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| Care Services workbook  Course 3: Working in partnership with parents and carers in the National Disability Insurance Scheme |
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# 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 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 with a 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 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.

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| 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 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. 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

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| Alex, aged 10, resides in foster care, subject to a family reunification order. Prior to care entry, Child Protection received reports of escalating family violence perpetrated by Alex’s father.  Alex was first placed on an Interim Accommodation Order with his maternal aunt Lisa, when Child Protection was notified that Alex’s father physically assaulted Alex’s mother (Dana) and Alex was found by police in his room hyperventilating. However, the placement subsequently broke down after 6 months, with Lisa reporting challenging behaviours including attempts to harm the family cat and threats to harm her, resulting in significant carer stress. Alex has now resided in his foster placement for three months, the carers are experienced and likely to provide care for as long as needed. He continues attending his original school.  Alex’s classroom teacher and the school nurse had previously raised concerns with Dana and then with Lisa about his development, noting that he’s well behind his peers in terms of his language, literacy and numeracy skills. He also seemed to have difficulty remembering things. The school also developed management strategies in response to aggressive behaviours which included striking and pushing classmates, primarily when he was working on activity sheets and when interacting with groups of children. These behaviours escalated in the year leading up to his entry into out-of-home care.  During your work with the family it is confirmed 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 have a psychosocial disability as a result of the trauma she has experienced, and appears significantly impacted by her mental illness.  A Family Reunification Order is in place. Child Protection has ongoing concerns around Dana’s capacity to protect Alex from harm and to meet his developmental and safety needs.  Dana is engaging with Family Services to receive supports around her parenting skills development and is also receiving help from a Family Violence specialist to address her recent trauma and reduce her vulnerability. Family reunification remains the objective although friction exists due to Dana’s difficulty managing court conditions and appointments such as confusing weekly schedules and the conditions of contact. She is deeply apologetic for this inconsistency and otherwise presents as very amenable to working with Child Protection and Care Services. |

## Questions

1. With Alex in foster care, should the foster carers be made the plan nominees?

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1. Who are the key people to be involved in any NDIS engagement/planning?

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1. What type of supports can be brought in to support those involved in Alex’s care?

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1. In meeting with Dana about the reunification plan, Dana has many worries that she wants to share with you, such as the gas is about to be turned off. How do you ensure your discussion stays on track?

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1. Alex’s carer is concerned about the quality of support coordination. How will you work to resolve this?

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1. What would you do if you believe Alex’s plan isn’t meeting his needs, but Dana believes it is appropriate? How would you raise this concern with her?

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1. Dana remains Alex’s plan nominee and you have concerns about how Dana understands Alex’s NDIS plan. How do you raise this with Dana, and how do you adapt your practice to meet Dana’s capacity?

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| 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/search) <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 parent or carer 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 or carer 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 in 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 parent or carer hasn’t notified the NDIA, you can also ask if they 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. 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 services available to them. You may want to contact the Support Coordinator on behalf of the family if you and the parent 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. The child has been placed in out-of-home care. Who is responsible for advising the NDIA?

The current plan nominee holds responsibility for advising the NDIA of the change in nominee. Check with the current nominee if they have advised the NDIA or when they plan to, if they have not.

If the nominee does not advise the NDIA, ask for consent from the current nominee to advise the NDIA of the change of nominee.

1. Even with my involvement and support, the child continues to miss scheduled appointments. What can I do?

If the family continue 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 family 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 Department of Health and Human Services offices and early intervention services are available until the NDIS rolls out in the new area.

# Glossary

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| 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 or 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

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| 1. With Alex in foster care, should the foster carers be made the plan nominees?   Whoever has primary parenting responsibility will generally be the plan nominee. As Dana maintains parental responsibility for Alex she will be the plan nominee. However, if you feel that Dana does not have the capacity to manage the interactions with the NDIS and manage Alex’s NDIS plan, it should be recommended to Dana that Alex’s Care Services caseworker become the plan nominee, while Dana and the interim foster carers are correspondent nominees. The NDIA will need to be notified in writing of all changes to a plan nominee as soon as they are agreed.   1. Who are the key people to be involved in any NDIS engagement/ planning?   It will be important that Dana, Alex’s carer and the Care Services case manager are involved in NDIS engagement and planning.  Understanding the potential supports available through the NDIS is important, including additional assessments that may be required to inform planning. The Care Services case manager may need support from the Department of Health and Human Services Principal Disability Practice Advisor to engage with the NDIS. Foster carers may benefit from behaviour and communication consultation, and the case manager will likely benefit from disability skills development and knowing more about coordinating the supports.   1. What type of supports can be brought in to support those involved in Alex’s care?   Alex’s foster carer will likely benefit from ongoing support including disability skills development and knowing more about coordinating and implementing the supports that may be contained in his NDIS plan such as a behaviour management plan.  Given family reunification is the objective, Dana’s psychosocial disability needs will also need to be addressed to ensure that reunification can be achieved. Assessments for Dana’s potential NDIS access and planning could be supported by her Family Violence worker.   1. In meeting with Dana about the reunification plan, Dana has many worries that she wants to share with you, such as the gas is about to be turned off. How do you ensure your discussion stays on track?   Acknowledge Dana’s concern.  Allocate time to problem-solve and identify solutions (for example, appropriate referral).  Stay positive.  Focus on solutions and needs of child with a disability.   1. Alex’s carer is concerned about the quality of support coordination. How will you work to resolve this?   Confirm you understand the carer’s concerns about the support coordination Alex is receiving. Find out what is not working. Refer to the service agreement that will have been established with the support coordination provider. The service agreement will outline their responsibilities and the specifics of the supports they will provide. There should be a complaints handling process contained in the service agreement that you can help the carer to utilise. If the issues that Alex’s carer is concerned about are not resolved through the support coordinator’s internal complaints process, then the NDIA should be contacted.   1. What would you do if you believe Alex’s plan isn’t meeting his needs, but Dana believes it is appropriate? How would you raise this concern with her?   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.  Advise Dana that it is in the best interests of Alex that the plan be implemented effectively.  Convene a care team meeting to discuss your concerns directly with the support coordinator and ensure Dana understands why this is being undertaken.  Involve the foster carer in discussions about whether or not Alex’s plan is meeting his disability support needs.   1. Dana remains Alex’s plan nominee and you have concerns about how Dana understands Alex’s NDIS plan. How do you raise this with Dana, and how do you adapt your practice to meet Dana’s capacity?   Be specific and state your concerns clearly and objectively to Dana.  Organise a meeting with Alex’s Support Coordinator and support Dana both before and during the meeting. Before the meeting practice with Dana what she might ask to help her better understand Alex’s plan and how it is being implemented. Regularly check in with Dana for her understanding of the NDIS plan.  Get agreement from all parties on a communication platform to maintain information on appointments, outcomes and plans.  Regularly check in with all parties that they are informed of the NDIS plan implementation. The timing will depend on how often the child accesses services or as defined by the parents/carers.  If a nominee change needs to be made, ensure the NDIS is kept updated on changes to the plan. You can support Dana to do this or ask if she would like you to advocate on her behalf. |