



Early Intervention – Capacity Building Policy

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1.1. Purpose

The purpose of this policy is to ensure that each child and caregiver receives supports that build the knowledge, skills and abilities of the family and other collaborating providers in order to support the child's learning and development.

1.2. Scope

This policy relates to all Down South Therapy activities and applies to all employees, contractors, students, advocates, Directors, and others who may act on behalf of Down South Therapy.

This Policy reflects requirements in:

- NDIS Practice Standards and Quality Indicators 2020
- NDIS Act 2013
- ECIA National Guidelines – Best Practice in Early Childhood Intervention 2016
- UN Convention on the Rights of the Child 1990
- UN Convention on the rights of persons with disabilities 2006
- Children and Community Services Act 2004

Related Policies:

2.01 Community Participation and Inclusion Policy

4.0 Feedback and Complaints Policy

5.01 Service Access and Exit Policy

5.03 Support Planning Policy

5.04 Continuity of Supports

7.01 Early Childhood Supports Policy

7.02 The Child

7.03 The Family Policy

7.04 Inclusion Policy

7.05 Collaboration Policy

1.1. Capacity Building – Outcomes and Quality Indicators

Outcome

Each participant receives supports that build the knowledge, skills and abilities of the family and other collaborating providers in order to support the child's learning and development.

Quality Indicators

- Work is undertaken with the support network in each child's life to build their capacity to achieve the functional outcomes identified in the support plan.
- Each family's confidence is built to understand how their family routines and everyday activities can support their child's development.
- The capacity of the child, family and collaborating providers involved with the child is built through coaching, capacity building supports and collaborative teamwork.
- Collaboration is undertaken to affirm, challenge, and support the child, family and collaborating providers to further develop their skills and to improve practice and relationships.
- Feedback and learnings from the child, family and other professionals is used to improve support delivery

1.2. Definitions

Capacity Building Practice

As defined in the ECIA National Guidelines – Best Practice in Early Childhood Intervention 2016, Capacity Building Practice “encompasses building the capacity of the child, family, professionals and community through coaching and collaborative teamwork. The goal is to build the knowledge, skills and abilities of the individuals who will spend the most time with the child in order to have as great an impact as possible on the child’s learning and development”.

1.3. Providing Capacity Building Services Procedures

The following procedures are implemented to ensure that Down South Therapy meets its policy objective of ensuring that each child and caregiver receives supports that build the knowledge, skills and abilities of the family and other collaborating providers in order to support the child’s learning and development.

DST Procedures:

- DST staff work with each child’s support network including parents, teachers, education assistants, carers, and mentors to build their capacity to assist the child in achieving functional outcomes that are identified in the support plan.
- DST staff attend Individual Education Plan meetings, family, and stakeholder meetings, NDIS reviews as required and requested by the family.
- Therapists work collaboratively with families to identify functional outcomes and create an Individual Service Plan to assist in the achievement of those meaningful goals.
- Families where the child is seen at school are given regular feedback on the progress of the child and parent meetings are offered during the school holidays via in-person meetings, phone or over Zoom.
- Parents are offered additional education and capacity building sessions over the school holidays
- Therapists, with family approval, deliver sessions in the locations where they have the most capacity building impact on the child and caregivers.
- Therapists conduct sessions along side other services providers where possible to provide education and role modelling and assist the other service provider in achieving the child’s functional outcomes.
- Therapists use principles of adult education and role modelling when working with caregivers and other team members to achieve functional outcomes for their clients.
- Therapists work with caregivers to build their confidence with understanding how their family routines and every day activities can support their child.
- Therapists incorporate the child’s functional outcomes into the family’s everyday routines and in their natural environments.
- Therapists have discussions with families to identify how to best incorporate home therapy and practice into their routines.
- Therapists take a strengths-based approach to service delivery to build on the capacity of the parent as well as the child.
- Therapists work to understand the family culture to ensure the appropriateness and sustainability of therapy interventions and education.
- Therapists use coaching, capacity building supports and collaborative teamwork to build the capacity of the child, family and collaborating providers.
- Therapists continually review goals with the child and family and update them as required on an informal continual basis and formally at Individual Service Plan reviews.
- Goals and functional outcomes are formulated with the principles of “Just Right Challenge” which is grading or adapting an activity or skills to be not too difficult that it feels unachievable and not too easy that it is not beneficial.
- Regular feedback is sought from children and caregivers informally after every session and formally periodically throughout the year to assist in service improvement.
- Formal feedback is sought during quarterly reviews of the Individual Service Plan.

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- Families and service providers are asked to provide feedback on service delivery at any stage of their service and can be done so through speaking to their therapist, contacting DST to speak to the Clinical Services Manager or online through the feedback form on the DST website. See DST Policy 4.0 Feedback and Complaints for further information.
- Feedback received from families are reviewed weekly at the Team Leader Meeting and any action for service improvement recorded and actioned.
- Therapists have shadow sessions with Senior Therapists through the year to provide feedback on therapist performance and skill development.
- Therapists have weekly to fortnightly supervision with a Senior Therapists to discuss any concerns that may arise during service delivery to DST clients.

1.4. Review of the Policy

This policy will be reviewed on a two-yearly basis. However, if at any time the legislative, policy or funding environment is so altered that the policy is no longer appropriate in its current form, the policy will be reviewed immediately and amended accordingly