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respiteservices.com

RESPITE PROVIDER REGISTRY

FAMILY INFORMATION PACKAGE

in partnership with respiteservices.com

Respite Provider Registry Family Information Package

respiteservices.com

Sponsored by Geneva Centre for Autism

respiteservices.com consists of agencies funded by the Ministry of Community and Social Services and the Ministry of Children and Youth Services. We are collaborating to develop a more dynamic respite network for children in Windsor Essex County. Participants include representatives of Family Respite Services. Any organization providing respite services for families is invited to join.

Mission

“respiteservices.com working together to facilitate respite options that empower individuals with differing abilities and their families to lead active and rewarding lives.”

Vision

“Creating Community Connections”

The goals of respiteservices.com are:

1. To develop a comprehensive respite system.
2. To develop a coherent access process for families of children and adults requiring respite options.
3. To develop a means of matching respite needs with respite options.
4. To work closely with all parts of the system to advocate for appropriate service options to meet the needs identified.

In addition to the ***Respite Provider Registry***, respiteservices.com Access/Family Coordinators assist families to access respite options for individuals in conjunction with other service providers. Short-term coordination will be provided in order to overcome barriers to respite for these individuals. respiteservices.com also has a Respite Facilitator who will work with agencies to develop creative respite options for individuals, to identify the current resources and needs within the system and to act as a respite information resource to agencies supporting families.

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Respite Provider Registry

The ***Respite Provider Registry*** is a registry of people who are willing to work with individuals with a developmental disability including autism and/or physical disability. This work may take place in the family home or in the community. All *Respite Providers* have submitted an application outlining their experience, interests and availability and a resume which are reviewed during a personal interview. Each worker also has a Police Reference Check conducted, 3 references checked and attends an orientation session to the *Respite Provider Registry* which includes an Introduction to Autism.

When a request is made for a worker through the *Respite Provider Registry*, information is taken about the individual and the nature of the request, i.e. worker duties, times needed.

Following this, a profile of each *Respite Provider* with the necessary experience and availability is sent to the caregiver making the request.

The registry is made up of a changing list of *Respite Providers*. Many are students or recent graduates who join the *Respite Provider Registry* to gain valuable experience. *Respite Providers* vary in skills and availability, and **should not** be considered trained therapists.

They are often suitable for part-time parent relief, one to one work in the community and carrying out programming designed and monitored by the parent or another service provider.

There is **no charge** for the use of the *Respite Provider Registry*.

We **cannot** guarantee that we can always make an appropriate connection of a *Respite Provider* to an individual needing support. We strongly encourage caregivers to also recruit their own Provider through community schools, churches, libraries and centres. If a caregiver recruits their own respite provider, they can have the person screened by an Access/Family Coordinator.

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Important Notes about the RESPITE PROVIDER REGISTRY

1. It is the responsibility of the parent/guardian who wishes to obtain a worker for their son/daughter to call, interview, hire, pay and supervise the *Respite Provider*. **The *Respite Provider Registry* does not provide supervision for the Provider.**
2. The *Respite Provider Registry* will check references. We contact references as part of our intake process, but the family can still choose to do this as well.
3. **Respite Providers are not Family Respite Services employees.** Payment to the *Respite Provider* is made directly by the family who contracts the worker. The *Respite Provider Registry* **will not** assume any responsibility for disagreements over fees/payments/services provided. Any problems in this regard must be resolved between the *Respite Provider* and the family that contracts the respite provider.
4. Some requests are difficult to fill due to the travel time or type of hours requested. The *Respite Provider Registry* Coordinators recruit on an ongoing basis and new *Respite Providers* are added to the registry throughout the year. A *Respite Provider* will be connected with you as soon as they are available. Parents are strongly encouraged to recruit Respite Providers from their own community.

Funding Programs Available to Families

1. ASSISTANCE FOR CHILDREN WITH SEVERE DISABILITIES (ACSD)

(Previously called Handicapped Children's Benefit (HCB))

The Assistance for Children with Severe Disabilities (ACSD) program, formerly known as the Handicapped Children's Benefit (HCB), provides help to parents to assist with some of the extra costs of caring for a child who has a disability. Financial assistance ranges from \$25 to \$445 per month depending on the family's gross annual income and the number of other children in the family.¹

2. SPECIAL SERVICES AT HOME (SSAH)

This is a program funded by the Ontario Ministry of Child and Youth Services to assist families in providing for family members (children, youth or adult) who have a disability within their own homes and communities.

