

HOW TO BUILD AN EMERGENCY ONSITE RESPITE PROGRAM IN RESPONSE TO COVID-19

VERSION 2.0 - MAY 19 2020

PREPARED BY: TAYLOR JOHANSEN

TJOHANSEN@CHEO.ON.CA



CHEO



uOttawa

Table of Contents

- ❑ Step 1: **Define the Service**
- ❑ Step 2: **Source & Prepare Physical Space**
 - Physical Space, Entrance Screening, Social Distancing, IPAC Guidelines for PPE and Cleaning
- ❑ Step 3: **Source & Prepare Staff**
 - HR role descriptions, Training, IPAC training, Financial Coding & Mileage
- ❑ Step 4: **Set up activities & schedules**
 - Sample classroom schedule
- ❑ Step 5: **Intake & Booking**
 - Prioritization Tool, Standard Forms
- ❑ Step 6: **Attempt & Iterate**

Please note that these slides have been developed to help organizations quickly mobilize an emergency onsite respite program.

The examples provided are from CHEO's onsite respite program for children & youth with special needs, established in May 2020

Always follow your local public health organization's guidelines and Ministry/funder guidelines for instructions on how to work with your clientele during the covid-19 pandemic

Step 1

Define the service

Defining the Service

Knowing your population, set some boundaries and goals for your respite program:

1. Determine catchment
2. Determine age range
3. Define goals for the program
4. Define limitations for the program
5. Define duration for the program

Sample Program Definition:

Emergency Onsite Respite for Children & Youth with Special Needs

The pandemic has been extra difficult for many parents of children with special needs. Without regular structures and supports (like school, play groups, activities), a lot more pressure is placed on caregivers of these children and youth.

The goal of *Respite Care for Children & Youth with Special Needs* is to provide single-day (4-6hr) respite sessions to give caregivers a break. CHEO staff will care for children and do fun, recreational activities onsite at Smyth Campus while their parent/guardian takes a break.

Respite care is not therapy. Therapeutic interventions will not be undertaken during these sessions. Just fun!

Step 2

Source & prepare physical space

Sourcing Physical Space

- Look for an area with a cluster of several large spaces
- To maintain physical distancing, only one client will be in each room per day. Therefore, make sure each room is big enough for a child to comfortably spend 4-6 hours in.
 - E.g. CHEO is using the currently-vacant classrooms associated with our special needs preschool and autism treatment day programs



Preparing Physical Space: Entrance Screening

In order for the physical space to be open to clients, it is important that a robust entrance screening program is in place. The goal of entrance screening is to keep COVID-19 out of the physical environment.

Please refer to CHEO's Entrance Screening Coaching Webinar for information on how to set up onsite Entrance Screening:

<https://youtu.be/w4yQOxbwVZQ>

Preparing Physical Space: Patient & Family Screening - Sample Screening Script (March 25)

1. Have you or anyone in your household received public health or medical advice (advice from a doctor) to self-isolate?

2. Do you or anyone in your household have any one of these symptoms of respiratory infection:

- Fever (>38C, chills, shakes, in the past 24 hours)
- Cough (new or worsening cough OR exacerbation of chronic cough)
- Difficulty breathing
- Runny nose, stuffy nose
- Sore throat
- Nausea, diarrhea or vomiting

Preparing Physical Space: Patient & Family Screening - Sample Screening Script (March 25)

3. Have you/anyone here with you today:

Had close contact with a confirmed or suspected case of COVID-19

OR

Returned from travel outside of Canada in the past 14 days

OR

Had close contact with a person who has cold and flu symptoms who has returned from travel outside of Canada in the 14 days before they got sick

