

|  |
| --- |
| Integrated Family Services workbookCourse 3:Working in partnership with parents and carers in the National Disability Insurance Scheme  |
|  |

|  |
| --- |
|  |
| To receive this publication in an accessible format email Children and Families Policy branch <earlypathways@dhhs.vic.gov.au>Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.© State of Victoria, Department of Health and Human Services, October 2018.Except where otherwise indicated, the images in this publication show models and illustrative settings only, and do not necessarily depict actual services, facilities or recipients of services. This publication may contain images of deceased Aboriginal and Torres Strait Islander peoples.Available at <<https://providers.dhhs.vic.gov.au/ndis-resources-child-and-family-system-workforce>>.  |
|  |

Contents

[The National Disability Insurance Scheme Learning and Development Program 1](#_Toc526964141)

[About this workbook 2](#_Toc526964142)

[Exercise 1: Family scenario 3](#_Toc526964143)

[Box 1: Family scenario 3](#_Toc526964144)

[Questions 4](#_Toc526964145)

[Resources 6](#_Toc526964146)

[Resources for you 6](#_Toc526964147)

[Resources to share with parents and carers 7](#_Toc526964148)

[Frequently asked questions 8](#_Toc526964149)

[Glossary 12](#_Toc526964150)

[Suggested responses to Exercise 1: Family scenario 17](#_Toc526964151)

# The National Disability Insurance Scheme Learning and Development Program

With the implementation of the National Disability Insurance Scheme (NDIS), workers in the child and family system have an important role in identifying families with disability and helping them access and navigate the NDIS. This NDIS Learning and Development Program was developed for the Department of Health and Human Services, State Government of Victoria by the Parenting Research Centre and aims to build the capacity of workers in the child and family system to improve outcomes for families with disability.

You will already be using some of the skills and knowledge covered in this course; however others might be new. Whether you’ve been working in this area for a short or long time, this course aims to build on your existing skills and knowledge to improve the outcomes of children and/or parents and carers with disability.

The program consists of four sequential eLearning courses and corresponding workbooks. The courses are designed to be completed following the NDIS 101 eLearning course. The workbooks are designed for you to work through at the completion of each course – to give you the opportunity to apply what you’ve learned to your individual work setting.

Across the four courses the NDIS Learning and Development Program will build your knowledge, skills and confidence to:

* recognise and understand disability
* understand the NDIS and the support needs of families with children and/or parents and carers with disability
* engage families in conversations about their support needs, and support them through the NDIS access, planning and implementation stages
* work collaboratively with the NDIS and other services.

# About this workbook

This workbook gives you the opportunity to apply the skills and knowledge you learned in Course 3, ‘Working in partnership with parents and carers in the NDIS’. In this course you explored how to work in partnership with parents to support them to:

* establish good relationships with their Support Coordinator, LAC, ECEI partner or other services to help them implement their NDIS plan effectively
	+ recognise and overcome barriers to their ability to implement the plan with support from their Support Coordinator, LAC or ECEI partner.

If you haven’t already completed the eLearning component of Course 3, please do so before attempting the exercises in this workbook.

|  |  |
| --- | --- |
| Microsoft Word document icon | Remember, you can download a full transcript of Course 3 under the ‘Menu’ tab on the home page of the eLearning course. |

This workbook has the following sections:

* 1. Exercise 1: Family scenario. This exercise gives you an opportunity to apply your knowledge to a fictional family scenario
	2. Resources: This is a list of practice guides and other resources that might be useful in your work with families with disability
	3. Frequently asked questions: These FAQs might be useful for you after completing this course
	4. Glossary. This is a list of definitions for key terms and acronyms used in the eLearning course

# Exercise 1: Family scenario

In the Course 1 and 2 workbooks we introduced you to a family similar to those you might encounter during your usual practice. We can now provide you with further information about this family. Read the family’s story in Box 1 and apply your learnings from Course 3 to answer the questions below. If others in your workplace are also doing this course, you might like to work through the exercises together. We’ve provided some suggested responses at the back of this workbook.

This family scenario has been produced for educational purposes. Information provided about individuals is fictitious. Any resemblance to real persons, living or dead, is purely coincidental.

