



Canadian Academy of
Therapeutic Tutors

Abuse Reporting and Prevention Policy Handbook for Practitioners



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THERAPEUTIC TUTORS – ORTON
GILLINGHAM

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Revisions:

Please check the following sections for changes. Revisions are marked with a red box.

June 2021 Revisions:

- Supervision
- Pick up
- Supervised Probation Period
- Appendix D-8 Supervised Probation period sign off form.
- Appendix D-9 Contractor Facility Risk Assessment

January 2022 Revisions:

- Supervised Probation Period
- Appendix D-8 Supervised Probation period sign off form.

February 2022 Revisions:

- Supervised Probation Period – Qualified Teacher Exemption & in-home practicums.
- Appendix D-8 Supervised Probation period sign off form.

Part 1: Purpose and Definitions

Purpose

The Canadian Academy of Therapeutic Tutors – Orton Gillingham (CATT-OG) is a professional accreditation association that sets the professional standards for OG practitioners in Canada.

This policy sets the standards and provides clear guidelines on:

1. Practitioners' duty to report all concerns regarding abuse or neglect of students in their care.
2. Standards of practice that practitioners must follow to reduce the risk of an abuse allegation being made.
3. Procedures that the CATT-OG board is required to follow to reduce the likelihood of someone with abusive tendencies becoming a registered practitioner.
4. The complaints and resolution process.
5. CATT-OG board-level requirements.

Physical Handbook

This policy is intended to be a reference for practitioners. Please print this policy, put it into a binder and keep this binder in your teaching or lesson planning space.

Definitions

Child

An unmarried person under 19 years of age.

Government of British Columbia

Note: The Canadian government defines a child as under 18 years of age. Some provinces and territories use 18 and some use 19. CATT-OG has chosen the higher of the two ages for reference in this document. Practitioners must be aware the age a child ceases to be a minor in their home Province. See Appendix A for full reference.

Vulnerable person

The currently accepted definition of a vulnerable person has changed recently:

“Vulnerable persons” means persons who, because of age, disability, or other circumstances, whether temporary or permanent, are in a position of dependence on others or are otherwise at a greater risk than the general public of being harmed by a person in a position of authority or trust relative to them. This includes children, youth, senior citizens, people with physical, developmental, social, emotional or other disabilities, as well as people who are victims of crime or harm. Such vulnerability may be a temporary condition or permanent.

Government of Canada

This means that a vulnerable person could be:

- A child.
- An adult who is a recent immigrant.
- An adult who has fainted or is struggling with a significant medical issue.
- An adult who sits in front of you with a previous but undisclosed history of being abused.
- A person sitting with you who has an undisclosed substance dependence.
- An elderly person.
- An adult with an intellectual disability.
- An adult who works with an OG practitioner because they are functionally illiterate.

We can all be a vulnerable adult at times, while it could be a permanent condition, it may also be temporary. We can't tell from looking at someone if they are vulnerable or not. When we work with our students, regardless of their age, we must now consider that they may be vulnerable and accommodate accordingly.

Student

A child or adult who is taught OG by the practitioner.

Practitioner

A practitioner is defined as a member-in-good-standing of the Canadian Academy of Therapeutic Tutors-OG who has achieved any of the following membership levels.

- Practitioner Associate-Interim
- Practitioner Associate
- Supervisor
- Trainer
- Master Trainer
- Fellow

Parent

The mother, father or legal guardian of a child.

Caregiver

A person who is responsible for the day-to-day care of a child or vulnerable adult. A caregiver may also be the legal guardian.

Family

Either:

- The child plus one or more parents
- An adult student, plus the spouse of the adult, or
- one or more parents of the adult in the case of an adult remaining dependant after the age of majority.

What is Abuse

Abuse typically occurs in situations where there is a power imbalance between two people; the person with greater power takes advantage of the person with less power.

Examples of roles which provide greater power than a typical adult holds: *Teachers, OG practitioners, instructors, counsellors, parents, club leaders, members of the clergy, law enforcement officers.*

A vulnerable person has less power than a typical adult holds.

People who hold positions of power, must be very aware of their power, how they use it and be especially careful with the vulnerable people they interact with.

Unfortunately, looking at historical data we can see that people with abusive tendencies tend to be drawn toward roles which provide them with power.

Types of Abuse

Emotional Harm

Under the Child, Family & Community Service Act, "a child can be defined as emotionally harmed if they display severe:

- Anxiety
- Depression
- Withdrawal
- Self-destructive or aggressive behaviour.

This can arise from a parent ignoring the child, habitually humiliating the child, or withdrawing life-sustaining nurturing from the child. Emotional abuse can occur separately or with other forms of abuse.

Emotional harm may also be caused by the child or youth living in a situation where there is domestic violence by or towards a person with whom the child resides."

BC Handbook for Action on Child Abuse and Neglect.

Physical Abuse

"Physical abuse is a deliberate physical assault or action by a person that results in or is likely to result in, physical harm to a child or youth. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, bite marks to major fractures of the bones or skull to, in the most extreme situations, death."

BC Handbook for Action on Child Abuse and Neglect.

Neglect

“Neglect is failure to provide for a child's or youth's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child or youth. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's or youth's physical health, development or safety is, or is likely to be, harmed.”

BC Handbook for Action on Child Abuse and Neglect.

Sexual Abuse

“Sexual abuse is when a child or youth is used (or likely to be used) for the sexual gratification of another person. It includes:

- Touching or invitation to touch for sexual purposes;
- Intercourse (vaginal, oral or anal);
- Menacing or threatening sexual acts, obscene gestures, obscene communications or stalking;
- Sexual references to the child's or youth's body/behaviour by words/gestures;
- Requests that the child or youth expose their body for sexual purposes;
- Deliberate exposure of the child or youth to sexual activity or material; and
- Sexual aspects of organized or ritual abuse”

BC Handbook for Action on Child Abuse and Neglect.

Financial Abuse

“Financial abuse of a vulnerable adult includes:

- Denial of access to, and control over an individual's funds.
- Misuse of the individual's financial resources.
- Refusal to spend money on care.
- Stealing personal belongings
- Isolating
- Theft, fraud or forgery
- Misuse of Power of Authority

Plan To Protect

Governing Legislation

Your role in reporting abuse

In Canada, **if you know or suspect that a child is being abused, you have a LEGAL RESPONSIBILITY to report the known or suspected abuse.**

- Every Canadian is **legally** responsible for reporting abuse.
- This is written into the federal criminal code and provincial laws.
- Failure to report abuse can incur a \$10,000 fine, a six-month jail sentence, or both.

Vicarious Liability

Vicarious liability means that if a court rules that you or your group could have done more to ensure the safety of your students, you can be found *vicariously liable*. In other words,

- If you are informed about an abuse suspicion you now have a legal responsibility to ensure that proper reporting protocols occur.
- You can be held responsible for the actions (or inactions) of your employees or volunteers.
- CATT-OG can be held responsible for the actions (or inactions) of its practitioners.

Taking the first step, Volunteer Canada

Confidentiality

If a child confides abuse to you, **your legal responsibility to report the abuse overrides your confidentiality agreement with the family.** You must report the allegation of abuse to your provincial authority and then continue to provide information as requested by that authority. Your name will be kept confidential unless it is required for a court hearing.

BC Child Family & Community Service Act.

