

Child Development Clinical Capabilities Framework

Child Development Subnetwork, 2023



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We acknowledge the Traditional Owners of the land on which we walk, talk, work and live. We pay respects to Elders past, present and all generations of Aboriginal and Torres Strait Islander peoples now and into the future. (Artwork produced for Queensland Health by Gilimbaa)

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Summary



The Child Development Clinical Capabilities Framework was developed by the Queensland Child and Youth Clinical Network's Child Development Subnetwork as a resource that supports Queensland Health clinicians to build their understanding, knowledge and skills in the field of child development. The Clinical Capabilities framework describes the capabilities required by the workforce to provide a contemporary approach to transdisciplinary services for children with complex developmental needs and their families.

The definition of children applied here is defined as people aged 18 years and under and is inclusive of infants, children and adolescents. The definition of family applied here is defined as a group of 'one or more adults and their children' and the term is inclusive of parents, carers and broader family.

Queensland is a geographically large state with a relatively dispersed population. As the population increases, so does the prevalence of children across the state with developmentally complex needs. There is significant demand to build a workforce skilled in the field of child development, who can provide our population equitable services closer to home. Working in the field of child development requires a unique capability skillset that is informed by a life course, family centred, trauma informed, and culturally sensitive approach.

This framework is a foundational tool that underpins consistent practice for Queensland Health clinicians who interact in any capacity with children with complex developmental needs and their families. It is applicable to allied health professionals, medical practitioners, nursing staff and health workers from novice to expert capability level at an individual or a team level. The framework has five capability areas that build from a core theoretical understanding of child development contemporary principles, and progressively increase in complexity and skill.

The Child Development Clinical Capabilities Framework is an adjunct to *Child Development In Queensland Hospital & Health Service 2 Act Now for kids 2morrow: 2021 to 2030* which defines health system responsibilities to children with complex developmental needs, and supports understanding of child development along the health continuum of care. The Clinical Capabilities Framework follows consistent principles of contemporary child development practice, but focuses on workforce development with the aim to inform and support individual or team learning plans.

As a transdisciplinary framework, this work does not replace discipline specific professional standards of practice or Queensland Health policy guidelines and procedures.

Document development and acknowledgements

The Child Development Clinical Capabilities Framework, builds from a 2011 document; *Clinical Capabilities for Health Professionals working in Child Development* which defined the transdisciplinary skills required to work in the context of a dedicated, specialist or tertiary Child Development Service.

The Child Development Clinical Capabilities Framework was developed in 2022-2023 through a collaborative approach by the Queensland Child and Youth Clinical Network's (QCYCN) Child Development Subnetwork (CDSN) and consumer stakeholders who had received Child Development Services. The workgroup responsible for developing this framework had statewide representation from the following Hospital and Health Services.

Cairns and Hinterland
Central Queensland
Central West
Children's Health Queensland
Gold Coast
South West
Sunshine Coast
Torres and Cape
Townsville
Wide Bay

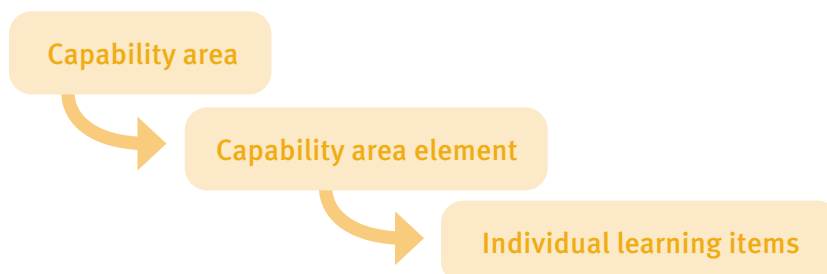
The workgroup's statewide perspective facilitated the expansion of target services from specialist and dedicated Child Development Services, to encompass generalist services, which provide services to both adults and children. For generalist clinicians, complex child development may form a major or minor part of their caseload. Capability in this area is crucial to providing equitable services to Queensland's population.

The workgroup would like to thank the CDSN Co-Chairs Susan Pagel and Jo Thomson, the CDSN Principal Project Officer Cat Turner, and the QCYCN Co-Chairs Rachael Beswick and Clare Thomas for their oversight and guidance.



