



**Limbs 4 Life™**  
Empowering Amputees

**The National Disability Insurance Scheme  
(NDIS) Guide and Planning Workbook  
for  
Amputees and Children with Limb  
Difference**

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## Information

Limbs 4 Life is happy to talk to you anytime about the National Disability Insurance Scheme (NDIS)

## Contact Limbs 4 Life

**Phone:** 1300 782 231  
**Email:** [info@limbs4life.org.au](mailto:info@limbs4life.org.au)  
**Website:** [www.limbs4life.org.au](http://www.limbs4life.org.au) / [www.limbs4kids.org.au](http://www.limbs4kids.org.au)  
**Facebook:** [www.facebook.com/Limbs4Life/](https://www.facebook.com/Limbs4Life/)  
**Twitter:** [@limbs4LifeInc](https://twitter.com/limbs4LifeInc)

## Contact the NDIS

**Phone:** 1800 800 110  
**Website:** [www.ndis.gov.au](http://www.ndis.gov.au)  
**Email:** [enquiries@ndis.gov.au](mailto:enquiries@ndis.gov.au)

### TTY users:

**Phone:** 1800 555 677 then ask for 1800 800 110

### Speak and Listen (speech-to-speech relay):

**Phone:** 1800 555 727 then ask for 1800 800 110

### Translating and Interpreting Service (TIS):

For people who need help with English phone 131 450

### Internet Relay Users:

Visit the National Relay Service website ([www.relayservice.gov.au](http://www.relayservice.gov.au)) and ask for 1800 800 110

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## Glossary of Terms

The National Disability Insurance Scheme (NDIS) is a new way of providing support and assistance to people with disabilities. The NDIS has its own language to describe things. We hope this Glossary of Terms will help you to understand the NDIS language, and other words, used in this document.

<b>Assistive Technology (AT)</b>	AT relates to specialised equipment that you will need to achieve your goals (e.g. a wheelchair, prosthetic device, IT product).
<b>Amputee</b>	A person (adult or child) who has had a limb/s amputated.
<b>ECEI</b>	Early Childhood Early Intervention (ECEI) Approach is how the NDIS is delivering early childhood intervention for children with disability or developmental delay under 7 years.
<b>Informal supports</b>	As an NDIS participant you may wish to access informal supports from people you know (family, friends). Or, it could be someone who has the same or similar lived experience as you (e.g. a Limbs 4 Life trained Peer Support Volunteer; peers being people who have a similar disability, can relate to your circumstance and share their own personal journey with you).
<b>Limb Deficiency</b>	The term 'limb deficiency' will often be used in the context of NDIS rather than the term 'limb difference'. This is because 'limb deficiency' is a medical term for children who are born with a congenital limb difference. Because of this the term limb deficiency, rather than limb difference, is used throughout this Guide.
<b>NDIA</b>	The National Disability Insurance Agency (NDIA) is an independent statutory agency, whose role is to implement the National Disability Insurance Scheme (NDIS).
<b>NDIS Local Area Coordinator (LAC)</b>	An NDIS staff member who approves your NDIS plan.
<b>NDIS Participant</b>	An individual with a disability who receives a plan under the NDIS.
<b>NDIS Planner</b>	An NDIS staff member who will help you to create your NDIS Plan.
<b>NDIS Provider</b>	A registered provider is an individual or organisation delivering a support or a product to a NDIS participant (e.g. a prosthetist, physiotherapist, occupational therapist, person who may provide support in the home or garden) who has passed the quality and safeguards requirements to deliver services.
<b>NDIS Plan</b>	The NDIS document that outlines your goals, equipment and supports.
<b>NDIS Support Coordinator</b>	An individual who can provide assistance linking NDIS participants with the right providers which meet their needs.
<b>Physical disability</b>	The NDIS refers to people with limb loss or children with a limb deficiency as having a 'physical disability'.
<b>You</b>	We use the term 'you' or 'I' throughout this Guide, meaning you as an amputee or parent of a child with limb deficiency or young person. It also refers to an NDIS participant.

# 1. Introduction to the National Disability Insurance Scheme (NDIS)

The National Disability Insurance Scheme (NDIS) is the biggest social reform of our lifetime. It's aimed at about changing attitudes and supporting people with disability to fully participate in the community - socially and economically.

The NDIS:

- is a national system
- is available to people with a permanent and significant disability or developmental delay under the age of 65 years
- connects with other sectors such as health, aged care, education and housing (mainstream services)
- is administered by a Commonwealth statutory authority, the National Disability Insurance Agency (NDIA)
- has no impact on the Disability Support Pension and is not mean tested
- is meeting unmet needs (e.g. equipment, home modifications, transport, care)
- is providing NDIS participants with purchasing power, and choice and control.

The NDIS is different to other state/territory-based systems because:

- instead of equipment and services being determined by a set financial budget, you can make choices about the products, services and support providers that will best meet your goals
- it gives you with more control because you have a say in who provides your care , the services you need to help meet your goals
- you are the consumer with individual funds to purchase supports and services
- the NDIS funded supports are based on your social and economic goals and what you need to achieve those goals across your lifetime.

The NDIS was established to address the gaps in government disability and equipment funding.

## Support from Limbs 4 Life

Since the NDIS began, Limbs 4 Life has worked to ensure that all amputees, parents and their children with limb deficiency are equipped with information and support. We're here to help you to prepare for entry into the NDIS, and after you enter the scheme.

## About this Guide

This Guide has been put together to help amputees and parents of children with limb deficiency entering, or already a Participant in, the NDIS to prepare and plan for their support needs. We've put together practical ideas, tools and examples to help you.

Every NDIS plan will be different – the NDIS is based on your individual needs, goals and aspirations. What you need will also depend on your lifestyle, your environment and your circumstances. ***The NDIS wants you to think about what you want to achieve in your life, and then work out what you need in order to get***

**there.** For some people, that might mean being more active in the community, getting a job, being independent and/or having more support at home.

Your NDIS Planner will work with you to write your goals and then help you break them down into steps that can take place over the next 12 to 24 months. That might mean funding for prosthetic limbs, home or vehicle modifications, assistance with homecare needs, and access to allied health support.

This Guide and the Checklists / Workbooks (at the end of this Guide) are designed to assist people to get the most out of the NDIS, and help you to prepare for NDIS conversations and planning.

## 2. The NDIS for amputees and children with limb deficiency

### What is the NDIS?

The NDIS provides people with a disability with funding to achieve their goals. With support from the NDIS you can choose how, where and when you get supports. It puts people with disability at the centre of the system.

Key elements of the NDIS for people with disability are:

- *A lifetime approach.* Long-term funding, ensuring that changes can be made to a person's plan if their needs or circumstances change.
- *Choice and control.* Increased control and flexibility around how and when people select the supports they need and receive.
- *Social and economic participation.* Assisting people to live a meaningful life in their community that reflects their goals.
- *Focus on early intervention.* Investment in remedial and preventative supports to enhance quality of life outcomes.

### What the NDIS might mean for you?

When entering the NDIS you will need to think about what you want to achieve in your life (set goals), and then work out what you need to get there. This information will help to create your 'NDIS plan'. For example, you may want to: increase your independence, have greater access to the community, get back to work, receive support to help with learning, or be more active in terms of recreation and leisure.

### What are 'reasonable and necessary' and 'value for money' supports?

The NDIS will only fund supports they deem are 'reasonable and necessary' and represent 'value for money'.

The NDIS uses a set of criteria to determine this, such as:

- that the supports are effective and beneficial given your goals, needs and circumstances
- represent value for money by assessing what you have requested against other options
- what is reasonable to expect of family, carers and/or other informal supports.

This approach helps the NDIS ensure they only pay for things that will help you achieve your goals and not the things that you should be able to get from others or for less money. The NDIS use systems and tools designed to ensure consistency, fairness and objectivity when assessing plans. And, if necessary, the NDIS will also call on external specialists for advice too.