Record keeping

Abuse allegations can occur years after the abuse happened. For this reason, the highest standard of practice recommends that all records be kept permanently. In most Provinces and Territories, the legal requirement is that they are kept for 33 years. In Manitoba & Newfoundland / Labrador the requirement is 48 years.

Electronic records are acceptable.

Who is covered by this policy?

The policies in this handbook cover all practicing members of CATT-OG.

Part 2: What to do when you suspect abuse.

How prevalent is abuse in Canada?

- Of all violent crimes reported in Canada in 2016, more than one quarter - 26% - involved family violence. 67% of this violence was aimed at women and girls.
- Family violence is under-reported. In 2014 fewer than one in five people who had been abused reported it to the police.
- In 2012, nearly one-third of adults reported that they had experienced some form of abuse before the age of 16. Of that abuse:
 - 26% had experienced physical abuse
 - 10% had experienced sexual abuse
- Among children, 30% were victims of violence perpetrated by family members.
- Girls were 4-5 times more likely than boys to be victims of sexual abuse by a family member.
- First Nation children have an even higher incidence of abuse. In 2017, a survey found that 40% of First Nations people reported that they had been a victim of physical or sexual abuse before the age of 15 compared to 28% of their non-indigenous counterparts.

Government of Canada

When to report

In California's worst child abuse case. Dave Pelzer was abused between the ages of 5 and 12 by his mother, who referred to him as 'it'. She starved, beat, and tortured him while his alcoholic father ignored what was going on. Dave tried to ask several adults for help, but each time he was ignored. One day he ran away and told a police officer. The police officer sent him home. Finally, after nearly 7 years of daily abuse, his teacher heard him, reported the abuse, and by removing him from his home he was finally able to stop living in fear.

Childhood should be carefree, playing in the sun; not living a nightmare in the darkness of the soul." – Dave Pelzer.

- ✓ If a child reports abuse to you –you must report it.
- ✓ If you are sure there is abuse occurring – you must report it.
- ✓ **If you have a suspicion that there is abuse**, – you must report it.

The legal term for suspicion is called *Reason to Believe*. With regards to abuse, this means that from what you have seen, or information you have received, you believe a child has been or is likely to be at risk.

Do not fear reporting suspected abuse without hard evidence. Clearly, making a knowingly false accusation is a terrible thing to do. Making a report in good faith, based on suspicion is a very different action. Legally you can not be charged if you report potential abuse with the '*honest belief*' that your suspicions are true.

Furthermore, if your suspicions are incorrect, you will not ruin a potentially innocent adult's reputation. Your report will simply be taken as a lead that will trigger an investigation to determine if there is abuse occurring.

It is ALWAYS better to report abuse and be wrong than to not report it and be right. **Do not fear the reporting of abuse.** Do not be one like one of the many adults that ignored Dave Pelzer when he tried to ask for help.

YOU DO NOT NEED TO BE CERTAIN that there has been abuse. It is a child welfare worker's job to determine whether neglect or abuse has occurred.

How to spot abuse

Abuse may have symptoms, or it may be symptomless. Here are typical symptoms of abuse. These indicators all come from the BC Government's guide on abuse prevention and reporting.

Possible indicators of Physical Abuse

Physical Indicators:

- Any injury to an infant who is not yet mobile, especially head/facial injuries;
- Injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing;
- Injuries at different stages of healing;
- Injuries that have a pattern or look like they may have been caused by an object (e.g., hand, stick, buckle, stove element); or
- Bruising in unusual places such as ears, trunk, neck or buttocks.

Behavioural Indicators:

- Afraid or reluctant to go home, or runs away;
- Shows unusual aggression, rages or tantrums;
- Flinches when touched;
- Has changes in school performance and attendance;
- Withdraws from family, friends and activities previously enjoyed;

- Poor self-esteem (e.g., describes self as bad, feels punishment is deserved, is very withdrawn); or
- Suicidal thoughts or self-destructive behaviour (e.g., self-mutilation, suicide attempt, extreme risk-taking behaviour).

Possible indicators of Sexual Abuse

Physical Indicators:

- Unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area;
- Pregnancy; or
- Sexually transmitted diseases.

Behavioural Indicators:

- Engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g., through drawing or play);
- Forces or coerces another child to engage in sexual play;
- Inserts objects into vagina or rectum;
- Directs sexually intrusive behaviour to adults;
- Has unexplained gifts, new clothes or money;
- Has changes in school performance and attendance;
- Is secretive about “new” friends, activities, phone calls or Internet use;
- Has unexplained developmental setbacks (e.g., was toilet trained but reverts back);
- Is involved in sexually exploitive activities, such as performing sex acts for money; Is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting; or
- Flinches when touched.

Possible indicators of Emotional Harm

Physical Indicators:

- Bedwetting and/or frequent diarrhea; or
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains

Behavioural Indicators:

- Mental or emotional development lags;
- Isolated and has no friends or complains of social isolation;
- Behaviours inappropriate for the age
- Fear of failure, overly high standards, reluctant to play;
- Fears consequences of actions, often leading to lying;
- Extreme withdrawal or aggressiveness, mood swings;
- Overly compliant, too well-mannered;
- Excessive neatness and cleanliness;
- Extreme attention-seeking behaviours;
- Poor peer relationships;
- Severe depression may be suicidal;
- Runaway attempts;

- Violence is a subject for art or writing;
- Forbidden contact with other children;
- Shows little anxiety towards strangers; or
- Unusual severe anxiety or worries.

Possible indicators of Neglect

Physical Indicators:

- Injuries where medical care has been unusually delayed or avoided;
- Injuries resulting from a lack of supervision;
- Medical or dental needs that are consistently unattended to;
- Clothing consistently inadequate for weather conditions;
- Persistent hunger;
- Poor or inadequate nutrition; or
- Poor personal hygiene.

Behavioural Indicators:

- Forages for, hoards or steals food;
- Developmental delay or setbacks related to a lack of stimulation;
- Poor school attendance;
- Inappropriately takes on a caregiver role for a parent or siblings;
- Tired or unable to concentrate at school;
- Appears sad or has flat affect;
- Reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised;
- Is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting; or
- Does not respond to affection or stimulation.

BC Handbook for Action on Child Abuse and Neglect.

Reporting Abuse

Children

Immediately

1. **If the child is in immediate danger – call 911**
2. **Stay calm and listen:** The child needs to know that you care and that you will help. Staying calm will allow the child to feel safe about talking about what has happened.
3. **Go Slowly:** It's ok to feel unsure about what to say. Reflect the child's feelings back to him/her and ask questions that ask for the child to tell you more. Do not ask leading questions.

Good example: *I hear that you are feeling really confused right now, can you tell me what happened?*

Leading example: *Did he hurt you?*

4. **Be supportive:** It is important that you explain to the child that he or she has not done anything wrong, that they are not in trouble with you, that they are safe with you, and that you will do everything you can to get some help for them.
5. **Get the facts:** Get a clear understanding of what happened and when. As soon as you can, once the child has gone, fill out an **Abuse Allegation Recording Form - Appendix D-1** On this form, put as much detail as you can remember.
6. **Report Immediately:** You are required to report the incident IMMEDIATELY to a child welfare worker. This does not mean that you should sleep on it or think about it for 24 hours. Immediately means exactly that. **Failing to promptly report suspected abuse could incur a \$10 000 fine, six months in jail or both.** See *Appendix B* for contact numbers for reporting.
 - a. The information you will need to report is contained on the Allegation Recording Form.
 - b. You must also send a copy of this report to CATT-OG at chair@ogtutors.com
 - c. You must keep a copy of this report for your files, AND KEEP PERMANENTLY.