How to use the Child Development Clinical Capabilities Framework

The Child Development Clinical Capabilities Framework utilises a learning framework to assist clinicians to develop their capability level. Each of the five capabilities are broken down into three capability area elements which guide a phased approach to learning. The capability area elements are populated with individual learning items which describe in detail essential knowledge, understanding, and skills.



The key below describes in detail suggested methodologies for building capability. Three learning methodologies have been identified 1) researching the topic to build knowledge, 2) researching the topic to build understanding, and 3) applying in practice to build skill. The icons below are applied to each individual learning item to reference a suggested learning methodology.

A self evaluation accompanies this framework (Appendix 1) and may be used to assess and track self-perceived capability over time.



Read (Knowledge)

Research the topic via

- Online and paper resources
- Queensland Health iLearn modules
- Child Development, 2 Act Now for kids 2morrow: 2021 to 2030
- Targeted learning via formal education opportunities



Apply in theory (Understanding)

Research the topic via

- Case discussion with a colleague, senior clinician, or clinical supervisor
- Partake in work-shadowing opportunities
- Participate in and contribute to professional discussions

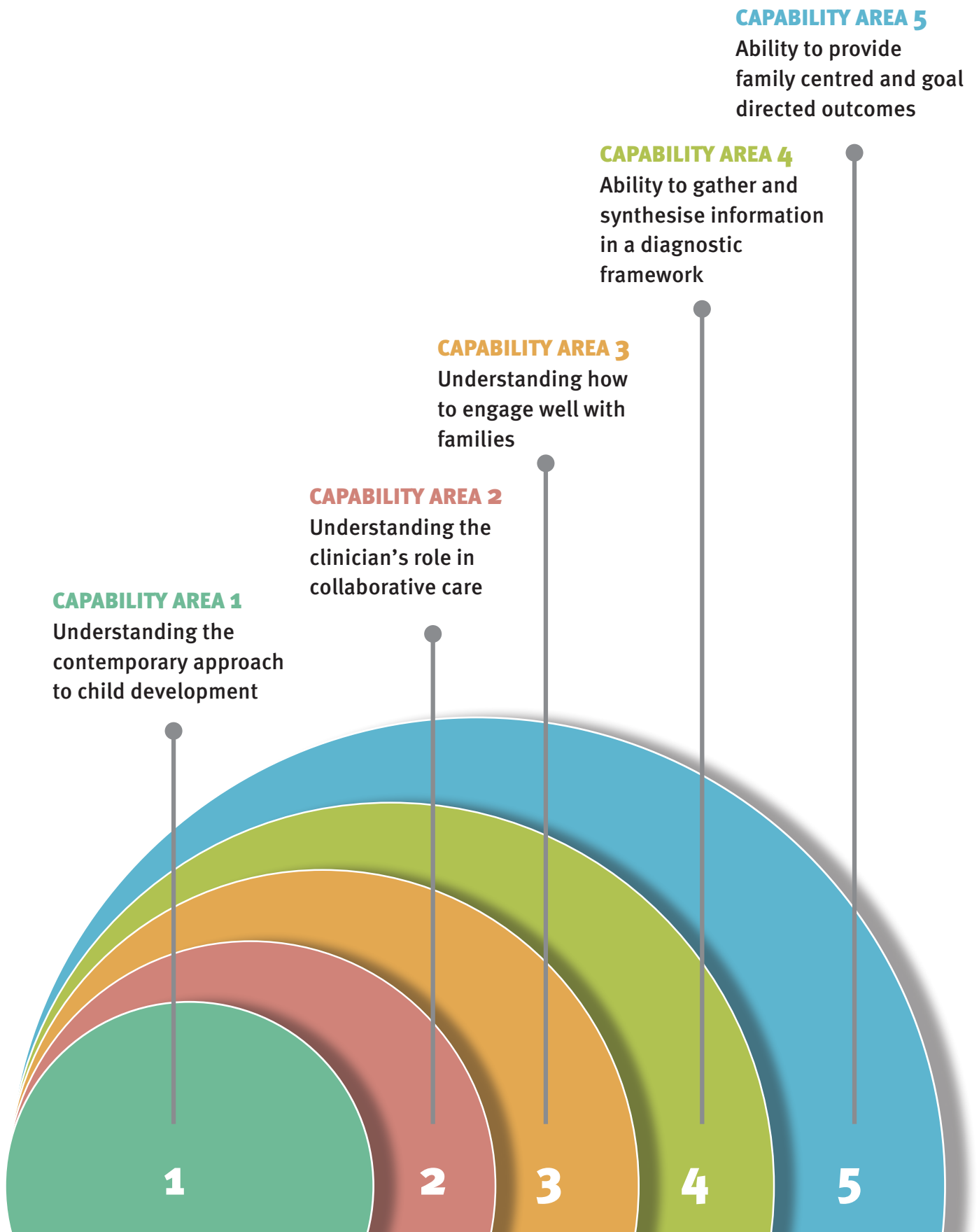


Apply in practice (Skill)

Develop practical skills related to the topic

- Undertake the skill under supervision (mentoring)
- Undertake the skill independently
- Reflective practice
- Seek, reason and apply feedback

The Child Development Clinical Capabilities Framework



CAPABILITY AREA 1

Understanding the contemporary approach to child development

Child development foundations	<ul style="list-style-type: none">• Understanding how children develop• Understanding how children's needs differ to adults• Using key frameworks to understand developmental presentations• Understanding the influence of social environments on child development
Contemporary approach	<ul style="list-style-type: none">• Understanding developmental disability as a complex condition• Understanding person and family centred practice• Understanding the life course approach• Understanding trauma informed care• Understanding the strengths based approach• Understanding transdisciplinary and interprofessional care
Ecological influences	<ul style="list-style-type: none">• Understanding culturally informed practice• Understanding the social determinants of health• Understanding mental health within the context of child development

CAPABILITY AREA 2

Understanding the clinician's role in collaborative care

The clinician's role	<ul style="list-style-type: none">• Understanding multiple or cross discipline approaches• Understanding the transdisciplinary aspects of the clinician's role• Understanding when to seek further support
