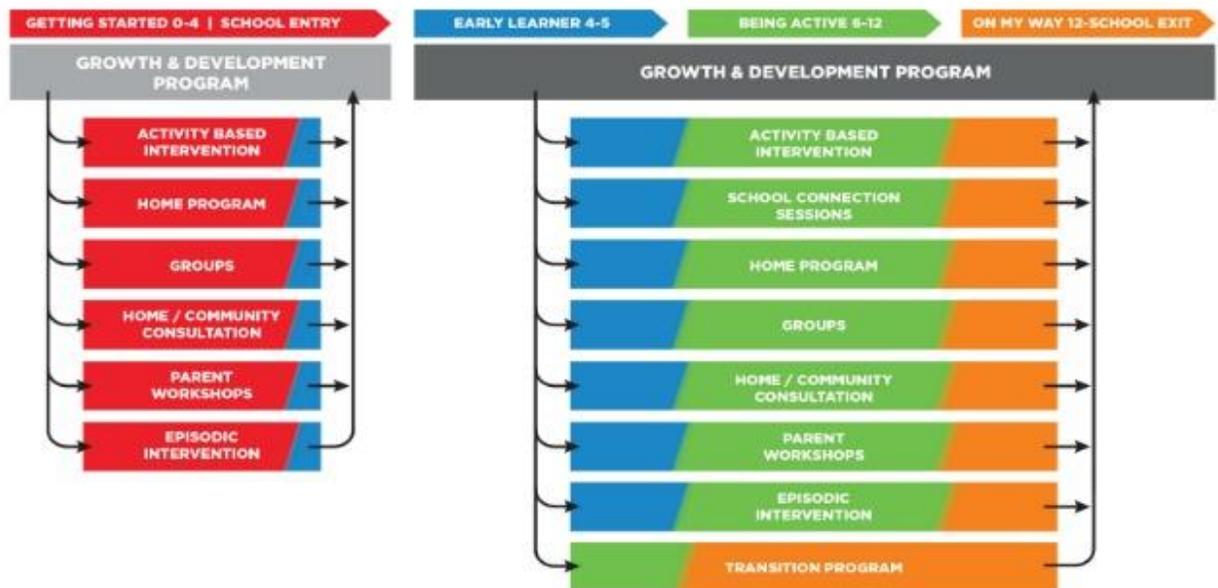


CTN Occupational Therapy and Physiotherapy Intervention Guide



Occupational Therapy and Physiotherapy Service Pathway for Children Receiving Hosted Intervention



SPECIALTY PROGRAMS AS REQUIRED: SEATING AND MOBILITY/ EQUIPMENT DAYS / SPASTICITY MANAGEMENT CLINIC / NEUROMOTOR CLINIC (YORK ONLY) / AUGMENTATIVE COMMUNICATION CONSULTATION SERVICE/ FEEDING ASSESSMENT AND CONSULTATION SERVICE

COMMUNITY PARTNERS: HOSPITAL FOR SICK KIDS, HOLLAND BLOORVIEW KIDS REHABILITATION HOSPITAL, MUNICIPAL RECREATION, ETC.



Building brighter futures together for kids with multiple special needs.



Introduction

Children’s Treatment Network (CTN) provides a range of intervention approaches to meet the specific needs of clients and families. We work alongside families, focusing on the [F-Words of Childhood Disability](#) (Family, Fitness, Friends, Function, Fun, and Future) and embedding coaching principles into all intervention.

This guide applies to occupational therapy (OT) and physiotherapy (PT) services provided to clients meeting CTN’s criteria for hosted OT and PT.

