



# FAMILY SUPPORT AND INCLUSION TOOLKIT

WELCOME TO THE TRENTON MILITARY FAMILY RESOURCE CENTRE



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# WELCOME

Moving to a new community can be stressful, but we're here to help. The MFRC connects families with the information they need to get settled. Information is available on educational resources, local activities and services on the base or in the surrounding communities. If you have a question, we will find an answer or the person who can answer it.

In addition, the MFRC takes concrete steps toward the implementation of programs and services for the military community. The Family Support and Inclusion program offers support to individuals and their families with exceptional and complex needs. Learning to navigate the social services in a new community is stressful. Our Family Support and Inclusion Specialist can help!

The following services are offered by the Family Support and Inclusion program:

- Connect to Local Community Agencies & Resources:
- Provides information on where to go for psychological assessments, occupational therapists, speech & language, etc.
- Family Support & Inclusion specific programming:
  - Parent Support Group, Puzzle Project, Building Blocks, Improvaganza
- Assistance in applying and locating special needs financial supports;
- School meeting support - navigating the Ontario school system and understanding the process of Individual Education Plans (IEPs) and Individual Review and Placement Committee (IPRCs);
- Tips & Tricks - How to - Social Stories, trouble shooting, visual aids(choice boards, visual routines, etc.);
- Provides support to the MFRC Daycare staff - ensures implementation of inclusion practices, supervises Enhance Program Support Staff, provides staff training, etc.

To learn more about the Family Support & Inclusion program and services offered by the Trenton Military Family Resource Centre please contact one of our team members!

Where every military family feels welcome and supported. Welcome to your home-away-from-home. The Trenton MFRC is dedicated to supporting, enriching and enhancing the lives of our military families.

Together, we are stronger.



# CONTENTS

Program Information .....	3
Diagnosis .....	4
Psych-Ed .....	5
Speech and Language Pathology.....	6
Occupational Therapy .....	7
School Documents .....	8
Military Funding .....	9
Provincial Funding .....	10
Federal Funding .....	16
Additional Funding.....	19
Glossary.....	22



# PROGRAM INFORMATION

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# DIAGNOSIS

Now that you have received a diagnosis and your family member is now recognized as an individual with special needs – what happens next? Who is qualified to make this decision? How do you ensure they are best supported and receive the services they require? Here are some answers to some key questions you may have about the diagnosis process.

## TERMS

### Who do I go to for a diagnosis?

A diagnosis can be made by:

- –Family Physician
- –Pediatrician
- –Psychiatrist
- –Psychologist and/or Psychological associate

\*Note: Military Members healthcare coverage (SunLife) covers 80% up to a maximum of \$2000 per year per individual for Psychological Services.

### Dealing with your emotions

#### Facts:

- –Having a child with special needs can be challenging for the entire family;
- –It is common for parents to experience a wide range of emotions after receiving a diagnosis;
- Some parents may experience feelings such as shock, sadness or grief, anger, denial, loneliness, or confusion;
- –All of these are part of a normal process leading to acceptance; – It is important to recognize that having a child with exceptional or complex needs will affect the whole family;
- –Develop a support network, family, friends, counsellors, and support agencies;
- –Consider joining a support group, they are a great source of information and understanding

**It's okay to take a break and do something for yourself! Remember that all behaviour is a form of communication.**



# PSYCH-ED

## What is a psycho-educational (psych-ed) assessment?

Psychoeducational assessments identify and assist with planning for specific learning difficulties, academic performance, issues with memory and attention, and special accommodation needs. More comprehensive assessments can address emotional and behavioural functioning as well as academic/intellectual functioning.

## Why do I need to get a psych-ed assessment?

Parents and teachers sometimes identify concerns regarding their child or adolescent's academic functioning and performance. A psychoeducational assessment is the best way to assess the client's strengths, challenges and disabilities. These assessments include an initial interview with a psychologist, psychometric testing, a report with recommendations, and a feedback session. The Psychologist assesses the client's strengths, challenges and disabilities and based on the level of intellectual functioning provides recommendations to assist in the development of the most appropriate educational program for the child or adolescent.

## How does this help my child?

Teachers are able to take this report and utilize its findings to best support the individual's needs within an educational setting. By assessing the recommendations and suggested accommodations needed, they are able to implement an appropriate Individual Education Plan (IEP) that translates this information into key components for each learning objective for the individual within their daily educational setting.

