<table>
<thead>
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<th>Limitations in child’s functioning</th>
<th>Service features</th>
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| Poor verbal comprehension, language and literacy skills | - Services that use language-rich, language-reliant, narrative approaches to counselling and support provision.  
- Counselling approaches that use complex language, metaphors, and verbal ‘contracts’.  
- Counselling approaches that discuss abstract goals (time, money, commitment).  
- Services that rely on the use of referral forms and other paperwork containing large amounts of written material in the absence of visual aids to understanding.  
- Services that rely on children and families to keep track of time, days and weeks; to monitor and track upcoming appointments using diaries or other means.  
- Services that don’t use the child’s language, don’t explain technical language and/or don’t use language consistently.  
- Counselling approaches that ask the child/young person to engage in self-reflection or self-monitoring. |
| Difficulty with executive functioning (memory, planning, monitoring and self-reflection) | - Services that discontinue service or remove families from the waiting list after missed (non-attended) appointments.  
- Services that consider it the client’s responsibility to keep track of appointments and passage of time.  
- Services that set a limit on the number of appointment times a child can be allocated.  
- Services that are provided on a time-limited basis (less suited to addressing long-standing support needs).  
- Counselling approaches that ask the child to anticipate the outcomes of their actions or ask them to recall/reflect on historical events as part of a narrative.  
- Approaches and services that rely on the child to develop self-control, rather than focus on managing their environment and providing adequate supervision.  
- Services that exclude or restrict access for the child due to a critical incident or abnormal behaviour.  
- Counselling approaches that rely on the child monitoring their own progress and reporting/reflecting on progress towards their goals. |
| Difficulty with executive functioning (memory, coordination, organisation and planning) | - Services that set irregular appointment times that are harder to keep track of.  
- Siloing of service provision, requiring the child access to multiple services and professionals.  
- Placing the onus on children and families to coordinate multiple services and appointments.  
- Frequent changes in service providers or services.  
- Lack of access to a professional who can have an ongoing relationship with, coordinate services around, and advocate for the child.  
- Lack of one consistent person to follow the child through their journey; who has a strong knowledge of the child’s history and the context of their journey and relationship with services.  
- Lack of adequate handover when the child is required to change service providers, contributing to a lack of consistency in approach. |