## Box 1: Family scenario

|  |
| --- |
| What we already know about the family Dana has a daughter, Sienna, who is 12, and a son, Alex, who is 10. The family recently moved to a new region as a result of many years of family violence. A current intervention order is in place against Dana’s former partner, the children’s father, who has no contact with the children and who does not provide financial support. Alex has been significantly affected by the family violence perpetrated by his father and displays behaviours of significant concern. At home he is violent towards his mother and sister and has tried to harm the family dog.Alex attends the local primary school, where staff are developing strategies to manage his behaviour in the school environment. His classroom teacher and the school nurse have also raised concerns with Dana about his development, noting that he’s well behind his peers in terms of his language, literacy and numeracy skills. He also seems to have difficulty remembering things. Dana has a history of depression, anxiety and substance abuse. Having just moved regions, the family are socially isolated with no friendship networks or extended family nearby. Child FIRST has referred the family to family services for further support.After accepting the referral from Child FIRST and making contact with Dana, she has confirmed to you that Alex has an acquired brain injury (ABI). His ABI results in impulsiveness and he angers quickly. It has also become apparent to you that Dana may also have a psychosocial disability or a possible cognitive impairment. You’ve noticed Dana has difficulties following your conversations.Further information about the familyYou have now also met with Dana several times and she has revealed she has experienced mental health issues for a number of years that have significantly impacted her functioning. You have supported Dana through the NDIS access process to receive her own supports. She has developed her first plan and is starting to implement it. |

## Questions

1. Dana has many worries that she wants to share with you, such as the gas is about to be turned off. What can you do to help keep some focus on Alex’s disability support needs during your discussion?

|  |
| --- |
|  |

1. How would you explore Alex’s missed speech therapy appointments with Dana in a collaborative way?

|  |
| --- |
|  |

1. What can you do to build Dana’s capacity to implement Alex’s NDIS plan?

|  |
| --- |
|  |

1. Dana isn’t happy with the support coordination and wants to change providers. Who can you or the family approach with this concern?

|  |
| --- |
|  |

1. Alex has now been missing other appointments in addition to speech therapy. You’re concerned that Dana can’t implement Alex’s plan because of her possible psychosocial disability and your concern about her cognitive capacity. How do you raise this with Dana, and how do you adapt your practice to meet Dana’s capacity?

|  |
| --- |
|  |

1. What if you believe Alex’s plan isn’t meeting his needs, but Dana, who is the plan nominee, believes it is appropriate? What could you do to more effectively raise this concern with Dana?

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Tick icon | You can find some suggested answers to these questions at the back of this workbook. |

# Resources

## Resources for you

Here are some resources that you might find helpful when working with families with disability

### Department of Health and Human Services: Care teams

For [information on care team meetings](http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/out-home-care/care-teams)
<http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/out-home-care/care-teams>

### Department of Health and Human Services: Parental intellectual disability assessment tool

For [information on assessing disability](http://www.cpmanual.vic.gov.au/advice-and-protocols/tools-checklists/assessment-tools/parental-intellectual-disability-assessment)
<http://www.cpmanual.vic.gov.au/advice-and-protocols/tools-checklists/assessment-tools/parental-intellectual-disability-assessment>

### Locate advocacy support

[Find your nearest advocacy support](https://disabilityadvocacyfinder.dss.gov.au/disability/ndap/search) <https://disabilityadvocacyfinder.dss.gov.au/disability/ndap/search>

### Disability Services Consulting

[NDIS information, resources and tools](http://www.disabilityservicesconsulting.com.au/) <http://www.disabilityservicesconsulting.com.au/>

### NDIS: easy English NDIS fact sheets

[A range of fact sheets produced by NDIS in easy English](https://www.ndis.gov.au/people-disability/fact-sheets-and-publications#EE)
<https://www.ndis.gov.au/people-disability/fact-sheets-and-publications#EE>

### NDIS: Nominees and guardianship

For information and definitions:

* [What are nominees and guardians](https://www.ndis.gov.au/families-carers/what-are-nominees-and-guardians)
<https://www.ndis.gov.au/families-carers/what-are-nominees-and-guardians>
* [Nominees](https://www.ndis.gov.au/operational-guideline/nominees)
<https://www.ndis.gov.au/operational-guideline/nominees>
* [NDIS: Request a plan review](https://www.ndis.gov.au/participants/reviewingmyplan)
<https://www.ndis.gov.au/participants/reviewingmyplan>