The Special Services at Home (SSAH) program helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs. With this funding, families can purchase supports and services which they could not normally provide themselves and are not available elsewhere in the community.

SSAH is most commonly used by families to contract a respite/support provider to work with their special needs family member. The worker may help people with disabilities develop new skills and join in community life. For example, a worker can be paid to teach someone social skills or how to perform daily living tasks independently. The worker may also be trained to implement recommendations from a behaviour, speech or infant development program.

SSAH also helps families by recognizing the added responsibilities of caring for a family member with a disability. A good example of this help is parent relief (or respite) so family members can have time for their own needs, or the needs of other people in the family.²

***For information on either program call the
Ministry of Child and Youth Services
519 254 1651***

¹ <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/disabilities/index.aspx>

² <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx>

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Tips for Recruiting a RESPITE PROVIDER

When to begin your search:

Contact the *Respite Provider Registry* when you have received notification of approval for your funding and/or you are ready to hire a respite provider.

Where to look for a worker:

The *Respite Provider Registry* provides a registry of *Respite Providers* available to provide support. *Respite Providers* are recruited throughout the year.

If you are using the *Respite Provider Registry*, expect at least a two-week wait. Sometimes there may be a longer wait when a special request is made or a suitable *Respite Provider* is not available in your area, during the times you require support.

In some cases, we may be able to fulfil an immediate need as we do have some *Respite Providers* with flexible hours who are willing to provide relief.

Please note there is no guarantee that an appropriate *Respite Provider* is available on short notice.

Upon registering with the *Respite Provider Registry*, a search of the *Respite Provider* database will be completed and profiles of suitable respite providers will be forwarded to you in the manner requested (mail, email or fax).

Upon reviewing a *Respite Provider* Profile, the parent/caregiver decides to contact and interview the potential respite provider. You may choose to interview all respite providers or only those you feel are suitable. (*A sample copy of a Respite Provider Profile has been included with this package.*)

Upon interviewing potential *Respite Providers*, you decide on the *Respite Provider* you would like to hire and then notify the *Respite Provider Registry* of the person you have chosen. In some cases you may decide that the *Respite Providers* sent to you are not suitable. Access Coordinators can perform another search of the *Respite Provider Registry* database and will continue to search for a suitable *Respite Provider* until you have hired someone.

Upon hiring a *Respite Provider* a family may contact the *Respite Provider Registry* at anytime to have another search completed when their needs have changed or a new *Respite Provider* is needed.

The **local community** can be an excellent resource for potential respite provider. You as parents/caregivers are often the best recruiters of *Respite Providers*. By speaking to others that you

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are involved with in your community, you may become aware of individuals that would be interested and available. Any individual that you hire can apply to the *Respite Provider Registry*. Some locations where potential respite providers live close to you are:

- Day Care
- Elementary and High Schools - educational assistants, other parents, co-op students, guidance job boards and child care program (if there is one at the school)
- Local College/University - career centre; psychology/social work departments may have bulletin boards or websites
- Neighbours
- Friends
- Parks and recreation programs - current or previous camp counsellors
- Local newspapers
- Local hospitals and Long Term Care facilities
- Local church bulletins
- Youth groups
- Parent Support groups

A sample job posting on page 20 is included as a guideline or may be copied and posted.

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What are your needs?

Identifying your needs is probably the most important thing you have to do to achieve a good fit between your family and your respite provider. Start by asking yourself some questions and recording your answers. Here are some examples:

- What do I need/want the respite provider to do with my son/daughter?
- Will they be administering medication?
- Do I want a non-smoker?
- Do I need a worker with a license? His/her own vehicle?
- Do I need a worker who can swim? Do I want specific qualifications?
- Do I have a preference for the respite provider's gender? Age range?
- Will I require the respite provider to have first aid and/or CPR?

What qualities should I look for in a potential respite provider?

