

## Professional's Report – Document to retain in the parental record

### EXPLANATORY NOTES

- The Professional's Report aims to attest the child's disability in order to contribute to his/her integration into a childcare facility.
- For parents who benefit from the Supplement for Handicapped Children from Retraite Québec, the professional only needs to fill out parts D and E of this document.
- Only professionals recognized by the ministère de la Famille (the Ministère) are authorized to sign the Professional's Report.
- Part C of this document must be filled out based on the professional's area(s) of expertise. He/she is not required to fill out the entire section.
- In order for the childcare provider to be eligible for the Allowance for Integration of a Disabled Child (AIDC), the three criteria in Part C—i.e. the disability must be significant, persistent, and represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility—must apply to the child being evaluated.
- The professional's recommendations must be clear and specific with respect to the material and human resources needed to meet the child's specific integration needs when in the care of the childcare provider. The childcare provider, in collaboration with the child's parents, will need to prepare an integration plan that is in line with these recommendations<sup>1</sup>.
- This document must be filled out and promptly returned to the childcare provider whose name is indicated in part A of the form.

For more information about the nature of the information requested, the professional can refer to the Framework and Procedure available on the Ministère's website. He/she can also contact the childcare provider or the Ministère's Information Service at **1-855-336-8568**.

### Professionals recognized by the ministère de la Famille

- Physicians
- Occupational therapists
- Physiotherapists
- Optometrists
- Audiologists
- Speech therapists
- Psychologists
- Psychoeducators

---

1. It is possible that the childcare provider will not implement all the recommendations of the professional(s) consulted. In this case, the childcare provider and the parents must indicate in an appendix why the recommended resources do not all appear in the integration plan.

## DEFINITIONS

### Disabled children covered by the Allowance for Integration of a Disabled Child<sup>2</sup>

For the purposes of the AIDC, a disabled child is defined as a child with an impairment causing a significant and persistent disability, who is likely to face barriers in his/her integration process at a childcare facility. The disability must be attested by a professional recognized by the Ministère de la Famille or must be recognized by Retraite Québec.

### Handicapped person<sup>3</sup>

A person with a deficiency causing a significant and persistent disability, who is liable to encounter barriers in performing everyday activities.

### Impairment<sup>4</sup>

An impairment corresponds to the degree of anatomical, histological or physiological deficiency of an organic system that is a set of bodily components intended for a common function.

It may involve a loss, a malformation or an insufficiency of an organ or a structure in one of the different organic systems. It thus corresponds to a form of organic anomaly. An impairment may be congenital, i.e. from birth, or acquired due to an illness or an accident.

### Disability

A disability is a reduction of the intrinsic possibility for a person to perform a physical or mental activity. It corresponds to the degree of reduction of an ability.

The major categories of abilities are associated with intellectual activities, language, behaviours, the senses and perception, motor activities, respiration, digestion, excretion, reproduction, protection and resistance.

### Significant

A disability is said to be significant when it entails a certain degree of severity or gravity. The frequency and duration of episodes also pertain to the significance of the disability. It appreciably reduces a person's ability to function physically or mentally. A disability is not significant if it is possible to restore the person's abilities to a normal level by the use of a prosthesis (for example, glasses, hearing aid) or an orthosis (for example, orthopedic shoe).

### Persistent

A disability is persistent when its disappearance cannot be foreseen. Conversely, a disability that occurs due to a disease or an injury, and when the permanent disappearance of its effects is foreseeable thanks to a treatment or the passage of time, is not considered persistent. A disability may have episodic ability and be persistent.

It must be noted that significance and persistence are determined by professionals recognized according to their specific field of expertise and that they can be determined, in particular, by means of evaluation tools that allow the result obtained to be situated in relation to a predetermined standard.

### Barrier

Barriers in the accomplishment of common activities correspond to the physical or social particularities of the setting in which a person is found (his or her environment), which, when they are associated with the disabilities, limit the person's activities.

These barriers may take many forms, such as in terms of architecture, means of communication, equipment, hardware, beliefs and attitudes, etc., which limit the support or resources available to meet the needs of disabled person.

2. Ministère de la Famille definition in the context of the AIDC. This definition corresponds to that of the Act to secure handicapped persons in the exercise of their rights, but it only concerns children in childcare. The Ministère puts the emphasis on recognition of a significant and persistent disability instead of the impairment itself. In the context of this allowance, the Ministère interprets the notion of impairment as potentially including a loss, a malformation or an anomaly of a structure or of a mental or psychological function.
3. Act to secure handicapped persons in the exercise of their rights, chapter E-20.1, section 1, g. (came into force on March 1, 2004)
4. The definitions presented below are derived from the conceptual model of the Disability Creation Process and the website Services accessibles (Accessible services) of the Office des personnes handicapées du Québec, which present a popularization of the elements of the notion of "handicapped person", as it is defined in the Act. Their content thus makes no legal, scientific or other claims.