For a current list of individuals who perform these assessments, please contact the Family Support and Inclusion specialist.



# SPEECH AND LANGUAGE PATHOLOGY

## What is speech and language pathology (SLP)?

Speech and language pathology aims to assist children with mild to severe articulation (speech), fluency (stuttering) difficulties, difficulties understanding or producing language, and pragmatic or difficulties with the social use of language. Speech and Language Pathologists conduct comprehensive assessments for communication or assessments concerning specific areas of communication such as those listed above. These assessments identify strengths and weaknesses in a child's communication and develop the appropriate treatment plan to strengthen these skills through therapy and parent/guardian training.

## What can I expect from an SLP assessment?

Assessments usually take one hour to complete and are conducted in the office with the child and parents/guardians. The assessment activities generally include parent/child interviews, games and standardized assessment activities geared to the area focus. A written assessment report is completed after the assessment, including recommendations that parents can use and share with the school if appropriate.

## How does this help my child?

Communication and language skills are critical components of life. We use language and speech to interact with the world, learn, express ourselves, and nurture relationships. By addressing your child's speech and language difficulties, you positively impact their ability to communicate and their learning capabilities, relationships, and emotional wellbeing.

For a current list of individuals who perform these assessments, please contact the Family Support and Inclusion specialist.



# OCCUPATIONAL THERAPY

## What is occupational therapy (OT)?

Occupational therapy helps to identify areas that are challenging for your child and assists in building strategies to develop these skills. Occupational Therapists work with children preparing to start school or attending school who may be experiencing some difficulty in completing tasks affecting their ability to finish school and other daily tasks. Occupational therapy services are for individuals who have problems with:

- fine motor skills such as printing/writing, holding pencils and crayons, using scissors, or manipulating toys
- gross motor skills such as balance, coordination, strength
- sensory processing such as sensitivity to touch, sound, movement, taste, textures
- attention to the task
- organizational skills
- self-care activities such as dressing, toileting, sleeping, eating

## What can I expect from an SLP assessment?

Assessments are usually one hour, completed in the office with the child and parent(s)/caregiver(s). The assessment activities generally include parent/child interviews, games, and standardized assessment activities specific to the type of assessment. A written assessment report is completed after the assessment and includes recommendations that parents can use and share with the school or other services if appropriate.

## How does this help my child?

Daily activities are essential for children to complete without effort and difficulty, and early intervention is critical. Working on the areas of difficulty with an occupational therapist will assist your child in developing strategies to build competencies. Once your child's assessment is completed, they will provide more information about how to best support your child.

For a current list of individuals who perform these assessments, please contact the Family Support and Inclusion specialist.



# SCHOOL DOCUMENTS

## Individual Education Plan (IEP)

It is a collaborative plan describing the special education program for a particular student; It is written by the classroom teacher in consultation with the resource teacher, principal, and the parent; It is a working document that reflects the current program and change as needed throughout the year

## Identification, Placement and Review Committee (IPRC)

Exceptional pupils are identified as such by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a student's parent(s)/guardian(s), the principal of the school must refer the student to an IPRC. The IPRC will decide whether the student is an exceptional pupil and, if so, what type of educational placement is appropriate. The principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC. The parent(s)/guardian(s), as well as a student, sixteen years of age or older; have the right to attend the IPRC meeting and provide input. On the basis of these discussions, the IPRC can recommend the special education programs and/or services that it considers to be appropriate for the student.

## Parts of an IPRC

**Identification:** Identifies students who may need special education programs within the following exceptionalities: behavioural, communication, intellectual, physical or multiple.

**Placement:** Identifies the program placement that will best meet the needs of the student and determine if the student will be in a standard classroom with special education support, or in a specialized education classroom.

**Review:** IPRC will review at least once per school year, and the parent(s)/guardian(s) may also request a review after 3 months of placement.

**Committee:** The committee is made up of at least three individuals, one of whom must be a principal or supervisory officer of the school board.



# MILITARY FUNDING

There may be military specific funding or grants available to help individuals and families with various costs. Contact the Family Support and Inclusion specialist for the most up to date information.

