

CHILDREN'S disABILITY SERVICES

Guide to Self-Managed Services

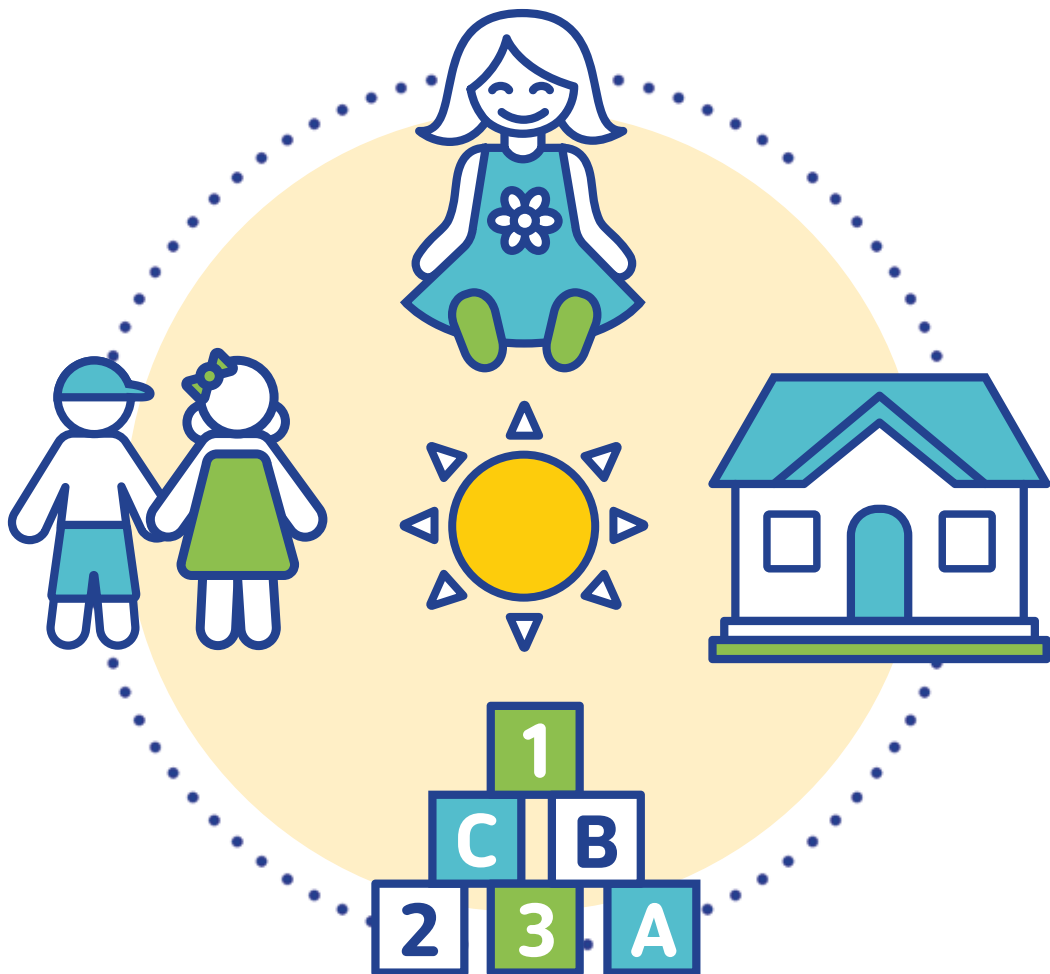


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About this Guide

This guide is for parents and guardians caring for a child with disabilities, who use self-managed services, such as respite. The guide explains how self-managed services work, how to find and hire a disability support worker and ways to make the professional relationship with your disability support worker a positive one.



Understanding Self-Managed Services

What are self-managed services?

Self-managed services let you recruit a disability support worker, establish your own service schedule and manage your Children's disABILITY Services funding yourself.

Aligned with family-centred practices, self-managed services put you in charge of your child's services, as families are often the best people to determine how to meet their children's needs. By growing and using your support network, you are building your child's independence, resiliency and resourcefulness.



What is family-centred practice?

Family-centred practice is an approach that recognizes parents are experts on their children and are key to their children's healthy development. This approach incorporates the strengths, priorities and cultural influences of families into services provided.

What kinds of self-managed services are there?

The most common type of self-managed service is respite. Your family may also self-manage summer skills programming and employment support (before or after-school care for adolescents).

What is respite?

Respite is a break from the unique demands of caring for your child with disabilities. Respite lets you make time for yourself and for your other family members, and to do things that you need or want to do. It can be informal, like when a friend or family member helps with care for your child, or formal, such as when a hired disability support worker provides care.

Respite has a beneficial effect for everyone. It allows time to engage in activities that you find relaxing, entertaining or restful, while someone else safely cares for your child.