Occupational Therapy and Physiotherapy Intervention Themes

GETTING STARTED Birth to 4 years/school entry	EARLY LEARNERS 4 & 5 years	BEING ACTIVE 6 – 11 years	ON MY WAY 12 – 18 years/ school exit
<ul style="list-style-type: none"> • Early identification and intervention • Motor/communication/play skill development • Parent support/education/coaching • Transition out of home • Preparation for school tasks • Information sharing with school system 	<ul style="list-style-type: none"> • Motor/communication/play/social and emotional skill development • Parent support/education/coaching • Equipment • Recreation/leisure participation in cooperative programs with some structure, social interaction encouraged, new skill learning, expression of likes and dislikes • Life skill development • Physical coordination development 	<ul style="list-style-type: none"> • Motor/communication/play/social and emotional skill development • Life skills development • Physical coordination development • Recreation/leisure participation in competitive games beginning, new skill learning, expression of likes and dislikes, friendships development, beginning to influence self-awareness 	<ul style="list-style-type: none"> • Motor/communication/play/social and emotional skill development • Life skill development • Physical coordination development • Social skills/friendships development • Vocational/volunteering skill development • Recreation/leisure participation refining and perfecting skills, influencing of self- awareness • Preparation for high school tasks

*Adapted from KidsAbility Criteria for Clinical Intake and Referral General Program

Below you will find a list of intervention approaches offered by CTN. Families will work with their therapist(s) to determine which intervention may suit them best at any given time. CTN utilizes coaching principles within all of its intervention. Children may participate in a single intervention approach, more than one intervention approach or in no intervention at certain times, whichever you and the team determine to be appropriate. Your child’s and family’s needs are expected to change over time and your intervention should change to reflect that.

To support our family-centred model, the descriptions below we have also included family experiences/examples from our Family Mentors.

Growth and Development Program

The Growth and Development (G&D) Program is the entry and the “check-up” point in OT and PT service. Once referred, your first appointment will be a G&D program visit. After you are enrolled you will have regular G&D “check-ups” as your child develops. Families can think of it like a check-up with their physician.

About the G&D Program:

- Provides an opportunity for families and therapists to meet on a regular basis to identify and address any current or emerging concerns.
- Ensures the appropriate intervention is identified and made available when required.
- Children and families will be involved in the Growth and Development program until they leave CTN. This may happen if the move out of area, graduate from high school, decide they no longer need services from CTN or are deemed to have no current or potential future needs. Children will also be discharged from the program for repeated no shows and/or cancellations in accordance with CTN policy.
- Therapists are assigned based on geography to ensure families are seen close to home.
- Frequency of visits will change as needed throughout a child's development.
- At any time there is a change in function/need, a G&D appointment can be requested by the family by contacting their therapist(s).
- Most G&D visits will occur at a CTN site.
- Parent/guardian participation is required for all G&D visits.

What to expect during a G&D appointment:

- Therapist(s) will discuss previous goals, current function/needs, and future goals.
- Conversation will be focused around the F-words of Childhood disability and what is important to the family and client at that time.
- A physical assessment will be done, if indicated.
- Family education and coaching will consistently be a part of G&D visits.
- From this visit, the family and team will establish new goals and determine the appropriate intervention methods and frequency to help reach these goals.
- Families will leave each G&D appointment with the date and time of the next appointment and contact information for their therapist.

Activity Based Intervention

CTN's Activity Based Intervention method maximizes outcomes by providing families with a series of intervention sessions focused on family coaching. This type of coaching focuses on how daily activities can be intervention opportunities. It supports parents to maximize their child's potential and builds confidence in their own skills.

Why Activity Based Intervention with a family coaching focus:

- Research shows that the most impact/change occurs when we embed intervention strategies into everyday routines.
- CTN understands that families know their children best, all families are unique, and that optimizing a child's abilities occurs within a supportive family and community.
- Activity Based Intervention allows clients and families to focus on FAMILY, FUN, FUNCTION, and FRIENDS.
- With a family coaching approach, the therapist first models the therapeutic intervention while providing explanations for the purpose behind any treatment. They then stand back so the family can engage in the intervention. The therapist will provide supportive feedback to the family to support their success in carrying

out the intervention. Through learning and active participation, families are empowered to address and advocate for their child's needs.

- Following Activity Based Intervention sessions families implement the strategies learned into their daily routines.
- After a set period of time, families reconnect with their therapists (typically through the G&D program) to review successes, challenges, and to determine the next step in their child's intervention.

Length and Frequency:

- Length and frequency will vary depending on goals and family needs.
- Typically there are a few weeks to a few months between sessions to allow the family to practice and incorporate techniques into their daily activities.
- The number of sessions needed will be determined by the family's learning needs and the rate of change/growth of the child.