## Legion Financial Assistance

- It is run through the Royal Canadian Legion
- Provides financial assistance and support to Veterans, including RCMP, Canadian Armed Forces, and their families
- Assists with prescription medication, Heating costs, Grants for food, and clothing. Medical appliances or equipment
- Any veteran or veteran's dependant in need of assistance is eligible to apply
- Any person who is serving or has served in the Canadian Armed Forces, RCMP, and their dependants

**To Apply:** Fill out an application online or contact the Family Support and Inclusion specialist assistance in applying.

**For more information:** <https://www.legion.ca/support-for-veterans/financial-assistance>

## Support Our Troops

- Provides financial support and assistance to Canadian Armed Forces members, Veterans, and their respective families
- Various grants are available to support military members and their families for assessments or assistive devices or technology
- Assistance with families who have children with special needs, financial stress, etc.

### Qualifying Criteria:

- Medical professional recommendations
- Receipts or estimates.
- This category includes assistive devices, respite care, therapy, medical travel (low km rate, modest meals), prescriptions, etc. These items/services must be supported by a report/letter/assessment from the medical field.

Please consult the Family Support and Inclusion specialist for specifics related to the application process and required documents.



# PROVINCIAL FUNDING

## Assistance for Children with Severe Disabilities

### TERMS

If you are a parent or guardian who is caring for a child with a severe disability you may be able to get financial support through the Assistance for Children with Severe Disabilities (ACSD) Program. This program provides financial support for low-income and moderate-income families to cover some of the extra costs of caring for a child who has a severe disability.

- Helps parents assist with the extra costs of having a child living with a severe disability
- \$25-\$580/month to help with traveling to appointments, medications, medical treatments, medical equipment, assistive devices, etc.

### Funding for a Family Will Depend On:

- Family income
- Size of the family/number of family members with a disability
- Severity of the disability
- The extraordinary costs related to the child's disability

### Qualifying Criteria:

- Child must be under 18 years of age
- Must qualify as severely disabled (an ongoing mental or physical condition that results in a functioning loss, major loss of ability, or capacity to engage in any activity commonly considered necessary and appropriate to daily living)
- A resident of Ontario living at home with their Parent or Guardian
- Must be ongoing extraordinary costs related to the disability

**To Apply:** Fill out an application online or contact the Family Support and Inclusion specialist assistance in applying.

**For more information:** <https://www.ontario.ca/page/assistance-children-severe-disabilities-program>



# PROVINCIAL FUNDING

## Special Services at Home

### TERMS

Families who are caring for a child with a developmental and/or physical disability can apply to the Special Services at Home (SSAH) program to get funding for:

- primary caregiver relief and related supports
- activities of personal growth or development for the child, including camps and recreational activities, like swimming and music classes.

#### **Funding for a Family Will Depend On:**

- The type and amount of service your child needs
- What other help is available in your community
- What kind of support you already receive

#### **Qualifying Criteria:**

- Has a developmental and/or physical disability
- Lives in Ontario
- Under the age of 18
- Needs more support than you can provide
- Lives at home with you, or is not living at home with you and is not being helped by other residential services

**To Apply:** Fill out an application online or contact the Family Support and Inclusion specialist assistance in applying.

**For more information:** <https://www.ontario.ca/page/special-services-home>



# PROVINCIAL FUNDING

## Assistive Devices Program

The Assistive Devices Program (ADP) helps people with long-term physical disabilities pay for customized equipment, like wheelchairs and hearing aids.

The ADP also helps cover the cost of specialized supplies, such as those used with ostomies. Starting March 14, 2022, eligible Ontarians with type 1 diabetes can receive Assistive Devices Program funding for a continuous glucose monitor and the related supplies. Eligible individuals include those with type 1 diabetes who are at risk of severe hypoglycemia or who are unable to recognize, or communicate about, symptoms of hypoglycemia.

The ADP covers 75% of the cost for most equipment and supplies. For these items, they are billed directly by the supplier and you pay 25% when you buy the item.

In some cases, you will receive a series of payments throughout the year to help cover the cost of supplies.

### Qualifying Criteria:

- be an Ontario resident
- have a valid Ontario health card
- have a disability requiring the equipment or supplies for six months or longer

Income is **not** considered.

