

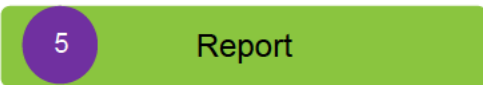


Clinician Reference Sheet

# Schedule & complete Assessments of Functional Capacity



	Service Centre	Service Centre	Clinician	Clinician
<b>Activity</b>	<ul style="list-style-type: none"> <li>- Open the Participant Assessment Pack received from the NDIA and review the details included in the Participant Referral Form.</li> </ul>	<ul style="list-style-type: none"> <li>- Contact the participant or parent, legal guardian or representative to discuss the Independent Assessment pilot</li> <li>- Determine who should complete the assessments of functional capacity (see Figure 2).</li> <li>- Explain if the participant can be present or not during the assessment (see Figure 2).</li> <li>- Book an appointment.</li> <li>- Advise the pilot project team by email (<a href="mailto:assessments@ndis.gov.au">assessments@ndis.gov.au</a>) of the appointment date or if the participant opts-out.</li> </ul>	<ul style="list-style-type: none"> <li>- Select the appropriate assessments to complete, in line with the person's profile. (See Figure 1,2)</li> <li>- Check which assessments the participant can attend</li> <li>- Check who should complete the assessments.</li> <li>- Set up the relevant computer assessment tool/s using the Step-by-Step guide provided.</li> <li>- Complete the relevant tabs within the Participant Assessment Pack.</li> </ul>	<ul style="list-style-type: none"> <li>- Administer the assessments of functional capacity (See Figure 1) with the participant or participant's parent, legal guardian or representative.</li> <li>- At completion of the assessment/s, provide the participant with hard copies of the info sheets for each assessment.</li> </ul>
<b>Key Reminders</b>	<ul style="list-style-type: none"> <li>- Recognise the profile of the Participant.</li> <li>- Identify who you will be contacting.</li> <li>- Refer to the Learner Guide for Clinicians for guidance on receiving and sending secure emails.</li> <li>- Any interpreter requirements for the participant's parent, legal guardian or representative needs will be recorded on the Participant Referral Form.</li> <li>- Follow NDIA Interpreter Scheduling Process.</li> </ul>	<ul style="list-style-type: none"> <li>- Independent Clinician has 12 business days from receiving referral to complete assessment and return to NDIA.</li> <li>- Use the script provided to guide the conversation</li> <li>- Use the FAQs provided to answer any questions</li> <li>- If assessment can't be completed and returned to NDIA within 28 days of referral, clinician to advise participant they are not eligible to participate in assessment process and advise NDIA via email.</li> </ul>	<ul style="list-style-type: none"> <li>- The participant's name should not be entered when setting up an assessment. Use the NDIS Number only.</li> <li>- Specify if the participant has a primary disability of ASD when setting up the PEDI-CAT assessment.</li> <li>- The profile of the Participant can be found in the Participant Referral Form in the Participant Assessment Pack.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the FAQs to answer any questions.</li> <li>- Use the Participant Assessment Pack to administer the CHIEF, WHODAS LSP, and interaction session.</li> </ul>
<b>Supporting Material</b>	<ul style="list-style-type: none"> <li>- Learner Guide for Clinicians</li> <li>- Participant Assessment Pack</li> </ul>	<ul style="list-style-type: none"> <li>- FAQs</li> <li>- Participant Assessment Pack</li> <li>- Clinician Script</li> <li>- Clinician Reference Sheet</li> </ul>	<ul style="list-style-type: none"> <li>- Step by Step Guide</li> <li>- Clinician Reference Sheet</li> <li>- Participant Assessment Pack</li> </ul>	<ul style="list-style-type: none"> <li>- Info sheets ( Assessments of functional capacity)</li> </ul>



	Clinician
<b>Activity</b>	<ul style="list-style-type: none"> <li>- Complete the Participant Assessment Pack ( including the Summary Report)</li> <li>- Generate the assessment reports for PEDI-CAT and Vineland-3 using the Step by Step guide</li> </ul>
<b>Key Reminders</b>	<ul style="list-style-type: none"> <li>- Use the Learner Guide for Clinicians to learn how to save the DHS Secure Email site to your Favourites List</li> <li>- The Participant Assessment Pack and Assessment reports need to be emailed back to the NDIA using the DHS Secure Email site.</li> <li>- Use the Step-by-Step guides to generate reports for the NDIA.</li> <li>- The email subject line should be in the following format: <b>APM &lt;CRM No&gt;</b>.</li> <li>- Assessment file names should adhere to the format provided in the Step by Step guides.</li> <li>- Please delete all reports and notes from your hard drive and email once they have been emailed to the NDIA.</li> </ul>
<b>Support Materials</b>	<ul style="list-style-type: none"> <li>- Learner Guide for Clinicians</li> <li>- Step by Step Guides</li> <li>- Clinician Reference Sheet</li> </ul>