Formal respite can be provided in or outside your home. How much formal respite you receive is based on a needs assessment completed by your community service worker, the availability of resources and the changing needs of your child and family.



What are summer skills programming and employment support?

Summer skills programming helps school-age children maintain their skills during the summer months. This is done by providing supports children need to access programs and activities that promote what they have learned during the school year.

Employment support is before-and-after-school care for adolescents who can no longer access childcare, but still need to be looked after and supervised outside school hours, while their parents are at work and no other care options are available. This can take place on school professional development days, Christmas break and spring break. It does not include respite during the summer months.

Which services are right for my family and how do I access funding?

The first step is to talk to your community service worker to have your family assessed for self-managed services. Your community service worker will assess your family's unique situation and needs. If you are eligible, your community service worker will set up a service plan for your family that lays out the number of hours of service and the funding rate your family may receive to buy services from a support worker. As every family's needs and situation are different, service plans vary from family to family.

How do self-managed services work?

Self-managed services let you decide who you hire and when your support service takes place. You may choose to hire someone who shares in your culture, language or faith, or someone who you already know.

You are responsible for finding and hiring a disability support worker if you choose self-managed services. While it takes time and effort to find a worker, this gives your family the ability to choose who will care for your child.



Finding a Disability Support Worker

How can I recruit workers?

There are several ways to recruit potential candidates. You can often find a worker through word of mouth, so ask people you know or people who have hired workers in the past.

Another common way to find disability support workers is advertising in your community. You may choose to advertise at locations like:

- child care centres
- community centres
- schools (to employees, not students)
- universities or colleges, particularly in programs for disability supports, education, early childhood education or nursing
- online

Note that you may need permission and/or to pay a fee to advertise in these locations.



POSITION AVAILABLE:

Family Support/Respite worker needed in the River Heights area.

Part time –evenings & weekends; flexible hours.

Caring, confident, dependable individual needed to assist inclusive family with their 8-year-old daughter, who is living with autism. The successful candidate will have good problem solving skills, be able to work independently, have a positive attitude, be accepting and enthusiastic, and who is willing to be part of a busy, supportive family.

Please submit resume to:
Jane Smith, re: Respite Services
your@emailaddress.com or
call (204)-555-1212

You may choose to post an advertisement on social media or an employment-seeking website that you feel comfortable using.

Creating an ad lets candidates know what they are applying for and how to contact you. Here are some things you can consider including in an advertisement:

- the qualifications, including any special skills that you are looking for
- that they will be working with a child with disabilities
- the number of hours
- your contact information

A sample ad may look like this:

How can I screen potential disability support workers?

There may be certain traits or abilities you consider before hiring someone. The qualities you consider important may depend on the services you need and the needs of your child.

The support worker you hire **must be at least 18 years old**.

You may consider looking for someone who has or is willing to obtain:

- CPR and First Aid training
- a criminal record check
- a child abuse registry check
- training in healthcare procedures or needs for various medical conditions - Unified Referral and Intake System (URIS) training
- a driver's licence
- training in working effectively with challenging behaviours, for example:
 - Non-Violent Crisis Intervention (NVCi)
 - Working Effectively with Violent and Aggressive States (WEVAS)
 - Low arousal training
- references

If you want your worker to go through any additional training, you will be responsible for the costs of the training or you may ask your worker to pay.

Criminal record checks may be submitted in person or online with your local police service.

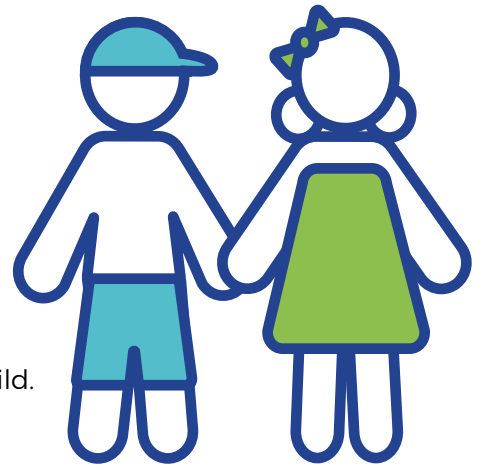
(Winnipeg) www.winnipeg.ca/police/pr/pic.stm

(Brandon) brandon.ca/what-we-do/services/criminal-record-checks

(RCMP) www.rcmp-grc.gc.ca/en/criminal-record-checks

Child abuse registry checks may be submitted online at:

web22.gov.mb.ca/AbuseRegistry/



What are questions I can ask if I conduct an interview?

You will probably decide to interview potential disability support workers before hiring them. You may want to take some time to prepare questions before talking to them. When thinking of questions to ask, consider what information is essential to know to get a better sense of the candidate, their skills and how they could help your family.