The clinician's role in the Queensland Health service	<ul style="list-style-type: none">• Understanding your scope of practice and when to refer• Understanding the expected level of service provision from your health service within the Clinical Services Capability Framework (CSCF)
The clinician's role in the wider health, education and disability systems	<ul style="list-style-type: none">• Understanding services available to children and families• Contributing to collaborative care

CAPABILITY AREA 3

Understanding how to engage well with families

Planning and establishing family engagement

- Ability to establish consent pathways
- Ability to establish child and family preferences
- Ability to identify readiness to engage

Informed and inclusive family engagement

- Ability to gain insight into the background of the child and family
- Ability to apply contemporary approaches to engagement
- Ability to connect with sensitivity and meaning

Working in partnership with families

- Ability to explore the family's narrative
- Ability to leverage the strengths of the family

CAPABILITY AREA 4

Ability to gather and synthesise information in a diagnostic framework

Forming working hypotheses

- Understanding common presentations of neurodevelopmental conditions
- Ability to use a biopsychosocial framework to gather family information
- Ability to form working hypotheses

Testing working hypotheses

- Ability to select and deliver the most appropriate assessment tool
- Understanding your assessment scope of practice and seeking assistance

Interpreting, integrating, and diagnosing

- Ability to integrate assessment findings using a diagnostic framework
- Ability to confirm / refute a hypothesis and formulate a developmental profile
- Ability to summarise findings using a family centred approach

CAPABILITY AREA 5

Ability to provide family centred and goal directed outcomes

Providing feedback and communicating effectively

- Ability to engage with the family to collaboratively discuss their child's function
- Ability to provide information that is understood, meaningful, and responsive to the family's needs
- Ability to support familial understanding of information

Family centred goal setting and planning next steps

- Understanding of contemporary goal setting approaches
- Ability to collaborate with the child and family to identify meaningful goals
- Ability to support families to have an active role in how they support their child's needs

Providing interventions and supports

- Understanding contemporary intervention models and approaches
- Ability to provide intervention to address family needs and goals
- Ability to empower the family as influential guardians and supportive advocates





CAPABILITY AREA 1

**Understanding the contemporary
approach to child development**



1

CAPABILITY AREA 1:

Understanding the contemporary approach to child development

‘Child Development’ refers to the skills and abilities children acquire as they grow and develop throughout infancy, childhood, and adolescence, and the application of these skills in everyday life activities and environments including home, school and community.

