NDIS Pre-planning

Developed by

Jeder Institute

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Welcome to the NDIS Pre-Planning workshop. You will be participating in a 2 day workshops that will take you through a series of ideas and questions to think about, through which you will develop a Person Centred Plan for your son / daughter with a disability ready to meet the NDIS planner or Local Area Coordinator (LAC). This workbook is accompanied by a Planning template, into which you can transfer the information gathered during the workshop. Once completed the plan will be ready to use how you wish e.g. to meet the NDIS planner or LAC, to organise supports, to share with service providers or funders or all of the above.

It has been a long-time dream of mine to be able to facilitate workshops that provide the opportunity for families to be in the driving seat of planning the future for their loved ones. I feel honoured and privileged to be doing this together with colleagues and friends.

I would like to thank the many great thinkers of Person Centred work; John O'Brien, Connie Lyle-O'Brien, Jack Pearpoint, Marsha Forest, Lynda Kahn, Beth Mount, Julie Simpson, Michael Smull and Helen Sanderson as well as the world leaders in Asset Based Community Development (ABCD) John McKnight, Mike Green, Ric Thompson and Dee Brooks, plus the many other passionate people I have met who influenced my work over the years; too many to mention here, thank you for your generosity and sharing. Without your ongoing support this program would not exist.

This project is an initiative of the NSW Government under the Living Life My Way – Getting Prepared projects.

Thank you!
Michaela

Day
One


"The meaning of life is to find your gift.
The purpose of life is to give it away."
AfricaYogaProject.org

Facilitators of theNDIS Pre-Planning workshop:

The facilitators are family members of a personwith a disability and/or a person with a disability that are self-directing their supports; the co-facilitator is someone that is experienced working in the disability industry. All facilitators are trained professionals in the development and delivery of this training package. They have participated in the program themselves and have developed Person Centred Plans for themselves and/or their son / daughter with a disability.

Our workshops are in the style of facilitative teaching; we will show the practice, demonstrate how it works, get you to do it, and then ask you to share and discuss it.

The facilitators are committed to ensuring you get the most out of this workshop to benefit yourself / your family member with a disability. They are contactable for support and advice with planning and are committed to building trusting relationships with all participants.

Any issues or problems please contact Michaela Kennedy at Jeder Institute www.jeder.com.au

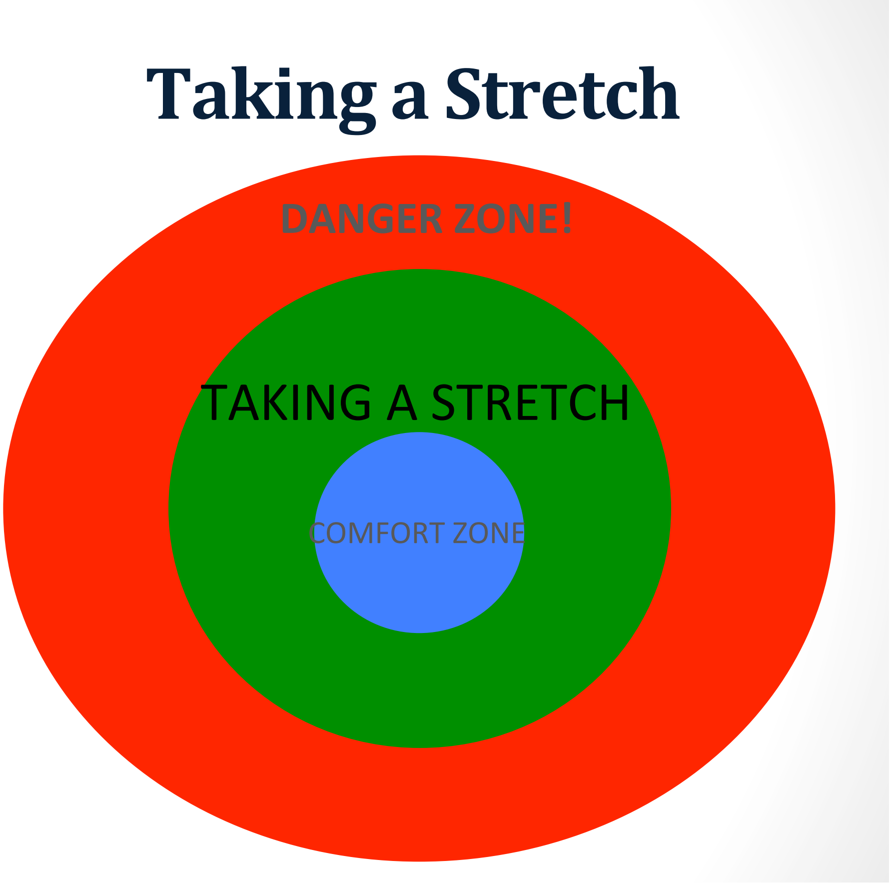
Introductory Round:

Please share with us your name, what you want to get out of this workshop and something **positive** about your family member with a disability.

Setting the group culture:

What agreements do we want to work by?What do we want our culture to be to help keep us safe and encourage everyone to speak freely?How do we want to be with one another during our time together?

Comfort, Stretch, Panic:



Comfort Zone: Is the place of safety and comfort, we know everything and feel very comfortable (firm boundaries). If we don't leave here every now and then, we lose the chance to grow.
Danger Zone: A place of exposure and vulnerability (loose or no boundaries). If we get into this territory we leave ourselves open to being hurt or damaged.
Taking a Stretch: The place of growth (flexible boundaries). Taking a stretch allows us to challenge our thinking in a safe space, knowing that we can return to our comfort zone if things get too much. If we really want to change something we will continue to challenge ourselves and to learn from our experiences.

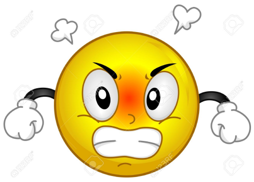
You can plan for learning by working out what will keep you in the stretch zone:

Goal - To be more confident in riding a horse:

Action to be taken	Who	When
Organise a regular riding opportunities – once a month ride and fortnightly lessons to increase skills	Michaela	January
Take notes of how I felt riding at a trot and a chanter after each ride using skills learned	Michaela	Monthly from February
Discuss notes with teacher at fortnightly lessons and figure out strategies to address fear	Michaela	Each fortnight

Recognizing Emotions Throughout Change:

Fear Anger Frustration Excitement



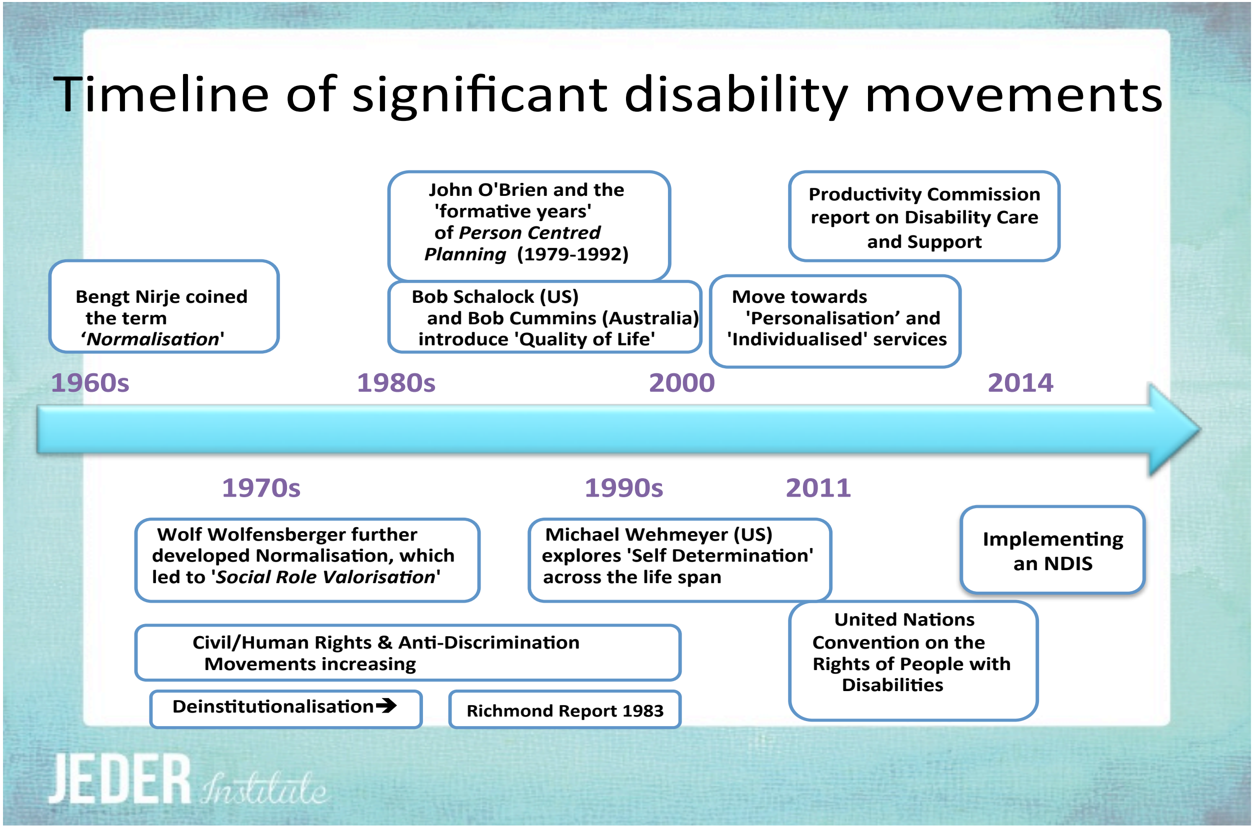
We recognise throughout these workshops a number of emotions may arise. We encourage you to be gentle with yourself and each other. Change affects people in many different ways and everyone has a unique set of circumstances and experiences.
We work hard at creating a safe supportive space within the workshops and encourage you to express your feelings and get the support you need.
We want to acknowledge that no one can be a mind reader, therefore please come speak to us (the facilitators of the workshops) for anything we can do to support you.

Overview of 2-Day Workshop:

Day 1	
History of The Disability Inclusion Movement	System Centred to Person Centred
Funding – What's changing under the NDIS?	Self Direction & Self Management of Funding
Description of the person	Introducing the Person – via Strengths & Capacities
5 Valued Experiences & Vision Statement	Visioning and Vision Statement
DVD – Living a Good Life	Gifts of the Head, Heart and Hand

Day 2	
Relationship Mapping, Circles & Micro Boards	Good Day / Bad Day / Best Day - Perspectives
– Life Areas & Rituals and Routines	Goals and what support is required to get them
Timetable - weekly	Budget – How much will it cost?
IAC advice on reasonable & necessary support	Succession Planning & Self Care

History of the Disability Inclusion Movement:



Timeline of significant disability movements

John O'Brien and the 'formative years' of *Person Centred Planning* (1979-1992)

Productivity Commission report on Disability Care and Support

Bengt Nirje coined the term '*Normalisation*'

Bob Schalock (US) and Bob Cummins (Australia) introduce 'Quality of Life'

Move towards 'Personalisation' and 'Individualised' services

1960s

1980s

2000

2014

1970s

1990s

2011

Wolf Wolfensberger further developed Normalisation, which led to '*Social Role Valorisation*'

Michael Wehmeyer (US) explores 'Self Determination' across the life span

Implementing an NDIS

Civil/Human Rights & Anti-Discrimination Movements increasing

United Nations Convention on the Rights of People with Disabilities

Deinstitutionalisation→

Richmond Report 1983

JEDER Institute

From System Centred to Person Centred: Person-centered planning: with Beth Mount (1992)
http://www.youtube.com/watch?v=y77y7XW8GtE

From SYSTEM CENTRED – PAST	Towards PERSON CENTRED - FUTURE
Plan a lifetime of programs	Craft a desirable lifestyle
Offer a limited number of usually segregated program options	Design an unlimited number of desirable experiences
Base options on stereotypes about people with disabilities	Find new possibilities for each person
Focus on filling slots, beds, placements and closures	Focus on quality of life
Overemphasise technologies and clinical strategies	Emphasise dreams, desires, and meaningful experiences
Organise to please funders, regulators, policies and rules	Organise to respond to people

Disability Inclusion Act 2014: www.facs.nsw.gov.au

The Disability Inclusion Act 2014 and the Disability Inclusion Regulation 2014 commenced on 3 December 2014.

