

COMPANY CONTACT EMAIL

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THERAPY ASSISTANT PROGRAM OUTLINE

THERAPY ASSISTANT
PROVIDER/EMPLOYER

Be Heard Therapy and Supports

ACN

648 801 478

01 WELCOME

The aim of this document is to provide an overview of:

- expectations set for Be Heard's therapy assistants
- difference between our Therapy Assistant (TA) and Support Worker (SW) roles
- supervision and training
- NDIS definitions
- insurance
- qualifications
- matching
- boundaries
- pricing
- driving
- responsibilities of TAs, management and allied health professionals

Employees and therapists working with our team must adhere to the following objectives to ensure we are providing the best supports for our shared clients.

This document is designed for the Be Heard Team, clients and external therapists we work with. The standards described in this document are to be applied consistently with the requirements of all policies and contractual arrangements Be Heard has in place. This serves to support the Company's service delivery requirements.

02 LEGISLATION

The Be Heard Therapy Assistant Program Outline is not a stand alone document and is to be considered with all Policies and Procedures we hold, laws and government policies as well as other industry related documents and guidelines from organisations including but not limited to:

- National Disability Insurance Scheme
- Speech Pathology Australia
- Occupational Therapy Australia
- Department of Health

03 NDIS DEFINITIONS

NDIS defines the therapy assistant role as follows, these definitions are directly from the NDIS Pricing Arrangements and Price Limits 2021-22;

Therapy Assistant - Level 1

Provision to a participant of a therapeutic support by an allied health assistant working under the delegation and direct supervision at all times of a therapist.

Where a support is delivered by a therapy assistant, the therapy assistant must be covered by the professional indemnity insurance of the supervising therapist (or the therapist's or therapy assistant's employing provider).

Therapy Assistant - Level 2

Provision to a participant of a therapeutic support by an allied health assistant working under the delegation and supervision of a therapist, where the therapist is satisfied that the allied health assistant is able to work independently without direct supervision at all times.

Where a support is delivered by a therapy assistant, the therapy assistant must be covered by the professional indemnity insurance of the supervising therapist (or the therapist's or therapy assistant's employing provider).

04 INSURANCE

As explained by the NDIS the Therapy Assistant must "be covered by the professional indemnity insurance of the supervising therapist (or the therapist's or therapy assistant's employing provider)." At Be Heard we are the employing provider of our Therapy Assistants and as such we cover their insurance.

We hold for all members of our team professional indemnity and public liability insurance.

05 CLIENT AND THERAPY ASSISTANT MATCHING

Part of our discussions with you prior to matching you with a TA is asking you:

- where you are located
- what days/times you would like sessions
- your child's interests
- your child's goals
- what area of therapy the TA will be supporting

We look at all this information and first narrow down who on our team is able to travel to your area, we then look at who has the availability you are seeking.

Following this the short listed TAs are then considered looking at their experience, interest areas and study discipline if relevant.

We then offer a TA to the family - this is not locked in and if at anytime you do not think that the TA is the right fit at anytime we can trial another option or help point you in the direct of another service provider if we don't have the right person.

We offer first sessions to be 1hr long more an an introductory session (this session is charged) if you would like to have a meet and greet type session first up before locking in additional sessions.

06 SUPPORT WORKER AND THERAPY ASSISTANT

Therapy Assistant	Support Worker
<ul style="list-style-type: none"> • All sessions involve targeting goals • Notes document goals worked on, how worked on them and progress • Work with therapists and educators as well as family • Communicate with team about progress • Plan activities for sessions and possibly take in resources. • Working with team and collaborating • Must be working with at least one of the child's therapists and be guided by them 	<ul style="list-style-type: none"> • Sessions can vary from more "hanging out" and caring for child to taking child on outings to engage in activities or the community, helping homework or assisting with daily routine • Notes document, who present and session details, dot point of activities and brief notes on anything important (behaviours, improvements in independence or community engagement) • Work with family • may work with education team and family to provide academic support in classroom or home

07 SUPERVISION AND TRAINING

Our therapy assistants provide support as level 2 therapy assistants, NDIS states they are able to "deliver supports under indirect supervision but may require specific training in the needs of the participant from the therapist before they take responsibility for the delivery of the therapy."

