



# CPA Student Success Guide

Makybe, CPA Client

**A guide to navigating the  
years 9 and 10 successfully**



# Your goals are our goals

The middle years of secondary school can be a big challenge for students and their parents, and even more so for those with a disability. How do they build healthy friendships? Get in to good study habits? Feel like they belong?



**How to use this guide**  
To help you get the most from this guide, each section has three key areas:

GOAL

OUTCOME-BASED SUPPORTS

OUTCOMES

So, you'll easily be able to discover which CPA services correspond to the goals and the outcomes these services are designed to deliver.

To ensure students can achieve the best possible outcomes during this crucial life stage, we've created the CPA Student Success Guides. Each guide has been informed by evidence-based thinking and long-time learnings. We've also looked closely at the Australian Curriculum, to see where our programs and services align, not only within curriculum, but also with the known educational, social and emotional goals of students as they journey through secondary school. The full kit includes three guides, each covering two school years: Years 7 and 8, 9 and 10, and 11 and 12. Because students goals and needs change over the course of secondary school, there will be some crossover of goals between years.

This kit will assist teachers, parents, and students living with a disability to discover the wide range of fun and engaging programs and services students can access through CPA to support achievement of those goals. CPA is proud to be a Department of Education specialist allied health provider, pre-qualified to provide a range of supports in schools to ensure learning adjustments are appropriate and effective for students. The allied health services that CPA can deliver under this Scheme are occupational therapy, speech pathology, physiotherapy, exercise physiology and behaviour support. For further detail, visit: <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/specialist-allied-health-service-provider-scheme->

## These guides were designed with teachers, parents and students in mind



**For teachers,** we know that you want the very best for your students and are constantly trying to balance the demands of the classroom with shaping the curriculum to meet your student's needs. **This guide will help you identify the supports that can help your students achieve their goals and become the best versions of themselves.**



**For parents,** we know that you want your child to experience all that secondary school has to offer, the same as any other teen. You might be overwhelmed by the support options available for your child but want to ensure they are armed with the tools to succeed and most importantly, to enjoy these important years. **This guide will help you identify the supports that can help your child achieve their goals and become the best version of themselves.**



**For students,** we know that secondary school can be overwhelming and exciting at the same time. This guide will arm you with the supports you need to excel in secondary school depending on your goals as you progress through the years. You can pick and mix your supports however suits. **This guide will help you identify the supports that can help you achieve your goals and become the best version of yourself.**

Whatever the service or program, you can be confident that any student with a disability will benefit from our unrivalled experience and expertise, as well as be inspired to learn and develop in an engaging, safe and supportive environment.



# Belonging and building independence

On the surface, the middle years of secondary school appear to be the most settled. But challenges may still be present. How do you feel like you belong? How do you start to develop your life skills? How do you stay on top of your study?



## Moving forward with confidence

This guide is designed to support students in years 9 and 10 with a range of disabilities to deal confidently with adjustments as they make their journey into adult life; to help them develop the life skills they need to truly find their voice and realise their potential. During these middle years of secondary school, students may face the challenges of:

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Let's look at how students can navigate all of these goals with great success

### GOAL

## Feeling like I belong

Every teenager wants to feel like they belong – to find their tribe. These middle years of secondary school not only present more complex academic issues, but also more complex social and identity issues. Wanting to fit in and knowing what you want to fit in to, are two separate things. Learning what you like and what your interests are doesn't necessarily come easy, so taking the time for self-discovery and assessing where they want to belong, is very important.

### OUTCOME-BASED SUPPORTS

#### Individualised Coaching

NDIS CATEGORIES 4 9 10 11 15

Individualised Coaching is a core service offered by CPA. It's a personalised, 1-on-1 service where CPA's professionally trained Lifeskills Coaches work with the student around their individual goals. Coaching promotes the student's ability to self-reflect and develop an action plan to achieve their goals and is provided in a safe and supportive environment. The Lifeskills Coach will use their expertise to prompt areas of interest from the student and assist and support them as they strive to 'find their tribe'.

for themselves, learn new skills, develop on existing skills and start to get a sense of who they are and where they want to fit in.

"My daughter went on a CPA Camp and she loved it. It was the first time she'd actually slept in a tent! The fact that they had to make decisions about what they were going to do, what they were going to eat... it was all lead by them... was a really good thing." – Geraldine, mother of Ella (age 15).