Family Experiences/Examples:

- Our therapists coached us on how to assist our daughter to do transfers from her wheelchair to the bed safely while also making her work on it herself.
- We received coaching around stair climbing, so that every time we did stairs we also did therapy.
- We learned how to use 'therapy' during play at home and at the park.
- Our therapists showed us ways to help our son gain independence with dressing himself.

School Connections

School is a major part of any child's life and teachers and staff are part of the child's team. The School Connections Program ensures CTN clients receive the therapy support they need in the school environment. Please connect with your CTN therapist(s) or your school to determine how these services are provided in your local school board.

School Connections Program:

- Utilizes coaching techniques with school staff when intervention principles and recommendations can be incorporated in to the daily school routine.
- Allows children to maximize their FUNCTION in their natural environment.
- Will be used throughout a child's time in school, as needs dictate.
- May be used for a variety of reasons including (but not limited to) transfer and lift training, equipment needs, self-care routines, and adapting programming to increase accessibility.

Length and Frequency:

- Length and frequency will vary depending on goals and family/school needs.
- The School Connections Program can be re-initiated whenever there is a new need within the school.

Family Experiences/Examples:

- Supporting adaptive/accessible programming for school events (e.g., track and field events).
- Getting and adapting equipment for my child at school.

- Education and support around why my child wears braces.

Home Program

A home program involves intervention activities or routines to be completed at home.

A home program:

- May involve embedding intervention principles into everyday routines.
- May involve targeted activities/exercises. This often occurs when a client needs to practice a specific skill or strengthen specific muscles to help reach a goal. It is also common following an intervention such as surgery or Botox®.
- May be its own intervention or be a component of Activity Based Intervention, Episodic Intervention, Spasticity Management, or Group Programs.
- Combines the importance of FAMILY, FUNCTION, and FITNESS.

Family Experience/Examples:

- A set of exercises what we did every day for 3 months following Botox® injections.
- A strengthening program after our son's surgery.
- Breathing exercises that we were given after a hospitalization for pneumonia.
- Having our daughter use her bike and stander regularly at home.

Group Intervention

Groups are a productive way to balance intervention needs with social interests and interaction. Benefits of groups include peer interaction, modeling, support, and encouragement, friendship development, family participation, and coordinated support between team members.

Group Intervention:

- Allows clients to incorporate FUN, FRIENDS, FAMILY, and FITNESS.
- May also introduce clients and families to new environments, activities, and peer support relationships that may continue outside of the therapeutic setting.
- May be co-facilitated by other service providers such as Early Intervention/Resource Consultants, social workers, recreation therapists, etc.

Length and Frequency:

- 6-10 weeks depending on the group*
- 1x per week

*Specific group length and frequency may vary. Please see the list below for full descriptions of groups provided by CTN provider agencies.

Family Experience/Examples:

- An afterschool group for my teenage son to work on his strength and balance.

- A gross motor class for my pre-schooler.
- A group focusing on topics related to transitioning into adulthood.

Workshops/Education Sessions

Workshops or education sessions may be offered to families in order to provide new information about specific topics of need.

Workshops:

- May be done in person, over a webinar, or using on-line videos
- Will be offered at various times, when possible
- Will cover different areas of need at different points in time
- Will incorporate the principles of the F-Words of Childhood Disability

Family Experience/Example:

- A parent session on how to support my child to monitor and control their own behavior and emotions.
- A CTN session at the Apple Store about making my iPad more accessible.
- A webinar about funding options and support.

Home/Community Sessions

CTN is committed to supporting clients in their home and community. Home and Community Sessions may be necessary when a client and or family need support outside of the clinic or school. Home services are provided when the clinical need is home based.

Home and Community Sessions:

- Allows a therapist to assess how a child functions at home or in the community.
- Allows an opportunity for intervention or recommendations in the child's natural environment.
- Maximizes participation in FUNCTIONAL activities, FAMILY life, or FUN opportunities.
- May include various aspects of daily life such as: home assessment for accessibility needs, assisting a client to participate in self-care routines that may require equipment supports to maximize independence, providing strategies or assessment to participate in a community activity or sport.

