



Limbs 4 Life™
Empowering Amputees

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

Making a real difference together

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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

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Email: info@limbs4life.org.au
Website: www.limbs4life.org.au / www.limbs4kids.org.au
Facebook: www.facebook.com/Limbs4Life/
Twitter: [@limbs4LifeInc](https://twitter.com/limbs4LifeInc)

Contact the NDIS

Phone: 1800 800 110 (8.00am to 8.00pm Monday to Friday)
Website: www.ndis.gov.au
Email: 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) 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.

Assistive Technology (AT) – relates to the specialised equipment that you will need to achieve your goals (for example: a wheelchair or prosthetic device)

Amputee – A person (adult or child) who has had a limb/s amputated.

Informal supports – As an NDIS participant you may wish to access informal supports from people who have the same or similar lived experience such as: a Limbs 4 Life trained Peer Support Volunteer. Peers are people who have a similar disability and can relate to your circumstance and share their own personal journey with you.

Limb Deficiency – 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.

NDIS Local Area Coordinator (LAC) – an individual who approves your NDIS plan.

NDIS Participant – an individual with a disability who receives a plan under the NDIS

NDIS Planner – works for the NDIS and is the person who will help you to create your NDIS Plan

NDIS Provider - a provider is an individual or organisation delivering a support or a product to a NDIS participant (for example: a prosthetist, physiotherapist or someone who may help you in the shower)

NDIS Plan – the document that outlines your goals, equipment and services you will need to achieve your goals

NDIS Supports Co-ordinator – an individual who can provide assistance linking NDIS participants with the right providers to meet their needs. The Supports Co-ordinator may also source NDIS providers, coordinate a range of supports and help NDIS participants to develop resilience.

You – we use the term ‘you’ throughout this Guide and that means an adult amputee or parent of a child with a limb difference (who will be overseeing their child’s entry into the NDIS). Sometimes we also use the term ‘limb loss’ to refer to anyone who has had a limb/s amputated or was born with a congenital limb deficiency.

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 all about changing attitudes and supporting people with disability to fully participate in the community - socially and economically. One of the NDIS's aims is to help people with a disability live an ordinary life.

The NDIS:

- is a single national system
- connects with other sectors such as health, aged care, education and housing
- 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 substantially increasing the disability workforce
- is meeting many unmet needs (eg. equipment, home modifications, care)
- is providing the NDIS participant with purchasing power, and choice and control.

The NDIS is different because:

- instead of you having to fit into the financial programs and services offered by a service provider/or funding body, you can make choices and decisions about the products, services and support that will best meet your goals
- you have more control because you will have a say in who your providers are and the services you need to help you meet your goals
- you are a consumer /customer with individual funds to purchase supports and services, and no longer a client being told what to do and what you need by a funder or provider
- you'll be able to choose your own provider/s, based on what you need and who you are happy with
- the supports you are provided with are based on your social and economic goals and the support you need to achieve those goals across your lifetime.

The NDIS was established to address the gaps in both Commonwealth and State/Territory government disability and equipment funding. Many people with disability, including amputees and people with limb differences, have a real need for services and supports that they can't always access.

The 2011 Productivity Commission Report recognised that disability support arrangements were inequitable, underfunded, fragmented and inefficient and people with disability had little choice and control. This Report identified that a single system was needed and led to the development of the NDIS. Limbs 4 Life advocated for the rights and needs of amputees and people with limb differences by taking part in the Productivity Commission public hearings and submissions.

Support from Limbs 4 Life

Since the commencement of the NDIS, Limbs 4 Life has worked to ensure that all amputees and their families and parents of children with limb differences are equipped with information and support. We're here to

keep you informed about NDIS developments, help you understand what this means for you and help you prepare for entry into the NDIS.

The NDIS will provide support and services for people living with disability. People will be able to buy services with their individualised funding, to support their social and economic participation and help meet their goals. It is being progressively rolled-out across Australia and expected to be in all parts of Australia by 2019.

About this Guide

This Guide has been developed to help amputees and people with limb differences entering the NDIS to prepare and plan for their prosthetic, orthotic and support needs. We've put together practical ideas, tools and examples to help you get ready for the NDIS.

Every NDIS Plan will be different – the NDIS is not based on diagnosis but on your goals and aspirations. What you need will also depend on your lifestyle, your environment and your circumstances. ***When entering the NDIS you will need 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 more independent and/or having more support at home.

Your NDIS Planner will write your goals as broad objectives and then help you break them down into steps that can take place over the next twelve months. That might mean funding for prosthetic limbs and/or equipment, recreational prosthetics, assistance with gardening and housework, or support workers to help with personal care tasks.

So that you can identify your goals and needs you need to understand how the NDIS works, what 'reasonable and necessary' means and how to get all the information you need before meeting with your NDIS Planner.

This Guide and the Adult and Child Checklists / Workbooks (at the end of this Guide) are designed to assist amputees and children with limb differences to get the most out of the NDIS. These documents can help people living with limb loss, as well as NDIS Planners, to prepare for their NDIS conversations.

2. The NDIS for amputees and children with limb difference

What is the NDIS?

The NDIS is a new way for people with disabilities to receive the supports and services that they need in order to meet their goals. Under the NDIS you can choose how, where and when you get support.

In the past, funding for disability care and support went to an organisation. People might not have had a choice about what kind of support they received, or which organisation they got it from. Amputees or children with limb differences, for example, might have had few choices about the type of prosthetic limbs they used or who their provider was.

The NDIS is a new way of thinking about disability, a scheme where people with disability have more choices and more control over their supports.

Key elements of the NDIS are:

- *A lifetime approach.* Long-term and sustainable funding, ensuring that the individualised care and support that people with disability receive will change as their needs change.
- *Choice and control.* People with disability can choose how they receive support, control how the support is provided and may be able to self-manage funding.
- *Social and economic participation.* People with disability will be supported to live a meaningful life in their community in order to reach their full potential.
- *Focus on early intervention.* Investment in remedial and preventative early intervention to improve outcomes.

Why do amputees and children with limb differences need the NDIS?

People often say that they have very different experiences under existing disability systems. If you were injured in an accident, the supports and services you receive might depend on how you were injured. You may receive different levels of support depending on which state or territory you live in.

The NDIS is a disability scheme for all eligible Australians under the age of 65 years. It won't matter where you live.

People living with an amputation or limb deficiency need the NDIS because it will increase the amount of support and open up a broader range of options in relation to this support. In turn, the NDIS will mean more people achieving their goals and full potential as compared to what is currently possible. The NDIS will be positive for anyone with an amputation or limb deficiency.

What the NDIS might mean for you?

The NDIS is a different way of thinking about funding. Instead of just being told what you will get, under the NDIS you are now in a position to identify what you need and select providers you want to work with to achieve this.