- Knowledgeable, warm, caring
- Willing to learn
- Problem solver, good judgement
- Able to take direction
- Positive outlook, energetic
- Dependable, punctual
- Flexible, accessible and responsive to family's needs
- Good rapport with son/daughter and family

Initial telephone contact:

- Tell the person that you have received their name from the *Respite Provider Registry*.
- Explain when you need a respite provider (days and times), what you would like the respite provider to do and where the activities will take place.
- If the person is interested then set a date and time when you can meet with the person for an interview. It is important that you choose a time when your son/daughter will be present during the interview so the person can meet and interact with him/her.

Preparing a Respite Provider to care for your child:

Thinking about what makes your child and family unique

Take some time to think about your child and your family and what their special characteristics are. This will help you to talk about your child with a potential caregiver. It will also help you to think about what is most important for your child and for your family. It's sometimes difficult to do this, but the more specific you can be the more likely you will be to find someone who is a good match for your family. Most families will have to recruit, select and train a number of workers throughout your child's life, so taking time to think about these things and make notes for yourself will help you in this process.

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Your Child's Unique Personality and Needs:

We know that children with disabilities have particular kinds of needs. It often means that they have particular challenges related to communication, physical care, social interaction and medical needs. It often means that they have very specific kinds of reactions to the world around them, including sensory issues, making it hard for them to interpret what's happening. Usually, as a parent, you and other people who know your child well can tell about the way your child communicates. You have come to know the "cues" that something is happening. It might be confusion, anxiety, anger, frustration or excitement. Someone who does not know your child might read these signs incorrectly and inadvertently set off a chain of events that set your child up for failure. The more information caregivers have, the more likely they are to assist your child to be successful.

Make notes for yourself about these things. Parents find it hard to "tell their story" over and over. Putting things in writing often makes it easier to do this. Sometimes it is easy to get distracted in the conversation and a written guide helps to focus on the things that are important. Sharing information at the time you are interviewing and screening a new worker helps you both to decide if the worker's skills, interests and personality fit with your child.

In consulting with parents about the development of this booklet, parents said that they wanted the respite worker to have knowledge about their child's disability, but it was just as important that the worker think about their child as an individual and get to know their child as a unique individual and understand how their disability affects them. Your child is a person first who has a particular disability that affects how they interact with the world. Help the worker to understand the person your child is, not just the labels.

Reflecting on How Your Child's Disability Affects them:

As a parent who has a child affected with a disability, you will be aware of how their disability affects them. Think about how you might describe your child's needs to someone who is meeting him. These terms seem clinical, but looking at them may help you to see how you want to explain in more specific terms how the disability affects your child.

These are some examples of how your child's disability may affect them. Clearly describing your child's personality, interests, abilities and needs is critical in choosing and preparing someone to provide respite care for your child and family.

Communication Impairments:

- Delayed language development or no speech at all
- May not use words with meaning
- Communicates by taking your hand and guiding it to object
- Has a short attention span
- May repeat words or phrases back to you
- May have unusual speech patterns or tone of voice

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Social Interaction Challenges:

- Prefers to spend time alone rather than with others
- Shows little interest in making friends
- Less responsive to social cues such as eye contact or smiles
- May relate better to adults than peers
- Doesn't understand or share the interests of others

Sensory Impairment:

- Unusual reactions to typical actions
- Strong over or under reactions to pain, sound, smell, taste or other sensations

Unusual Play Choices:

- Lack of spontaneous or imaginative play
- Poor imitation of other's actions
- Difficulty initiating games or play
- More interest in playing with parts of toys or doing things such as lining up toys instead of playing with them

Challenging Behaviours:

- May be overactive or very passive
- Throws tantrums "for no apparent reason"
- Shows an obsessive interest in an item, idea, activity or person
- May show aggression to others or self
- Has difficulty with transitions or changes in routines
- Performs behaviour such as rocking, spinning, flapping hands, making noises, toe walking
- Is prone to run away or not have any sense of danger

Physical Needs:

- Needs assistance going to the bathroom and dressing.
- Needs help with doing things such as seatbelts
- Uses equipment such as a walker, wheelchair, splints etc.
- Is unstable walking or loses balance

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Medical Needs:

- History of seizures
- Allergies
- Special medical needs
- Medications, side effects
- Specialized dietary concerns

Cultural or Religious Background:

- There may be things that are important within your family that the respite provider must know to respect your family's cultural or religious background.