Length and Frequency:

- 1-4 sessions over a varied amount of time as needed.

Family Experience/Examples:

- Our daughter wanted to play soccer – but we don't have any adapted programs in our community so we signed her up for the town league with her school friends. Our therapist was great and came to the practice to help our coach discover simple adaptations that could be made so she could participate successfully!
- We needed home accessibility changes.
- Our therapists helped us trial and adapting a highchair for home.
- Our therapists helped our family find ways to teach our child how to skate.

Episodic Intervention

Episodic Intervention is defined as a period of focused intervention targeting a client's specific need, with a beginning and an end. With Episodic Intervention, targeted intervention is not an ongoing need but rather a burst of intervention to address specific goals. The intensity provided in Episodic Intervention is determined by research and best practice evidence. Following the burst is a period of applied learning to allow the client and family to practice the new skill in a natural environment.

Episodic Intervention:

- Will be provided as needed after surgery, after initial Botox[®] injections, or after an acute injury (Episodes outside of these indications will be considered based on availability and client readiness/need).
- Will begin with 'goal identification' (this may happen during a Growth & Development session) using the Canadian Occupational Performance Measure or the Goal Attainment Scale to determine appropriate goals. Therapists will work with the family and child/youth to develop goals that focus around the F-Words of Childhood Disability. Goals are reassessed following Episodic Intervention to evaluate progress.
- May be group or individual sessions.
- May be with a therapist or rehabilitation assistant.
- Are typically done at a CTN sites.

Length and Frequency:

- 4-8 weeks
- 1-3x per week (may be a combination of groups and individual sessions)

Family Experience/Examples:

- We had an episodic intervention with a rehabilitation assistant after my son had surgery on his legs. After a few months we transitioned to a home program.
- After our first round of Botox our therapists taught us how to maximize the impact of the injections.
- After my spinal injury I worked regularly with the therapist to gain my skills and mobility back.

Transition Program

CTN does not have a formal transition Program at this time however does work with youth and their families on an individual basis to support the transition to adult services. We will work with families to develop this essential program as the new OT PT service is implemented. Currently any client in their adolescent years and their family should speak with their therapy team about transition needs.

The Transition Program will address the coordinated process of moving a client from CTN and the pediatric services environment to the adult system of care as it relates to health and rehabilitation.

Equipment Days

Equipment days are scheduled in York Region to allow therapists and families access to equipment and vendors. During these days, a variety of types of equipment (e.g., wheelchairs, walkers, standers, bath chairs, etc.) may be

tried and evaluated to determine which is most appropriate for the clients to reach their goals. Additionally, any equipment in disrepair or in need of updating/growth can be brought in to be addressed.

Although specific days are not established in Simcoe, your therapy team will work with local vendors to provide a similar opportunity.

Seating and Mobility Program

The Seating and Mobility service assists any therapist and CTN client requiring assistance with a complex seating or mobility equipment prescription. This program allows clients and therapists to collaborate with seating specialists, if required. The Seating and Mobility Program also provides regular in-services on a variety of topics relevant to seating and mobility equipment and prescription and runs family events that involve specialized equipment such as adapted bikes.

Hip Surveillance Guide

CTN's Hip Surveillance Guide is for children with cerebral palsy. CTN wants to ensure that all clients at risk for hip displacement receive appropriate screening to allow for early and appropriate referral to orthopaedics at Holland Bloorview Kids Rehabilitation Hospital. The CTN Hip Surveillance Guide provides guidance and recommendations to families, therapists, and physicians on the appropriate frequency and methods of hip surveillance.

Groups Offered By CTN:

[Early Intervention Groups: SIMCOE](#)

[Early Intervention Groups: YORK](#)

[School-Aged Groups - SIMCOE](#)

[School-Aged Groups - York](#)

Early Intervention Groups: SIMCOE

Group Title: Baby Group

Description: Group for younger ones working on transitions in and out of sit, 4 point, crawl, pull to stand. Focus is on parent involvement with tasks and activities.

Program Goal: Progression of early motor skills and transition.

Inclusion: Preschool age or younger; once children have reached functional skill of pull to stand they move to the pre-walking group.