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 in order to get there. These thoughts and information will help formulate your 'NDIS Plan'. You might start thinking about goals like getting a job and being more independent or, for others,

it might mean getting support at home, at work or in the community; it might mean being more active in terms of recreation and leisure.

What are 'reasonable and necessary' supports?

When it comes to the NDIS you will often hear the term 'reasonable and necessary'. So, what does this mean?

The NDIS will only fund supports they deem are 'reasonable and necessary'. The NDIS uses a set of criteria to determine this such as:

- that the supports are effective and beneficial given your needs and circumstances
- represent value for money
- what is reasonable to expect of family, carers and/or other informal supports.

In other words reasonable and necessary works to help 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.

To demonstrate that supports are reasonable and necessary, your NDIS Planner may seek evidence (proof) that the assistive technology (prosthetic device) that best meets your needs will help you to achieve your goals. Your NDIS Planner may also request a second opinion for costly assistive technology. This is something that your service provider can assist you with.

What services and equipment 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. The NDIS sets out guidelines to assist in determining eligibility and what can be funded.

Generally the supports and services provided to a participant are designed to assist them to:

- achieve their goals
- become as independent as possible
- develop skills for day-to-day living
- participate in the community
- work and earn money.

In practice this means providing support, as and if required, in areas such as:

- mobility
- communication
- self-care and self-management
- social interactions
- learning
- capacity for social and economic participation.

What are 'goals'?

The NDIS will ask you to think about your goals and generally they refer to the social and/or economic goals you want to achieve in life. This means thinking about what you want to be able to do that you can't, or find difficult to do now due to your disability; or for some, it might be ensuring they can continue current activities

well into the future. Social goals are related to ensuring you can access, utilise and participate within the community around you. Economic goals relate to participating in work/study or training. All your goals should relate to increasing your independence, which can mean getting help from outside your family. The statements below are examples of social and economic goals and highlight the need to be able to explain WHY these goals are important for you to achieve.

Example goal 1: "I would like to be more mobile, care for my family and continue to live at home as independently as possible"

Example goal 2: "I would like to remain employed, care for my children and play sport so that I can meet other people and stay as fit and healthy as possible"

Example goal 3: "My child wants to be able to play with his friends, as well as join the local swimming and running clubs to be active and meet other children"

Example goal 4: "My child will be finishing school next year and is looking at working part-time and attending TAFE/University, and it is important that my child gets his/her driver's licence to be as independent as possible"

What are 'Early Childhood Early Intervention Services'?

The Early Childhood Early Intervention (ECEI) Approach is how the NDIS is delivering early childhood intervention for children aged 0-6 years. The overall aim of ECEI is to ensure that parents or primary caregivers are able to provide young children who have developmental delay or disabilities with experiences and opportunities that help children gain and use the functional skills they need to participate meaningfully in the key environments in their lives.

Key features of the ECEI approach:

- Family centred. Aimed at building on the strengths and capacity of the family and supports greater inclusion in a child's everyday environments.
- Functional assessments. These assessments are used to develop goals that will have a real impact in the day to day lives of the child and family. Measured on achieving functional outcomes for children with developmental delay or disability, but don't necessarily require a medical assessment and can be gathered via reports from parents, health and education professionals.
- Everyday environments. Research and evidence shows children learn and develop best in their natural, everyday settings. ECEI supports can be offered in a range of everyday environments such as at home, childcare, playgroup, sporting and community activities. Families and carers will also be supported to help their children develop and use new skills.

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 early intervention that is right for your child. A child can be receiving NDIS support (eg. 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.

More information about ECEI can be found at - www.ndis.gov.au/ecei

3. Am I eligible for the NDIS?

Who is eligible for the NDIS?

When determining eligibility the NDIS will consider:

- your age
- your disability or significant impairments
- whether significant impairment is permanent or likely to be permanent
- whether you would benefit from early intervention.

To be eligible for the NDIS you must:

- be a resident of Australia
- be aged between 0 - 65 years
- have a permanent (lifelong) disability (this includes amputees and children with limb differences).

To gain access into NDIS you will need to apply via www.ndis.gov.au/my-access-checker and be assessed for eligibility. If you have never been funded or eligible for support in the past, you might still be eligible for support under the NDIS.

What if I'm not sure if I am eligible?

In Australia, we have many different insurance schemes which have funded amputee / limb deficiency supports, including: motor transport accident compensation; workplace injury compensation; and, Veterans' Affairs and Defence Force schemes.

If you are funded under one of these schemes, you may not be eligible for NDIS support, and we suggest that you talk to staff at the NDIS so that they can assess your individual situation. Contact details can be found on the NDIS website - www.ndis.gov.au

What happens if I'm aged over 65 years?

People who are aged over 65 will be eligible for care and support under the current aged care system, but won't be able to access the NDIS. Amputees aged over 65 will still receive access to state and territory government limb scheme and equipment 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?

The NDIS is not based on diagnosis – it is based on levels of impairment and what you need to achieve your goals.

That means if you are an amputee or child with a limb difference who has been diagnosed with another type of disability (eg. autism, cerebral palsy, epilepsy, other), you will be funded for the support you need across all of your disability areas.

Some mental health conditions are also included in the NDIS. If you have an ongoing mental health issue which impacts on your life you may be funded for the support you need in that area as well.

When will the NDIS be available in my region?

You will not be able to enter into the NDIS until it starts in your area. The NDIS is being progressively rolled out across Australia. The roll-out timetable is different for each region, information about the NDIS roll out can be found on the NDIS website - www.ndis.gov.au

4. What is the NDIS process?

There are five steps involved in developing your NDIS Plan (refer to diagram).

This Guide will help you with the first step, which is 'thinking about your needs and goals'. The NDIS call this 'pre-planning'.

It is important to be prepared for your NDIS Plan because you are the expert about your disability and the support that you need.

After you contact the NDIS to ask if you are eligible, they will either send you some paper work to complete and/or set up a meeting with a NDIS Planner. The NDIS Planner will use the information they receive from you to work out what support you need. They will help you write a NDIS Plan which outlines your goals and the support you need to make it happen.

You should also talk about whether you want to manage your own funding, get help from a Plan Management Provider or have the NDIS manage your funding.

After you meet with your NDIS Planner, that person will send you a copy of your NDIS Plan. You should read it carefully and make sure you agree with it. If you don't agree with your NDIS Plan, you should tell your NDIS Planner that you want to discuss having it changed. If you need help at your NDIS planning meeting, you can ask a friend, family member or advocate to be with you for support. Once your NDIS Plan is approved, you are then set to start putting your Plan in action.

The circular diagram above shows the steps involved in NDIS planning.

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 support.