NDIS acknowledges that during times where therapist and TA are engaging in meetings and training it is appropriate for all professionals present to invoice for their time.

Speech Pathology Australia, Occupational Therapy Australia and the Department of Health all acknowledge that supervision and training can occur and a number of ways including in person, informal interactions, phone or video calls. They also acknowledge that the frequency of training and supervision will be vary depending on a number of factors including the skills and knowledge of the TA as well as the complexity of the clients needs.

Be Heard Therapy Assistant's supervision minimum requirements:

- Initial session should take place where possible face to face for the TA to be able to see the therapist work and for the therapist to observe the TA
 - If face to face is not possible a video call or if suitable in depth phone call must take place
 - until either of the above options occur the worker is only able to work as a support worker and not target therapy goals
 - the therapist in collaboration with the TA will complete a therapy plan of their own template or use the Be Heard template (appendix A)
- Following this communication lines should be open regularly between therapist and TA for the following:
 - sending session notes between each other
 - phone calls
 - emails
- At a minimum there is to be contact of at least a email conversation or phone/video call every 2 months between a therapist on the client's team and the TA – this is discussed between TA and therapist to plan a supervision schedule that is suitable – meetings may be more frequently than every 2 months but that is our bare minimum
- If the client has complex goals or is in an area where the TA is new to the area of the client's needs, support and communication between therapist and TA will need to be more frequent.
- TAs are encouraged to reach out to therapists to ask questions and seek support and clarification when needed
- Where the family is comfortable it is encouraged that session notes are shared amongst the child's support team as another form of communication and collaboration, as well as to ensure shared focus on goals.

The supervision and training for each TA with each client will vary depending on:

- clients goals
- TA experience and confidence
- TA skills and knowledge
- complexity of client needs

Due to this the supervision can look different depending on each client – the schedule of ongoing supervision and support is decided in discussion with therapists.

Some examples are as follows:

EXAMPLE 1:

- TA attends one of the therapists sessions with client to observe
- TA and therapist together complete therapy plan for the TA sessions
- TA sends the therapist their notes after each session with client along with any questions they have
- Therapist replies to questions and read through notes
- TA reaches out to gain clarification or guidance
- Therapist and TA have a video call meeting once a month

EXAMPLE 2:

- TA attends one of the therapists sessions with client to observe
- TA and therapist together complete therapy plan for the TA sessions
- TA and therapist check in weekly via emails
- every 3 months a online meeting takes place
- TA reaches out to gain clarification or guidance in between

EXAMPLE 3:

- TA attends one of the therapists sessions with client to observe
- TA and therapist together complete therapy plan for the TA sessions
- TA and therapist have a 30 minute session crossover monthly
- TA sends therapist their notes after each client session along with any questions they have
- Therapist acknowledges and replies to questions after reading notes

EXAMPLE 4:

- TA attends a meeting with child's therapy team in which goals and strategies are discussed
- TA and therapist together complete therapy plan for the TA sessions
- TA and therapist have online meetings every 2 months
- TA sends the therapist their notes after each session with client along with any questions they have
- Therapist replies to questions and read through notes

8 SESSION PLANNING AND NOTES

TAs plan activities for the session that are based on the child's interests to work on the goals set by the therapist and family. e.g. if fine motor skills are a goal then the TA may plan a range of activities such as play doh, puzzles, sensory tubs to target the goals in an engaging way for the child.

The TA writes up notes for each session and are expected to send these off and add them to the client's folder within 48hrs after session completion (excluding weekends).

9 BOUNDRIES

A TA is never to

- diagnose
- provide therapeutic recommendations
- complete assessments
- create a therapy plan

These are within the scope of an allied health professional and not within the scope, education and training of a TA.