A child’s development is influenced by biological and genetic factors that interact with the environment. The connections between the biological, physical, cognitive, environmental and experiential systems of any child combine to shape their development.

The contemporary approach to child development shifts away from disease to a more complex understanding of developmental disabilities as restriction of functional activity that may or may not be attributable to an identified impairment. Developmental disabilities often co-exist with physical, behavioural and mental health conditions and the critical and sensitive period of development early in the life course impacts into adulthood.

To deliver a contemporary approach service, clinicians need to build their understanding of a holistic, transdisciplinary, strengths and resiliency based approach, developed in partnership with the child’s primary care giver/s.

Child development foundations

- Understanding how children develop
- Understanding how children’s needs differ to adults
- Using key frameworks to understand developmental presentations
- Understanding the influence of social environments on child development

Contemporary approach

- Understanding developmental disability as a complex condition
- Understanding person and family centred practice
- Understanding the life course approach
- Understanding trauma informed care
- Understanding the strengths based approach
- Understanding transdisciplinary and interprofessional care

Ecological influence

- Understanding culturally informed practice
- Understanding the social determinants of health
- Understanding mental health within the context of child development

Understanding the contemporary approach to child development

Child development foundations

Understanding how children develop

Knowledge of the first 2000 days as a critical period for brain development



Knowledge of developmentally appropriate approaches and developmental presentations



Understanding how children's needs differ to adults

Knowledge of the physiological, cognitive and behavioural differences between children and adults



Knowledge of how children's needs change as they get older, that they experience different contexts across the early life course, and require developmentally appropriate approaches



Using key frameworks to understand developmental presentations

Knowledge of the biopsychosocial model as a tool to conceptualize the biological, social and psychological factors contributing to a person's functioning.



Knowledge of the International Classification of Functioning, Disability and Health (ICF) as a tool to conceptualise a person's level of functioning (World Health Organisation, 2001)



Knowledge of the "F-Words" as a child relevant adaption of the ICF, which can be used to conceptualise a child's level of functioning (CanChild, 2023)



Understanding the influence of social environments on child development

Knowledge that a child's development is the result of a complex interplay between their biology and their environment.



Knowledge of the ecological systems model that describes how children's multiple environmental settings (e.g. home, school, community, society and culture) interact and influence all aspects of life.



Contemporary approach

Understanding developmental disability as a complex condition

Knowledge that developmental disabilities frequently co-exist with other conditions (comorbidity) and that impairments in one area of development impact on other areas of function



Knowledge that developmental disabilities are frequently comprised of impairments across multiple domains and other intersecting vulnerabilities



Understanding person and family centred practice

Understanding of the person and family centred practice model which places the child and/or young person at the heart of all that we do, including engaging children in their own care planning, in partnership with key stakeholders in their family and community



Understanding of the family as the primary source of experience for a child, and as individuals who have capacity to strengthen their capabilities to support their children's development



Understanding of neurodiversity and application of neuro affirming practice



Understanding the life course approach

Knowledge of the life course approach which recognises childhood as a stage of a person's life intertwined within their journey over time, and the journey of their family and community members



Understanding that experiences during the early years set a critical foundation for a child's life course including their school success, economic participation, social citizenry, and physical and mental health



Ability to adopt a life course approach which requires clinicians to integrate biopsychosocial context over time into diagnostics and intervention



Understanding trauma informed care

Knowledge of the lifelong impact of experiencing trauma, toxic stress and adverse childhood experiences (ACE's) on children and families



Knowledge of adaptive behaviours and developmental difficulties associated with ACE's, including diagnostic challenges



Knowledge of trauma informed care frameworks and approaches to intervention



Understanding the strengths based approach

Knowledge of strengths based approach that views situations realistically and looks for opportunities to complement and support existing strengths and capacities



Understanding transdisciplinary and interprofessional care

Knowledge of transdisciplinary care as a model key to child development, in which clinicians perform activities or responsibilities that may be considered outside of the 'usual' role of their discipline, in order to achieve the best outcome for children and their families



Knowledge of interprofessional practice as a model in which multiple health workers from different backgrounds provide comprehensive services to deliver the highest quality of care



Ecological influences

Understanding culturally informed practice

Knowledge of concepts of cultural sensitivity and cultural safety when working with clients of diverse cultural and linguistic backgrounds



