

Below are all questions and responses from the
“Personal and environmental circumstances case” in
 PACE for all age groups:

Date : 2 September 2024

0 - 6 AGE Group

Category	Questions	Responses
N/A	Do you wish to select an authorised representative?	Yes, Select Authorised representative No
Housing	What are this person's current housing arrangements?	<ul style="list-style-type: none"> • Private home: owned by self/family • Private home: rented from private landlord • Private home: rented from public authority • Aboriginal or Torres Strait Islander community residence • Short-term crisis • Other, please specify:
Housing	Are the child's living arrangements expected to remain the same for the next 12 months?	<ul style="list-style-type: none"> • Yes • No, not fully accessible • No, not a permanent option (e.g. in hospital) • No, planning to move house • No, other. Please specify. Free text
Housing	Who does the person currently live with?	<ul style="list-style-type: none"> • With both parents • Parents separated, time spent in both homes • One parent only • Other family • With approved foster carer (Legally appointed guardian) • Voluntary Out of Home Care • Other – please specify (Free text)
Daily Support	How many days a week is the child in an early childhood education and care or school setting?	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5
Daily Support	Will the number of days the child attends an early childhood education and care or school setting change in the next 12 months?	<ul style="list-style-type: none"> • No, stay the same • Yes, - Please select below days/Start date <ul style="list-style-type: none"> ○ 0 days a week ○ 1 days a week ○ 2 days a week ○ 3 days a week

		<ul style="list-style-type: none"> ○ 4 days a week ○ 5 days a week ○ Start Date: Date field ● Comments – comments (free text)
Daily Support	Will the child transition to an early childhood education and care setting or school in the next 12 months?	<ul style="list-style-type: none"> ● Yes ● No ● Unsure/ unanswered
Daily Support	Are there identified barriers to participation in an early childhood education and care or school setting, because of the child's developmental delay or disability?	<ul style="list-style-type: none"> ● Yes ● No
Daily Support	Is there any mainstream funding for inclusion or disability support the child is eligible for?	<ul style="list-style-type: none"> ● Yes ● No
Carers	Does the child's developmental delay or disability impact on the ability of the extended family, friends or a typical babysitter to provide care?	<ul style="list-style-type: none"> ● Yes ● No ● <u>Unsure/ unanswered</u>
Carers	After considering informal, community and mainstream supports, does the family or carer require NDIS funded supports to sustain their caring role, because of the child's developmental delay or disability?	<ul style="list-style-type: none"> ● Yes ● No ● If Yes, Select the option that best describes the person with disability's use. ● If Yes, Daily Routine (Please specify): Free text ●
Carers	Select the option that best describes the person with disability's use.	<ul style="list-style-type: none"> ● to help with the child's daily routines, such as completing personal care <ul style="list-style-type: none"> ○ Daily Routine (Please specify): ● to have time to attend to daily tasks <ul style="list-style-type: none"> ○ Daily Tasks (Please specify): ● to attend to other responsibilities, such as sibling needs <ul style="list-style-type: none"> ○ Other responsibilities (Please specify): ● to have a break from caring for the participant <ul style="list-style-type: none"> ○ Break from caring (Please specify):
Carers	Indicate the significant pressure points and daily routines in the week where NDIS funding is required to sustain informal supports	<ul style="list-style-type: none"> ● Monday ● Tuesday ● Wednesday ● Thursday ● Friday ● Saturday