Preparing Physical Space: Staff Screening

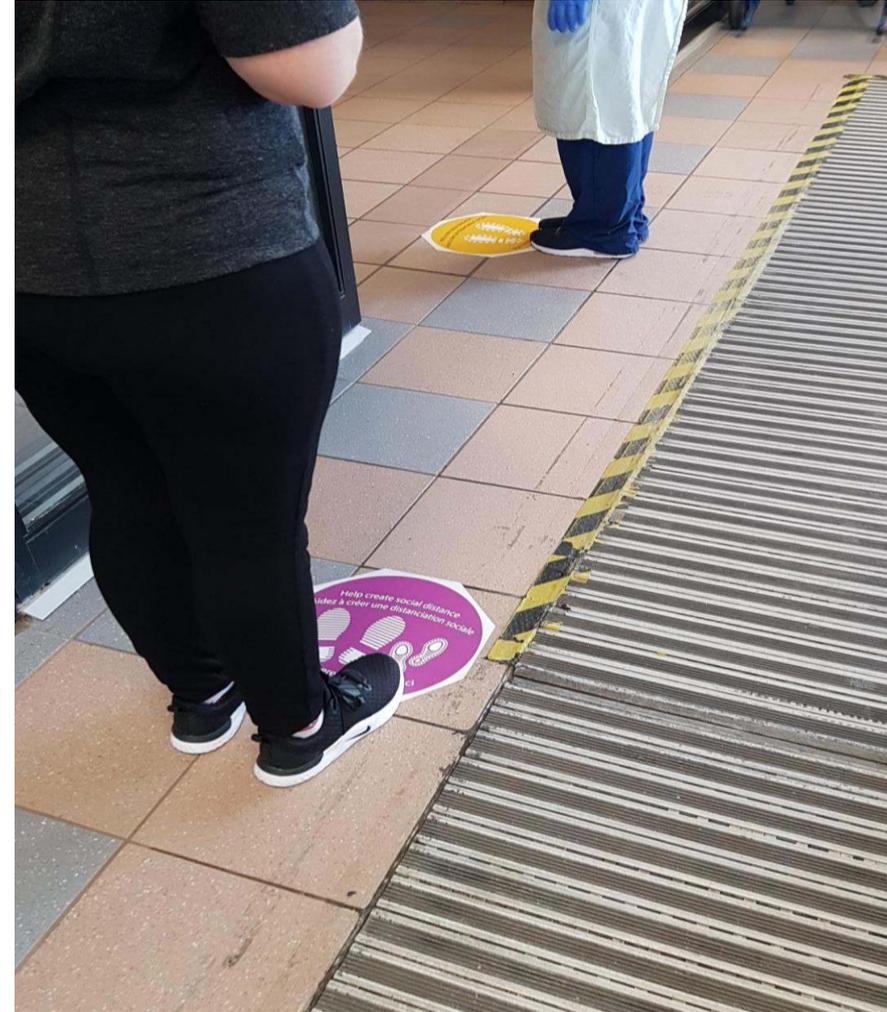
Sample Screening Script (April 5 script)

- Have you travelled outside of Canada within the last 14 days? Y/N
- Does someone in your household have any of the following new symptoms? Y/N
- Fever, Cough, Difficulty Breathing
- Has someone in your household:
tested positive for COVID-19
OR
suspected to have COVID-19
- Are you experiencing fever? Y/N
- Are you experiencing NEW symptoms of shortness of breath or difficulty breathing? Y/N
- Are you experiencing a NEW or worsening cough? Y/N
- Are you experiencing NEW mild respiratory symptoms such as runny nose, phlegm, and/or sore throat? Y/N
- Are you experiencing NEW onset fatigue, malaise, headache, dizziness or loss of appetite? Y/N

NB: Script changes based on guideline changes

Preparing Physical Space: Create Social Distancing Guidelines

- Refer to the entrance screening webinar for guidance on setting boundaries for foot traffic through your building.
- Anywhere you expect to receive clients, set up markers to indicate appropriate queuing distance (2m).
- At CHEO, we use vinyl floor stickers to guide both patients and staff on where to stand when waiting in line.



Preparing Physical Space: PPE use and Infection Prevention & Control guidelines

- Parents and children must both pass entrance screening in order for visit to proceed.
- Staff must pass entrance screening in order for visit to proceed
- Parents will be given a mask to wear to drop off children and will also be escorted (from CHEO main door to the respite rooms)
- As per universal masking at CHEO, staff member is masked at all times
- Gloves, gowns, and eye protection (face shield) are used when providing personal care (e.g. toileting or feeding).
- Children do not have to wear a mask (too difficult to expect)
- Frequent hand hygiene is expected
- To prevent cross contamination, if using sand, kinetic sand, play dough or clay, it must be thrown out after use (or sent home with the client).