For example, your NDIS Planner may seek evidence (proof) that the assistive technology (prosthetic device) requested will best meet your needs, assist you to achieve your goals and is value for money. This means that your provider, in this case a prosthetist, needs to prepare a detailed assessment with evidence (supporting documentation) outlining why the prosthesis you want meets the NDIS funding criteria. The NDIS Planner may also request a second opinion if the quote for that assistive technology device is expensive.

## What equipment, services and support will the NDIS fund?

The NDIS provides ongoing funding for all 'reasonable and necessary' disability equipment, care and support services over an individual's life. Supports and services should help people with disability have the same things in life as other people, like somewhere to live, a job, hobbies and the company of families and friends. Supports and services fall into three categories: core, capital and capacity building.

**Core support** for everyday activities (4 categories):

1. assistance with daily living (e.g. showering)
2. transport (e.g. specialised transport to access the community, employment or studies)
3. consumables (e.g. prosthetic liners, gels or lubricants)
4. social and community participation (e.g. classes and learning programs).

**Capital support** for accommodation, modifications or equipment (4 categories):

1. assistive technology (e.g. prosthetics, wheelchairs and mobility aids - including assessment, delivery and maintenance costs)
2. home modifications (e.g. installation of handrails, anti-skid resistant flooring or ramps)
3. vehicle modifications (e.g. installation of spinner knobs or left foot accelerators)
4. Specialist Disability Accommodation (i.e. housing for people with extreme functional impairment).

**Capacity building support** to build your skills (9 categories):

1. coordination of supports (e.g. paying for a Support Coordinator)
2. improved living arrangements (e.g. assistance to find a suitable rental property)
3. increased social and community participation (e.g. access to community or group activities)
4. finding and keeping a job (e.g. job interview preparation)
5. improved relationships (e.g. social skills development or behavioural support planning)
6. improved health and wellbeing (e.g. use of an exercise physiologist to increase physical activity)
7. improved daily living (e.g. assessments and sessions with a physiotherapist or occupational therapist)
8. improved life choices (e.g. training to self-manage your NDIS plan)
9. improved learning (e.g. assistance to access and retain study or training).

## How is NDIS funding managed?

When it comes to NDIS funding, you have four choices.

### 1. Self-management

If you chose to self-manage your NDIS plan, you will be responsible for sourcing and arranging your supports, managing your budget, making payments and keeping records of all the purchases which relate to your plan. If you 'self-manage' you are required to open a separate bank account, receive and pay your invoices and claim payments back via the NDIS portal. The benefit of self-managing your funds is that you can select the provider of your choice. For example, you may wish to use the same gardener who has mowed your lawn for years.

### 2. Plan-managed

Engaging someone else to manage your NDIS plan or part of your plan means that you will entrust your funds to a registered Plan Manager who will pay providers for you, help keep track of funds, and takes care of financial reporting.

### **3. National Disability Insurance Agency (NDIA) Plan Management**

Under this option the NDIA pays providers on your behalf. You can arrange which supports you want and choose the service providers you want to use, and the NDIA will help to connect you with providers and pay them directly. Remember, if the NDIA is managing your funding, all service providers must be registered with the NDIA.

### **4. Combination of Plan Managements**

Using a combination of the above Plan Management options will enable you to manage some aspects of your NDIS plan (e.g. you manage capital supports and the NDIA manages core supports).

### **What are 'goals'?**

The NDIS will ask you to think about your goals - generally the social and/or economic goals you want to achieve in life. Social goals generally relate to accessing, using and participating in the community around you. Economic goals relate to participating in work, study or training. Goals relate to what you want to achieve, the work or support needed to help get you there, and the time needed to achieve it.

### **What are 'Early Childhood Early Intervention Services'?**

The Early Childhood Early Intervention (ECEI) Approach is how the NDIS is delivering early childhood services for children with disability or developmental delay under 7 years. It gives children quick access to support, tailored to their needs. The support might be equipment, emotional support or referrals to other services such as community health services, playgroups or peer support groups.

If eligible for ECEI support the NDIS staff will team you up with a partner (called an 'Early Childhood Partner') in the local community to provide assistance, advice and access to services that are right for your child. A child can be receiving NDIS support (e.g. funding for a prosthesis) as well as ECEI support. Some examples of support could be: occupational therapy, speech therapy, physiotherapy, specialised care to provide parents/carers with a break, behaviour support, or nutrition advice.

There are different arrangements for children aged over 7 years. Contact the NDIS to learn more – [www.ndis.gov.au](http://www.ndis.gov.au)



### 3. NDIS eligibility

#### Who is eligible for the NDIS?

- aged under 65 years of age
- have a permanent disability or a developmental delay
- an Australian citizen, or hold a permanent visa or Protected Special Category visa
- need support from a person or equipment to do everyday activities.

To determine if you are eligible for the NDIS call 1800 800 110 or visit [www.ndis.gov.au](http://www.ndis.gov.au)

#### What happens if I'm aged 65 years?

People who are aged 65 and over will be eligible for care and support under the current My Aged Care system. Amputees aged over 65 will still receive access to state and territory government limb scheme funding.

If you're under 65 when you enter the scheme but then turn 65 afterwards, you'll be able to choose whether you stay in the NDIS or enter the aged care system.

#### What if I have more than one disability?

NDIS funding is based on evidence of disability and need. So, if you need different supports because you have more than one disability this will be considered.

That means if you are an adult or child with limb loss person with limb loss/difference who has been diagnosed with another type of disability (e.g. autism, cerebral palsy, epilepsy, psychosocial – mental health or others), you will be funded for supports related to all of your disabilities.

## 4. NDIS planning process

After you have been approved as eligible for the NDIS and receive your participant number there are six steps involved in developing your NDIS plan.

### 1. Understanding your current supports

To get ready for your planning meeting, think about your current supports (if you are receiving them) and who provides them, and what supports and services you may need to achieve your goals.

### 2. Preparing for your planning meeting

Bring along any relevant reports or assessments as it helps the NDIS to understand the types of supports you need. Completing the workbook at the end of this Guide can assist you. And there are planning materials on the NDIS website too.

### 3. Attending a planning meeting to create your NDIS plan

Attending a planning meeting, either in person or over the phone, is the best way for the NDIS to gather all your information together. An ECEI Coordinator, Local Area Coordinator or NDIS Planner will attend these meetings. Sometimes it will involve more than one meeting. This meeting helps in developing the best plan for you. During the meeting you will discuss the goals, activities and tasks you want to achieve. Identifying goals, activities and tasks are a very important part of your NDIS plan and helps to decide what you need to achieve these.

### 4. Receiving your approved plan

The ECEI Coordinator, Local Area Coordinator or NDIS Planner will talk to you about how long it will take to get your approved NDIS plan and the next steps you need to take. The NDIA must approve your plan first, then the staff member you have been meeting with will give it to you in person or mail a paper copy to you. If you think that a decision in your plan is wrong you can request a review.

### 5. Using your plan

When you have your plan, you need to understand the different budgets and who can help you to start using your plan, and how your plan is managed. You may have requested funding for a Support Coordinator to assist with all of this. It is now up to you to choose what supports and services you need to achieve your goals, who provides them and when and where they are delivered.

### 6. Reviewing your plan

Plans are usually reviewed every 12 or 24 months. You should be contacted six weeks before your plan ends to discuss a review. The plan review is a chance to reflect on what you have achieved and what you need in a new plan. If your needs or circumstances change before the end of a plan you can request for a plan review.