What happens after you report?

After you report an abuse allegation:

- **Required:** Continue to report. If more information comes to light, you must continue to pass that information on to the authorities.
- **Required:** Provide all and any assistance that the authorities require from you.
- You may be asked to be present during the interview with the child for support.

- Continue to let the child know you support them.

*Child, Family & Community Service Act
Freedom of Information and Protection of Privacy Act
Criminal Code of Canada
The BC Handbook for Action on Child abuse and neglect.*

Adults

- 1. If an adult is in immediate danger call 911.**
2. If an adult is not capable of reporting the abuse themselves, you may report it for them.
3. If an adult is not in immediate danger and is capable of reporting the abuse themselves.
 - Listen and express concern.
 - Inform and explain about abuse.
 - Provide a number for them to call to get help.
 - Encourage them to consider what to do.
 - Develop a safety plan with them.
 - Follow up with them.

Plan To Protect

Crisis / Suicide Intervention

If a student in your care develops a preoccupation with death, talks about taking their own life, seems depressed or causes you any other reason to be concerned that they may be having a crisis or having suicidal ideations, you must take action.

- Take the threat seriously, and respond immediately.
- Do not minimize their pain.
- It is ok to ask the student if they are considering suicide.
- Do not ask leading questions.
- Inform their parents
- Provide the number for the Canadian Suicide Hotline 1- 833-456-4566

Plan To Protect

Part 3: Abuse Protection & Procedures for Practitioners

Abuse protection procedures

CATT-OG appreciates that people train to become practitioners to help and support people with language-based learning differences. In this section, we will look at procedures that practitioners must follow in their practice to ensure the students in their care stay safe, and to protect practitioners from unwarranted allegations of abuse.

Role of the practitioner

As a practitioner, you are in a position of power with your students regardless of their age. Situations with a power imbalance provide more opportunity for abuse than normal. Be aware that you hold power over your students and use your power for good only.

Record Keeping

Excellent record keeping is a key piece of protection against an abuse claim. The more evidence you have to support your argument, the better prepared you are to refute a claim. Claims may arise many years after the event, so for this reason best practices state that records should be kept permanently. Electronic records are acceptable.

Registration

As part of your intake procedure, the family must complete a registration form. The registration form may be incorporated into the parental agreement form. You must have a record of the full name of the student & address of the family (update as necessary). **These records must be kept permanently.**

A template registration form is provided in Appendix D-4 and you may use this form in your practice. If you create your form, note that you must include all of the fields indicated on the template registration form.

Reporting Incidents

An incident could be a situation where a student or family member is injured on your property / in your care. It could be a disagreement that you have with a parent, or it could simply be a scenario that you feel should be recorded while the facts are fresh in your memory.

Completing an incident report and saving the report could protect you in the future. Fill out the incident report form (*Appendix D-3*). File it permanently in your records, and send a copy to the CATT-OG Board at chair@ogtutors.com. We will file the form in your file, and it

will serve as a record that you dealt with the incident as best you could, and reported the incident using proper procedures.

Attendance

Keep accurate records of attendance, noting not only the student's name, but who taught the student, and the name of any other adults who provided oversight on the session. **These records are to be kept permanently.**

Confidentiality

Practitioners are required by the CATT-OG code of ethics to protect the privacy' of their students and families.

Medication

Practitioners typically see students for no more than 60-minute sessions, so it is expected that practitioners should not be required to administer medications. However, in the case that a practitioner is required to provide medications:

- Never provide any medication that has not been prescribed by a physician.
- Never provide any medication without the parent's written approval first.

Dating

- **Practitioners may not date students.**
- Teenagers and vulnerable adults are susceptible to romantic ideations with the people of power in their lives. If your student confesses any such feelings, end the tutoring arrangement immediately.
- If you feel attracted to your student, end the tutoring arrangement immediately.

Physical Contact

Displays of affection should be age-appropriate. It is ok to sit a crying preschooler on your knee, but it is not ok to have a 14-year-old sit on your knee.

General Principles

- Respect students and their personal space
- Respect cultural diversity
- Do not do things for your students, let them help themselves. Ask if they need help before jumping in to assist.

Examples of appropriate affection

- Hold a preschool child who is crying.
- Hold an early elementary-aged child's hand while walking to an activity.
- Pat a child on the head, hand, shoulder or back.
- Gently hold a child's shoulder or hand to redirect behaviour.
- Speak to a child at eye level.

- Give side hugs or one-armed hugs.

Plan To Protect

Examples of inappropriate affection

- Kissing or coaxing a student to kiss you.
- Engaging in extended hugging or tickling
- Holding someone's face
- Carrying older children or allowing them to sit on your lap.
- Piggyback rides.

Plan To Protect

Supervision

Practitioners have gone through the CATT-OG screening process outlined in part 4 of this document. For this reason, **the only people that students may be supervised by are practitioners or the student's parent/caregiver.**

Children under the age of 12 (16 in Ontario) must be supervised at all times. Children over the age of 12, but who have a learning disability that impacts their ability to make age-appropriate judgement calls should NEVER be left unsupervised.

Working space

CATT-OG Practitioners are autonomous professionals who have traditionally worked unsupervised with their students. **Practitioners may continue to work unsupervised. You are not required to have another adult remain within earshot of the session.**

Practitioners must fully understand that working without supervision increases the difficulty of defending oneself from an abuse allegation. This section provides guidance on how to mitigate the risks by adding supervision into your sessions should you choose to do so.

Let's look at the most common teaching scenarios that practitioners face.

Working in a learning centre or school.

When practitioners work in a centre or school, there should always be opportunity for supervision. These practices should be followed:

- Classrooms should have doors with windows so that the session can be clearly seen from outside the room.
- If the classroom does not have a door with a window, the door must stay ajar so that the session can be overseen.
- There should be a hall monitor in the school who can clearly see or hear the session taking place when passing the classroom.

If you work in a school or other facility as a contractor, you will not be included in the school or facility's insurance unless you are explicitly added.

Scenario

Kayleigh is a contractor working at a school. She has pulled Aman out of class for his session. During the session, Aman asks to use the bathroom. Kayleigh lets him go. In the boys washroom there is a plumber working. The plumber molests Aman while he is in there. Aman tells Kayleigh, Kayleigh and the school follow all appropriate procedures immediately. Aman's parents immediately sue. Their lawyer includes all parties on the lawsuit. This includes the plumber, the school, Aman's classroom teacher and Kayleigh as it was her class that Aman was in at the time. The school's insurance covers the school and the classroom teacher. The CATT-OG insurance covers Kayleigh.

The CATT-OG insurance pays for a lawyer in who argues successfully at the first court date that Kayleigh had no responsibility and her name should be removed from the lawsuit.

Although the scenario above is not a CATT-OG example, it is a real example. It is common practice for lawyers to cite everyone close to an abuse allegation due to the laws around Vicarious Liability. For this reason, CATT-OG Practitioners working in a school or a facility as a contractor must complete the *Contractor Facility Risk Assessment form (Appendix D-9)*. To assess the environmental hazards unique to the location.

Working in the practitioner's home.

Practitioners who work from their own home have the opportunity to set up consistent systems and protocols. Here are some examples of extra practices that practitioners may consider adding.

