

## SCD WAITING LIST PRIORITY TOOL

REGIONAL WORKSHOP Q & A'S  
SEPTEMBER 18<sup>TH</sup> TO 20<sup>TH</sup>, 2013

### Training Session #1 Wednesday September 18<sup>th</sup> P.M.

**1. What are the steps? Where do you start, how do you get what you need to fill in the priority information form?**

- See one-pager in WLPT binder.
- Complete the Support Guide (or whatever tool(s) your agency uses in it's place)
- Gather the information needed to complete Family and Child Care Setting Profile forms
- Sit down with all of your information – go through the Priority Information Form, with the criteria, and determine what level is to be chosen.
- Explain, on the back of the form, why you selected the specific level in each criteria area.

**2. Will a 23 in Richmond be a 23 in Maple Ridge?**

- Potentially...if it isn't, it is because the circumstances for that family, child and/or child care setting differ between the communities, which would change the priority level...this would be able to be understood by everyone (e.g. if there is a difference, everyone will be able to understand why).

**3. How often is it updated (e.g. so if child hasn't been on the waiting list when first done, then you would update it)?**

- As needed and as there are major changes with the child, family or child care situation

**4. What will all Consultants do versus the procedures will be determined on a program by program basis:**

- Consultants will gather the information and complete the priority information form.
- What consultant does with information when form is completed – that will be program by program, your coordinator will let you know based on your agency's systems / procedures for receiving requests for extra staffing support and managing the extra staffing resources (e.g. funding or staff / program assistants deployed to child care).

**5. If the family makes another arrangement for child care because they are waitlisted for extra staffing support, but they would go to child care program if they had it, would they stay on the list?**

- Yes...unless the family decided they didn't want SCD anymore, wanted to stay with their alternate arrangement even if they were to come up on the waiting list

**6. Similar to #5 above, what if they are going to be gone for an extended period of time?**

- As general rule, if discharged from SCD, then would have to be redone, with original date of referral. However, your agency / program may have specific procedures or requirements about that....such as how long the child can remain on the waiting list before being removed / discharged, so you will need to have this discussion with your coordinator

**7. Does database system people know about change?**

- Agencies mostly use Nucleus Labs or Share Vision. The agencies will be working with their database administrators to look at changes needed to accommodate the new tool.

**8. The glossary in the User Guide includes the 2044 form. If a child has a 2044 form, will it bump up her/his eligibility for extra staffing support?**

- No, as it over-rides the need for work to access daycare it is inconsistent with policy.

**9. If child is in daycare and preschool, which ones does it go under?**

- It's about the function – are the parents working full days and, if child wasn't in preschool she would be in daycare? Then daycare function and gets scored

**10. Are we sharing this information with the child care setting?**

- No – this is for internal use only. If pushed, what would we share with families or child care programs? (flag – look at a common regional letter or one-pager for families about the criteria...how explain how their situation fits).

**11. If one family has vacation and the other doesn't, does it come down to this kind of difference?**

- Yes, there can be a one point difference around this. It is challenging for sure, to have to look at this kind of thing. We struggled with this as well in terms of criteria – we needed to make some distinctions.

**12. What if they are not currently in a child care program? How do you determine the child care setting priority?**

- You will be able to find out information about the child's independence in daily routines by talking to the family. This then can translate to how the child may do in the child care program. As you do now, there may be some 'guess-timating' needed. Based on the family and child's experience at home and in community, you can get a sense of how s/he does (e.g. how does the child do when the family is at a restaurant, visiting a friends house, at birthday party). This information then forms the basis for the information to determine this part of the criteria.