Frequency: Weekly on Fridays, ongoing

Location: Common Roof Barrie

Group Title: Pre-walkers Group

Description: Group for those who are pulling to stand, starting to cruise, taking some supported steps, and also have older hosted children. Focus is on parent involvement with tasks and activities which include circle and station activities.

Program Goal: Progression of motor skills and strength, from assisted stand through to independent stepping.

Inclusion: Preschoolers; once children are walking independently they transition to the early walker group.

Frequency: Weekly Fridays

Location: Common Roof Barrie

Group Title: New Walkers Group

Description: Group for new walkers working on balance, stairs, body awareness, ball skills, jumping (pre jumping), progression towards tricycle riding (including sensory strategies as needed). Focus is on parent involvement with tasks and activities which include circle and station activities.

Program Goal: Improved functional balance with walking and parent coaching with progression of higher level motor skills and motor planning.

Inclusion: Preschoolers who are new walkers.

Frequency: Weekly Fridays, ongoing

Location: Common Roof Barrie

Group Title: Calm, Alert and Ready to Communicate (RVH)

Description: Are you concerned about your child's: speech and language development, activity level, or ability to participate in daily routines? If so, attend our two part parent-caregiver workshop.

Program Goal: Sensory and communication strategies to fill your parent toolbox.

Inclusion: all

Frequency/Location: Runs at various locations across the Simcoe County throughout the year

Group Title: School Readiness Group (Nursery Rhymes Themes)

Description: During this program, the RT starts with circle & play, participants divide into groups for OT/PT/SLP, groups come together for snack, and the RT does closing circle. Parents stay with their child during group as the opportunity for coaching sessions and to provide a home program.

Program Goal: Targets skills of transition (self-regulation), social interactions, communication, gross, fine, & sensory skills, along with group experience.

Inclusion: Preschool age, 10-12 participants

Frequency: 1x/week, 4 weeks

Location: CTN Sites (Orillia, Midland, Collingwood)

Group Title: Pool Therapy

Description: This program provides 1:1 pool therapy with either a PT or OTA PTA to work towards dry land goals of therapist. Children can be referred by any Children's Therapy Services (Orillia Soldier's Memorial Hospital) PT.

Program Goal: To facilitate trunk strengthening, lower extremity weight bearing, increased independence with stand and stepping and improved body awareness.

Inclusion: preschool age: older than 2 years.

Frequency: Weekly Mondays, 8 week blocks

Location: RVH rehab department pool

Group Title: Picky Eater Group

Description: This program helps families to gently expose their children to new foods using the steps to food acceptance model.

Program Goal: Parents receive education and children develop slow tolerance to new foods without being forced to eat.

Inclusion: 4-6 kids/block

Frequency: 1x / week

Location: CTN sites (Collingwood, Orillia)

Group Title: Therapy in the Woods

Description: Designed to support early learners with developmental needs through outdoor environmental education that aligns with their therapeutic and learning goals.

Program Goal: Improve dynamic balance, provide sensory opportunities, increase upper limb function, socialization with peers and in the community, development of new vocabulary and concepts, reduce barriers to participation

Inclusion: All diagnoses

Frequency: For 5 consecutive weeks, 1.5 hour session from 9:30-11am

Location: Scanlon Creek Conservation Area, 2450 9th Line, Bradford

Group Title: Gross Motor Park Group

Description: This program was developed to help show parents everyday activities they can do with their children to help progress physical skills. The group allows for social interaction for both children and parents. While working on physical skills in a local park, children are also exposed to turn taking, singing songs, following a routine, and transitioning between activities.

Program Goal: Help improve strength, balance and coordination in a fun and interactive, semi-structured environment. Parent involvement is essential and the hope is that activities done during group can also be done at home to assist with further skill progression.

Inclusion: Preschool children - typically age 2 to school entry with a motor impairment. OT and PT consult regarding appropriate population (e.g. a child completely unable to follow instructions or completely self-directed may not yet be ready for this group).

Frequency: 1x/week for 8 weeks in the Spring and Fall

Location: Collingwood and Alliston local parks. If it is raining the group takes place in the gym at the local CTN sites.