#### Workshops

NDIS CATEGORIES 4 9 10 11 15

CPA also offers a broad range of weekly, group-based project learning opportunities called Workshops. These programs provide students with the chance to develop life skills and confidence, at their own pace. Workshop topics vary each term of the school year and include themes such as building money, communication and career skills, as well as providing the opportunity for students to create a Workshop around their own unique goals. Importantly, we know that students are more likely to be engaged in content and have a greater sense of belonging when they are involved in choosing the Workshops they attend, and meet with like-minded people.

#### Camps

NDIS CATEGORIES 4 9 11 15

Camps also provide an opportunity for students to spend time with their peers. CPA offers a variety of skill and age appropriate adventures and Camps designed to help students make new friends, build confidence, and acquire practical skills. Camps usually take place over 2-6 days.

Above all, Camps provide an opportunity for students to take time out from home, do things

### ★ OUTCOMES

- ☆ Improved social skills
- ☆ Increased confidence
- ☆ Increased ability to self-advocate
- ☆ Development of emotional independence
- ☆ Sense of accomplishment



## Improving study and organisational skills

In the middle secondary school years, students may be more familiar with increased workloads and moving around their school. The challenges in these two years are learning how to apply existing knowledge and understanding more complex problems. It's essential for students to develop good study habits and organisational skills so they can confidently work towards years 11 and 12.

### OUTCOME-BASED SUPPORTS

#### Occupational Therapy

NDIS CATEGORY 15

Some students require alternative methods of accessing the school curriculum and completing their school work. Assistive technology can be a great asset.

CPA OTs and speech pathologists work with students to identify the best solutions to meet their needs. Some students record their school work through handwriting, some through typing and others will require specific technologies such as voice recognition software or eye gaze systems.

Regardless of the method, CPA's therapists will support the student and teachers to learn the method.

In addition, CPA OTs can provide supporting documents and recommendations for the application of reasonable adjustments to reflect the identified individual needs of students. These can include a range of strategies from extra time in an exam, the use of specific technology to complete assessments or additional rest-breaks. Therapists can consult with teachers, students and their parents / carers as part of the process.

#### Speech Pathology

NDIS CATEGORY 15

The demands of school participation increase significantly with many subjects requiring presentations and group work.

For many students with communication challenges, additional support from a speech pathologist may be beneficial.

Alongside this, the social demands of school can present new and different challenges. CPA speech pathologists can support students to increase their communication skills, their social skills and their ability to participate.

#### Individualised Coaching

NDIS CATEGORIES 4 9 10 11 15

Support can also come in the form of Individualised Coaching. CPA Lifeskills Coaches are experienced in the strategies needed to attend to these specific goals. They will work closely with the student, advising on particular strategies to assist with creating more efficient organisation skills and designing ways of approaching study that enables students to make the most of their study time.



### ★ OUTCOMES

- ☆ Ability to easily access the school curriculum
- ☆ Confidence to participate fully in the classroom
- ☆ Confidence to manage time effectively
- ☆ Support during exam time

# Maintaining health and advancing physical activity skills

At this age, it's not uncommon for the health and wellbeing of students to slide as physical activity gets put to the side. However, research shows that physically active adolescents turn into physically active adults. This is why instilling healthy behaviours at a young age is so important. For students of this age, it's about maintaining that continuity. Making sure that healthy behaviours are encouraged and that exercise and fitness – for overall health benefits, not just physical needs – is a central focus.

OUTCOME-BASED SUPPORTS

### Exercise Physiology

NDIS CATEGORIES 12 15

As with all CPA supports, CPA's Accredited Exercise Physiologists focus on a client-centred 1-on-1 approach. Exercise Physiology is available for students with all types of disabilities – physical, sensory and intellectual. These sessions can also be complimented by CPA's range of gym, sports and hydrotherapy programs.

All physical activity is promoted in a safe environment where students can explore their capabilities – both physically and socially while building their confidence. At CPA, we want students to continue to want to come of their own accord. If it's fun and engaging, not only are they getting exercise – and the right type of exercise – but they'll have a ball.

For those wanting to take their sports skills to the next level, CPA also offers 1-on-1 or group based coaching from expert sports coaches who can help participants develop fitness and sport skills, explore mainstream sports and even look at trialling Paralympic activities.

For CPA Exercise Physiologists, instilling 'healthy behaviours' goes beyond just building skills, strength and endurance. Because teens living with disability may be physically inactive a lot of the time, exercise helps reduce some of the secondary conditions they are pre-disposed to. CPA EPs proactively help students take control over their health and lifestyle.