The Act replaced the Disability Services Act 1993. The Act has two main roles:

1. Committing the NSW Government to making communities more inclusive and accessible for people with disability now and into the future. These commitments will continue even when the NDIS is operating across NSW.
2. Regulating specialist disability supports and services to people with disability in NSW and introducing better safeguards for these services until the change over to the NDIS.

http://www.adhc.nsw.gov.au/__data/assets/file/0018/300348/DIA-Factsheet-1-Overview-of-the-Act.pdf

State Funding – Now:

What you should know about your funding; available funding; applying for funding and the NDIS:

With all of the changes that are occurring at the moment, the logical place to start is to find out about your funding – or the funding for the person with disabilities, if they have any. This may take a bit of perseverance to find out, particularly if the funds have been with an organisation for a long time, or if you have not ever really thought about it. What is important to know is what supports your funds have been designed to cover now and how they can be used, this is called funding criteria. Sometimes people find that the funds were to cover respite but they have been using it for in-home supports, or situations where the person has used some of their community access funds to purchase callipers so that they can move around more easily at home as well as in the community. Your Departmental liaison person should be able to assist you with finding out the information about the funds including how much money it is. If you know the name of your funding e.g. accommodation, respite, community participation, transition to work, home care, supported living fund, etc. You can look up the funding criteria, see links below.

When you know what funds have been allocated (name of funding package) as well as what for (funding criteria), you will have a place to start. Whether you need to spend time planning on what needs to be done to help the person with disability to have the best possible life or whether you have this sort of information & want to start making sure the correct services & supports are put in place, your knowledge about the funding level (amount of money) and criteria will be really useful.

Sometimes people find that they don't have enough funding. When this happens, you may have to go through another assessment, application or appeal process or consider other avenues for funding. Currently, funding sits within various streams designed to support people with disabilities in different areas of their life, for example, accommodation support, life skills, community access, employment services, respite, early intervention, transition to work, older parent carers, home & community care, just to name a few. Some of these are funded under the NSW government, whereas others are federally funded.

You need to be aware of the way these funding programs look at the support the person requires. This means understanding the terms used in funding arrangements. For example, instead of saying you want support at home so that the person's parents can go away on holiday, you might need to say that the family would like to go away for a few days, which means that some in-home support will be required for the person with a disability to build their independent living skills & practicethese skills in order to live away from the family home one day. Another example might be the person wants to go to a music group or out to see live music, this can be framed as the person would like to make friends and build community support networks through shared interests by attending a music group, local festivals and live music events. It really helps to have a supporter who understands this type of language difference & who can also help you get used to using this language in your writing. If you are unsure of anything you write and would like support please contact your facilitators.

Current funding streams and criteria: www.adhc.nsw.gov.au

Early Childhood:
https://www.adhc.nsw.gov.au/__data/assets/file/0004/283387/Plain_English_Information_Resource.pdf

Community Participation, Life Choices & Active Ageing:
http://www.adhc.nsw.gov.au/?a=228283

Individual Accommodation Support:
http://www.adhc.nsw.gov.au/individuals/support/somewhere_to_live/individualised_accommodation_support/individual_accommodation_support_packages

Transition to Work:
http://www.adhc.nsw.gov.au/__data/assets/file/0003/228288/Transition_to_Work_Guidelines_2013.pdf

Individualised Programs:
Currently, ADHC has a number of program areas, which include individualised funding options:
- Supported Living Fund (SLF)
- Individual Accommodation Support Packages (IASP)
- Leaving Care Program (LCP)
- Community Support Program (Younger Onset Dementia [CSP]
- Young People in Residential Aged Care (In-Reach and In-Home [YPIRAC]
- Young People in Residential Aged Care (YPIRAC IASP)
- Extended Family Support (EFS)
- Community Participation (CP)
- Flexible Respite
- Boarding House Relocation Program
- Life Choices / Active Ageing (LC/AA)

Why is it important to plan? –Adapted fromhttp://www.inclusionbc.org/parent-s-handbook-inclusive-education/planning-your-child-s-education/why-planning-important

Planning allows parents who support people with disability to connect their hopes and dreams to daily actions. It makes possible an inclusive community life for your loved one, one step at a time. Planning can also involve forming a team to work together toward big-picture goals. This team will include you and your loved one at the centre and may include friends, neighbours, extended family and other caring community members.

Planning should be person-centred. It begins with your loved ones and your family. It should also respond to all aspects of life — including social relationships, recreation, and educational opportunities — and includes both long-term and short-term goals for your son / daughter. Person-centred planning tools such as Maps, Path and Lifestyle Planning may be helpful for developing plans. Community partners can include school personnel, social workers, neighbours, friends and other professional supporters; they can also help with developing plans and organizing the required supports and services.

Planning is an ongoing, circular process. As you identify new dreams, goals and needs, you will need to revise the plan to address them. As goals in the plan are achieved, you will need to define new goals. There are also many crossroads over the years, and transition planning is key to ensuring good outcomes. Transition plans can plan for visits to a new environment before an actual move. This allows staff in the new environment to develop the best possible strategies to make the move as smooth as possible for your son or daughter. Some districts have transition teams to support people through major changes. Planning should begin well in advance of anticipated transitions.

Over time, the way you plan may change. For example, as people get older, it's important to include them as much as possible in the planning process and the plans themselves may require more details to be shared. Ideally, people should participate in planning meetings. Planning works best when both parents and the person with disability are active and valued participants in the process.

Jeder Institute continually runs preparation and self-direction workshops to support people and families to have choice and control. www.jeder.com.au

Funding under the NDIS:

The NDIS roll out was announced in September 2015 – see this link for the timeframe and which areas are rolling out when. http://www.ndis.gov.au/about-us/our-sites/nsw

It is planning that all of NSW will transition to NDIS by 2019.

To enter the NDIS see http://www.ndis.gov.au/ndis-access-checklist- 'NDIS Access checklist'

Once you have passed the eligibility phase a Local Area Coordinator will contact you and send you some information.

If you currently have support funding, your information has already been given to the NDIS and a Local Area Coordinator will contact you. Find more information at: https://myplace.ndis.gov.au/ndisstorefront/about-us/our-sites/nsw.1.html

The person centred plan you will be working on through in this workshop will cover the components of an NDIS plan. The template that comes with this workbook is a user-friendly plan that can be used for implementing the stated, desired lifestyle, recruiting a team of supporters, sharing valuable information with others and working towards a shared vision and the associated goals.

Self-Direction

The term 'self-direction' is being used a lot throughout the disability sector at the moment, but what does it really mean? We think it is also being confused with funding arrangements like self-managed and each state in Australia seems to have a slightly different interpretation, so the following definitions are an attempt to help to explain this a bit more:

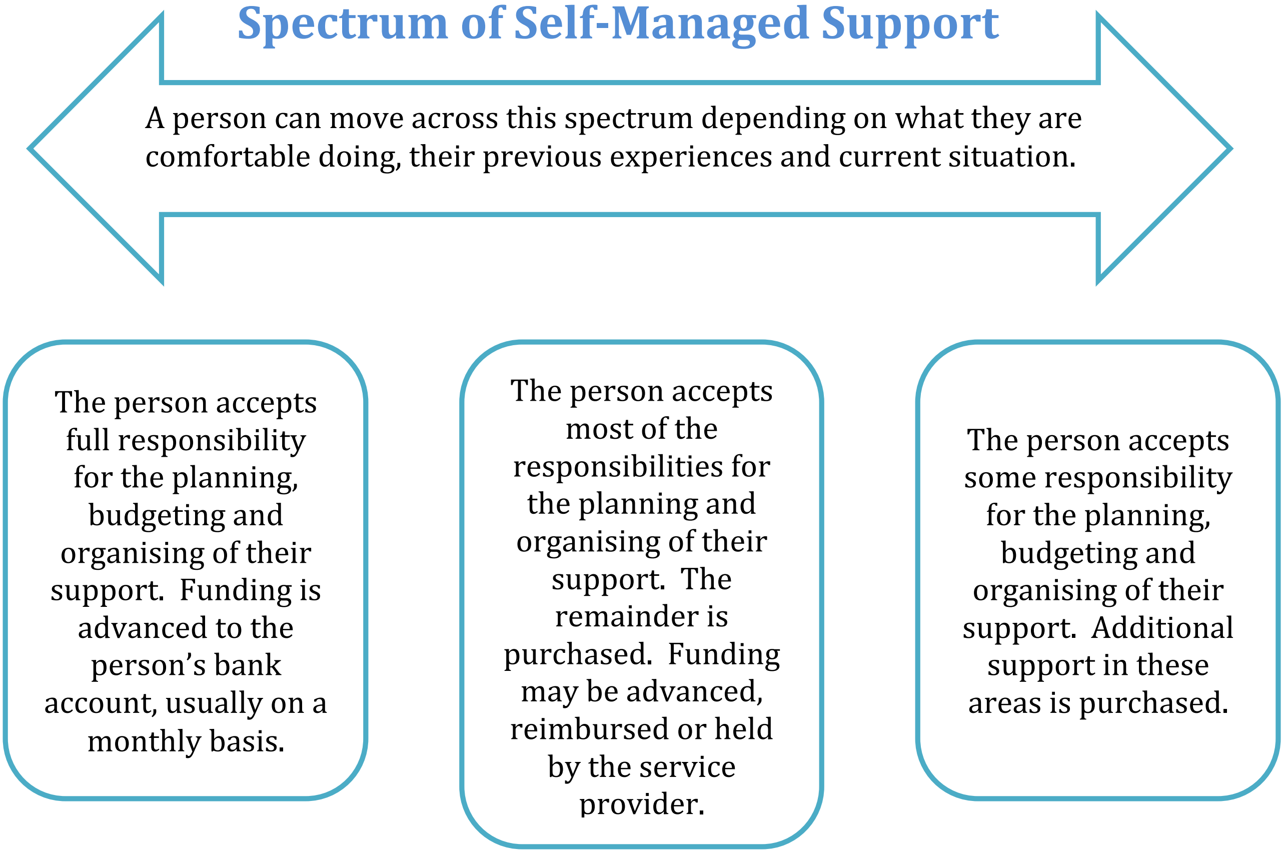
Direct payment:	Provision of a direct payment to a person with disability or his / her nominated person responsible,the person or the person responsible makes arrangements for supports and is directly responsible to the funding body / government.
Self-directed:	A person directing their own life free from external control and constraint. Directing the way they live their life, deciding on the journey, future goals, how and when to get there and when things change. Directing their own supports, how it is given and who is giving it. It has nothing to do with the funding.
Self-managed funding:	The person with disabilities and/or nominated person responsible and nominate significant other people manage all the aspects of the funding, and provide financial acquittals and reports directly to the funding body / government.
Shared management:	This approach is based on an agreed sharing of supports / funding management responsibilities between the individual and/or their family and a Support / Intermediary Organisation.