- The practitioner records the session and saves an impartial record of each session permanently. *(parents must sign a video permission form (see Appendix D-6 for template) that clearly states the intent of the videos.)*
- The parent or caregiver acts as the monitor, by sitting outside the classroom space. The practitioner could install a glass door between the class space and the waiting area, or the practitioner could leave the door ajar so that the parent can hear the session.
- A member of the practitioner's family acts as the monitor, staying within eyesight or earshot at all times.

Note: Practitioners should NEVER take a child into a bedroom in their home.

Note: Neither parents nor spouses provide impartial witnesses, however some kind of oversight is better than no oversight.

Working in the student's home.

Practitioners who travel to student's homes are at a disadvantage in that they do not control the environment, but at an advantage in that the learning space is more likely to be overseen. Here are some examples of extra supervision practices that practitioners could use.

1. The practitioner records the session and saves an impartial record of each session permanently. *(parents must sign a video permission form (see Appendix D-6 for template) that clearly states the intent of the videos.)*
2. Practitioners should teach either in an office or a communal area of the family's home such as the kitchen or dining room. The parent or caregiver can act as a monitor, by staying close enough to the session to monitor it, but far enough away that they are not interfering with it. An example could be that the session takes place at the family's dining room table, while the parent works in the room next door with the connecting door open. **Note: Practitioners should never agree to work with the student in their bedroom.**

NOTE: Regardless of where you work. **All practitioners must PERMANENTLY keep excellent attendance records which also include details of what was taught in the session and which adults were in the vicinity.** Additionally, keeping electronic copies of the work the student did would also support you in refuting a potential allegation.

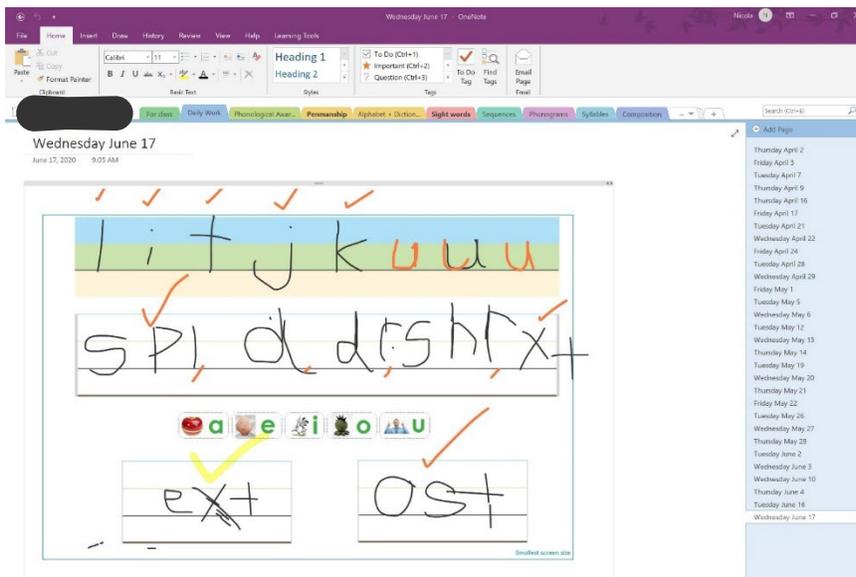


Figure 1: Microsoft One Note is a free, notebook program that is useful for storing electronic copies of your student's work.

Online OG

While teaching online reduces the risk of receiving a physical abuse allegation. Practitioners are still at risk of receiving an allegation of emotional or sexual abuse. For these reasons, many of the policies detailed already are still relevant.

Practitioners must ensure that the background picked up by the practitioner's web camera does not contain nudity, pornography, political statements or offensive images.

Practitioners should also request that the student work in a common space, and consider supervision while teaching online. Sessions can easily be recorded (*parent must sign a consent form see Appendix D-6.*) or another adult can be required to stay within earshot.

Parental Agreement Form

Parents must sign the parental agreement form at the onset of their services. While this is not legally binding, this form details to parents the risks that they are taking on.

- Practitioners must provide the parent with a copy of the signed form.
- Practitioners are required to keep the form permanently.

See Appendix D-4 for a template agreement form.

Restroom Guidelines

As an OG Practitioner, students are typically in your care for approximately 60 minutes. The best plan for Practitioners to follow is to ask students to use the restroom before your session starts.

Poisonous substances

Ensure that there are no poisonous substances in the bathroom that students use. Ensure medical cabinets are either locked or empty.

Supervision

If a student needs to use the restroom during class.

Preschool

- Ask the child to use the restroom with the door unlocked and to ask for help if they need it.
- Stand outside the door.
- Only the practitioner may assist if requested by the child.
- If you need to go inside prop the door open or stand in the cubicle doorway.
- If possible, have another adult in the hallway or within view.
- Respect the child's privacy.

Elementary

- In a home environment, elementary students may go to the restroom alone.
- In a facility environment, elementary students may need to be escorted to the restroom.
- Do not enter the restroom / cubicle with the child.

High School

- Students go to the restroom alone; you can inform them of which restroom they should use.
- Do not enter the restroom with the child.

Adult

- Adults go to the restroom alone.
- Family members or caregivers **must** take care of any required restroom assistance.

Plan To Protect

Note: *If you are teaching from your home, none of your family members can provide toileting assistance as they have not been screened.*

Pick Up

- Children under the age of 6 must be signed in and out by their parents or caregiver.
- Children under the age of 12 (16 in Ontario) must be released directly to their parent or caregiver.
- Children over the age of 12, but who have a learning disability that impacts their ability to make age-appropriate judgement calls should NEVER be left unsupervised.
- If an older student is to leave on their own and not be released directly to a parent or caregiver, this should be arranged in advance IN WRITING with the parent. The practitioner should note the time that the student leaves on the attendance sheet. If you are unsure, request written approval from the parent.

Example

Ameera is a practitioner who works from her home. Today she has back-to-back sessions. She has finished Kaylee's session and Ali has arrived to start his. However, Kaylee's father has not arrived yet. Ameera needs to protect Ali's confidentiality and supervise Kaylee as she is under 12, until her father arrives.

- *Ameera can not leave Kaylee alone to await her father.*
- *Ameera's husband can also not wait with Kaylee as he has not been screened.*
- *It would be acceptable for Kaylee to wait outside the lesson space where Ameera can see her through the window in the door until her father arrives.*
- *If Ameera supervises Kaylee through an open door, she risks compromising Ali's confidentiality.*

In the example above Ameera has been put in a very difficult position. Ameera needs to clearly communicate to all her families that in a home-based learning space there is no provision for late pick-ups. Parents must arrive 5-10 minutes before their child's session end time to be on hand to pick up their child at their scheduled end time.

If the parents can't reliably pick their child up on time, then a better lesson time must be found for the family or the family should look for literacy support at a larger facility that does have screened staff on hand to supervise late pick-ups.

Transportation

Practitioners should not agree to transport students in their vehicle due to:

- The elevated risk factor of being alone with the student.
- The fact that this is beyond the scope of what practitioners do.

Discipline

Emotional abuse is hard to quantify. The line between firm discipline and abuse is grey. Read the example below, and consider if you feel that it is abuse or just overly harsh discipline?