You may attend a few meetings, or have conversations over the phone, with your NDIS Planner which will cover the following areas:



Diagram: NDIS Planning Process

1. **Your goals.** This conversation will involve you discussing your goals. It is a chance to 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.** This is a chance to let your NDIS Planner understand you, your needs and your current situation. It is an opportunity to talk about the supports and services, as well as assistive technology such as prosthetics, you are currently using. It is also a time to talk about anything that is preventing you from achieving your goals.
3. **Budget.** An allocated budget will be attached to the reasonable and necessary supports identified in your NDIS Plan. You can choose to manage the budget yourself or ask for a Plan Management Provider or the NDIS to do so.
4. **Your NDIS Plan.** Your NDIS Plan is developed, written up and shared with you. It is at this point you agree to it or discuss making changes.
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 (eg. Prosthetist, Physiotherapist). You don't have to do this alone, but your NDIS Planner can speak to you about support to put your plan into action.
6. **NDIS Plan Review.** Your NDIS Plan review will usually occur at least once every twelve months (although you can request a meeting sooner if required). You will meet with your NDIS Planner so that you can review your goals and outcomes, and look at whether your supports assisted you to achieve your desired goals and outcomes. Once this is done, you will work with your NDIS Planner to develop your next NDIS Plan.

The NDIS planning meeting should also take account of the needs of people who require a different approach or additional support such as people living in group homes, people with a psycho-social disability, people with a culturally and linguistically diverse background, Aboriginal and Torres Strait Islanders or people with complex communication needs.

Should I make and keep notes?

When you attend an NDIS Planning Meeting it is a good idea to make notes, list who was at the meeting and any actions that were discussed. It is a good idea to bring a note pad with you to jot down the things that you would like to remember (whether this is in person or over the phone). You may want to use the following headings so that you keep track of what you talk about and/or decide upon during the meeting. You may want to complete and bring the appropriate Checklist and Workbook (at the end of this Guide) with you also.

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 (eg. who will contact your Prosthetist for a document, 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 (requirements) that you need to follow up prior to the next meeting.

5. NDIS supports, services and providers

The range of NDIS funded supports and services are unique to the individual Participant and vary according to what is considered reasonable and necessary and aligned with each person's goals. The NDIS planning meetings and conversations consider each person's circumstances.

The range of supports, the assistive technology, the number of hours and the amount of funding associated with each support item is clearly set out in a Participant's NDIS Plan.

What are the NDIS supports and services?

The NDIS has categorised supports and services across the following:

1. Assistance with daily life at home in the community, education and work
2. Supported independent living
3. Improved daily living skills
4. Assistive technology
5. Vehicle modifications
6. Home modifications
7. Improved living arrangements
8. Increased social and community participation
9. Finding and keeping a job
10. Improved relationships
11. Improved health and wellbeing
12. Improved learning
13. Improved life choices.

Examples of some ways that NDIS funded supports and services can assist a person living with limb loss include:

Assistive Technology

- Prosthetic limbs (including recreational limbs and suspension systems)
- Wheelchairs / scooters
- Walking aids (including walking sticks, crutches)

Home modifications

- Modifications to your home, such as widening doors and putting up ramps and rails
- Improving safety in the bathroom through use of shower seats, grip bars or removing steps 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 such as cleaning, gardening and lawn mowing
- Personal care assistance such as showering or meal preparation

Improved health and wellbeing

- Developing exercise and dietary plans
- Gaining 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. A NDIS provider could also be a Peer Support Volunteer. You can find a link to registered providers here: www.ndis.gov.au/document/finding-and-engaging-providers/find-registered-service-providers

How can NDIS providers help me?

Once you are eligible for NDIS support, it will be beneficial to discuss your NDIS Plan with various allied healthcare practitioners or other providers who will be able to guide you through the maze of what you may or may not need, show you suitable technology (eg. prosthetics) and discuss the experience of others. You may also choose to meet with a Peer Support Volunteer who has experience living with an amputation.

While NDIS providers will have a great deal of expertise and understanding about the Participant, it's important to remember that the planning discussion is ultimately about the Participant and their need for support. It is therefore different to the relationship that a provider has with the Participant. This means that a NDIS provider can be present during the planning meeting to support the Participant, but must be mindful that the discussion is directly with the Participant.

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, as long as they are a registered NDIS provider.

This means that, if you are not happy with an organisation that currently supports or 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. You can also change your NDIS provider at any time if you find that the organisation or person doesn't meet or suit your needs.

How does the NDIS work in terms of prosthetics?

Prior to meeting with your NDIS Planner it's a good idea to make time to discuss your goals with your prosthetic provider (your prosthetist) or seek a second opinion with another provider. You will need help from a prosthetist to formulate the finer details of your NDIS Plan.

You may like to discuss the following things with a prosthetist when finalising your NDIS Plan:

- How prostheses can assist you to meet your specific goals
- The process in getting a new/replacement prosthesis including the expected time and schedule of casting, fitting, reviewing a prosthesis
- The cost to make your prosthesis
- Any maintenance or repair costs, costs to supply prosthetic liners or stump socks and other consumable items you will need ongoing and the time required for additional maintenance checks.
- You can also ask to trial different prosthetic devices or consider options that will suit your needs and goals.

Remember that you don't have to stay with your current prosthetic provider if you don't want to. The NDIS gives you 'choice and control' over who you choose as your prosthetist.

You can work with your prosthetist to trial, make, fit and implement a successful solution (eg. new prosthesis). The NDIS will pay for training as a separate support (eg. physiotherapy/occupational therapy). The NDIS will also pay for necessary adjustments, maintenance, repairs as needed, and regular prosthetic reviews to check that things are working well for you.

Key points to remember during your initial planning meeting

- 1) **There should be provision for a prosthetic assessment of 4 hours**
- 2) **You must be registered in the Capacity Building Domain – Improved Daily Living/Therapies**
- 3) **Provision must be made for ongoing maintenance (and repairs) and consumables**
- 4) **Please ensure you advise your planner what services you are currently accessing through the Artificial Limb Scheme in your state or territory**

Your planning meeting is where you discuss your functional goals and any current limitations you are experiencing with your planner. At this meeting the planner will make allowance for a **4 hour prosthetic assessment**, and register you under **CB Daily Activity (Support Item Ref #: 15_048_0128_1_3)**.

Each participant must have provision in their plan for the ongoing maintenance of any prostheses, as well as consumables or therapies that are required. This should also be included in the **Assistive Technology (Support Item Ref# 05_500624304_0135_1_2)**. The requirements for this will be included in the report submitted to the NDIS.

14. Setting goals

When it comes to goal setting the NDIS will be interested in talking to you about:

- How support with daily activities may improve the way you live your life
- How supports may assist to maintain or strengthen relationships
- How supports may assist you to remain living at home or maintain your home
- How supports may improve and contribute to your health and wellbeing
- How supports may assist you to maintain or return to study or maintain interests
- How supports may assist you to maintain your employment or help you to gain employment
- How supports assist with social, community participation and inclusion.