10 PRICING

At Be Heard we charge the following:

- Hourly rate for sessions
- \$1 per km if the TA is required to use their personal vehicle to drive during sessions

The amount you pay per session covers:

- an above award hourly rate for the therapy assistant
- TA public liability and professional indemnify insurance
- TA work cover
- Use of personal vehicle by TA in driving client
- support and resources for the TA between sessions by our team
- ongoing professional development for the TA so that they can grown and develop within the role to be the best support for clients
- admin and customer service for the client around the sessions

Roughly this works out as the following:

- 39% of each session goes directly to the TA for their hourly wage and super
- 39% is directly used for the TA to cover external training opportunities, meetings with leadership for support, access to resources and internal training
- 10% covers insurance and work cover for the TA
- 12% covers the customer service and admin for clients

11 TA DRIVING PROGRAM

Before driving with clients the following must be completed:

- TA completes a personal vehicle use policy agreement
- TA completes a private vehicle sue declaration form
- Family complete a Service Agreement providing permission for their child to be driven in a private vehicle by the TA
- TA completes monthly vehicle checks

Once all documentation is completed Be Heard management notify families and TA they are cleared to commence driving in sessions.

12 QUALIFICATIONS AND CHECKS

All of our TA's have:

- a completed relevant qualification of certificate III or higher OR are currently studying an area of allied health such as speech pathology, occupational therapy or psychology within a tertiary level qualification
- a working with children check
- NDIS worker screening check
- CPR and First Aid training
- completed NDIS modules:
 - New Worker NDIS induction module
 - Supporting Effective Communication
 - NDIS Worker Orientation Module
- completed Health Departments Covid-19 Infectious control training

13 RESPONSIBILITIES

Manager Responsibilities

- Ensuring that Be Heard team members are familiar with their obligations in accordance with this document and their job description, as well as relevant policies and procedures.
- Ensure this document is available to families and therapists both within the Be Heard team and those externally that we work with
- Check in with Therapy Assistants to assess if additional support is needed in the role at least every 3 months
- support Therapy assistants and therapists to find a suitable supervision schedule and platform.
- ensure all relevant forms and documents are completed before any driving programs commence

Allied Health Professional Responsibilities

- provide goals to the TA that is within their skills and knowledge
- discuss with the team the level of support and supervision needed for the TA
- participate in creating supervision schedule
- develop plan with TA and family to ensure there is an outline of what goals to be targeted - alternations to this can be made overtime and can be complemented with updates via email
- have open and transparent communication with TA
- set clear expectations of TA
- have open communication lines between yourself and TA so they are able to seek clarification and ask questions when needed

Therapy Assistant Responsibilities

- Treat clients and professionals in a manner consistent with Be Heard values and the principles of good customer service
- plan for TA sessions
- understand the clients goals and how to measure outcomes during meetings with therapists
- engage in play based and interest focused activities to target the child's therapy goals
- create a safe and supportive environment
- work collaboratively with other members of child's team
- be aware of the boundaries of the role and ensure you are working within your scope
- submit session notes to approved family member and team members within 48 hours of the end of session (excluding weekend hours)
- comply with all policies, procedures, legislations and regulations
- practice active listening and engage in open and honest communication
- maintain confidentiality at all times
- complete monthly vehicle checks if using private vehicle for support services
- only agree to work on goals with strategies you believe you have the knowledge and skills to complete
- ensure you fully understand goals and if not clarify these
- actively participate in training and supervision
- raise any concerns if you feel uncomfortable or feel there is not enough support for you to work on certain goals
- seek out support when needed between schedules meetings and supervision
- ensure open and transparent communication with family and allied health professionals
- work with the allied health professional to create the TA plan
- actively participate and engage in professional development opportunities.

13 INFORMING DOCUMENTS

- **Supervision and delegation framework for allied health assistants and support workforce in disability**
 - found at below link
 - <https://www.health.vic.gov.au/publications/supervision-and-delegation-framework-for-allied-health-assistants-and-the-support-0>
- **Working with an allied health assistant: Information for speech pathology clients, including NDIS participants**
 - found at below link
 - https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/Allied_Health_Assistants/SPAweb/Resources_for_the_Public/Allied_Health_Assistant/Allied_Health_Assistant.aspx?hkey=a177611d-77aa-45a4-a623-08be92822c7f
- **The role of allied health assistants in supporting occupational therapy practice**
 - found at below link:
 - chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://otaus.com.au/publications/b3ca7880-2703-e911-a2c2-b75c2fd918c5/The%20role%20of%20Allied%20Health%20Assistants%20in%20Supporting%20Occupational%20Therapy%20Practice.pdf
- **NDIS Pricing Arrangements and Price Limits 2021-2022**
 - available at below link:
 - <https://www.ndis.gov.au/providers/pricing-arrangements>

