Calgary and Area Regional Collaborative Service Delivery e-Newsletter

Special Edition eNewsletter: Products of Collaboration

Calgary and Area Regional Collaborative Service Delivery is pleased to present this special edition eNewsletter highlighting some of the collaborative work supported by the partnership. We are responding to feedback received about the importance of showcasing the collaborative work of RCSD and its partners. There is a longstanding history of collaboration across sectors within Calgary and Area focused on supporting the needs of children, youth and families; and it is important to put the work of RCSD within that context. The hope is that RCSD will enhance and extend the collaborative work that has gone on before, and also find new and innovative avenues to continue to improve service systems, build community and family capacity, and discover new practices and ways of working that benefit children, youth and families across the region. This newsletter highlights both new work and ongoing services that rely on collaboration to achieve their full potential. Some of this work is relatively simple, such as creating resources everyone can share; some is more complicated, such as collaborating to provide a service; and some is more complex, such as evaluating the quality of our collaboration. All of these efforts are critical to the success of Calgary and Area RCSD and to meeting the ultimate provincial goal, and indeed our collective goal, of children and youth reach their full potential.

- Janice Popp, Regional Manager

Community Outreach of Paediatrics and Psychiatry in Education (COPE)

Community Outreach of Paediatrics and Psychiatry in Education, or COPE, works directly with schools, families, and young people providing paediatric and psychiatric consultations regarding developmental, behavioural, and/or mental health concerns identified by schools about children and youth in their classrooms. COPE is an established service supported by multiple partners from health, education, and human services and part of a continuum of services supported by Calgary and Area RCSD.

COPE typically works with children and youth who do not have access to a family physician or specialized assessments. Family School Liaison workers within each school system help families navigate the process, providing the necessary emotional and logistical support for families to attend a paediatric consultation session in the school setting. COPE is a strong example of the benefits of a collaborative approach, both among partners and with families, and of the value in bringing services as close to children as possible.

During the 2015-2016 school year COPE worked with over 330 youth to address issues such as attention difficulties, social interaction with peers, anxiety, and mood regulation.

COPE is in midst of extending service to Tsuut’ina Nation and is offering its expertise to support development of similar services in other First Nations and RCSD regions.
**ImPAACT Storybook Kits**

Eight new ImPAACT Storybook Kits were developed this summer for use in Calgary and the surrounding area. ImPAACT Storybooks utilize communication boards, pages with visual representations of words, to build the language skills of children and youth with Complex Communication Needs (CCN). The Storybooks are used by “communication partners”, key individuals at home, school, or in the community who interact with children and youth with CCN and who have a critical role in promoting fundamental communication skills.

This new set of books were developed with older readers in mind and feature appropriate reading content such as Sea Otters, and Find Dory!

Special thanks goes to Alberta Health Services and the Calgary Board of Education for their work to create these resources.

Contact your [Leadership Representative](#) to find out how to access these kits.

Email our [Project Coordinator](#) for the digital files.

**Complex Communication Needs Information Prescription**

In May 2015, Calgary and Area RCSD used a provincial grant to explore the extent of Complex Communication Needs (CCN) in the region. This work included a literature review, surveys to families, teachers, and service providers, focus groups, and resource lists. These activities highlighted the need for a clear definition of CCN and resources to help support parents as they build the communication skills of their children.

In collaboration with the Family and Community Resource Centre (FCRC), this work has been published as an Information Prescription for parents, available [online](#). This ‘prescription’ lists key resources which are available for loan at the FCRC on the second floor of Alberta Children’s Hospital.

This work will continue under the CCN Working Group that arose from the initial project. The group now includes providers from partner organizations, four RCSD regions, and parents.

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**Augmentative and Alternative Communication (AAC) Camp**

Calgary and Area RCSD had the opportunity to help support parent Valerie Arbeau in bringing the first annual Augmentative and Alternative Communication Camp to Alberta.

The camp was held from August 26 – 28 at Camp Horizon in Bragg Creek, Alberta and was attended by 18 youth who use AAC devices to communicate, as well as 15 siblings, and 32 parents and caregivers.