Some examples of questions you could ask include:

- Tell me about yourself and your interests.
- Tell me more about your experience working with children.
- What kind of experience do you have in working with children with additional support needs?
- Describe your strengths and areas you are working on.
- What hours are you able to work? Can you work days, weekends or holidays? Are there specific times when you are unable to work? Would you be available on short notice?
- Are you willing to take my child out for activities? If so, what are some of your ideas for activities?
- Describe a difficult problem you have had to handle with a child. How did you handle it?
- Do you have any special training or experience you would like me to be aware of?
- Are you willing to get a criminal record check and child abuse registry check?
- Are you able to lift, carry and perform transfers if needed?
- Do you have a valid driver's license?
- Do you have references?



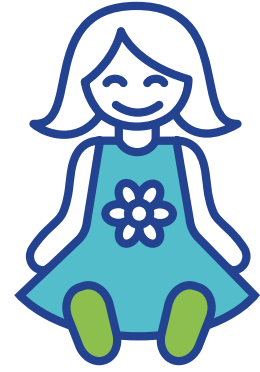
Consider having a family member, friend or someone else you trust at the interview with you to provide a second opinion on the candidate. This person can also take notes during the interview, so you are better able to pay attention to the candidate's answers and reflect on them when making your decision.

references can give you more information about the candidate's skills, personality and work ethic.

When you hire your worker, you can choose to have them sign a contractor agreement, which states their acceptance of the position and the agreed upon pay. Overall, this will give you written confirmation that they accept the contract terms if you need it.

See [Appendix 1 – Sample Contractor Agreement](#).

Disability Support Worker Orientation



What information does my new worker need to know?

Setting expectations helps create a respectful and welcoming environment and eases the stress involved in entrusting your child with a new person.

Consider what you might expect from your disability support worker:

- Can the support worker bring anyone with them, such as their own child or someone else?
- Is there certain inappropriate language you do not want them to use around your child?
- Are there restrictions in the support worker using their cell phone?
- Are there restrictions for TV programming? Can your worker use your TV? Are there channels you do not want them to watch?
- Will your support worker be allowed to use your personal vehicle? If so, under what circumstances? Who will be paying for gas?
- What household chores do you expect your support worker to do, such as cleaning up after meals or activities with your child? Remember that your worker is not there to provide cleaning service.
- Is smoking or vaping allowed in your home or elsewhere when they are with your child?
- Are there physical tasks that involve lifting or transfers that they will need to do?
- Can the support worker take your child to their home? Will your child need any overnight care, and where will it take place?
- Can your worker sleep while your child is asleep?
- Are there other children in your home that may also need care? Additional compensation may be discussed with your worker, but any additional pay must be covered by your family.

Tell your disability support worker what your expectations are.

Making sure that your child and their support worker are comfortable together is also an important step in the orientation process. You can arrange a video chat or phone call with your support worker ahead of time so your child can get familiar with their voice and face. Many families organize time for the support worker and the child to spend together under supervision, so they will be more comfortable alone together later on. The worker is paid for this time.

To make the transition process and entering a new environment easier for your support worker, you may wish to document key information about your home and give a tour.



Some important topics to cover with your disability support worker may include:

- emergency-related and health information, such as your child's primary physician's name and phone number, the phone number and address of the nearest hospital and fire department, and who to contact in an emergency
- where each room is, the location of important objects (fire extinguisher, telephone or flashlight) and any instructions for household appliances or technology
- if you have any pets, how many you have, what kind they are, and if they need to be in another room or cage during the time your worker is in your home
- if you expect your worker to administer medication, information about the dosage, when and how it is given and any specifications when taking the medication (with food or on an empty stomach)
- information about allergies and where allergy-related emergency equipment (Epi-pen, asthma inhaler or Ventolin) is located
- if your child uses adaptive equipment, how and when it should be used and whether supervision is required
- strategies for handling challenging behaviours or potentially dangerous behaviours, and acceptable forms of discipline



See [Appendix 8 - Family Contact Information](#) and [Appendix 9 - Contact Lists for examples](#). [Appendix 2 - Preparing the Support Worker](#) contains a sample checklist that includes other key information you may wish to cover.

What information does my worker need to know about my child?

You are the expert on caring for your child. It is important that you help prepare your disability support worker to meet your child's unique needs.

Consider making a short profile about your child and their needs to prepare your support worker for how to best support them. Some items you can include in this profile are:

- What is important to your child and you as a family (this information will help the worker understand your household better)
- your child's traits and characteristics
- how to support your child
- your child's likes and dislikes

A personal profile and routine template for your child can be found in [Appendix 5 - Profile and Daily Routine for your Child](#). This template may help your worker to understand your child better and any potential safety concerns.

How do I make sure my worker and child are safe?

You cannot plan for every incident, but having basic safety measures in place to reduce common risks creates a more comfortable environment for you, your child and your support worker.