**Figure 1**

	6–20 years	21–90+ years
<b>Strengths</b>	PEDI-CAT / PEDI-CAT (ASD)* Speedy version	WHODAS 2.0 36 item
<b>Performance/ Participation</b>	Vineland 3 Domain	Vineland 3 Domain
<b>Environmental factors</b>	PEM-CY (6-17 years) CHIEF (18+ years)	CHIEF
<b>Participant Interaction</b>	Gain a first-hand understanding of how the person's disability impacts their everyday life.	Gain a first-hand understanding of how the person's disability impacts their everyday life.
<b>Participant Information</b>	Gain an understanding of how other factors in a participant's life such as informal supports, transport and health might impact their everyday life.	
<b>Additional assessment tools</b>	LSP-39 (18 + years) with Psychosocial Disability LEFS ( if WHODAS mobility section results >0.5)	

\* For participants with Autism, the PEDI-CAT(ASD) assessment will be administered

Reference Sheet

Clinician Reference Sheet

Figure 2

Profile #	Profile of Participant	Assessments to administer, and in which order.	Duration (mins)	Assessments the participant can attend.	Who should complete the assessments.	Independent Assessor
1	6-17 years All Disabilities (excluding Autism)	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	20	✓	Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. PEDI-CAT	15-20	✓	Parent or caregiver	
		4. PEM-CY	30	✓	Parent or caregiver	
		5. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
2	6-17 years Autism	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist
		2. Participant Information	20	✓	Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. PEDI-CAT (ASD)	15-20	✓	Parent or caregiver	
		4. PEM-CY	30	✓	Parent or caregiver	
		5. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
3	18-20 years All Disabilities (excluding Autism & Psychosocial)	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. CHIEF	15	✓	Participant (Preferred)	
		4. PEDI-CAT	15-20	✓	Family member, plan nominee or carer	
		5. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
4	18-20 years Autism	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. CHIEF	15	✓	Participant (Preferred)	
		4. PEDI-CAT (ASD)	15-20	✓	Family member, plan nominee or carer	
		5. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
5	18-20 years Psychosocial	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. CHIEF	15	✓	Participant (Preferred)	
		4. PEDI-CAT	15-20	✓	Family member, plan nominee or carer	
		5. LSP-39	5-10		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
		6. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
6	18-20 years Autism & Psychosocial	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. CHIEF	15	✓	Participant (Preferred)	
		4. PEDI-CAT (ASD)	15-20	✓	Family member, plan nominee or carer	
		5. LSP-39	5-10		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
		6. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	
7	21-90+ years All Disabilities (excluding Psychosocial)	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. WHODAS*	20	✓	Participant (Preferred)	
		4. CHIEF	15	✓	Participant (Preferred)	
		5. Vineland-3	60		Family member, plan nominee or carer	
8	21-90+ years Psychosocial	1. Participant Interaction	15-20	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	20	✓	Participant, Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. WHODAS*	20	✓	Participant (Preferred)	
		4. CHIEF	15	✓	Participant (Preferred)	
		5. LSP-39	5-10		Family member, plan nominee or carer	
		6. Vineland-3	60		Parent or caregiver/ Person very knowledgeable about the participant's behaviour	

\* Also administer the LEFS questionnaire depending on the WHODAS Mobility score



# Independent Assessment Pilot

## Frequently asked questions

### For APM

#### Purpose

These questions can support you when you speak with the participant's parent, legal guardian or representative when booking or completing an assessment appointment for the Independent Assessment Pilot.

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## Independent Assessment Pilot

### Frequently asked questions

#### **What is the objective of the Independent Assessment Pilot?**

The objective of the pilot is to better understand and assess the impact of disability for people accessing the NDIS, to enable more consistent decision making. The pilot aims to achieve this by using standardised assessments undertaken by APM, utilising health professionals who are independent of the NDIA.

#### **What assessment methods will be used in the assessment?**

The NDIA has determined that one assessment tool alone cannot provide a complete picture of a person's functional abilities across all areas of their life and meet the requirements of the NDIS Act 2013.