**Training Session #2 & #3**  
**Thursday September 19<sup>th</sup> A.M. & P.M.**

**13. Step by step instructions for completing the Waiting List Priority Tool:**

- a. Complete the Support Guide
- b. Complete the family and child care setting profiles
- c. Review the priority criteria for each section – using the information for a) and b) determine which criteria is the ‘best fit’ in each area
  - Age (page x of criteria)
  - Child’s Needs (page x to x)
  - Family Needs (page x to x)
  - Child Care Setting Need (page x to x)
- d. Write the ‘score’ in each area (based on the ‘best fit’ in the criteria) for each area
- e. Add up the scores vertically – write totals at the bottom

**14. How do you do child care needs for the youth?** Routine of the day is the before and after school routine in the child’s home. You then determine the direct assistance

**15. How do you fill in the form?**

- Write the actual numbers in each section of the form. Look at each criterion horizontally, from left to right. The numbers from top to bottom (for each criteria) do not necessarily line up.
- The child’s age (first one) is not the column that you use to write the rest of the numbers – you look at each criteria, and write the number that is the best fit

**16. Why are some boxes x’d out on the Priority Information forms?**

- The scoring in that section doesn’t start until the number that isn’t x’d out (so family need, no matter the child’s age, starts at 3; child care needs starts at 2).
- You have to look at each criterion horizontally – not vertically (e.g. does not line up with the boxes in the previous, Length of Time on the Waiting List, section).

**17. How do you then decide how to allocate resources / funds?**

Each agency will continue to follow their own policies, procedures and systems in decision-making about resources.

**18. How do you move through the criteria in determining which one to choose for a specific situation?**

- You have go through the criteria systematically at first – the first column in child’s needs tells you where you will find the information...then the second column tells you what

criteria should be met to give that score. Look at ALL the criteria before making your choice. As you know what document

**19. Do we look at chronological age only or at developmental age?**

We are only looking at the child's chronological age and information about the child's developmental needs gathered through completing the support guide. Information about the child's developmental needs (e.g. mastered and emerging skills and support needs) are considered in the Child's Needs criteria.

**20. Is date of referral considered when looking at length of time on the waiting list?**

The child's date of referral may be used determine the length of time on the waiting list. Ask your program coordinator how this is applied in your agency.

**21. Criteria in Child's Need:**

- The development information is found in the following parts of the Support Guide (depending on the version you are using):
  - Current support guide - Child development profile section
  - Previous support guide –
- The support needs information is found in the following parts of the Support Guide (depending on which version you are using):

**22. What is the behaviour / safety section for? Do you use it for every child?**

- If there are behaviour or health issues that could result in safety issues, then you need to look at this criteria. If there are safety issues then you may need to include this too.

**23. How can you make sure that you are using the criteria fairly and can justify the priority levels identified?**

- You need to ensure that you can back up the priority level in each area, with examples to justify why you choose the level. Gathering all of the information needed will allow you to make informed decisions about the priority level. The Priority Summary form is filled out to provide the justification for the level chosen.

**24. Look at Support Guide components – talk about potential revision and the process of information gathering and training altogether on that.**

- For the next coordinators meetings

**Training Session #4**  
**Friday September 20<sup>th</sup> A.M.**

**1. How do you go about gathering the 'family need' information?**

→ How can you ask all of those questions / gather all of that information? Going to be tricky....each person can choose to gather that information in the way that works best...whether during a conversation where you can weave them in or asking the questions directly (there is the form or there is a list of questions that you can use to prompt you).

**2. What if you are reviewing and you find out the family is not working anymore? How do you handle this?**

→ You will need to talk to your coordinator. If not working, there will likely need to be changes (in particular if the child is over 6)...you will need to let the family know, talk to them about other services that may be available to meet their needs, and based on discussion with your coordinator, when the service will need to end (e.g. when staffing will end – each program will have their own procedures

**3. What if the child has 9 direct supports checked (in the support guide) but only 1 of the 5 criteria for behaviour?**

→ Have to go back and look at the reasons why this might be. What does it say in the child care needs criteria – is there a training issue? What capacity might need to be built?

**4. Child care section – aren't we penalizing programs for being good?**

→ Have to look at the big picture – if you weren't doing this, which program would need it more? It's about the routines of the day and the existing capacity. If they are doing well, that is to be celebrated.