

# Early Childhood Services

## Family-oriented programming

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### What is family-oriented programming?

Family-oriented programming may be offered as part of an Early Childhood Services (ECS) program for a child with a severe disability/delay. It is individually planned, developmentally appropriate, and designed to involve parents/guardians in the child's educational programming across settings. The purpose is to consult with parents/guardians and provide coaching, information, resources, skills and strategies to help the child's development. Family-oriented programming is delivered under the direction of a certificated teacher and is based on a service delivery model involving parents/guardians, ECS program staff and the child.

Family-oriented programming is optional. The number, setting and structure of sessions must be determined in consultation with parents/guardians. Sessions support each child's education and development, and must be carefully planned and documented as part of each child's Individualized Program Plan (IPP).

An ECS program for a child may consist of a combination of centre/community-based instructional hours (minimum of 475 hours) and family-oriented programming (minimum of four sessions).

### What are the requirements of family-oriented programming?

In order for the school authority to claim funding for family-oriented programming, the following conditions must be met:

- All sessions must average 1.5 hours, with no session shorter than 45 minutes.
- A written plan and summary must be developed for each session (see sample template below).
  - A record of each family-oriented programming session must be retained by the school authority.
- Family-oriented programming is delivered under the direction of a certificated teacher.
- The child, parent or guardian and member of the school authority's learning team are all present and involved in the session.
- A minimum of four sessions is provided. Family-oriented programming sessions must take place outside of the 475 hours of instructional time as defined in the *Guide to Education*.
- The parent(s) or guardian(s) cannot be charged for any component of a family-oriented programming session.

## What counts as a family-oriented programming session?

Examples include:

- teacher provides family-oriented programming in the child's home for 1.5 hours;
- teacher or speech-language pathologist (under the teacher's direction) provides two 45 minute sessions to two children and their parents or guardians at the school outside of time already claimed as centre-based programming;
- occupational therapist, under the teacher's direction, provides family-oriented programming to a child and his or her parent(s) or guardian(s) for 1.5 hours in the child's home;
- ECS program staff models educational strategies with the child and explains behaviour-management strategies to parent(s) or guardian(s) and daycare staff for 1.5 hours;
- family liaison worker accompanies parent(s) or guardian(s) and child to grocery store for 1.5 hours and demonstrates strategies for incidental teaching of social and early academic skills included in the child's IPP; or
- members of the child's learning team, including the parent(s) or guardian(s), consult with medical personnel and/or psychologists outside the centre for a minimum of 45 minutes (counts as 0.5 session).

## What does not count as a family-oriented programming session?

Examples include:

- informal parent or guardian contact or contact that is typically required as a component of school-based education programming (e.g., IPP meetings, concerts, classroom parties, parent/teacher interviews);
- contact with parents guardians occurring during the time that is already claimed under centre-based hours;
- time involved in travel to and from the 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;
- informal contact by school personnel; or
- telephone calls.

## 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:

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/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

FOP Session Provider Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Role on team (e.g., OT, TA, SLP): \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_