

FSCD Program Outcomes

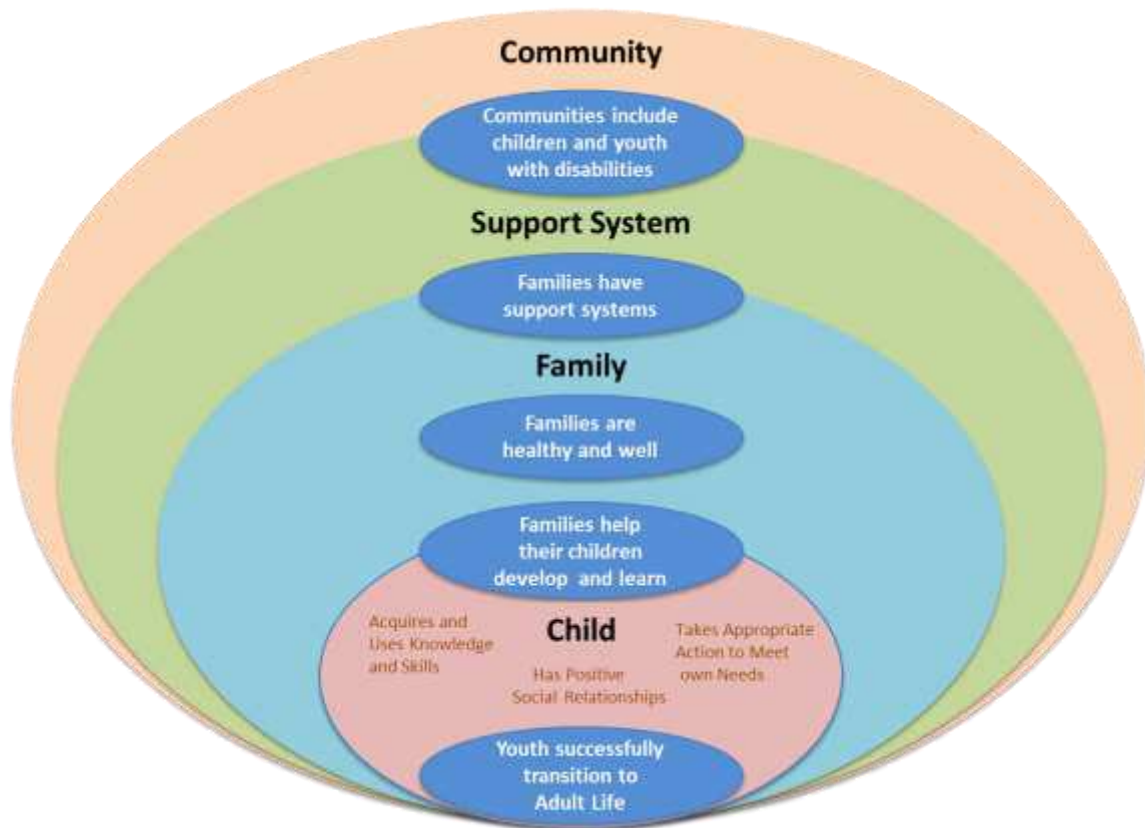
Based on legislation, research, practice and stakeholder input the following eight outcome statements reflect the changes that the FSCD Program expects to influence with the families and communities we work with:

- (1) Children/youth have positive social relationships.
- (2) Children/youth acquire and use knowledge and skills.
- (3) Children/youth take appropriate action to meet their needs.
- (4) Families are healthy and well.
- (5) Families have support systems.
- (6) Families help their children develop and learn.
- (7) Communities include children and youth with disabilities, and
- (8) Youth successfully transition to adult life.

FSCD outcomes are consistent with an inclusive life-course perspective that views the pursuit of an inclusive and normative pathway (e.g., go to school, get part time jobs, and go to college or university) as a powerful means of realizing a good life for a child with a disability. These experiences create possibilities for learning, friendships, employment and being seen and recognized as valued and needed by others (Inclusion Alberta).

FSCD Outcomes are nested within an Ecological Framework that views families, their support systems and the larger community as setting the conditions for the child's active and successful participation in everyday life. Child abilities to acquire and use knowledge and skills, take appropriate actions to meet their own needs and have positive social relationships develop naturally through the many and varied experiences of everyday family life.





Children/youth develop the ability to acquire and use knowledge and skills, take appropriate actions to meet their own needs and have positive social relationships. The ultimate goal of supports and services is to enable children to be active and successful participants in a variety of settings – in their homes with their families, in child care, preschool or school programs and in the community. This typically requires the ability to acquire and use knowledge and skills, take appropriate actions to meet their own needs and have positive social relationships.