### Carers’ support

For information on how to support carers and young carers

* [Carers Victoria website](http://www.carersvictoria.org.au/)
<http://www.carersvictoria.org.au/>
* [Young carers page on the Carers Victoria website](http://www.carersvictoria.org.au/how-we-help/young-carers)
<http://www.carersvictoria.org.au/how-we-help/young-carers>
* [Young carers website](http://www.youngcarers.net.au/)
<http://www.youngcarers.net.au/>
* [Young carers page on the Better Health Channel website](https://www.betterhealth.vic.gov.au/health/servicesandsupport/young-carers)
<https://www.betterhealth.vic.gov.au/health/servicesandsupport/young-carers>
* [Support for young carers page on the Carer gateway website](https://www.carergateway.gov.au/support-for-young-carers)
<https://www.carergateway.gov.au/support-for-young-carers>

## Resources to share with parents and carers

These articles and videos from [raisingchildren.net.au](https://raisingchildren.net.au/) <https://raisingchildren.net.au/> may be helpful to share with parents and carers when talking about disability.

### Articles

[Disability professionals: what to expect](http://raisingchildren.net.au/articles/disabilities_professionals_what_to_expect.html)
<http://raisingchildren.net.au/articles/disabilities\_professionals\_what\_to\_expect.html>

[Meeting with disability professionals](http://raisingchildren.net.au/articles/disabilities_meeting_professionals.html)
<http://raisingchildren.net.au/articles/disabilities\_meeting\_professionals.html>

[Your partnership with disability professionals](http://raisingchildren.net.au/articles/disabilities_working_with_professionals.html)
<http://raisingchildren.net.au/articles/disabilities\_working\_with\_professionals.html>

[NDIS plans: choosing service providers](http://raisingchildren.net.au/articles/choosing_ndis_service_providers.html)
<http://raisingchildren.net.au/articles/choosing\_ndis\_service\_providers.html>

[NDIS plans: services overview](http://raisingchildren.net.au/articles/ndis_services_overview.html)
<http://raisingchildren.net.au/articles/ndis\_services\_overview.html>

### Videos

[NDIS plans and how to use them](http://raisingchildren.net.au/articles/ndis_plan_video.html)
<http://raisingchildren.net.au/articles/ndis\_plan\_video.html>

[NDIS plans: choosing early childhood support and services](http://raisingchildren.net.au/articles/ndis_choose_support_video.html)
<http://raisingchildren.net.au/articles/ndis\_choose\_support\_video.html>

# Frequently asked questions

1. How do I access the Disability Advocacy Finder?

Sometimes your clients will need advocacy support that is beyond what you are able to offer in your role. The [National Disability Advocacy Program](https://disabilityadvocacyfinder.dss.gov.au/disability/ndap/) <https://disabilityadvocacyfinder.dss.gov.au/disability/ndap/> provides advocacy options for people with a disability. The purpose of the program is to promote, protect and ensure the full and equal enjoyment of all human rights through supporting community participation.

You might encourage a family to engage an advocate when their needs for support move beyond your role and responsibilities. For example, support in negotiating complaints processes or a legal issue, or to resolve an issue that is outside of the NDIS process relating to their disability.

1. What information should be provided by families to support an access request?

People who do not currently access disability services will need to be assessed for eligibility to access the NDIS. To do this they need to provide the NDIA with the required information to determine eligibility. Specifically they will need to provide the NDIA with evidence of their disability and any supports they need, from their doctor, specialist or any other health professionals such as therapists.

The applicant can provide evidence of their disability by having their treating doctor or specialist complete:

* the Professional’s Report section in Part F of the Access Request Form
* the NDIS supporting evidence form, and/or
	+ providing copies of existing assessments and reports.

If the applicant chooses not to use the Professional’s Report section in Part F of the Access Request Form or the NDIS Supporting Evidence Form, it is important that the information they provide (for example, assessments and reports) contains the same information that the form collects and provides evidence of a diagnosis.

1. How do I help the parent or carer to request a plan review?

Once a family starts implementing the plan, they may find it is not meeting their child’s needs. How this situation is addressed depends on the management of the plan.