Based on your experience, what are the characteristics of the person who fits best with your child?

Develop a list of traits that you hope to see in a respite care worker.

If you define what is most comfortable for you and your child it will assist you in recruiting and screening a respite care provider for your child.

Some different examples are:

- comfortable helping my child participate in community activities,
- relaxed- not too rigid, open to new things, calm demeanour during stressful times
- structured- has an organized approach
- willing to implement specific kinds of activities, responses and techniques
- is a real problem solver- has an open mind about how to solve problems without getting flustered
- is committed to having my child be included in the community
- has a warm and happy disposition

Develop a Profile of Your Child:

Write out the profile of your child. Have the information in a binder that you can update as the needs of your child and family change. Having it written will help you keep things organized and not overlook information. It also helps to keep things positive and balanced on your child's strengths, interests and challenges.

- What are the things your child really loves to do?
- Who are the people that your child really loves to be with?

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- What does a really successful day look like for your child?
- What is a successful outing like for your child?
- What kinds of assistance or support does your child require? Think about different kinds of settings- personal care, social outings, social situations, stressful situations, loud settings, crowded settings, etc.
- What kinds of things make your child more comfortable in stressful situations?
- How does your child communicate? Do they use special programs such as Picture Exchange Systems, signing, written information, etc.
- How would you describe your child's personality?
- Does your child use any kinds of special assistive devices?
- What are the signs that your child is upset?
- How do you modify activities for your child?
- What kinds of activities does your child like to do?
- What kinds of activities does your child not like to do?
- What are the medical needs of your child- including medications, allergies, sensitivities
- What are your child's needs regarding personal space?
- What are the signs that your child is trying to communicate with you?

The Interview

Now that you have identified your needs and have written them down, you are ready to interview. The interview is where you talk about these needs with a potential respite provider.

How to conduct the interview

- Schedule a time that is convenient for you and the potential respite provider.
- Plan about an hour for each interview. Don't be in a hurry.
- Take the time to check references and ask for verification of professional expertise.
- Be prepared – have your questions ready, your son/daughter's profile handy, your expectations highlighted, and your son/daughter present for part, if not all of the interview.
- Be specific about your needs and how you expect the respite time to be spent with your son/daughter.
- Be sure to discuss salary expectations – the rate of pay, how it will be invoiced, how the payment will be delivered and when.

Interview questions for potential Respite Provider:

1. Please tell me about yourself.
2. Please expand on your experience working with children/adolescents/adults.

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3. Why are you interested in providing respite care services?
4. Describe your strengths and areas you are working on.
5. Why are you the right person for the job?
6. What would you do if we disagreed about something?
7. If my son/daughter cries when I leave, how will you handle the situation?
8. If my son/daughter has to be taken to the hospital for an emergency, what steps would you take?
9. What would you do if my son/daughter did not respond to your request?
10. What hours are you able to work? During the day, weekend, holidays, short notice? Are there specific times when you are unable to work?
11. What style of discipline do you use?
12. Are you willing to take my son/daughter out for activities?
13. Describe a difficult problem you have had to handle with an individual. How did you handle it?
14. Do you have any special training or experience you would like me to be aware of?
15. Do you have a valid driver's license? Would you take my son/daughter in your own vehicle? Would you drive our vehicle?

Kniest, B. and Garland, C. (1991) Partners: A Manual for Family-Centered Respite Care.

About references – Things to consider

The *Respite Provider Registry* does check references.

You may wish to check references for yourself. References can be either personal or work related.

Personal References can include an adult friend, minister or priest, a teacher or professor, or a neighbour.

Work related References may include a past or current employer/supervisor or a family that the applicant has babysat for or supported through SSAH.

Here are a few suggestions for questions you can ask a reference:

- What is your relationship with the applicant?
- How long have you known this person?
- Describe the position you are recruiting for and ask the referee if he/she has any concerns about the person's ability to perform such duties.
- Does the applicant follow directions?
- Is the applicant reliable? Punctual? Honest?
- Is there anything else you would like to comment on?