Early Intervention Groups: YORK**Group Title:** Tumbletots Program

Description: The focus of this program is on language development through the use of gross motor activities typically seen in a gymnastics/kindergym program. The program is led by Early Interventionists and input from other professionals (OT/PT/ST) occurs throughout the session. Parents are expected to actively participate in the program.

Program Goal: Improved language, gross motor, and cooperative skills.

Inclusion: Children must be able to follow simple, one step instructions and be walking independently.

Frequency: 1x/week x 8 weeks

Location: Vellore Village Community Centre

Group Title: Therapy through Play

Description: A play based program using therapeutic learning approaches in a social environment. The program runs in collaboration with an Early Interventionist, a Speech/Language Pathologist, an Early Childhood Vision Consultant, a Physiotherapist, and an Occupational Therapist.

Program Goal: To focus on providing new and safe opportunities for movement, sensory experiences, and socialization with peers through play.

Inclusion: Children with complex physical needs who can't participate in regular community groups.

Frequency: 1/week

Location: EIS Offices (can vary, primarily in Vaughan)

Group Title: Pool Therapy

Description: This program provides a short treatment block in the pool for children and youth who have had recent orthopedic surgery or multi-level Botox injections.

Program Goal: Allow an increase in mobility/function post intervention. Provide an adjunct to dry land therapy carried out by the regular treatment physiotherapist. E

Inclusion: GMFCS III through V that require:

- Therapy post-surgery or post Botox® (multi-level)
- Ages 2.5 through 19 years

Frequency: 1/week on Mondays for 30-45 min, 6-8 sessions

Location: Whipper Watson Therapeutic Pool, Newmarket

Group Title: Children's Feeding Group (for Picky Eaters)

Description: This program provides children with an opportunity to explore new foods in a social setting while parents receive coaching and support.

Program Goal: Provide parent education, increase tolerance to new foods, participate in a group eating routine and food based play, and to learn that food can be fun!

Inclusion: This group is designed for children 2-5 years old: who eat foods of a limited variety and texture; who eat fewer than 15 foods and/or exclude 1 or more of the 4 food groups; who are able to commit to all 6 sessions of the group; whose parents/caregivers have received consultation from an OT regarding feeding.

Must be able to sit independently 5-10 minutes and understand 1 step directions

Frequency: 1 hr, 1x/week, 6 weeks; offered in fall & spring

Location: Typically Vaughan and based on need.

Group Title: Hands at Play (York EIS)

Description: Constraint-induced movement therapy (CIMT) is a therapeutic approach commonly used with children with hemiplegic cerebral palsy. It aims to encourage hand function through intensive practice using the affected hand while restricting use of the less-affected hand. A modified CIMT approach (mCIMT) is used focusing on the use of a removable constraint for a specified time during the group. Activities that require the use of both hands together are promoted. OTs may make a custom constraint for the child prior to starting of the group.

Program Goal: Increased functional use of affected hand

Inclusion: Children with hemiplegia

Frequency: 3 weeks/8 sessions or 2x/week for 4 weeks (in summer)

Location: Oak Ridges

Group Title: Therapy in the Woods

Description: This group provides an opportunity for children with special needs to get active outdoors and explore nature, while simultaneously addressing their developmental goals. The program is run by an Environmental Educator from the Toronto and Region Conservation Authority, as well as an Early Interventionist, Physiotherapist and Occupational Therapist from EIS.

Program Goal: To model and coach to caregivers how therapeutic activities can be generalized to outdoor environments in a group setting and unique learning environment.

Inclusion: EIS clients aged 3-5 years old with developmental delays or disability in the areas of: gross motor, fine motor, communication, and/or sensory system development.

Frequency: 1x/week x6 week sessions (fall, winter, spring)

Location: Lake St. George/Bruce Mills and Korthright Centre

School-Aged Groups - SIMCOE**Group Title:** Great to Participate

Description: This program will focus on the development of independence, fine and gross motor skills through targeted activities developed by OTs and PTs. The group will provide a focus on participation and family coaching embedded into group and home programming. Clients must be accompanied by a family member/support person who will participate in the group helping the client complete and move through the activities.