If the plan is managed by a Support Coordinator, encourage the parent or carer to speak to the Support Coordinator about the services being offered under the plan – or you could speak to the Support Coordinator on their behalf if they prefer. If the plan expresses the goals and support needs of the child in general terms, this may allow for the funds to be used flexibly to meet the family’s needs.

Use your collaboration and partnership skills to help the family work out what they need (for example, brainstorm, evaluate ideas) and then support them to use their Support Coordinator to request a review. You can access a review application from the [Reviewing my plan page on the NDIS website](https://www.ndis.gov.au/participants/reviewingmyplan) <https://www.ndis.gov.au/participants/reviewingmyplan>.

1. What is the difference between a plan nominee and correspondence nominee?

A plan nominee is responsible for managing the child’s NDIS plan and liaising with the NDIA, as well as assisting in preparing and reviewing the participant’s plan.

A correspondent nominee is a secondary person with an interest in implementation of the child’s plan. They can request information and receive letters and notifications on behalf of the NDIS participant.

1. Do I need to become the nominee to contact the NDIS on behalf of the family?

No, you do not need to be the nominee to be able to contact the NDIS on behalf of the family. The NDIS allows for informal arrangements where a family member, carer or other significant person (referred to as supporters) can assist the participant to seek access to services and support.

1. What happens if I think the parent or carer is not the best placed nominee for their child’s plan.

There will be times when the parent is named as the plan nominee, but you assess that it’s not in the child’s best interests or you have safety concerns. In these instances, you will need to discuss with your supervisor the next steps in deciding what options to take, as these will depend on the level of risk and concern regarding the family.

1. What must I do if the nominee status for the child changes?

The NDIA must be notified in writing of a change in nominee as soon as practicable. If you’re unsure as to who the new nominee is, check with the family as to who it is and ask if the family has notified the NDIA of the change. If the family haven’t notified the NDIA, you can also ask if the family would like you to act on their behalf and notify the NDIA of the change. You will need to have the new nominee’s name and contact details to give to the NDIA. You may also want to contact the new nominee (with the family’s consent where possible) to check if they have notified the NDIS.

1. What if the parents are separated and don’t agree on how the NDIS plan is being implemented. What do I do?

If parents or carers do not agree on how a plan is being implemented, your course of action will depend on the circumstances, such as if Parenting or Intervention Orders are in place. Here are some options to work through.

With permission from the primary carer, offer to set up a mediation meeting to discuss the concerns between the parents. It will be important to invite the NDIS Support Coordinator. It will also be important to establish clear expectations on how the meeting will run and how communication will be handled (for example, being respectful, waiting for others to finish their sentence). You will be an important role model in demonstrating these skills and behaviours.

Prior to the meeting, support the parent to practice what they want to say and help them identify the outcome that they would like to achieve, and the minimum point that they would accept.

In these situations, it’s important to establish an agreed communication plan, so all parties involved in the child’s care are kept informed and involved in any decisions relating to the child’s plan.

If parents are unable to agree and this is impacting on the implementation of the child’s NDIS plan, you should speak with your supervisor on the next steps to take.

1. The parent or carer is having trouble finding a suitable service. How can I help?

The Support Coordinator is funded to provide support in implementing the NDIS plan. If a parent or carer is having trouble finding a suitable service, support them to speak with their Support Coordinator or Local Area Coordinator if they do not have a Support Coordinator. Your role is not to find services for the family but support the family to access the disability services available to them. You may want to contact the Support Coordinator on behalf of the family if you and the parent or carer believe that would be helpful in coordinating and discussing services that are needed.

1. I have a young carer who needs support. Where can I contact?

Young carers are under a range of stresses in managing their roles. Work, study, financial hardship and social isolation are a few factors that face young carers.

There are many agencies that provides support to young carers. Support the young carer to investigate services and supports available to see which best suits their needs. Below is a list of services.

Carers Gateway is a federal government initiative that offers advice, services and support to all carers, with a focus on young carers. For more information, see [Support for young carers](https://www.carergateway.gov.au/support-for-young-carers) <https://www.carergateway.gov.au/support-for-young-carers>.

Carers Victoria provides information, referral and support across a range of areas, such as bursary programs for education, counselling, respite and scholarships. For more information, see Young carers on the Carers Victoria website <http://www.carersvictoria.org.au/how-we-help/young-carers>.