There is lots of detailed information about the NDIS process on the website – [www.ndis.gov.au](http://www.ndis.gov.au)

## What is involved in NDIS planning meetings?

Your NDIS planning meeting involves you and your NDIS Planner. If you are the parent of a child with a limb deficiency you may also want your child involved in the meetings and discussions. You can also bring a family member, friend or another advocate to the meeting for practical or emotional support. Your meeting will generally cover the following areas:

1. **Your goals.** Talk about how living with limb loss (and any other disabilities you may have) affects you in terms of day-to-day life, family, living arrangements, social activities, studies, work, and/or health.
2. **Planning.** It's a chance for your NDIS Planner understand your needs and your current situation. It's a time to talk about the supports and services, as well as assistive technology such as prosthetics, you are currently using. Or talk about what you need to achieve your goals.
3. **Budget.** A budget will be attached to the supports identified in your NDIS plan. This is a time to determine how you want your funding managed.
4. **Your NDIS plan.** Your NDIS plan is developed, written up and shared with you.
5. **Implementing your NDIS plan.** At this stage you will have received and agreed to your NDIS plan. The next step is to choose your service providers (e.g. prosthetist, physiotherapist, occupational therapist, gardener etc). You don't have to do this alone – your Support Coordinator can assist.

## Should I make and keep notes?

When you attend an NDIS Planning Meeting (either in person or over the phone) it's a good idea to make notes, list who was at the meeting and any actions that were discussed. You may want to use the following headings so that you keep track of what you talk about and decide upon during the meeting. You may want to have the completed Checklist and Workbook (at the end of this Guide) with you as well or use one provided on the NDIS website.

1. Date and location of the meeting
2. Attendees (the names of the people at the meeting)
3. Goals discussed
4. Information or documents needed to be used in future meetings or to help in decision making
5. Who is going to do what (e.g. who will contact your Prosthetist who will find out about daily living supports, who will look into recreation activities in your local area)
6. The date, time and location of the next meeting
7. Any actions that you need to follow up prior to the next meeting.

## How to complain if I'm not satisfied with a NDIS decision?

Someone who is not satisfied with a decision made by the NDIS, for example their eligibility or funded supports, can apply to have their case looked at again by the NDIS. This application needs to be made within three months after the initial decision was made. If the person is still not happy with the decision after the review, they can then apply to the Administrative Appeals Tribunal.

## 5. NDIS supports, services and providers

The range of NDIS funded supports and services are unique to the individual and their goals.

### Some NDIS supports and services relevant to people with limb loss/ limb deficiency?

#### *Assistive Technology*

- Prosthetic limbs (including shower legs, recreational limbs)
- Wheelchairs/ scooters
- Walking aids (including walking sticks, crutches, walking frames)

#### *Home modifications*

- Modifications to your home, such as widening doors and putting in ramps and rails
- Improving safety in the bathroom through use of shower seats, grip bars or removing step/lip into a shower

#### *Increased social and community participation*

- Assistance with shopping or attending appointments
- Maintaining things that are important to you such as volunteering, employment or study
- Attending social or sporting activities

#### *Vehicle modifications*

- Modifications to a car to change pedals (lower-limb), hand-controls or provision of a spinner knob (upper-limb)
- Specialist driver training

#### *Assistance with daily life at home in the community, education and work*

- Domestic tasks around the house (e.g cleaning, gardening, lawn mowing)
- Personal care assistance (e.g. showering, meal preparation)

#### *Improved health and wellbeing*

- Developing exercise and dietary plans
- Psychological support

#### *Improved daily living skills*

- Assistance with budgeting and decision making
- Allied healthcare support such as assessments with physiotherapist, occupational therapist

### What is a NDIS provider?

A NDIS provider can be a company, organisation or person who has registered and been approved to provide services for people with disabilities. A provider could be a physiotherapist, prosthetist, someone who mows

your lawn or someone who cleans your house – plus many more. The NDIS website has a list of providers to assist you in planning.

### **How can NDIS providers help me?**

Once you are eligible for NDIS support, it is beneficial to discuss your NDIS plan with various allied healthcare practitioners or other providers. They can help to determine what you may or may not need, show you suitable technology (e.g. prosthetics) and discuss the experience of others.

*Remember, you do not have to share your NDIS plan with anyone. It is your plan and it can be kept private.*

### **Can I choose my own NDIS providers?**

The NDIS is all about ‘choice and control’. This means that you can choose any organisation or person to provide you with supports or services.

If you are not happy with an organisation that currently provides services to you, you can choose a different one. Or if you are receiving support in an area for the first time you can choose to access a service that you like.



## 6. Setting goals

Setting goals is critical when entering into NDIS planning meetings and ensuring that the NDIS Planner understands what you want to achieve in the short, medium and longer-term.

Goal setting involves development of an action plan that helps to motivate and guide a person towards achieving a goal.

### How to set goals?

Your goals may cover a wide range of areas, depending on your needs and aspirations. Goals should be individualised and take account of all aspects of your life. It can be a good idea to think about what your current life looks like and where you would like it to be. You may even want to sit with someone else, such as family member or friend, when thinking about this. It is a good idea to have written down these goals and aspirations before your NDIS planning meeting (refer to the Checklist / Workbook at the end of this Guide to help).

People with limb loss may want to particularly look at mobility, functionality, daily living, employment, studying and education, independence, and/or social and recreation goals. As everyone is different you may also want to think about goals in other areas too! Below are some examples of goals in these areas, which can apply to adult amputees and children with limb deficiencies alike, and how these have been framed with the NDIS approach in mind. When going through the Checklist you may want to refer to these examples.

### What are SMART Goals?

Making effective goals can be made easier by following a goal setting system. One type of goal setting system is the SMART system. 'SMART' are goals that are:

- **Specific**
- **Measurable**
- **Achievable**
- **Resourced and Realistic**
- **Time sensitive**

SMART Goals allow you to measure your progress, and good to share with your providers so that they know exactly what you want to do and by when. Whether goals are achievable and supports can be realistically funded are discussions to have with the providers you engage and the NDIS planning team.

Over the next few pages examples of goals related to mobility, daily living, study and education, employment, independence, and social and recreation are provided. Within these NDIS language is used, so that you can get used to some of the words used in planning meetings and NDIS plans.

### Mobility goals

Mobility goals are ones that relate to physical movement. An example may include:

Mobility Goals			
Goal	Goal Achievement	Time frame	People Involved
What I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - I want to be able to walk pain free.</p> <p><b>SMART Goal</b> – I want to be able to wear a prosthesis for 8 hours a day pain free to maintain my functionality and capacity to walk around the house and access the community.</p>	<ul style="list-style-type: none"> <li>Review my prosthesis with my prosthetist to ensure it is fitting me correctly.</li> <li>Review my pain levels and pain management plan with my multi-disciplinary health team.</li> <li>Discuss with a physiotherapist whether there is anything I can do to relieve the pressure going through my prosthesis.</li> </ul>	<p>6 – 12 months to find and implement the most likely solution.</p> <p>Over the duration of the NDIS plan to achieve the details of my SMART goal depending on wound healing.</p>	<ul style="list-style-type: none"> <li>Prosthetist</li> <li>Podiatrist</li> <li>Occupational therapist</li> </ul>

## Daily living goals

Daily living goals relate to everything you want and need to do on a daily basis, including assistive technology (e.g. a chair in the shower, grip bars in the bathroom, a shower leg). An example may include:

Daily Living Goals			
Goal	Goal Achievement	Time frame	People Involved
What I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - I need to shower safely without the fear of falling over.</p> <p><b>SMART Goal</b> – I want to build and maintain my independence in personal care tasks and investigate assistive technology (AT) options to achieve this goal.</p>	<ul style="list-style-type: none"> <li>I need an occupational therapist to complete a functional capacity assessment conduct a review of my bathroom and how I am doing things now.</li> <li>I need funding to implement the recommendations made by the occupational therapist.</li> <li>Talk to my prosthetist to discuss available assistive technology for a shower leg prosthesis.</li> </ul>	6 months	<ul style="list-style-type: none"> <li>Occupational therapist</li> <li>Prosthetist</li> <li>Physiotherapist</li> <li>Partners in Community / Local Area Coordinator</li> </ul>

