

A MOST FOND HELLO!

It was about four months ago now that I accepted the position of FSCD Program Coordinator for the Calgary region. This exciting opportunity, a mix of being a policy wonk and answering and/or reviewing program and service needs, is more and more rewarding each day I have the opportunity to work with you all.

The Specialist's Corner wishes itself to be an information venue underscoring the wished for and encouraged transparency of the FSCD program. Provided to FSCD workers, service providers and Parental Advisory Committee parent representatives, I hope it will foster communication, knowledge and discussions about our common issues.

Sometimes informative, sometimes serious and sometimes tongue firmly in cheek, I hope to provide you with a monthly good read. Any comments, feedback and/or contributions would be greatly appreciated. Enjoy!

Gilbert Drapeau – FSCD Program Coordinator
(403) 297 3810
gilbert.drapeau@gov.ab.ca

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AND WHAT WENT ON THIS MONTH... INITIATIVES YOU SHOULD KNOW ABOUT

MDT – ASD JOINT MEETING

I was privileged to be part of a meeting with Education on May 24 where we sat down together to scope out better ways of working as a team. One of the many highlights was that we agreed on most every area where we registered successes and where our most significant challenges were. It was quite interesting to hear each other speak the same language about the same issues involving service provision and integration, cooperation with and from schools and potential collaboration. This was an initial meeting and if they all go that way, be prepared to see greater collaboration between Education and FSCD in the future!

SERVICE PROVIDER VISITS

Since my arrival in Calgary, I am fortunate enough and touched quite frankly by the warm welcome provided to me by our different service providers with whom I had the opportunity to visit. I have found all of them to be concerned dedicated professionals working in the best interest of children in their care.

Through these visits, I have come to understand WE all share the same successes and challenges wishing to better FSCD. There is wide agreement on a variety of subjects out there such as advocacy, assessment of needs, parental accountability, recruitment, service provision, etc. It does truly feel a profound synergy is coming into effect as all involved are identifying challenges and solutions based on a wide-array of experiences both personal and professional.

THE HANDY-DANDY GUIDE ON HOW TO BE RESPECTFUL WHEN SPEAKING OF AND/OR ABOUT DISABILITIES

We find ourselves sometimes at a loss on how to speak about individuals with disabilities and/or to them or their families. Being respectful yet honest is a sure fire way to begin a cooperative working relationship with someone. Here are some insights you may choose to use:

Ever wanted to point out something as **normal** yet don't want to sound like you are pointing out something abnormal? Try this one for size when speaking of children developing without disabilities or their challenges: **a typically developing child or person.**

Cognitively delayed doesn't sound palatable to you? May we suggest using **cognitively or developmentally challenged?**

Please note even though **mental retardation** as a diagnosis is still used in literature, by the medical community and is in wide use in the United States, Alberta parents don't appreciate the designation. A more correct term would be **developmentally delayed** (in a particular area).

QUESTIONS OF THE MONTH

If there is no documentation and no diagnosis, can a parent still access Specialized Services?

The short answer is no. Policy is quite clear on the fact parents must have a formal diagnosis to access Specialized Services, which under Regulations fall under Child Focused Services. Section 10-3 clearly states eligibility for Child Focused Services, under the *FSCD Act*, requires that the child have a confirmed medical diagnosis and relevant assessment information. Section 5-3 and 5-4 clearly define how eligibility occurs and specifies while awaiting diagnosis, Child Focused Services are not available.

I have a hard time saying no to parents in regards to services and/or they always challenge me in regards to decisions, how can I approach it better?

Refusing services to a family or having them challenge you about them can still be good practice if it is done properly. Your Assessment of Needs should be your first indication of how to proceed using the information the family gave you to explain your decision. Remember that saying no doesn't mean you are not going to help! Saying no means you are willing to provide them with an explanation of your decision, an understanding of the conflict resolution process, alternative ways of obtaining the service and how together you can work on a way to resolve their issue.

Remember, advocacy and support are part of Family Focused Services!

THE MOSTLY COMPLETE ACRONYM DICTIONARY!

ABA	Applied Behavioral Analysis	ACH	Alberta Children's Hospital
ACS	Alberta Children's Services	ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder		
ADM	Assistant Deputy Minister		
AR	Action Request	ASD	Autistic Spectrum Disorder
CCS	Coordinated Community Services	CEO	Chief Executive Officer
CFSA	Child & Family Services Authority	CHR	Calgary Health Region
CF	Cystic Fibrosis	CNIB	Canadian National Institute for the Blind
CP	Cerebral Palsy	CPIC	Canadian Police Information Center
CRC	Community Resource Centre	CYIM	Child Youth Intervention Module
CYOC	Calgary Young Offender Centre	DM	Deputy Minister
ECS	Early Childhood Services	FASD	Fetal Alcohol Spectrum Disorder
FCSS	Family and Community Support Services		
FOIP	Freedom of Information and Protection of Privacy		
FSCD	Family Supports for Children with Disabilities		
FSCDIS	Family Support for Children with Disabilities Information System		
GOA	Government of Alberta	GOC	Government of Canada
IBI	Intensive Behavioral Intervention	IFSP	Individualized Family Support Plan
IPP	Individualized Program Plan	ITI	Intensive Therapeutic Intervention
MBR	Medical Benefit Request	MDT	Multi Disciplinary Team
MLA	Member of the Legislative Assembly	MST	Multi Service Team
ODD	Oppositional Defiant Disorder	OT	Occupational Therapist
PAC	Parent Advisory Committee	PPAC	Provincial Parent Advisory Committee
PDD-NOS	Pervasive Developmental Disorder-Not Otherwise Specified		
PSYC	Psychologist	PT	Physical Therapist
PUF	Program Unit Funding		
SAS	Specialized Autism Services	SCSN	Service for Children with Special Needs
SLP	Speech-Language Pathologist	SMD	Services for children with Motor Disabilities

THE OTHER PART OF THE PROGRAM COORDINATOR'S ROLE!

Many have asked what my role is. Above and beyond the specialist's functions, here is a glimpse into what I do!

FSCD / ASD (Education) table; see page 1 for a short summary.

FSCD staff orientation binder development.

Intake audit.

MDT participant.

MDT review participant.

Parent Advisory Committee participant.

Provincial FSCD Table participant.

New **Record of Services Provided** form training upcoming.

Resource catalogue development.

Service Standards Committee participant.

The Specialist's Corner; a proposed monthly overview of all stuff FSCD.

Strategic Partnership / Working Group team.

Training Advisory Committee participant.

As you can see, my functions are varied and I find them all quite interesting. If you have any questions, please feel free to contact me!

THE MOSTLY COMPLETE SERVICE PROVIDER ACRONYM DICTIONNARY

Yes! You too can look smart at your next service provider meeting knowing what their acronym stands for:

CCS	Community Coordinated Services
LEAD	Learning and Enrichment for Autism Disorders Foundation.
PACE	Principles from the Approach of Conductive Education Rehabilitation Society for Children with Motor Disabilities (now known as Pacekids).
PREP	Preparation and Readiness for Entrance into Preschool
RES	Renfrew Education Services.
SACHYN	Southern Alberta Child and Youth Health Network
SAS	Renfrew Specialized Autism Services
SMD	Renfrew Services for children with Motor Disabilities.
STA	Society for the Treatment of Autism