How do I 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 living with limb loss may want to particularly look at mobility, 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**

Consider the following general goal comparison:

"I want to walk again"

Compared to this SMART goal:

"I want to get physiotherapy sessions (resourced and realistic) to be able to walk 500 metres (specific and measurable) by January 2018 (time sensitive and achievable) without my walking stick (specific) so that I can walk my daughter down the aisle at her wedding".

SMART Goals allow you to measure your progress as you go along with your treatment plan, and are good things to use to communicate with your healthcare practitioners so that they know exactly what you want to do, and therefore assist you to reach your goal by the desired date. Whether goals are achievable and can be resourced are discussions to have with the providers you engage and the NDIS planning team.

Mobility goals

Mobility goals are ones that relate to physical movement. To set mobility goals think about what you want to be able to do and what you will need to achieve these. An example may include:

Mobility Goals			
Goal What I want to be able to do?	Goal Achievement What might I need to be able 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)
<p><i>General - I want to be able to walk pain free.</i></p> <p>SMART Goal – I want to be able to wear a prosthesis for 8 hours a day without getting a pressure sore and to walk around the house and to the shops (500m return) when I need to (3 times a week) with a pain level of less than 5 at all times.</p>	<ul style="list-style-type: none"> • Review my wounds and wound management with a doctor and wound care nurse/podiatrist • Review my prosthesis with my prosthetist and find the cause of the pressure sores and find a solution to prevent them in the future • Review my pain levels and management with a Doctor • Discuss with a Physiotherapist whether there is anything I can do to relieve the pressure going through my prosthesis. 	<p>3 months to find and implement the most likely solution</p> <p>6 months to achieve the details of my SMART goal depending on wound healing</p>	<ul style="list-style-type: none"> • Prosthetist • Doctor • Nurse/Podiatrist

Daily living goals

Daily living goals relate to everything you want and need to do on a daily basis (eg. a chair in the shower or grip bars in the bathroom or a waterproof leg). The NDIS often refer to this as ‘care requirements’. An example may include:

Daily Living Goals (care requirements)			
Goal What I want to be able to do?	Goal Achievement What do I need to be able 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)
<p><i>General - I need to shower safely without the fear of falling over.</i></p> <p>SMART Goal – I want to get in and out of the shower alone at home and I don't want a prosthesis in the shower but I don't want to fall either.</p>	<ul style="list-style-type: none"> • I need an Occupational Therapist to conduct a review of my bathroom and how I am doing things now and to suggest ways of making it safe • I need funding to help me implement the solutions the Occupational Therapist suggests (eg. a new and safe shower base). 	<p>6 months</p>	<ul style="list-style-type: none"> • Occupational Therapist • Accredited Builder (depending on the solutions required)

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. The NDIS often refer to this as 'economic requirements'. An example may include:

Return to Work / Gain Employment Goals (<i>economic requirements</i>)			
Goal	Goal Achievement	Time frame	People Involved
What do I want to be able to do? <i>General - I want to continue working full-time as a domestic cleaner.</i> SMART Goal – I want to continue working as a domestic cleaner for another 10 years but I want to be less physically exhausted at the end of each day and make sure I can go to anyone's house, whether they have stairs or ramps.	What do I need to be able to achieve this goal <ul style="list-style-type: none"> 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. 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. I need a way to measure my fatigue so I can know if it is improving or not with the changes I make. 	(from the date of my goal setting session) 6 months	(who do I need to help me achieve my goal) <ul style="list-style-type: none"> Prosthetist Physiotherapist Exercise physiologist

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? <i>General - I need to be able to use a computer and mouse to participate in University studies.</i> SMART Goal - I would like to be able to use a computer program and a left-handed mouse both at home and at School/University	What do I need to be able to achieve this goal <ul style="list-style-type: none"> I need to meet with an Occupational Therapist to assist me to find a computer program that suits my needs. I need to trial a left-handed mouse and/or another computer assistive technology to meet my needs. I need support from an Occupational Therapist to learn how to use my selected assistive technology. 	(from the date of my goal setting session) 3 months	(who do I need to help me achieve my goal) <ul style="list-style-type: none"> Occupational Therapist Assistive technology consultant

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? <i>General - I want to get my driver's licence.</i>	What do I need to be able to achieve this goal <ul style="list-style-type: none"> I need to work with an occupational therapist so that I can take driving lessons. 	(from the date of my goal setting session) 12 months	(who do I need to help me achieve my goal) <ul style="list-style-type: none"> Occupational Therapist Vehicle modifier

<p>SMART goal – I want to get my driver's licence when I turn 18 so that I can independently get myself to work and study and participate in the community the way my friends do.</p>	<ul style="list-style-type: none"> • I need access to a vehicle modification provider to modify my parent's vehicle so that I can learn to drive safely. 		
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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. The NDIS often refer to this as 'social inclusion requirements'. An example may include:

Social and Recreation Goals (Social Inclusion Requirements)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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)
<p><i>General - I need to be able to get to things in my area that are too far for me to walk with my prosthesis.</i></p> <p>SMART goal – I need to get to the shops which are 2kms from my house and I want to participate in the local music club on a weekly basis.</p>	<ul style="list-style-type: none"> • I need to review my situation with my prosthetist to see if there is any way I can walk further. • I need to understand what my options are for getting around without needing to walk. 	<p>3 - 4 months</p>	<ul style="list-style-type: none"> • Prosthetist • Physiotherapist • Rehabilitation Specialist • Occupation Therapist

15. Understanding yourself, your needs and your environment

A significant part of your NDIS planning and meetings will require you to think about yourself, your needs and your environment, and how these connect these to your goals.

When thinking about your NDIS Plan, what are the 'reasonable and necessary' things that you need in order to achieve your goals. This is explained in more detail in a later section called 'Working out what I need and can ask for'.

We have developed some questions, specifically related to amputees and children with a limb deficiency, below for you to think about. We call these 'self-assessment' questions. The questions below will help you to start thinking about what you need in order for you to achieve your goals and what to include in your NDIS Plan. This is not an exhaustive list and you may think of others along the way!