The NDIA will test multiple assessment tools together to measure how a person's disability impacts their functional capacity. This will be with reference to the following activities listed in the NDIS Act:

- communication
- social interaction
- learning
- mobility
- self-care, and
- self-management

We will be trialling existing tools, like the PEDI-CAT, Vineland-3 and LSP-39 used in the initial pilot, and adding other tools such as Chief and PEM-CY that allow us to gather a complete picture of a person's functional abilities across all areas of their life.

#### **What is the pilot process?**

Participants will complete the normal steps all participants take when undergoing a scheduled plan review with the NDIS except there will be an additional voluntary assessment.

The pilot process:

- If you volunteer for the pilot, you will be connected with an independent assessor from APM.
- The independent assessor will undertake an assessment appointment using a combination of the assessment tools.
- Healthcare professionals from APM, who have experience and expertise in disability, will undertake all pilot assessment appointments.
- The outcome of each assessment will be provided securely to the NDIA, and may also contribute towards your plan review.



## Independent Assessment Pilot

### Frequently asked questions

#### Can you tell me more about the assessment tools being used in the pilot?

**LSP-39:** Life Skills Profile 39 (LSP-39) assessment is used for determining the impact of mental health conditions on everyday life as opposed to clinical symptoms.

**PEDI-CAT:** The Paediatric Evaluation of Disability Inventory - Computer Adaptive Tool, commonly known as PEDI-CAT is a strengths based assessment that assesses a child or young person's ability to complete tasks on their own or with help. It provides information about what a child or young person can currently do in the areas of Daily Activities, Mobility, Social/Cognitive and Responsibility.

**PEDI-CAT ASD:** Is a strengths based assessment that assesses a child or young person's ability to complete tasks on their own or with help. It provides information about what the child or young person can currently do in the areas of Daily Activities, Mobility, Social/Cognitive and Responsibility

**Vineland 3:** The Vineland Adaptive Behaviour Scales, Third Edition (Vineland 3). The Vineland 3 compares a person's everyday living skills with results from a sample of people of the same age.

**WHODAS:** The WHODAS 2.0 is a practical, generic assessment instrument that can measure health and disability at population level or in clinical practice. The WHODAS 2.0 assists in understanding the difficulties a person is experiencing due to their disability.

**CHIEF:** The Craig Hospital Inventory of Environmental Factors (CHIEF) is an assessment of any barriers experienced across different areas of life including; Policies, Physical and Structural, Work and School, Attitudes and Support, Services and Assistance.

**PEM-CY:** The Participation and Environment Measure for Children and Youth, or the PEM-CY, is designed to help understand the participation and involvement of children and youth, aged 5 to 17 years in everyday activities across home, school and community settings.

**LEFS:** The independent assessor will be using an assessment called Lower Extremity Functional Scale (LEFS). This assessment measures function related to mobility.

#### How has the NDIA chosen the assessment tools?

When deciding which assessment tools to use the NDIA considers a number of factors, including their reliability, validity, ease of use and administration, and how fit for purpose they are for NDIS use.

The assessment tools chosen will consider:

- what the person's strengths are
- what the person can do with or without support



## Independent Assessment Pilot

### Frequently asked questions

- what environmental factors may exist that make it easier or harder for the person to achieve their outcomes.

#### **How has the NDIA determined which combination of assessments need to be completed?**

The assessments undertaken by each individual will depend on age and primary disability. Depending on age and disability type, individuals may have either one or two assessments. For example, participants who are aged 7-17 years with a primary disability of autism will undertake the PEDI-CAT (ASD), Vineland 3 and PEM-CY assessments.

#### **How long will it take to complete the assessment appointment**

The assessment appointment will take 2-3 hours depending which assessments need to be completed.

#### **Where will the assessment appointment take place?**

The independent assessor will try to set up an appointment at a convenient time and suitable location for the participant and their parent/legal guardian or representative. This may be in their home or at one of the assessor's local offices.

#### **What is involved in an assessment appointment?**

At the appointment, the APM assessor will help you complete a set of functional capacity assessments and make observations during the appointment to gain a first-hand understanding of the impact of your disability.

#### **Who can be at the assessment appointment?**

##### **If asked by the Participant**

Some assessments you can complete yourself. Other assessments may need someone who knows you well (for example, a carer, parent, or relative) to complete them on your behalf.

##### **If asked by the Plan Nominee, Child Representative of Legal Guardian**

A parent or legal guardian will need to be available for the entire appointment to complete the assessments on the child's behalf.