### Physiotherapy

NDIS CATEGORIES 12 15

CPA Physiotherapist's will work with the student to build strength and endurance while encouraging them to take ownership of their physical wellbeing. Everything that the Physiotherapist does with the student at this time is with the long term goal of preparing them for the later teen years when they will need to make decisions for themselves and proactively seek out exercise. They will also look closely at the functional side of things, ensuring that the student's physical needs are met. For example, appropriate footwear or orthotics or a walker.

### Camps

NDIS CATEGORIES 4 9 11 15

CPA Camps provide a fresh environment where students can be physically active as they enhance their skills and promote their health and wellbeing.

Camps offer many benefits beyond physical wellbeing. Some of the students who take part in Camps can be socially isolated. Camps give them the opportunity to meet and interact with individuals of their age group who may be on a similar journey. In addition, Camps also provide a safe space for students to 'have a go' by taking measured risks in a safe environment. CPA Camp participants often find themselves trying new things they may otherwise avoid in the comfort of their familiar environments, which is an important rite of passage at this age.

CPA offers a range of themed camps, including swimming triathlon camps, football camps (covering soccer, touch football and AFL) and general activity camps. They're extremely popular, with many students attending multiple camps throughout the school year.

OUTCOMES

- ☆ Improving physical and mental wellbeing
- ☆ Improving overall health
- ☆ Learning sports skills, strength and endurance
- ☆ Building new friendships
- ☆ Having fun



## Building independence

Building independence and feeling confident is a goal for any student, but even more so for those with disabilities who might struggle with physical limitations outside of their control. At this important stage of life, students can struggle to find their voice outside of their family and friend circles, and with the pressures of years 11 and 12 just around the corner, now is the time to start being heard.

### OUTCOME-BASED SUPPORTS

#### Occupational Therapy

NDIS CATEGORY 15

CPA OTs play a crucial role in helping students with physical disabilities build their physical independence. An OT will work with the student to look at ways they can participate independently in activities they find meaningful. Examples of this could include socialising with peers in the school yard, or completing work independently in the classroom.

#### Exercise Physiology

NDIS CATEGORIES 12 15

Exercise Physiology is a fantastic complimentary service alongside OT for students wishing to build independence. This is a two-pronged approach, whereby individuals are assisted to build independence into their daily activities – for example, to assist with strength and endurance on a regular route – coupled with exercise in the gym. At CPA, our approach is that exercise is holistic, creating an opportunity to integrate it into every aspect of life. Students will always be empowered with independence as much as possible.

#### Speech Pathology

NDIS CATEGORY 15

Being able to communicate and get a message across is key to building independence. And the ability to communicate with unfamiliar people and be clearly understood is a key factor in safely and independently accessing the community. CPA Speech Pathologists can support students with refining their communications skills.

#### Assistive Technology

For many students, assistive technology plays an important role in building and maintaining independence. CPA therapists are on hand to assist with identifying new equipment or replacing existing equipment as needs change. This might be a new pair of AFOs to support mobility, or a powered wheelchair to enable conservation of energy and to balance physical and cognitive demands. Reviewing current technology, such as AAC may also be recommended due to advances in software, computer systems and access methods.

#### Individualised Coaching

NDIS CATEGORIES 4 9 10 11 15

Everyone is different and everyone develops their independence differently. That's where CPA's Lifeskills Coaches use their experience and judgement to tailor advice to the individual student's needs. This 1-on-1, personalised service, provides the ideal environment for Lifeskills Coaches to impart advice and support as they work on personalised goals with the student – such as learning particular skills like catching the bus or train – as they are guided towards the next steps in their independence.

#### Workshops

NDIS CATEGORIES 4 9 10 11 15

CPA's Workshops provide the perfect environment for students to develop social skills, build resilience and stride confidently towards independence. These group sessions are designed for all abilities with a different fun and engaging activity running on various themes. It's a great way to engage with others, both through listening and learning about other people's perspectives as well as being able to problem solve and work in a team. There's always something different on the menu with the program covering practical life skills that drive towards independence such as money management, cooking, communication skills, travel training and more.

#### Camps

NDIS CATEGORIES 4 9 11 15

Camps also provide a fantastic stepping stone to independence for students. The opportunity to spend a few days away from the family and the chance to meet new people of a similar age in unfamiliar surroundings while learning and practicing new skills is invaluable. CPA offers a variety of adventures and Camps designed to help students make new friends, build confidence, and acquire practical life skills. The Camps provide a little taste of independence that can only encourage more.