THE THERAPY ASSISTANT PLAN

CHILD'S NAME

PARENT/GUARDIAN NAME

SUPERVISING THERAPIST

THERAPY ASSISTANT

THE THERAPY ASSISTANT SESSIONS

DAYS

TIMES

FREQUENCY

ONGOING SUPERVISION AND SUPPORT FOR TA

THERAPISTS CONTACT DETAILS

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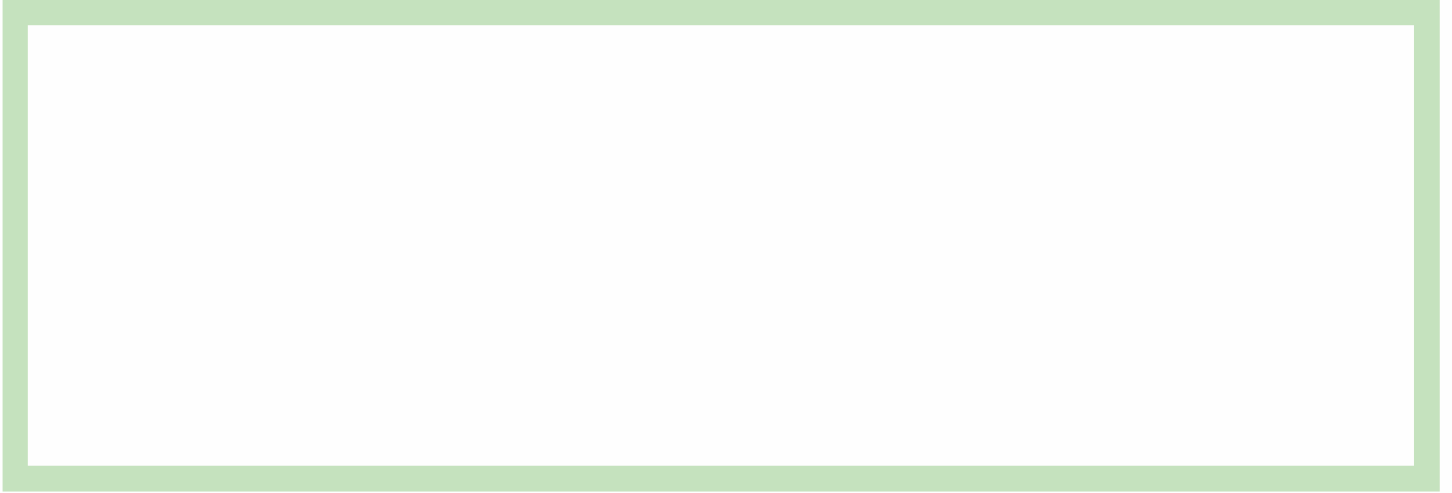
MODES OF SUPERVISION TO BE USED (in person, phone, video call, email)