Knowledge of the influence of culture on child development, how it shapes the trajectory of the child's development and the perception of the child's function by the family



Understanding the social determinants of health

Knowledge of the social determinants of health model (World Health Organisation, 2008) which describes the conditions in which people are born, grow, work, live and age, and the wider systems and influences shaping conditions of daily life



Knowledge of sources of data relating to the social determinants of health including Australian Early Development Census (AEDC) and Socio-Economic Indexes for Areas (SEIFA), which can help to understand developmental difficulty prevalence and priority populations



Understanding mental health within the context of child development

Knowledge of child and familial mental health as an influencing factor in wellbeing and developmental trajectory





CAPABILITY AREA 2

Understanding the clinician's role in collaborative care

2

2

CAPABILITY AREA 2:

Understanding the clinician’s role in collaborative care

Queensland Health clinicians who work in the field of child development are dispersed across a decentralised network of sites in key metropolitan, regional and remote areas. The composition of each Child Development team in Queensland is unique and is intended to respond to local priority and need.

To provide a contemporary approach, transdisciplinary service for children with complex developmental needs and their families, it is essential for clinicians to understand: their role and scope of practice; the model of care their health service provides; and their role in collaborative care across the life course.



The clinician’s role

- Understanding multiple or cross discipline approaches
- Understanding the transdisciplinary aspects of the clinician’s role
- Understanding when to seek further support

The clinician’s role in the Queensland Health service

- Understanding your scope of practice and when to refer
- Understanding the expected level of service provision from your health service within the Clinical Services Capability Framework (CSCF)

The clinician’s role in the wider health, education and disability systems

- Understanding services available to children and families
- Contributing to collaborative care

Understanding the clinician's role in collaborative care

The clinician's role

Understanding multiple or cross discipline approaches

Understanding of the terms inter-disciplinary, multi-disciplinary and transdisciplinary and how these approaches apply to your clinical context



Understanding of inter-professional practice frameworks



Ability to extend discipline specific reasoning across developmental domains, to support diagnostic understanding (e.g. cognition, speech and language, social, motor, sensory and self-regulation)



Understanding the transdisciplinary aspects of the clinician's role

Understanding your discipline specific and transdisciplinary role requirements



Understanding and exploring transdisciplinary components of service provision which could be included in your role



Understanding when to seek further support

Knowledge of reflective practice models and ability to apply in your local context



Knowledge of the impact of vicarious trauma, ability to reflect on personal wellbeing, and awareness of how to access appropriate supports.



Ability to reflect on how your own experiences, beliefs, and unconscious biases impact on your clinical practice



The clinician's role in the Queensland Health service

Understanding your scope of practice and when to refer

Understanding your clinical boundaries, when to refer within an interdisciplinary team, and when to seek clinical support.



Understanding what other services are available within your Hospital and Health Service



Understanding the expected level of service provision from your health service within the Clinical Services Capability Framework

Knowledge of the Children's Medical Services Capability Framework (CSCF v3.2) as a tool to classify the level of service provision available at a HHS



Knowledge of what services are provided in your local context according to the CSCF



Ability to apply understanding of CSCF requirements during service provision



The clinician's role in the wider health, education and disability systems

Understanding services available to children and families

Knowledge of the continuum of care as a tool to classify the level of service provision across your local community



Knowledge of what services are provided in your local context according to the continuum of care



Knowledge of the key differences between health, education and disability and how this impacts service provision to children and families



Contributing to collaborative care

Knowledge of an integrated care approach as a coordinated and collaborative effort of all providers, irrespective of sectorial, organisational or geographic boundaries to work in partnership and meet the needs of children and families



Understanding of collaborative care pathways including the role of families, cross-agency interactions, and meeting goals through collaborative efforts



Ability to contribute to collaborative care by communicating well and negotiating responsibilities with caregivers and service providers





CAPABILITY AREA 3

**Understanding how to engage well
with families**

3

3

CAPABILITY AREA 3:

Understanding how to engage well with families



The field of child development is unique, in that the child is at the heart of all we do, and that the child’s family is the primary source of experience, shaping their development. Clinicians have a responsibility to understand the inherent complexity that exists for a child and their family, and engage the child in their own care, in partnership with their family and community.