		<ul style="list-style-type: none"> • Sunday • Other, <ul style="list-style-type: none"> ○ Please specify (free text) ○ Please specify Other hours (free text)
Carers	On average, how many hours per week of NDIS funded support is required to sustain informal supports?	<ul style="list-style-type: none"> • Free text
Carers	Does this person require Daily Living support in one or more of the following areas?	<ul style="list-style-type: none"> • Auslan language development • Auslan interpreting • specialised school transport • personal care in schools • specialised swimming lessons for water safety due disability or high risk • Other, <ul style="list-style-type: none"> ○ Please specify (free text) • Not applicable
Carers	Does the person require assistance with choosing and managing supports in their plan?	<ul style="list-style-type: none"> • Participant does not require assistance when choosing and managing supports • Participant does not require assistance when choosing and managing supports • Participant does not have assistance but requires it when choosing and managing supports
Carers	(Do not read the response options to the participant/ respondent.) Is funding for support coordination required?	<ul style="list-style-type: none"> • Yes, living in remote community, please specify (free text) • Yes, multiple complexities in their circumstances, please specify (free text) • Yes, requires significant support to engage with the NDIS, please specify, (free text) • No
Carers	(Do not read the response options to the participant/ respondent.) What level of support coordination is required?	<ul style="list-style-type: none"> • more than 9 hours per month = Support Coordination - Level 1a • 6-9 hours per month = Support Coordination - Level 1b • 4-6 hours per month = Support Coordination - Level 1c • 2-4 hours per month = Support Coordination - Level 2 • 1-2 hours per month = Support Coordination - Level 3 • up to 1 hour per month = Support Coordination - Level 4 • connection and monitoring = Support Coordination - Level 5 • connection only = Support Coordination - Level 6

Capacity Building	For each developmental area below, what level of early childhood supports (capacity building) are needed to build capacity of the child and family?	<ul style="list-style-type: none"> • Cognitive (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a • Social skills (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Self-care skills (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Language and communication (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Emotional development (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Physical development (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Vision (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a. • Hearing (picklist) <ul style="list-style-type: none"> ○ High, please describe (free text) ○ medium to low, please describe (free text) ○ n/a.
Capacity Building	Has the need for intensive early childhood supports been identified?	<ul style="list-style-type: none"> • Yes (upload evidence) • No • Unsure/Unanswered
Capacity Building	Who has recommended intensive early childhood supports? please specify:	Please specify (free text)

Capacity Building	Does the parent or carer agree to the inclusion of intensive early childhood supports?	<ul style="list-style-type: none"> • Yes • No • Unsure/unanswered
Capacity Building	Is an additional level of early childhood supports required to share strategies in mainstream settings?	<ul style="list-style-type: none"> • Yes, please specify (free text) • No • Unsure/unanswered
Capacity Building	Does this person need support to improve their health and wellbeing?	<ul style="list-style-type: none"> • Dysphagia supports, please specify (free text) Upload documents • oral eating drinking care plan, please specify (free text) Upload documents • nutrition supports, please specify (free text) Upload documents • delegation of care/nursing supports, please specify (free text) Upload documents • podiatry, please specify (free text) Upload documents • diabetes, please specify (free text) Upload documents • epilepsy, please specify (free text) Upload documents • respiratory, please specify (free text) Upload documents • other, please specify (free text) Upload documents • Not Applicable, please specify (free text) Upload documents
Capacity Building	Are regulated restrictive practices in use (or likely to be in use)?	<ul style="list-style-type: none"> • No • Yes (Multi-select) <ul style="list-style-type: none"> ○ Chemical, please specify (free text) ○ Environmental, please specify (free text) ○ Physical, please specify (free text) ○ Seclusion, please specify (free text) ○ Mechanical, please specify (free text) • Unsure/unanswered
Capacity Building	Does the child have a newly diagnosed permanent hearing loss OR are they at a high risk of auditory/language deprivation related to significantly delayed diagnosis of a hearing loss?	<ul style="list-style-type: none"> • Yes • No • Unsure/unanswered
Capacity Building	Does the child have a confirmed unilateral or bilateral hearing loss?	<ul style="list-style-type: none"> • Unilateral • Bilateral • Unsure/Unanswered