### You Do Not Qualify If:

- already qualify for or are receiving financial support for the same equipment or supplies from the Workplace Safety and Insurance Board
- are a Group "A" veteran and already qualify for or are receiving financial support from Veterans Affairs Canada for the same equipment or supplies

**To Apply:** Fill out an application online or contact the Family Support and Inclusion specialist assistance in applying.

**For more information:** <https://www.ontario.ca/page/assistive-devices-program>



# PROVINCIAL FUNDING

## Ontario Autism Program (OAP)

The Ontario Autism Program (OAP) offers support to families of children and youth on the autism spectrum. Children and youth who have been diagnosed with autism spectrum disorder (ASD) by a qualified professional are eligible for the program. Children receive services and supports until the age of 18.

Ontario is implementing an autism program that is comprehensive, needs-based and family-centred. During this transition, we continue to offer services and supports to improve outcomes for children and youth on the autism spectrum, promote quality care from autism providers and help as many families as possible.

### **To register for the Ontario Autism Program, your child must:**

- Be under age 18
- Currently live in Ontario
- Have a written diagnosis of autism from a qualified professional
- 

### **Your child's written diagnosis must include:**

- Your child's full name and date of birth
- The date of your child's assessment
- A statement indicating that the child meets the diagnostic criteria for autism spectrum disorder
- The qualified professional's name and credentials

### **To register your child:**

Please register through [AccessOAP](#) and provide all supporting documentation that they ask for.

You do not need to register again if you:

- have previously registered your child for the Ontario Autism Program
- already submitted a registration form and supporting documents to the Ministry of Children, Community and Social Services
- 

### **Contact [AccessOAP](#):**

- [info@AccessOAP.ca](mailto:info@AccessOAP.ca)
- Toll-free: 1-833-425-2445

**For more information:** <https://www.ontario.ca/page/ontario-autism-program>;



# PROVINCIAL FUNDING

## Ontario Disability Support Program

### TERMS

The Ontario Disability Support Program (ODSP) helps those who are living with a disability and who are in financial need. It helps those living with a disability who can and want to work get support and find employment. When you apply for ODSP or are receiving income support through the program, you need to keep us up to date so we can make sure you remain eligible and are getting the right amount of money. This is important since your situation may change over time.

#### **Qualifying Criteria:**

- Be at least 18 years of age
- Be an Ontario resident
- Have assets no greater than the limits set out in the program
- Be in financial need
- Meet the program's definition of a person with a disability or be a member of a prescribed class

If you're under 18, you can start the application process up to six months before your 18th birthday.

To see if you are financially eligible, we will look at your circumstances including your income and assets, living expenses, family size and make-up, and shelter costs.

If you are financially eligible, you will also have to participate in a process to determine whether you meet the ODSP definition of a person with a disability, unless you are a member of a prescribed class.

**To Apply:** Fill out an application online here: <https://saapply.mcass.gov.on.ca/CitizenPortal/application.do> or contact the Family Support and Inclusion specialist assistance in applying.

**For more information:** <https://www.ontario.ca/page/ontario-disability-support-program>



# PROVINCIAL FUNDING

## Passport Funding: Developmental Services Ontario

### TERMS

The Passport Program, funded by the Ministry of Children, Community and Social Services (MCCSS), helps adults with a developmental disability be involved in their communities and live as independently as possible by providing funding for community participation services and supports, activities of daily living and person-directed planning. The program also provides funding for caregiver respite services and supports for primary caregivers of an adult with a developmental disability.

- Helps those with a disability apply for ministry-funded developmental services
- Gives the family funding so they can pay for and hire support directly
- Can help hire respite workers, community participation and activities, transportation funds (taxi, bus pass, etc.)
- Direct funding gives people more choice and flexibility

### Qualifying Criteria:

- Be at least 18 years of age
- Be an Ontario resident

If you're under 18, you can start the application process up to six months before your 18th birthday.

To see if you are financially eligible, we will look at your circumstances including your income and assets, living expenses, family size and make-up, and shelter costs.

If you are financially eligible, you will also have to participate in a process to determine whether you meet the ODSP definition of a person with a disability, unless you are a member of a prescribed class.

**To Apply:** Contact the Developmental Services Ontario (DSO) office in your region. They will confirm each applicant's eligibility to receive ministry-funded adult developmental services. Once confirmed, and the individual has consented to a referral, the DSO will refer the individual to their local Passport agency to receive the annual \$5000 allocation through the program.