Your child will need to be at the assessment appointment for 15-20 minutes as the independent assessor will ask to see your child carry out an everyday activity in their own environment. Your child does not have to sit through the entire assessment appointment if you choose.

## Independent Assessment Pilot

### Frequently asked questions

#### **Will my scheduled plan review take longer as part of this pilot?**

There will be no delays to the plan review process. The timeframes remain the same, whether you choose to participate in the pilot or not.

#### **I have additional documents I want to provide. Can I give them to APM?**

APM will undertake the observation session and functional impact assessment only. Any other information can be provided directly to the NDIA.

#### **My friend didn't need to have an assessment with APM. Why do I need to?**

The Independent Assessment Pilot is currently only running in certain areas of New South Wales and is not compulsory to participate.

#### **What happens after I complete the assessment?**

The NDIA will use the information in the assessment report to help contribute to the development of the participant's new plan after a scheduled plan review.

There will be an opportunity for those participating in the pilot to provide feedback to the NDIA once they have completed the assessment appointment. Providing feedback to the NDIA is not compulsory and feedback will remain anonymous, and not impact any planning decisions.

#### **What information does a participant receive about their assessment outcome?**

If the participant or their parent, legal guardian or representative wish to obtain a copy of the assessment results, please ask them to contact the NDIA at: [assessments@ndis.gov.au](mailto:assessments@ndis.gov.au).

The NDIA recommends that participants speak with their treating health professional when reading the assessment results.

#### **Who will you share the report and/or observation notes with after I complete the functional impact assessment?**

The functional impact assessment reports and notes generated by APM will only be shared with the NDIA and the Local Area Coordinator. All assessment results will be stored securely, in line with the privacy laws that govern the NDIA.

#### **Why do I need another assessment - I have already been assessed?**

This pilot is a way to help the NDIA to better understand and assess the impact of disability for people accessing the NDIS. Participating in these assessments means the NDIA can determine whether a more consistent assessment can lead to a fairer and more equal access and planning process for those who need the NDIS most. By asking new participants to opt-in to the pilot and complete an assessment, we can



## Independent Assessment Pilot

### Frequently asked questions

collect a consistent level of data to determine whether we can provide more equal and fair planning decisions.

#### **Can I request an alternate assessor to APM?**

No. APM is the only organisation administering the assessments for this pilot.

#### **Can I opt-out if I don't like the assessment process?**

The pilot is optional and participants can withdraw at any time.

If the participant is not happy with their experience during the Pilot, please contact the NDIA at [assessments@ndis.gov.au](mailto:assessments@ndis.gov.au) and they will look to resolve their issue.

#### **I don't speak English, can I have an interpreter and who organises this?**

Yes, if the participant needs an interpreter APM can arrange this before the assessment takes place.

#### **Will my access be withdrawn as part of the pilot?**

If you choose to volunteer, you will not have your access withdrawn for any reason as a result of the assessments completed in this pilot. The assessment results will only be used to better understand your needs and to ensure you have the most appropriate supports in your plan. Will my plan be reduced as part of the pilot?

#### **Will my plan be reduced as part of the pilot?**

The independent assessment pilot is not designed to take away funding or support from people who need it. The assessments will help us to better understand your needs.

Over time your needs may fluctuate and the reasonable and necessary supports in your plan may change. These changes may reflect your progress, or be directed to help you achieve new or revised goals.

People who have an episodic disability (a disability where the impact on your day-to-day life fluctuates) may also see their funding change over time, as their disability changes over time.

#### **What support is available if the funding in my plan is reduced?**

If a service, early intervention support or assistive technology has increased your independence and decreased your need for additional support, you may no longer need as much funding in your NDIS plan. You can contact the NDIA again in the future if your circumstances or support needs change.

Your Local Area Coordinator or NDIS Planner will discuss any plan changes with you, and is the first point of contact for any questions you have. Where possible, they will connect you with mainstream community supports.



## Independent Assessment Pilot

### Frequently asked questions

**I have already had a plan review and I wasn't asked to opt-in to a pilot then. Why am I being asked now?**

The pilot is an initiative launched in November 2019 to better understand and assess the needs of people with disability. The expansion of the pilot now means the NDIA is inviting those with all disability types who are approaching a scheduled plan review to participate.

This opportunity was not available at other plan reviews a participant may have had with the NDIS, because the initiative had not yet been launched.

