

Purpose

To provide guidelines for staff members to ensure that each participant receives supports that are outcome-based and goal-focused.

Policy

The CPEC Board endorses the principles of ensuring that each child participant receives outcome based and goal focused supports based on:

- The needs and priorities of the child and their family;
- The skills needed to achieve those outcomes are identified through collaboration with the child and their family;
- A documented support plan that describes the interventions and their functional outcomes;
- The family being actively involved in the assessment of the child and the development and review of the support plan;
- A copy of the support plan is available for the family in the language, mode of communication and terms that the family is most likely to understand;
- The functional outcomes support the child's meaningful participation in family and community life; and
- The assessment, intervention planning and outcomes for the child and the family are measured, evaluated and reported in ways that are meaningful to and understood by the family.

Procedure

1. The needs and the priorities of the child and family are considered during the initial consultation between the family/child participant and CPEC's Intake Coordinator. This is followed by a 2 to 2½ hour initial appointment with a CPEC senior therapist which is undertaken to determine the family/participant goals and specific functional outcomes. The Intake team determines whether CPEC can meet the specific needs of the participant or whether there are other providers more suitable. CPEC then proposes strategies/ideas to the family/participant in order to consolidate the best ideas to achieve the required goals.
2. During all stages of engagement with CPEC, the family/participant's autonomy is respected and encouraged. After the initial assessment and consultation over support and service options, the family/participant choice is supported. CPEC actively teaches communication to ensure that every participant can develop their own autonomy and advise the family of their goals and wishes.
3. CPEC provides time for the family/participant to consider and review their therapy options and seek advice when required. The family/participant has 2 weeks to return the service agreement to enable the commencement of program support. CPEC and the family are aware that the service agreement can be modified or cancelled at any time.
4. With the permission and at the request of the family, CPEC welcomes any family members and advocates to participate in all relevant meetings or therapy sessions, as appropriate, to discuss the participant's decisions and development. This includes therapists, from alternate providers and kindergarten/school/childcare staff. CPEC considers that support is best provided in a collaborative team environment.

5. After the service agreement is finalised, the support plan is placed on CPEC's CRM – Lumary to document the child participant's goals and strategies required to provide the functional outcomes. All therapists have access to record clinical notes and functional development for each participant after each therapy session.
6. CPEC has a philosophy that the parent/family member forms part of the support team, therefore the parent receives advice and is able to assist in delivering the multiple elements of the CPEC program in their home environment. This means that the family is actively involved in every functional improvement that the child learns. Discussions between the family member and the therapist enable a collaborative approach at all times to ensure that the program is suitable and achieving the functional outcomes required.
7. A copy of the support plan is available for the family on request or written instruction provided for more complex activities. CPEC is fortunate that the current families can all speak and read English, however if there is a language barrier, translators are used to ensure clear communication between parties. Any documentation would be translated to a family's language if required.
8. CPEC's prime purpose is to teach the child lessons for life, meaning that the focus for the child is to teach them meaningful movement and modes of communication with outcomes that enable them to communicate and participate with their family and the community.
9. All sessions are assessed and results recorded in CPEC's CRM Lumary. CPEC provides services to participants often living with the most severe forms of cerebral palsy and other neurological movement disorders. It should be noted that the rate of progress for these young people will be different from a typical developing child and may take many years to make significant functional change to the participant. It is for this reason that the sooner high quality, targeted and functional early intervention can be delivered the more successful the outcomes for the child.

Other Policies

- Programs Policy
- Evidence Informed Practice Policy
- Collaboration Policy
- Inclusion Policy