## Return to work or gaining employment goals

Working and employment goals are important for many people. Think about what you need so that you can return to work, change employment and/or gain employment. An example may include:

Return to Work / Gain Employment Goals			
Goal	Goal Achievement	Time frame	People Involved
What do I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - I want to continue working full-time as a domestic cleaner and be able to walk up stairs and ramps when working.</p> <p><b>SMART Goal</b> – I want to maintain my capacity to work as a domestic cleaner. I would like to be less physically exhausted and able to access all the required environments for me to maintain this employment.</p>	<ul style="list-style-type: none"> <li>I need my current prosthesis reviewed and I'd like to trial different prosthetic assistive technology to determine the best one to suit my daily needs in conjunction with my prosthetist and physiotherapist.</li> <li>I need access to a physiotherapist or exercise physiologist to see what else I can do to reduce my physical fatigue or build up strength.</li> </ul>	6 months	<ul style="list-style-type: none"> <li>Prosthetist</li> <li>Physiotherapist</li> <li>Exercise physiologist</li> <li>Partners in Community / Local Area Coordinator</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>I need a way to measure my fatigue so I can know if it is improving or not with the changes I make.</i></li> </ul>		
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## Studying and education goals

For some people learning something new and developing skills for future or current employment is very important. While the NDIS will not pay for education, it will provide supports to ensure a person is best able to participate in study and education. An example may include:

Studying and Education Goals			
Goal	Goal achievement	Time frame	People Involved
What do I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - <i>I need to be able to use a computer and mouse to participate in my University studies.</i></p> <p><b>SMART Goal</b> – <i>I want to explore assistive technology (AT) options so that I can build my capacity to complete my University degree.</i></p>	<ul style="list-style-type: none"> <li>• <i>I want to explore all assistive technology options, through a functional capacity assessment, with an occupational therapist.</i></li> <li>• <i>I need ongoing training and support to use the chosen assistive technology.</i></li> </ul>	3 months	<ul style="list-style-type: none"> <li>• <i>Occupational therapist</i></li> <li>• <i>Assistive technology mentor</i></li> <li>• <i>Subject matter expert</i></li> <li>• <i>Partners in Community / Local Area Coordinator</i></li> </ul>

## Independence goals

Maintaining or developing independence is important to allow you to do as much for yourself as you can in a safe way. An example may include:

Independence Goals			
Goal	Goal achievement	Time frame	People Involved
What do I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - <i>I want to get my driver's licence.</i></p> <p><b>SMART goal</b> – <i>I want to get my driver's licence when I turn 18 so that I can be independent and participate in the community in the same way my friends do.</i></p>	<ul style="list-style-type: none"> <li>• <i>I need to complete a functional capacity assessment with an occupational therapist.</i></li> <li>• <i>I need to work with an occupational therapist so that I can explore options for driving lessons appropriate to my needs.</i></li> <li>• <i>I need to explore assistive technology (AT) options related to vehicle modifications so that I can drive safely.</i></li> </ul>	12 months	<ul style="list-style-type: none"> <li>• <i>Occupational therapist</i></li> <li>• <i>Vehicle modifier</i></li> <li>• <i>Partners in Community / Local Area Coordinator</i></li> </ul>

## Social and recreation goals

Keeping active and healthy and taking part in leisure or recreational activities is important for your health and wellbeing. You may wish to be able to garden again, go back to playing lawn bowls, play a musical instrument, ride your pushbike, join a sporting group or swim on a regular basis. An example may include:

Social and Recreation Goals			
Goal	Goal achievement	Time frame	People Involved
What I want to be able to do?	What do I need to achieve this goal?	(from the date of goal setting session)	Who do I need to help me achieve my goal?
<p><b>General goal</b> - <i>I want to be able to get out and about locally.</i></p>	<ul style="list-style-type: none"> <li>• <i>I need to complete a functional capacity assessment with an</i></li> </ul>	6 months	<ul style="list-style-type: none"> <li>• <i>Prosthetist</i></li> </ul>

<p><b>SMART goal</b> – I would like to access regular social and recreational activities of my choice, in my local community.</p>	<p>occupational therapist, focusing on social and recreation goals.</p> <ul style="list-style-type: none"> <li>• I need to explore my prosthetic requirements with my prosthetist.</li> <li>• I need information about what social and recreational activities are available in my local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners in Community / Local Area Coordinator</li> <li>• Physiotherapist</li> <li>• Occupation therapist</li> <li>• Exercise physiologist</li> </ul>
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## 7. Developing self-advocacy skills

It is important that you understand and feel confident asking for the things that you need to achieve your goals. This is called 'self-advocacy'. Advocating for yourself will be important in NDIS meetings, and when selecting and working with NDIS providers.

### Why self-advocacy is important?

Self-advocacy is important so that you are listened to, have the knowledge you need to achieve your goals, are given the chance to participate in decisions related to your life, and can contribute to planning.

Self-advocacy doesn't mean doing it alone – you can ask for another person (e.g. family member, friend, organisation) to assist when advocating for yourself too.

### Self-advocacy tips:

- Be active – ask about processes, what you can expect, timelines, who's involved etc.
- Express your needs and goals clearly.
- Set realistic goals (the SMART Goals approach can assist with this).
- Get enough information to make informed choices.
- Consider asking an advocate, family member, or friend to come to meetings.
- Ask to speak to a more senior person if you don't get a response within a reasonable timeframe.
- Put your request in writing if you feel you are being ignored or forgotten (or submit a NDIS plan review if you feel that your plan doesn't meet your needs or goals).
- Keep a record of all materials, plans, and correspondence sent and received for future reference.
- Take notes when you attend meetings and document all phone calls.
- Ensure that anything that is agreed is in writing (e.g. NDIS plan, NDIS provider service agreements).



## NDIS Checklist and Workbook for Adult Amputees

The following Checklist and Workbook is to help amputees plan for a NDIS planning meeting. This tool has a range of questions to assist you to think about your goals, support needs and who is important in your life. This Checklist and Workbook is not an exhaustive list but a tool to assist you when pre-planning for a NDIS conversation. It can help to identify what supports you need to achieve goals and any barriers that may be stopping you from achieving these.

You may want to refer to the content and examples in this Guide when you are filling out this Checklist and Workbook. You may also want to discuss questions and responses with a family member or friend when filling it out. Remember, you don't have to provide the NDIS with this document – it is just to help you in pre-planning, meeting with NDIS staff or speaking with potential service providers.