State based Flexible funding programs, also referred to as direct payments, individual budgets, self-directed support, self-management, consumer-directed care, personal assistance, and individualized funding, have been promoted for a number of years throughout Australia, and reflect the continuation of international policy trends that have been operating in one form or another for at least the past fifty years. While these arrangements are not new, considerable interest has been placed over the years on specifying what self-management and flexible funding means to government, service structures and individuals.

We believe Self-directed support should beviewed as an option in which people with disabilities with the support of their families and their allies manage and direct their services and supports, with the opportunity also being provided for people to self-manage their funding package to design their own support requirements and purchase these in a way that suits them best.

The self managed approach under the NDIS provides the opportunity for people to have greater control over the recruitment, hiring and management of support staff& to use the funds flexibly to address other essential requirements. This approach recasts the person with disabilities from being a passive recipient of pre-purchased services, towards active citizenship where the person has the right to assert and exercise control over their supports and their own life. This has been seen as a progressive shift away from a ‘professional gift model’ towards a citizen-based approach, which is more in keeping withwhat is valued in most people’s lives.

There are many examples of people self-managing their arrangements throughout Australia. The following diagram shows one example of the spectrum that self-management of funding covers: (adapted from Department of Communities, Child Safety & Disability Services 2013p9)



Spectrum of Self-Managed Support

A person can move across this spectrum depending on what they are comfortable doing, their previous experiences and current situation.

The person accepts full responsibility for the planning, budgeting and organising of their support. Funding is advanced to the person’s bank account, usually on a monthly basis.

The person accepts most of the responsibilities for the planning and organising of their support. The remainder is purchased. Funding may be advanced, reimbursed or held by the service provider.

The person accepts some responsibility for the planning, budgeting and organising of their support. Additional support in these areas is purchased.

As a process, self-direction appears to have a number of common elements. These include specific budgets being attached to the individual, with these funds addressing support coordination, use of fiscal intermediaries, updating information technology, and adequate training being offered to ensure optimal benefits are experienced by the individual. The ability to use funds in flexible ways is critical in promoting true self-determination as well as achieving the impacts of effective implementation of self-directed services.

Adapted from References:

Department of Communities, Child Safety & Disability Services. 2013. *Your Life Your Choice: Self-Directed Support Framework*, [online] https://www.communities.qld.gov.au/resources/disability/key-projects/your-life-your-choice/ylyc-self-directed-support-framework.pdf

Rees, K. 2012. "It's not just about the support: Exploring the ways in which family members and people with disabilities evaluate their self-directed / self-managed arrangements", commissioned by the Practical Design Fund, FaHCSIA, Canberra, ACT.

The way we describe our son / daughter with a disability is important:

Too often people with a disability are defined and described in terms of deficits, rather than in terms of capacities.

Society's attitude to disability can be a source of distress to families.Families are often told what is wrong with their child/adult, rather than having their capacities highlighted. Often families are encouraged or forced into pointing out their family members deficits in order to receive supports or funding.

Community can see people through stereotypes, and can expect people with disabilities to be incompetent. Finding capacities in people helps others to see how competent people can be when they have the opportunity to express their gifts.

With person centred planning, the focus is on the capacities of people with a disability, and on building opportunities in the community for these capacities to be expressed. In particular the contribution people can make to their community through sharing their capacities, and finding more of these opportunities.

Firstly let's look at describing the person through their capacities:

Descriptions of the person in my life (deficit versus strengths)

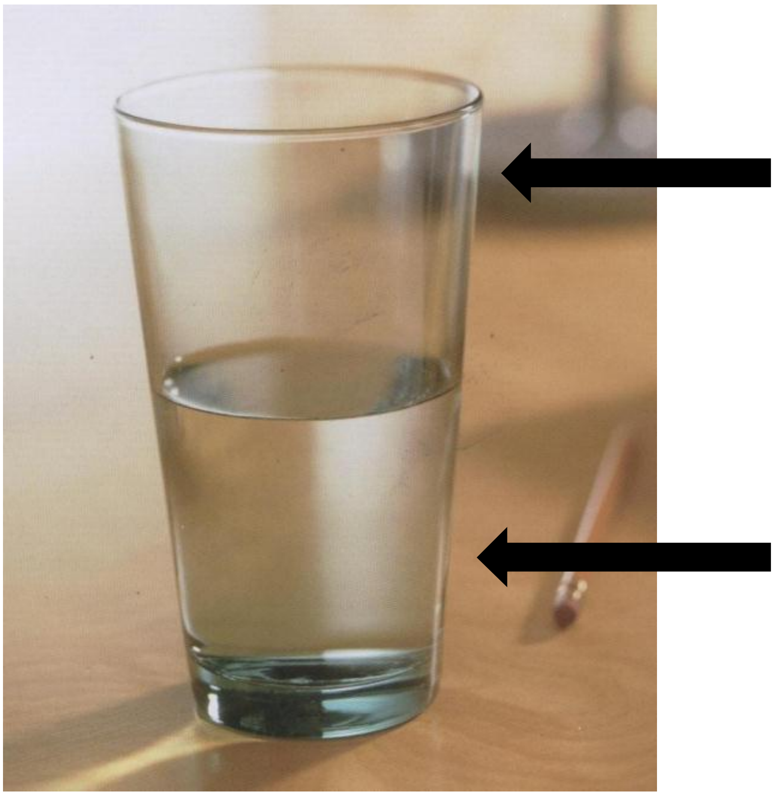
Person A	Person B
• Has high-level quadriplegia & is unable to do anything for themselves e.g. eat, bathe, move around, etc. • Has the mental capacity of a 3 year old • Is brain-blind, unable to speak, has significant intellectual impairment because of a traumatic brain injury • Significant health concerns e.g. multiple forms of epilepsy, neurogenic bladder, significant sleep disorder, coughing disorder • Has a PEG for hydration & medication administration • Sometimes needs to use the PEG for meals • Limited to home life because when they are awake, it may be at 2am so not safe to go out in the community • Unable to use their hands e.g. to use a computer or speech assistant tool • Refuses to use a communicator device so hard to know what the person really wants	• Small business proprietor • Employer of staff • Teacher& Mentor • Italy & Spain are soul homes • Practical joker • Karaoke queen • Change agent • Traveller • Adventurer & risk taker • Adores interesting fashion • Food connoisseur • Great listener with a keen interest in people • Meditator & music lover • Spiritual person • Home owner & neighbour • Gardener especially native gardens • Beekeeper • Loves relaxing in the spa with friends • Baileys & milk lover – not too happy the next day if there is a hangover!

Activity: Describe yourself or your loved one with a disability:

Deficit / Labels	Strengths & Capacities

Glass Half Empty or Glass Half Full Perspective:

We decide how we look at things.



PEOPLE / COMMUNITIES HAVE DEFICIENCES AND NEEDS

PEOPLE / COMMUNITIES AND IT'S CITIZENS HAVE CAPACITIES AND ASSETS

Writing an introduction:

An introduction gives others a snap shot about the person. The intention her is to set the scene and bring the person to life, the human being-ness of the person. In general, a good introduction will, introduce the person and give a bit of background information, set the scope of discussion, bring attentionto the key element (strengths and capacities) of the person and include the person's name, age, gender (if not obvious) and the positive attributes about the person. The introduction should be short, not more than 2 – 3 short paragraphs.

Example Introduction: Hello I'm Brenton, I am a 24-year-oldyoung man and live in Woonona, a suburb of Wollongong. I love life and being with my family and friends. I love my life in my community; I'm a coach for the Woonona Bushrangers, play football with my local Dragons and watch the local Tigers play every week. I go to the Woonona Bowling club pretty much every Friday and Saturday night unless I have a party or other event to go to. I have been volunteering in sports at schools for 5 years now. I love my sport and watching the Footy Show every week.

I live with my Mum, Grandma, Aunt and Uncle in our large family home. We all look after each other and enjoy spending all special occasions together when more family and friends visit and spend time with us.

My Mum helped me to write this plan and helps me to organise my life, I make all my daily decisions of what I'm going to do etc. and I choose my own staff. Mum and I are now looking into developing a business so that I have something to do for work that fits with my passions and interests.

Activity: Using the notes you have made in the previous activity in the Strengths and Capacities section write a short Introduction.

The 5 Valued Experiences gives us a language to discuss a person's development and focuses our attention on the quality of a person's experiences. It results in a shared sense of direction and priority which guides the selection of personal and service objectives and activities, forms the essential link between plans and action and provides the means for regular follow-up and revision. It provides a way to get things done.

Those who make important decisions about another person's future need a useful vocabulary for discussing the effects of their decisions on the quality of that person's life experiences. The 5 valued experiences are helpful in describing a person's situation, identifying opportunities for improvement, and evaluating the merit of proposed activities.

Five related terms define this way to look at the quality of a person's life experiences. Each points to experiences that make sense for a person to seek more of; together they indicate a balance of experiences that make effort worthwhile. History shows that people with severe disabilities are likely to miss these ordinary positive experiences unless the people they rely on work hard to provide them. These valuable experiences come from cooperation between individuals and their allies. They bring out the quality of all people's lives because they are the result of personal investment, focused attention and learning through action; they cannot be manufactured through a mechanical process. (O'Brien 2002)

Everyone's world grows richer and more interesting when people have more opportunities for these valued experiences.

Belonging: Being a member of a group or an association or a congregation; being a friend; being a family member; being a partner. Having a variety of relationships and memberships including associations with both people with disabilities and people without disabilities, both paid, staff, volunteers and other citizens.

Being respected: Being seen and treated with dignity; being seen and treated as a whole person; being seen and treated in ways that honour the best in your culture; being seen and treated as a person with rights; being seen and treated in ways that fit your age.

Sharing ordinary places: Making the same use of community settings as any other citizen does, at the same times and for the same purposes as other citizens do: living, working, learning, and playing confidently in ordinary places.

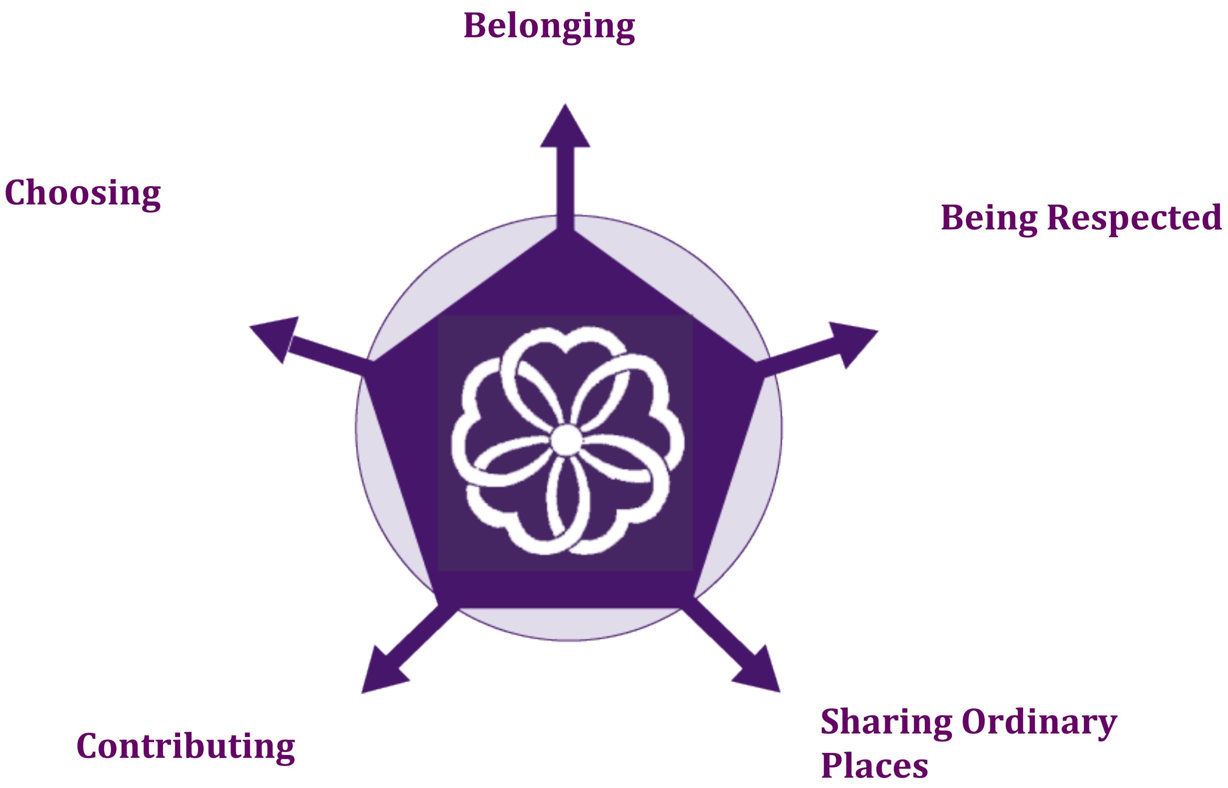
Contributing: Making a positive difference to other people, to community groups, and to the community at large by discovering, developing, and giving individual gifts and using personal capacities. There are gifts of being and gifts of doing: contributions can include interested presence as well as capable performance; in some situations simply being present and involved makes a real difference. Contributions can be freely given or earn pay.