Some things you may choose to do to prevent dangerous situations are:

- Inform your worker of any health risks or mobility issues.
- If you feel comfortable, inform your disability support worker of how you dealt with any past major incidents.
- Follow-up with your child about their support time.
- Watch out for personality or behavioural changes in your child.
- Inform your worker of any friends or people your child knows who may approach them in public and are familiar to your child.

Informing your disability support worker of your child's limitations may be especially helpful when your child will be in an unfamiliar situation. Some things to consider include:

- When planning an outing, consider activities with your child's perspective in mind.
- Understand what your child's development is prompting them to do, and plan outings that match it.
- Try to keep your child's routine as constant as possible. A bit of structure will make a trip less chaotic for any child.

If your child has trouble communicating or cannot communicate with words, it may be helpful to look for changes in their behaviours or personality. If they are normally outgoing and cheerful, but now seem nervous, scared or angry around your worker or after their disability support time, you may want to look into the situation further.

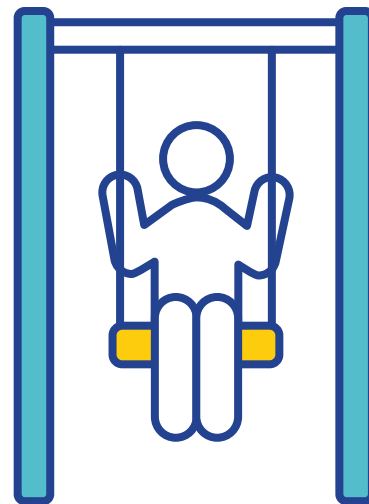
You may also print and download images found online that your child can use to communicate with you and your worker. For example, print images to represent feeling happy, sad or scared that they can point to when they feel those emotions.

If your disability support worker will use a vehicle for an activity, be sure they have a valid driver's licence and know basic vehicle safety, such as how to set up and use your child's car seat and the dangers of leaving a child unattended in a vehicle.

Who is responsible if my worker is hurt while providing services?

You are liable if your worker is injured while in your home or working with your child. It is recommended that you have liability insurance to make sure that you are protected. You can arrange this as a part of your homeowner or tenant insurance package.

Contact your insurance provider for more information.



Planning Support Time

How can I help my worker plan activities?

Talk to your disability support worker about what kinds of activities they will do with your child. Discuss activities that you know your child does not like or that could trigger negative behaviour.

Consider creating a short list of activities that your child and the support worker can do together. This could help them to come up with their own ideas or to have something to do if they are unsure. Think of activities that require various levels of energy and resources. You can also include activities that are helpful to your child's development, such as those recommended by a therapist.

If your support worker plans to take your child to an activity outside of your home, you or your worker may wish to call the location ahead of time to see if there is an admission cost. Every place is different. In some circumstances, your worker could obtain free or discounted admission, so it can be helpful to inquire about this in advance.

See [Appendix 3 - 101 Activities to Do with Children during Respite](#), [Appendix 4 - Activity Plan](#) and [Appendix 5 - Profile and Daily Routine for your Child](#) for examples.

How do I prepare my child for support time?

The number one priority for your child to have an enjoyable experience is to make sure they feel safe and comfortable with your worker. Tell your child in advance when and where they will be spending time together and if they will be alone. You can also tell them where you will be, what you will be doing and that you will be available for contact, if needed.

It may help to pack a bag with essentials for an outing. You can prepare this in advance or create a list for your worker to pack for your child. Here are a few tips:

- Bring water, especially in hot weather.
- Take snacks to fuel energy. When young children are learning new things, they require a lot of energy.
- Your child may like to bring a favorite stuffed animal or a small assortment of favorite toys.
- Depending on the circumstances, pack sunscreen, a hat, appropriate clothing, diapers, accessories and a first aid kit.
- Bring emergency phone numbers and a form of your child's photo ID along.



What transportation options are there?

There are many available options for your worker to use when transporting your child to and from activities. Depending on where you live, public transportation, accessible transportation (e.g. Transit Plus), taxis and walking are great ways to save money, have fun, be kind to the environment and avoid unnecessary vehicle responsibilities.

Many buses are now wheelchair accessible. Check individual bus schedules to see if these buses run in your area. Note that you may need to submit an application before you can use accessible transit (Transit Plus). For more information about public or accessible transit routes, fares and accessibility, visit your local transit website.

Keep in mind that families are responsible for all transportation costs.

How can I keep myself organized?

Organizing the information and documents you need for your disability support worker and child can help you relax and enjoy your support time.

Keeping your necessary documents and organizational templates in a binder or on a mobile device can help you locate the information when it is needed and be prepared for your support worker.

Information you keep in the binder may include:

- a profile about your child
- routines
- calendars
- emergency contacts
- your financial-tracking documents
- checklists

See [Appendix 4 - Activity Plan](#), [Appendix 5 - Profile and Daily Routine for your Child](#), [Appendix 6 - Communication Log](#) and [Appendix 7 - Bathroom Chart](#) for a variety of optional organizational and tracking resources.