### Your informal support/s

*Informal supports people that assist you without being paid - this could be people that assist you with daily tasks, transportation and general support.*

#### Who provides you with informal support (tick all that apply)?

- |                          |                      |                          |                     |                          |              |                          |             |
|--------------------------|----------------------|--------------------------|---------------------|--------------------------|--------------|--------------------------|-------------|
| <input type="checkbox"/> | My spouse or partner | <input type="checkbox"/> | A family member     | <input type="checkbox"/> | A grandchild | <input type="checkbox"/> | A neighbour |
| <input type="checkbox"/> | A parent             | <input type="checkbox"/> | My child / children | <input type="checkbox"/> | A friend     | <input type="checkbox"/> | A volunteer |

#### Other (please describe):

#### Of the people above, who provides you with most of your support and how do they help you?

**Where does your primary carer live?**

- Lives in the same house as me       Lives elsewhere

## Your social participation

*Social participation refers to what you do in your community now.*

**What do you currently do or attend in your community?**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Meeting with family / friends              | <input type="checkbox"/> Gym / fitness programs            | <input type="checkbox"/> Volunteering                               |
| <input type="checkbox"/> Child care (before or after school care)   | <input type="checkbox"/> Health and wellbeing activities   | <input type="checkbox"/> Interest groups (e.g. craft or art groups) |
| <input type="checkbox"/> Education (e.g. TAFE, University, courses) | <input type="checkbox"/> Church and spiritual groups       | <input type="checkbox"/> Attend music, drama and/or movies          |
| <input type="checkbox"/> Shopping                                   | <input type="checkbox"/> Social support groups             | <input type="checkbox"/> Visit museums and galleries                |
| <input type="checkbox"/> Recreation activities                      | <input type="checkbox"/> Emotional support and counselling |   |

**Other (please describe):**

## Your economic participation

*Economic participation refers to your current work and employment situation.*

**Your current work situation?**

- I work full-time       I work part-time       I am retired       I am looking for work

**If you currently work - what type of work do you do? If you are looking for work – what kind of work are you looking for?**

## What are your goal/s?

*When thinking about your goals think about what is important to you, what things in your life you would like to maintain and/or what new goals do you have. This section starts with a list of general goals and follows with more specific goals and how you would like achieve them.*

### What are your general goals?

- Maintain and/or strengthen my relationships with family and friends
- Maintain and/or improve my living arrangements
- Continue to access the community and/or increase access to the community (social participation)
- Maintain and/or gain employment (economic participation)
- Maintain and/or start education / training courses
- Maintain and/or start volunteering
- Increased mobility
- Increased independence
- Improved health and wellbeing (e.g. exercise programs, attend appointments)

### Comments:

## Setting some goal/s?

Your goals may cover a wide range of areas. We have provided some possible goal areas (mobility, daily living, employment, leisure and recreation) and worksheets below. However you may have other goals in mind too! It is a good idea to have considered these and other areas before your NDIS planning meeting. When filling out these tables refer to the section in this Guide called [‘Setting Goals’](#) where a range of examples (including SMART Goals) were provided.

### Mobility goals table

Mobility goals relate to your means of moving around, whether that is by prosthesis (assistive technology), wheelchair, public transport and/or other forms of transport.

My Mobility Goals			
Goal What I want to be able to do?	SMART Goal What do I need to achieve this goal?	Time frame (from the date of my goal setting session)	People Involved Who do I need to help me achieve my goal?

### Daily living goals table

Daily living goals relate to everything you want and need to do on a daily basis (e.g. a chair in the shower or grip bars in the bathroom so you are safe or your care needs).

<b>My Daily Living Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

**Return to work or gaining employment goals table**

*Working and employment goals are important for many people. Think about what you need so that you can return to work, change employment and/or gain employment (now or in the future).*

<b>My Return to Work / Gain Employment Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

### Leisure and recreation goals table

Keeping active and healthy and taking part in leisure or recreational activities is important for your health and wellbeing. You may wish to be able to garden again, go back to playing lawn bowls, join a local club, ride your pushbike or swim on a regular basis.

My Leisure and Recreation Goals			
Goal What I want to be able to do?	SMART Goal What do I need to achieve this goal?	Time frame (from the date of my goal setting session)	People Involved Who do I need to help me achieve my goal?

### What aspects of being an amputee makes achieving your goals difficult?

#### What impacts does living life as an amputee affect you?

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Walking issues  | <input type="checkbox"/> Fatigue and tiredness               | <input type="checkbox"/> Sleep issues        | <input type="checkbox"/> Planning difficulties |
| <input type="checkbox"/> Pain issues     | <input type="checkbox"/> Sensory changes (e.g. phantom pain) | <input type="checkbox"/> Mood (depression)   | <input type="checkbox"/> Memory issues         |
| <input type="checkbox"/> Muscle weakness | <input type="checkbox"/> Hot / cold sensitivity              | <input type="checkbox"/> Body image concerns | <input type="checkbox"/> Bladder issues        |

#### Comments:

## What tasks are hard to do because you live with limb loss?

What aspects of living life as an amputee (whether a prosthetic or wheelchair user) affect you?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Walking                    | <input type="checkbox"/> Accessing attending education / training | <input type="checkbox"/> Coordinating my week (appointments) |
| <input type="checkbox"/> Stairs / steps             | <input type="checkbox"/> Accessing / attending volunteering       | <input type="checkbox"/> Hanging clothes on the line         |
| <input type="checkbox"/> Driving                    | <input type="checkbox"/> Maintaining my role as a partner         | <input type="checkbox"/> Shopping                            |
| <input type="checkbox"/> Public transport           | <input type="checkbox"/> Maintaining my role as a parent          | <input type="checkbox"/> Gardening                           |
| <input type="checkbox"/> Personal care and hygiene  | <input type="checkbox"/> Participating in family activities       | <input type="checkbox"/> Cleaning                            |
| <input type="checkbox"/> Participating in exercise  | <input type="checkbox"/> Participating in friends' activities     | <input type="checkbox"/> Cooking                             |
| <input type="checkbox"/> Accessing / attending work | <input type="checkbox"/> Maintaining relationships                |  |

Comments:

## What are the barriers to you participating in activities and tasks?

What are the barriers that you think prevent you from participating in activities and tasks?

- Lack of appropriate equipment (e.g. prosthetics, aids)    Finance    House design    Transport    Mood    Motivation

Comments:

## What do you need to support you to achieve your goals?

When thinking about this consider the tasks that are hard for you and barriers you face when trying to participate in activities and tasks – look back at your previous answers to help. A more detailed list of equipment and services (specific to amputees) is listed later in this document.

### Improved daily living:

- |   |   |
|---|---|
| <input type="checkbox"/> Equipment to improve my independence   | <input type="checkbox"/> Assistive technology and communication tools |
| <input type="checkbox"/> Assistance with personal care  | <input type="checkbox"/> Emergency call system                        |
| <input type="checkbox"/> Support with domestic activities in home and garden (e.g. cleaning / cooking / mowing lawns) |   |

### Other / Comments:

### Improved environment:

- |   |   |
|---|---|
| <input type="checkbox"/> Kitchen modifications  | <input type="checkbox"/> Equipment in the home (e.g. rails, shower chair, kitchen aids) |
| <input type="checkbox"/> Bathroom modifications |   |

### Other / Comments:

### Improved health and psycho-social wellbeing:

- |   |
|---|
| <input type="checkbox"/> Physiotherapy assessment to develop an exercise program                                |
| <input type="checkbox"/> Occupational therapy (OT) assessment to provide recommendations for home modifications |

- Dietary and nutrition assessment and planning
- Psychological support
- Support to assist me in managing any other conditions I might have (e.g. diabetes, mental health)
- Having someone to talk to about living life as an amputee (e.g. Peer Support)
- Support for my partner (husband, wife, de-facto partner) or primary carer

**Other / Comments:**

**Improved community access:**

- Someone to assist me to participate in social activities
- Someone to assist me to undertake difficult tasks (e.g. completing forms, organising appointments)
- Maintaining my ability to drive
- Someone to support me with shopping and other community activities
- Support for my partner or primary carer

**Other / Comments:**

**Transportation to improve community access:**

- Modification to a vehicle so that I can be transported (e.g. modification to my / my primary carer's car to accommodate a wheelchair)
- Transport funding assistance if your disability prevents you from using public transport

**Other / Comments:**

--

**What amputee-specific support do you need to achieve your goals?**

*This section looks at equipment and services that many amputees need to participate in activities and tasks – look back at your previous answers to help. These lists and questions may also assist you when speaking to service providers, as well as during your NDIS meeting.*

**Equipment and Service Checklist (prosthetic limbs/assistive technology):**

<b>Think about the following:</b>	<b>Write down your thoughts, ideas, feedback from others / providers:</b>
The type of prostheses that will help you to achieve your goals	
The level of maintenance and number of prosthetic reviews you might require in the future (e.g. your prosthesis may require annual maintenance checks)	
Which prosthetic products you would like to trial prior to making your final decision and purchase (e.g. different feet, knee units)	
Whether you would like a prosthetic cover (cosmesis) for your prosthesis	

Your need for funding to cover the costs of prosthetic modifications	
Your need for recreational limbs and how they will support your lifestyle choices (e.g. bike riding, running, water-based activities)	
Your need for specialised prosthetic limbs to support specific activities (e.g. shower/wet legs, hands which grip tools or 'hold onto' another device such as a bike)	
Other	

### Equipment and Service Checklist (prosthetic suspension systems and solutions):

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Liners: Silicone or Gel ( <i>2 -3 required per year</i> )	
Stump socks ( <i>Minimum of 12 per year</i> )	
Prosthetic sleeves	
Shrinker socks ( <i>for lower limb users</i> )	
Vacuum system ( <i>for lower limb users</i> )	

Prosthetic lubricant spray	
Prosthetic gel	
Prosthetic ointment	
Rotator ( <i>lower limb only</i> )	
Other: speak to your provider about other items that you may need.	