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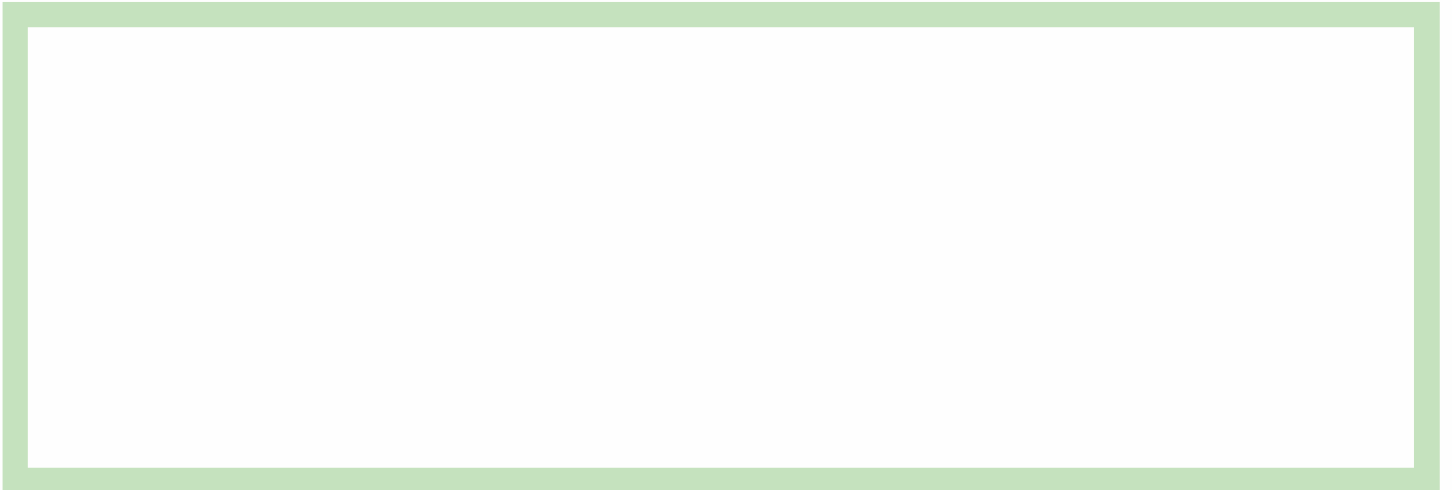
FREQUENCY OF CONTACT FOR EACH MODE OF SUPERVISION

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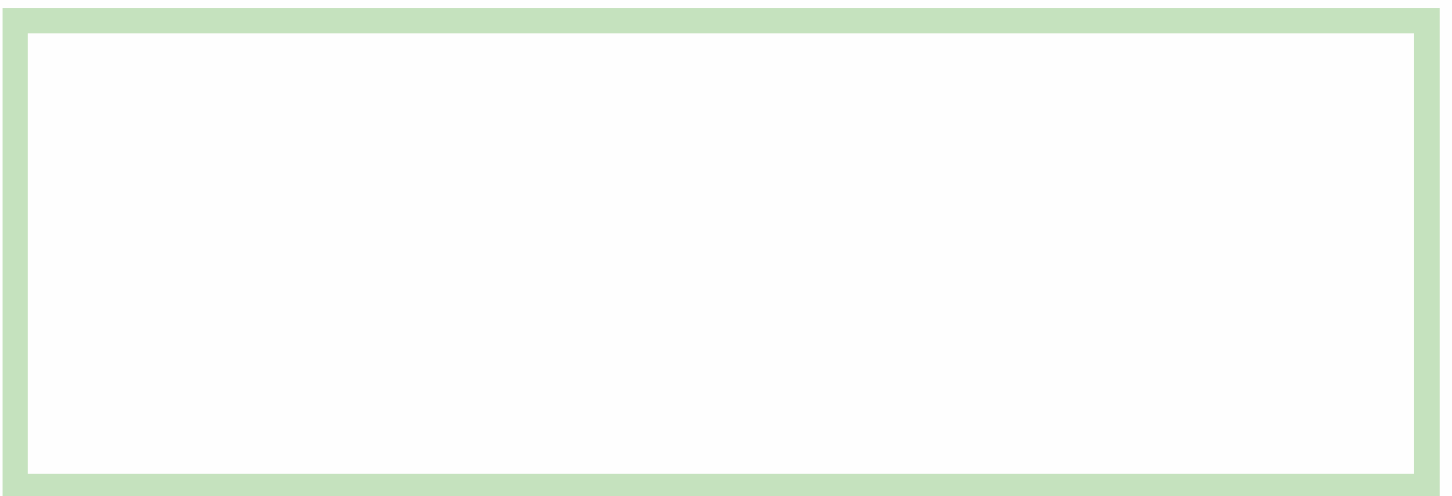
FAMILY'S GOALS AND PRIORITIES



CHILD'S INTERESTS



CHILD'S DIAGNOSIS/BACKGROUND



TARGET GOALS FOR THERAPY ASSISTANT SESSIONS

GOAL	STRATEGIES what are strategies to support goal? what sort of activities can be beneficial?

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OVERALL KEY STRATEGIES FOR SUPPORTING CHILD

SUPERVISING THERAPIST ACKNOWLEDGEMENT

NAME SIGNATURE

DATE

THERAPY ASSISTANT ACKNOWLEDGEMENT

NAME SIGNATURE

DATE