

These guidelines are intended to assist professionals to:

- describe the intended functional outcomes of services that are requested through the School-Aged Extended Therapies (SAET) benefit of the At Home Program; and,
- provide outcome summaries prior to submitting subsequent requests for SAET services.

For information on services available through the SAET benefit, see the [At Home Program Guide](#). If you have questions or comments about these guidelines, please call:

Toll-free: 1 888 613-3232

Victoria: 250 387-9649

Writing Functional Outcomes

Functional outcomes describe the intended result of therapy services in concrete, observable terms. Effective functional outcomes are written in a way that:

- states an end point that is observable (e.g., “John will demonstrate preferences by making choices using eye gaze when presented with two objects at eye level”);
- uses family-friendly language, including the actual words used by the family/child when developing the functional outcomes;
- states the reasons why the outcome is important to the family/child (e.g., “so that Susan can....”);
- identifies those outcomes that will be addressed through the use of a therapist assistant, if applicable; and,
- specifies how the outcome will be measured (i.e., how will you know when it has been achieved?)

Example of an Old Therapy Outcome: “Improved head control”

Example of a New Functional Outcome: “Susan will use controlled head movements to activate a head switch that manipulates her power chair, so that she can independently manoeuvre her power chair in a public setting.”

Writing an Outcome Summary

An outcome summary is required prior to submitting subsequent requests for SAET services. The above guidelines should be used to state the outcomes that were achieved as a result of the therapy.