Campers came from all over Alberta and were paired one-on-one with a graduate student counsellor from the University of Alberta. The counsellors worked with the campers and their families to help them learn how to use their devices to communicate and to give campers the opportunity to interact with other youth who use Augmentative and Alternative Communication.

Click [here](#) to read the news article.
Imagine That! 2016: Supporting Health in Our Youth and Ourselves

Calgary and Area RCSD’s third annual Imagine That! learning event continues its popularity, filling registration a week after its announcement. This year’s speakers will cover various aspects of ‘trauma’ including refugee and immigrant needs, domestic violence, and a component on moral distress and self-care strategies when working with children and youth.

Contact the Project Coordinator to inquire about the waitlist.

Interested in hearing about it first? eNewsletter subscribers are

Resources for Therapists, Teachers, and Families

This summer Calgary and Area RCSD partners worked together to create resources for use at home and in the classroom.

Resources were developed for the following areas:

- Executive Functioning: the mental processes that direct our thinking and behaviour to achieve a goal. This package provides tools and activities for developing executive functioning skills appropriate for children and youth in Kindergarten and Grade 1.
- Self-Regulation: the ability to manage energy, emotions, behaviours and attention. This package includes a two-part in-service presentation to build capacity and expand awareness of regulation needs.
- Social Thinking: what we think before we act. This resource focuses on building skills in understanding our own and other’s thoughts and expectations in a situation.
- Physical Literacy: the motivation, confidence, knowledge, and skills to value and take responsibility for engagement in physical activities for life. This handout provides information and suggests activities to increase the capacity of teacher to incorporate physical literacy in the classroom.

Special thanks goes to Alberta Health Services and the Calgary Board of Education for their work collating and developing these resources. We would like to acknowledge the work of the following therapists in creating these resources:

- Denise Beckstead
- Rebecca Christie
- Monique Cloutier
- Christine Degnis
- Eleanor Leverington
- Nicole Maclean
- Igne Murray
- Erin Novak
- Kristen Proskurniak

These resources are now available on the Calgary and Area RCSD website.

Report- PARTNER Tool:
A Social Network Analysis of Calgary and Area RCSD

In March 2016, Calgary and Area RCSD undertook an internal evaluation using a social network analysis tool called PARTNER. We are pleased to share with you the Highlights Summary Report below. This summary identifies the achievements of Calgary and Area RCSD, the level of collaboration between partners, and the resources available to drive the work in the region. Calgary and Area RCSD will use these findings to continue to build collaboration and advance our work in the region.

Report- Family Centred Care:
Measure of Processes of Care and Focus Groups

Calgary and Area RCSD recognizes the importance of partnering with children, youth, and families throughout every aspect of service provision. Calgary and Area includes families in its evaluations, measuring the level of Family-Centred Care families experience when receiving services for their children.

Family-Centred Care is a method of service delivery that recognizes parents as the experts in their child’s needs, promotes partnership between parents and service providers, and supports the family’s role in decision making about services for their child.

See a summary of our findings, at the end of this eNewsletter.

Please take a moment to forward this eNewsletter to your colleagues and encourage them to sign up at: http://www.CalgaryandAreaRCSD.ca/news-and-events/newsletter-signup/. We send out an eNewsletter once a month between September and June with reviewed information relevant to everyone who works together for children and youth.
This document presents highlights of the findings from the Calgary and Area RCSD PARTNER Social Network Analysis conducted in March, 2016. A Social Network Analysis evaluates how well a collaborative is working, identifying essential partners and measuring level of involvement and how well resources are being leveraged, ultimately providing direction for how to improve the work of the collaborative. 21 participant groups were invited to respond to a series of questions on how Calgary and Area RCSD works together as a network to optimize the learning and well-being of children and youth in the region. 20 responses to the survey were received for a response rate of 95%.