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Helping the Worker Learn about Modifying Activities for your Child:

Sometimes people who work with children with special needs are tempted to treat them as little children no matter what their age. It is particularly challenging for workers who are caring for children who have difficulty communicating what their wishes, likes and dislikes are. As a parent, you have learned how to modify activities so that your child can participate and enjoy them. Talk with the respite provider about what has worked for you and your child.

- ***Use activities to build on your child's skills.*** Help the worker to think about what same age children who don't have a disability like to do. From there, you can think about how to modify or structure experiences that will build on your child's social skills, independence and ability to model what other children are doing.
- ***Build on your child's understanding.*** Your child may have difficulty with time concepts. Have the worker use some concrete tools to assist them. As an example, an inexpensive timer from a game might be used. One worker was able to help the child know that after three songs from their favourite CD he would be home. Another worker was able to communicate the concept of waiting for a turn at going down the slide by having the child hang onto a simple ball until it was time for them to go.
- ***Plan the appropriate level of support:*** Outline that when teaching new skills they may need to start by using hand over hand, but the goal is to gradually fade out, perhaps encouraging other children to provide support and encourage independence.
- ***Adapt the goals of an activity to make it attainable.*** For example, the respite provider may use a board game with the intent to assist the child to learn to take turns while having fun, but the goals of the game will need to be modified. Your child might help to be the scorekeeper or to assist with the equipment or materials.
- ***Make it possible to be included with other children.*** Substitute different instructions or materials. The child may participate in an activity at a program or with other children, but may have different goals that are appropriate for his abilities. Think creatively about how to reduce sensory problems in ways that still allow them to interact. For example, one respite provider brings headphones to the library. The child is able to spend time on the computer, but "tune out" the distractions of the people around him. Your child might help to be the scorekeeper or to assist with the equipment or materials.
- ***Encourage your child to have fun.*** Your child has a right to have fun too. Don't expect that your respite provider and child are going to be using every minute to "keep on task". One parent commented that when the pressure was off of her child the "behaviour" disappeared. Let the respite provider and your child develop activities that they will enjoy together.
- ***Plan activities that do not require communication to be successful.*** Going for walks, watching the house league hockey games, swimming and volunteering at the local Humane Society are a few activities that don't require verbal communication to participate.

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Family Respite Services wants to support parents and respite providers by providing orientation about the role of the respite provider and training sessions about specific topics that will enhance the understanding and skills of respite providers or in home workers. All in home workers and respite providers are also expected to attend an orientation session when beginning to provide services for Family Respite Services. Orientation/information sessions are scheduled regularly. The orientation session is designed to talk about the role of the respite provider and answer any questions they may have about the service they will be providing. We talk about developing respectful relationships, planning inclusive activities, review important policies and other important information.

Ongoing Training:

Family Respite Services participates with other community agencies to provide training that will benefit in home workers and respite providers. These training sessions are usually free of charge and are very informative. Some of the topics that we expect to offer information about are:

- Developing respectful relationships with the family and child
- Lifting and positioning for children with physical disabilities
- Designing activities that are fun and will benefit the child
- Information regarding specific types of disabilities (e.g. autism)

We are always open to the development of new kinds of information and training sessions. If you have a suggestion or request please let us know. We have a committee that plans workshops which includes the participation of an in home worker, but you may have some creative ideas that would help us.

Family Respite Services, through Safeguards Training, provides on line training for persons who will be caring for children with autism spectrum disorder. This training costs \$20. We suggest to parents that they offer to assist in paying for this training, as a demonstration of your working together to equip the respite provider with the tools to best care for your child.

There is also training available on line for parents who have supporting children with autism. This course is also available through Safeguards Training in partnership with FRS. This course is free of charge and enables the parent to develop a binder that is useful in the recruitment, training and support of their respite provider. Families are welcome and encouraged to attend training with their worker.

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Maintaining a Good Relationship with your RESPITE PROVIDER

Once you have chosen the person(s) or *Respite Provider(s)* to work with your son/daughter, it is important to establish and to keep a good working relationship. Listed are some issues identified by both respite providers and families as important things to remember and to discuss.