Choosing: Having the freedom and support and assistance to make the same sorts of choices as other people of your age and to learn to make wiser choices over time. As an adult, making big decisions (such as where and with whom to live and work) and smaller decisions (like what to eat and when to go to bed). At any age, being encouraged to use and strengthen your voice (in what ever way works for you to communicate), to clarify what really matters to you, to make thoughtful decisions, and to learn from experience.

O'Brien, J. & Lyle O'Brien, C. (2002, 3rd Printing). *A little book about Person Centred Planning* Inclusion Press

Activity: Identify ***where and how***, in your life or your son / daughter / family member with a disability, do these 5 Valued Experiences ***show up, right now***.

Then identify where and how you would like them to ***show up in the future***. Put a box or circle around the dreams for the future.



Developing a vision:

Why would we do this? Surely that sounds like something people do in business or in the organisations that support people with disabilities? While you would be absolutely correct in thinking this, family members & people with disabilities have sometimes found that this sort of approach can really help them within their daily lives.

A **vision** is a dream or hope of some future state that we may achieve. It is the ***'big picture'***& answers questions such as:

- What is our long-term goal or aspiration?
- How do we see our situation in 2 years' time? 5 years' time?
- What is our ideal future state?

This is the sort of statement that everyone who supports you / the person should be able to identify with as well. Over time, you will be able to review this statement to see if it still fits the current & reflect where you are up to in life now.

The following is an example of these statements:

VISION STATEMENT

Our vision is that Jenny is continually enabled to live a lifestyle she chooses, is used to and entitled to. That Jenny maintains the right to make her own decisions and experience risk, within an environment that ensures that her safety is safeguarded. That Jenny has valued roles within her local community and social networks, ensuring that her personal dignity is respected at all times. That people Jenny chooses and that choose to be with her in mutual reciprocal relationship regularly surround her.

VISION STATEMENT:

Gifts of the Head, Heart and Hands:

In any community, the most fundamental building block is individual people's capacity to join in contributing their gifts to strengthen their community. Every individual has many gifts – knowledge, skills, and innate talents; gifts of the head, hand and heart.

A very powerful way to build a stronger community taps unrealized potential in two steps. Asking people; What are your gifts? Then connecting gifts to opportunities for contribution. When people purposefully look for gifts, there are amazing discoveries. The key is asking.

The most fundamental action of community building is conversation, people turning to one another and asking each other what is important to them and what they have to offer to a common effort, to work to get what is important.

Activity:
Ask the focus person to tell you **a story about a time when he or she was at his or her very best**, a time when he or she made a positive difference to other people and felt good to be involved in doing so. It can be a small thing or a big thing, what matters is that the focus person felt good about doing it. (If you cannot communicate well enough with the focus person to hear their story, you will need to ask people that know and care about the focus person.)

Reflect on the story by asking, 'What qualities or gifts does this story show the focus person to have?' Put a word or a few words where they seem to belong to identify the focus person's gifts. Then ask 'Are there any other gifts or capacities the focus person has, that aren't in the story?' Add the answers.

Think about:

- **Gifts of the head** – knowledge, questions, experience, and information that the focus person can contribute (for example: figuring people out, organizing and classifying things, travel routes, sports news, fan information, gossip, local history, ability to spot a bargain, ability to debate, sales ability, creative thinking, math, solving puzzles, interests in politics, desire to think and talk about big questions) please note; this does not mean they need to be an expert in the area, just know about it and like to talk about it.
- **Gifts of the hand** (and feet and voice) – abilities and skills that the focus person can contribute (for example: recognizing people and remembering names, dancing, fixing things, singing, typing, drawing, arranging shapes and colours, using a computer, decorating, acting, composing music, figuring out the best way to do a job, sewing, working hard using physical strength, ability to sign, ability to speak or understand another language)
- **Gifts of the heart** – interests, enthusiasms, personal passions, and the rewards of relationship that the focus person brings to others (for example: welcoming people, patience, courage, impatience to move from talk into action, sensitivity to others, high energy, desire for order, ability to listen, passion for justice, love of nature, ability to draw others out, spiritual gifts)

Reference:
O’Brien, J. &Pearpoint, J., (2004) *Person-Centered Planning with Maps and Path – A workbook for Facilitators.* Inclusion Press
Green, M., Moore, H., & O’Brien, J. (2006).*When people care enough to act – Asset Based Community Development* 2nd Edition. Inclusion Press (pg 31)

Head	**Hands**	**Heart**

Activity:
Think about opportunities for the focus person’s gifts and capacities to be given to the community. What would help the community be a better place by the contribution of the person’s gifts and capacities?

What is one idea that would help the community be better off by knowing the focus person through his / her gifts?

Describe the goal –

What Action/s need to be taken	**Who**	**When**

Things to think about and do until we meet again:

1. Share what you have developed here with the person with a disability and / or others that know and ***care***, ask for their contribution

NDIS Pre-planning
Day 2
Two

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Welcome Round:
Share something positive about yourself or your family member with a disability that has happened since we last met.

Review last session's work: Add any new information you learned from others that know and care about yourself or your family member with a disability. Ask questions that have come up.

Relationship Mapping: http://www.iidc.indiana.edu/?pageId=411

Since birth, we have been creating an intricate network of people in our lives, friends and/or family who are there for us in times of trouble, sorrow, and celebration. Those friends take an interest in our lives and us because we share common threads that bind us to one another. This group is called our Circle of Support or Friends. They are people we value in our lives who help us achieve our dreams or lend a hand when we are in need. We can count on them to be there for us. These relationships are formed in many ways, but generally come from meeting people in different places and environments. Meeting people, for most of us, occurs naturally and for the entirety of our lives.

Judith Snow, a woman with a significant disability, explains it further and has described four different circles of relationships that everyone has in their lives.

Circle One: The **CIRCLE OF INTIMACY** is made up of those who we share great intimacy, our secrets, and heartfelt emotions. These are people or perhaps animals or objects that are so dear to us that their absence would impact us greatly. This may or may not include family members.

Circle Two: The **CIRCLE OF FRIENDSHIP** is made up of those people who are friends or relatives who we call upon to go out to dinner, see a movie, but are not those who we consider our most dear friends or those we must see regularly.

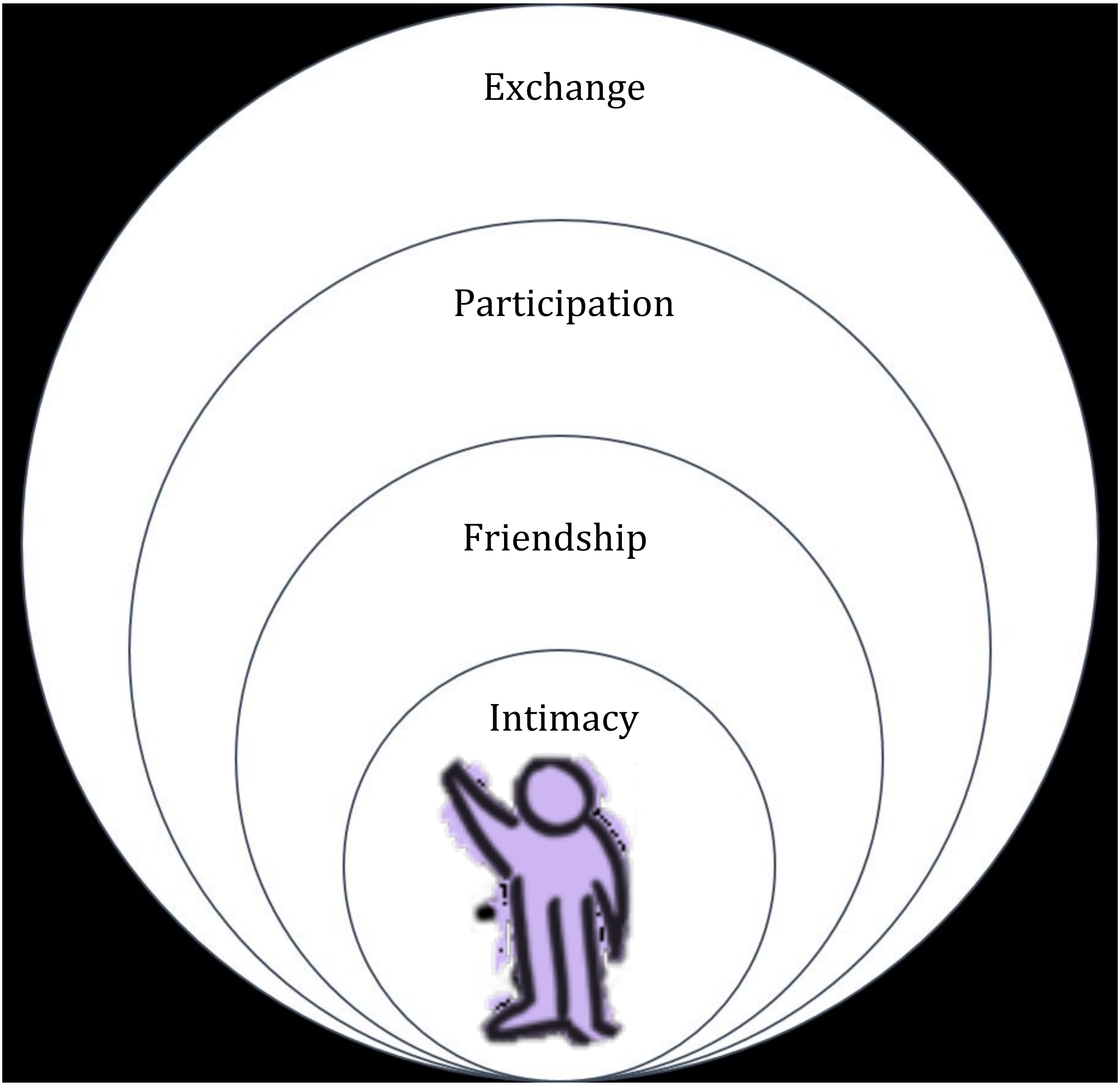
Circle Three: The **CIRCLE OF PARTICIPATION** is where you belong and includes the names of the people or organizations you participate with in life. This could contain spiritual groups, where you work, where you went or go to school, clubs, organizations, athletic teams, or where you participate and interact with people. Some of these individuals may later be in Circle one or two! Circle Three is the garden for sowing future relationships.