**Assistive Technology / Device Checklist (home modifications):**

<b>Think about the following:</b>	<b>Write down your thoughts, ideas, feedback from others / providers:</b>
Hand rails – entry / steps	
Wet areas – toilet / shower	
Grip bars	
Anti-skid shower / bath mats	
Shower – seat / chair / stool	
Bath – seat / chair / stool	
Other	

### Assistive Technology / Device Checklist (mobility aids):

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Walking aids (e.g. walking sticks or crutches)	
Wheelchair – manual / electric	
Wheelchair cushion	
Orthotic shoes	
Other	

### Assistive Technology / Device (Personal Aids) Checklist – upper limb amputees:

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Spoon / fork / knife	
Specifically designed chopping boards	
Modifications to clothing	
General Velcro / button replacements	
Other	

### Assistive Technology / Device (IT Equipment) Checklist – upper limb amputees:

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
One-handed keyboards / mouse	
Specialised computers	
Specialised computer programs with voice recognition	
Other	

### Equipment Modifications (Motor Vehicles) Checklist – upper and lower limb amputees:

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Left foot accelerator	
Spinner-knob	
Driving lessons to support modifications	
Hand controls	
Wheelchair lifting arm	
Other	

### Equipment Modifications (education and employment) Checklist – upper and lower limb amputees:

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Access to places of learning (e.g. University, TAFE, schools)	
Access to places of employment	
Workplace supportive device	
Other	

### Treatment Checklist – upper and lower limb amputees

Following discharge from rehabilitation you may decide that you require support for different aspects of your life so that you can participate in your community. You may also need support to return to work. You may need assistance from the following providers and / or others who may not be on this list. Speak to the following practitioners (or others) to determine how many hours of therapy or treatment your practitioner thinks that you will require.

Think about the following practitioners and who you may need to speak to prior to making your NDIS plan	Write down your thoughts, ideas, feedback from providers:
Occupational therapist	
Podiatrist	
Psychologist	
Social worker	

Physiotherapist	
Prosthetist	
Exercise physiologist	
Other	

**Things to consider:**

- You can trial prosthetic components (usually up to two weeks) prior to making your final decision.
- You will require on-going reviews and modifications to your prosthesis along with a new prosthetic socket from time to time. Ensure that you allocate funding time for reviews and modifications.
- Prosthetic components such as feet, hands, arms and knees will need to be changed or replaced, as they do not last a life-time. Consult with your prosthetic provider about how often you will require a new limb or replacement limbs.
- Most prosthetic components usually have a warranty. Find out the warranty period of your products prior to accepting delivery. You should also ask about the service requirement for certain prosthetic devices (e.g. microprocessor knee units or myo-electric arms) where applicable.

## NDIS Checklist and Workbook for Children with Limb Deficiencies

This Checklist and Workbook is to help parents/carers of a child with a limb deficiency, as well as the child, to prepare for a NDIS planning meeting.

This tool has a range of questions to assist you to think about your child's goals, support needs and who is important in your child's life. It has been designed to assist you when pre-planning for a NDIS conversation so that you can identify what support will assist your child to achieve goals and any barriers that may be stopping them from achieving those goals.

You may want to refer to the content and examples in this Guide when you are filling out this Checklist and Workbook. You may also want to discuss questions and responses with a family member or friend when filling it out. If suitable you may also want to go through this document with your child. Remember, you don't have to provide the NDIS with this document – it is just to help you in pre-planning and meeting with NDIS staff.

### Your role as a parent / carer

*Parents and carers cannot receive a plan or funded supports from the NDIS for themselves; funding will be for your child. However, parents and carers will benefit from the funded supports their child receives through the NDIS. Your child's plan may also include reasonable and necessary supports to help strengthen you in your caring role (e.g. disability training, family counselling). Prior to meeting with NDIS staff it is a good idea to think about the role that you play in the life of your child. Talking about the support that parents and carers provide is an important part of a NDIS planning meeting. The questions below will help you to think about the support that you provide to your child.*

Think about a typical day or week and what things do you do to support your child (e.g. bathing, feeding, dressing, transport, communication, emotional support)?

Are you happy with the support you provide and/or is there anything you would like to change?

Does the support you provide cause you any problems, concerns or worries (e.g. finance, health, wellbeing)?

Is there anything that you want to do but can't because of the support you need to provide to your child (e.g. work, study, socialising)?

Can you continue to provide the same amount of support to your child in the future?

Can you think of anything that would help you to provide good support to your child in the future (e.g. training, counselling, respite care)?

Do you currently receive any support (e.g. carer support group, counselling, respite care) as the parent of a child with a disability and are you happy with this?

Is there any other support you or your family need?

## Your child's life

*Prior to meeting with NDIS staff it is a good idea to reflect on your child current life. This means looking beyond just the physical needs of your child and thinking about their social, emotional and cognitive needs also.*

Describe any medical and health conditions your child has. If your child has multiple diagnoses then make sure these are discussed (e.g. a limb deficiency due to meningococcal sepsis or a traumatic incident or a separate additional diagnosis such as autism, acquired brain injury, epilepsy or other)?

Consider a typical day or week and describe your child's life (think about education and social activities your child participates in, things that work or aren't working in your child's life, the things your child enjoys or is good at)?

Describe your child's living arrangements (consider whether your child lives with you full-time or you co-parent, whether the living arrangements could be improved to suit your child's needs or whether home modifications are required to meet your child's needs)?

## Your child's relationships and community supports

*Consider the various people or organisations that currently support your child. Remember to include anyone who provides informal / unfunded support as well (e.g. other family members, siblings, friends).*

Describe the key relationships and support persons in your child's life (consider friends, family, professional supports and their roles)?

If your child is below school age, is your child receiving early intervention support to enhance their development and minimise developmental delay?

How is your child supported to attend or participate in school or education programs at pre-school, primary school, secondary school or tertiary education (consider learning, equipment, school sports, excursions)?

If your child is of working age, how is your child being assisted to obtain or retain employment (casual, part-time or full-time)?



