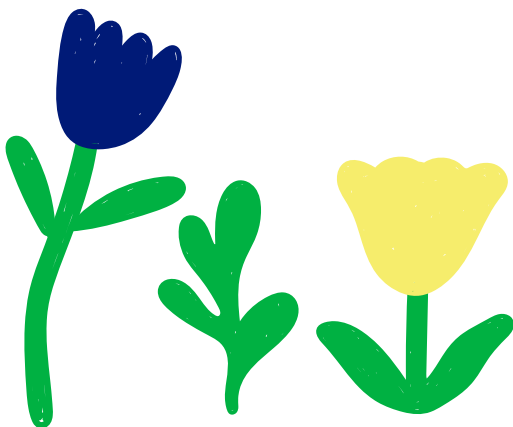


# Early Intervention Program Parent Handbook





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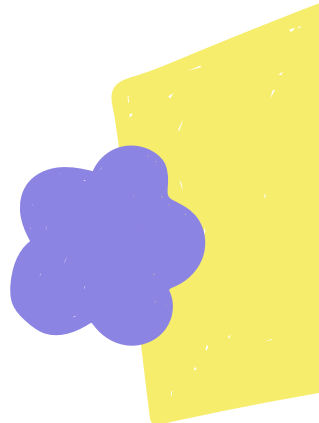
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# Who We Are

## Our History

BC Centre for Ability (BCCFA) has been providing a wide range of services to children, youth, and adults with disabilities in British Columbia since it was established in 1969 by a group of parents who wanted community and home-based services for their children, rather than receiving rehabilitation services in hospital settings.

## Our Mandate

### Mission Statement

To lead in the design and delivery of community-based services for persons with disabilities.

### Vision

Inclusive communities where every person thrives at all stages of life.

### Values

**Hope:** We help clients and families see hope for the future.

**Kindness:** Kindness and empathy form the basis of every interaction.

**Collaboration:** We work together as staff, clients, members, and communities to build on our strengths and achieve the best possible outcomes.

**Innovation:** We are creative risk takers who relentlessly seek to improve and excel.

**Family Centered:** We honour and respect the unique needs and preferences of our clients, celebrate our diversity and ensure that clients, families, and caregivers are at the centre of everything we do.

## Our Funding Sources

BC Centre for Ability is a non-profit, charitable organization. Children and youth services receive most of its funding from the BC Ministry of Children and Family Development. Other funding sources include North and West Vancouver School Districts and contributions from the BCCFA Association.





# Consent

Parents or guardians are asked to provide Consent for Service and Intervention and Consent to Obtain and Release Information:

## Consent for Service and Intervention (program specific)

- This consent authorizes BC Centre for Ability Early Intervention Program team members to assess and work with your child. This is completed once, formally at the start of services. However, consent is continuously obtained verbally throughout the therapeutic process.

## Consent to Obtain and Release Information (agency wide)

- In this document, you advise us with whom we can obtain and share information about your child. This consent is reviewed every year and ensures that the contacts listed are current. It also gives you an opportunity to make revisions. You can request changes to this consent document at any time.



# BCCFA Ethical Guidelines

- We respect the dignity of all persons.
- We uphold the rights of individuals and families to be treated with care and respect.
- We respect the uniqueness of each individual and their family in their values, culture, and beliefs.
- We work as partners with individuals and/or their family. Our service delivery is based on person-centered, family-centered, and inclusive practice.
- We propose, facilitate, and implement interventions and services that are accepted by experts in our fields of practice.
- We provide complete information to individuals and/or their families to enable them to make informed decisions about our proposed interventions and services.
- We respect the rights of individuals and families to confidentiality and privacy.
- When providing services, we ensure the safety of clients, staff, service providers, and volunteers.

**\*A more detailed Code of Ethics is available upon request.**



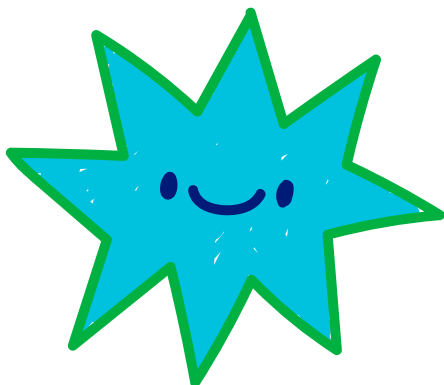
# Client Rights and Shared Responsibilities

Clients/families/caregivers have the right to:

- Be treated with compassion, dignity, and respect, without discrimination of any kind.
- Services from qualified staff that are based on best practices and current evidence.
- Make decisions about themselves/their children; refuse any treatment(s) or service(s).
- Access their BCCFA documentation.
- Withhold or grant access to BCCFA to gather and/or communicate relevant information to/from other sources (i.e. hospital, school, community programs).
- Confidentiality and privacy.
- Report any concerns they have about treatment and services at BCCFA.