Circle Four: The **CIRCLE OF EXCHANGE** is made up of people who are paid to be in our lives. Doctors, teachers, dentists, social workers, therapists, hairdressers, car mechanics, and the like make up the numbers here.

Judith Snow explains that when we look at the four circles for people without disabilities, we can see that there is a fair number in each circle. However, if we were to look at the circles for people with disabilities, we would see a VERY DIFFERENT PATTERN. Generally for people with disabilities, there may be people in Circle One and Circle Four. In many instances, circle four explodes with people paid to be in their lives. Circle Three, the key circle, has minimal organisations or social opportunities available for them and thus, people with disabilities are excluded from creating connections to others and developing a true circle of friends or support.

This sort of division can put a huge financial and emotion burden on families. A Circle of Support can begin to alleviate some of that strain and burden for the family; however it does take work and planning.

Activity: *Develop your own Circle Map; add names into the appropriate circle. Make sure you do this from the perspective of the person, i.e. where they would want them in the map. Sometimes people will want to add pets or people that are deceased, you may add defining details in brackets to help others understand who people are.*
Once you have completed the map, put a heart next to those you / the focus person loves or cares deeply about, put a star next to those who know an important part of your / the focus person's story, put a circle around those that know a lot of people in the community and put a tick next to those you / the focus person would involve in planning.



The Relationship map helps to identify opportunities for personal support and assistance.

- What are the main patterns and themes in the relationships network?
- What areas of relationship are missing? What would be important to build?
- Are there old friends or acquaintances from the past, with whom the person would like to reconnect?
- Are there friends or acquaintances from the community that can be invited to join the circle?
- Where could community members who would like to get to know this person be found?

Building a network of support (circle of support), invitation and agenda - Judith Snow
How does one go about creating a circle of support/friends? What are the steps to follow? There are multiple factors to consider and each is crucial to the success of the circle.

First and foremost is to establish who the focus person is. This person is the one who will be the driving force; the center of all discussion and planning. Once this has been established, the planning begins. There must be a 'champion' or someone who will see to it that this circle is formed and that there will be follow through from the planning to the implementation stages. In many instances, this is one of the parents or a caregiver for the individual. As time passes and a circle develops, this role may be taken on by others.

Decide whom to invite. (It is best if Circle members are not paid to be there, it is **voluntary!**) The focus person has a great deal of say about who to invite. Create a list of individuals committed to change, who believe in the focus person, and who would be committed for the long haul. Members can be neighbors, family, community members, fellow churchgoers, or members of clubs. There are no limits, but be selective. Invite those people who are willing to take a chance and avoid the people who are skeptical or unsure of change.

Obtain facilitators. It is best to have two facilitators; one to lead discussion and one write down the information and do graphics. Interview them as needed to find one that the focus person is comfortable using.

Decide on a location and time. Meetings can be held in a home, church, school, library, back yard, conference room, or any big meeting space that is available. The day of the week and the time can vary depending upon the availability of potential members. Potential times can be immediately after work/school, over the dinner hour, or during the weekend. Sometimes Circle members may want to organize a special event and go to a park, go bowling, or have a pizza party! It is always good to include some refreshments for the meeting: make the meeting as simple or as involved as the focus person desires!

Create and mail invitations to all on invitation list with RSVP date. The invitation can be as simple or as complex as the focus person desires. Some circles have included the reason for the meeting, in a simple and to the point fashion.

Decide on an agenda for meeting with facilitator. What will be discussed? Do people need to understand a circle of support or to learn more about the individual? There are no real rules about agendas, but it should be discussed ahead of time.

Here is one suggested agenda for an initial circle meeting:

- Introduce all circle members. How long has each person known the focus person and how did they meet? Other questions that help people get to know one another.
- Review the individual's life as it is now to build a picture and add to existing information.
- Clarify ideas about the future. Review obstacles and opportunities, discuss these directions, and select a priority.
- Record obstacles and opportunities as they arise.
- Make commitments for action.
- Set the next meeting time and place.

According to Judith Snow, listening to the dreams of the focus person is the primary function of the Circle of Support (PUSH, 2001).

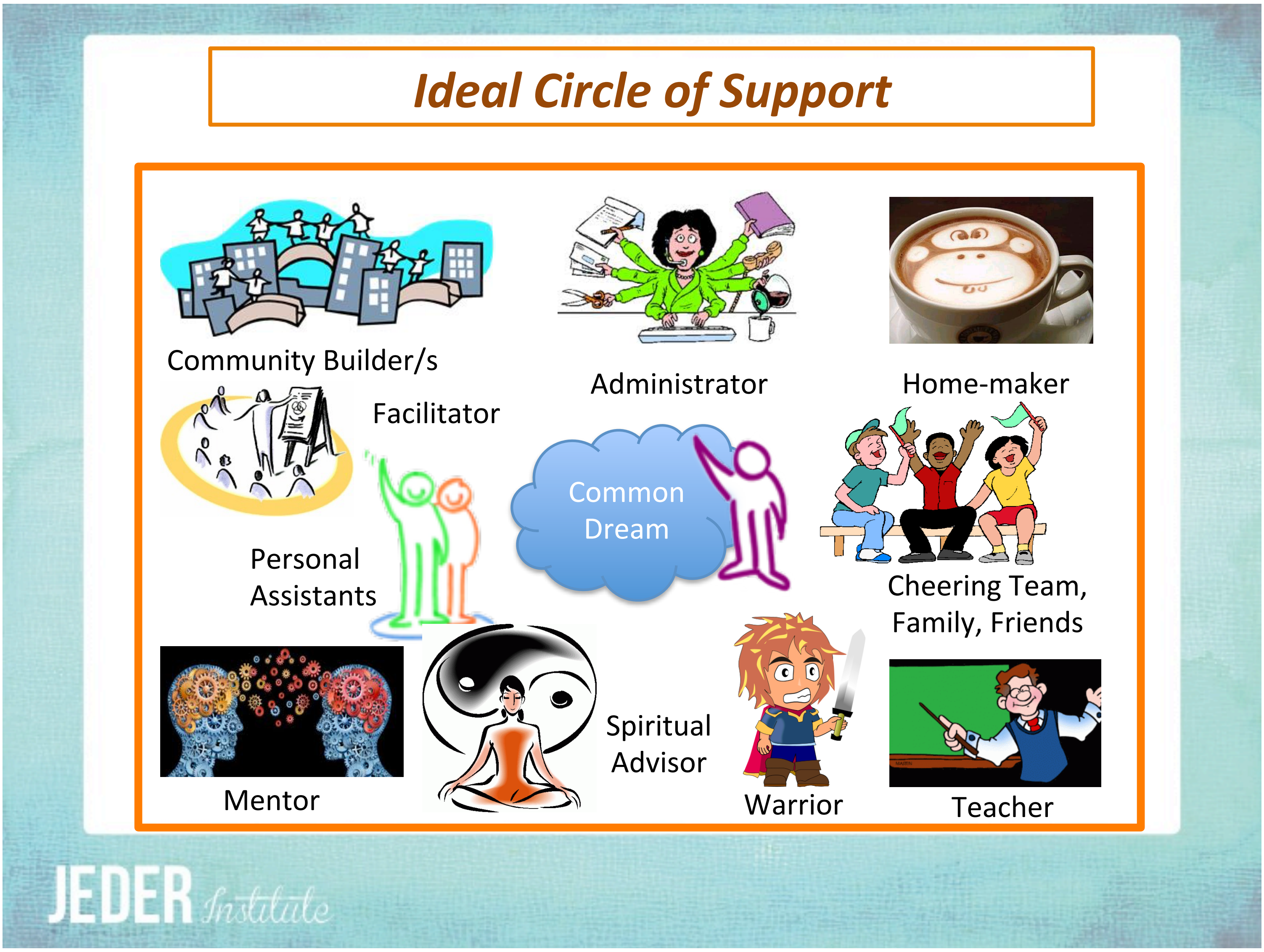
On the day of the meeting the focus person, facilitator, and "champion" will want to arrive early to ensure the room is set up for the circle, which means chairs in a circle or semi-circle. This ensures that members of the circle can all see each other during the discussion. This early arrival would also provide time for preparation for the meeting by reviewing any questions that will be asked of the focus person and to be sure that person has had time to think of or generate the answers. (This would be true especially if the person is non-verbal or uses augmentative communication and would need time to prepare answers).

The facilitators would open the meeting and follow the agenda that has been created in a timely manner. Most circle meetings are no longer than 2 – 3 hours. At the close of the meeting, members may leave with assignments that would support the circle's efforts to support the focus person. Examples of what circle members may volunteer to do are: helping someone move into their own home, or helping them to develop more relationships by meeting people in the community, school or other community settings. Progress would be reported on at the next meeting, which is always set at the end of each Circle gathering. That way everyone will know when they will be sharing what they learn and it is less cumbersome to plan.

Once the Circle has been created and the first meeting has happened, it will become easier to establish the agendas for future meetings and the number of meetings that will be needed. Some circles may initially meet frequently and then taper off, others only meet quarterly and still others meet only as needed. It is best to maintain a consistent meeting pattern to ensure quality and keep the interest and commitment of the circle members.
A Circle of Support can create many wonderful relationships and opportunities for individuals with disabilities. Real friendships can start and lead to a more fulfilling and rich life. It is never too early or never to late to create a Circle of Support.
http://www.iidc.indiana.edu/?pageId=411

An ideal person-centered planning group (circle) consists of a variety of people and roles:

- *Family members* – provides a historical perspective, strong alliance with the focus person *Homemaker* – is the guardian of hospitality for the circle personal assistants – are responsible for day-to-day responsiveness to the person
- *Warrior* – focuses on immediate and long-range actions to help implement the plan
- *Teacher* – provides information and skills to the circle to help implement the plan
- *Community builder* – may have many connections, invites and brings others into the circle and the person's life, both to strengthen the circle and help in implementing the plan
- *Administrative ally* – can see and advocate for administrative changes that might be needed both for this focus person and for long-term change
- *Mentor* – can provide information, guidance and insight that will help in long-term change *Benefactor* – may assist in providing what's needed for long-term change
- *Spiritual advisor* – renews the faith of the person and the group over time
- *Facilitator* – provides focus, keeps the process going, keeps the group focused on and clear about the vision and action to implement it



Ideal Circle of Support

Community Builder/s

Administrator

Home-maker

Facilitator

Common Dream

Personal Assistants

Cheering Team, Family, Friends

Mentor

Spiritual Advisor

Warrior

Teacher

Participation Through Support Circles – Judith Snow

The very nature of our culturally given perception of disability and our response to it seems to obscure our perception of the people behind the labels. What can a concerned person do? Becoming a circle builder may provide opportunities to actually make a difference in the lives of some people.

Support circles break through the disability focus in several ways. Most significantly, circles are powerful because they exist to honor, support and make available a person's capacities and interests, not his or her deficits. Support circles are formed to be vehicles for people to discover and to talk about ways in which a person could be contribution to the wider community through, interests and talents. They work to communicate to a wider world what capacity the focus person has to enrich others. They discover or create places, supports and contacts that will make this person's participation grow and develop.

Secondly, support circles are powerful because their focus is on relationships and not individuals. Circles function primarily by bringing the focus person into a richer, more diverse network of listening people. The person's nature and ability is unfolded by the listening people. The person's nature and ability is unfolded by the interactions fostered by the network. Disability loses its power to focus people's time and energy. Disability is disempowered.

A support circle belongs to the world of participation. Just the initial establishment of a circle is already a step forward to having someone participate in the community. The focus is on one person yet all the members of the circle typically will experience their participation in the circle as a vehicle for examining and improving their own contributions to society.