Capacity Building	What is the child's confirmed level of hearing loss in the poorer ear?	<ul style="list-style-type: none"> • Mild, • Moderate, • Severe, • Profound, • Auditory Neuropathy Spectrum Disorder (ANSI)
Equipment and Consumables	Are there rooms or parts of the house that limit the person's day to day activities, compared to their peers?	<ul style="list-style-type: none"> • Yes (multiselect) <ul style="list-style-type: none"> ○ Bathroom ○ Internal access ○ Unsure/Unanswered ○ External access ○ Kitchen ○ Living areas ○ Bedroom ○ Other, Please specify Free text • No • Unsure/Unanswered
Equipment and Consumables	Does this person have any home modification needs?	<ul style="list-style-type: none"> • Yes (multi-select) <ul style="list-style-type: none"> ○ Bathroom ○ Kitchen ○ External Access ○ Bedroom ○ Living areas ○ Other, Please specify: Free text • No • Unsure/Unanswered
Equipment and Consumables	Does the child or person require any new equipment?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	Are mid to high cost assistive technology supports required or likely to be required in the next 12 months?	<ul style="list-style-type: none"> • Yes (multi-select) <ul style="list-style-type: none"> ○ Bathing, showering and toileting, please specify (free text) + upload information ○ Mobility, please specify (free text) + upload information ○ Positioning, please specify (free text) + upload information ○ Recreation, please specify (free text) + upload information ○ Seating, please specify (free text) + upload information ○ Sleeping, please specify (free text) + upload information ○ Standing, please specify (free text) + upload information ○ Communication, please specify (free text) + upload information ○ Transfers, please specify (free text) + upload information ○ Vision, please specify (free text) + upload information

		<ul style="list-style-type: none"> ○ Orthotics, please specify (free text) + upload information ○ Other, please specify (free text) + upload information ● No
Equipment and Consumables	Are low cost assistive technology supports currently required or likely to be required in the next 12 months?	<ul style="list-style-type: none"> ● Yes (multi-select) <ul style="list-style-type: none"> ○ Bathing, showering and toileting, please specify (free text) + upload information ○ Mobility, please specify (free text) + upload information ○ Positioning, please specify (free text) + upload information ○ Recreation, please specify (free text) + upload information ○ Seating, please specify (free text) + upload information ○ Sleeping, please specify (free text) + upload information ○ Standing, please specify (free text) + upload information ○ Communication, please specify (free text) + upload information ○ Transfers, please specify (free text) + upload information ○ Vision, please specify (free text) + upload information ○ Orthotics, please specify (free text) + upload information ○ Other, please specify (free text) + upload information ● No
Equipment and Consumables	Is NDIS funding required for the following?	<ul style="list-style-type: none"> ● Yes (multi-select) <ul style="list-style-type: none"> ○ Repairs, please specify (free text) ○ Maintenance, please specify (free text) ○ Rental, please specify (free text) ○ trial, please specify (free text) ● No ● Unsure/unanswered
Equipment and Consumables	Is NDIS funding required to assess, find and set up assistive technology supports?	<ul style="list-style-type: none"> ● Yes (multi-select) <ul style="list-style-type: none"> ○ Bathing, showering and toileting, please specify (free text) + upload information ○ Mobility, please specify (free text) + upload information ○ Positioning, please specify (free text) + upload information

		<ul style="list-style-type: none"> ○ Recreation, please specify (free text) + upload information ○ Sitting, please specify (free text) + upload information ○ Sleeping, please specify (free text) + upload information ○ Standing, please specify (free text) + upload information ○ Communication, please specify (free text) + upload information ○ Transfers, please specify (free text) + upload information ○ Other, please specify (free text) + upload information ● No/Not Applicable
<p>Equipment and Consumables</p>	<p>Does the child need any consumable products or supports because of their developmental delay or disability?</p>	<ul style="list-style-type: none"> ● Yes (multi-select) <ul style="list-style-type: none"> ○ continence, please specify (free text), upload information <ul style="list-style-type: none"> ▪ 1-3 nappies per 24 hours ▪ 4-5 nappies per 24 hours ▪ 6-11 nappies per 24 hours ▪ 12 or more nappies per 24 hours ▪ Other – free text box ▪ Continenence assessment (if continence supports are required drop down options): <ul style="list-style-type: none"> ▪ Child between 5-7 years ▪ Child with fluctuating/complex needs ○ PEG, please specify (free text), upload information ○ nasogastric tube, please specify (free text), upload information ○ total parenteral nutrition, please specify (free text), upload information ○ maintenance fee for Hearing Australia, please specify (free text), upload information ○ Assessment required, please specify (free text), upload information ○ other, please specify (free text), upload information ● No support required