A Missed Opportunity

Enos struggled in school with reading and writing., He had low self-confidence and had decided that school wasn't for him. After being diagnosed with dyslexia he began to work one-to-one with a local OG practitioner. Enos' mother regularly left the building during the sessions so that she could grab a few groceries from the local store. One day, upon returning early she heard raised voices. She heard the practitioner angrily telling Enos that he was lazy, not trying hard enough, and that as punishment he would have to trace the word he had misspelled on the tactile twenty times. Enos' mother knew that tracing errors on a tactile was part of OG, but she didn't see how punishing Enos for his errors would support his academic and emotional growth.

Practitioners must remember that the practitioner/student relationship has a power imbalance. Students are suggestible and often come to us already anxious or unsure. It is our role to build confidence and not to destroy it further.

Never forget the power practitioners have to build up or destroy a student.

Labeling Behaviours

Discipline should ALWAYS respect the child. Name the behaviour and not the person. For example, if you catch a child lying to you.

- “Hmmm that statement is not true.” – Labels the behaviour.
- “You are a liar.” – Labels the child.

When you label the behaviour, you allow the child to try again. By labeling the child, you are giving the child a permanent label that they may hold onto for life.

Preventative Discipline

The best kind of discipline is the kind that always sets a student up for success. The Orton Gillingham structured, prescriptive, sequential and diagnostic environment goes a long way to allowing a struggling student to begin to learn that they can achieve their goals.

However, we still need more. Consider the 5 R's of classroom management as a way to respectfully scale up your response in line with the situation.

- **Reward** – Acknowledge positive behaviour and actions as they occur.
- **Remind** – Remind students of the rules of the room.
- **Redirect** – Redirect a student to a more appropriate activity.
- **Remove** – Remove the distraction from the student or the student from the distraction.
- **Return** – Return the student to the parents.

Plan To Protect

Remedial Discipline

The following forms of punishment are **not** acceptable and cross the line between overly firm discipline and abuse.

- Corporal punishment
- Deliberately harsh punishment
- Degrading or humiliating punishment
- Depriving of basic needs
- Locking or confining someone

Plan To Protect

Social Media protocols

It was midnight, and Brenda was heading to bed. As she passed her daughter Eva's bedroom, she saw a flickering light, so she stuck her head in and saw her daughter in bed staring into the light of her phone. When Brenda asked Eva what she was doing, Eva said that she was messaging with her OG Practitioner through Instagram. Brenda was shocked. It was creepy. Even though the OGP wasn't in the room with Ava, Brenda felt that a line had been crossed.

Social media provides another grey area for practitioners. It should be used carefully.

It is acceptable to use social media platforms to provide program details, resources or non-confidential scheduling information. This information should be aimed at the parents. Children may be included so long as their parents are also connected on the same platform and the parents have given their approval.

It is not acceptable to

- 'Friend' a student.
- Engage with one-to-one chatting online.
- Create a student group on social media in which you chat with students.
- Post photos of students without the permission of the parents.

Plan To Protect

Part 4: Administration

Abuse Reporting

On the receipt of an abuse allegation form, the CATT-OG board is required to:

- Immediately follow up to confirm that the appropriate authorities defined in Part 1 – Reporting Abuse of this policy have been notified.
- **Inform our insurer.**

Investigative & Disciplinary Procedures

CATT-OG may be informed about allegations of abuse perpetrated by a practitioner by either the practitioner, by the parent or by the student.

The complaints procedure is detailed on the CATT-OG website.

CATT-OG Jurisdiction

CATT-OG can address the following types of concerns or complaints:

- Disrespectful behaviour towards clients
- Poor professional boundaries
- Client exploitation
- Confidentiality/disclosure and informed consent issues
- Incompetence

CATT-OG will address a complaint when:

- The practitioner is a current member of CATT-OG
- The concern is regarding a practitioner's breach of the CATT-OG Code of Ethics or the Abuse Reporting & Prevention policy.

CATT-OG does not have jurisdiction to address a complaint when:

- The practitioner is not a member of CATT-OG
- The complaint is against an educational institution, school or agency.
- The complaint is about business practices outside our Code of Ethics, or the Abuse Reporting & Prevention policy. *(For example: Billing, make-up session, practitioner vacation or other individual business administration concerns.)*

Complaints Procedure:

1. Complaints may be submitted through the website form, or by email to the board chair. At this point, the complaint is informal and may be submitted anonymously.
2. Within 24 hours of receiving the complaint, the chair will, along with one other board member, create an Interim Complaints Committee. This committee will:
 - a. Confirm that the complaint is regarding a practicing CATT-OG practitioner.
 - b. Review the nature of the complaint to confirm if the complaint:
 - i. falls within CATT-OG's jurisdiction.
 - ii. leaves the Interim Complaints Committee concerned about the immediate safety of the students in the practitioner's care. If yes, the practitioner will have his/her membership immediately suspended and the practitioner will be notified that they may not practice until the Complaints Committee has completed their investigation and made a ruling.
 - iii. Alleges abuse that is required by law to be reported to the appropriate authorities, and determine if the authorities have been properly informed. If yes, the practitioner will have his/her membership immediately suspended and the practitioner will be notified that they may not practice until the Complaints Committee has completed their investigation and made a ruling.
 - iv. Notify the insurer of the nature of the complaint.
 - c. If the Interim Complaints Committee agrees that the complaint falls under the jurisdiction of CATT-OG, the complainant will be sent a formal complaint form. At this time the complainant will be asked to provide their name.

The formal complaint form can be found in Appendix D-7

Investigations & Outcomes

Once CATT-OG receives a formal complaint, the Interim Complaints Committee will be disbanded. In its place, a Complaints Committee will be formed. This committee will include

- the board chair,
- three board members, or 2 board members plus one practitioner
- one CATT-OG trainer, master trainer, or fellow.

The Complaints Committee will investigate the complaint as follows:

1. The formal complaint will be reviewed and the Complaints Committee will collect all relevant information pertaining to the complaint. This may include asking the practitioner to speak to the committee.
2. The Complaints Committee will coordinate with the insurer and respond to any questions or requests from the insurer.
3. The Complaints Committee will review the information and decide on a course of action as to the outcome of the complaint.

Possible outcomes of a complaint

The complaints committee may rule that:

- **The practitioner was at fault, but that the fault did not include abuse.** There may be a disciplinary process or a re-training requirement for the practitioner. If the practitioner has been suspended the practitioner will either immediately or eventually be reinstated. An advisory statement may be added to the practitioner's file.
- **The practitioner was at fault, and there is evidence that abuse occurred.**
 - The practitioner will be permanently removed from active practitioner status.
 - The membership will be informed that the practitioner is no longer a member.
 - The board will follow governmental protocol regarding whether public notification should occur.
 - The practitioner's file will remain permanently with CATT-OG so that should the practitioner attempt to reapply in the future the practitioner's history will be known and the application barred.
- **The practitioner was not at fault, but that the Code of Ethics or the Abuse Reporting & Prevention policy needs to be modified.** The membership must then be notified about this change.
- **The practitioner was not at fault, and that no changes to CATT-OG procedures need to be made.**

To formally close the complaint, the board must provide written notice of the outcome to both the practitioner and the complainant. Record of the complaint must remain on file with CATT-OG permanently.

Practitioner Screening Process

A large part of abuse prevention occurs through careful screening of applicants. This is a process that occurs initially and requires ongoing maintenance. This is an ongoing check-and-balances approach that provides families that use CATT-OG practitioners with a level of confidence in those practitioners.

