

Prompts for Clinician Report/Part F of the NDIS Access Request Form: Connecting NDIS functional domains, symptoms, functional impact & support

| Functional Domain | Symptoms | Examples of functional impact | Support considered |
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| 1. Mobility/motor skills | <i>Paranoia Anxiety Sensory sensitivity Low confidence Side effects causing weight gain, lethargy, tremor Compulsions</i> | Difficulties using public transport, leaving the house, going to shopping centres, attending recreational/vocational activities. Mobility difficulties as a result of side effects of treatment (e.g. tremor, weight gain). Reluctant to travel alone to unfamiliar environments. Goes out alone infrequently Will often refuse to travel alone to unfamiliar environments Travels alone only in familiar areas (such as the local shops or other familiar venues). Unable to travel away from own residence without a support person. | Person to accompany when using public transport/provision of transport/Low stimulus options. Personal support to, build confidence & provide feedback. Aids/ equipment to overcome movement difficulties & to help cope with symptoms. |
| 2. Communication | <i>Delusional thinking Hallucinations Range of affect Cognitive difficulties - social cognition</i> | Difficulties interpreting communication, following instructions, conversations or directions, seeking help/direction, reading nuances of verbal and non-verbal cues, awareness of others, communicating needs/wants. | Person to assist with interactions, especially with appointments. Personal support to develop skills, provide coaching & feedback/behavioural support Aids equipment to overcome communication difficulties. |
| 3. Social Interaction | <i>Post-traumatic stress Anxiety Cognitive difficulties - social cognition (e.g. challenges with reading nuances of verbal and non-verbal cues) Disinhibition, aggression, irritability, mood lability, interfering behaviours Side effects of medication Rapport with others Disrupted social development. Response to stigma/discrimination Low confidence</i> | Difficulties initiating and responding to conversations, making and keeping friendships, talking to strangers or particular people, making and keeping friends, interacting with the community, sustaining relationships, coping with feelings & emotions, interacting with other people. Friction with or avoidance of, others in the household. Impact on sense of purpose in life; connection with faith/spirituality/volunteering/community. Not actively involved when attending social or recreational activities. Not actively involved in social events. Have interpersonal relationships that are strained with occasional tension or arguments. Very limited social contacts and involvement unless these are organised for the person. Extreme difficulty interacting with other people and is socially isolated. Interaction affected by specific behaviours (e.g. overactive, aggressive, disruptive, offensive) Minimal social contact (e.g. isolated and withdrawn). Vulnerable to influence of others. Occasional interpersonal conflicts at work, education or training that requires intervention by a supervisor, manager or teacher or changes in placement or groupings Often has interpersonal conflicts at work, education or training that require intervention by supervisors, managers or teachers or changes placement or groupings Unable to attend work, education or training/ on a regular basis/ other than for a short period | Person to accompany when attending social activities at least for a period of time/until trust and relationships established Assistance or support from a companion to engage in social interactions. Personal support to develop skills, provide coaching, Personal support to provide motivation, accompany to build confidence, provide feedback. Provide feedback/behavioural support Equipment to assist person to cope with symptoms. |
| 4. Learning | <i>Cognitive difficulties – alertness, orientation, spatial awareness,</i> | Difficulty organising task, planning, remembering, learning new information, concentrating, participating in group learning (classes, tutorials), focusing on complex tasks for more than 1 hour. | Equipment that assists with recording and organising. |

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| | <p><i>concentration, learning, planning, problem solving, following instructions, generating ideas. Distracted/tangential thinking. Poverty of thought. Side effects -lethargy</i></p> | <p>Some difficulties completing education or training. Finds it very difficult to concentrate on longer tasks for more than 30 minutes (such as reading a chapter from a book). Finds it difficult to follow complex instructions (such as from an operating manual, recipe or assembly instructions). Has difficulty concentrating on any task or conversation for more than 10 minutes. Has slowed movements or reaction time due to symptoms or treatment effects. Extreme difficulty in concentrating on any productive task for more than a few minutes. Extreme difficulty in completing tasks or following instructions.</p> | <p>Person to assist with learning and engaging in particular activities & provide feedback/behavioural support Devices that can assist with cognitive problems.</p> |
| 5. Self-care | <p><i>Cognitive difficulties Issues related to self-awareness, safety, self-esteem, lifestyle choices, compulsions, understanding of illness. Side effects - weight gain, increased appetite, lethargy Amotivation</i></p> | <p>Issues with personal care/grooming, coping strategies, maintaining physical health, non accidental self-injury, managing medication, sexual health and wellbeing Lives independently but may sometimes neglect self-care, grooming or meals. Needs some support (that is, an occasional visit by or assistance from a family member or support worker) to live independently and maintain adequate hygiene and nutrition. Needs regular support to live independently, that is, needs visits or assistance at least twice a week from a family member, friend, health worker or support worker. Needs continual support with daily activities and self care. Unable to live on their own and lives with family or in a supported residential facility or similar Severely disturbed behaviour which may include self harm, suicide attempts, unprovoked aggression towards others or manic excitement. Judgement, decision-making, planning and organisation functions are severely disturbed.</p> | <p>Assistive equipment to enable self-care activities. Access to healthy lifestyle/health promoting activities including exercise. Personal support to provide prompts/cues, supervise (e.g. for safety), assist (e.g. work alongside), encourage & provide feedback. Devices to assist with cognitive problems e.g. electronic reminders, monitors/feedback devices, visual cues & prompts.</p> |
| 6. Self-management | <p><i>Amotivation Cognitive difficulties – impulsivity, decision making, planning, problem solving. Side effects - weight gain, lethargy. Issues related to self-awareness, self-esteem, safety, vulnerability, lifestyle choices, mood disturbances, thoughts of self harm/suicide</i></p> | <p>Difficulty in attending to responsibilities due to lack of motivation, interest, concentration, organisation, or different priorities. Easily overwhelmed. Difficulties/requires prompting/ assistance managing household responsibilities (e.g. laundry, paying bills, housecleaning), budgeting money, solving problems that arise, making decisions, taking responsibility, behaving responsibly/safely, maintaining adequate diet/nutrition, shopping/cooking. Keeping safe in home environment (food storage, use of stove etc.) Unusual behaviours that may disturb other people or attract negative attention and may sometimes be more effusive, demanding or obsessive than is appropriate to the situation. Slight difficulties in planning and organising more complex activities. Difficulty coping with situations involving stress, pressure or performance demands. Occasional behavioural or mood difficulties (such as temper outbursts, depression, withdrawal or poor judgement). Activity levels are noticeably increased or reduced. Behaviour, thoughts and conversation are significantly and frequently disturbed. Guardian/administration order in place? State Trustees? Family support?</p> | <p>Person to supervise, prompt, support with care of house, managing money, getting services, problem solving, develop new skills. Personal support to provide feedback/behavioural support Equipment/aids Devices that can assist with cognitive problems</p> |

Adapted from **Completing the access process for the NDIS: Tips for Communicating about Psychosocial Disability 2016**

https://www.ndis.gov.au/html/sites/default/files/Completing_the_access_process_for_the_NDIS_Tips_for_communicating_about_..pdf

Social Security (Tables for the Assessment of Work-related Impairment for Disability Support Pension) Determination 2011 https://www.dss.gov.au/sites/default/files/documents/05_2012/dsp_impairment_final_tables.pdf