



Building Strong Foundations Through Coordinated Care

An Overview of the Therapy Integrated
Learning Program (TILP)

Our Mission: A Unified Approach for Early Development

Our mission is to provide an inclusive, therapy-integrated learning environment where children ages 3–6 can grow, play, and thrive. We support children who may have a diagnosis of autism, developmental differences, or unique learning needs and find traditional preschool or daycare settings challenging. Through coordinated care, professional collaboration, and purposeful execution, our interdisciplinary team supports each child's development in:

- Communication
- Sensory Regulation
- Behavior
- Participation



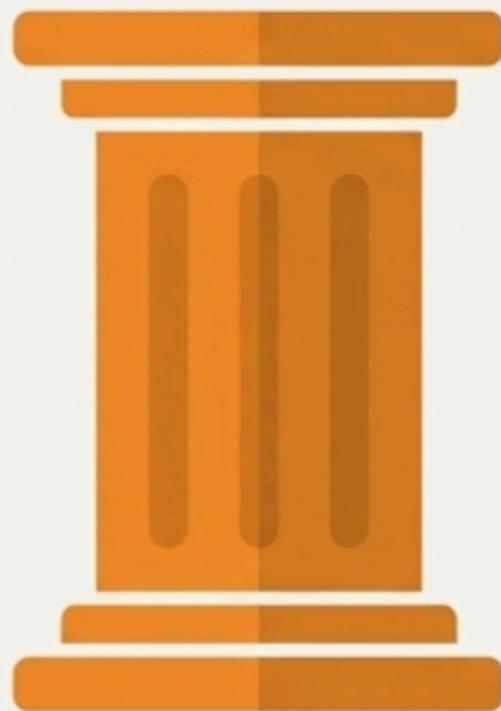
Building the foundation for lifelong learning and success.

The TILP Model is Built on Three Core Pillars



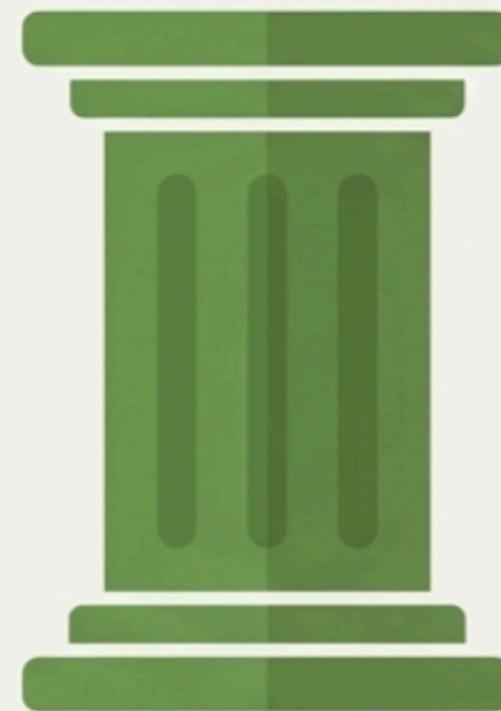
Pillar 1: Coordination

The systematic architecture of our program. A structured intake process, clear scheduling, and proactive family communication ensure every child's journey is intentional from day one.



Pillar 2: Collaboration

The power of our integrated team. Multiple disciplines contribute their expertise to create a single, unified plan, ensuring all strategies are aligned and mutually reinforcing.

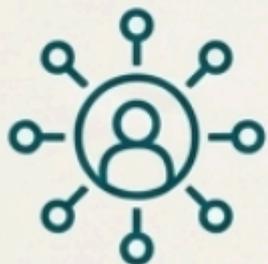


Pillar 3: Execution

The consistent, daily application of the plan. Predictable, play-based routines with embedded therapeutic interventions ensure that every learning moment is purposeful.

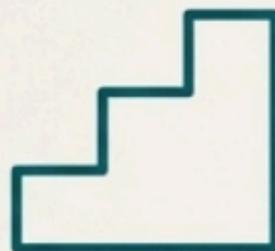
Pillar 1: Intentional Coordination

We build a foundation of clarity and readiness before the first day.



Centralized Oversight

The Occupational Therapist (OT) serves as the Program Coordinator, overseeing scheduling, team communication, and the entire family intake journey.



Structured Intake Process

A multi-step process ensures a comprehensive understanding of each child's strengths, needs, and goals. Pre-intake screening form (Parent), Pre-intake meeting (Coordinator & Parent), Program fit determination



Family Orientation

Families receive a comprehensive Parent Welcome Packet with program overviews, calendars, and contracts to ensure full transparency and alignment on expectations.