Application

All prospective practitioners must submit an application which details:

- contact information,
- a letter of introduction that details the motivational factors for the applicant to pursue a career as an OG practitioner.
- a resume that documents the educational background and previous work history.
- verification of education attained.
- Confirmation that the applicant has reviewed and agreed to abide by the Code of Ethics.

References

All prospective practitioners must submit two references; a professional reference on corporate letterhead, and a personal reference from someone who has known the applicant for more than 3 years.

Criminal Record Check

All prospective practitioners must submit a criminal record check which includes a vulnerable sector check and is no more than 3 years old.

All practitioners are responsible for maintaining a criminal record check that is less than 3 years old, and which includes a vulnerable sector check with CATT-OG.

For information on CATT-OG's criminal record check requirements, review the CATT-OG Criminal Record Check policy.

Members with expired criminal record checks on file will be immediately suspended until a valid criminal record check is submitted. At this time their membership will be reinstated.

Probationary Period

Applicants begin their probationary period upon entering practitioner level training where potential applicants will complete the first 30 hours of their practicum under supervision. Supervision could occur

- In a learning centre or school under the supervision of another screened adult.
- In another environment with the parent acting as the supervisor.

The supervisor is not required to stay in the room that the lesson is occurring in but must remain within eyesight or earshot of the session at all times.

At the end of the 30 hours, the supervisor must sign the probation form (*Appendix D-8*) confirming that they have not seen any behaviour during the training that is inappropriate for someone who will work one-to-one with vulnerable people.

The applicant must submit the probation sign off form (*Appendix D-8*) upon application to CATT-OG.

For returning members or those entering under the Equivalent Education stream, probation will be required and this process will be adapted by the board as necessary.

Qualified Teacher Exemption

Teachers who have a qualified teacher status with their Provincial education board are exempt from probation requirements. Upon application, they should submit evidence of their provincial registration instead of the probation completion form.

When the student is the practitioner's child.

CATT-OG does not recommend that practitioner applicants use their own child to complete their practicum. However, there are situations where it is the only viable option. In these situations, and only when there is no other viable option, the applicant may have a family member sign the probation form.

Abuse Prevention Training

Practitioner applicants are required to complete abuse prevention training video and assessment after submitting their application but before board approval to begin their Practitioner Associate-Interim level membership.

Existing practitioners are required to complete abuse prevention training every 2 years with annual recertification. This must occur in February, as it must be completed before the applicant may renew their membership.

CATT-OG will provide members with procedural information on how to document their completion of the abuse training. This is an insurance requirement.

Policy Administrators

The Abuse Reporting and Prevention Policy handbook for practitioners will be maintained by the board of directors of CATT-OG. It may be updated at any time but will receive a thorough review on years that end with an even number.

Media representative

One member of the board shall be designated as the media representative in the case of an abuse allegation. The board may consider hiring a professional public relations consultant to guide in the case of there being media interest in a formal complaint against a CATT-OG practitioner.

Board Member Screening

CATT-OG's abuse policy also covers the board volunteers in the scenario of a board member alleging that they have been abused by another board member or practitioner.

Because of this, there are separate requirements for the screening of potential board members.

All board member screening requirements are to be filed separately from the practitioners' files. For example, a file must be created each year which contains the documentation for the current board. This file will hold copies of the files that the practitioner already has on file with CATT-OG.

Board member requirements:

- A letter of application to the board detailing why the member wishes to join the board of directors.
- An up-to-date resume
- A valid criminal record check on file at all times. This criminal record check will be filed.
- A signed form noting that the board member has received abuse prevention training.

Appendices

Appendix A: Age of majority in Provinces and Territories in Canada.

Alberta	18
British Columbia	19
Manitoba	18
New Brunswick	19
Newfoundland & Labrador	19
Northwest Territories	19
Nova Scotia	19
Nunavut	19
Ontario	18
Prince Edward Island	18
Quebec	18
Saskatchewan	18
Yukon	19

Appendix B: Contact numbers for reporting abuse in Canada.

Alberta		1-800-387-5437 (KIDS)
British Columbia	To contact a child welfare worker in any community in BC. Open 24-7	1-800-663-9122
	Telephone Device for the Deaf Open 24-7	1-866-660-0505
	Victimlink BC – locate victim services programs in your community for vulnerable adults. Open 24-7	1-800-563-0808
Manitoba	Child Protection Branch of Child and Family Services	1-866-345-9241
New Brunswick	During working hours	1-800-992-2873 or
	After hours emergency Services	1-800-442-9799
Newfoundland & Labrador	Call your local children, seniors and social development office.	1-709-729-4612 (8:30-4:30pm)
	After Hours	1-709-729-4775
Northwest Territories	Contact your local community social worker.	In Yellowknife, call 1-867-873-7276
	After hours	1-867-445-1092
Nova Scotia	Call the agency or district office in the Department of Community Services nearest you.	If you are not sure, call the Nova Scotia Community Services head office at 1-877-424-1177.
	After hours	1-866-922-2434
Nunavut	Contact your local Community Social Services Office	In Iqaluit call 1-867-975-7250
Ontario	Ministry of Children and Youth Services	1-866-821-7770
	Telephone Device for the deaf	TTY: 1-800-387-5559
Prince Edward Island	Call the Provincial Child Protection Intake Unit	1-877-341-3101.
	After hours	1-800-341-6868

Quebec	Call the Director of Youth Protection for your area.	English: 1-514-935-6196 French: 1-514-896-3100
Saskatchewan	Call the local Social Services Child Protection office for your area.	Prince Albert (North) 1-866-719-8184
		Saskatoon (south) 1-800-274-8297
		Regina (South) 1-844-787-3760
Yukon		1-867-3002 or, 1-800-661-0408 ext. 3002 (24 hours)

Appendix C: When should I contact a welfare worker?

An excerpt from the BC Handbook for Action on Child Abuse and Neglect.

When Should I Call a Child Welfare Worker?

We all share responsibility for the safety and well-being of children and youth in B.C. Child welfare workers have the lead responsibility for responding to suspected child abuse or neglect in cases where the parent is unwilling or unable to protect the child or youth from harm.

It is important that you report all situations where you think a child or youth has been or is likely to be abused or neglected — even if you know that a child welfare worker is involved. Child welfare workers need to be aware of all situations where a child or youth’s safety and well-being might be endangered in order to provide the most appropriate response.

Children and youth may also be harmed outside the home — where the parent is not present and cannot reasonably be expected to protect the child or youth. In these cases, service providers such as police, school personnel, health care practitioners or child care providers may have a primary role in helping to ensure the child’s or youth’s safety and well-being.

The following table provides some examples of situations you may come across and indicates who is primarily responsible for responding when a child or youth may be at risk. Child welfare workers can assist in cases where they do not have the lead responsibility, as part of a collaborative response. However, when they do not have the lead role, other authorities should be involved. Protocols can be helpful in these situations. If you are not sure what to do, call a child welfare worker to discuss the situation.

EXAMPLE OF SITUATION	WHO IS PRIMARILY RESPONSIBLE
Minor altercation or aggression between children and/or youth, e.g., on a playground, in a child care setting or youth custody centre.	Conflicts between children and/or youth where there is no significant power imbalance are part of normal childhood behaviour and typically do not involve abuse or neglect. The head of the agency or organization that has jurisdiction where the situation occurred may need to be informed according to local protocols or guidelines.