Preparing Physical Space: Infection Prevention & Control guidelines on Cleaning

CHEO's approach to cleaning services for emergency onsite respite:

- Full environmental services deep cleans take place in each classroom and shared space nightly
- All toys are wiped down with Virox before and after use (by the respite worker)
- Communal client washrooms are wiped down with Virox after each use by a client. Washroom changeover signs are in place as a visual management technique to indicate which bathroom stalls can be used (see example on next slide).
- All high touch surfaces are wiped down (by respite workers) at the beginning and end of their shifts. This responsibility is considered a part of room setup and tear-down.

Sample Washroom Changeover Sign

**Bathroom is
ready to be used**



Side 1

**STOP!
BATHROOM NEEDS
TO BE CLEANED**

Side 2

Step 3

Sourcing & Preparing Staff

Sourcing Staff

CHEO is utilizing select staff redeployed from ramped down areas of the organization to staff the emergency onsite respite program. These staff are from various backgrounds but all have experience working with children with special needs (e.g Autism instructor therapist, Preschool early childhood educator, Recreation therapist, etc.)

CHEO has developed three roles associated with the emergency onsite respite program:

- Respite Intake Coordinator
- Respite Worker
- Respite Worker - Floater

Sample Role Description

Respite Intake Coordinator – Core Duties

- Manage the RespiteSpecialNeeds@cheo.on.ca mailbox
- Receive and triage referrals to the Emergency On Site Respite Program
- Conduct client Intake (includes information gathering from parents or clinicians)
- Manage the client/leads database (including sorting and data pulls in order to report on data elements)
- Develop a care plan with the family
- Coordinate matches between families and redeployed staff
- Coordinate scheduling of respite sessions and staff schedule
- Help onboard and train respite workers
- Provide ongoing support to the family and staff

Sample Role Description

Respite Worker – Core Duties

- Review orientation binder at the beginning of the respite shift
- Greet parents/children/youth at the beginning of respite shift
- Transition children/youth to program space
- Set up physical program environment
- Create program activities/structure—ie. sensory activities, crafts
- Engage children/youth in fun program activities
- Assist child with personal care ie. toileting, feeding
- Apply necessary behavior management strategies
- Follow established staff schedule ie. breaks/lunch
- Communicate with parents
- Clean toys/surfaces used in the classroom with Virox wipes provided
- Wear PPE as per CHEO directive
- Document in Epic as required

Sample Role Description

Respite Worker – FLOATER

Floater workers are respite workers who do these tasks:

- Familiarize with more than one client prior to shift
- Give other respite workers their breaks (therefore, working with a variety of children throughout the day)
- Don and Doff PPE more often (due to need to don new ppe between each room/child interaction)
- Support program prep activities (e.g. preparing crafts, running for supplies)
- Greeting families and supporting social distancing through pickup and drop-off
- Toy cleaning (help respite workers prep equipment in each room)
- Washroom changeovers (cleaning high-touch surfaces in the washrooms after each use)
- Identifying improvement ideas and helping action iterations to the program

Preparing Staff: Staff Training

CHEO has undertaken efforts to train Respite Workers in these areas:

- Proper user of PPE during COVID-19 Pandemic
- What to do when a child becomes symptomatic onsite
- Being an effective play partner
- Documenting the visit on the electronic health record

Preparing Staff: PPE Coaching

Please refer to CHEO's PPE Coaching Webinar for information on how to train staff on the proper use of PPE:

https://www.youtube.com/watch?v=Dhc_Xv0x91w&feature=youtu.be

Preparing Staff: What to do when a child becomes symptomatic onsite

Children who participate in onsite respite have passed the entrance screening at the beginning of the day. If during the course of the day new or worsening symptoms are observed, the child will be sent home.

