

Early Childhood Services

Family-oriented Programming

What is family-oriented programming?

Family-oriented programming is intended to enhance a child's centre-based programming as outlined in his or her Individualized Program Plan (IPP). The number of family-oriented programming sessions should be included on the IPP.

Family-oriented programming is optional and should be a decision based on need, resources and parental preference. The number, setting and structure of sessions must be determined in consultation with the parents before starting the program. All sessions must be carefully planned and documented, as part of the child's program.

Centre-based programming may be combined with family-oriented programming sessions (e.g., 475 centre-based programming hours and 10 family-oriented programming sessions). This type of program may be particularly effective for very young children who require extensive programming.



Family-oriented programming is an individually planned, developmentally appropriate intervention for children with severe disabilities/delays and their families. It is designed to engage the child's parent(s) or guardian(s) in a process that helps them to implement the goals and objectives of the Individualized Program Plan (IPP) within the home and community environment.

Family-oriented programming is implemented under the direction of a certificated teacher. This takes place outside of centre-based programming hours, and is based on a 1:1:1 service delivery model where the child, parent and member of the learning team from the school authority are all present and involved.

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How is family-oriented programming funded?

To claim funding for family-oriented programming, the following conditions apply:

- Sessions average 1.5 hours, with no session shorter than 45 minutes.
- A written plan and summary is developed for each session (see below for template).
- Programming is under the direction of the certificated teacher.
- The child, parent and member of the learning team from the school authority are all present and involved.
- If the session is with an alternate caregiver, provision is made for sharing information with the parent.
- A minimum of four sessions is provided.
- Programming occurs outside of time claimed under centre-based hours.
- Family-oriented programming is an additional cost to the school authority.

Defining Family-oriented Programming:

What Counts and What Does Not

What constitutes a family-oriented programming session?

The following are examples of what would constitute a family-oriented programming session:

- Teacher provides family-oriented programming in the child's home for 1.5 hours.
- Teacher or speech-language pathologist provides two 45-minute

sessions to two children and their parents or alternate caregivers at the school outside of time already claimed as centre-based programming.

- Occupational therapist provides family-oriented programming to a child and his or her parents for 1.5 hours in the child's home.
- In-home consultant models intervention with the child and explains behavior-management strategies to daycare staff for 1.5 hours.
- Family liaison worker accompanies parent and child to the grocery store for 1.5 hours and demonstrates strategies for incidental teaching of social and early academic skills included in the child's IPP.
- Members of the child's learning team consult with medical personnel and/or psychologists outside the centre for a minimum of 45 minutes (counts as 0.5 session). A school authority cannot claim more than the equivalent of one full family-oriented programming session for child-centred consultation.

What does not constitute a family-oriented programming session?

The following are examples of what would not constitute a family-oriented programming session:

- Informal parent contact or contact that is typically required as a component of school-based special education programming (e.g., IPP meetings, concerts, classroom parties).
- Time involved in travel to and from child's home or childcare centre.
- Therapies that are not directly related to the goals on the child's IPP.
- Informal visits to the home.

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SAMPLE

Family-oriented Programming Session Plan and Summary

Name of School Authority/Program:		
Child's Name:		
Date:	Start Time:	End Time:
Location of session:		
Program personnel present:		
Family member(s) present:		

IPP Goals/ Objectives:	Activities:
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Session outcomes/feedback to teacher and school team:

Follow-up required:

Date/ Time/ Location of next visit:

Signatures confirming the date, time and participation in the above session

Parent Signature:	_____	Date:	_____
FOP Session Provider Signature:	_____	Date:	_____
Role on Team (e.g., OT, TA, SLP)	_____		
Teacher Signature:	_____	Date:	_____