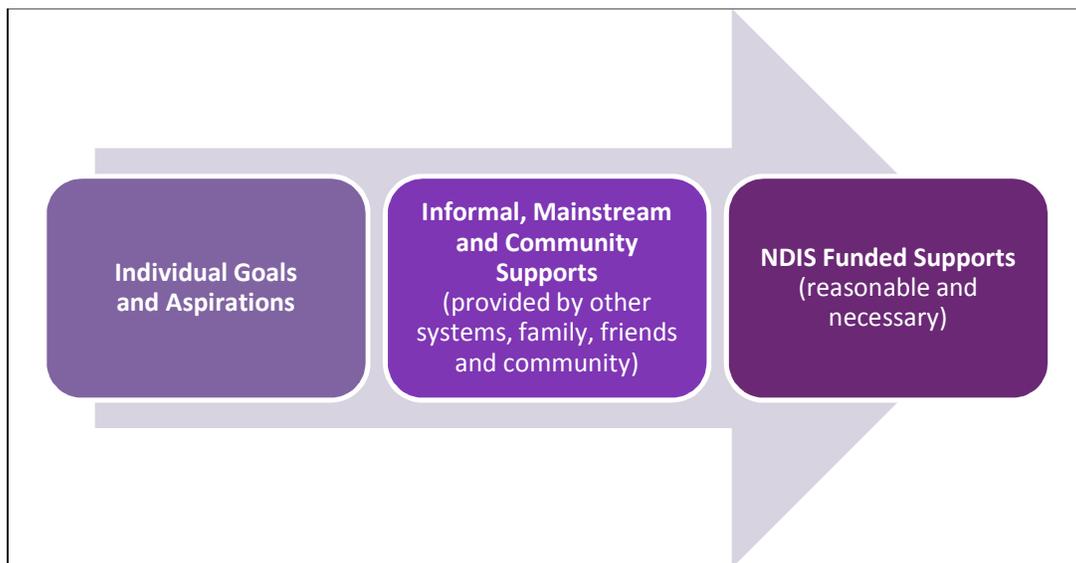


Diagram: NDIS Pathway to Supports

Self-Assessment Questions

Think about how well you understand yourself, your needs and your environment.

Assistive technology – prosthetics

- Do you know where to find a Prosthetist to suit your needs?
- Do you know how to ask about different equipment/prosthetic options (eg. different feet, knees, arms and/or hands)?
- Do you know how to ask about different suspension systems and what is available to you?
- Do you know where to find out about maintenance and repairs (if required) for your prosthesis?
- Do you know where to get information regarding prosthetic safety (eg. a wet leg to enable you to stand up in the shower safely without the use of a shower chair)?

Assistive technology – other

- Do you know where to find an Occupational Therapist?
- Do you know how to access driving lessons for someone who requires a modified vehicle?
- Do you know where to get information about vehicle modifications?
- Do you know where to get information about home modifications?
- Do you know where to get information about wheelchairs/crutches/walking aids (sticks)?
- Do you know where to get assistive device that will assist upper limb amputees to make everyday tasks easier (eg. chopping boards, one-handed computer keyboard)?

Personal health care and general wellbeing

- Do you know how to care for your residual limb/stump?
- Do you know about the importance of managing skin hygiene?
- Do you know how to take care of your socket/s, liner/s and stump socks?
- Do you need support to manage any psychological issues related to your amputation / living with limb loss?

Gait training

- Do you know how to find a Physiotherapist to assist you with lower limb prosthetic training or re-training?

Upper limb training

- Do you know how to find an Occupational Therapist to assist you with upper limb prosthetic training or re-training?

Sport, recreation and leisure

- Do you know where you can get information about recreational prosthetics?
- Do you know where you can participate in local sports and recreation activities?

Peer Support

- Do you know how to access a trained Peer Support Volunteer?

Early childhood intervention

- Is your child experiencing developmental delays due to their limb difference (or another condition)?
- Could your child benefit from Early Childhood Early Intervention support of he / she is between 0 – 6 years?

Important things to remember

- Don't sign off on anything until you are completely satisfied with your plan
- You can request a new planner at any time if you feel that you need to
- You can appeal any decisions by contacting your planner or local NDIS office
- Ask your agency (if you are agency managed) to help advocate for you and assist with any appeals processes
- Seek feedback for example: Why something was rejected?

16. Developing the skills to advocate for yourself

It is important that you know and understand how to ask 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.

What is self-advocacy?

- Learning how to speak up for yourself.
- Feeling confident making decisions about your own life.
- Learning how to get information so that you can understand what interests and is important to you.
- Finding out who will support you in your journey (eg. a family member, friend, representative).
- Knowing your rights and responsibilities.

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.

How can I feel confident to stand up for myself?

1. Do your homework – know what you want.
2. Identify your goals – what do you want to achieve.
3. Work out what you need to achieve those goals.
4. Figure out what you can ask for so that you can achieve your goals.

17. Working out what I need and can ask for

Before entering into a discussion with the NDIS it is important to understand that the system will have limitations, so begin thinking about what you need in order to achieve your goals.

What is 'reasonable and necessary'?

The NDIS provides support that are considered 'reasonable and necessary' for that person. A NDIS Participant's reasonable and necessary supports considers any informal supports already available to the individual (informal arrangements that are part of family life or natural connections with friends and community services) as well as other formal supports, such as health and education.

Reasonable and necessary supports are funded by the NDIS in a range of areas (eg. assistive technology, education, employment, social participation, independence, living arrangements and health and wellbeing).

These supports are given to help NDIS Participants to:

- achieve their goals, objectives and aspirations
- increase their independence
- increase social and economic participation
- develop their capacity to actively take part in the community.

The NDIS will not replace funding from education, health, transport or other community services but may supplement it with disability support not related to these programs. For example, equipment to participate in classroom activities will be funded by education, but equipment that is not specific to education, like a prosthesis or wheelchair, will be funded by the NDIS.

Assistive Technology (AT)

The NDIS calls prosthetics and related items 'Assistive Technology (AT)' and 'Equipment'. Prior to an appointment with your NDIS Planner you should think about your needs and who to meet with. Professionals who you may want to meet with could include a Prosthetist, Physiotherapist and Occupational Therapist. These people will be able to talk about the Assistive Technology and Equipment you may need to meet your goals.

Assistive technology - prosthetics

As an amputee or parent of a child with a limb deficiency it is important that you consider what prosthetics (assistive technology) will assist you to achieve your goals. When meeting with a Prosthetist you should aim to discuss prosthetics, suspension systems and other related items.

The right kind of prosthetic or prostheses for you is not always obvious. There are several things that you will need to consider, and a Prosthetist can help you with this.

These considerations may include:

- your current level of activity
- your lifestyle
- your weight and height

- your assistance to use a prosthesis if required
- your other medical conditions
- any medications you currently take
- your ability to attend regular appointments.

The NDIS will cover the costs relating to:

- prosthetics
- a prosthetic assessment
- therapy services so that you can learn how to use a prosthesis correctly and most efficiently
- trialling (and training on) new/different prosthetic device
- repairs and maintenance
- follow-up appointments.