## Part A General information

### Child identification

Child's last name and first name			
_____			
Address (number, street, apt.)			
_____			
City	Province	Postal code	
_____	_____	_____	
Date of birth (YYYY-MM-DD)	Current age	Telephone	
_____	_____	( )	

### Identification of the parents or guardian

Parent's last name and first name			
_____			
Telephone	ext.	Email	
( )	_____	_____	
Parent's last name and first name			
_____			
Telephone	ext.	Email	
( )	_____	_____	
Parent's last name and first name			
_____			
Telephone	ext.	Email	
( )	_____	_____	

### Identification of the childcare provider

Name of the childcare provider			
_____			
Address (number, street, apt.)			
_____			
City	Province	Code postal	
_____	_____	_____	
Telephone	ext.	Name of the Home Childcare Coordinating Office (CO), as applicable	
( )	_____	_____	

## Part B Declaration

### Declaration of the parent or guardian

I hereby authorize the childcare provider to receive the enclosed Professional's Report.  
The information will be used to establish the childcare provider's eligibility for AIDC that receives or will receive my child, as well as to prepare the integration plan.  
This information will remain confidential.

I hereby declare that I receive a Supplement for Handicapped Children from Retraite Québec.

Yes\*

No

**X**

Signature of the parent or guardian

\* If affirmative, the professional shall only complete parts D and E of this document.

## Part C Attestation of the impairment

### Motor skills

Disabilities observed during the exam:

Is the motor disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?

Yes  No

Specify:

### Visual

Disabilities observed during the exam:

Is the visual disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?

Yes  No

Specify:

**Auditory**

Disabilities observed during the exam:

Is the hearing disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?

 Yes  No

Specify:

**Communication**

Disabilities observed during the exam:

Is the speech disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?

 Yes  No

Specify:

**Intellectual**

Disabilities observed during the exam:

Is the intellectual disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?  Yes  No

Specify:

**Psychopathological**

Disabilities observed during the exam:

Is the psychopathological disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?  Yes  No

Specify:

**Developmental**

Disabilities observed during the exam:

Is the developmental disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?  Yes  No

Specify:

**Organic**

Disabilities observed during the exam:

Is the organic disability:	Significant?	<input type="radio"/> Yes	<input type="radio"/> No
	Persistent?	<input type="radio"/> Yes	<input type="radio"/> No

Does the disability represent a barrier to the accomplishment of common activities by the child in his/her integration into a childcare facility?  Yes  No

Specify:

**Part D Recommended appropriate measures to facilitate the child's integration into a childcare facility**

Does this child present special needs requiring the application of appropriate measures during his/her integration (be as specific as possible in your recommendations):

In a centre based childcare facility?

Yes

No

In home childcare?

Yes

No

If **yes**, these measures should include:

**Material resources**

Adaptation of material or equipment used by children of the same age.  
Specify the desired goals and the means necessary to achieve them:

Purchase of specialized equipment or material.  
Specify the desired goals and the means necessary to achieve them:

Physical layout  
Specify the desired goals and the means necessary to achieve them:

**Human Resources**

Reduced number of children per educator or HCP.  
Specify the desired goals and the means necessary to achieve them:

Addition of staff or of an assistant.  
Specify the desired goals and the means necessary to achieve them:

Training and replacement of staff who receive this training.  
Specify the desired goals and the means necessary to achieve them:

**Others**

Specify the desired goals and the means necessary to achieve them:

## Part E Identification of the professional

### Information about the professional (in print)

Last name and first name of the professional

\_\_\_\_\_

Address (number, street, apt.)

\_\_\_\_\_

City

\_\_\_\_\_

Province

\_\_\_\_\_

Postal code

\_\_\_\_\_

Profession

\_\_\_\_\_

Telephone

\_\_\_\_\_ ( ) \_\_\_\_\_

ext.

\_\_\_\_\_

I would like a copy of the integration plan developed by the childcare provider and the parents.

I would like to work with the childcare provider and the child's parents.

Information

Consultations

Meeting with the child at the childcare facility

Other. Specify: \_\_\_\_\_

I agree to provide additional information as required.

\_\_\_\_\_

Date (YYYY-MM-DD)

**X**

Signature of the professional

Permit number: \_\_\_\_\_