The Schedule

- Try to plan the day, time period, and the expectations for the worker.
- What do you want the respite provider to do? Here? And how? Is this time period for developmental programming, social skills training, just plain respite, or all of the above? Indicate your expectations and ask the respite provider if he/she has any questions or suggestions. Keep in touch – give respite provider advance notice of any change in you or your son/daughter's schedule. Always keep the respite provider up to date on your son/daughter's health status or performance level when they are working.

Rate of pay

The rate of pay should be established at the interview or when you make an offer of employment. Be sure to include how you will pay (cheque or cash) and when you will pay (weekly, monthly, etc.) You should outline a protocol for time sheets and/or the SSAH invoice sheet. Be specific.

You may need to consider varying rates – so much per hour for behaviour management, for therapy or community integration or for while your son/daughter is sleeping and not in need of direct support. Current rates start at \$10.25/hr; the average is about \$13, and higher rates recognize special training or experience.

Probationary period

There may be times when you don't get a good fit when hiring a respite provider, whether it is from their perspective or yours. A way to acknowledge this possibility and to be helpful for all concerned is to establish a probationary period before any final employment commitment is made by either party. Of course, the respite provider is paid the agreed upon wage during this period, but at any time in the probationary period either one of you can opt out of the contract – no questions asked. However, once a respite provider is employed on a contract basis it is recommended that you give reasonable notice if you intend to terminate employment, and expect the same from your respite provider.

Supervision

Respite Providers are considered self-employed. They are providing a service under contract with the family. The family is expected to provide the general supervision of the respite provider work, an outline of job expectations, the hours of work, provide orientation, training and information required to support an individual.

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Transporting Individuals

You may request that a respite provider drive their own vehicle with your son/daughter.

If a respite provider agrees to transport ensure the worker has:

- A valid driver's license
- Safe vehicle
- Minimum of \$1,000,000 liability on their insurance (you may wish to speak to your insurance company for requirements)
- Infants and young children must be in proper car seats that have been properly installed in the vehicle. Some older children with disabilities also use car seats with inserts in them to give them proper position and stability. Children under the age of 8 who weigh between 40-80 pounds must be in a Ministry of Transportation approved booster seat.
- If a child is behaving in a manner that is endangering of themselves or others pull the car over immediately.
- The respite provider should discuss with the family any concerns they might have about the child's health or behaviour that might affect transporting them in a car or on public transportation.

The family is responsible to cover the cost of transportation only during the time the respite provider is with their son/daughter. An average amount would be \$0.35/Km.

It does not include respite provider transportation to and from the work place.

The respite provider is responsible to ensure all passengers are safe. Proper seat belts and car seats are being used. It is good practise to keep a First Aid Kit in the car. A phone or change for the pay phone for emergencies is also helpful.

Length of Agreement between Parent and Respite Provider

It is hoped that once an agreement has been made for respite support that the commitment of the respite provider to the family will lead to an ongoing, productive and satisfying relationship. A longer term commitment alleviates the family from having to retrain and rehire a new respite provider. If a respite provider decides to leave or the family no longer needs the respite provider support it is important to give each other notice. Families may begin looking for a new respite provider immediately and respite providers for other families to work with. It is just as important to give notice to the individual being supported.

Confidentiality

It is important that you maintain confidentiality with your respite provider and that your respite provider maintains confidentiality with you and your family. All personal information must not be discussed unless the person is present or has given their consent to specific information being discussed.

Some tips for maintaining a good working relationship

- Identify and discuss problems as soon as they arise. Be prepared to negotiate a solution to the problem.
- Keep communication open and on-going. You may want to maintain a communication book to keep everyone informed and be responsive to any suggestions or recommendations documented.
- Discuss specific strengths and needs of your son/daughter and any strategies used to support him/her with communication, behaviour or in various situations in the community or at home.