When it comes to prosthetics you should discuss the following, ask to trial devices and ask for costings as all of this will be critical information when meeting with your NDIS Planner. It is important to discuss the following:

- the type of prosthesis that will help you to achieve your goals
- the level of maintenance and number of prosthetic reviews you might require in the future (eg. your prosthesis may require annual maintenance checks)
- which prosthetic products you would like to trial prior to making your final decision and purchase (eg. different feet, knee, arm units)
- whether you would like a prosthetic cover (cosmesis) for your prosthesis
- your need for recreational limbs and how they will support your lifestyle choices (eg. bike riding, running, water-based activities)
- your need for specialised prosthetic limbs to support specific activities (eg. shower/wet legs, hands which grips tools or 'holds onto' another device such as a bike).

If you are a prosthetic user you will also need to consider the suspension system you plan on using and the costs associated with it, as this information will be needed as part of your NDIS Plan. It is important to discuss your needs with your Prosthetist. Remember to consider items like:

- Liners - Silicone or Gel
- Stump socks
- Prosthetic sleeves
- Shrinkers

It important to discuss your needs. For example: how many prosthetic liners you will need over a twelve-month period.

If you are a prosthetic user you will also need to discuss the other items / solutions (so that your health and hygiene is supported) as this information will be needed as part of your NDIS Plan. For example: Prosthetic lubricant spray, gel and/or ointment.

Assistive technology – lower limb amputees

As a lower-limb amputee it is important that you consider which assistive technology will enable you to achieve your goals. You may want to discuss these with a number of professionals such as your Prosthetist or Occupational Therapist. Some things to think about may include:

Home modifications:

- Hand rails – entry / steps
- Wet areas – toilet / shower
- Grip bars
- Anti-skid shower / bath mats
- Shower – seat / chair / stool
- Bath – seat / chair / stool

Mobility Aids:

- Walking aids such as walking sticks or crutches
- Wheelchair – manual / electric
- Wheelchair cushion
- Orthotic shoes

Assistive technology – upper limb amputees

As an upper-limb amputee it is important that you consider which assistive technology will assist you to achieve your goals. You may want to discuss these with a number of professionals such as your Prosthetist or Occupational Therapist. Some things to think about may include:

Personal aids:

- Spoon / fork / knife
- Specifically designed chopping boards
- Modifications to clothing
- General Velcro / button replacements.

IT / computer equipment:

- One-handed keyboards / mouse
- Specialised computers
- Specialised computer programs with voice recognition.

Equipment modifications – upper and/or lower limb amputees

As an upper and/or lower limb amputee it is important that you consider whether you need any equipment modifications that will assist you to achieve your goals. You may want to discuss these with a number of professionals such as your Prosthetist and/or Occupational Therapist. Motor vehicles and places of education and employment are areas where you might require equipment modifications:

Motor vehicles:

- Left foot accelerator
- Spinner-knob

- Specialised driving lessons
- Hand controls

Education and employment:

- Access to places of learning (eg. schools, TAFE, University)
- Access to places of employment
- Workplace supportive devices
- Wheelchair lifting arm

Therapy

If you are a recent amputee or have recently been in rehabilitation you may decide that you require support for different aspects of your life, such as community participation, education or to return to / gain work. If you are the parent of a child with limb difference you may think that your child needs support in different therapy areas so that your child's goals can be achieved.

Speak to the following practitioners (or others) to determine how many hours of therapy or treatment your practitioner thinks that you will require to help you to achieve your goals:

- Occupational Therapist
- Podiatrist
- Psychologist
- Social Worker
- Physiotherapist
- Prosthetist
- Recreational / Exercise Physiologist.

18. Putting your NDIS Plan into action

Understanding the NDIS planning process, how to action your NDIS Plan, managing NDIS funding and ways of making complaints is important.

Meeting with a 'NDIS Planner'

You will need to prepare prior to meeting with your NDIS Planner. Your NDIS Planner will help you to develop your 'Participant Plan'. Your NDIS Plan should take into account all of the things that you may need to achieve your goals and plan for your future.

It is important that you have your goals in mind, as well as ideas for how you can achieve those, when you meet with your NDIS Planner. The NDIS will provide you with 'reasonable and necessary' supports to help you to achieve your goal.

You can use the Workbook at the end of this guide to assist you in planning for your NDIS planning meeting.

Putting your NDIS Plan into action

Putting your NDIS Plan into action requires you to consider a number of things including finding any service providers you need (eg. using your current or a new Prosthetist) and deciding how you want your NDIS funding managed. Your NDIS Planner can help you with this.

Finding a service provider

It is entirely up to you which providers you choose to assist you to achieve your goals. You are in control of the support service provider you select and how those support services are delivered. It is important that you choose a provider who is right for you. Before finding a provider you need to decide if you are going to manage your own funding or have someone else manage your funding for you.

Your provider needs to be registered under the NDIS as a service provider. To find if the provider you would like to use is registered you can check on the NDIS website at -

www.ndis.gov.au/document/finding-and-engaging-providers/find-registered-service-providers.html

Managing your NDIS funding

When it comes to your funding, you have a number of choices. You can manage your own funding or arrange to have someone manage your funding for you.

Self-managing your own funding can be something that you can include in your as part of your goal setting process. If you choose to 'self-manage' you will be required to open a separate bank account, receive and pay your invoices and claim payments back via the NDIS portal.

Once you have created your NDIS Plan and it has been approved, it is your responsibility to decide how you will manage your NDIS Plan. There are a number of different options that you can choose:

Self-Managed Plan

If you chose to self-manage your NDIS Plan, you will be responsible for sourcing and arranging your supports, managing your budget, making payments to your providers and keeping records of all the purchases which relate to your NDIS Plan.

Registered Plan Management

Engaging someone else to manage your NDIS Plan means that you will entrust your funds to a Registered Provider who will work with you to ensure that your NDIS Plan is being correctly managed. You can change Registered Providers at any time.

National Disability Insurance Agency (NDIA) Plan Management

Under this option you can arrange for the NDIA staff to manage your NDIS funding. 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.

Combination of Plan Managements

Using a combination of the above Plan Management options will enable you to manage some aspects of your NDIS Plan.

Reviewing your NDIS Plan

The standard NDIS Plan review happens annually, however you can ask to have your NDIS Plan reviewed prior to that if required. The standard NDIS Plan reviews:

- currently happen annually but may extend to a two-year period
- will have a start and end date
- will happen prior to the end date
- can be done over the phone or in person - it is your choice.

If your circumstances change significantly within a planning cycle and this affects the NDIS supports, you can request an early NDIS Plan review by completing the 'Request a Plan Review Form' and speaking to your NDIS Planner.

Prior to having your NDIS Plan reviewed there are a few things that you should consider, including:

- what services/products are working well and what services products are working not so well
- whether there are services that you are receiving but which you don't need
- whether you are not receiving services but which you feel you require
- whether your NDIS Providers are working well for you, meeting your needs and your expectations
- whether things have changed since you made your previous NDIS Plan
- whether your goals and aspirations are being met.