EXAMPLE OF SITUATION	WHO IS PRIMARILY RESPONSIBLE
<p>Physical or sexual aggression between children and/or youth where there is a power imbalance (e.g., significant difference in age, or where one child or youth is much more vulnerable) .</p>	<p>As there may be a risk of harm to the vulnerable child or youth, some intervention would be warranted.</p> <p>If the situation occurred in the home, or the parent is present outside the home and is unwilling or unable to protect the child or youth, you have a duty to report this to a child welfare worker.</p> <p>If the situation occurred in a setting such as a school, child care setting, youth custody centre, etc. and the parent was not present and could not be reasonably expected to intervene, the head of the agency or organization would be primarily responsible. This person can make parents aware of the situation and assist with referrals to services.</p> <p>Someone other than a child welfare worker may be best able to respond. For example, police or victim services may have a lead responsibility if there is a criminal offence.</p>
<p>You learn of historical abuse (abuse that has occurred in the past).</p>	<p>If the abused person is a child or youth, and abuse was due to the action or inaction of a parent, a child welfare worker is responsible for responding.</p> <p>If the child or youth was abused in a school, youth custody or child care centre, the head of the organization is primarily responsible.</p> <p>If an adult discloses that they were abused as a child or youth, they may be in a position to know if their abuser could be abusing other children or youth. If the adult has reason to believe this is happening, that person has a legal duty to report this belief to a child welfare worker.</p> <p>Police and victim services may also have a role to play, if there is a possible criminal offence.</p>

EXAMPLE OF SITUATION	WHO IS PRIMARILY RESPONSIBLE
You learn that domestic violence is occurring where a child or youth resides.	<p>Living in a situation where there is domestic violence by or towards a person with whom a child or youth resides may cause emotional harm to a child or youth.</p> <p>A child welfare worker is responsible for responding to your concern. Police and victim services may also have a role to play, if there is a possible criminal offence.</p>
You learn that a child or youth has been exposed to criminal behaviour at home (e.g., where drugs are being produced in the home).	<p>Witnessing criminal behaviour may cause harm to a child's or youth's health, safety or well-being. A child welfare worker is responsible for responding to your concern.</p> <p>In most instances, police would initially be involved and they would make a report to a child welfare worker. If the police are not already involved, they should be notified.</p>
<p>You witness some of the physical and/or behavioural indicators of possible abuse or neglect</p> <p>or,</p> <p>A child or youth discloses abuse or neglect, or tells you someone they know has been abused.</p>	<p>Indicators and child/youth disclosures are the main ways child abuse and neglect can be identified. If you have reason to believe a child or youth has been abused or neglected, you have a duty to report to a child welfare worker. If the abuse or neglect is the result of a parent's action or inaction, a child welfare worker is primarily responsible for responding.</p> <p>If the abuse occurs in a setting such as a school, youth custody or child care centre, the head of the organization is responsible for responding. Police and victim services may also have a role to play, if there is a possible criminal offence.</p>
A child under 12 has committed a serious criminal offence such as killing, assaulting or endangering another person.	The police would be involved in this situation, and are required to make a report to a child welfare worker.

EXAMPLE OF SITUATION	WHO IS PRIMARILY RESPONSIBLE
<p>An allegation of abuse or neglect is made during a custody or access dispute.</p>	<p>If you have reason to believe a child or youth has been abused or neglected in these circumstances, you have a duty to report to a child welfare worker. The worker is primarily responsible for responding to these allegations. In addition, in the course of the dispute, a family justice counsellor, or anyone else directed by the court to assess custody and access disputes, has a duty to report the allegation to a child welfare worker. The police would be involved in this situation, and are required to make a report to a child welfare worker.</p>
<p>Sexual play or exploration between children or youth of similar ages.</p>	<p>Sexual play between children or youth where there is no significant power imbalance typically does not involve abuse or neglect.</p> <p>If the situation occurred in a school, youth custody or child care centre, the head of the agency or organization may need to be informed according to local protocols or guidelines.</p>
<p>A youth apparently under the age of 19 years is found alone, collapsed in a park, street or alley. The youth seems to be incoherent.</p>	<p>Remember if a child or youth is in immediate danger call 911. If you have reason to believe a youth has been abused or neglected you have a duty to report to a child welfare worker – even if you know a child welfare worker is already involved. The child welfare worker is responsible for responding to situations where child or youth is absent from home in circumstances that endanger their safety or well-being.</p>
<p>A youth apparently under the age of 19 appears homeless.</p>	<p>If you have reason to believe a youth has been abused or neglected you have a duty to report to a child welfare worker – even if you know a child welfare worker is already involved. The child welfare worker is responsible for responding to situations where a child/youth has been abandoned and adequate provision has not been made for their care.</p>

Appendix D: Forms

1. Suspected Abuse Allegation Form
2. Suspected Abuse Follow Up Form
3. Incident Report
4. Student registration form template
5. Sample attendance tracker
6. Video permission form template
7. Formal complaint against a practitioner form.
8. Supervised Probation period sign off form.

D-1: Suspected Abuse Allegation Form



Suspected Abuse Allegation Form

WARNING: Please download and save this form before completing it. You need to take this step because some browsers, such as Chrome and Safari, will not save your content. Download and print this document for handwritten reporting. If you require assistance completing this form, please contact CATT-OG.

Student Details

Student Name:	Student's Date of Birth:
Student Age:	Grade:
Address:	
Postal Code:	Contact Phone#:
Name of Parent(s) or Guardian(s):	
Name(s) of Siblings:	

Reporting Details

Name of Person Filing Report:	Name of Practitioner receiving report (if different):	
Name of Social Worker:	Social Worker Phone#:	
Name of Alleged Perpetrator:		M F
Relationship between suspected victim and alleged perpetrator:		
Nature of suspected abuse: <input type="checkbox"/> physical <input type="checkbox"/> sexual <input type="checkbox"/> emotional <input type="checkbox"/> neglect		
Name(s) of Siblings:		
Indications of suspected abuse (including facts, physical signs, and course of events):		



Suspected Abuse Allegation Form

WARNING: Please download and save this form before completing it. You need to take this step because some browsers, such as Chrome and Safari, will not save your content. Download and print this document for handwritten reporting. If you require assistance completing this form, please contact CATT-OG

Incident Details

Action Taken (including date and time):

If a child is reporting: What did the child say? (Give quotes where possible)

What was your response?

Signature:

Printed Name:

Date:

The above information will serve as a guide and will be necessary if a formal report is filed with the police or appropriate government agency.

A copy of this report must be filed with the CATT-OG Board

All information received is to be kept STRICTLY CONFIDENTIAL and not influenced by anyone.

This document should be sealed and labelled and stored under lock and key.

D-2: Suspected Abuse Follow Up Form (CATT board use.)



Suspected Abuse Follow-Up Form (INTERNAL USE ONLY)

WARNING: Please download and save this form before completing it. You need to take this step because some browsers, such as Chrome and Safari, will not save your content. Download and print this document for handwritten reporting. If you require assistance completing this form, please contact CATT-OG.

Student Details

Student Name:		Student's Date of Birth:	
Student Age:		Grade:	
Address:			
Postal Code:		Contact Phone#:	
Name of Parent(s) or Guardian(s):			

Reporting Details

Details as reported to you:

Conclusions:

Action Taken (including date and time):

Board Member's Signature:

Printed Name:

Date:

The above information will serve as a guide and will be necessary if a formal report is filed with the police or appropriate government agency. All information received is to be kept STRICTLY CONFIDENTIAL and not to be shared with anyone or influenced by anyone.

