



# Guidelines for Completing the Inclusion Program Grant Application

These guidelines have been developed to assist parents, child care facility staff/home providers and supporting professionals in completing the *Inclusion Program Grant Application*.

## Section I – General Information

Section 1 may be completed in advance by the child care centre / provider or supporting professional or at the meeting.

## Section II – Identification of Child

The purpose of this section is to identify the additional supports the child needs to fully participate in the child care program.

**Child’s Strengths and Interests** should include areas that the child does well in or activities the child shows particular interest in. This section is important not only to focus on positives but also to assist the facility in identifying the child’s strengths to use in programming. Strengths should also be included in the comments section of the impact assessment form.

The **Impact Assessment Profile** is a separate document that is to be completed during the application meeting by the team members. This assessment helps to describe the present functioning of the child within a number of domains and the supports that the child is receiving. The assessment includes six areas of development, each of which is further divided into several domains:

**Physical Development:**

- Motor Skills: Gross
- Motor Skills: Fine

**Language and Literacy**

- Expressive Communication
- Receptive Communication

**Sensory Development:**

- Sensory: Visual
- Sensory: Auditory

**Intellectual Development**

- Problem Solving
- Memory
- Transferring of Skills

**Personal Care:**

- Medical/Health
- Toileting
- Dressing
- Eating

**Social-Emotional Development**

- Safety
- Interactions with Peers and Others
- Self Regulation

Many of the domains listed with a particular area of development can blend into another domain or area of development. Each domain has descriptors and the team members are required to indicate which best describes the present functioning of the child within each priority area of impact. The next step is to identify the current sources of support.

**Diagnosis** should include the specific disease / disorder / syndrome or cause of the child's special need as identified by the parent or supporting professional

The **Facility Support Plan** is to clearly identify the supports that will be in place for the child in the child care facility.

**Expectations for Ongoing Communication** should outline a plan for regular communication and by what means with the facility, parent/guardian(s) and supporting professional.

A **Personal Program Plan (PPP)** developed by the child care facility with the support of the parent(s)/guardian and supporting professional must be established if the application is for an Enhanced Accessibility Grant. The PPP must accompany the Enhanced Accessibility Grant Application or be submitted within four weeks following an initial Enhanced Accessibility Grant Application.

### **Section III – The Parent(s)/Guardian(s) of the Child**

Section III is to be completed by the parent(s)/guardian(s).

### **Section IV – Level of Funding – Individual Inclusion Grants Only**

The purpose of this section is to determine the level of funding for Individual Inclusion. The goal is to match the level of funding to the amount of support the child needs in the child care facility.

The level of funding should be determined by agreement between the participants at the meeting. However, the Program Consultant makes the final decision regarding funding level.

### **Section V – Meeting Attendees**

The purpose of this section is to document all that were present at the application meeting.

### **Section VI – Certification by Applicants**

Signatures are required to ensure that all parties support the application.