**For more information:** <https://www.dsontario.ca/passport-program>



# FEDERAL FUNDING

## Opportunities Fund for Persons with Disabilities

### TERMS

The Opportunities Fund for Persons with Disabilities assists persons with disabilities to prepare for, obtain and maintain employment. It supports persons with disabilities in overcoming barriers to participation in the Canadian labour market, and it supports employers to hire persons with disabilities.

#### **Qualifying Criteria:**

- A permanent physical or mental disability which it restricts a person's ability to perform daily activities
- Legally entitled to work in Canada
- Canadian Citizen
- Not eligible for assistance under employment insurance, employment benefits or similar programs
- Requires assistance to prepare for, obtain and maintain employment or self-employment

#### **To information regarding the application process and dates to apply:**

<https://www.canada.ca/en/employment-social-development/services/funding/disability-opportunity-regional/active-projects.html>

**For more information and a list of active national projects:** <https://www.canada.ca/en/employment-social-development/services/funding/disability-opportunity-national/active-projects.html>

**For more information and a list of active regional projects:** <https://www.canada.ca/en/employment-social-development/services/funding/disability-opportunity-regional/active-projects.html>



# FEDERAL FUNDING

## Child Disability Benefit

The child disability benefit (CDB) is a tax-free monthly payment made to families who care for a child under age 18 with a severe and prolonged impairment in physical or mental functions.

### Qualifying Criteria:

- You must be eligible for the Canada child benefit (CCB)
- Your child must be eligible for the disability tax credit (DTC)
- A medical practitioner must certify on Form T2201, Disability Tax Credit Certificate, that the child has a severe disability or impairment in physical or mental functions
- The Canada Revenue Agency must approve the form
- Impairment/disability must be expected to last a continuous period of at least one year

If you are already getting the CCB for your child who is eligible for the DTC, you do not need to apply for the CDB. You will get it automatically.

### How much you can expect to receive is calculated using the following information:

- Number of eligible children
- Adjusted family net income (AFNI)
- Marital status

Every July, your CDB payments are recalculated based on your AFNI from the previous year.

The benefit starts being reduced when the adjusted family net income is greater than \$71,060. The reduction is calculated as follows:

- For families with one child eligible for the benefit, the reduction is 3.2% of the amount of adjusted family net income greater than \$71,060.
- For families with two or more children eligible for the benefit, the reduction is 5.7% of the amount of adjusted family net income greater than \$71,060.

**For more information:** <https://www.canada.ca/en/revenue-agency/services/child-family-benefits/child-disability-benefit.html>



# FEDERAL FUNDING

## Disability Tax Credit

### TERMS

The disability tax credit (DTC) is a non-refundable tax credit that helps people with impairments, or their supporting family member, reduce the amount of income tax they may have to pay.

If you have a severe and prolonged impairment, you may apply for the credit. If you are approved, you may claim the credit at tax time.

By reducing the amount of income tax you may have to pay, the DTC aims to offset some of the extra costs related to the impairment.

### Qualifying Criteria:

- A medical practitioner certifies that you have a severe and prolonged impairment in 1 of the categories, significant limitations in 2 or more categories, or receive therapy to support a vital function.

Applying for the DTC involves the person who has the impairment and a medical practitioner who can certify the effects of the impairment.

### *To Apply Digitally:*

1. Medical practitioner fills out the "Medical practitioner's section" (Part B) [https://apps.cra-arc.gc.ca/ebci/uisp/dtc/ng/entry?request\\_locale=en](https://apps.cra-arc.gc.ca/ebci/uisp/dtc/ng/entry?request_locale=en)
2. Applicant completes the "Individual's section" (Part A). The person with the impairment or their legal representative completes Part A of the form, which they get from the medical practitioner.

### *Paper Application:*

1. Applicant fills out the "Individual's section" (Part A). The person with the impairment or their legal representative fills out Part A of the application.
2. Medical practitioner completes the "Medical practitioner's" section (Part B). The medical practitioner answers a few questions and completes only the impairment section(s) that apply to their patient.