**I'm a participant who has transitioned from a State/Territory or Commonwealth program?**

For participants who have transitioned from State/Territory and Commonwealth programs who are approaching their plan review, the pilot provides the opportunity to complete a free assessment.

The assessment provides the NDIA with the best possible information about how your disability affects your daily life. By gaining a more accurate picture of your situation, the NDIA can deliver more consistent and equitable plan outcomes that are better matched to your goals.

# Independent Assessment Pilot What it means for Independent Assessors

December 2019







# Learning Outcomes

- Explain what the Independent Assessment Pilot is.
- State the pilot process.
- Develop an understanding of the toolbox of Assessments
- Understand the steps to setup and administer assessments
- Understand the steps to generate assessment reports
- Complete the Participant Assessment Pack
- Identify the Support Resources available

# Topic 1 : Project Overview







# Independent Assessment Pilot

Adding equity and consistency to plan budget processes

## Independent Assessment Pilot Snapshot



500 assessments of functional capacity completed by an independent clinician



All Disabilities



Assessments completed prior to scheduled plan review for all streams



Participant resides within Penrith, Hawkesbury, Blue Mountains and Lithgow LGAs



NDIA will bear the cost of the assessments



Participants 7+ years



Independent Clinicians with a strong workforce of qualified professionals experienced in disability



Toolbox of Assessment Tools



Dec 2019 - Jun 2020



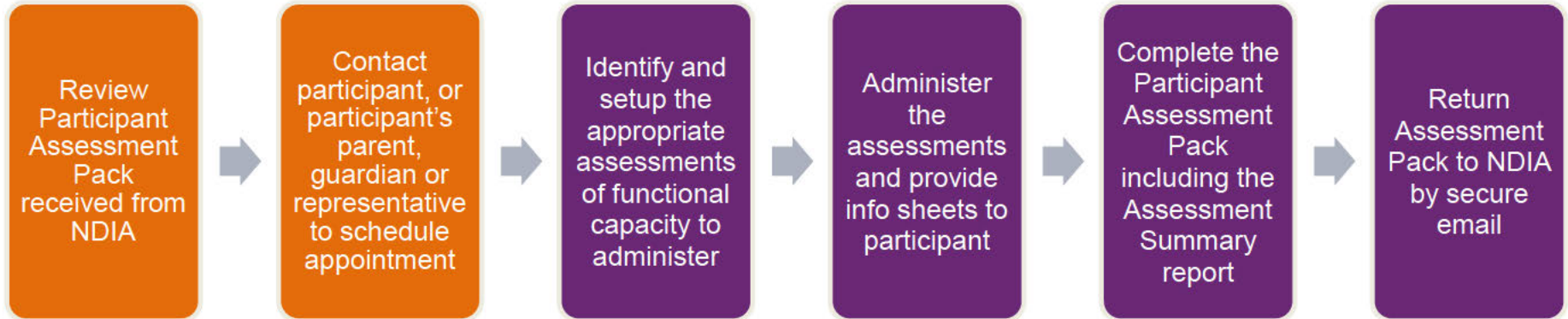
## Objectives of Pilot

- Capture data related to functional capacity to inform improvements in access and planning processes.
- Expand previous pilot to cover all disabilities.
- Test additional assessment tools.





## Overview of process



Service Centre

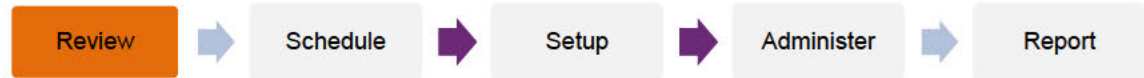


Clinician

# Topic 2 : Pilot process in detail



# Review Participant Referral Form



Service Centre will receive by secure email\* a Participant Assessment Pack for each referral made for an Independent Assessment.

Service Centre will need to review the Referral Form within the pack and check the following:

- Profile of Participant.
- Participant details.
- Contact details of parent/ child representative, plan nominee or guardian.
- Additional notes.
- Interpreter needs (if required).

\* All email communication between the Clinician and NDIS will be via DHS secure email server. Refer to the Clinician Learner Guide for further guidance.