7 - 14 AGE Group

Category	Questions	Responses
N/A	Do you wish to select an authorised representative?	Yes, Select Authorised representative No
Housing	Who does the person currently live with?	Which values are correct? Staging values <ul style="list-style-type: none"> One parent only Other family Parents separated, time spent in both homes Voluntary out of home care With approved foster carer (Legally appointed guardian) With both parents Other, Please specify: Free text
Housing	What are this person's current housing arrangements?	<ul style="list-style-type: none"> Private home: owned by self/family Private home: rented from private landlord Private home: rented from public authority Large residential (20+ people) Small residential (<20 people) Aboriginal or Torres Strait Islander community residence Supported accommodation Short-term crisis Temporary shelter (homeless) Other, please specify:
Housing	Are there rooms or parts of the house that limit the person's day to day activities, compared to their peers?	<ul style="list-style-type: none"> Yes No Unsure/Unanswered
Housing	Which room limits the person's daily activities most?	<ul style="list-style-type: none"> Bathroom Kitchen External access Internal access Unsure/Unanswered
Daily Support	Are there any concerns with this person's ability to undertake self-care activities?	<ul style="list-style-type: none"> Yes developmental concerns No developmental concerns Unsure/Unanswered
Daily Support	Does this person require Daily Living support in one or more of the following areas?	(Multi-select) <ul style="list-style-type: none"> Assistance in shared living AUSLAN Lessons Community access Group activity Host / alternative family situation Household assistance

		<ul style="list-style-type: none"> • Informal support available • Interpreting and translating • Live in carer • Personal care • Referral to mainstream service • Short term accommodation • Support to sustain informal care • Supported living - single person • Transport assistance • Vacation care • Epilepsy or Seizure • 24 hour care support on request • Not Applicable • Auslan interpreting • Continence aids • personal care in schools • specialised school transport • Auslan language development • specialised swimming lessons for water safety due to disability or high risk
Capacity Building	Does the person require assistance with choosing and managing supports in their plan?	<ul style="list-style-type: none"> ▪ Participant does not require assistance when choosing and managing supports ▪ Participant has assistance when choosing and managing supports ▪ Participant does not have assistance but requires it when choosing and managing supports
Capacity Building	(Do not read the response options to the participant/ respondent.) Is funding for support coordination required?	<ul style="list-style-type: none"> ▪ Yes - more than 9 hours per month = Support Coordination - Level 1a ▪ Yes - 6-9 hours per month = Support Coordination - Level 1b ▪ Yes - 4-6 hours per month = Support Coordination - Level 1c ▪ Yes - 2-4 hours per month = Support Coordination - Level 2 ▪ Yes - 1-2 hours per month = Support Coordination - Level 3 ▪ Yes - up to 1 hour per month = Support Coordination - Level 4 ▪ Yes - connection and monitoring = Support Coordination - Level 5 ▪ Yes - connection only = Support Coordination - Level 6 ▪ No = Support Coordination - Level 7 ▪ Unsure/Blank = Support Coordination - Level 7 ▪ Yes = 100 hours per year = Recovery Coach - Level 1

		<ul style="list-style-type: none"> ▪ Yes = 50 hours per year = Recovery Coach - Level 2 ▪ Yes = 30 hours per year = Recovery Coach - Level 3
Capacity Building	What level of capacity building is required?	<ul style="list-style-type: none"> ▪ Very high = Capacity Building Level 1 ▪ High = Capacity Building Level 2 ▪ Moderate = Capacity Building Level 3 ▪ Low = Capacity Building Level 4 ▪ None = Capacity Building Level 5 ▪ Unsure/Unanswered = Capacity Building - Level 5
Capacity Building	What level of capacity building is required to support goal achievement?	<ul style="list-style-type: none"> ▪ None ▪ Low ▪ Moderate ▪ High ▪ Very high ▪ Unsure/Unanswered
Capacity Building	Does this person need support to improve their health and wellbeing?	<ul style="list-style-type: none"> ▪ Informal support available ▪ Referral to mainstream allied health ▪ Referral to mainstream service ▪ Personal Training ▪ Requires exercise physiology ▪ Requires active overnight support ▪ Other, please specify: Free text
Capacity Building	Does this person need support to improve their daily living?	<ul style="list-style-type: none"> ▪ Assessment by a nurse ▪ Budgeting ▪ Daily Planning ▪ Decision Making ▪ Individual Assessment ▪ Informal Support available ▪ Multidisciplinary intervention ▪ Mobility training ▪ Referral to mainstream service ▪ Specialist Driver training ▪ Therapy assistant ▪ Trans disciplinary therapy package ▪ Therapy/Skills training ▪ Travel training ▪ Emotional development ▪ Oral eating drinking care plan
Capacity Building	Is NDIS funding required to assess, find and set up assistive technology supports?	<ul style="list-style-type: none"> ▪ Assessment required ▪ Referral to mainstream service ▪ Therapy / skills training ▪ No/Not Applicable
Capacity Building	[Not to be asked of the participant] Are there any indicators of challenging	<ul style="list-style-type: none"> ● Yes ● No ● Unsure/Unanswered