Complaints

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.

19. Getting help and assistance

The NDIS is a new way of thinking about disability and supports! So, you may want some assistance before, during and after you enter into the NDIS.

If you are a new adult amputee, recently gave birth to a child with a limb deficiency or your child recently had an amputation or don't feel like to you have enough information to make decisions about the NDIS supports you may need, you might want to discuss your options with someone (another amputee) who has successfully adapted to limb loss. Limbs 4 Life can provide you with access to trained Peer Support Volunteers. Peer Support Volunteers are all amputees who have lived experience of adapting to amputation. They can also share information and resources with you, along with pointing you in the right direction to achieve your goals and aspirations.

Similarly if you are the parent of a child with limb deficiency you may want to talk to another parent or an adult who grew up with limb deficiency since childhood. Limbs 4 Life can link you to trained Parent Peer Support Volunteers who understand what childhood limb deficiency means because they are the parent of a child or have the lived experience of growing up with a limb deficiency themselves.

Alternatively, you may wish to contact an advocacy organisation who can provide representation on your behalf. Have a think about what will assist you and suit your needs, there are lots of different support services that can assist you. Remember the role of an advocate can be covered for in your plan.

The NDIS has a wide range of tools and resources to assist Participants to navigate their way through the system. The best thing to do is have a look through their website - www.ndis.gov.au Or, if you can't access their website consider calling the NDIS on **1800 800 110**

The following NDIS Checklists and Workbooks have been developed to assist you to prepare for the NDIS and may also be useful tools when meeting with your NDIS Planner. The first is for adult amputees and the second is for parents of children with a limb difference (limb deficiency).

If you have any questions or need for support, contact Limbs 4 Life on 1300 782 231 or email info@limbs4life.org.au

NDIS Checklist and Workbook for Adult Amputees

The following Checklist and Workbook is to help amputees to 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 so that you can identify what support will assist you to achieve goals and any barriers that may be stopping you 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. 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 or potential providers.

Your informal support/s

Informal supports are all those 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 (eg. craft or art groups) |
| <input type="checkbox"/> Education (eg. 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 (eg. 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 be able 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 (eg. a chair in the shower or grip bars in the bathroom so you are safe or your care needs). The NDIS often refer to this as ‘care requirements’.

My Daily Living Goals (<i>care requirements</i>)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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)

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). The NDIS often refer to this as 'economic requirements'.

My Return to Work / Gain Employment Goals (<i>economic requirements</i>)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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)

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. The NDIS often refer to this as ‘social inclusion requirements’.

My Leisure and Recreation Goals (Social Inclusion Requirements)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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 (eg. 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?

- Walking
- Stairs / steps
- Driving
- Public transport
- Personal care and hygiene
- Participating in exercise
- Accessing / attending work

- Accessing attending education / training
- Accessing / attending volunteering
- Maintaining my role as a partner
- Maintaining my role as a parent
- Participating in family activities
- Participating in friends' activities
- Maintaining relationships

- Coordinating my week (appointments)
- Hanging clothes on the line
- Shopping
- Gardening
- Cleaning
- Cooking

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 (eg. 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 (eg. cleaning / cooking /mowing lawns) | |

Other / Comments:

Improved environment:

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

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
- Psychological support

- Having someone to talk to about living life as an amputee (eg. Peer Support)
- Support to assist me in managing any other conditions I might have (eg. diabetes, mental health)
- 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 (eg. 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 (eg. 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):

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	
The level of maintenance and number of prosthetic reviews you might require in the future (eg. your prosthesis may require annual maintenance checks)	
Which prosthetic products you would like to trial prior to making your final decision and purchase (eg. 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 (eg. bike riding, running, water-based activities)	
Your need for specialised prosthetic limbs to support specific activities (eg. 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 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 Device Checklist (mobility aids):

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

Assistive 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 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 (eg. 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 workers	

Physiotherapist	
Prosthetist	
Recreational physiologist	
Other	

Things to consider:

- You can trial prosthetic components (usually for up to a period of 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 (eg. microprocessor knee units/myo-electric arms) where applicable.

NDIS Checklist and Workbook for Children with Limb Deficiencies

The following Checklist and Workbook is to help parents/carers of a child with a limb deficiency, as well as the child or young person, 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. This Checklist and Workbook is not an exhaustive list but a tool 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 your child 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 (eg. 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 son or daughter. 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 (eg. 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 (eg. 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 (eg. 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 (eg. training, counselling, respite care)?

Do you currently receive any support (eg. 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 his or her's social, emotional and cognitive needs also.

Describe your child's medical and health conditions (consider not only your child's limb deficiency but any other medical or health conditions your child has). If your child has multiple diagnoses then make sure these are discussed (eg. a limb difference 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 day-to-day life (consider education and social activities your child participates in, things that work or are not 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 (eg. other family members, friends).

Describe the key relationships and support persons in your child's life (consider friends, family, professional supports and what role each play in your child's life)?

If your child is below school age, is your child receiving early intervention support designed to enhance his or her 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 disability, emotional, social and community support is your child receiving? Use the table below to outline the supports your child currently receives. When filling out this table consider all disability, social and community supports your child receives (regardless of how they are funded), as well as any support provided by friends and family. Examples may include: prosthetic visits, occupational therapy, physiotherapy, counselling, social activities (eg. Scouts, holiday

programs), sports (eg. football), assistance with daily living, transportation or respite care. If possible try and bring the names and contact details of services your child is accessing to your NDIS meeting.

Type of support provided	Amount of support (eg. hours and regularity)	Service / person providing support

What are your child's goal/s?

When thinking about goals think about what is important to your child, what things in your child's life he/she would like to maintain and/or what new goals your child may have. This section starts with a list of general goals and follows with more specific goals and how your child would like achieve them. Some may not be relevant right now due to your child's age but worth considering into the future.

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 (eg. exercise programs, attend appointments)

Comments:

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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.

My Mobility Goals			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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 your child wants and needs to do on a daily basis (eg. a chair in the shower or grip bars in the bathroom so your child is safe or other care needs he/she may have). The NDIS often refer to this as 'care requirements'.

My Daily Living Goals (care requirements)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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)

Return to work or gaining employment goals table

Working and employment goals are important for many people, particularly older young people who are beginning to think about casual work while at studying or as employment after leaving school. The NDIS often refer to this as 'economic requirements'.

Employment Goals (economic requirements)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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)

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 his/her push bike or learn to play a musical instrument. The NDIS often refer to this as ‘social inclusion requirements’.

My Leisure and Recreation Goals (Social Inclusion Requirements)			
Goal What I want to be able to do?	SMART Goal What do I need to be able 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 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 (eg. 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 (eg. prosthetics, aids) Finance House design Transport Mood Motivation

Comments:

What does your child need in order to achieve his / her goals?