**For more information:** <https://www.canada.ca/en/revenue-agency/services/tax/individuals/segments/tax-credits-deductions-persons-disabilities/disability-tax-credit.html>



# ADDITIONAL FUNDING

## Sunshine Dream for Kids

### TERMS

Sunshine Dream Programs create positive, long-lasting experiences that play an essential role in mental health, personal growth, and wellness. They ignite a sense of newfound independence, build confidence, and inspire kids to try new things. Dreams can be anything from a room makeover, meeting your favourite superhero, going on vacation, or customizing your wheelchair

- Anyone can refer a child (parents, teachers, friends, health care professionals, other charities, organizations, etc.)
- A child cannot have received a dream or a wish from a similar organization
- Does not grant dreams for medical equipment, attend medical conferences, travel to dangerous locations, motorized vehicles, home renovations, shopping sprees, or pools and hot tubs

### Sunshine Dreams

A Sunshine Dream is an individual experience, dreamed by a Sunshine dreamer and fulfilled by our dedicated DreamTeam. These experiences are as unique as the kids who dream them and often include family members in the celebration of this once-in-a-lifetime customized dream.

### Sunshine DreamLifts

A Sunshine DreamLift is a day of "Yes!" and a whirlwind adventure that transports a plane full of Sunshine kids and youth to a Disney theme park and back home in just one day! For many children, a DreamLift is more than just fun. It's a day to experience the excitement and adventure of a first plane ride and a taste of independence away from mom and dad. It's a day to be a regular kid in a magical setting and make memories that will last a lifetime.

**For more information:** <https://www.sunshine.ca/dreams>



# ADDITIONAL FUNDING

## Jennifer Ashleigh Children's Charity

### TERMS

Jennifer Ashleigh Children's Charity is a charitable organization born out of a personal journey and struggle of living a nightmare no family should endure. They aim to assist seriously ill children as well as those with a disability with medical expenses, treatment, needs, and financial assistance in times of need.

Funds for families and eligibility is based upon your situation and immediate need for extra help

#### **Qualifying Criteria:**

- The need for financial assistance must result from extraordinary costs which are incurred directly as a result of the child's illness or disability
- The child must be diagnosed with a serious illness or permanent disability by a Canadian Medical Practitioner.
- The child must be 18 years of age or younger.
- The child and parent or guardian must be a Canadian Citizen or Landed Immigrant and be a permanent resident of Ontario. Refugee/Convention refugee status does not qualify.
- The family's combined gross household income must be \$65,000 or less. Exception to income will only be considered if there is more than one child with special needs in the family
- The family must have used up all other financial resources available to them. These include:
  - Government funding;
  - Funding from service agencies and non-profit organizations.

If you own more than one property or home you are not eligible for assistance.

**For more information:** <https://jenash.org/>



# ADDITIONAL FUNDING

## Easter Seals

### TERMS

Easter Seals programs and services enable kids with physical disabilities focus on what they can do rather than on their limitations. We also administer programs on behalf of the provincial government.

**Equipment Funding Program:** must have a long term physical disability that impacts independent mobility and requires the use of a mobility device, such as a walker or wheelchair and be under the age of 19.

**Easter Seals Camping Program:** must have a long term physical disability that impacts independent mobility and requires the use of a mobility device, such as a walker or wheelchair and meet specific program criteria for age, ability to communicate and participate in programs.

**Incontinence Supplies Grant Program:** must have a physical or developmental disability and a long term bladder or bowel disorder that requires day and night time use of incontinence products, such as diapers or catheters.

**Top Up Grant:** must be eligible for the Incontinence Supplies Grant Program and be in receipt of Assistance for Children with Severe Disabilities from the Ministry of Children, Community and Social Services.

**Scholarship Program:** must have a long term physical disability and be attending a post-secondary institution in Ontario – individual scholarships have additional criteria which must be met by applicants.

**For more information:** <https://services.easterseals.org/about/about-our-services/>



# GLOSSARY

It can be very confusing and overwhelming when professionals are constantly using abbreviations and terminology that is new to a family who has recently received a diagnosis of an exceptionality or a behaviour disorder. Here are a list of terms that may be used frequently in regards to supporting an individual with exceptional or complex needs.

## TERMS

### **ABACUS**

Online directory of Applied Behaviour Analysis providers in Ontario to help families find and hire qualified private service providers.