	behaviour (e.g. verbal/ physical aggression; inappropriate sexual or social behaviour; lack of initiation)?	
Capacity Building	My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances	<ul style="list-style-type: none"> ▪ Not very well ▪ Pretty well ▪ Very well
Capacity Building	Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do ?	<ul style="list-style-type: none"> ▪ Not very well ▪ Pretty well ▪ Very well
Capacity Building	Does this person need support to improve their life choices?	<ul style="list-style-type: none"> ▪ Plan management provider ▪ Specialist support coordination ▪ Support connection ▪ Support coordination ▪ Recovery Coach
Capacity Building	Does this person need support to improve their relationships?	<ul style="list-style-type: none"> ▪ Behavioural Intervention ▪ Behavioural Support ▪ Informal Support Available ▪ Referral to Mainstream Counselling ▪ Referral to Mainstream Service ▪ Social Skills Development ▪ Behaviours of concern - Kick, punch, throw support ▪ Behaviour of concern - higher risk ▪ Breaking Point
Capacity Building	Does this person have a support network of friends and family who are available to assist them?	<ul style="list-style-type: none"> ▪ Participant has a reliable support network who can provide additional support. ▪ Participant is independent. ▪ Participant does not have reliable support network and would like some additional informal supports to develop those networks ▪ Participant does not have reliable support network and does not want additional informal supports to develop those networks
Capacity Building	Does this person need support to improve their Social/Community participation?	<ul style="list-style-type: none"> ▪ Activity Costs ▪ Informal Support Available ▪ Peer Support / Mentoring ▪ Referral to Mainstream Service ▪ Referral to Volunteer Work ▪ Skills Development including group
Capacity Building	Is the Disability Stable?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered

Capacity Building	Are there any major life transitions likely in the next 36 months that may significantly impact support funding?	<ul style="list-style-type: none"> ▪ Yes in next 2 years ▪ Yes in next 3 years ▪ No
Capacity Building	Does this person need support to improve their living arrangements?	<ul style="list-style-type: none"> ▪ Informal Support Available ▪ Referral to Mainstream Service ▪ Support to Locate Accommodation ▪ Support to Maintain Tenancy ▪ Support to Sustain Informal Care ▪ Therapy / Skills training ▪ Requires Respirator or Ventilator
Capacity Building	Has this person been actively involved in a community cultural or religious group in the last 12 months?	<ul style="list-style-type: none"> ▪ No and I don't want to be ▪ No, but I would like to be ▪ Yes, a general community group ▪ Yes, a group for people with a disability
Capacity Building	Does this person get support for getting out of the house?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Carers	Who provides primary care for the child?	<ul style="list-style-type: none"> ▪ Parent/s (including step-parents)/ siblings ▪ Shared care between separated parent/s ▪ Grandparent/s ▪ Other family ▪ Out of home care ▪ Other ▪ Unsure/Unanswered
Carers	How much support is provided to the child by the primary carer, other family, friends and/ or neighbours (ie informal care)?	<ul style="list-style-type: none"> ▪ All or most (~75%) ▪ About 50% ▪ Some (~25%) ▪ None (0%) ▪ Unsure/Unanswered
Equipment and Consumables	Does this person currently use any consumable products (e.g. continence products/aide, Home Enteral Nutrition or tube feeding for getting your food)?	<ul style="list-style-type: none"> ▪ Child level 1 - high user only, or moderate use and higher cost ▪ Child level 2 - moderate use, moderate cost ▪ Child level 3 - low to moderate use, low to moderate cost ▪ Child level 4 - low use, low cost ▪ Child level 5 - none necessary
Equipment and Consumables	Does this person currently use any equipment?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	Does the equipment require maintenance?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	Does this person require any new equipment?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered

	<p>[Do not read out options to person] Please select any high cost / quotable AT items that the person requires.</p>	<ul style="list-style-type: none"> ▪ Car modification ▪ Hoist ▪ Manual wheelchair ▪ Mobile shower commode ▪ Orthoses ▪ Power Bed ▪ Powered wheelchair ▪ Pressure care cushion ▪ Prostheses Full ▪ Prostheses Part ▪ Ramp ▪ Rental ▪ Scooter ▪ Shower support ▪ Walking aides ▪ Standing frame ▪ Postural support chair ▪ Other
<p>Equipment and Consumables</p>	<p>Does this person have any vehicle modification needs?</p>	<ul style="list-style-type: none"> ▪ Assessment required ▪ Referral to mainstream service
<p>Equipment and Consumables</p>	<p>Does this person have any home modification needs?</p>	<ul style="list-style-type: none"> ▪ Assessment required ▪ Referral to mainstream service

15+ AGE Group

Category	Questions	Responses
N/A	Do you wish to select an authorised representative?	Yes, Select Authorised representative No
Housing	What are your current housing arrangements?	<ul style="list-style-type: none"> • Private home: owned by self/family • Private home: rented from private landlord • Private home: rented from public authority • Large residential (20+ people) • Small residential (<20 people) • Aboriginal or Torres Strait Islander community residence • Supported accommodation • Boarding house/private hotel • Short-term crisis • Temporary shelter (homeless) • Aged care facility (Hostel/nursing home) • -Other, please specify:
Housing	Who does this person currently live with?	<ul style="list-style-type: none"> • - Alone • - Parents • - Spouse/partner • - Spouse/partner and child(ren) • - Child(ren) • - Other family members • - People not related to me • - Other, please specify:
Housing	Thinking about where you currently live in relation to your disability support needs - Are you happy with the home you live in?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Housing	In what area of the house are you having the most difficulty?	<ul style="list-style-type: none"> • Bathroom • Kitchen • External access • Internal access • Unsure/Unanswered
Daily Support	Do you get support with personal care (e.g. washing yourself, dressing)?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Daily Support	Does the support you receive meet your needs?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Daily Support	Do you need support for travel & transport?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered

<p>Daily Support</p>	<p>Does this person require Daily Living support in one or more of the following areas?</p>	<ul style="list-style-type: none"> • Assistance in shared living • AUSLAN Lessons • Community access • Group activity • Host / alternative family situation • Household assistance • Informal support available • Interpreting and translating • Live in carer • Personal care • Referral to mainstream service • Short term accommodation • Support to sustain informal care • Supported living - single person • Transport assistance • Vacation care • Epilepsy or Seizure • 24 hour care support on request • Not Applicable • Auslan interpreting • Continence aids • personal care in schools • specialised school transport • Auslan language development • specialised swimming lessons for water safety due to disability or high risk
<p>Capacity Building</p>	<p>(Do not read the response options to the participant/ respondent.) Is funding for support coordination required?</p>	<ul style="list-style-type: none"> • Yes - more than 9 hours per month = Support Coordination - Level 1a • Yes - 6-9 hours per month = Support Coordination - Level 1b • Yes - 4-6 hours per month = Support Coordination - Level 1c • Yes - 2-4 hours per month = Support Coordination - Level 2 • Yes - 1-2 hours per month = Support Coordination - Level 3 • Yes - up to 1 hour per month = Support Coordination - Level 4 • Yes - connection and monitoring = Support Coordination - Level 5 • Yes - connection only = Support Coordination - Level 6 • No = Support Coordination - Level 7 • Unsure/Blank = Support Coordination - Level 7 • Yes = 100 hours per year = Recovery Coach - Level 1