### ★ OUTCOMES

- ☆ Empowering social and physical independence
- ☆ Confidence to engage with and work with others
- ☆ Building resilience
- ☆ New skills
- ☆ Increased mobility and independence
- ☆ Upgraded technology to assist with schoolwork



## Building healthy relationships and online safety

The middle years of secondary school can bring a whole new world of relationships, both in person and online. Navigating these relationships can be tricky for students, especially when so much of the communication is online. Students with disabilities might need help developing their social and emotional skills in order to maintain healthy friendships and relationships.



### OUTCOME-BASED SUPPORTS

#### Individualised Coaching

NDIS CATEGORIES 4 9 10 11 15

While CPA recognises that there is a complex relationship between parents and young people at this stage of life, we're also keen to help students learn beyond simply avoiding risk to discover more about friendships and relationships. In general, these students require more support than their typically developing peers.

While there are school programs designed to educate students about child protection and 'my body', they often miss teaching participants about relationships. CPA Individualised 1-on-1 coaching teaches students to advocate for themselves by helping them to learn about healthy relationships. What does a healthy relationship look like? How do you build a healthy relationship? What does it entail?

Being able to understand the difference between a 'good' relationship and a 'bad' relationship is hugely beneficial in other areas too – particularly around bullying and online safety. With the vast majority of students having access to a mobile phone, it's inevitable that they'll access an online world. So, developing an ability to recognise bullying in an online context – particularly on social media – and understanding what to do about it and who to tell, is important at this age. Students with disabilities are also at a greater risk of online grooming, and is a key issue they need to be aware of.

#### Workshops

NDIS CATEGORIES 4 9 10 11 15

CPA Workshops also provide another forum – in this case a small group setting – in which to discuss and learn about the issues and challenges facing students today – including building healthy relationships and understanding online safety. There are a number of Workshops centred around these themes, each expertly and empathetically facilitated by experienced CPA Lifeskills Coaches in a safe and secure environment. As with all proactive learning, being aware of the issue makes it so much easier to deal with.

### OUTCOMES

- ☆ Confidence to form friendships and relationships
- ☆ Understanding the difference between 'good' and 'bad' relationships
- ☆ Better understanding of bullying and online safety



# Managing puberty

The secondary school years are full of change for students and one of the biggest changes is the transition in to and through puberty. This time can be more challenging for students with disabilities, either due to physical limitations, or the emotional understanding of what’s happening with their bodies.

OUTCOME-BASED SUPPORTS

### Occupational Therapy

NDIS CATEGORY 15

CPA’s experienced OT team is able to help both girls and boys cope with the functional aspects of puberty. The OT team provides a sympathetic and supportive environment in helping students fit in, providing advice on areas that are becoming increasingly significant, such as hygiene and self-care activities.

With girls, for example, the team will provide specific strategies around every day care like using make-up and doing their hair like their peers. This could also involve getting a group together and troubleshooting with peers. It could cover topics such as: ‘How do you dress in skinny jeans if you have an AFO or a splint?’ ‘How do you use a hair straightener?’

For young women, this is also the age that they’re starting to menstruate. CPA OTs provide support by looking at strategies to manage within both the school and home environments and when they’re out and about.

Ultimately, CPA’s OT team can help students manage the huge emotional and physical changes that come with puberty.

### Individualised Coaching

NDIS CATEGORIES 4 9 10 11 15

CPA’s Individualised Coaching provides further support in this area, specifically around the emotional aspects of puberty. CPA Lifeskills Coaches are experts in this field and can empathetically broach sensitive topics with students in a safe and secure environment. Examples of how a Lifeskills Coach can help a student manage puberty include help with logistics around personal care, coaching on self-esteem throughout what can be an awkward and confusing life stage, how to have healthy relationships and appropriate behaviour with the opposite sex. This is all conducted through an individualised 1-on-1 approach to ensure that trust has been formed.

OUTCOMES

- ☆ Confidence in personal hygiene
- ☆ Confidence in everyday self-care
- ☆ Increased ability to manage the changes of puberty

# Maintaining friendships

Making friends is one thing, but how do you keep them? How do you find and cement your social groups? How do you maintain different groups?

