weakness and diminished use on one side of her body, making many activities more challenging for her to perform. Our occupational therapist has been working with SK at school, giving her family and school-based team input, to ensure SK can access all aspects of the school curriculum and extracurricular activities. Together, they have formed an amazing team focused on problem solving, making adaptations, exploring alternative approaches, and designing workable solutions, so SK could fully participate throughout her academic years. As a result, SK has been able to play the ukulele alongside her classmates, become an efficient five-finger typist, and participate in a school field trip to Québec.

SK has always maintained excellent grades. Her school occupational therapist provided a letter of support for her university application. SK was not only accepted to attend the university of her choice; she was awarded scholarships and bursaries to pursue her post-secondary education. With SK's positive attitude, determination and hard work, she has successfully transitioned into adulthood.

Provincial Complex Medical Respite Support Services

BCCFA took on a new program in December 2015: the Provincial Complex Medical Respite Support Service. The service delivers additional respite support for families and children with complex health conditions—who currently receive full at-home medical and respite benefits—but need more respite due to the complexity of their conditions.



The Program offers overnight, out-of-home respite and a one-week summer camp program at Camp Alexandra, with support from the Community Ventures Society. At present, 21 children are enrolled in the respite program. The criteria for eligibility are:

- Non-ambulatory children under 19 years of age
- Dependent for feeding
- Not ventilator dependent
- Experience uncontrolled seizures
- At high risk for aspiration
- Require complicated medication administration needing specialized training
- Specialized equipment is necessary to physically care for the child
- Ongoing technology support and intervention are necessary
- Medically fragile condition requiring the support of specialized caregivers

The Ministry of Children and Family Development approves acceptance to the program and provides funding.

“Some children need a lot of support round the clock, so parents can get exhausted. This extra support is given to help parents really in need of respite to function well as a family.”

Angie Kwok, Executive Director, BC Centre for Ability



OUR COSTS

- 52.46%** Supported Child Development
- 24.20%** Early Intervention Therapy
- 9.31%** Opportunities Fund for Persons with Disabilities
- 4.56%** Community Brain Injury Program for Children & Youth
- 1.73%** Developing Client Communications & Resources
- 1.45%** Social Emotional Enhancement & Development
- 1.23%** Daily Endeavours
- 1.16%** Abilities at Work
- 1.01%** FASD & Key Worker Support Services
- 0.84%** Facility & Administration Costs
- 0.81%** Vocational Services
- 0.48%** Recruitment Partnership
- 0.46%** Family Education & Resource Libraries
- 0.18%** Vocational Social Enterprise Initiatives
- 0.12%** Social Work Respite & Fee-for-Service Children



DONOR & FUNDER RECOGNITION

Thanks to the extraordinary generosity of our supporters, BC Centre for Ability is able to make a meaningful difference in the lives of people living with disabilities. Here we acknowledge donors who share our vision for inclusive communities and contributed \$500 or more to our cause in the last year. We thank you on behalf of the children, youth and adults with special needs we serve.

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BC Centre for Ability

Beyond challenges—the sky's the limit

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