		<ul style="list-style-type: none"> • Yes = 50 hours per year = Recovery Coach - Level 2 - Yes = 30 hours per year = Recovery Coach - Level 3
Capacity Building	What level of capacity building is required?	<ul style="list-style-type: none"> • Very high = Capacity Building Level 1 • High = Capacity Building Level 2 • Moderate = Capacity Building Level 3 • Low = Capacity Building Level 4 • None = Capacity Building Level 5 • Unsure/Blank = Capacity Building - Level 5
Capacity Building	Does this person need support to improve their health and wellbeing?	<ul style="list-style-type: none"> ▪ Informal support available ▪ Referral to mainstream allied health ▪ Referral to mainstream service ▪ Personal Training ▪ Requires exercise physiology ▪ Requires active overnight support ▪ Other, please specify: Free text
Capacity Building	Does this person need support to improve their daily living?	<ul style="list-style-type: none"> • Assessment by a nurse • Budgeting • Daily Planning • Decision Making • Individual Assessment • Informal Support available • Multidisciplinary intervention • Mobility training • Referral to mainstream service • Specialist Driver training • Therapy assistant • Trans disciplinary therapy package • Therapy/Skills training • Travel training • Emotional development • Oral eating drinking care plan
Capacity Building	Is NDIS funding required to assess, find and set up assistive technology supports?	<ul style="list-style-type: none"> ▪ Assessment required ▪ Referral to mainstream service ▪ Therapy / skills training ▪ No/Not Applicable
Capacity Building	[Not to be asked of the participant] Are there any indicators of challenging behaviour (e.g. verbal/ physical aggression; inappropriate sexual or social behaviour; lack of initiation)?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Capacity Building	[Not to be asked of the participant] What behaviours does the participant demonstrate (e.g. escapes secure premises; attacks	Free Text

	others; breaks objects/ smashes windows)?	
Capacity Building	Does this person need support to improve their life choices?	<ul style="list-style-type: none"> • Plan Management Provider • Specialist Support Coordination • Support Connection • Support Coordination • Training in Plan Management • Recovery Coach
Capacity Building	Does this person need support to improve their relationships?	<ul style="list-style-type: none"> • Behavioural Intervention • Behavioural Support • Informal Support Available • Referral to Mainstream Counselling • Referral to Mainstream Service • Social Skills Development • Behaviours of concern - Kick, punch, throw support • Behaviour of concern - higher risk • Breaking Point
Capacity Building	Does this person have a support network of friends and family who are available to assist them?	<ul style="list-style-type: none"> • Participant has a reliable support network who can provide additional support. • Participant is independent. • Participant does not have reliable support network and would like some additional informal supports to develop those networks • Participant does not have reliable support network and does not want additional informal supports to develop those networks
Capacity Building	Does this person need support to improve their Social/Community participation?	<ul style="list-style-type: none"> • Activity Costs • Informal Support Available • Peer Support / Mentoring • Referral to Mainstream Service • Referral to Volunteer Work • Skills Development including group
Capacity Building	Is the Disability Stable?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Capacity Building	Are there any major life transitions likely in the next 36 months that may significantly impact support funding?	<ul style="list-style-type: none"> ▪ Yes in next 2 years ▪ Yes in next 3 years ▪ No
Capacity Building	Are you likely to leave home and/or have a change in living circumstances?	<ul style="list-style-type: none"> ▪ No in next 2 years ▪ Yes in next 2 years ▪ No
Capacity Building	Do you need support to find and keep a job?(choose all that apply)	<ul style="list-style-type: none"> • ADE (work) Ongoing • Employment preparation

		<ul style="list-style-type: none"> • Employment Services Assessment • Informal support available • On-the-job support • Referral to ADE • Referral to mainstream service
Capacity Building	Does this person need support to improve their living arrangements?	<ul style="list-style-type: none"> • Informal Support Available • Referral to Mainstream Service • Support to Locate Accommodation • Support to Maintain Tenancy • Support to Sustain Informal Care • Therapy / Skills training • Requires Respirator or Ventilator
Capacity Building	Has this person been actively involved in a community cultural or religious group in the last 12 months?	<ul style="list-style-type: none"> ▪ No and I don't want to be ▪ No, but I would like to be ▪ Yes, a general community group ▪ Yes, a group for people with a disability
Capacity Building	Does this person get support for getting out of the house?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Capacity Building	Does the plan includes funding for specialist disability accommodation?	<ul style="list-style-type: none"> • Yes • No
Capacity Building	Is there a need for Supported Independent Living?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Employment and Training	Are you eligible for School Leaver Employment Support (SLES)?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Employment and Training	Are you currently working or studying?	<ul style="list-style-type: none"> • Yes, full time study • Yes, part time study • Yes, full time work • Yes, part time work • Job seeking • No, but they want to study • No, but they want to work • No and they don't want to • Unsure/Unanswered
Employment and Training	What type of employment activities do you currently/want to attend/participate in?	<ul style="list-style-type: none"> • - Employment in the open employment market with full award wages • - Employment in the open employment market at less than minimum wage, i.e. Supported Wage System • - Employment with an Australian Disability Enterprise • - Pre-vocational training • - Australian Apprenticeship