D-3: Incident Report



Incident Report

PLEASE NOTE: The incident report should be completed as soon as the incident occurs and should include as detailed a description of the incident as possible. A copy of this report should be sent to CATT-OG

Student Details

Student Name:	Student's Date of Birth:
Student Age:	Grade:
Address:	
Postal Code:	Contact Phone#:

Incident Details

Incident Date:	Incident Time:
Incident Location:	Event Title:
Practitioner(s) or other People Present:	
Nature of Incident / Injury:	
What happened?	
Why did it happen?	
What action was taken?	



Incident Report

PLEASE NOTE: The incident report should be completed as soon as the incident occurs and should include as detailed a description of the incident as possible. A copy of this report should be sent to CATT-OG

Contacted Parents? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Parent's Response:	
Signature:	
Printed Name:	Date:
Witness Signature:	
Witness Printed Name:	Date:

D-4: OG Registration Form Template

STUDENT INTAKE FORM

CONTACT INFORMATION

Student's Name: _____ Students Birthdate: _____

Parent/Guardian(s) Name(s): _____ Home Ph: _____

Address: _____

Additional Contact Number(s): _____

Email(s): _____

SCHOOL INFORMATION

School: _____ Grade: _____

Languages: _____ Is English your child's first language? Yes No

Is your child receiving additional assistance in school? Yes No

If yes, please describe: _____

Is it OK to contact your child's teacher? Yes No

If yes, what is your child's teacher's name? _____

LEARNING PROFILE

Please briefly describe the challenges your child is having: _____

Has your child received any assessments from his/her school? Yes No

Is your child receiving any additional assistance outside of home? Yes No

If yes, please describe: _____

Has your child had any assessments? Yes No

Does your child have a specific learning difficulty or challenge? Yes No

If yes, please specify: _____

OTHER INFORMATION

Is your child currently taking any medications? Yes No

If yes, what medications is he/she taking? _____

Does your child have any allergies? Yes No

If yes, please describe: _____

Has your child's vision been assessed? Yes No

If yes, what were the results? _____

Has your child's hearing been assessed? Yes No

If yes, what were the results? _____

Who is your child's Doctor? _____ Phone: _____

ALTERNATE CONTACTS

Please provide an alternate contact or someone I can contact in case of emergency:

Name: _____ Phone: _____

COMPLAINTS PROCEDURE

I understand that my child will take 1:1 tutoring with _____. I understand that I am welcome to stay within eyesight or earshot of sessions but that I am not required to. I understand that by leaving, I will be leaving my child alone with _____. I understand that _____ has been thoroughly screened by the Canadian Academy of Therapeutic Tutors (CATT-OG) and has taken CATT-OG's Abuse Prevention Training. If I have a complaint about the conduct of this practitioner, I can lodge a complaint through the complaint process detailed at www.ogtutors.com.

PLEASE INITIAL HERE **to indicate your acknowledgement and acceptance of this policy.**

DISCLOSURE OF ABUSE

As a registered Orton Gillingham practitioner, I have a duty to maintain the confidentiality of my clients. However; if a student discloses to me or I have reason to suspect that my student is a victim of abuse, I have a legal responsibility to report the suspected abuse to the appropriate authorities, that over rides my duty of confidentiality.

PLEASE INITIAL HERE **to indicate your acknowledgement and acceptance of this policy.**

Parent/Guardian Name: _____ Signature: _____

D-5: Sample attendance form

D-6: Video Permission consent form



Video Permission Consent Form

WARNING: Please download and save this form before completing it. You need to take this step because some browsers, such as Chrome and Safari, will not save your content. Download and print this document for handwritten reporting. If you require assistance completing this form, please contact CATT-OG.

I understand that my child's 1:1 OG lessons will be monitored and recorded for the protection of student and the practitioner.

All recordings will be kept in STRICT CONFIDENCE and not seen by anyone other than _____ unless a complaint is filed with regards to the conduct of the student or myself during the lesson.

The recordings will be securely stored and kept permanently in a securely locked location as a record of the lesson.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

D-7: Formal complaint against a practitioner form.



Formal Complaint Against a Practitioner

PLEASE NOTE: The incident report should be completed as soon as the incident occurs and should include as detailed a description of the incident as possible. A copy of this report should be sent to CATT-OG

Complainant Details

Full name:

Date:

Name of Practitioner:

Incident Details

Incident Date:

Incident Time:

Incident Location:

Nature of the Incident:

What action was taken? (if any)

Signature:

Printed Name:

Date:

Witness Signature:

Witness Printed Name:

Date:

D-8: Supervised Probation period sign off form.



Supervised Probationary Period Certification Form

NOTE TO SIGNATORIES: This document constitutes one piece of the extensive screening process that OG Practitioner applicants must clear before receiving full certification from CATT-OG. By signing this form, you are confirming that you and/or representatives of your organization have personally observed the practitioner and have not witnessed any behaviours that may contribute to a child or vulnerable person being harmed in any way. By signing this document you are **not** liable in any way should an allegation of abuse occur in the future.

WHO MAY SIGN: This form is to be signed by an observer such as a supervisor or parent of a child being taught by the practitioner.

I, _____ swear that I and/or representatives of my organization have personally observed _____ working one-to-one with a child or a vulnerable adult for a minimum of 30 (thirty) hours.

During this time, I confirm that I have not observed any behaviours that would lead me to question the practitioner's ability to conduct safe and supportive lessons with children and/or vulnerable persons.

Name: _____

Organization (If applicable): _____

Signature: _____

Date: _____

D-9: Contractor Facility Risk Assessment

CONTRACTOR FACILITY RISK ASSESSMENT

Who should complete this form:

OG Practitioners working in a school or a facility as an independent contractor and NOT an employee.

If you work in your home, or travel to the homes of your students you **do not** need to complete this form.

Why you need to complete this form:

As a contractor you are not included under the insurance of the school or facility unless you have been specifically included.

To be covered by the CATT-OG abuse policy, it is your responsibility to ensure that you have reviewed the protections and systems in place in the facility or school you are working in. You should complete this form with an administrator of the school or facility and save a copy of this form in your records.

How to complete this form:

Meet with an administrator at the facility or school you teach from. Work through the checklist together determining which safeguards are in place at the facility or school.

- If you can't check all the boxes – that's ok. Our insurer does not require all boxes to be checked. The insurer is looking for environments where appropriate measures have been taken to reduce risk.
- If you can't check any of the boxes – Some of these questions consist of very basic safety protocols. Consider asking the administrator
 - Why there are no safeguards in place to protect the children at the facility.
 - Ask if they would agree to implementing some of the safeguards for the sake of the children at the facility.
 - Contact CATT-OG to discuss your individual situation chair@ogtutors.com

Once you have completed this form:

File it safely with your other important files. You DO NOT need to submit it to CATT-OG.



CONTRACTOR FACILITY RISK ASSESSMENT

Facility / School Name:

Facility / School Address:

Are all visitors required to sign-in upon arriving at the premises? Yes No

Are all visitors identified with a 'visitor' name tag while at the premises? Yes No

Does your Abuse Protocol address how any temporary contractors on the premises (e.g. plumber or electrician) are to be supervised? Yes No

Are all unsupervised entrances to the building locked at all times? Yes No

Are surveillance cameras utilized throughout the building? Yes No

Practitioner's name:

Administrator's name:

Practitioner's signature:

Administrator's signature:

Date:

Date:
