

IMHC Resources & Downloads Pack - Set 01

Participants • Families • Support People • Professionals | RESOURCE COLLECTION

Practical tools for self-awareness, routines, functional learning, supported implementation and 12-week review.

Included Tools

- 1. My Goals & What Matters to Me
- 2. My Self-Awareness & Early-Warning Map
- 3. My Daily Routine Planner
- 4. Remembering What Helps
- 5. Step-by-Step Task Card
- 6. When I Need Help
- 7. Practice & Progress Record
- 8. Baseline Functional Snapshot
- 9. Prompt & Assistance / Prompt-Fading Record
- 10. Daily or Shift Implementation Record
- 11. Generalisation Tracker
- 12. 12-Week Functional Review
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- 16. Support-Person Implementation Guide
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Core learning pathway: RECOGNISE -> REMEMBER -> INITIATE -> SEQUENCE -> PRACTISE -> GENERALISE -> MAINTAIN

Core evidence rule: supported performance is not automatically independent capacity.

1. My Goals & What Matters to Me

Participant Tool | GENERAL EDUCATION

What matters to me now

What I want to be able to do more independently

What I already do well

What has become harder or less consistent

People, places and activities that are important to me

My first three practical goals

Goal	Why it matters	First small step
1.		
2.		
3.		

IMHC educational tool. Use within the person's agreed plan and professional recommendations. This resource does not replace clinical assessment, diagnosis, treatment or emergency support.

2. My Self-Awareness & Early-Warning Map

Participant Tool | GENERAL EDUCATION

Use this page to notice changes before they become bigger barriers. There are no 'right' answers.

Area	My usual signs	My early changes	What may help / who can help
Body / energy			
Mood / emotions			
Thoughts / concentration			
Sleep			
Food / hydration			
Movement / balance			
Communication / social connection			
Daily routine / appointments			

My Green / Yellow / Red plan

GREEN - usual / manageable	YELLOW - change noticed	RED - stop and seek appropriate help

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3. My Daily Routine Planner

Participant Tool | GENERAL EDUCATION

Time / part of day	What I want or need to do	Reminder / cue	Help needed?	Completed / notes
Morning				
Midday				
Afternoon				
Evening				
Before bed				

Important routine anchors

- Wake / sleep routine: _____
- Meals / hydration: _____
- Movement / activity: _____
- Appointments / responsibilities: _____
- Connection / meaningful activity: _____

What makes it easier for me to start?

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4. Remembering What Helps

Participant Tool | GENERAL EDUCATION

This tool is for strategies you have already chosen or that an appropriate professional has recommended.

When I notice...	I want to remember...	My cue / reminder	How I use it safely	When I should ask for help

RECOGNISE -> REMEMBER -> CHOOSE -> INITIATE -> USE SAFELY -> REFLECT -> SEEK HELP WHEN REQUIRED

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5. Step-by-Step Task Card

Participant / Support Tool | GENERAL EDUCATION

Task or routine

Step	What I do	Cue / prompt if needed	Safety check
1			
2			
3			
4			
5			
6			
7			
8			

How I know the task is finished

Stop / help rule

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6. When I Need Help

Participant Tool | GENERAL EDUCATION

Situation	Who I can ask	How I can ask	What information I need to give
I am unsure what to do			
I notice a health/function change			
I do not feel safe			
I cannot complete my usual routine			
I need professional review			

My preferred words for asking for help

If there is immediate danger in Australia, call 000.

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7. Practice & Progress Record

Participant / Support Tool | GENERAL EDUCATION

Date	Skill / routine practised	Setting	Assistance / prompts	What went well	Barrier / next step

My reflection

- What feels easier now? _____
- What still needs practice? _____
- Where else would I like to use this skill? _____

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8. Baseline Functional Snapshot

Professional / Educator Tool | PROFESSIONAL RESOURCE

Record actual performance before teaching or implementation. Separate safety from assistance.

Skill / task	Current setting	Initiation	Sequencing / completion	Assistance	Safety	Participant voice

Readiness level

- 1 Engagement & Safety
- 2 Awareness
- 3 Supported Practice
- 4 Developing Capacity
- 5 Generalisation
- 6 Sustained Self-Management

Baseline summary / priority barriers:

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9. Prompt & Assistance / Prompt-Fading Record

Support / Professional Tool | SUPPORT-PERSON TOOL

Functional Assistance Scale

- Not yet attempted / not currently appropriate
- Full assistance required
- Substantial prompting or assistance
- Some prompting or assistance
- Occasional prompting
- Independent in this setting

Date	Skill	Starting prompt / assistance	Response	Reduced prompt attempted?	Outcome / safety

Prompt fading occurs only when performance is safe, reliable and sufficiently consistent. Do not reduce support solely because a task was completed once.