When thinking about this consider the tasks that are hard for your child and barriers he/she may face when trying to participate in activities and tasks – 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:

- Equipment to improve independence
- Assistance with personal care

- Assistive technology and communication tools
- Emergency call system

Other / Comments:

Improved environment:

- Kitchen modifications
- Bathroom modifications
- Equipment in the home (eg. 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 living life as a child with a limb deficiency

- Psychological support
- Support to assist in managing other conditions I might have (eg. 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 (eg. 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 his/her 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	
The level of maintenance and number of prosthetic reviews you might require in the future (eg. your prosthesis may require annual maintenance checks)	
Which prosthetic products you would like to trial prior to making your final decision and purchase (eg. different feet, knee, arm 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 (eg. bike riding, running, water-based activities)	
Your need for specialised prosthetic limbs to support specific activities (eg. 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	
Stump socks	
Shrinker socks (<i>for lower limb users</i>)	
Other	

Assistive 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 Device Checklist (mobility aids):

Think about the following:	Write down your thoughts, ideas, feedback from others / providers:
Walking aids such as crutches	
Wheelchair – manual / electric	
Wheelchair cushion	
Orthotic shoes	

Other	
-------	--

Assistive 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 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 (eg. TAFE, schools)	
Access to places of employment	
Workplace supportive devices	
Other	

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

Speak to the following practitioners (or others) to determine how many hours of therapy or treatment your practitioner thinks 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 workers	
Physiotherapist	
Prosthetist	
Recreational physiologist	
Other	

Things to consider:

- Your child can trial prosthetic components (usually for up to a period of two weeks) prior to making your final decision.
- Your child will require on-going reviews and modifications to his/her 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 (eg. microprocessor knee units or myo-electric arms) where applicable.

NDIS 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 do 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 has an above-knee amputation. 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 day. He is also feeling physically fatigued at the end of every day.

John's Goals:

- *To walk faster in his home and work environments
- *To feel safe so he can spend less time worrying about whether he will fall and hurt himself.
- *To reduce the number of falls he is having.

NDIS Plan:

After expressing his challenges, and working with his healthcare team to determine exactly what was causing John's concerns and what solutions might exist, John's NDIS plan now includes:

- * a new and more advanced prosthesis and associated services from his prosthetist
- * physiotherapy sessions to help John adjust to his new prosthesis.

Outcomes:

After working with his prosthetist and physiotherapist for three months, John is now not as tired at work, feels safer on his prosthesis and he has more time and energy to play with his children and in recent weeks has not had a fall.

**John is not a real person*

About Jenny*

Jenny is 7 years old and was born with a congenital limb deficiency and has started to show interest in a greater level of school and community participation such as: Scouts

Jenny's current concerns:

Jenny's mum is concerned that when Jenny has tried different activities she has had difficulty participating because she falls and can't keep up with other kids her age.

Jenny's Goals:

- *To be able to play with her friends
- *Participate in recreation and community groups without hurting herself

NDIS Plan:

- *To discuss her prosthetic needs with a prosthetist
- *To have some physiotherapy sessions to help her to better use her prosthesis

Outcomes:

Through her NDIS funding, Jenny worked with her prosthetist and has now been fitted with a new prosthesis which is more responsive to her needs. Jenny has also been approved to trial a second prosthesis for sport. Her physiotherapy sessions have enabled Jenny to feel more confident using her prosthesis. Jenny's parents feel she is now as active as other children her age.

**Jenny is not a real person*

About Ellen*

Ellen is a 60 year old bilateral amputee who uses a wheelchair full-time.

Ellen's current concerns:

That her support needs are putting pressure on her husband, and what may happen if her husband falls ill. Ellen is also upset that they have no time to simply enjoy each other's company.

Ellen's Goals:

- *To be less reliant on her husband
- *Wants to engage an external personal carer (for showering support)

NDIS Plan:

After outlining her concerns, Ellen has met with an Occupational Therapist to assess her care needs which were identified as:

- *three hours of support from a carer to assist Ellen with showering and home duties such as washing clothes and vacuuming/cleaning the floors
- *physiotherapy session to assist with transfers
- *installation of suitable equipment in the 'wet areas' of her home (bathroom and toilet)

Outcomes:

Ellen and Jack's relationship has strengthened. Ellen is feeling more confident with transfers and independent toileting. Ellen is currently satisfied with her mobility and is keeping the option of prosthetics open in case she changes her mind in the future.

**Ellen is not a real person*

About Peter*

Peter is 25 and was born with a right upper limb deficiency.

Peter's current concerns:

Peter has never worn a prosthesis and is experiencing neck, shoulder and back pain which is effecting his quality of work and general wellbeing.

Peter's Goals:

- *To continue to work full-time without pain
- *Have a prosthetic review to see if this will assist with the back, neck and shoulder pain

NDIS Plan:

- *Trial and upper limb prosthesis with the support of a prosthetist and occupational therapist

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. Peter plan supported him with eight occupational therapy sessions which Peter found very useful. Peter's pain has been significantly reduced.

**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. Tom has just become 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 he would like to become more independent and get his car licence when he turns 18.

John's Goals:

*To reduce pressure on his parents by driving to work himself.

*To finish his apprenticeship as he loves baking and sees this as his long-term career goal.

NDIS Plan:

After expressing his challenges and goals, Tom's NDIS plan now includes:

*working with an occupational therapist to assist with and assess his driving

*car pedal modifications

Outcomes:

After turning 18, Tom successfully received his driver's licence and has had the pedals in his car modified so that he can drive safely.

**Tom is not a real person*

About Hayley*

Hayley is 14 and was born with an upper limb deficiency.

Hayley's current concerns:

Hayley has started to feel self-conscious about her limb deficiency and her parents are worried that this may lead to psychological issues in the future. Hayley and her parents also wonder whether she should consider using a prosthesis to assist in addressing her body image concerns and assist her to be able to gain greater levels of participation in education and sporting activities.

Hayley's Goals:

*To feel confident about her limb difference.

*Investigate whether an upper-limb prosthesis will reduce her body image concerns and increase her level of participation in activities.

NDIS Plan:

After expressing her challenges and goals, Hayley's NDIS plan now includes:

*regular sessions with a psychologist to talk about her confidence and body image issues

*discussing her prosthetic needs with a prosthetist

Outcomes:

Hayley began seeing a psychologist who was able to assist her and provide strategies which have helped her to feel more confident. Hayley was also able to trial a prosthetic arm which suited her needs. She is now using it and has found it has helped her to achieve her schooling (ability to complete task such as: fashion design and sewing) and sporting goals (ability to hold a tennis racquet and hockey stick – Hayley now feels confident to seek acceptance into the inter-school teams).

**Hailey is not a real person*