Other services include:

* [Young Carers](http://www.youngcarers.net.au/)
<http://www.youngcarers.net.au/>
* [Better Health Channel – Young carers](https://www.betterhealth.vic.gov.au/health/servicesandsupport/young-carers)
<https://www.betterhealth.vic.gov.au/health/servicesandsupport/young-carers>.
1. Even with my involvement and support, the child continues to miss scheduled appointments. What can I do?

If the parent or carer continues to not take a child to the appointments, and you believe the child’s safety and development is at risk of harm from not attending these appointments, follow your normal operational pathways for the referral of this family.

If the child’s safety and development is not at risk of harm, work with the parent or carer to address barriers to their attending appointments or meetings or look at how the funding can be used flexibly to support the family to get the child to appointments (for example, support worker to take the child to an appointment or engaging outreach services).

1. What happens when a family move outside the NDIS area?

If a family moves into an area where the NDIS is not yet available, the family will not receive support under the NDIS. The family will need to wait until the NDIS is available locally before they can apply to access NDIS services and funding again. Local DHHS offices and early intervention services are available until the NDIS rolls out in the new area.

# Glossary

|  |  |
| --- | --- |
| Access Request Form (ARF) | Anyone wanting to access the NDIS has to complete an Access Request Form (ARF) to confirm their identity and answer questions about their disability and the impact on their daily life. |
| Acquired brain injury (ABI) | Acquired brain injury (ABI) is an injury caused to the brain since birth – for example, as the result of a fall, road accident, tumour or stroke. |
| Active listening | Active listening skills are key to building trust and rapport in a collaborative relationship, and include asking open-ended questions, paraphrasing and summarising, checking for understanding, and that your language and body language is appropriate in the cultural context that you’re working in. |
| Administrative Appeals Tribunal (AAT) | The Administrative Appeals Tribunal (AAT) reviews decisions made by Australian Government ministers, departments and agencies including the NDIA. |
| Advocating | Advocating means giving a voice to a person who might not be able to represent themselves. |
| Care Services | Care Services (formerly Out-of-home care) refers to the living arrangements for children and young people who cannot live in their family home. These arrangements can be temporary, medium or long term and include foster care, kinship care, permanent care or residential care. |
| Care team | A care team is as a group of people who jointly care for a child and includes the child’s carers and all professionals involved with them. A care team is required for every child in out-of-home care, except for those in permanent care and adoption placements. |
| Carer | The term carer has a particular meaning in the context of disability. A carer is the person responsible for the majority of the day to day care of a person with additional needs. A carer can be a parent, partner, grandparent, kinship carer, foster carer, child, sibling, friend, or guardian. When a child is caring for a parent with disability, they’re called a young carer. Carers are not paid support workers. Some families have more than one person with disability, so a carer might be caring for more than one person. |
| Carer Statements  | Carer Statements give carers the opportunity to tell the NDIA about the care they provide – for example how often they provide care, for how long and the level of support they provide. |
| Checking for understanding | Checking for understanding gives the parent or carer the opportunity to know that you have a shared understanding or not. |
| Child and family system (CFS) | The child and family system (formerly Children Youth and Families (CYF) division of DHHS) includes: Child and Family Services, Care Services (formerly Out-of-home care) and Child Protection. |
| Children Youth and Families (CYF) | Children Youth and Families (CYF), now known as the child and family system (CFS). |
| Choice and control | Choice and control means people with a disability are able to make their own decisions about what, where, how and by whom their supports are provided. It gives them greater decision-making power and places them at the centre. |
| Correspondence nominee | Correspondence nominee is a narrower role than that of the nominees. The role does not allow for changes to the NDIS plan or funds management, however they can receive correspondence and make requests regarding the NDIS participant. |
| Early Childhood Early Intervention (ECEI)  | The Early Childhood Early Intervention (ECEI) approach replaces the Victorian government Early Childhood Intervention Services (ECIS) in NDIS rollout areas.  |
| Early Childhood Intervention Services (ECIS)  | Early Childhood Intervention Services (ECIS) are being replaced by ECEI in NDIS rollout areas. |
| Families with disability | In this course, we refer to ‘families with disability’. This will be used to refer to families with a parent or carer with disability; families with one or more children with disability; families with both a parent and child with disability; and carers with legal responsibility for children with disability. |
| Family-centred | Family-centred means putting families at the centre of decisions and seeing parents and carers as being experts in their child’s life. |
| Functional impact  | Functional impact is the impact of the disability or condition on the person’s life, including any impact on mobility, communication, social interaction, learning, self-care and self-management. |
| Information Linkages and Capacity Building (ILC)  | Information Linkages and Capacity Building (ILC) is an important part of the NDIS. It provides grants to organisations to undertake activities in the community for people with disability and their families. The aim of ILC is to build the capacity of the community to become more inclusive of people with disability and to enable people with disability to become more connected to their local community. |