Building and Maintaining Professional Relationships



Keeping good communication requires effort on both sides. The longer your disability support worker works with your child and gets to know your family, the more important it becomes to establish proper boundaries.

Fostering a good relationship with your child's support worker creates space for talking about issues along the way before they become bigger conflicts later on. The two most important factors in resolving conflict are respect and communication. Being open and approachable lets your worker know that you are willing to discuss issues they may have related to your child and their duties.

How do I resolve issues with my worker?

When dealing with conflict, it is often helpful to look at the situation from another point of view. If you have a disagreement with your support worker or they are behaving in a way that you don't agree with, ask your worker to explain or clarify their intent, instead of assuming what they meant or why they did what they did.

When giving someone feedback, keep in mind how what you are saying may come across. Although you might intend to be helpful, your body language or tone of voice may communicate something quite different.

Signs of respect and disrespect may differ in every household. One thing that can prevent future misunderstandings is discussing any gestures or language that can be interpreted as disrespectful by either your family or your worker.

Remember that a positive working environment will be beneficial to everyone and your worker is there to act as a resource to you and your family in a team approach.

How do I set boundaries with my worker?

The more time you spend with your worker and the better you get to know each other, the more comfortable you may feel with them. One of many benefits of respite is that you are adding another safe, supportive and fun presence to your family's life. However, boundaries are an important part of maintaining a healthy working environment and encouraging your worker to continue to work with your family.

Here are some tips for setting good boundaries for yourself and your disability support worker:

- Have conversations that are productive and kind to build an enjoyable and respectful professional relationship.
- Avoid sharing personal problems with your worker.
- Be mindful of the conversations you may be having with others while your worker is around.
- You can share your concern or excitement for their life situations, but avoid becoming directly involved with their problems.
- Think about what topics of conversation you are and are not comfortable discussing with your support worker. It is up to you to decide how much personal information you share.

Setting personal and professional boundaries is necessary for any good relationship. These boundaries create the opportunity for a good experience and open future avenues for professional connection.

How do I identify problems with my worker?

Following up with both your disability support worker and your child will make sure their time together goes well and could help identify problems early on.

Set up a regular follow-up discussion with your worker to give them the opportunity to ask any questions they may have. This discussion also gives you the chance to give your worker feedback about their work.

Showing appreciation for your support worker if you feel things are going well can go a long way. Positive feedback encourages them to continue working with your family and lets them know that their work is appreciated and meaningful to your family.

To follow up with your child after their support time has finished, you can encourage them to tell you about their time with their support worker by asking questions like:

- What did you do together? Did you enjoy it?
- Were they nice to you?
- Would you like to spend time with them again?
- What did you like best or least?

If your child is non-verbal or has trouble communicating verbally, you can follow-up with them by using pictures, actions or being observant of personality or behavioural changes.

Handling disagreements respectfully between you and your support worker is a skill that you can practice. You may take issue with the way the worker acts, speaks to you or your child or deals with a situation.

The following are some tips that may help you navigate a constructive conversation with your worker:

- Arrange a private meeting to discuss the issue.
- Be clear and direct about what the issue is and why it concerns you.
- Discuss the problem in reference to the original job expectations and identify which expectations are not being met.
- Ensure the support worker understands the issue and how they are expected to resolve it. Set a time period for the support worker to make the changes you require.



How do I end the professional relationship with my disability support worker?

Working relationships may end for a variety of reasons. Your worker may have found another opportunity for employment or their life circumstances may have changed so they can no longer provide service for your family.

If you have had a good experience with your worker and they indicate to you they will be leaving, there are a few things you can do.

- Tell them how much their work has meant to you and your family and what you enjoyed about their service. This will help you end things on a good note. If they become available to work for you in the future, they are likely to return.
- Ask if they would be willing to help train the new support worker to ease the transition for your family.
- If they are staying in your community, ask if they are willing to fill in as an emergency caregiver or if they would like to drop in for visits with your family.

Ending a professional relationship could also be the beginning of a personal friendship for your family, as the professional boundaries that previously existed are no longer there.

Unfortunately, situations may come up where termination may be necessary, if you have already identified an issue with your worker and no changes were made. If you reach the conclusion that termination is the only option, be direct, respectful and firm.

- Give them notice that they will be let go.
- Keep your comments to their job performance and be mindful of using respectful language.

If the reason you are letting them go has to do with dangerous behaviour on the part of your support worker, suspend them immediately. If you suspect neglect or abuse, contact Child and Family Services at **1-866-345-9241**. If it is an emergency, contact your local police emergency number.



Managing Finances

How do I get funding for respite and other self-managed support?