### What are your child's general goals?

- Maintain and/or strengthen relationships with family and friends
- Maintain and/or improve living arrangements
- Continue to access the community and/or increase access to the community (social participation)
- Maintain and/or gain employment (economic participation)
- Maintain and/or start education / training courses
- Maintain and/or start volunteering
- Increased mobility
- Increased independence
- Improved health and wellbeing (e.g. exercise programs, attend appointments)

### Comments:

## Setting some goal/s?

*Your child's goals may cover a wide range of areas. We have provided some possible goal areas (mobility, daily living, employment, leisure and recreation) and worksheets below. However, you may have other goals in mind too! It is a good idea to have considered these and other areas before your NDIS planning meeting. When filling out these tables refer to the section in this Guide called ['Setting Goals'](#) where a range of examples were provided.*

*The term 'my' or 'I' are used here as the goals need to be those of your child (but with your support and input as the parent/carer).*

**Mobility goals table**

*Mobility goals relate to how your child moves around, whether that is by prosthetic devices, wheelchair, public transport and/or other forms of transport.*

<b>My Mobility Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

**Daily living goals table**

*Daily living goals relate to everything your child wants and needs to do on a daily basis (e.g. a chair in the shower or grip bars in the bathroom so your child is safe or other care needs they may have).*

<b>My Daily Living Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

**Return to work or gaining employment goals table**

*Working and employment goals are important for many people, particularly older ones beginning to think about work during or after the school years.*

<b>Employment Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

**Leisure and recreation goals table**

*Keeping active and healthy and taking part in leisure or recreational activities is important for your child's health and wellbeing. Your child may wish to join community groups, clubs, participate in sports, ride their push bike or learn to play a musical instrument.*

<b>My Leisure and Recreation Goals</b>			
<b>Goal</b> What I want to be able to do?	<b>SMART Goal</b> What do I need to achieve this goal?	<b>Time frame</b> (from the date of my goal setting session)	<b>People Involved</b> Who do I need to help me achieve my goal?

## What aspects of being a child with a limb deficiency makes achieving goals difficult?

What impacts does living with a limb deficiency have on your child?

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Walking issues  | <input type="checkbox"/> Fatigue and tiredness               | <input type="checkbox"/> Sleep issues        | <input type="checkbox"/> Planning difficulties |
| <input type="checkbox"/> Pain issues     | <input type="checkbox"/> Sensory changes (e.g. phantom pain) | <input type="checkbox"/> Mood (depression)   | <input type="checkbox"/> Memory issues         |
| <input type="checkbox"/> Muscle weakness | <input type="checkbox"/> Hot / cold sensitivity              | <input type="checkbox"/> Body image concerns | <input type="checkbox"/> Bladder issues        |

Other / Comments:

## What tasks are hard to do because your child has a limb deficiency?

What aspects of living life with a limb deficiency (whether a prosthetic or wheelchair user) affects your child?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Walking                            | <input type="checkbox"/> Participating in community groups        | <input type="checkbox"/> Participating in friends' activities |
| <input type="checkbox"/> Stairs / steps                     | <input type="checkbox"/> Accessing attending education / training | <input type="checkbox"/> Maintaining relationships            |
| <input type="checkbox"/> Public transport                   | <input type="checkbox"/> Accessing / attending work               | <input type="checkbox"/> Driving                              |
| <input type="checkbox"/> Personal care and hygiene          | <input type="checkbox"/> Accessing / attending volunteering       | <input type="checkbox"/> Doing tasks/chores around the house  |
| <input type="checkbox"/> Participating in exercise or sport | <input type="checkbox"/> Participating in family activities       |   |

Comments:

## What are the barriers to your child participating in activities and tasks?

What are the barriers that you think prevent your child from participating in activities and tasks?

- Lack of equipment (e.g. prosthetics, aids)  Finance  House design  Transport  Mood  Motivation

Comments:

## What does your child need in order to achieve their goals?

*When thinking about this consider the tasks that are hard for your child and barriers they may face when trying to participate in activities – look back at previous answers to help. The term ‘my’ ‘me’ or ‘I’ are used here as the needs must be those of your child (but with your support and input as the parent/carer). A more detailed list of equipment and services (specific to children with limb deficiencies) is listed later in this document.*

**Improved daily living:**

- |  |   |
|--|---|
| <input type="checkbox"/> Equipment to improve independence | <input type="checkbox"/> Assistive technology and communication tools |
| <input type="checkbox"/> Assistance with personal care     | <input type="checkbox"/> Emergency call system                        |

**Other / Comments:**

**Improved environment:**

- Kitchen modifications
- Bathroom modifications
- Equipment in the home (e.g. rails, shower chair, kitchen aids)

**Other / Comments:**

**Improved health and psycho-social wellbeing:**

- Physiotherapy assessment to develop an exercise program
- Occupational therapy (OT) assessment to provide recommendations for home modifications
- Dietary and nutrition assessment and planning
- Having someone to talk to about being a person with a limb deficiency
- Psychological support
- Support to assist in managing other conditions I might have (e.g. Autism, cerebral palsy)
- Support for my parent / carer (primary caregiver)

**Other / Comments:**

**Improved community access:**

- Someone to assist me to participate in social activities
- Someone to assist me to find out about local social / recreation groups I can join
- Someone to assist me to learn to drive

Support for my parent / carer (primary caregiver)

**Other / Comments:**

**Transportation to improve community access:**

Modification to a vehicle so that I can be transported (e.g. modification to my parent / carer's car to accommodate a wheelchair)

Transport funding assistance if your disability prevents you from using public transport

**Other / Comments:**

## What limb deficiency specific support does your child need to achieve their goals?

*This section looks at equipment and services that many children and young people with a limb deficiency need to participate in activities and tasks – look back at your previous answers to help. These lists and questions may also assist you when speaking to service providers, as well as during an NDIS meeting. The term 'my', 'me', 'you' or 'I' are used here as the needs must be those of your child (but with your support and input as the parent/carer).*

**Equipment and Service Checklist (prosthetic limbs):**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
The type of prostheses that will help you to achieve your goals	

<p>The level of maintenance and number of prosthetic reviews you might require in the future (e.g. your prosthesis may require annual or more regular maintenance checks)</p>	
<p>Which prosthetic products you would like to trial prior to making your final decision and purchase (e.g. different feet, knee, arm units)</p>	
<p>Whether you would like a prosthetic cover (cosmesis) for your prosthesis</p>	
<p>Your need for funding to cover the costs of prosthetic modifications</p>	
<p>Your need for recreational limbs and how they will support your lifestyle choices (e.g. bike riding, running, water-based activities)</p>	
<p>Your need for specialised prosthetic limbs to support specific activities (e.g. shower/wet legs, hands which grip tools or 'hold onto' another device such as a bike)</p>	
<p>Other</p>	

**Equipment and Service Checklist (prosthetic suspension systems and solutions):**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Liners: Silicone or Gel	
Stump socks	
Shrinker socks ( <i>for lower limb users</i> )	
Other	

**Assistive Technology / Device Checklist (home modifications):**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Hand rails – entry / steps	
Wet areas – toilet / shower	
Grip bars	
Anti-skid shower / bath mats	
Shower – seat / chair / stool	
Bath – seat / chair / stool	
Other	

**Assistive Technology / Device Checklist (mobility aids):**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Walking aids (e.g. crutches)	
Wheelchair – manual / electric	
Wheelchair cushion	
Orthotic shoes	
Other	

**Assistive Technology / Device (Personal Aids) Checklist – upper limb deficiency:**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Spoon / fork / knife	
Modifications to clothing	
General Velcro / button replacements	
Other	

**Assistive Technology / Device (IT Equipment) Checklist – upper limb deficiency:**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
One-handed keyboards / mouse	
Specialised computers	
Specialised computer programs with voice recognition	
Other	

**Equipment Modifications (Motor Vehicles) Checklist – upper and/or lower limb deficiency:**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Left foot accelerator	
Spinner-knob	
Driving lessons to support modifications	
Hand controls	
Wheelchair lifting arm	
Other	

**Equipment Modifications (education and employment) Checklist – upper and/or lower limb deficiency:**

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Access to places of learning (e.g. University, TAFE, schools)	
Access to places of employment	
Workplace supportive devices	
Other	

**Treatment Checklist – children with upper and/or lower limb deficiency**

Where relevant, speak to the following practitioners (or others) to determine how many hours of therapy or treatment they think that your child will require.