# Review Participant Referral Form



Quick walkthrough:

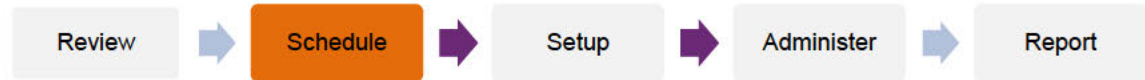
Participant Referral Form



Participant Referral Form



## Contact and schedule assessments



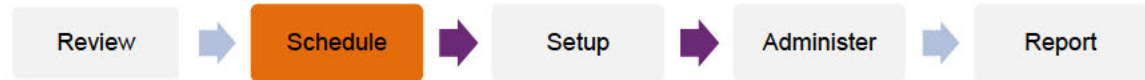
Using a script provided, a representative from the Service Centre will contact the participant or child representative, plan nominee or guardian to discuss and schedule the assessment\*.

During the conversation, the representative will need to:

- Determine who should complete the assessments of functional capacity.
  - Explain if the participant can be present or not during the assessment.
  - Explain the assessment process.
  - Book an appointment.
  - Advise the project pilot team of the appointment date by email.
- 
- The Independent Assessor has 12 business days from receiving the referral to complete the assessments and return to NDIA



## Profile of Participants



Prior to scheduling the appointment, the Service Centre can refer to the Clinician Reference Sheet to learn more about the profile of the participant being referred ( as specified in the Referral Form).



Participant  
Profiles





# Identify and set up assessments



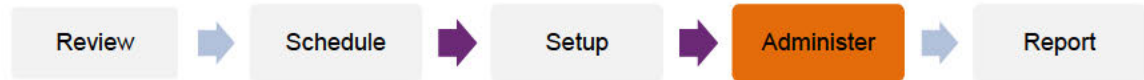
Prior to setting up and administering the assessments, the Clinician will need to:

- Identify the participant profile from the Participant Referral Form.
- Check which assessments the participant can attend.
- Check who should complete the assessments.
- Setup the relevant assessments.

Profile #	Profile of Participant	Assessments to administer, and in which order.	Participant can attend	Who should complete the assessments.	Independent Assessor
1	6-17 years All Disabilities (excluding Autism)	1. Participant Interaction	✓	Participant	Psychologist Speech Pathologist Occupational Therapist Physiotherapist
		2. Participant Information	✓	Parent or caregiver, Person very knowledgeable about the participant's behaviour.	
		3. PEDI-CAT	✓	Parent or caregiver	
		4. PEM-CY	✓	0	
		5. Vineland-3	✗	Parent or caregiver/ Person very knowledgeable about the participant's behaviour	



## Administer Assessments



Clinicians will administer the assessments of functional capacity using the appropriate software and the Participant Assessment Pack.

On completion of the assessments, Clinicians will share the info sheets for each assessment with the participant.

During the assessments, Clinicians may refer to the FAQs and Step by Step Guide for any support required.



## Completing the assessment reports



On completion of the assessments, Clinicians will need to follow the Step by Step guide to:

- Complete the relevant sections in the Participant Assessment Pack.
- Generate assessment reports using the appropriate software.
- Email the reports and Participant Assessment Pack to NDIA.



# Topic 3: Overview of the Toolbox of Assessments



# Assessments approach

The Toolbox approach aims to get a more holistic profile of the person. It includes strengths-based assessment, while also noting where there are limitations.

This approach identifies

- What a person can do - their capacity to complete tasks with supports in place.
- What the person does without supports and prompting in place.
- How involved they are.
- Factors in the environment that help or make things difficult for the person.



# Assessments of Functional Capacity Toolbox

<b>PEDI-CAT / PEDI-CAT(ASD)</b>	<b>VINELAND-3 DOMAIN</b>	<b>CHIEF</b>
<b>PEM-CY</b>	<b>WHODAS 2.0</b>	<b>LEFS</b>
<b>LSP-39</b>	<b>PARTICIPANT INTERACTION</b>	<b>PARTICIPANT INFORMATION</b>





## PEDI-CAT / PEDI-CAT(ASD) Overview

The PEDI-CAT is a strengths based assessment that assesses a child or young person's ability to complete tasks on their own or with help. It provides information about what a child or young person can currently do in the areas of Daily Activities, Mobility, Social/Cognitive and Responsibility.

The PEDI-CAT will be completed with a parent or other representative of participants aged up to 20 years.

Participants with a primary disability of Autism will undertake the PEDI-CAT (ASD) assessment. Every other participant will undertake the PEDI-CAT assessment.



## Vineland-3 Domain - Overview

Vineland-3 is a measure of an individual's performance without prompting or help.

It asks questions relating to a person's everyday living skills in Communication, Daily Living Skills, Socialisation and Maladaptive Behaviours. Participants under the age of 9 years will have an additional area of Motor Skills assessed.

During the pilot, Clinicians will be administering the Domain version in an Interview format.



## CHIEF Overview

The Craig Hospital Inventory of Environmental Factors is commonly known as CHIEF.

This assessment identifies any barriers that may be experienced by a person in their usual environments. Each person rates how often they encounter any barriers on the 25 items of the CHIEF.

The CHIEF will be administered to the participant by an interview or if this is not possible, to a person who knows the participant well (by proxy). If the assessment is administered by proxy the results will be interpreted with more caution.





## PEM-CY Overview

The Participation and Environment Measure for Children and Youth, or the PEM-CY, is a measurement tool designed to help parents, service providers and researchers better understand the participation of children and youth. The PEM-CY measures participation in the home, school and community, along with environmental factors within each of these settings.



## WHODAS 2.0 Overview

WHODAS 2.0 is an assessment that can measure health and disability at population level or in clinical practice. WHODAS 2.0 captures the level of functioning in six domains of life.

These include: Cognition, Mobility, Self-care, Getting Along, Life Activities and Participation.

If completed by a representative it will need to be someone who knows the participant well. The questions are answered according to how much difficulty the participant has had with an activity over the past 30 days



## LEFS Overview

The Lower Extremity Functional Scale (LEFS) is a questionnaire containing 20 questions about a person's ability to perform everyday tasks. The LEFS can be used by clinicians as a measure of person's function, ongoing progress and outcome, as well as to set functional goals.

You will only be required to administer the LEFS questionnaire if the mobility section in the WHODAS section returns a specific result. In this situation, an additional set of questions will appear in the WHODAS tab for completion.



## LSP-39 Overview

Life Skills Profile, commonly known as the LSP-39 is used for assessing the impact of mental health problems on everyday life as opposed to clinical symptoms. It takes approximately 10 minutes to complete with a representative. The representative is someone who knows the participant well.

The LSP-39 is not intended for self-assessment.





## Participant Interaction

The interaction part of this process allows the participant and the Clinician to meet, prior to the formal assessment being completed. This gives the Clinician the opportunity to observe the basic functioning of the participant within his or her own environment.

The activity should be of the participants choosing, and will run for 15-20 minutes.

The Clinician will record their observations of the participant's general functioning in the listed domains. Not all areas need to be completed. Document only what is observed during the visit.

The Clinician will record any potential discrepancies between what was observed of the participants functioning and what was reported during the formal assessment.



## Participant Information

The participant information questions help to gain an understanding of how other factors in a participant's life such as informal supports, transport and health might impact their everyday function.

Where possible, the questions should be asked in a conversation style with free text input to clarify as needed. The participant information questions should take approximately 20 minutes to complete.

The participant information should be completed by a parent/caregiver for a child/adolescent under 18 years. It is preferred that it is completed by the participant themselves if over 18 years or if this is not possible, by a family member, plan nominee or carer.

**Note:** There are two versions of these questions, one for participants under 18 years (child and youth) and one for those 18 years and over (adult version).

# Topic 4: Setup and Administer Assessments





# Demonstration

- Participant Assessment Pack



Alisa-Child



Shane (Adult)





## PEDI-CAT/PEDI-CAT(ASD)

### Steps

- Install & activate PEDI-CAT software.
- Specify if the participant has a primary disability of ASD
- Administer the 'Speedy' Type.
- Generate and save detailed and summary reports.
- Copy and paste the results from the PEDI-CAT assessment into the Participant Assessment Pack.



PEDI-CAT Report

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.14).

**Setup, Administer, Report:** Step by Step Guide (Pg.3).

**Development, Standardisation, Administration:** PEDI-CAT Manual.



## Vineland-3

### Steps

- Log into your Qglobal account.
- Setup the Vineland-3 Domain Interview Form.
- Administer the assessment, and add any comments.
- Use the Suggested Interview Questions Guide (Appendix H)
- Generate and save a detailed and parent summary report.
- Copy and Paste the results from the PDF Vineland-3 report into the Pack.
- Save the report.



Vineland-3  
Interview Question:



Domain Report

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.9)

**Setup, Administer, Report:** Step by Step Guide (Pg.12)

**Development, Standardisation, Administration:** Vineland-3 Manual

**Explanation of atypical way of completing an activity :** Vineland-3 Manual



# CHIEF

## Steps

- Open the Participant Assessment Pack.
- Administer the assessment, scoring the items as per the scoring guide.
- Save the report.

## Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.15).