A formal contract with Children's disABILITY Services called a Conditional Funding Agreement will outline your service plan. You will need to sign this agreement before you receive funding for services. In this agreement, Children's disABILITY Services agrees to reimburse you for the services listed up to the amount indicated.

Your community service worker will review your service plan at least every year to make sure it is meeting your family's needs. When it is time to renew your self-managed services or make changes to them, you will receive a Funding Commitment Letter outlining your approved services and the funding amounts of the new plan, replacing any previous service plan you had.

How do I invoice for services?

To receive reimbursement for your services, you must complete and submit the Self-Administered Services Invoice and Confirmation of Services forms to Children's disABILITY Services. You must do this at the end of every month in which you purchase services.

You may send completed forms via email, fax or post or you may drop them off at a Children's disABILITY Services office.

You can find the *Self-Administered Services Invoice and Confirmation of Service* forms online at www.gov.mb.ca/fs/cds/pubs/invoice_service_log.pdf.

If you need help filling out or understanding any support-related paperwork, contact your community service worker.

What are my responsibilities to my disability support worker?

Remember that managing your finances and paperwork are part of your responsibilities for self-managed respite and other support. This means that you will be responsible for paying your support worker, invoicing and keeping financial records. Your support worker has their own financial responsibilities, so it is important to arrange a payment method and schedule with your worker and to pay them on time.

Note that it can take up to six weeks to receive payment from Children's disABILITY Services.

A disability support worker is usually self-employed. This means they must keep track of their earnings and report all income to the Canada Revenue Agency (CRA). You would not issue a T4 to your worker. Your worker can contact CRA or visit www.canada.ca/en/revenue-agency.html for more information.

What do I need to know about record keeping?

As mentioned in the Conditional Funding Agreement, you need to keep all records, including monthly invoice forms and copies of funding agreements and letters, for six years.



Questions

If you are equipped with the tips from this guide, you will be better able to find, hire and manage your disability support worker. Managing your services well means your experience will be more enjoyable for both you and your child.

If you have any further questions, please contact your community service worker.

APPENDIX 1

Sample Contractor Agreement [Optional Resource]

CONTRACTOR AGREEMENT BETWEEN

(Support Worker): _____

AND (FAMILY): _____

RE: TERMS OF SUPPORT

I _____ agree to accept the position of support worker with _____
(worker) (child)

The salary for this position is \$_____/hour.

The expected number of hours to be worked is _____ on the following days _____

In this position, I accept that I am responsible for:

- performing tasks directly related to providing a temporary relief of care giving for the parents

I acknowledge and agree that the family is responsible for my pay and supervision. I acknowledge that any concerns should be discussed directly with the family.

Signature of Support Worker _____ Date _____

Signature of Parent/Guardian _____ Date _____

Note: All earning must be tracked and all income reported to the Canada Revenue Agency (CRA). You will not receive a T4 as a self managed worker. You can contact CRA or visit www.canada.ca/en/revenue-agency.html for more information.

APPENDIX 2

Preparing the Respite Worker [Optional Resource]

Parents are the experts on caring for their children. It is important for the family to help prepare their Respite Worker to meet the needs of their child. The following list suggests important topics to cover with your Respite Worker.

Adapted from sample forms provided in: A Practical Guide to Respite for Your Family. Dellinger-Wray, M. and Uhl, M. (1996). Richmond, VA: The Respite Resource Project, Partnership for People with Disabilities, Virginia Commonwealth University.

EMERGENCY INFORMATION

- Physician's name and phone number
- Nearest hospital address and phone number
- Fire department/ambulance/poison control
- Who to contact in an emergency
- Location of child's Manitoba Health card

MEDICATION

- List of medications/dosage information
- Medication side effects that may be observed
- Instructions for administering medication

ALLERGIES

- Does your child have any allergies or asthma?
- Does your child use an Epi-pen or Ventolin, and where are they kept?
- Is URIS training required?

SEIZURES

- Is a seizure likely to occur during respite?
- What happens before, during and after a seizure?
- Procedures worker should follow
- Should the worker contact you?
- Is URIS training required?

ADAPTIVE EQUIPMENT

- Where is it kept?
- How is it used?
- When it is used?
- How is it used safely?
- Is supervision required?

BEHAVIOUR MANAGEMENT

- What behaviors may be a challenge?
- How would you like your worker to handle these behaviors?
- What signals will your child give that a challenging behaviour is about to occur?
- Are there any behaviors that your child may engage in that could be dangerous?