Although a support circle is not always necessary, it has a unique power for rapidly changing the life experience of an individual who is facing great barriers to inclusion. A circle is a creation in the area of relationship, meaning and interaction. People experience being part of a circle as 'natural' and they 'know' how to offer both formal and informal support to each other.

Circles also empower circle members and builders because they are unpredictable. Energized by multiple, complex relationships they often become magnets of synergy, taking advantage of opportunities that cannot be predicted or bureaucratically managed into existence. This living essence of circles drives out the deadening spirit of disability thinking.

The lives of people who have been 'helped' are usually scarred by disrespect, physical and emotional abuse, and broken relationships. At the beginning and throughout, it is important to recognize that support circles have power – both to support or to hinder. The person who is interested in starting circles can still be drawn into disability as a focus. A personal discipline will help restrain them from doing this harm in a vulnerable person's life. This practice is outlined below.

Build a safe course by following these steps.

- Give up disability, its language and its forms. People are opportunities and people have opportunities to enrich community. Learn to see these.
- Practice inclusion to learn inclusion
- Dream. Invite people to listen to your dreams
- Listen to other people's dreams
- Say "Yes"
- Listen
- Give up doing what doesn't work
- Invite diversity into your own life
- Recruit a coach. Be a coach. Together support each other to learn circle building more deeply.

In the gathering of the circle the intention is established to listen to a person's dream and to create the resources and openings required to bring this person's dream into the community. The focus remains on the person who is vulnerable to being isolated and to being a nonparticipant.

The following are the steps required to create a support circle:

1. Figure out who the circle is for
2. Invite
3. Ensure that dreaming, story telling and listening happen at every circle meeting
4. Keep the circle meeting
5. Make sure that the focus person says 'yes' to something that the circle offers

It can often be a little mind-bending figuring out who the circle is for. In the situation where the focus person is an adult who speaks for themselves; the scenario is fairly straight forward. Such a situation is rare. More typically one person is the named focus but the real focus is on a parent or an advocate who typically speaks for this person. There is nothing wrong with a parent or an advocate being the focus. In fact when the circle involves children it is essential that the circle be formed around the parent(s). The issue is simply that when the focus is confused the process gets unclear and actions stall. Therefore it is essential that this issue be sorted out. Occasionally the focus of the circle will shift for a short period of time. This is a good thing unless for some reason it is difficult to return the focus to the person' the circle started for. In such a situation consider starting two circles that are interconnected by having some joint membership.

Inviting is a critical stage. People typically say that they do not know anyone to invite. This is absolutely not true, yet in a certain sense the experience is quite real. It is usual that the person's life is full of paid people and others focused on therapy and advocacy plus lots of other people who have been carefully trained by society to see this individual as limited and in need of fixing. The dynamics of the disability focus make it almost a certainty that all these people have been interacting in ways that push each other away. It doesn't occur to the individual in question that some of these very same people are able to and in fact would love to have an opportunity to foster participation and inclusion.

Keep the dreaming, story telling and listening alive is not difficult. Yet someone must always watch that dreams don't drop off the agenda. We have all been carefully trained to become busy planners and behavior police. Listen for dreaming, stories and listening and keep the circle going needs intention in the initial stages. It usually takes time for people to catch the rhythm of dreaming, story telling and listening. In fact the person is included as soon as the circle begins to meet since it is the journey of interactions and meaning and the listening to dreams that counts much more than the outward successes. In time, as the circle experiences the invention of its own story and as successes emerge from unexpected directions the intention of gathering becomes less critical.

The point is that the support circle is the vehicle of listening to dreams. The listening must continue until there are enough other possibilities of listening in the individual's relationship network. Even then, life is very fragile, and the circle may need to be called together if the ghost of ' disability' raises its head again.

In summary, circle building is a process liberating a person's participation and inclusion in community. Like all simple things in life there is an underlying integrity which must be honored if support circles are to be effective. This integrity requires a commitment to give up disability and it's focus on fixing people.

Building relationships, building inclusion and building community take time and commitment. They are a slow process that often takes years to reach full fruition. Yet, paradoxically, inclusions and relationship are the road to truly supporting vulnerable people. Nothing else works.

O'Brien, J. & Lyle O'Brien, C. (2002, 3rd Printing). *A little book about Person Centred Planning* Inclusion Press (page 83-87)

Microboards: http://microboard.org.au/our-work

A Microboard™ is a small (micro) group of committed family and friends (generally a minimum of 5 people) who join together with the person to create a non-profit society (board). Together, they help the individual:

- Plan his/her life;
- Brainstorm ideas;
- Advocate for what they need;
- Monitor services and ensure they are safe;
- Connect to his/her wider community; and
- Do fun things together.

In the future in Australia Microboards may also play a role in managing funding and delivering the services that the individual needs. Together you can create services that are creative, flexible and reflect the needs of the individual.

We will now start working through the Jeder NDIS pre-planning workbook template and being prepared to meet your NDIS planner. We will start with looking at what makes up a good day and a bad day for the person whose plan it is. Using what comes up from the good day / bad day list to describe the way life is right now, how he / she wants it to live in the future, the goals towards it and what support is needed to achieve the future goals.

Good Days / Bad Days:
By looking at what makes up a good day, what makes up a bad day for you / the person and what makes up the best day, we can start to identify what is important to you / the person, how to best support you / the person and what the goals are that we need to focus on.
Go through the Life Areas to think about on the next page plus rituals and routines. Think about the good day / bad day / best day things from different perspectives, firstly the person then the families and appropriate others e.g. other family members, paid support, friends.

	Good Day	**Bad Day**	**Best Day**
From the person's perspective	Going out – movies, meals, theatre, shows, festivals, gym, swimming Being at family celebrations, having a party with family and friends Living near mum and dad and having a flat mate that I like Cooking lots of new recipes and getting help to keep my flat clean Going shopping when I like	Not having anything to do, especially some evenings and weekends Doing housework by myself Not seeing Mum everyday Not having a job Not having enough money to buy everything I want / need especially data and phone credit Getting confused with time and money Not being able to read well Not having a partner / relationship	Having something fun to do Having positive relationships with people that she lives with, everyone is going well in life and getting on well. Trying something new, whether it is a new recipe or new activity or meeting someone new Being in an intimate relationship Having enough money to buy what I want Having heaps of phone credit and data Seeing people when out in the community that I know and like Not getting hassled about housework
From the families perspective	Having a place of her own Getting the support she needs Mum managing the supports with Jenny Being close to her family Being a valued member in the community, being known e.g. movies, swimming (winning comps), shops Choosing her own activities and supporters Having a mobile phone & being able to call Mum everyday	Not having enough support, evenings and weekends – need more funding Doing housework without support Having a job & having enough money Having to call Mum everyday (up to a dozen or more times) Having friends to do things with and making good choices about friends Getting embarrassed in public (about making mistakes with money and reading)	Positive, supportive relationships with family and friends Having an intimate relationship Having a job and doing something purposeful and of value to others Having flexibility in her day Keeping her unit clean inside and out Managing her budget and having enough phone credit and data Having enough support to be independent in daily tasks and in the community

Life Areas to think about:

When thinking about these life areas and describing them in the plan make sure you add the details of what, who with, how long or how often, when, where and anything else that will help make the information clear to others that read it.

Daily Living

To be independent and doing ordinary day-to-day things

- Doing more things for yourself / themselves
- Learning new life skills and becoming more independent
- Help with personal care, getting ready or going to bed
- Getting to where you need to go in the day, travel / transport and /or learning how to do this more independently
- Getting out to appointments and or doing shopping, paying bills etc.
- Equipment or assistance to engage in daily living

Social and Community Participation

About doing things in your community

- Spending more time with other people in your community
- Making more friends or spending more time with family
- Trying new activities, like joining a club or group
- Sport activities, hobbies and / or leisure activities you enjoy
- Being more able to attend events or special occasions in your community

Relationships

Around building relationships with family and friends

- Are you (or your son / daughter) happy with the relationships in your (their) life?
- Are you (or your son / daughter) having difficulty in social situations or with getting along with your (their) friends, family or other people in your (their) life?
- What would you (or your son / daughter) like your relationships to look like?
- Learn social skills and ways to build natural supports

Home

To be independent at home

- Does your current home suit your (or your son / daughter's) needs?
- Do you need to change where you (or your son / daughter) live?
- Do you need some help to make sure you (or your son / daughter) stay living where you are?
- Are there any modifications that would help maintain a quality of life?
- Support around the home to keep it clean, inside and out?

Learning

Learning something new or improving skills

- Like a new skill or qualification?
- Are you (or your son / daughter) starting or moving to a new school or other form of education?

- What do you (or your son / daughter) want to achieve?
- Are there any training programs or conferences that will benefit?

Choice and Control

Learning something new or improving skills to make decisions

- Are you happy with the control that you (or your son / daughter) have over the choices you (they) make in daily life?
- Do you (or your son / daughter) need help to make choices about who supports you and when?
- Help with learning how to make wiser choices
- Learning how or teaching others how you (or your son/daughter) communicates your (their) choices
- Support to implement your (your son / daughter's) plan

Healthy and Wellbeing

Improving or maintaining health and wellbeing:

- Do you (or your son / daughter) want to get healthier, change your diet or do more physical activity, like taking up a sport?
- What is it you (or your son / daughter) want to change or achieve?
- Are there any therapists, specialists or professionals that could help in being healthy and well?

Work and Education

Finding, getting and keeping a job (paid or volunteer) or studying:

- Do you (or your son / daughter) want to get a job, volunteer or study?
- Do you want to increase your work or volunteer hours?
- Does anything need to happen before you (or your son / daughter) are job ready?
- Do you (or your son / daughter) need anything to keep you being able to work or school, college?
- Do you (or your son / daughter) need anything to help you to get to work, volunteer work or place of study?

Managing the Plan

How you (your son / daughter) want the plan to be managed

- Self managed of whole plan to have full control and choice
- Engage a plan manager to process invoices and manage expenses
- Coordinator of supports to help organise the supports and employ people
- Plan manager to support implementation of the plan
- NDIS or service provider managed

Rituals and Routines to Think About:

We all have some kind of regular rituals and / or routines in our lives. They help us to make sense of our day / week and have control over how and when we do things. Some people's routines are exactly the same every day / week e.g. the way we get up in the morning and get ready for the day, while for others they are different in the detail of when things happen, but usually the how it happens is the same. For example; think about the way you brush your teeth, everything from the type of toothbrush you prefer, toothpaste, temperature of the water, which parts of the teeth get brushed first and last, we will all do this activity in our own individual way, try and do it differently tomorrow morning and see how it feels.

For people that require support, keeping routines the same provides predictability and if things happening differently all the time, can cause confusion and upset.

Think through what rituals and routines are important to the person:

Daily: • Getting up & getting ready • Going to bed • Arriving at work, school, or day time activity • Arriving home • When sleeping Weekends Weekly Monthly	Celebrating when something good happens Comfort yourself when things aren't going so well Birthdays Holidays: • Food • People • Places Culture & Religion

Activity:

Looking over the Life Areas and Rituals & Routines and make a list of all the things that make up a good day and a bad day from the different perspectives.

	Good Day	**Bad Day**	**Best Day**
From the person's perspective			

From the families perspective			
From other people's perspective			

Activity:**Telling the story:** Put a circle around the points that are goals for the future and using all the points that reflect the current life situation add information to the below.
Using what you have learned about what makes up a good day, a bad day and a best day from everyone's perspectives. Complete the About Me section of the NDIS pre-planning workbook (handout) describing:

- Where you / the person lives and who you / they live with
- People in your / the person's life who supports you / the person
- Your / the person's daily life

Make sure all points from the good day / bad day / best day lists are covered with added explanations.
This is about ***telling the story***, how life is right now, how you would like it to be, the good things, the challenges and what changes you would like to make.