### **Assistive Devices Program (ADP)**

Financial program through the Ministry of Health and Long Term Care, provides financial assistance to Ontario residents with long term physical disabilities to obtain basic, competitively priced, and personalized assistive devices appropriate for the individual's needs and essential for independent living.

### **Assistance for Children with Severe Disabilities (ACSD)**

Financial program of the Ministry of Children and Youth Services provides help to parents to assist with some of the extra costs of caring for a child who has a disability. The purpose of the benefit is to help children who have disabilities live as normal a life as possible at home and in the community. In order to qualify for this program, financial and medical criteria must be met.

### **Applied Behaviour Analysis (ABA)**

ABA employs methods based on scientific principles of learning and behaviour to build useful behaviour repertoires and reduce problematic ones.

### **Autism Intervention Program (AIP)**

Program offered by the Ministry of Children and Youth Services that provides Intensive Behavioural Intervention services to children towards the severe end of the autism spectrum.

### **Autism Spectrum Disorder (ASD)**

A term used to describe a group of developmental disorders that include: Autism, Asperger's Syndrome, Pervasive Developmental Disorders (PDD), Rett's Disorder, and Childhood Disintegrative Disorder (CDD).



# GLOSSARY

## **CALYPSO**

Website for parents, caregivers, and the general community to locate camps and camp programs for individuals with Autism Spectrum Disorder (ASD) in Ontario.

## **Children and Youth**

Ontarians of age 0 to 17 (up to 18th birthday).

## **Children's Treatment Centres**

The twenty-one Children's Treatment Centres (CTCs) in the province provide core rehabilitation services such as physiotherapy, occupational therapy and speech and language therapy, to children and youth up to 19 years of age with physical and/or developmental disabilities, chronic illness and/or communication disorders. CTCs may also offer a variety of other services and clinics – such as autism, preschool speech and language, school health support services, respite and developmental programs – depending on local needs and the mix of providers in each community.

## **Community Care Access Centre (CCAC)**

There are 14 CCACs throughout Ontario, each responsible for connecting individuals within a specific region with the care they need at home and in the community. CCAC staff assess needs and determine care requirements, answer questions, and develop customized care plans. CCACs can also arrange for nurses, physiotherapists, social workers, registered dietitians, occupational therapists, speech therapist and personal support workers as necessary.

## **Connections for Students**

A collaborative model that supports the transition of children who are leaving IBI services provided by the Autism Intervention Program (AIP) and starting or continuing in a publicly funded school.

## **Developmental Paediatrician**

Medical doctor with specialized training in paediatrics who has additional training and expertise in developmental paediatrics. This sub-speciality of paediatrics involves consultation regarding normal growth and development, childhood behaviour, and development in the context of chronic medical illness.

## **Early Childhood Educator**

Professionals able to assess a child's developmental needs and design a curriculum to support developmental progress and maintain a healthy emotional and social presence.



# GLOSSARY

## **Emotional Intelligence**

Within an individual, emotional intelligence refers to the capacity to understand and reason about emotions, to use emotions to assist with thought, and reflectively regulate emotions.

## **Exceptional Pupil**

Students who would benefit from being placed in a special education program because of behavioural, intellectual, physical, or multiple exceptionalities.

## **Individual Education Plan (IEP)**

Written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

## **Infant Development Program**

The Infant Development Program provides early intervention services for children up to age five with, or at risk of, developmental delays. There are 48 Infant Development programs across Ontario sponsored by a range of lead agencies including hospitals, public health units, and Children's Treatment Centres (CTCs).

## **Identification, Placement, and Review Committee (IPRC)**

Committee formed during the process of defining a student as exceptional and deciding the student's placement within the education system.

## **Intensive Behavioural Intervention (IBI)**

IBI is an intensive application of Applied Behaviour Analysis (ABA) designed specifically for children with autism in which children typically receive 20 to 40 hours of intervention per week, delivered by a therapist who works 1:1 with the child or in a small group. The intervention is delivered with the goal of increasing the child's developmental trajectory or rate of learning.

## **Ministry of Community & Social Services (MCSS)**

Through its programs and services, the Ministry of Community and Social Services: helps adults with a developmental disability live, work and participate in a range of community activities, enforces support orders issued by the courts so that families get the money to which they are entitled, helps Ontarians recover from hardship and regain control of their lives.