**Setup, Administer, Report:** Step by Step Guide (Pg.34).

**Development, Standardisation, Administration:** CHIEF Manual.



## PEM-CY

### Steps

- Click on the survey link  
<https://ndiaiap.limequery.com/317365?lang=en>
- Setup and administer the assessment.
- Press submit to send the results to NDIA



PEM-CY Report

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.15)

**Setup, Administer, Report:** Step by Step Guide (Pg.32)

**Development, Standardisation, Administration:** PEM-CY Manual.





## WHODAS 2.0

### Steps

- Open the Participant Assessment Pack.
- Click on the WHODAS Tab
- Administer the assessment, scoring the items as per the scoring guide.
- Save the report.

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.17)  
**Setup, Administer, :** Step by Step Guide (Pg.31).



## LEFS

### Steps

- Open the Participant Assessment Pack.
- Click on the WHODAS Tab.
- Administer the assessment if indicated, scoring the items as per the scoring guide.
- Save the report.

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.18)  
**Setup, Administer, :** Step by Step Guide (Pg.32).



## LSP-39

### Steps

- Open the Participant Assessment Pack
- Click on the LSP-39 Tab.
- Complete the relevant Participant, Representative and Clinician Assessment fields
- Administer the assessment, scoring the items as 0-1-2-3
- Save the report.

### Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.20)

**Setup, Administer, Report:** Step by Step Guide (Pg.32)

# Participant Interaction

## Steps

- Open the Participant Assessment Pack
- Click on the Participant Interaction Tab.
- Complete the relevant fields.
- Read the instructions on how to conduct the interaction session.
- Observe the participant during the activity, recording your observations in the respective fields.
- Note any additional observations or potential discrepancies.
- Save the Participant Assessment Pack.

## Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.23)

**Setup, Administer, Report:** Step by Step Guide (Pg.33)



# Participant Information

## Steps

- Open the Participant Assessment Pack
- Click on the Participant Information Sheet Tab.
- Administer the assessment answering each item using the drop down list and/or free text options.
- Save the Participant Assessment Pack.

## Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.24)

**Setup, Administer, Report:** Step by Step Guide (Pg.34)



## Assessment Summary

- The Assessment Summary reports the results to NDIS planners
- The independent assessor enters assessment results in excel and a Level is generated for the participant
- The planner will be alerted to interpret results with caution:
- Free text window is available for independent assessor to make brief “additional comments”



# Assessment Summary

## Steps

- Open the Participant Assessment Pack.
- Click on the Summary Tab.
- Updated the relevant fields ( Assessments completed, Assessment consistency, additional recommendations)
- Add Clinician details
- Save the report.

## Learning Resources

**Training resources:** Learner Guide for Clinicians (Pg.20-21).

**Setup, Administer,** : Step by Step Guide (Pg.35).

# Topic 5: Support Resources





# Support Resources

- Step by Step Guide
- Learner Guide for Clinicians ( Webinars, Videos, Manuals, Samples)
- FAQs
- Clinician Reference sheet
- Info sheets for Assessment Tools



Clinician  
Reference Sheet



FAQs





# Let us know your thoughts on the learning experience

[Training Survey](#)

**Bishop, James**

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**From:** Bishop, James  
**Sent:** Monday, 23 March 2020 2:37 PM  
**To:** Dean, Jeremy; McNAUGHTON, SCOTT; SHORT, Lisa; STORK, Tim; Stevens, Tori; FAULKNER, Chris; FORD, Andrew; Large, James; Napolitano, Luke; Cromarty, Fiona; Smales, Peter; McCLELLAND, Christine; DIAMOND, Maryanne; Adam, Rebecca; NEVILLE, Liz; Verlin, Aaron; Lowe, Jamie; HONEY, Richard; Harris, Kathryn; Coldebella, Ronald; Hardy, Peter; JOHNSON, Sarah; Walter, Victor; RUNDLE, Vicki; Ranjan, Maathu  
**Cc:** Bennett, Brett; Bladek, Oliver  
**Subject:** Independent Assessment Pilot update [SEC=OFFICIAL]

Hi all,

As you know the independent assessment pilot requires face to face contact with participants, so after pausing for a week we decided to close it altogether on Friday. It's hard to imagine that we'll be able to pick it up again in the next couple of months, so we're now working towards an evaluation using assessments already completed. We'll also identify open questions we need to answer in coming months.

Our team will keep working towards a July start, but actual timing will depend on how the situation unfolds and other Agency priorities.

Regards,

James

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