MEALS

- How does your child indicate hunger?
- Does your child require a special diet?
- Food allergies/reactions
- Does your child feed him/herself?
- What type of assistance is required?
- Food likes and dislikes
- Special equipment/special food preparation
- Usual meal/snack times

NAPS/BEDTIME

- Usual bedtime/naptime routine
- Is your child resistant at bedtime?
- Nighttime fears (dark, storms, noises, etc.)
- Sleep difficulties (waking, falling asleep, nightmares, etc.)
- What should a worker do if your sleep can't fall asleep? (lie quietly, read a book, play in his/her room)

TOILETING/DIAPERING

- Does your child need assistance in the bathroom?
- What type of assistance is required?
- If your child wears diapers, are there any special instructions?
- How does your child indicate a need to use the bathroom?

COMMUNICATION

- Does your child use any special communication equipment or techniques?
- Is your child verbal?
- Is it likely to be difficult to understand your child?
- Ways to interpret nonverbal communication

TRANSPORTATION

- Do they have a driver's license?
- Do they have a vehicle?
- Can they use your family vehicle?
- Do they know how to set up/use your child's car seat?

EMOTIONAL NEEDS

- Does your child have any specific fears?
- Is separation anxiety likely?
- Best ways to comfort your child
- Does your child have any comfort items that might help soothe them if they are upset? Where are they located?
- Would you like to be contacted if your child is upset/crying?

HOUSEHOLD INFORMATION

- Favorite games, toys, movies
- TV, computer use/rules
- Household rules
- Security alarms/locks and instructions
- Answering the phone/door
- Extra key in the case worker gets locked out
- Location of clothing, food, diapers, first aid, and cleaning supplies
- Pets in the home

APPENDIX 3

Activities to Do with Children during Respite [Optional Resource]

The following list provides ideas of activities to do during respite. Involve the child in making choices about what they want to do. Parents are responsible for any activity-related costs.

QUIET PLAY

- Listen to music
- Read a book
- Play on the computer
- Try a word search
- Draw a map of your community
- Watch a favorite TV program
- Rent a movie
- Put together a photo album
- Build a puzzle
- Write a book/poetry
- Write a letter to parents
- Watch a hockey/football/soccer game
- Play cards
- Build with Lego
- Paint nails
- Do homework
- Organize toys
- Write with window markers

ART ACTIVITIES

- Do papier mâché
- Create placemats
- Print out new colouring pages from the Internet
- Make bead jewellery
- Sew or knit
- Tie dye
- Draw or paint a picture
- Sponge paint
- Finger paint
- Trace a body and make “me”
- Make finger puppets
- Use playdough or clay
- Paint rocks
- Face paint

ACTIVE PLAY

- Play a board game
- Do a science experiment
- Toss a balloon
- Make paper airplanes and throw them
- Do yoga
- Play a musical instrument
- Bake cookies
- Have a theme day (e.g. carnival day)
- Go on a make-believe trip (make pretend passports)
- Try a new recipe
- Play pretend
- Make an obstacle course
- Dress-up
- Find a large box and create a space ship
- Put on a puppet show
- Play with flashlights
- Have a crazy hair day
- Act out a favourite story
- Make an indoor fort
- Have a dance party
- Have a tea party
- Take pictures
- Pajama party
- Sing karaoke
- Learn a dance routine
- Put on a talent show
- Have a spa day
- Make and bury a time capsule

AWAY FROM HOME ACTIVITIES

- Browse through a bookstore
- Visit an art gallery
- Go to a library

- Look through a pet store
- Go to the park
- Take a day trip to a beach
- Go to a wading pool
- Go to a museum
- Play miniature golf
- Go bowling
- Visit a zoo or wildlife experience
- Visit a science centre/planetarium
- Go on a hike
- Go fishing
- Visit a farmer's market
- Go to a concert
- Go to a play
- Go for ice cream
- Walk through the mall
- Go to an arcade
- Visit a neighbor
- Go to a movie theatre
- Visit a friend

OUTDOOR ACTIVITIES

- Wash the car
- Throw water balloons
- Play hopscotch
- Blow bubbles
- Throw snow balls
- Fly a kite
- Rollerblade
- Take the dog for a walk
- Have a picnic
- Go for a bike ride
- Go skating
- Go to the playground
- Build a playhouse/snow fort
- Go on a scavenger hunt
- Work in the garden

APPENDIX 4

Activity Plan [Optional Resource]

Please remember that your family is responsible for activity costs.