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10. Daily / Shift Implementation Record

Support / Implementation Tool | SUPPORT-PERSON TOOL

Date / shift	Agreed skill or routine	Prompt / assistance used	Participant response	Safety / barrier	Participant voice	Follow-up

Changes requiring communication

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11. Generalisation Tracker

Professional / Support Tool | PROFESSIONAL RESOURCE

Use this to check whether a skill can be used beyond one familiar teaching situation.

Skill	Setting 1	Setting 2	Setting 3	Assistance change	Safety consistent?	Generalisation conclusion

Do not infer generalisation from performance in only one environment.

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12. 12-Week Functional Review

Multidisciplinary Review Tool | PROFESSIONAL RESOURCE

Participant voice

Review area	Baseline	Current performance	Change in assistance	Safety / consistency	Next 12 weeks
Goal 1					
Goal 2					
Goal 3					
Routine maintenance					
Community / participation					

Multidisciplinary input / referral-back needs

Decision

- Continue current learning plan
- Adapt teaching / environment / prompts
- Generalise to another setting
- Maintain / consolidate
- Seek additional professional review

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13. Maintenance & Setback Plan

Participant / Support Tool | GENERAL EDUCATION

What I want to maintain	My usual routine	Early sign it is slipping	First re-establishment step	Who can help

RECOGNISE -> REMEMBER -> INITIATE -> SEQUENCE -> PRACTISE -> MAINTAIN

If circumstances change

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14. Professional Referral Information Form

Professional / Referrer Tool | PROFESSIONAL RESOURCE

Field	Information
Referrer name / role	
Organisation (optional)	
Work contact	
Participant preferred name	
Consent / authority confirmed	
Functional question / reason for referral	
Relevant goals	
Existing recommendations relevant to implementation	
Functional barriers / safety considerations	
Communication / learning needs	
Current supports / involved professionals	
Preferred collaboration / review method	

Please provide only information relevant to the functional learning question. Use an appropriate secure process for sensitive clinical documents.

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15. Professional Feedback Form

Professional Collaboration Tool | PROFESSIONAL RESOURCE

Area	Feedback / recommendation
Current professional recommendation relevant to everyday implementation	
Important precautions / contraindications / stop rules	
Functional priorities	
Suggested environmental or task adaptations	
What IMHC / support team may reinforce within scope	
What must remain with the treating / qualified professional	
Review timing / referral-back triggers	

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16. Support-Person Implementation Guide

Family / Carer / Support Tool | SUPPORT-PERSON TOOL

Purpose

Support the person's agreed learning plan without unnecessarily taking over tasks they can safely attempt.

Implementation sequence

OBSERVE -> GIVE TIME -> USE THE LEAST PROMPT NEEDED -> PRACTISE -> RECORD -> FADE SUPPORT WHEN SAFE
-> MAINTAIN

Do

- Follow the agreed plan and professional recommendations.
- Use consistent words/cues where possible.
- Allow reasonable processing and initiation time.
- Record actual assistance, not the assistance you hoped would be needed.
- Report meaningful changes in safety, function or behaviour through the agreed pathway.

Avoid

- Doing the whole task automatically when the person can participate.
- Changing clinical recommendations independently.
- Recording supported completion as independent performance.
- Reducing support after one successful attempt.
- Continuing a task when a stop rule or safety concern is present.

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17. Functional Observation Record

Professional / Educator Tool | PROFESSIONAL RESOURCE

Observation field	Record
Date / setting	
Task / goal	
Environmental context	
Initiation	
Attention / recognition	
Sequencing	
Communication / help-seeking	
Prompting / assistance	
Safety / risk	
Completion / quality	
Participant response / voice	
Comparison with previous performance	
Recommended next step	

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18. Scope & Referral-Back Guide

Professionals / Support Teams | SEEK PROFESSIONAL REVIEW

IMHC education and functional implementation complement clinical care. Assessment, diagnosis, treatment, prescribing and clinical modification remain with appropriately qualified or registered professionals.

Pause implementation and seek appropriate review when there is:

- New or worsening symptoms or a significant change from usual function.
- Falls, new mobility concerns, unsafe transfers or environmental safety concerns.
- Swallowing, feeding or significant eating-related risk.
- Medication questions, adverse effects or uncertainty about prescribed treatment.
- Acute psychological distress, risk concerns or significant deterioration.
- New or worsening cognitive/communication changes affecting safety.
- A professional recommendation that appears no longer safe, tolerable or workable in everyday practice.
- A need that is outside the educator/support person's competence or role.

Emergency

For immediate danger in Australia, call 000. Use appropriate crisis or emergency services for urgent medical or mental-health needs.

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