These are the symptoms that are monitored (as per entrance screening guidelines):

- Fever (>38C, chills, shakes)
- Cough (new or worsening cough OR exacerbation of chronic cough)
- Difficulty breathing
- Runny nose, stuffy nose
- Sore throat
- Nausea, diarrhea or vomiting
- Conjunctivitis
- New Rash

Preparing Staff: Being an effective play partner

Respite workers are also provided with helpful resources from CHEO's recreation therapy team. (Supplementary document available upon request).

Content includes:

- Communication tactics for children with varied communication abilities
- Providing choice to children
- Hand-over-hand support techniques
- Supporting challenging behaviour
- Activity & craft idea websites

Preparing Staff: Documenting in Epic

- An Tip sheet has been prepared on how to document this type of visit
- There is a mobile workstation located onsite. Staff can use it to chart their session at the end of the day.
- Staff must continue to follow any guidelines that are set forth by their professional practice college
- Staff must continue to adhere to CHEO's policies and procedures around Personal Health Information and charting expectations

Step 4

Setting up activities & schedules

Sample Classroom Schedule

Purple Classroom	
Time	Activity
10:00	Play Time
10:30	Craft/Sensory Activity
11:00	Play Time
11:30	Sensory Room
12:00	Lunch
12:30	Play Time
1:00	Walk/Outside
1:30	iPad
2:00	Pack up to go home!

In order to maintain social distancing, each classroom has a different dedicated Walk/Outside time.

If the child would like to visit the Sensory (snoezelen room), then a Virox changeover occurs (same as washroom protocol)

Sample Floater Support Schedule

The floater role is key to supporting the program. Floaters cover breaks, clean surfaces, do washroom changeovers, prepare crafts, fun for supplies, support 2:00's needed for challenging behaviour, etc.

Time	Floater 1	Floater 2
10:00	Assist with drop offs	Assist with drops offs
10:30	Prep	Prep
11:00	Clean	Cover Break (Purple classroom)
11:30	Cover Break (Blue classroom)	Cover Break (Green classroom)
12:00	Cover Break (Black classroom)	Clean
12:30	Cover Break (Yellow classroom)	Cover Break (Pink classroom)
1:00	Cover Break (Red classroom)	Clean
1:30	Floater Break	Floater Break
2:00	Assist with pick ups	Assist with pick ups

Setting up activities: Daily craft, etc.

In order to support the respite workers to have a fun-filled day, crafts and activities are prepared in advance. For example, each week has a different craft. By booking same-age clients during the week, craft prep can be scaled up.



Week of May 11th – Spring Caterpillars

Step 5

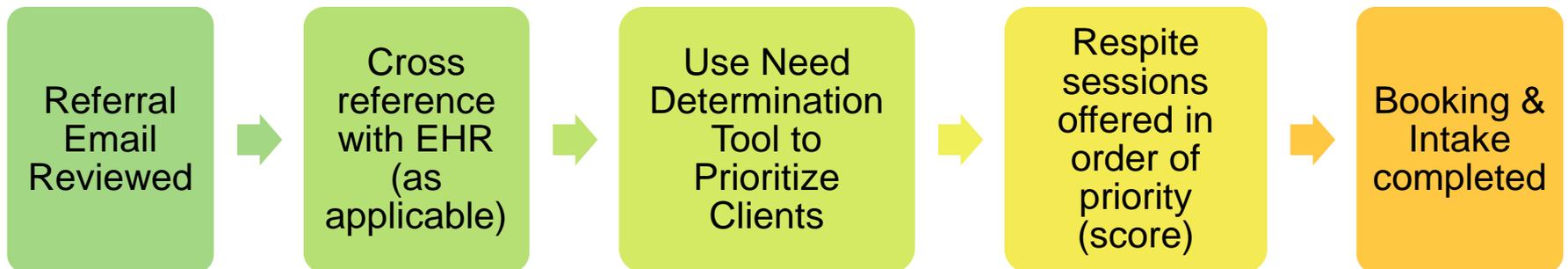
Client Intake & Booking

Client Intake: Referrals

At CHEO, referrals can be made in two ways

1. Internally: clinicians who know of families in need can refer to the Emergency Onsite Respite program
2. Externally: members of the public can send an email to RespiteSpecialNeeds@cheo.on.ca to request service

Referrals are processed by:



Sample Need Determining (Prioritization) Tool

SECTION 1: CHILD/YOUTH NEEDS		
Item	Rating	Ranking Definitions
<p>Child's / Youth's Functioning Please use your team's criteria for Urgent / Semi Urgent (examples below)</p> <ul style="list-style-type: none"> The child / youth is experiencing an escalated level of distress or inability to utilize established coping strategies & provision of respite may reduce this current level of crisis The child / youth is demonstrating a sustained escalation of behavior that is putting the health and safety of themselves or their family in immediate danger Delay in providing respite support/service may result in an increased level of distress, dangerous behavior 		<p>3 – Child / Family displaying all identified criteria</p> <p>2—Child / Family displaying several criteria</p> <p>1 – Child / Family displaying few criteria</p> <p>0—Child / Family displaying none of these criteria</p>
<p>Child / Youth's Ability to Participate in Respite</p> <ul style="list-style-type: none"> Able to participate in a 1 to 1 respite / recreation activities for 4-6 hours 2 to 1 support will be needed to participate in respite / recreation for 4-6 hours Will require less hours to participate in respite / recreation activities – i.e. – 2-3 hours 		<p>3 – No barrier to participate in 1 to 1 respite</p> <p>2- Needs of child / youth requires 2 to 1 staffing</p> <p>1 – Participation is limited to short duration time frames (2-3 hours)</p>

Sample Need Determining (Prioritization) Tool

Item	Rating	Ranking Definitions
<p>Siblings with Special Needs</p> <p>Number of children / youth with special needs</p>		<p>2 – Family has 2 or more children / youth with special needs</p> <p>1 – Family has 1 child / youth with special needs</p> <p>Age of Sibling(s): _____</p>
SECTION 2: FAMILY NEEDS		
<p>Family Stress</p> <p>Stress factors in caring for a child with special needs. Criteria to evaluate may include:</p> <ul style="list-style-type: none"> • Single parent • Loss of employment • Financial distress • Difficult housing situation such a quarantined in small / inadequate space • Siblings with special needs • Lack of family support • Transportation challenges 		<p>3—Significant parental stress. Family has 5 or more factors</p> <p>2—Moderate family I stress. Family has 3-4 factors</p> <p>1—Minimal stress. Has 1-2 factors</p> <p>0—Parents have not identified any stress factors</p>

Sample Need Determining (Prioritization) Tool

Item	Rating	Ranking Definitions
<p>Psychosocial Influences</p> <p>Factors that influence a parent’s ability to care for their special needs child. Criteria to evaluate:</p> <ul style="list-style-type: none"> • Parent mental health • Parent physical health • Parents cognitive limitations • CAS involvement • Increased Isolation • Cultural barriers • Domestic violence • New comer with little support 		<p>3—Significant psychosocial influences. Parents must identify 5 or more factors</p> <p>2—Moderate psychosocial influences. Parents must identify 3-4 factors</p> <p>1—Minimal psychosocial influences. Parents must identify 1-2 factors</p> <p>0—NO psychosocial influences identified</p>
<p>Parent Resourcefulness</p> <p>Parental capacity to access and initiate resources and services to support their child’s development</p>		<p>3—Parents are unable to initiate and/or access resources and services for their child and require ongoing coaching and guidance</p> <p>2—Parents have limited ability to initiate and/or access resources and services for their child and require short term coaching and guidance</p> <p>1--Parents have some ability to initiate/access resources and services for their child requiring minimal coaching and guidance</p> <p>0--Parents are skilled and able to initiate and access necessary supports for their child</p>

Sample Need Determining (Prioritization) Tool

Item	Rating	Ranking Definitions
<p>Community Involvement / Support Other supports involved in the care of the child. Does the family have support from any of the following:</p> <ul style="list-style-type: none"> • Private services • Extended family / friends • Community organizations • Spiritual support 		<p>3—No additional supports involved with the family and child 2—1-2 additional supports involved with the family and child 1—2-3 additional supports involved with the family and child 0—4 or more additional supports involved with the family and child</p>
<p>Comments – provide any additional information that will be useful in determining priority of need for respite.</p>		<p>Additional information:</p>

Organizations should determine their own thresholds for need, based on population dynamics unique to the region.