The purpose of engagement is to support children and families to identify priorities that are meaningful to them, and support strengthening their capabilities to work towards actions that enhance quality of life.

Clinicians are responsible to be knowledgeable and respectful of diversity, create inclusive environments that make all feel safe and welcome, and engage in a way that is responsive to each family’s cultural, racial, language, social characteristics and the wide range of factors that reflect a person or family’s intersecting identities.

Planning and establishing family engagement

- Ability to establish consent pathways
- Ability to establish child and family preferences
- Ability to identify readiness to engage

Informed and inclusive family engagement

- Ability to gain insight into the background of the child and family
- Ability to apply contemporary approaches to engagement
- Ability to connect with sensitivity and meaning

Working in partnership with families

- Ability to explore the family’s narrative
- Ability to leverage the strengths of the family

Understanding how to engage well with families

Planning and establishing family engagement

Ability to establish consent pathways

Understanding of current and previous care arrangements including who is able to give consent



Ability to differentiate between legal and informed consent and implement the principles of informed decision-making in clinical practice



Ability to establish child and family preferences

Ability to determine the preferred communication mode with caregivers e.g. verbal, written, telehealth, interpreter, and formal documentation when appropriate



Ability to provide autonomy of choice regarding environment (e.g. seating position, active environment vs quiet engagement)



Ability to identify readiness to engage

Ability to work collaboratively with the family to explore their goals/vision and confirm that this aligns with the model of care the service provides



Ability to recognise and support the family's competing demands including care of others



Ability to consider readiness to engage, or alternative options such as setting an appropriate start date, or an exit re-entry strategy.





Ability to facilitate strategies to assist engagement, (e.g. SMS appointment reminder, social assistance) acknowledging that developmentally vulnerable populations are highly represented in the field of child development





Informed and inclusive family engagement

Ability to gain insight into the background of the child and family


Ability to gather, interpret and understand documented history of the child and/or family via the referral information and clinical records 


Ability to liaise with other health professionals where appropriate (consider consent) to understand previous experiences and engagement with services 


Ability to gain insight into the child's experience of 'family', their culture and who comprises their support system 

Ability to gain insight into the family's expectations of the health service interaction 


Ability to apply contemporary approaches to engagement


Knowledge of the Family Partnership Model as an evidence based framework that supports connecting and working in partnership with families 


Ability to integrate trauma informed practice into engagement, including creating a safe and predictable environment, being sensitive to trauma related behaviours and being curious about family history 


Ability to integrate culturally safe, respectful and inclusive practice into engagement, including creating environments that feel safe and welcome, and being curious and responsive to each unique family's needs 


Ability to connect with sensitivity and meaning

Knowledge of practices that can contribute to families feeling welcome entering a service, including environment and culturally capable practices 

Ability to utilise interpersonal and communication skills that engage the child/family (e.g. reflective listening, body language, eye contact, informal conversation and positioning) 

Ability to identify and engage the most appropriate health professional to engage with the family, acknowledging this may be a different interdisciplinary team member, health worker or liaison officer 

Ability to engage the child's voice and participation in a developmentally appropriate way 

Ability to support the steady building of a relationship over time to build rapport and clinical trust, listen and take time to understand what is important and meaningful to each family 

Working in partnership with families

Ability to explore the family's narrative

Ability to build strong relationships with families and be inclusive and respectful of all appropriate family members



Ability to support the family to tell the story of their child, their family and community. Actively listen and use communication strategies (e.g. questions, yarning, visual) to explore the family's perception of their child's strengths and possible needs



Ability to understand and explore what is most important to the child and their family, and accept that each family will be ready to try different things at different times.



Ability to leverage the strengths of the family

Ability to use strength based questions to understand the family's perspective of their child, family and community's strengths and possible needs





CAPABILITY AREA 4

Ability to gather and synthesise
information in a diagnostic framework

4

4

CAPABILITY AREA 4:

Ability to gather and synthesise information in a diagnostic framework

Delivering integrated developmental assessment involves understanding the biological, developmental, behavioural, social, emotional and cultural needs of a child and their family. Diagnostic assessment seeks to describe the cause of the presenting concerns and aims to support the family/carer in understanding their child's current and future needs. Diagnostic formulation is recognised as a collaborative multidisciplinary process that draws together information from different sources across time and environments. The formulation should include a focus on positive features of the child and family (strengths-based approach) and consider the family's preferences, acceptance and/or stage of transition as they negotiate and are supported through an often challenging process.