Inclusion Criteria: 1) Children in kindergarten and grade one 2) Registered with CTN and have CTN OT/PT assigned 3) Able to ambulate with or without device independently 4) Able to follow instructions and participate in a group environment.

Frequency: 1 hour group, once a week, 6-8 weeks

Location: The Common Roof Barrie

Group Title: Happy Hands modified mCIMT Camp (CTG)

Description: A therapy program for children with hemiplegia. Children have the opportunity to participate in a variety of fine and gross motor activities during a 1 week half-day summer program. A hand splint is provided at a low cost, which is the child's to keep.

Program Goal: Modified constraint therapy is used, focusing on restraining the child's dominant hand while developing the motor skills of their affected hand and arm.

Inclusion: Children with Hemiplegia, 2 Groups: aged 5-9 and aged 10-13yrs

Frequency: ½ day X 5 days, 1 week of the summer with accompanying home activity program

Location: The Common Roof Barrie

The School Aged Groups in York are also available to Simcoe students.

School-Aged Groups - YORK**Group Title:** Great to Participate

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Inclusion Criteria: 1) Children in kindergarten and grade one 2) Registered with CTN and have CTN OT/PT assigned 3) Able to ambulate with or without device independently 4) Able to follow instructions and participate in a group environment.

Frequency: 1 hour group, once a week, 6-8 weeks

Location: Oakridges Site Richmondhill

Group Title: Me & My Community

Description: 3 year experienced-based life skills development program for youth. Year 1 is based on self-discovery through facilitating experience, community engagement, harnessing and building strengths, all considered within the youths' interests. Year 2 will include more planning and involvement in the organization of activities on the youths' behalf, which will include choosing opportunities, researching them, and engaging in said opportunities. Year 3 will include more individualized experiential learning through participation in their community (high school co-op, volunteering, etc.). Adult mentor (i.e. parent, community member, siblings) is involved in education and sessions.

Program Goal: To allow supported opportunities for youth to begin to explore and participate in their community. To provide a pathway for youth and adult mentors to follow so that they can increase their experiences and profiles of strengths and preferences. The objectives of the Me & My Community program were built to support clients in determining and achieving personally meaningful goals and working towards a preferred future. In order identify such goals, clients work with their intake clinician to identify individualized goals using the COPM and GAS. Year 1 objectives: earn 10 volunteer hours, start 1 new chore at home, start an extra-curricular activity, travel to 4 destinations using public transit, use an “About Me” workbook to track your personal goals and how your life skills are growing, plan and lead a meeting with your school team about your personal goals and development pathway.

Inclusion: Students grade 9-11 (academic or applied stream) with goals related to life skills development, volunteering/work, community mobility, and making friends. Must be able to commit to sessions over a 2-3 year time frame. Open to clients of CTN and/or Holland Bloorview.

Frequency: For youth- 4 full day groups sessions on PA days + 3 full day group session during March Break. For parent/youth- 4.5 day groups sessions (Sat. or Sun. after PA day).

Location: Various CTN and YRDSB school sites and the community.

Group Title: Summer Teen Program- Get Ready and Go

Description: 1 week summer teen independence/out and about program. Future program may include an overnight stay at a residence at York University.

Program Goal: Directing personal care, navigating community taking YRT, money management, engagement in leisure, social networking, and building self-advocacy skills.

Inclusion: Max 10 teens with physical disabilities who are able to direct their own care, ages 13-20 years; some parent involvement on final day.

Frequency: 1 week

Location: Central York Region (Richmond Hill)

Group Title: Youth at Work (YRDSB)

Description: This program helps students understand steps involved in job searching, understand how parents can support youth with special needs to participate in volunteering or working, apply and/or make contact with at least 3 potential organizations. Earn 15.5 volunteer hours.

Program Goal: Using GAS and COPM and job action plan, we established individual goals related to volunteer/work and descriptors above.

Inclusion: Students with physical disabilities and parents; must be motivated to start volunteering within 6 months, committed to doing job search activities as homework, ready to volunteer independently or have identified support, and access to an email account checked daily; support person must be available to participate in some sessions.

Frequency: Each YRDSB/YCDSB PA day, some Saturdays; total of approx. 35-40 hours throughout school year.

Location: Varied around York Region