OUTCOME-BASED SUPPORTS

### PEERS®

NDIS CATEGORIES 4 9 11 15

PEERS® (Program for the Education and Enrichment of Relational Skills) is a relatively new and very successful program that CPA has offered for the past few years. It’s a certified social skills intervention program from the University of California, facilitated by a CPA psychologist and lifeskills coach. It’s designed to build social skills for students with Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Oppositional Defiance Disorder (ODD) and Obsessive Compulsive Disorder (OCD).

PEERS® takes place over 16 weeks in select CPA centres and is run by CPA specialists who have been specifically trained in the program. Students taking part in the program will be able to talk to a range of topics around friendship such as ‘How to use appropriate conversational skills’, ‘How to organise successful get-togethers with friends’ and ‘How to handle arguments and disagreements’.

### Speech Pathology

NDIS CATEGORY 15

Reading social cues, initiating and maintaining conversations and closing conversations is a critical aspect of maintaining friendships. CPA Speech Pathologists can support students to develop these skills with the goal of maintaining and nurturing friendships. For those who use AAC, CPA Speech Pathologists support students to develop the skills they need to interact more effectively with others.

### Workshops

NDIS CATEGORIES 4 9 10 11 15

CPA’s Workshops are designed to facilitate friendship development across all disability cohorts. While facilitated by a CPA Lifeskills Coach, they are in effect a peer support and mentoring program, dealing with the issues and challenges facing students today. The Workshops cover a range of themes, including learning about making friends, mixing in different circles, finding a social group and maintaining long lasting friendships.

OUTCOMES

- ☆ Confidence to integrate socially
- ☆ Building skills to communicate effectively
- ☆ Enhanced ability to meet and keep friends



# Hannah's story

A people magnet who doesn't belong in a box



**Sixteen-year-old Hannah is a confident, articulate extrovert who loves drama and refuses to be defined by autism, global developmental delay or any other label.**

Hannah is a true visionary who understands her strengths and sees the big picture of where her life is headed, and what she wants to achieve. Hannah already knows where she's heading after school – University to study specialised education. Based on her own experiences at school, she wants to go back to the classroom, but this time as a support unit teacher, so she can support students with learning difficulties and disabilities to get their best education experience.

## The reality of high school

Hannah is currently in year 10 and feels that she's experienced a lack of recognition of her skills and worth consistently throughout high school. She also feels she is being labelled by her autism, which is resulting in being rated unfairly low in all subject areas.

"The assumption is that because I've got autism, I'm therefore no good at anything. They're misinterpreting the kind of support I need and I'm not getting taught to my ability," says Hannah.

Hannah isn't aware of any other students at the school with autism or other disabilities, and despite Hannah and her Mum trying to advocate for her, Hannah is considering moving to a different high school next semester, which she believes is better equipped to support her.

"The biggest thing about school is they tell you what you're not good at and need to improve on. They never tell you what you're good at because they assume you already know. I mean, have you ever heard of a little kid wanting to improve when they're told they really suck at something?" says Hannah.

Hannah credits specialised lifeskills coaching for helping her to develop the confidence and communication skills to be vocal and to self-advocate at school.

"There are people that do want to help, like my learning support teacher, but they don't know the problems unless I tell them," says Hannah. "Mum can only give them a certain perspective."

Hannah enjoys drama and commerce at school, and socially she's popular with a close group of friends. She says because of her extrovert personality people "either love her or hate her." While she's naturally a little reticent to leave her friends when she moves to a new school, she believes if the friendships are strong enough, they'll survive. And being a people magnet, she has no doubt she'll find new ones quickly.

## Playing to strengths

Unlike her school experience, Hannah has found learnings through therapy and lifeskills coaching sessions that focus on finding what she's good at and playing to those strengths.

Hannah first met CPA Lifeskills Coach Kirsten when she attended one of CPA's Lifeskills Camps. They've now been working together for several years, on a one-to-one basis through Individualised Coaching.

"Positive affirmation has always been the best way to teach me things. Not only because I love to praise myself, but it's simply more effective.

"These camps helped me recognise that I'm an extrovert," says Hannah.

While she already knew she was outgoing, this was the first time she'd learned about personality types. Having her own personality trait reaffirmed positively, she discovered the self-awareness and understanding she needed to find ways to use her personality to her advantage at school.

"As an extrovert, I'm very good at taking charge. When I did the Myers Briggs personality test they couldn't decide if I was a commander, an executive or a visionary. But I belong in no box, I'm a commanding, executive visionary!"