Forming working hypotheses

- Understanding common presentations of neurodevelopmental conditions
- Ability to use a biopsychosocial framework to gather family information
- Ability to form working hypotheses

Testing working hypotheses






- Ability to select and deliver the most appropriate assessment tool
- Understanding your assessment scope of practice and seeking assistance

Interpreting, integrating, and diagnosing




- Ability to integrate assessment findings using a diagnostic framework
- Ability to confirm / refute a hypothesis and formulate a developmental profile
- Ability to summarise findings using a family centred approach

Forming working hypotheses



Understanding common presentations of neurodevelopmental conditions

Knowledge of causal, risk and protective factors of common neurodevelopmental presentations	
Knowledge of variation in presentation of neurodevelopmental conditions across the lifespan	
Knowledge of the prevalence of common neuro-developmental conditions	
Knowledge of co-morbidities associated with common neurodevelopmental presentations	
Knowledge of the social determinants of health and the needs of priority populations	

Ability to use a biopsychosocial framework to gather family information

Ability to identify, gather and understand information about the child and family including appropriate developmental, biological, environmental and psychosocial information across different environments and over time (life course)	
Ability to gather and integrate information about family vulnerabilities including social-economic disadvantage, trauma, health literacy and key life transition timepoints	
Ability to understand the family's concerns and collaborate to identify and prioritise key questions	

Ability to form working hypotheses

Knowledge of approaches to forming working hypotheses e.g. domain based hypotheses vs diagnostic hypotheses	
Ability to integrate your knowledge of common neurodevelopmental conditions, the relevant information gathered and initial clinical impression to form working hypotheses, to be tested	

Testing the working hypotheses

Ability to select and deliver the most appropriate assessment tool

Knowledge of standardised and non-standardised assessment approaches, techniques and tools relevant to the working hypotheses



Understanding the discipline specific and interdisciplinary aspects of standardised tests (e.g. speech and language tests may address social interaction, attention and executive function)



Ability to understand the evidence base and reason of the appropriateness of applying the proposed assessment tool and techniques to the individual and their family



Understanding of your assessment scope of practice and seeking assistance

Understanding your qualification/accreditation and capability to deliver standardised tests



Understanding of the network of supporting services and individual health professionals who may be able to support or deliver an assessment



Interpreting, Integrating and Diagnosing

Ability to integrate assessment findings using a diagnostic framework

Ability to evaluate assessment findings including observation of both functional skill and standardised tests, for example, consider value of standardised test scores compared to demonstration of skills in a functional or community context (domain based skills)



Ability to integrate individual and family needs including identifying and respecting family strengths, challenges, integrating a trauma informed and/or culturally sensitive approach



Ability to use a biopsychosocial model diagnostic formulation framework, to integrate the complex and inter-relating factors impacting on health and wellbeing, (social, relational, cultural, biological, environmental influences)



Ability to confirm / refute a hypothesis and formulate a developmental profile

Ability to create a detailed description of the child and family's strengths and challenges



Ability to clinically reason to determine if the strengths and challenges identified, are best understood using a particular developmental diagnosis



Ability to integrate biopsychosocial information with the identified strengths and challenges to understand the impact on the child's developmental profile



Ability to summarise findings using a family centred approach

Ability to interpret and translate the hypotheses and developmental profile into a format that includes main messages, that can be easily understood within the family and their context



Ability to integrate the family's concerns and key questions into the developmental profile





CAPABILITY AREA 5

**Ability to provide family centred and
goal directed outcomes**

5

5

CAPABILITY AREA 5:

Ability to provide family centred and goal directed outcomes



Establishing meaningful goals and a family centred intervention plan require clinicians to work in partnership with the child and their family. Clinicians are responsible for facilitating an understanding of a child’s developmental status and their functional presentation. To optimize outcomes for children with complex developmental needs, it is essential for clinicians to understand family priorities and collaboratively form functional and achievable goals.

Intervention strategies should nurture all aspects of a child’s development (physical, social, emotional, language and cognition), and should be developed in collaboration with the child and their family. Intervention should be delivered in relevant environments with the most appropriate supporting service provider, with consideration given to a transdisciplinary approach to care.