Team Readiness

All staff are fully briefed on each child's individualized plan and background *prior* to their program start date.

Pillar 2: Deep Collaboration

Our interdisciplinary experts function as one unified team.

The Core Team



How We Collaborate

Integrated Daily Presence: "Therapists are not visitors but active facilitators within the classroom environment." Therapeutic principles are practiced in real-time, every day.

Team-Integrated Planning: Weekly, the team co-designs lesson plans to address multiple goals simultaneously (e.g., an art activity designed by the OT for grasp, the SLP for vocabulary, and the BC for engagement).

Shared Data & Reflection: The team maintains joint progress trackers and observation logs, ensuring all professionals stay informed, aligned, and proactive.

Pillar 3: Purposeful Execution

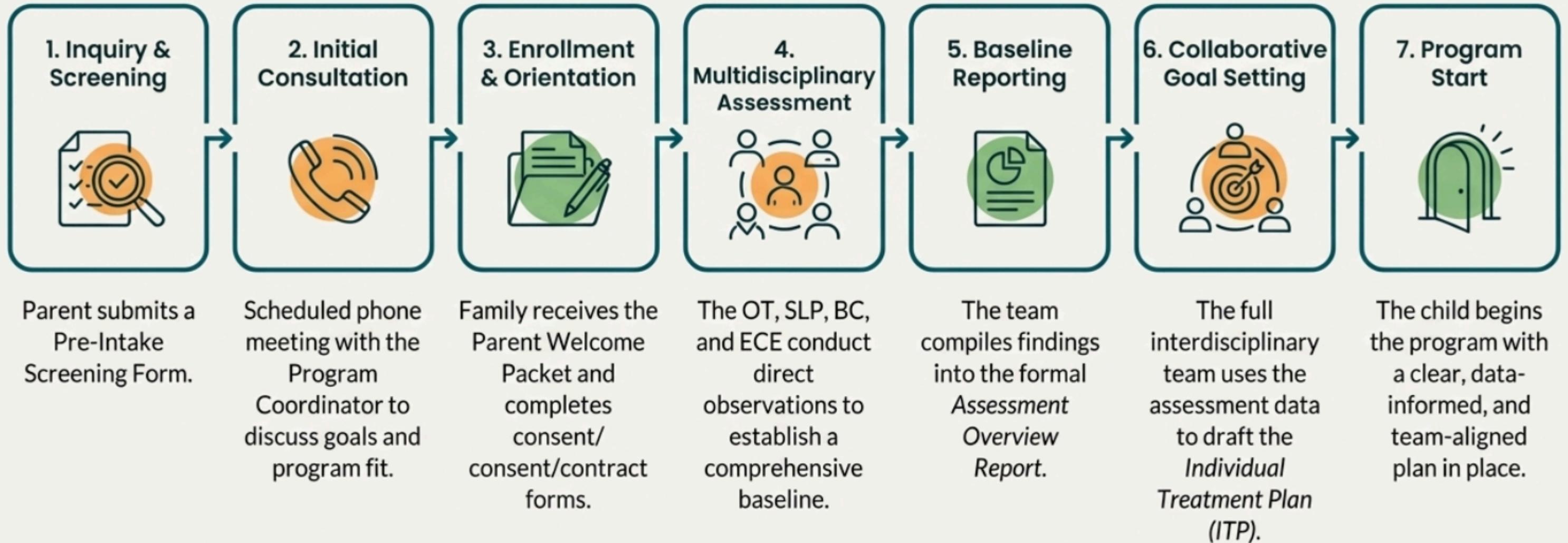
A predictable, play-based routine where every activity is a therapeutic opportunity.