Think about the following practitioners you may need to speak to prior to making your NDIS plan	Write down your thoughts, ideas, feedback from providers:
Occupational therapist	
Podiatrist	
Psychologist	
Social worker	

Physiotherapist	
Prosthetist	
Exercise physiologist	
Other	

**Things to consider:**

- Your child can trial prosthetic components (usually for two weeks) prior to making your final decision.
- Your child will require on-going reviews and modifications to their prosthesis along with a new prosthetic socket to accommodate a growing body. Ensure that you allocate funding time for reviews and modifications.
- Prosthetic components such as feet, hands, arms and knees will need to be changed or replaced, as they do not last a life-time. Consult with your child's prosthetic provider about how often your child will require a new limb or replacement limbs.
- Most prosthetic components usually have a warranty usually of up to two years. Find out the warranty of your child's products prior to accepting delivery. You should also ask about the service requirement for certain prosthetic devices (e.g. microprocessor knee units or myo-electric arms) where applicable.

## Sample NDIS Goal Scenarios

The following are NDIS scenarios which an adult amputee or child with limb deficiency *may* encounter. While these are not 'real' case studies they highlight how important it is to develop SMART goals. These scenarios show how the NDIS may assist someone to achieve their goals. It is important to remember that these are not based on real people or actual NDIS outcomes.

### **About John\***

John is 35 and an above-knee amputee. He is the parent of two young children and works full-time in a warehouse lifting and moving heavy objects.

#### **John's current concerns:**

John has been having some falls lately and feels like his prosthesis can't keep up with what he needs to do in his daily life. He is also feeling physically fatigued at the end of every day.

#### **John's Goals:**

- \* To participate economically in the community.
- \* To feel safe and spend less time worrying about falling and hurting himself, at home or work.
- \* To have more energy to maintain current community participation and explore other options in the local community.

#### **NDIS Plan:**

After expressing his challenges, and working with his healthcare team to determine what assistive technology would assist John to achieve his goals, John's NDIS plan now includes funding for:

- \* a microprocessor prosthesis
- \* regular assessments and maintenance from his prosthetist
- \* occupational therapy sessions to establish a baseline functional capacity
- \* physiotherapy sessions to help John adjust to his new prosthesis.

#### **Outcomes:**

After being fitted with his new prosthesis and taking part in regular physiotherapy and occupational therapy sessions, John now feels safer, is not as tired after work, has more time and energy to play with his children, and he has not had a fall.

*\*John is not a real person*

### **About Jenny\***

Jenny is 7 years old and was born with a lower-limb congenital limb deficiency and has recently joined a local dancing club to spend time with her friends and learn to dance.

#### **Jenny's current concerns:**

Jenny's mum is concerned that when Jenny has tried different activities she often stops going because she feels she isn't as good as other kids her age.

#### **Jenny's Goals:**

- \* To participate in the community, in the same way her friends do.
- \* Explore options for social and recreational options available in her community.
- \* To participate in those community options, and feel confident to stay connected to those activities and not feel different to other children.
- \* To trial assistive technology options so that she can socially participate in the community.

#### **NDIS Plan:**

- \* To discuss her prosthetic technology needs with a prosthetist to enable her to participate in dancing (and possibly other social and community activities).

- \* To have sessions with a psychologist to assist in building self-confidence.
- \* Sessions for Jenny's family members to meet with a psychologist and learn how to maintain informal support for their daughter.

**Outcomes:**

Jenny worked with her prosthetist and has now been fitted with a new prosthetic foot that she can wear everyday and when she goes to her dance lessons. Jenny has attended five sessions with a psychologist and her parents have noticed that she is more relaxed and confident when going to her dance lesson, or even when meeting new people in different environments. Jenny's parents also feel more confident in providing informal supports through learnings with a local psychologist. Jenny's parents feel she is now demonstrating more independence and community participation skills.

*\*Jenny is not a real person*

**About Ellen\***

Ellen is a 64 year old bilateral amputee who uses a wheelchair full-time.

**Ellen's current concerns:**

That her support needs are putting pressure on her husband Jack, who works full-time and worries about Ellen's safety when he is out of the house. Ellen is also upset that they have limited time to simply enjoy each other's company.

**Ellen's Goals**

- \* To have the functional capacity to be more independent and less reliant on her husband.
- \* To engage a support team to assist with personal care and home/property maintenance.
- \* To learn about assistive technology (AT) that would make her safer in the home.

**NDIS Plan:**

After outlining her concerns, Ellen had a functional capacity assessment prepared by an occupational therapist which identified that Ellen needed:

- \* 6 x hours of weekly support to assist Ellen with showering and home duties (such as washing clothes and vacuuming/cleaning the floors)
- \* Physiotherapy sessions to become more confident in transferring from her wheelchair to the bed, couch and toilet
- \* Trials and installation of suitable assistive technology to make it safer in all areas of her home.

**Outcomes:**

Ellen and Jack's relationship has strengthened. Ellen is feeling more confident with transfers and independent toileting. Ellen greatly enjoys the support team helping her to shower and do chores around the house - so that Jack doesn't have to do everything all by himself.

*\*Ellen is not a real person*

**About Peter\***

Peter is 25 and was born with a right upper limb deficiency. Peter works in an administrative role with his local council.

**Peter's current concerns:**

Peter has never worn a prosthesis or used any assistive technology, but he is experiencing shoulder pain which is affecting his general wellbeing. Peter wonders whether any devices could assist him.

**Peter's Goals:**

- \* To maintain his current full-time employment.
- \* To explore any and all available assistive technology to maintain physical wellbeing and functionality.
- \* To specifically find assistive technology to alleviate pain currently being experienced.
- \* To complete a full functional capacity assessment.

**NDIS Plan:**

After outlining his concerns, Peter had a functional capacity assessment prepared by an occupational therapist which identified that he would benefit from:

- \* Trialling an upper limb prosthesis with the support of a prosthetist and occupational therapist
- \* Trialling other assistive technology to assist in his day-to-day functionality
- \* The Local Area Coordinator (LAC) is linking Peter to other funding bodies to assist him in the workplace.

**Outcomes:**

Peter was able to trial an upper limb prosthesis and has since been fitted with a prosthetic device which he uses on a daily basis, and has found that his shoulder pain is reducing. So that he can get the most out of his prosthesis Peter is having ongoing occupational therapy sessions. Peter is trialling other assistive technology to assist in his day-to-day functionality. Peter's LAC linked him to JobAccess to receive workplace-specific assistive technology (such as voice-to-text software).

*\*Peter is not a real person*

**About Tom\***

Tom is 17 and became a right-leg amputee due to an infection when he was 12. Currently Tom uses a prosthetic limb for his social and economic activities. Tom has recently secured a position as an apprentice baker and needs to be at work at 4am every day.

**Tom's current concerns:**

Tom's parents take him to work in the morning but will not be able to maintain this long-term. Tom would like to explore options of becoming more independent and getting his car licence when he turns 18.

**Tom's Goals:**

- \* To learn how to drive, and get his licence so he can drive to work and be like other friends also starting to drive.
- \* To finish his apprenticeship as he loves baking and sees this as his long-term career goal.
- \* Explore social and recreational activities with his friends.

**NDIS Plan:**

After outlining his concerns and goals, Tom had a functional capacity assessment prepared by an occupational therapist which identified that he needed:

- \* to employ a support worker to assist him to get his learner's permit
- \* assessment and driving lessons from an occupational therapist
- \* assistance from the occupational therapist to submit the medical and 'fit to drive' reports to the driving authority
- \* to explore assistive technology options for vehicle modifications to the car that Tom will drive.

**Outcomes:**

After turning 18, Tom successfully obtained his driver's licence. He is now driving his modified vehicle independently, has maintained his employment, and participating in regular social and community activities with friends.

*\*Tom is not a real person*