| Intellectual disability  | Intellectual disability involves problems with mental abilities that affect how a person learns and functions in everyday life, including difficulty understanding new or complex information and learning and applying new skills. A diagnosis of intellectual disability involves formal testing. This can be done by a psychologist. |
| Internal review | A participant or parent or carer can request an internal review if they're unhappy with a plan. A senior NDIA staff member will decide whether to review the NDIS plan based on the information provided. |
| Learning difficulty | A learning difficulty refers to challenges that a person may experience in learning new skills or knowledge that would not be considered at the same level for someone at the same stage of development. |
| Local Area Coordinators (LAC) | Local Area Coordinators (LACs) work for local organisations in partnership with the NDIA, to help participants, their families and carers access the NDIS. LACs will help participants write and manage their plans. They will also connect participants to mainstream services and local and community-based supports. |
| National Disability Insurance Agency (NDIA) | The National Disability Insurance Scheme (NDIS) is administered by the National Disability Insurance Agency (NDIA).  |
| National Disability Insurance Scheme (NDIS) | The National Disability Insurance Scheme (NDIS) is a single, national scheme that funds reasonable and necessary support to help people with disability reach goals throughout life. It also supports carers of people with disability. It replaces the state-based disability services previously run by the Victorian Department of Health and Human Services. |
| NDIA-managed budgets | These are budgets managed by the NDIA. The invoices are submitted to the NDIA and they pay the providers directly. Providers must be registered with the NDIS in this option. |
| Neurological disability | Neurological disability is caused by damage to the nervous system (including the brain and spinal cord) A person might have difficulty with memory, motor skills, speech, language, or organisational skills. |
| Nominee  | A nominee acts on behalf of the plan participant. They can be nominated by the participant or NDIA. |
| Open-ended questions | Open-ended questions give you more information than a 'Yes' or 'No' answer. Questions usually start with 'What' 'Where' 'Why' and 'How'. |
| Ordinary life | An ordinary life means having access to things like community, education, employment, and choosing who it is you want to be involved in your life. |
| Out-of-home care (OOHC) | Out-of-home care (OOHC) is now known as Care Services. |
| Paraphrasing | Paraphrasing is using your own words to reframe what you’ve heard, and also helps show parents and carers that you’re listening. |
| Permanent impairment/functional capacity | The disability or condition needs to be, or be likely to be, permanent. It also needs to result in a substantially reduced ability to communicate, interact socially, learn, get around, look after yourself, and organise your life. |
| Physical disability  | Physical disability affects a person's physical capacity and/or mobility. |
| Plan management provider | These are organisations who will manage the funds and pay providers on behalf of the person with disability. This method allows use of registered and non-registered providers. |
| Problem solving  | Problem-solving involves collaborating with others to think of ideas together, and then considering the pros and cons of each, and selecting the best option.  |
| Psychosocial disability  | Psychosocial disability is a term used to describe a disability that may arise from a mental health issue. Not everyone who has a mental health issue will have a psychosocial disability but for those that do, it can be severe and longstanding. |
| Reasonable and necessary supports | The NDIS funds reasonable and necessary supports which means support must be directly related to the functional impact of the participant’s disability. All plan goals and supports must relate to the impact of the disability on the participant’s life. |
| Reflecting  | Reflecting a person’s feelings demonstrates that you are listening and understanding the parent or carer’s emotional state. |
| Self-managed budgets | A person can choose to self-manage all or some of the budgets in an NDIS Plan. The NDIS will pay the participant (or their nominee) directly who will then pay the providers. |
| Sensory disability | Sensory disability is a disability of the senses – sight, hearing, smell, touch, taste. It can affect how a person gathers information from the world around them. |
| Strengths-based | Strengths-based working is about using parents’ and carers’ skills to achieve goals or changes in behaviour.  |
| Summarising | Summarising builds on what a parent has said and helps you check that you have understood the parent or carer. |
| Support coordination  | Support coordination helps participants choose and access service providers and implement their plan. |
| Support Coordinator  | A Support Coordinator is a person who helps participants choose and access service providers and implement their plan. |
| Team leader | Your team leader is your line manager or supervisor; the person who supports you in your role. |
| Victorian Aboriginal Community Controlled Health Organisation (VACCHO) | The Victorian Aboriginal Community Controlled Health Organisation (VACCHO) is the peak body for the health and wellbeing of Aboriginal people living in Victoria. VACCHO can support organisations in the child and family system to become culturally competent when working with Aboriginal and Torres Strait Islander people and families with disability. |
| Working collaboratively | Working collaboratively is about working in partnership, recognising the other person's strengths and skills, and not seeing yourself as the expert.  |