Goal Setting for the NDIS:

Goal setting helps us to take our dreams and turn them into reality. Identifying the goals (steps) needed to achieve a dream and moving through these steps helps us to keep motivated and continue on the journey of achieving our dreams. Goal setting can help you organise your time and your resources. By setting goals you can measure your progress and celebrate your achievements.

Goal: *Describe the actual goal* – this can come straight from the things you have previously documented (in 5 valued experiences) or it can be a part of a larger dream e.g. a dream can have a number of goals.
During this plan I want: – broadly describe what you want to achieve or work on in the next 12 months while working towards this goal.

Goal: Describe the actual goal:
To improve my ability to communicate with others so I can speak to more people and maintain relationships with my friends, family, colleagues and community members
During this plan I want:
To maintain and increase my communication skills by using AUSLAN, Proloquo2go Increase my writing and texting skills so that I can maintain contact with my friends and family My support staff, family, friends and colleagues to have training in AUSLAN, Proloquo2go and the way I communicate That all the places I go to e.g. footy, cafes, the local club, the gym understands the way I communicate and can communicate with me

Activity: Using what you have documented (circled) in –Good day / Bad day/ Best Day and the 5 Valued Experiences (future) start thinking about the goals.

Goal: Describe the actual goal:
During this plan I want:

Goal: Describe the actual goal:
During this plan I want:
Goal: Describe the actual goal:
During this plan I want:
Goal: Describe the actual goal:
During this plan I want:

Weekly Activity Timetable

We all use some type of timetable to organise our lives e.g. calendar on the kitchen wall, our diaries, online diaries shared with others, etc. The weekly activity timetable will help us to organise times to work on our goals, do things in life that keep us healthy, fun things we want to do with our family and friends and more.

Setting out the times things happen helps us to organise things for the people we support in a number of ways:

- To figure out a budget for paid support
- Schedule activities for fun and for learning
- Schedule activities for things that need to be done to help the person stay healthy
- Sharing with others what is happening in the week
- Organising support for times it’s needed
- Knowing the times that person wants to and can be alone
- Knowing the times that need paid support and the times that are supported by family and friends

Activity: Complete the timetable below with what happens on a usual week; add the details of the times e.g. Monday morning, 7.30am – 9am, getting up and getting ready. Shade the different sections to indicate paid support and unpaid support. If there are some things that happens regularly but not every week, make a note about that e.g. Friday evening, 8.30pm – 11pm, once a month visits Cousins for dinner and games. Anything that happens less than once a month, e.g. once a year holiday, add notes onto the Jeder NDIS pre-planning template in the Sometimes I do ….
Use the template on the next page to document how life is currently. Us the template on the Jeder NDIS pre-planning template to document how it will be in the future.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Early Morning							
Morning							
Midday							
Early Afternoon							
Late Afternoon							
Evening							
Overnight							

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Example Timetable Teenager's activities calendar

TIME	Monday	Tuesday	Wednesday	Thurs	Friday	Saturday	Sunday
Early morning	7.00am - 8am Supported Personal Care > School Transport	7.00am - 8am Supported Personal Care > School Transport	7.00am - 8am Supported Personal Care > School Transport	7.00am - 8am Supported Personal Care > School Transport	7.00am - 8am Supported Personal Care > School Transport	8am-9am Supported Personal Care > pickup for Sport	8am-9am Personal support care > ready for Church
Morning	8:30am-12:00pm High school **Social activities 1 hour**	8:30am-12:00pm High school **SPEECH PATHOLOGY** **Social activities 1 hour**	8:30am-12:00pm High school **Social activities 1 hour**	8:30am-12:00pm High school **Social activities 1 hour**	8:30am-12:00pm High school **PSYCHOLOGY** **Social activities 1 hour**	10:00am-12pm Fitness Club.	10am-12pm Church with my family
Early afternoon	12:00 - 3:15pm High school	12:00 - 3:15pm High school	12:00 - 3:15pm High school	12:00 - 3:15pm High school	12:00 - 3:15pm High school	Lunch, laundry, vacuuming, mowing or brushing dogs	12:30 – 1:30pm Lunch with Church friends
Late Afternoon	4:30pm - 6:30pm supported Cricket Training with my friends	3:30pm-6:00pm Bus Travel training from school to Fitness Club	4:30pm-6:30 pm Ten Pin Bowling with my friends then borrow books Library.	3:30pm -6:00pm Fitness Club & Cook a simple meal for family	6:30pm Meal out with my friends	3:00pm – 4:30pm Technology Support for Visual Scheduling& social storybook making on devices.	At home or visiting Family friends, swim at Club or go tandem bike riding.
Evening	6:30pm -8:00pm Dinner, Shower Guided Reading TV, laptop , iPad	6:30pm -8:00pm Dinner, Shower Guided Reading TV, laptop , iPad	6:30pm -8:00pm Dinner, Shower Guided Reading TV, laptop , iPad	6:30pm -8:00pm Dinner, Shower Guided Reading TV, laptop , iPad	9:30pm Youth Club Fellowship	4:30pm-9:30pm Occasional live Sport or Play, or Movie or dinner	6:30pm -8:00pm Dinner, Shower TV, lap top , iPad
Overnight	At home with family	At home with family	At home with family	At home with family	Occasional sleepover at friends place.	At home with family	At home with family

Once a month Person will sleep-over at friends' homes to have time away from family and deepen his social connections with other families.
During School holidays Person will go on Youth Works camps and supported Day Excursions with friends (beach, live events, bush walks).

Paid Support	🟩	**Unpaid support**	🟨	**Family Support**	🟧

The Budget

Use the weekly activity timetable to figure out the hours of support required for yourself or the person with a disability. This budget is a yearly budget, so start with figuring out the hours per week then multiply by the number of weeks in the year the support is required.

When considering the budget look at:

The NDIS Pricing list http://www.ndis.gov.au/providers/pricing-and-payment

Social & Community Services industry pay rates - http://www.fairwork.gov.au/pay/minimum-wages/social-and-community-services-industry-pay-rates

Staff costs:		
• Personal Assistant	Weekday 7am-8pm $? + 9.5% super = $? p/h x hrs. p/y	$
• Living Skills Assistant	Weekday 8pm-12pm $? + 9.5% super = $? p/h x hrs. p/y	$
• Mentor	Saturday all day $? + 9.5% super = $? p/h x hrs. p/y	$
• Community Linker	Sunday all day $? + 9.5% super = $? p/h x hrs. p/y	$
Travel Expenses	Mileage: 78c per km with an average of ?km per week	$
Occasional staff costs:	Evening monthly –	
•	1pm – 10pm $? + 9.5% super = $? p/h x hrs. p/y	$
Activity cost expenses	$? per week x ? weeks per year	$
Therapists	$? per week x ? weeks per year	$
One off purchases e.g. continence, modifications, conferences		$
Plan management		
• Financial intermediary set up costs	$? Per year	$
• Co-ordinator of supports	$? Per hour x ? hours per year	
• Monthly processing	$? Per month x 12 months	$
• Service activities	$? Per hour x ? hours per year	$
• Training	$? Per hour x ? hours per year	$
Insurancese.g. public liability & workers comp.		$
Sub-Total		$
Total - Annual		$

Young person leaving school, living at home

Staff costs: - Independent Living skills	**0011** Weekday - $41.18 x 13.5 hours per week while at school x 21.5 weeks Weekday - $41.18 x 10.5 hours per week post school x 25.8 weeks Weekend (Sat) - $57.13 x 5 hours per week x 48 weeks Weekend – (Sun) $73.11 x 4 hours per month x 48 weeks	 $11,952.50 $11,155.66 $13,711.20 $14,037.12
- Community Access	Weekday - $41.18 x 20 hours per week while at school x 21.5 weeks Weekday - $41.18 x 19.5 hours per week post school x 25.8 weeks Weekend – (Sat night) $57.13 x 7 hours per month x 12 months	$17,707.40 $20,717.65 $ 4,798.92
Travel Training	Weekday - $41.18 x 11 hours per week x 48 weeks	$21,743.04
Exercise Physiology Personal Training	Weekend - $140.06 – 2 hours per weeks x 4 weeks Weekend - $52.48 – 2 hours per week x 48 weeks	$1,120.48 $5,038.08
Finding a job	**0010** Weekday - $18.16 x 18 hours per week x 25.8 weeks	 $8,433.50
Activity cost expenses	$35 per week x 48 weeks per year	$1,680.00
Therapists	0004 - $172.13 Speech Therapist 2 hours per month x 12 months Psychologist 2 hours per month x 12 months Nutritionist 2 hours per month x 12 months	 $4,131.12 $4,131.12 $4,131.12
One off purchases	**Orthotics**	$800.00
Plan management - Financial intermediary set up costs - Monthly processing - Co-ordination of supports - Transition Planning support	 $209.92 Per year $31.49 Per month x 12 months $90.46 Per hour x 2 hours per week x 48 weeks $55.50 per hour x 4 hours per month x 12 months	 $209.92 $377.88 $8,684.16 $2,664.00
Total - Annual		$157,224.87

IAC advice on reasonable and necessary support across the lifespan: An ordinary life for people with disability:

http://www.ndis.gov.au/about-us/governance/IAC/iac-reasonable-necessary-lifespan#exec

Executive summary

The National Disability Insurance Scheme (NDIS; the Scheme) has been established to provide 'reasonable and necessary supports' to individuals with a severe and permanent disability. 'Reasonable and necessary support' refers to the nature and quantum of support to enable a participant to pursue goals and aspirations. It must give effect to Australia's obligations under the United Nations Convention on the Rights of Persons with a Disability (UNCRPD) by supporting people with disability to live independently and be included in the community, to develop their capacities and to enable them to exercise choice and control. Reasonable and necessary support must also be value for money, effective and beneficial for the participant, while taking into account what is reasonable to expect families, carers, informal networks and the community to provide and be most appropriately funded by the NDIS rather than through other government systems of service delivery.

The paper takes an 'ordinary life' in 21st century multicultural Australia as its starting point because people with disability share the ordinary aspirations of their peers without disability but need reasonable and necessary NDIS support to achieve them. The ordinary life provides clues as to how these aspirations would typically be met providing a useful benchmark to guide understanding of reasonable and necessary support.

It is hoped that this document is used:

- by the NDIA in its ongoing development of the Scheme
- by participants in conceptualising their goals and aspirations
- as part of conversations with mainstream service providers about assisting people with disability to achieve an ordinary life, and
- as an educational tool for the broader Australian community on the role and purpose of the NDIS.

In reading this paper, the reader should be aware that core to the NDIS are the insurance principles and scheme sustainability. This means that in providing reasonable and necessary supports, the National Disability Insurance Agency (NDIA; the Agency) takes a long-term investment approach, noting that early intervention and other support can increase functioning, independence, and economic and community participation. The NDIS is only one part of a broader disability system that requires systemic changes to ensure the NDIS can flourish. The provision of 'reasonable and necessary support' will by itself transform the lives of people with disability. It requires community involvement, the removal of structural barriers to economic and community participation, the provision of services by mainstream providers and the development of a deep and robust market, which will only develop with time.

Thinking about supports:

These are the supports that help me / the person to work towards my goals, you / they might have already listed some of them in the 'About Me' section and / or goals section. Now you / they can bring them all together and see if there is any missing.

Family and friends

This is what the NDIS call 'informal' supports. Tell us about the informal supports you / the person have / has that you think could help to achieve the goals now and into the future e.g. parents, friends, siblings, grandparents, neighbours, extended family.

Who will provide the support?	Now / future	Type of support
Example: Mum	Now	Organises all my activities / drives me to school

Add more rows if required.