Children/youth have positive social relationships. Making new friends and learning to get along with others is an important accomplishment in childhood. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings. All children need support from adults in learning how to be successful participants in their social world but some children who face challenges in this area need additional support.

Children/youth acquire and use knowledge and skills. Children with disabilities can face a variety of challenges related to acquiring knowledge and skills and may need additional supports to realize their potential. The knowledge and skills acquired in the early childhood years, especially those related to communication, pre-literacy and pre-numeracy, provide the foundation for success.

Children/youth take appropriate action to meet their needs. Children/youth have a variety of needs, for example, to eat, sleep, play, move, explore, and communicate. With the help of supportive adults, children become able to address their needs in more sophisticated ways and with increasing independence over time. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve a goal that is of value to them. Children/youth with disabilities may use specialized technology or may need assistance from adults to allow them to meet their needs.

Families are healthy and well. Families are the most significant environment in children's lives. When families are healthy and well, their children grow up in secure supportive environments. At the core of family well-being is a balance between the demands of everyday life, various family interests, and the personal and social resources the family can draw on and weave together into a sustainable daily routine (McConnell et al., 2013).

Families have support systems. All families need and have access to a wide range of natural supports, community resources, and formal supports that they draw upon to maintain well-being and to manage difficult or stressful situations.

- **Natural supports** are the networks of people in a family's life (e.g., family, friends, neighbours, church or community members, colleagues etc.) that they can turn to for fun, advice, assistance, or emotional support. These relationships promote well-being, prevent problems and provide real assistance (both physical and emotional) in times of need. Unlike formal supports these are not constrained by office hours, eligibility criteria or cost. Although the strength and nature of these relationships change over time, many are sustained throughout life.
- **Community resources** can be teachers, day care workers, coaches, teacher's aides, etc., in a child's community that are part of the family's support network. They are subject to change and are often a short term support.

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- **Formal support** networks are government programs that provide funding and support. These more formal supports help to build on what the family already has in place, and provide supports and services to address some of the needs not met with other levels of support. Formal supports may be short term and for a specific time in a child's life or change over time as the family and child's needs change.

Families help their children develop and learn. By interacting with their children in a variety of positive ways, families promote children's development and learning. Families create family environments in many different ways, depending on the culture, traditions, and values held by the family. The family environment encompasses the physical environment of the home, the overall tone of family interactions, and the types of community experiences that parents provide for their children. When required, the family can be supported by professionals to help them acquire specific knowledge, skills and abilities related to their child.

Communities include children and youth with disabilities. Inclusion in communities is an important factor contributing to the well-being of individuals with or without disabilities. It both affects and is a reflection of the well-being not only of the individual but of society as well. Building more inclusive communities requires purposeful work and occurs in incremental steps built off of successful, positive experiences of individuals with disabilities in normal community activities such as child care, scouts, and sports teams or playing at the playground.

Youth successfully transition to adult life. The transition from youth to adulthood is both exciting and challenging. Youth and their families have many choices to make about education, entering the workforce and finding new supports for adult success. A successful transition: requires preparation that begins early; honors and inspires the hopes, dreams and decisions of the individual; and, mobilizes the human and other resources available in the person's life.

Program Responsibilities

Comply with the *Family Support for Children with Disabilities (FSCD) Act*, Regulation and policy.

Act in accordance with all other relevant legislation:

- *Children First Act* enhances legislation, tools, processes and policies to improve the security, education, health, safety and well-being of children and youth in Alberta (e.g., regarding information sharing requirements in the best interests of the child);
- FSCD staff must comply with all of the requirements to report any child protection concerns as legislated in the *Child, Youth and Family Enhancement (CYFE) Act*;
- FSCD staff will respond to concerns of family violence that may impact the child as described in the *Protection Against Family Violence (PAFV) Act* by reporting incidents of family violence to Child Intervention Services;
- Information regarding families and children must be collected, used and disclosed in accordance with the *FSCD Act* and *Freedom of Information and Protection of Privacy (FOIP) Act*. The confidentiality requirements of the *FOIP Act* do not release FSCD workers from their obligation to report to Child Intervention Services when there is evidence of any child protection concerns, as identified in Section 1(2) of the *CYFE Act*; and
- The *Financial Administration Act* enables FSCD to enter into agreements with families for services in accordance with the *FSCD Act* and Regulation. It provides for the designation of an Expenditure Officer who enters into agreements with families on behalf of the FSCD Director. One responsibility under the *Financial Administration Act* is to ensure there are sufficient funds available to honour the committed amount of the agreement.

Ensure that families are aware of the options available to them under the FSCD concerns resolution process, including mediation and appeal.