Hannah also found PEERS a very valuable program. Run by two PEERS trained CPA Lifeskills Coaches, she found the structure of the classroom environment helpful and supportive.

"I knew I was there to learn and not muck around with friends, it was the right combination of support, academic and extra-curricular," says Hannah.

## Personal and future goals

Hannah's two key goals are to go to University, and to live independently. In order to achieve these, she needs to improve her organisation skills and personal hygiene, both of which she's working on with CPA Occupational Therapist, Eliza.

Eliza also works with Hannah on her handwriting and gross motor skills, which she practises by doing crafting which she loves, finding it very therapeutic.

Hannah is also proactive about finding other ways to reach her future goals. To stay organised and remember her routine, she uses a whiteboard at home and updates it daily.

"I know what I have to do but I often forget to do it, so to do lists are some of my best friends," says Hannah.

Hannah is currently working on her Duke of Edinburgh Award, part of which is to lead a team on the Krazy Kosci Klimb fundraising event. She's also done work experience in an autism support class, working towards her career goal to become a support unit teacher.

## Hannah's advice to students with autism

"If it wasn't for my autism, I wouldn't be who I am. Because of my autism, I'm a lot more confident than the average person, and because of that, I'm able to excel in a lot of my subjects," says Hannah.

"Don't let your autism or disability dictate your life. Whether you have a disability or not, you're still as capable as everyone else. But I do think you need to come to terms with your disability and accept it. This will help you realise you're capable of anything, with or without your disability," says Hannah.

# Services and Programs at a glance

The following table provides a consolidated snapshot of some of the Services and Programs available from CPA along with the goals each service supports. The relevant NDIS category is also shown to assist with plan budgeting.

There’s no one-size-fits-all way to learn, which is why our programs and services are offered in-person at local CPA centres, in the community, or online via CPA Telepractice. This virtual option provides the flexibility to access services from any device, and the ability to speak to a therapist or other specialist in more private surroundings. CPA programs and services are available on various days at a range of times throughout each term of the school year, as well as during school holidays.

# Notes

GOAL	SERVICES	NDIS CATEGORIES
Feeling like I belong	<ul style="list-style-type: none"><li>Individualised Coaching</li><li>Camps</li><li>Workshops</li></ul>	<div>49101115</div> <div>491115</div> <div>49101115</div>
Improving study and organisational skills	<ul style="list-style-type: none"><li>Occupational Therapy</li><li>Speech Pathology</li><li>Individualised Coaching</li></ul>	<div>15</div> <div>15</div> <div>49101115</div>
Maintaining health and advancing physical activity skills	<ul style="list-style-type: none"><li>Exercise Physiology</li><li>Physiotherapy</li><li>Camps</li></ul>	<div>1215</div> <div>1115</div> <div>491115</div>
Building independence	<ul style="list-style-type: none"><li>Occupational Therapy</li><li>Exercise Physiology</li><li>Speech Pathology</li><li>Assistive Technology</li><li>Individualised Coaching</li><li>Workshops</li><li>Camps</li></ul>	<div>15</div> <div>1215</div> <div>15</div> <div>N/A</div> <div>49101115</div> <div>49101115</div> <div>491115</div>
Building healthy relationships and online safety	<ul style="list-style-type: none"><li>Individualised Coaching</li><li>Workshops</li></ul>	<div>49101115</div> <div>49101115</div>
Managing puberty	<ul style="list-style-type: none"><li>Occupational Therapy</li><li>Individualised Coaching</li></ul>	<div>15</div> <div>49101115</div>
Maintaining friendships	<ul style="list-style-type: none"><li>PEERS®</li><li>Speech Pathology</li><li>Workshops</li></ul>	<div>491115</div> <div>15</div> <div>49101115</div>



## About CPA

Cerebral Palsy Alliance (CPA) is a leading provider of disability services throughout NSW and ACT, supporting young people with a range of physical and neurological conditions to achieve their goals and reach their potential.

Conditions we support include cerebral palsy, autism, global developmental delay, acquired brain injury, muscular dystrophies, stroke and genetic syndromes.

We work closely with young adults with disabilities, empowering them to develop the skills they need to live their best life – whatever their next adventure.

Start your journey with CPA today and let us challenge, encourage and support you to achieve your goals.

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## Contact us



1300 888 378



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[www.cerebralpalsy.org.au](http://www.cerebralpalsy.org.au)