# Suggested responses to Exercise 1: Family scenario

|  |
| --- |
| 1. Dana has many worries that she wants to share with you, such as the gas is about to be turned off. What can you do to help keep some focus on Alex’s disability support needs during your discussion?

Acknowledge Dana’s concern about the issues with her gas and allocate time to problem solve and identify what can be done to assist. After addressing this issue ensure that you return to focus on how Alex’s NDIS plan is working and any issues Dana is encountering. 1. How would you explore Alex’s missed speech therapy appointments with Dana in a collaborative way?

Be specific and describe what you’re observing: ‘Dana, you’ve indicated that Alex has missed several of his Speech therapy appointments. Is there something getting in the way of him getting to these appointments?’Summarise Dana’s reply to check that you’ve understood her. Reflect Dana’s feelings so she knows that you are supporting her: ‘I appreciate it’s hard to keep appointments when there are lots of other things going on and you’re feeling under pressure meeting many of Alex’s needs.’Ask how Dana would like things to be different to meet Alex’s needs as specified in the NDIS plan.Ask Dana if she would like you to contact or organise a meeting with the Support Coordinator to discuss how Alex’s therapy can be provided in a way that meet’s the family’s needs. 1. What can you do to build Dana’s capacity to implement Alex’s NDIS plan?

You could work with Dana to help her gain the support she needs to build her parenting capacity including her capacity to work with Alex’s Support Coordinator and disability providers. Dana may also benefit from an assessment to determine whether she has a disability that is eligible for NDIS participation and supports. 1. Dana isn’t happy with the support coordination and wants to change providers. Who can you or the family approach with this concern?

Confirm you understanding of Dana’s concerns. Support Dana to contact the Support Coordinator and discuss her concerns or ask if she would like you to support her. Represent Dana and keep her involved in the decision making. Consult a disability advocacy service where needed.If the situation can’t be resolved, check with Dana if she would like you to contact the NDIS to discuss options.1. Alex has now been missing other appointments in addition to speech therapy. You're concerned that Dana can’t implement Alex’s plan because of a possible psychosocial disability and your concern about her cognitive capacity. How do you raise this with Dana, and how do you adapt your practice to meet Dana’s capacity?

Share your concern with Dana about Alex missing his appointments.Use simple language.Check with Dana about why Alex is missing appointments. What is she struggling with? Ask how you can support Dana to get Alex to his appointments.Give small bits of information.Work with Dana on how you can help her remember appointments, such as acalendar reminder or use of a visual chart.Practice with Dana how she will remember Alex’s appointments.A referral to Integrated Family Services may be required to support Dana’s parenting capacity including her capacity to work with Alex’s Support Coordinator and disability providers. Dana may also benefit from an assessment to determine whether she has a disability that is eligible for NDIS participation and supports. 1. What if you believe Alex’s plan isn’t meeting his needs, but Dana, who is the plan nominee, believes it is appropriate? What could you do to more effectively raise this concern with Dana?

Be specific and describe your concern: ‘Dana, I’m concerned that Alex isn’t reaching his goals in the plan. I’ve noticed that his speech hasn’t improved from when he first started his sessions. What have you noticed?’.Summarise Dana’s thoughts and reflect her feelings.Ask Dana if she would like you to arrange a meeting with the Support Coordinator. |