Sample Daily Schedule

-  **9:00 AM** ● **Arrival & Sensory Warm-Up**
Focus: Regulation, readiness for learning | Lead: ECE + OT
-  **9:15 AM** ● **Group Circle Time**
Focus: Communication, social participation | Lead: ECE + SLP
-  **9:45 AM** ● **Rotating Stations**
Focus: Fine/gross motor, interaction | Lead: Assistants + Therapists
-  **10:30 AM** ● **Snack & Social Play**
Focus: Social skills, self-help | Lead: BC + SLP
-  **11:00 AM** ● **Group Therapy Focus**
Focus: Sensory integration, regulation | Lead: OT + BC
-  **11:45 AM** ● **Outdoor / Gross Motor Play**
Focus: Motor planning, teamwork | Lead: ECE + Assistant

****Key Principle:**** Therapy goals are embedded naturally into classroom activities, not added separately.

The Child's Journey: From First Inquiry to Individualized Plan



A Data-Driven Approach: Assessment Informs the Treatment Plan

Assessment Overview Report

-  **Purpose:** A comprehensive baseline profile of the child's current abilities.
-  **Content:** Contains observations and findings from all four disciplines:
 -  Occupational Therapy (Sensory Processing, Motor Skills)
 -  Speech-Language Pathology (Communication)
 -  Behaviour Consultation (Social/Behavioral)
 -  Early Childhood Education (Learning Readiness)
-  **Outcome:** Identifies strengths and preliminary goal considerations.



Individual Treatment Plan (ITP)

-  **Purpose:** A living document that outlines individualized goals and strategies.
-  **Content:** Builds directly upon the Assessment Report to:
 -  Identify strategies that promote success across settings.
 -  Guide goal planning and progress monitoring.
 -  Strengthen collaboration between family and professionals.
-  **Outcome:** A unified plan that guides all therapeutic and educational activities.

The Engine of Alignment: Our Communication Protocol

Clear, predictable communication prevents information loss and ensures the entire team works in sync.

Our Communication Channels & Rhythm



Weekly Team Meeting

Purpose: Progress review, strategy alignment, collaborative decisions.

Frequency: Weekly (Mandatory Attendance)



Joint Progress Tracker (Shared Sheet)

Purpose: Centralized log for goal status and daily observations from all disciplines.

Frequency: Updated Daily/Weekly



Parent Communication Log

Purpose: Official record of all updates and discussions with caregivers.

Frequency: Updated at minimum bi-weekly.



Urgent Messaging Group

Purpose: Quick coordination for immediate needs (not for clinical decisions).

Frequency: As Needed

Core Principle: No significant decisions about a child are made by one discipline alone.

The Role of Each Expert on Your Child's Team



Occupational Therapist (OT)

Supports sensory regulation, motor coordination, and self-help skills. Designs sensory-friendly routines and environmental adaptations.



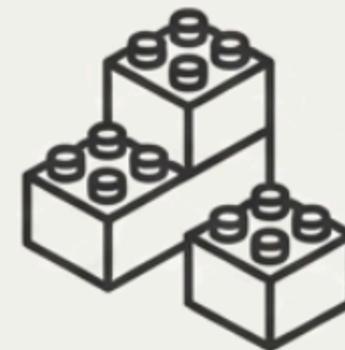
Speech-Language Pathologist (SLP)

Develops communication, language, and social interaction skills. Embeds strategies into play, routines, and peer interactions.



Behaviour Consultant (BC)

Focuses on why behaviours occur and adjusts environments to improve **engagement**. Supports emotional regulation through proactive, child-centered strategies.



Early Childhood Educator (ECE)

Leads the classroom environment and **play-based** curriculum. Promotes classroom readiness, group participation, independence, and positive social interaction.

Our Partnership with Families: A Foundation of Shared Commitment

We view families as essential partners in their child's journey. Our agreement outlines our mutual commitments to ensure consistency and success.

Our Commitment to You

- ✔ Provide a safe, nurturing, and structured environment.
- ✔ Deliver coordinated, interdisciplinary care.
- ✔ Maintain open and regular communication regarding your child's progress.
- ✔ Collaborate with you to set and review meaningful goals.
- ✔ Uphold the highest standards of professional and ethical care.



Your Commitment to the Program

- ✔ Ensure regular and timely attendance to maintain consistency.
- ✔ Communicate relevant updates that may affect your child's well-being.
- ✔ Participate in scheduled parent meetings and progress reviews.
- ✔ Maintain a collaborative and respectful relationship with all program staff.

The TILP Difference: Building Lifelong Foundations

Our highly structured and integrated model creates an environment where children develop the connection, confidence, and competence needed to thrive.



Connection

Children thrive when they feel safe, seen, and supported.



Collaboration

Families and professionals working together strengthen every child's progress.



Consistency

Predictable routines build confidence and self-regulation.



Curiosity

Learning through play fosters creativity and problem-solving.

The Ultimate Outcome:

We prepare young learners for success in their community and beyond by building essential skills in communication, emotional regulation, and social participation that prepare them for preschool, kindergarten, and life.