As partners in care, clients/families/caregivers, and BCCFA staff have a shared responsibility to:

- Treat each other with compassion, dignity, respect, and without discrimination of any kind.
- Keep each other safe.
- Provide correct and complete information about anything that could affect care or service goals.
- Cancel and reschedule appointments as soon as possible.
- Communicate openly and respectfully.



# About the Early Intervention Program (EIP)

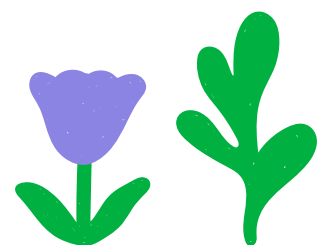


Our Early Intervention team supports children with disabilities from birth until they are eligible for kindergarten.

Within the EIP, there are Occupational Therapy (OT), Physiotherapy (PT), Speech Language Pathology (SLP) and Social Work (SW) services. Services may include assessment, treatment, groups, workshops, and family support to build on the child and family's strengths while working towards their goals.

The regions we serve include Vancouver, Burnaby, North Vancouver, West Vancouver, and Richmond.

**If you'd like to learn about our other Child & Youth programs and our Adult Employment programs visit our website here: [www.bc-cfa.org/programs](http://www.bc-cfa.org/programs)**



# Who Might Be On Your Team

Your BCCFA Early Intervention Program (EIP) team members may include Occupational Therapists, Physiotherapists, Speech Language Pathologists, and Social Workers. Team members are assigned depending on your child's and family's needs. As needs change over time, new members might join your team and others might leave.

## Occupational Therapists (OT)

Our Occupational Therapists can help with:

- Developing fine motor skills
- Developing play skills to support participation
- Developing self-care skills including eating, dressing, toileting, bathing, grooming, and sleeping
- Accessing positioning equipment such as bath chairs, feeding seats, car seats, and wheelchairs

## Physiotherapists (PT)

Our Physiotherapists can help with:

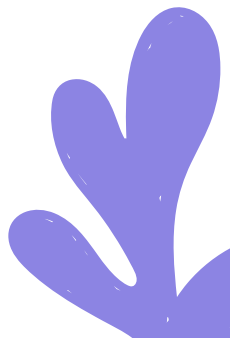
- Supporting the development of gross motor milestones
- Developing physical skills to participate at home and in the community
- Adapting the environment (home, daycare, or preschool) for safety
- Accessing equipment such as standing frames, walkers, orthotics, wheelchairs, and seats

## Speech Therapists (SLP)

Clients are only eligible for EIP speech therapy services if they are also in need of occupational therapy and/or physiotherapy services. If your child only needs speech therapy, please contact your local health unit.

Our Speech Therapists can help with:

- Building back-and-forth interactions with your child before they're even using words (e.g. sharing attention, and using gestures like showing, reaching, and pointing)
- Learning what words mean and how to put them together into sentences
- Making clear speech sounds
- Playing and making friends
- Setting up other communication systems - Augmentative and Alternative Communication (AAC) - when speaking may be challenging
- Developing safer eating skills





## Social Workers (SW)

Families/caregivers of children who are eligible for Occupational Therapy and/or Physiotherapy services in EIP may also request Social Work consultation and support in the following areas:

- Counseling regarding the impact of the child's disability
- Managing the demands and stresses of family life
- Transitioning to/from daycare, preschool, and kindergarten
- Identifying available resources and funding sources
- Planning, coordinating, and navigating services

## Rapid Response Feeding Team

Our feeding team consists of an Occupational Therapist and a Speech Language Pathologist. This is a prioritized, temporary service in order to provide urgent feeding support to children and their families. When the feeding urgency is resolved, clients are either discharged or put on an appropriate EIP waitlist for follow-up services.

Our feeding team can help with:

- Assessing oral motor skills and making food and liquid suggestions to reduce risks when eating and drinking
- Supporting infants and caregivers if bottle aversion has been identified as a concern by the family or pediatrician
- Supporting children discharged from a hospital with a feeding plan

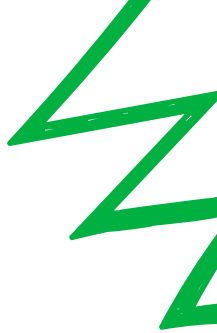
## Rehabilitation Assistant (RA)

Our Rehabilitation Assistants can help with:

- Offering blocks of therapy to work on goals you created with your OT/PT/SLP
- Providing additional help during appointments with your OT/PT/SLP, such as during casting/splinting appointments and equipment trial appointments.
- Providing extra support in groups offered by EIP

## Therapy or Social Work Students

BCCFA is affiliated with the University of BC and a number of other post-secondary institutions, and has a commitment to the training of future members of our professions. From time-to-time you may be asked to allow a student to participate in the services to your child/family. The typical duration is approximately 5 - 8 weeks, depending on the profession. Families have the right to decline to participate, but this may mean that appointments have to be rescheduled.





# How We Work With Your Child and Family

## F words of Childhood Development

Our services are grounded within a developmental framework called the F words of Childhood Development. There are six F words: Fun, Family, Friends, Fitness, Functioning, and Future. This approach prioritizes the individual's strengths, interests, abilities, and hopes for the future; it guides everything we do when supporting children, youth, and their families.

Reference: Rosenbaum, P., & Gorter, J. W. (2012). The 'F-words' in childhood disability: I swear this is how we should think!. *Child: care, health and development*, 38(4), 457-463. <https://www.canchild.ca/en/research-in-practice/f-words-in-childhood-disability>

## Family-Centred Practice

Early Intervention Program (EIP) staff members provide services based on the principles of Family-Centred Practice that recognizes parents/guardians as the key members of the intervention team as they know their child best.

This means that:

- EIP team members will work with you and make decisions together. Our services are based on your concerns, goals, and priorities.
- Services will be available to children and families in a variety of settings, including home, childcare programs, community, Centre-based, and virtual.

## Coaching

Staff use a coaching-based model to partner with families and other caregivers. Please see the handout on page 12.

## Frequency of Intervention

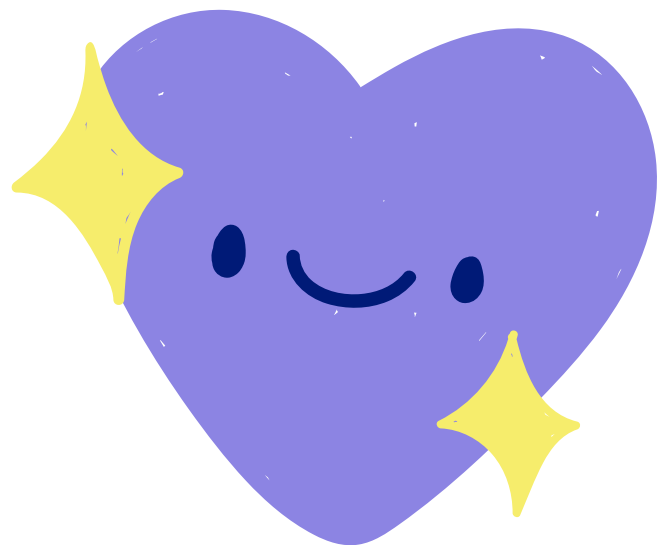
This is often the first question families ask as they begin their relationship with the EIP. Frequency varies with the desired outcomes and strategies outlined in your child's goal plan. There may be periods of more frequent intervention when new strategies are being introduced in group or individual sessions. There will also be periods of lesser frequency when your child is consolidating and practicing skills.

## Participation Based Goals

The EIP team will work with you to set goals and develop a plan to increase your child's abilities to participate in home and community life.

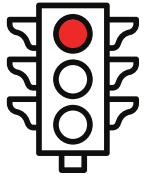
## Appointment Cancellation

We understand that last-minute cancellations are sometimes unavoidable; however, we do appreciate as much notice as possible. When you need to cancel an appointment, please either tell the staff member directly or leave a message on their cell phone voice mail. If you are cancelling within 24 hours of an appointment, it is important to advise the Centre's Reception (located at our Main Office: 604-451-5511). They will be able to contact the staff in the community if necessary. Please cancel your appointment if you or your child has a cold, flu, or for some reason is not feeling well enough to meet the staff.