**What have relationships within the context of Calgary and Area RCSD achieved?**

- Created a better appreciation or understanding of partner mandates (54%)
- Provided a new or wider perspective (49%)
- Led to improved services or supports for children, youth, and families (44%)
- Increased flexibility and openness to new ideas (41%)
- Led to an increased ability to navigate between systems to access services and supports (32%)
- Led to a change in organizational culture toward partnership and collaboration (30%)
- Improved my organization’s capacity to provide supports and services (30%)
- Led to improved processes (e.g. screening, referral, or follow-up processes) (23%)
- Enhance my ability to allocate resources to the right services, supports, or programs (22%)
- Led to new program development (16%)

**What kinds of collaborative activities occur between Calgary and Area RCSD members?**

- **Awareness of this Organization’s Role in the System**: Understanding of services offered, resources available, mission/goal (13%)
- **Cooperative Activities**: Involves exchanging information, attending meetings together, and informing other organizations and departments of available services (39%)
- **Coordinated Activities**: Includes cooperative activities in addition to exchange of resources/service delivery, coordinated planning to implement things such as referrals, data sharing, training, etc. (27%)
- **Integrated Activities**: In addition to cooperative and coordinated activities, this includes shared funding, joint program development, combined services, shared accountability and shared decision making (21%)
What resources do partners contribute? How many partners contribute each resource?

- Advocacy (18)
- Community Connections (16)
- Data (16)
- Knowledge of Resources (16)
- Paid Staff to Participate in Committee Work (16)
- Leadership (15)
- Strategic Planning Skills and Expertise (15)
- Training & Professional Development Opportunities (15)
- Expertise in Family Support & Parent Education (14)
- Expertise in Addressing Children and Youth with Complex Needs (14)
- Expertise in Social, Emotional, and Mental Health (13)
- Expertise in Early Childhood (11)
- Expertise in Education (K - 12) (10)
- Expertise in Finance (10)
- Expertise in Measurement or Evaluation (10)
- Expertise in Partnership Development (10)
- In-kind Resources (10)
- Expertise in Rehabilitation (9)
- Expertise in Facilitation (9)
- Expertise in Low Incidence Needs (8)
- Administrative Support (8)

How are Trust and Value perceived among partners in Calgary and Area RCSD?

The overall perception of trust in the network is slightly higher than the overall perception of value. On the graphs below values over 3 are preferred and considered the most positive.

What outcomes has Calgary and Area RCSD made progress on in the last year?

The following lists show how many of the respondents identified progress made by the network toward certain outcomes and opportunities on where to focus next:

**Progress toward outcomes:**

- Improved or increased information across service systems (16)
- Improved or increased collaboration and partnering processes among RCSD partners (at the planning and service delivery level) (15)
- Building organizational and community awareness of Calgary and Area RCSD (15)
- Partners are actively involved in RCSD work, planning, and initiatives (15)
- RCSD partners demonstrate shared leadership (13)
- Improving service quality through innovation in service delivery or by bringing the latest evidence into practice (12)
- Supports and services meet the identified needs of children and youth across the region (11)

**Where to focus on next...**

- Removing the barriers to the effective operation of Calgary and Area RCSD (10)
- Improved or increased commitment to the Regional Collaborative Service Delivery Approach (10)
- Seamless delivery and improved accessibility to supports and services for children, youth, and families (10)
- Minimizing or managing the politics in the system (8)
- Improved or increased partnering with families in regard to the direct care and service planning for their children (8)
- Adoption of a shared vision among partners (7)

What two outcomes do partners think Calgary and Area RCSD has most successfully achieved?

1. Improved or increased collaboration and partnering processes among RCSD partners (at the planning and service delivery level)
2. Partners are actively involved in RCSD work, planning, and initiatives

If you would like more information on Calgary and Area RCSD or our PARTNER Survey and Report contact us at: admin@calgaryandarearcsd.ca or visit us online at www.CalgaryandAreaRCSD.ca
Calgary and Area RCSD MPOC-20 Survey and Focus Group Highlights

This document highlights the findings from Calgary and Area RCSD’s efforts to obtain feedback from families about their experience of services. Calgary and Area RCSD utilized the Measure of Processes of Care (MPOC-20) Survey as well as follow-up Focus Groups with survey respondents. The MPOC-20 is a research-validated instrument used to evaluate aspects of family-centred care, an approach to service delivery that recognizes parents as the experts on their child’s needs, promotes partnership between parents and service providers, and supports the family’s role in decision-making about services for their child.