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- If serious problems arise document dates, times, issues and concerns. Abuse or suspicion of abuse is to be reported to the Children's Aid Society. However, in situations like this you will probably want to confide in someone that you trust in order to get some personal support and assistance. For example, your doctor, nurse, social worker or friend.
- Discuss activities, any costs associated with activities and travel expenses with the respite provider. A respite provider is not expected to pay for entrance and activity fees or travel (mileage or transit) during the time he/she is providing support. **Remember:** many places in the community offer discounts, on entrance fees and activities for the support provider or individuals with a disability.
- Train the respite provider on proper use of any communication aids, assistive devices or equipment.
- Only the person hired by the family or registered with the *Respite Provider Registry* should provide care to the individual. If a respite provider is not able to fulfill hours, a family would be responsible to make other arrangements.

Having Someone Involved in your Home and Family

Having a respite provider involved in your family is both a great opportunity and a stressor. We know that sometimes, having someone coming into your home is difficult. Perhaps you feel you'd just like to attend to other things, perhaps you are having a bad day, or perhaps the kids have just made a big mess. Parents have the right to expect that the respite provider will keep their family information private and confidential. They also have the right to determine how their child is to be cared for.

Setting boundaries is a formal way of saying that you need to keep in mind the reason that the respite provider is in your home. You may want the respite provider to feel comfortable, but how you do that depends on the style of your family. While you want to develop an open and trusting relationship, the person is not there to be a friend or confidant. They are there to provide the care for the child and to fulfill the responsibilities that you have agreed to. Having healthy boundaries allows you to be clear about what your role and the role of the respite provider is and to not feel that you need to solve problems that are beyond you. Here are some things that you need to consider:

- Never lend money or borrow money.
- Keep your times that you socialize with the respite provider to occasions that are focused on the child, such as the child's birthday party.
- Do not discuss your own personal problems with the respite provider/in home worker
- If you are going to cancel or change the respite time give the respite provider/ in home worker as much notice as you can.
- Encourage the respite provider/ in home worker to set a time to discuss plans and issues with you on a regular basis. This gives them the knowledge that you can be approached and wish to be involved.

Respite Provider Registry Family Information Package

Following these guidelines helps both the respite provider and the family to define their roles. It is important for both the family and the respite provider to be flexible, considerate and respectful.

<h3 style="margin: 0;">Sample Respite Provider Profile</h3>

Worker Profile

Provided by: Info.respiteservices.com
 respiteservices.com
 112 Merton Street, Toronto, ON M4S 2Z8

www.respiteservices.com
 Phone: 416 322 6317 x.1 Fax: 416 481 1512
 Email: info@respiteservices.com

Status: Pending
 Name: Worker Profile
 Email: chapworker@hotmail.com
 Gender: Female
 Occupation: CHAP Worker
 Education/Training: BA Psychology - University of Toronto
 Related Experience: Developmental Disability, Challenging Behaviours, Autism/PDD, ADHD
 Skills: - Not Applicable -
 Types of Support: First Aid, CPR, Behavioural, Alternative Communication Devices
 Other Experience: Babysitting experience with children with ADHD as well as children on the Autism Spectrum.
 Skills/Strengths: Positive and outgoing, think outside the box, very independent and hardworking
 Hobbies/Interests: Music, outdoor activities, arts & crafts
 Additional Notes:

Worker ID #:
 Address: 112 Merton St.
 Apartment/Unit
 City/Town: Toronto
 Postal Code: M4S 2Z8
 Region: Central
 Main Intersection: Yonge and Davisville
 Phone #: 416 322 6317
 Alternate Phone #:

← *Contact Information*

← *Related Experience*

← *Skills, Preferences, Notes*

Valid Drivers License? No
 Willing to use own vehicle for respite support? No
 Languages Spoken (other than English): French

First Aid Expiry Date: April 1, 2009
 CPR Expiry Date: April 1, 2008
 Crisis Prevention Intervention Expiry Date: June 30, 2010

Gender Preference: Male, Female
 Age Preference: 26-50 Adult, 18-25 Young Adult, 13-17 Adolescent, 6-12 School Aged, 0-5 Preschool
 Rate of Pay: \$12-15
 Will work in the following community/regions: West, Central

Before School: Monday, Tuesday
 Mornings:
 Afternoons:
 After School: Thursday, Friday
 Evenings:
 Overnight: Thursday, Friday
 Saturday: Any
 Sunday: Mornings
 Holidays: Yes
 March Break: No
 Relief Shifts: No
 Summer:

← *Availability*

Referral: shcool

Will work with agency? Yes
 If yes, specify the type of work: School, Out-of-home, One-on-One, Camp

Date Modified: April 10, 2007

Classified Ad Posted: No
 Description of Individual:
 Availability:

Classified Expires on:

 Classified Created On:

Are you currently working with a Community Respite Partner Agency?: Yes

Note:

Where 'Any' appears (under mornings, afternoons, evenings, etc), the worker is available any, not all of the days indicated

The above CHAP worker is available for contracts in your area. He/She has been through the interview, orientation and police reference check process. Please discuss the needs of the individual he/she will be working with and the activities you would like him/her to be doing. Remember to be clear about your expectations of the worker.

Please contact a CHAP Coordinator if you wish to receive more information on the above worker or when you have successfully contacted a CHAP worker.

Note: The family makes the final decision to independently hire the worker. CHAP workers on the registry are not employees of the CHAP Program.

Respite Provider Job Posting Example

RESPITE PROVIDER NEEDED

We are looking for an enthusiastic and responsible individual to provide one-to-one support.

Description of Individual: _____

Respite Provider's Role: _____

Time: _____

Nearest Main Intersection: _____

Rate of Pay: _____

Contact:

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Sample Contract

CONTRACT FOR SERVICES

Between

Parent/Guardian

And

Respite Service Provider

The Respite Service Provider agrees to provide services as a respite worker to _____ and carry out family/parent relief, as well as developmental programming, which may include social skill training, orientation and mobility training, behaviour management, recreation and leisure time pursuits, community integration, personal care and supervision, and/or other related duties as required. These services will be provided for a specified and agreed upon time period which falls within the MCYS approved time frame, beginning _____ and ending _____. If either party wants to cancel contract of Respite Service than written notice of _____ is required.

Services will be paid by the MCYS Special Services at Home Funds in co-operation with _____ (family) in the amount of \$ _____ per hour on a _____ basis.

Both the family and respite provider have agreed upon the following days & hours of work. If the days and hours of service are required to change by either party, _____ notice is required.

Respite Service will be provided by the Independent Respite Provider to: _____
(Name of Individual receiving support)

Extra expenses (admission/mileage etc) that are required during the time that respite service is being provided _____ be compensated by the family.

(will / will not)

Travel time to and from family home/location will not be paid.

It is agreed that any damage to special equipment incurred during the time the respite service provider is working will not be the responsibility of the respite service provider and proper use will be demonstrated.

It is agreed that this is a contract for Special Services at Home and that the respite service provider shall acknowledge responsibility for declaring this income and paying all the taxes thereon.

The parties have agreed to the foregoing terms and conditions on the:
_____ day of the month of _____ in the year _____.

Service Provider Signature

Printed Name

Date

Parent/Guardian Signature

Printed Name

Date

Witness Signature

Printed Name

Date

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HOME ALONE

A Checklist for Families

It is recommended that the following information be available to your respite provider when he/she is in your home:

- Your full name
- The name of the place you can be reached, the phone number and the expected time of your return
- The phone number of a neighbour/relative/ or trusted friend to call for assistance if you cannot be reached in an emergency
- A list of emergency numbers. You may want to leave cab fare and your son/daughter's health card.
- A tour of the house, pointing out and explaining telephones, door locks, security systems, the thermostat, circuit breakers, water shut off, and the location of a flashlight, first aid kit, fire extinguisher
- Medical information, including allergies, medical conditions and the administration of medications
- Review of special instructions and equipment/adaptive devices
- Set of house keys
- Knowledge of your family rules, such as disciplining and /or behaviour management, television viewing, stereo and phone use, visitors to your home, and acceptable forms of recreation
- Meal instructions, snacks, bottle/feeding schedules
- Location and instructions for clothing, equipment and other items
- Information about routines and needs, such as stories, teeth care, bathing, nightlights, bedtime
- Suggestions for favourite or preferred activities
- Homework and/or chores your son/daughter is encouraged to complete
- Information and/or awareness of family pets
- Smoking rules in your home
- Any other important information you feel the respite provider should be aware of while in your home.

Other:

Notes:

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