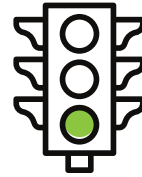
# Coaching in Early Intervention

Coaching is an evidence-based intervention that helps caregivers develop their confidence and ability to interact with their child in ways that promote learning and development.



**5**

- Summarize the session
- Develop a routine-based action plan
- Arrange a follow-up



**1**

- Update from the last visit
- Review goals and strategies tried
- Set priorities for the session together



**Let's Plan Together**

**4**



**Let's See How it Went**

- What's working?
- What needs to be changed?
- How are you feeling?



**2**

**Let's Take a Look**

- Observed strategies used in routines/activities
- Assess child's progress

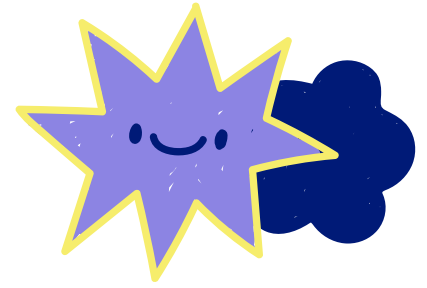
**3**



**Let's Practice**

- Model strategies to address goals
- Caregiver practice

# Resources for Your Child and Family



## Toy Lending Cupboard

This offers families a variety of toys to promote their child's development. Two toys can be borrowed for up to three weeks with one extension, provided the toy hasn't been reserved by another family. Children on a waiting list or currently receiving services through the Centre may use the toy library.

## Equipment Loan Program

Equipment such as bath-seats, walkers, standing frames, floor seats, tricycles, etc. are available for loan to families on the recommendation of their therapist. These items can be borrowed for time periods ranging from a one-week assessment up to a three-month loan. This allows families to try out equipment at home.

## Our Website

We encourage you to check it out at: [www.bc-cfa.org](http://www.bc-cfa.org)

## Family Networking

It can sometimes be helpful to talk to another family who has experienced a similar situation. We can help connect you with other families.

## Interpretation Services

We make every attempt to book interpreters when needed. They can attend appointments and meetings with your team or help you understand written reports. If you feel having an interpreter present during a session would be helpful, please let your therapist or Social Worker know.

## Emergency Preparedness

Our program has a digital "Emergency Preparedness for Children with Special Needs" document that you can use to prepare for a potential emergency. The document includes a personal profile you can fill out with important medical information, as well as links to available resources and a list of items to consider adding to your home emergency kit. If you would like a copy please ask any member of your team or visit the Early Intervention Therapy Program page on our website for a link to the document.



# Expressing Concerns & Providing Feedback

## Do you have feedback?

Here are some ways you can give us positive feedback or let us know if you are not satisfied:

- Speak directly with anyone on your team.
- Compliments and Concerns forms are available from staff, or at our Main Office Reception if you prefer to give feedback in writing.
- Send a letter or email with your compliment, concern, or complaint to anyone on your team or the director or the program.
- Complete our annual Feedback Survey.

## If You Are Satisfied...

Positive feedback is always appreciated and helps us to build on our strengths in meeting the needs of your child and family. Any feedback we receive we will use to ensure we continue to provide excellent service.

## If You Are Not Satisfied...

The services you receive will not be reduced or taken away because you give us feedback. We appreciate your feedback as it helps us continue to improve the way we work with our clients and families.

### What to do if you have a concern:

#### First Step...

If your concern involves a specific staff member, we encourage you to talk directly to that person. Very often, issues and problems can be resolved quickly at this level. You may also wish to outline your concerns in writing either by sending an email or writing a letter to the staff member.

#### If There is Still a Concern...

If talking to the staff member does not resolve the situation to your satisfaction within a week, or if your concern relates more to the overall Early Intervention Therapy Program, please contact:

Andrea Soo, Manager, Clinical Operations, Therapy Services  
Phone 604-451-5511 Ext. 1263  
E-mail: [Andrea.Soo@bc-cfa.org](mailto:Andrea.Soo@bc-cfa.org)

or

Nicole Nybo, Director, Therapy Services  
Phone: 604-630-3034  
E-mail: [Nicole.Nybo@bc-cfa.org](mailto:Nicole.Nybo@bc-cfa.org)