Service providers invited families and caregivers to respond to the survey, which was available online from February 1, 2016 to March 4, 2016. A total of 145 caregivers responded to the survey, 14 of whom participated in follow-up focus group discussions designed to gain further understanding of the major survey findings. A response rate was not calculated for the survey, as the number of caregivers that were invited to participate in the survey was unknown.

The graph below shows the results of the 5 major domains scored in the MPOC-20 survey on a 7-point scale where 1=not at all, 4=to a moderate extent, and 7=to a very great extent.

![MPOC-20 Survey Domains Graph]

If you would like more information on our MPOC-20 and Focus Group Report contact us at: admin@calgaryandarearcسد.ca
Key Findings from each of the domains are included below:

Respectful and Supportive Services
The extent to which providers treat families as an equal and with respect

- Many families and caregivers reported satisfaction with the services their child was receiving.
- Families acknowledged and appreciated having a caring atmosphere, being provided with space and time to talk, and being treated as equals.
- Some families emphasized that receiving supports and services has significantly contributed to their family’s wellbeing, enabled them to successfully manage their child’s needs, and allowed their child to successfully progress.

“I am grateful for the supports that have been made available to my child and my family here in Calgary. We feel very fortunate.”

“I have been very fortunate and many, many, many of my child’s needs have been met by systems in Calgary and I am very thankful for all we’ve had.”

Enabling Partnerships
The extent to which caregivers are involved in decision making and the service delivery process

- Families and caregivers found that it was helpful when service providers incorporated their feedback through direct and frequent communication.
- Families found that it was helpful having guidance strategies at school and further tools that could be implemented in the home.
- Families reported that the collaboration and continuity of services among the different providers helpful.
- Some families felt that more communication from the service providers would be beneficial and that family feedback about their child should be incorporated in the services the child receives.

“I really appreciated the wrap-around approach- the team that provides family support and home program service is the same team that has been present in my child’s preschool atmosphere and that has made all the difference in keeping communication very smooth between a series of complicated connections.”

“I think some acknowledgement and a greater appreciation that I might actually have some knowledge and expertise around my child’s disability.”

Providing Specific Information
The extent to which information is provided to families specifically about their child’s condition, assessments, progress, and treatment

- Families and caregivers identified direct communication with the service providers as one of the most helpful factors enabling them to meet their child’s needs.
- Two out of three survey respondents reported receiving specific updates about their child’s supports and services.
- One third of survey respondents and the majority of focus group participants would like communication from service providers to improve.
- The majority of focus group participants emphasized there is a communication gap among the different service providers as a barrier.

“The direct, one on one, communication with each service is good, it is actually very good.”

“What I find as a parent is I usually sit between all those service providers and each of them communicate well with me and I communicate well back and forth, but the communication between them is slower.”
Coordination and Comprehensive Services

The extent to which services are integrated and consistent across settings and time

- Some focus group participants found the supports and services to be easily accessible with a fast intake process. Many of these caregivers highlighted their connection with and appreciation of a support worker or resource centre such as Children’s Link or the Family and Community Resource Centre at Alberta Children’s Hospital.
- The majority of families and caregivers receive multiple services from different providers and indicated that a lack of coordination is the top barrier to supports and services. Focus group participants further expressed their wish to have a coordinator or contact person to help in navigating the system.
- The majority of focus group participants highlighted their struggle to access the supports and services because of the difficulty in finding information about the available supports and coordinating the different supports and services their child receives.

“I’ve had to do the collaboration myself for developing a specialized service team…..It’s always left up to the parent and it’s a lot of work.”

“There are a tremendous number of excellent professionals, but they are unevenly accessed because of a lack of coordination…."

Providing General Information

The extent to which information is made available to caregivers about resources and supports

- Some families and caregivers were able to find the information they needed easily with some receiving large information packages upon their child’s diagnosis.
- More than one third of survey respondents found they did not have sufficient information about the supports and services.
- Half of survey respondents indicated that organizations providing service did not offer them advice on how to get information or contact other parents which would have been beneficial.
- A few survey respondents commented on the need for additional and more coordinated information resources.

“It was helpful that there were all these resources out there that could help me make the right decisions for my child to get the help he needed.”

“A booklet for families with children with special needs that gives information about services available for school-aged children would be useful.”