Client Intake: Standard Forms

CHEO has used existing standard intake forms to gather client information necessary to support respite. These include:

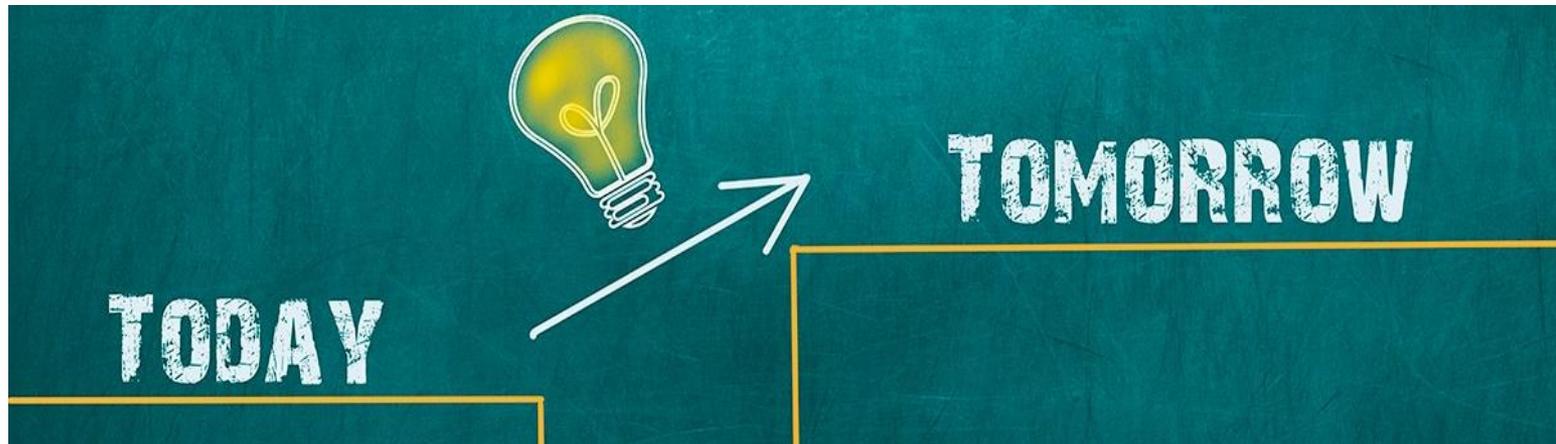
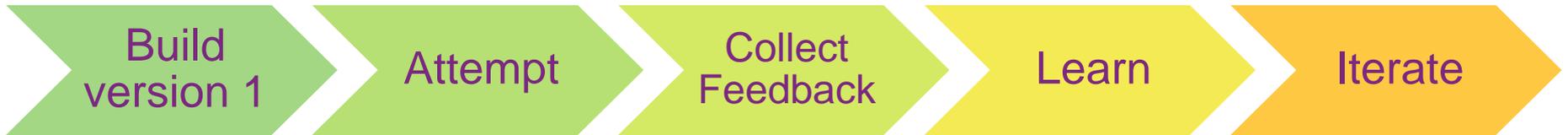
- Program Waiver
- Client Information (Intake) Form
- Allergy Report Form (as applicable)
- Medication Administration Consent & Form (as applicable)
- Epilepsy & Seizure Management Form (as applicable)

Step 6

Attempt & iterate

Attempt & Change

At CHEO we have mobilized quickly on many COVID-19 response programs. Our mantra during these difficult times is: attempt & change. Tomorrow's program will be better than today's and families need us now.



FAMILY FEEDBACK TO DATE



Family Feedback on CHEO's Emergency Onsite Respite Program

“Thanks to your amazing team – my child was able to get out of the house, interact with someone other than his parents, play with new toys, run and be a kid! All while we had some much needed time to focus on other areas of our lives we've been neglecting.” –**Emily, parent of child with special needs**

“I can't believe I was able to get 4 hours to myself. This is the first time I got a break from [parenting] since November 2019” - **Mom of 4 special needs children**

**Good luck &
Thank you!**



CHEO