# GLOSSARY

## **Ministry of Children & Youth Services (MCYS)**

The ministry is working with government and community partners to develop and implement policies, programs and a service system that helps give children the best possible start in life, prepare youth to become productive adults and make it easier for families to access the services they need at all stages of a child's development.

## **Ministry of Education of Ontario**

The ministry that administers the system of publicly funded elementary and secondary school education in Ontario.

## **Motor Skills**

Divided into gross motor skills and fine motor skills. Gross motor skills involve the coordination of large muscle groups to complete physical activities such as running, jumping, climbing. Fine motor skills involve the coordination of smaller muscle groups to complete tasks such as dressing, eating, and drawing.

## **Multi-Disciplinary Team**

A team of individuals who each have skills and expertise in a different field or specialization.

## **Neurologist**

Medical doctor with specialised training in the nervous system. Paediatric neurologists can assess children for cognitive, behavioural, and developmental problems

## **Neurotypical**

An individual not on the autism spectrum

## **Occupational Therapists (OT)**

"Health care professionals who help people learn or re-learn to manage the everyday activities that are important to them, including caring for themselves or others, caring for their home, participating in paid and unpaid work and leisure activities."

## **Ontario Disability Support Program (ODSP)**

Financial program through the Ministry of Community and Social Services, is designed to meet the unique needs of people with disabilities who are in financial need, or who want and are able to work and need support. The program has two components: income support and employment support.

## **Passport: Funding for Community Participation Supports.**

Financial support program through the Ministry of Community and Social Services (MCSS). Adults who have a developmental disability can apply for this funding.



# GLOSSARY

## **Physiotherapists (PT)**

Professionals who work with individuals of all ages to assess physical function and support the development, maintenance, or rehabilitation of physical abilities.

## **Preschool Speech and Language Program**

The Preschool Speech and Language Program identifies children with speech and language delays/disorders as early as possible and provides these children with services to enable them to develop communication and early literacy skills. There are 31 Preschool Speech and Language programs in the province.

## **Psychologist and Psychological Associates**

Professionals trained in the assessment, treatment and prevention of behavioural and mental conditions. They diagnose neuropsychological disorders and dysfunctions as well as psychotic, neurotic and personality disorders and dysfunctions.

## **Psychometric tests**

Test administered by a psychological professional. It is a standard and scientific method used to measure individuals' mental capabilities and behavioural style.

## **Respite Care**

Programs that can give families a break (or "respite") from the day-to-day care of their child with special needs.

## **School Support Program (SSP)**

Program which connects school boards with Autism Spectrum Disorder consultants to help school staff support the learning and social needs of students with autism.

## **Self-Care**

Day-to-day skills individuals complete without the assistance of professionals such as washing and hygiene, appearance, and elimination, eating, dressing.

## **Social Stories™**

A Social Story™ is a trademarked approach to describe a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.



# GLOSSARY

**Social Worker**

“Social workers assist individuals, families and communities to resolve problems that affect their day-to-day lives. Social workers help identify the source of stress or difficulty, make assessments, mediate between conflicts, offer various forms of counselling and therapy, and help people to develop coping skills and find effective solutions to their problems.”

**Special Services at Home (SSAH)**

Financial program of the Ministry of Children and Youth Services helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs.

**Special Education**

Educational program that is based on the results of a continuous assessment and evaluation of the student. Includes an Individual Education Plan for the student containing specific objectives and an outline of the educational services that meets the needs of the exceptional pupil.

**Speech-Language Pathologists**

Autonomous professionals who have expertise in typical development and disorders of communication and swallowing, as well as assessment and intervention in these areas.

**Spirale**

Website for parents, caregivers and the general community to locate regulated professionals and experienced autism workers for individuals with Autism Spectrum Disorder (ASD) in Ontario.

**Tactile Sensitivity**

Sensitivity to different types of touch (e.g., hugs) and/or textures (e.g., specific clothing fabrics).

**Transitions**

All individuals experience transitions throughout a day as they change from activity to activity and from one setting to another. Examples include changing classrooms at school, traveling from school to home, and changing from TV time to dinnertime.

**Visual Story/Schedule**

Use of pictures and words to display actions, timelines, emotions, or other concepts