Services and Community Groups

These supports might include things like health or mental health care services, schools or education services, community groups, sporting, recreation or hobby clubs or other government services. This is what the NDIS call 'mainstream and community' supports.

Tell us about the community and mainstream supports you have now and the ones that you think could help to achieve the goals and things you want during this plan to work towards the goals.

Who will provide the support?	Now / future	Type of support
Example: Youth Group, RSL Club	Now	Social group, Disco,

Add more rows if required.

Anything Else

Anything else you would like us to know about your needs including the areas you need support or have difficulties with, due to your developmental delay or disability.

Tell us about the Paid supports you have now to help with your needs and the ones that you think could help to achieve the goals and things you want to do during this plan to work towards the goals. E.g. Therapy, Mobility Assistance, Home and Vehicle Modifications, Personal Care, Equipment, Communication Assistance, Helping with domestic tasks, Interacting with others, Building Relationships, etc.

Who will provide the support?	Now / future	Type of support
Example: Occupational Therapy	Now	To help build muscle strength in legs to walk and dance

Succession planning

What needs to be done next? What happens when I am not around? These are questions that everyone asks from time to time. These questions also can lead to the beginnings of succession plans. However, thinking about what needs to be done when the primary carer is no longer around can be challenging to do. In some cases, people assume a family member will step in to provide support or management of supports. This process needs to be re-visited from time to time e.g. when family members change or acquire new partners, or as family members themselves become ill or have to move interstate or overseas. Life changes – and we need to think about this within the succession planning processes.

As a family member of a person requiring extra support; one important element to consider is your will. You will need to find a solicitor who has a good appreciation for your situation & who is also mindful of the way you support the person with disabilities to live if you are not able to provide care & support, whether through your own ill-health or death. Finding a solicitor with this level of experience can make a great deal of difference in making sure yours will cover the requirements of the person with disabilities, as well as other beneficiaries you may have. This sort of solicitor may not be the solicitor you would usually go to e.g. when buying or selling your home, or for a very general will.

Another important person you will need to include in the succession process is your accountant. This person should also understand your financial wishes, as well as those of the person with disabilities. Some people can be supported to obtain a disability trust with the guidance of an accountant – and perhaps also the solicitor. Contacting an agency such as Pave the Way in Queensland, as well as local community services would be a good help.

You may also have to think about who will implement your instructions. This may or may not be people in your immediate family. They need to know where to find your will, what it contains (even roughly) & where to find the practical details associated with supporting the person with disabilities in their day-to-day life.

The following is an example of a succession plan & some of the components that had to be thought of to ensure the person with disabilities continues to enjoy a good life, regardless of whether the primary carer is around or not:

An example of a succession plan that I have in place covers what happens if I die before my daughter. I have had to think about this a lot, particularly when I realised that my assumption related to my adult children supporting the staff was proven to be way off track a few years ago. There were valid reasons for the way my other children think & believe – that is OK. However, I saw real problems for my daughter with disabilities if I simply assumed people would 'do the right thing' by her if something happens to me. To address this gap, I talked to some people who know me really well & also know my daughter really well. They agreed to be my administrators. This basically means that they would step in & make decisions about funding & keep my daughter's life going in its usual calm way, regardless of whether I was there or not. They agreed to take on the foundation role, which is what I have been doing for many years – meaning that they are actively addressing issues in my daughter's life but they are not going to be 'in her face' about it. My other children can make health decisions for me, if needed, but they don't have to worry about their sister & what she needs over time. Doing this sort of back-up plan gave me time to think of all the safeguards that could be needed if I wasn't around. This has now meant I can get on with my life, knowing that my daughter's needs will be addressed the way that I would want – and not have her only option being an immediate move out of her home into a residential facility. I think that the time attending to the safeguards has been time well spent.

Self Care Activity (Daphne Hewson, 2011)

	Physically	Emotionally	Mentally	Spiritually
What currently energises me?				

What saps my energy?				
What would help to energise me more?				
What holds me back from doing the things that would help to energise me more?				

Some examples that you might enter into each column:
Physical energy: Eating; Drinking; Sleeping; Exercise; Breaks; Relaxation
Emotional energy: Relationships; Intimacy; Empathy; Processing Emotions; Balance; Safety; Down-time
Mental energy: Time management; Creativity; Thinking skills; Challenge; Mental preparation; Reflection
Spiritual energy: Commitment; enthusiasm; Values; A deeper purpose; Prayer/meditation; Giving to others; Nature; Stillness

Resilience:

Resilience - what an interesting term! Do we even think about our levels of resilience when exhausting situations are occurring on a daily basis or you feel you live in a continual blender of crisis & mayhem? Or when life is on track & things are going really well for our family member with a disability as well as for our family in general? Resilience is probably something we take for granted in many ways, but is something that is incredibly important in people's lives. Resilience includes those resources we can call on in challenging & stressful times, or when we are learning new skills or need to remain positive. Resilience has often been described as the ability to 'bounce back' when adversity strikes, or the ability to turn adversity into an advantage or new opportunity. We actually need resilience to manage everyday pressures as well as thrive in a positive & sustainable way.

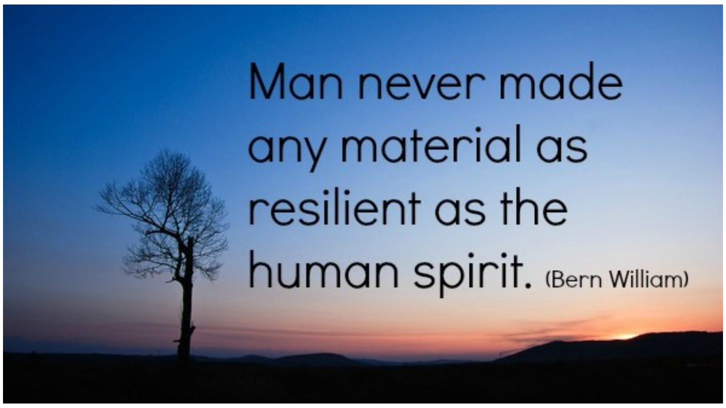
The following are some thoughts about enhancing your own personal resilience. No doubt there is many others, but here is a start:

- **Do things that you enjoy**. Find things that help you to be re-vitalised & to feel good about yourself – and then do them on a regular basis.
- **Develop your self-awareness**. Consider the role of reflection when you are learning, as this will help you to gain some new perspectives about things that you may not have considered before, or to think of new ways when you thought you knew all there was to know. Look back through memorable & challenging experiences (positive & negative) & look at what you have learned over time.
- **Get plenty of sleep**. Sounds obvious, doesn't it? But when you are stressed, it is very easy to neglect you own needs. When you lose your appetite, don't get out in nature or exercise very much, or don't get regular sleep, your ability to navigate through crisis can be compromised. By taking care of your own health & wellbeing needs, you can boost your own resilience levels & become more able to face life's challenges.
- **Embrace change**. Being flexible & adaptable to the changes that occur throughout life is an essential component of being resilient. Sometimes getting out of your comfort zone through doing things differently (even travelling to the same place via different roads every time) can help you to look at different & challenging situations as an opportunity to do some things differently.
- **Develop your own problem solving abilities**. Everyone has these abilities, but sometimes it is more about how we perceive problems & situations that can show how resilient we are – or not. Think about taking a step back, consider how you approach difficult issues, whether you are logical in the way you consider your responses or whether your judgement is continually clouded by emotional responses or irrational thinking. Perhaps there are other ways to look at the situation – if you did, what other possibilities might there be?
- **Find your own sense of purpose in life**. Often, resilient people find that having some structure, meaning & commitment in their life helps them to assess situations within a framework that includes the 'bigger picture'.
- **Become a dedicated 'lifelong learner'**. Learning new skills, gaining understanding in different ways, all help to build your resilience levels & help you to adapt through times of change. Sometimes you have to face the fact that the old ways you do things actually don't work the same way that they always did – so now might be a good idea to start learning & practicing some new skills.
- **Develop a strong network**. Whether you are a man or a woman, having supportive & caring people around you can really help when you are in crisis. These people must be individuals you can trust & can easily confide in. True, the crisis or trouble won't go away as if by magic, but by sharing your feelings, hearing yourself talk about the issue & getting feedback can help you to find possible solutions to your issues.
- **Build positive beliefs in your abilities**. Remind yourself of your strengths & accomplishments – these all help you to have a good self-esteem. If your self-esteem is sound, you will find that your ability to cope with stress & subsequently recovering from stressful events can be important components that build your resilience.

- **Be optimistic**. Yes, this can be difficult, especially when you are in the middle of a crisis or a difficult challenge, but maintaining a positive outlook is an important aspect of resiliency. One way to do this is to maintain a 'gratitude journal' where you record the things that you are grateful for every day. The reality is that difficult times are transient & ebb & flow through our lives, but remaining positive & grateful about today as well as the possibility of a brighter future is what helps our resilience as well.
- **Establish goals & take steps to solve problems.** Every crisis is daunting & you can feel overwhelmed about your ability to cope. When these times occur, resilient people find they can view these situations in a realistic way, then set some reasonable goals to deal with the problem before taking small steps towards solving the problem.

References:

Zolli, A. & Healy, A. 2012. *Resilience: Why things bounce back*, Headline Business Plus, London, UK.



What's next:

Share and discuss with the group what you have learned while developing the Jeder NDIS Pre-planning for yourself or family member.

Discuss and decide:-

- Are you interested in meeting with others that have completed this workshop?
- Based on what you learned what is one thing you can do on Monday?

Action Plan	Who	By When

Ten Principles to Live by in Fiercely Complex Times - Tony Schwartz

http://blogs.hbr.org/2011/07/ten-principles-for-living-in-f/

Here are ten that work for me:

1. Always challenge certainty, especially your own. When you think you're undeniably right, ask yourself "What might I be missing here?" If we could truly figure it all out, what else would there be left to do?
2. Excellence is an unrelenting struggle, but it's also the surest route to enduring satisfaction. Amy Chua, the over-the-top "Tiger Mother," was right that there's no shortcut to excellence. Getting there requires practicing deliberately, delaying gratification, and forever challenging your current comfort zone.
3. Emotions are contagious, so it pays to know what you're feeling. Think of the best boss you ever had. How did he or she make you feel? That's the way you want to make others feel.
4. When in doubt, ask yourself, "How would I behave here at my best?" We know instinctively what it means to do the right thing, even when we're inclined to do the opposite. If you find it impossible, in a challenging moment, to envision how you'd behave at your best, try imagining how someone you admire would respond.
5. If you do what you love, the money may or may not follow, but you'll love what you do. It's magical thinking to assume you'll be rewarded with riches for following your heart. What it will give you is a richer life. If material riches don't follow, and you decide they're important, there's always time for Plan B.
6. You need less than you think you do. All your life, you've been led to believe that more is better, and that whatever you have isn't enough. It's a prescription for disappointment. Instead ask yourself this: How much of what you already have truly adds value in your life? What could you do without?
7. Accept yourself exactly as you are but never stop trying to learn and grow. One without the other just doesn't cut it. The first, by itself leads to complacency, the second to self-flagellation. The paradoxical trick is to embrace these opposites, using self-acceptance as an antidote to fear and as a cushion in the face of setbacks.
8. Meaning isn't something you discover; it's something you create, one step at a time. Meaning is derived from finding a way to express your unique skills and passion in the service of something larger than yourself. Figuring out how best to contribute is a lifelong challenge, reborn every day.
9. You can't change what you don't notice and not noticing won't make it go away. Each of us has an infinite capacity for self-deception. To avoid pain, we rationalize, minimize, deny, and go numb. The antidote is the willingness to look at yourself with unsparing honesty, and to hold yourself accountable to the person you want to be.
10. When in doubt, take responsibility. It's called being a true adult.