Providing feedback and communicating effectively

- Ability to engage with the family to collaboratively discuss their child’s function
- Ability to provide information that is understood, meaningful, and responsive to the family’s needs
- Ability to support familial understanding of information

Family centred goal setting and planning next steps

- Understanding of contemporary goal setting approaches
- Ability to collaborate with the child and family to identify meaningful goals
- Ability to support families to have an active role in how they support their child’s needs


Providing interventions and supports


- Understanding contemporary intervention models and approaches
- Ability to provide intervention to address family needs and goals
- Ability to empower the family as influential guardians and supportive advocates


Ability to provide family centred and goal directed outcomes


Providing feedback and communicating effectively

Ability to engage with the family to collaboratively discuss their child's function


Ability to collaboratively reflect on the assessment process including inviting the family to reflect on their child's participation in the assessment process, and share additional information about their child's current function, family and environment 


Ability to provide the family with a structure or roadmap for the diagnostic discussion ahead 


Ability to facilitate opportunity to raise new questions that have emerged through the feedback process. 


Ability to check in with family and be responsive to their comments, questions and non-verbal cues. 

Ability to provide information that is understood, meaningful and responsive to the family's needs

Ability to deliver information in a mode that is easily understood by the family, consider format of information delivery (verbal/written/visual), language used and volume of information provided within a session. 

Ability to deliver information that is sensitive to the family's thoughts beliefs and opinions 

Ability to bring meaning by using real-life examples that can be understood by the family 

Ability to deliver main messages and address the family's original questions and concerns 

Ability to support familial understanding of information

Ability to sensitively manage and redirect challenging conversations 

Ability to adapt and respond to diverse familial reactions to the information delivered 

Family centred goal setting and planning next steps

Understanding of contemporary goal setting approaches

Understanding evidence based goal setting approaches, for example, SMART goals, function based goals



Ability to collaborate with the child and family to identify meaningful goals

Knowledge of developmentally appropriate methods of goal setting to use with children and ability to engage a child in a strengths based goal setting session



Ability to identify and prioritise goals in partnership with the child and family and identify measurable outcomes that are meaningful to the family



Ability to provide agreed goals, roles and timeframes in a format that is easily understood by the family



Ability to identify, respect and be mindful of the family's adjustment and understanding of their child



Ability to support families to identify and prioritise meaningful goals and identify measurable outcomes across contexts.



Ability to support families to have an active role in how they support their child's needs

Knowledge of parental capacity building frameworks and ability to apply this to empower families to recognise their own capacity to understand, support and advocate for their child



Ability to recognise and respond to familial readiness and current capacity, including their access to a supporting network



Ability to collaborate with family to define roles and responsibilities with a clear understanding of who is involved and how they will act together, for example, extended family, supporting agencies and the community supports



Providing interventions and supports

Understanding intervention models and approaches

Knowledge of intervention as any measure undertaken to improve the health and development of the child, which may or may not involve direct therapy service provision, for example, influencing the child's environment or experience, providing familial education.



Knowledge of stabilising interventions as a measure to clarify developmental presentation or support function following an unexpected diagnosis or deterioration in function



Knowledge of transitional interventions as measures to assist children and families to clarify their short and long term goals in order to access the right services and supports from disability, education and other community sectors



Understanding of and ability to use parental coaching frameworks and tools



Ability to provide intervention to address family needs and goals

Ability to provide intervention, within an interdisciplinary service model that is person-centred, evidence informed, and tailored to the needs of each child and their family



Ability to contribute to a coordinated and integrated intervention approach with contextual understanding between service providers



Ability to empower the family as influential guardians and supportive advocates

Understanding of responsive family centred care models which illustrate the family's pivotal role in shaping their child's future



Ability to provide education to families to develop their health literacy, to support their understanding and ongoing advocacy



Ability to formulate a discharge plan with family using a life course framework including indicators and strategies to re-engage with services as required



Appendix 1:

Clinical Capabilities Self Evaluation

Capability	Evidence of Application	Novice	Developing	Expert
Understanding the contemporary approach to child development				
Understanding the clinician's role in collaborative care				
Understanding how to engage well with families				
Ability to gather and synthesise information in a diagnostic framework				
Ability to provide family centred and goal directed outcomes				

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