P = Participating / T = Interested in Trying

ACTIVITY	P	T	ACTIVITY	P	T	ACTIVITY	P	T
Art Classes			Choir			Ice Skating (Helmet Required)		
Baseball			Computer Games			Reading		
Basketball			Cooking Classes			Knitting		
Biking			Crafts			Listening to Music		
Billiards/Pool			Dance Classes			Playing Instruments		
Board Games			Fishing			Sewing		
Bowling			Football			Roller Blading Skating		
Card Games			Gardening			Puzzles		
Snow Activities			Hiking			Scrap booking		
Table Tennis			Wheelchair Power Hockey			Walking		
Weight Training			Swimming Classes			Volleyball		
Other:			Other:			Other:		
Other:			Other:			Other:		
Other:			Other:			Other:		

Please indicate which outings you are currently attending or would be interested in attending:

A = Attending / I = Interested in Attending

ACTIVITY	A	I	ACTIVITY	A	I	ACTIVITY	A	I
Art Galleries			Movies			Forks Market		
Festivals			Museums			Sporting Event		
Concerts			Picnics			Libraries		
Drop In Groups			Parks			Restaurants		
Plays/Performances			Zoo			Shopping		
Local Community Events			Girl Guides/Cubs			Other:		
Other:			Other:			Other:		
Other:			Other:			Other:		

** All activity suggestions are optional.

APPENDIX 5

Profile and Daily Routine for your Child [Optional Resource]

This form will help your support worker to better understand your child, their personality and their typical routines.

Identify 3 favorite activities that your child likes to do:

1. _____

2. _____

3. _____

Identify 3 activities that your child might like to try:

1. _____

2. _____

3. _____

Please identify any risk behaviours that support worker needs to be made aware of to ensure safety of your child:

Stranger awareness: _____

Running Away: _____

Crossing Street: _____

Communication issues: _____

Boundary issues: _____

Crowds/Noise: _____

Possible Behaviour Issues and Suggestions for Dealing with them:

Emergency Contact: _____

DAILY ROUTINE

Morning

TIME	TASK/ACTIVITY

Afternoon

TIME	TASK/ACTIVITY

Evening

TIME	TASK/ACTIVITY

SUGGESTED ACTIVITIES

Art projects: _____

Toys, games and books: _____

Favourite toys and special things that comfort my child: _____

Possible behaviour issues and suggestions for dealing with them: _____

TELEVISION / VIDEO GAMES / COMPUTER

Time permitted for activity: _____

Acceptable show(s) to watch / special consideration for computer: _____

FOOD

Allergies/ cannot have: _____

Acceptable meals and snacks: _____

MEDICATIONS

Please contact your Community Service Worker for further discussion.

Families are asked to retain the responsibility for administering their child's medication, whenever possible. Please note that URIS training may need to be arranged prior to the support worker being able to administer medication.

Directions: _____

DOCTOR'S NAME AND PHONE NUMBER

Name: _____

Phone number: _____

Emergency number: _____

PETS

Where will the pet be during respite? _____

APPENDIX 6

Communication Log [Optional Resource]

Date: _____

MEDICATIONS	DOSAGE (AMOUNT)	TIME ADMINISTERED

MEALS
Breakfast
Lunch
Dinner
Snacks

NOTES (MOOD, ACTIVITIES, FOLLOW-UP, HEALTH, ETC.)

APPENDIX 7

Bathroom Chart [Optional Resource]

PIT: Peed in toilet

U: Urine in diaper

BMIT: Bowel movement in toilet

BM: Bowel movement in diaper

DATE	TIME	WHAT	INITIAL	COMMENTS

APPENDIX 8

Family Contact Information

[Optional Resource]

FAMILY INFORMATION

Child's Name: _____ Nickname: _____

Date of Birth: _____

Diagnosis: _____

Legal Guardian: _____

Address: _____

Phone: (_____) _____ - _____

FAMILY MEMBERS

Mother: _____ Address same as above

Address: _____

Email: _____

Daytime Phone: (_____) _____ - _____ Evening Phone: (_____) _____ - _____

Cell: (_____) _____ - _____

Father: _____ Address same as above

Address: _____

Email: _____

Daytime Phone: (_____) _____ - _____ Evening Phone: (_____) _____ - _____

Cell: (_____) _____ - _____

SIBLINGS

Name: _____ Age: _____ Name: _____ Age: _____

Name: _____ Age: _____ Name: _____ Age: _____

OTHER'S LIVING IN THE HOME

IMPORTANT FAMILY INFORMATION

Language Spoken at Home: _____

ALTERNATE EMERGENCY CONTACT (OTHER THAN PARENTS)

Name: _____ Relationship to child: _____

Address: _____

Email: _____

Daytime Phone: (_____) _____ - _____ Evening Phone: (_____) _____ - _____

Cell: (_____) _____ - _____

APPENDIX 9


Contact List [Optional Resource]

Create a Contact List for Your Child.

HEALTH CARE PROVIDERS	
Relationship	Relationship
Name	Name
Phone/email	Phone/email

SCHOOL CONTACTS	
Relationship	Relationship
Name	Name
Phone/email	Phone/email

OTHER IMPORTANT CONTACTS	
Relationship	Relationship
Name	Name
Phone/email	Phone/email
Relationship	Relationship
Name	Name
Phone/email	Phone/email



For more information, please contact
Children's disABILITY Services

Phone: 204-945-5898

cds@gov.mb.ca

www.gov.mb.ca/fs/cds