### **If The Problem Still Isn't Solved...**

If talking to the Director does not resolve the situation to your satisfaction within two weeks, please contact:

Josh Myers, Executive Director

Phone: 604-630-3028

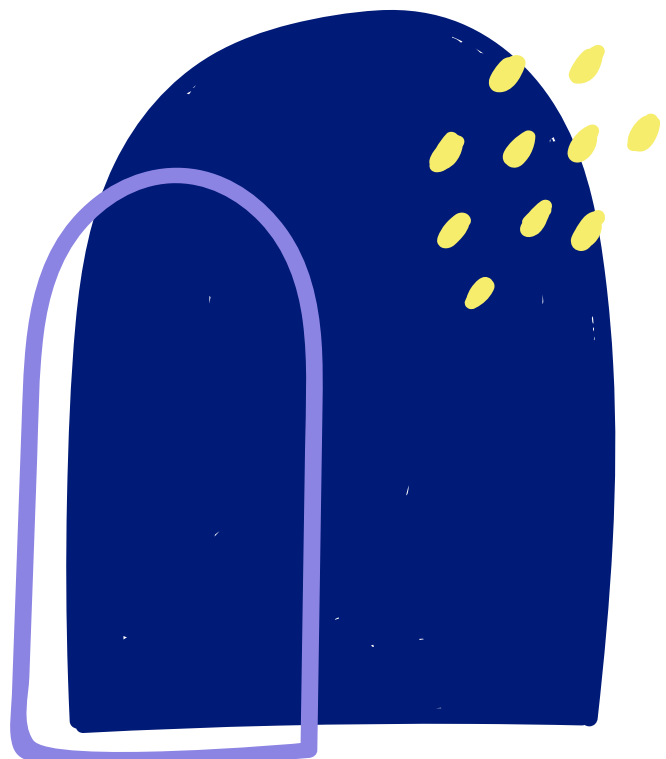
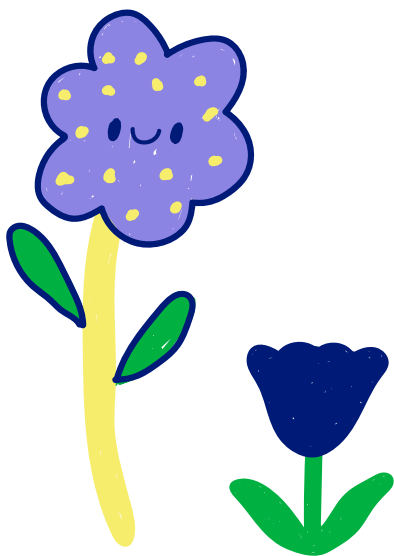
E-mail: [Joshua.myers@bc-cfa.org](mailto:Joshua.myers@bc-cfa.org)

The Executive Director will look into your complaint and work with you to come up with a solution. Activities may include:

- Talking to you on the telephone or meeting with you in person
- Reviewing the process that has already taken place to try to resolve the issue
- Talking to the staff member(s) involved and the Director
- Reviewing relevant information
- Looking at your child's health record
- Holding a team meeting to come up with a workable solution
- Asking for the input of the Centre's Medical Consultants
- Asking for the input of the Centre's Board of Directors

### **If The Problem Still Isn't Solved...**

If talking to the Executive Director does not resolve the situation to your satisfaction within five weeks of the original complaint, the Executive Director will provide you with the contact information for the Ministry of Child and Family Development.



# Locations



## **Vancouver (Main Office):**

**2805 Kingsway  
Vancouver BC,  
V5R 5H9**

**Main Phone: 604-451-5511**

## **Richmond:**

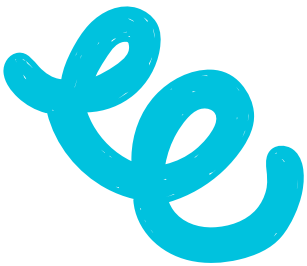
**Sprouts Early Childhood Development Hub  
3368 Carscallen Road  
Richmond, BC  
V6X 2H6**

## **Burnaby:**

**301-4460 Beresford St.  
Burnaby BC  
V5H 0B8**

## **North Shore:**

**304- 267 Esplanade West  
North Vancouver BC  
V7M 1A5**



## **Hours of Operation:**

Appointments are available Monday-Friday between the hours of 8AM-5PM

Reception at our Kingsway office is open Monday-Friday from 8:30AM-4:30PM