		<ul style="list-style-type: none"> • - Work experience • - Self-employed • - Other (please specify)
Employment and Training	What is the typical number of hours you work per week (range)?	<ul style="list-style-type: none"> • - 0 hours • - More than 0 but less than 8 hours • - 8 hours to less than 15 hours • - 15 hours to less than 30 hours • - 30 or more hours
Equipment and Consumables	Does this person currently use any consumable products (e.g. continence products/aide, Home Enteral Nutrition or tube feeding for getting your food)? Select the option that best describes the person with disability's use.	<ul style="list-style-type: none"> • - Adult level 1 - high use, higher cost • - Adult level 2 - high use, moderate cost • - Adult level 3 - high user only, or moderate use and higher cost • - Adult level 4 - moderate use, moderate cost • - Adult level 5 - low to moderate use, low to moderate cost • - Adult level 6 - low use, low cost • - Adult level 7 - none necessary
Equipment and Consumables	Does this person currently use any equipment?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	Does the equipment require maintenance?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	Does this person require any new equipment?	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
Equipment and Consumables	[Do not read out options to person] Please select any high cost / quotable AT items that the person requires.	<ul style="list-style-type: none"> • Car modification • Hoist • Manual wheelchair • Mobile shower commode • Orthoses • Power Bed • Powered wheelchair • Pressure care cushion • Prostheses Full • Prostheses Part • Ramp • Rental • Scooter • Shower support • Walking aides • Standing frame • Postural support chair • Other, Please specify: Free Text
Equipment and Consumables	Does this person have any vehicle modification needs?	<ul style="list-style-type: none"> • - Assessment required • - Referral to mainstream service

Equipment and Consumables	Does this person have any home modification needs?	<ul style="list-style-type: none">• - Assessment required• - Referral to mainstream service
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PEC Questions and guidance for children younger than 7

General guidance (applicable to multiple questions)

Internal Notes	<p><u>For Partners:</u></p> <p>Many of the PEC questions request additional free text input. There is a current defect where the free text entered that goes past the visible text box, is unable to be viewed once submitted.</p> <p>Prior to further improvements to the PEC case, any additional information that cannot be entered within the PEC questions, or that does not fit into the visible section of the free text box, can be entered into Internal Notes.</p> <p>If you are entering comments, write “see Internal Notes” into the free text box, and write the details you wish to record into the Internal Notes.</p> <p>When recording additional information, users would need to select Log Activity. Select internal Notes and record further information in Comments section.</p> <p>It may be useful to include headings in the Comments section and insert related comments. For e.g.</p> <p>Housing Daily Support Carers Capacity Building Equipment and Consumables</p> <p><u>For Delegates:</u></p> <p>The additional notes should be reviewed alongside the completed PEC to assist in informing the plan development.</p> <p>Note: Not all information in free text boxes is easily viewable. This has been escalated for a fix in future releases.</p> <p>To view responses to the PEC questions, go to My Profile – Evidence and select GP (number). Delegates will need to refer to the Internal notes for any additional information.</p>
Mandatory upload	<p>In this release, there is no way to continue entering information into a PEC without confirming that a mandatory upload has been completed. In the scenario where you are unable to attach documentation at the time of completion, please tick the upload confirmation box, and include a note in the Internal Notes to explain. The PEC can then progress and information can be uploaded at a later date.</p>

Daily Support

PEC question	Current issue	Workaround/Solution
How many days a week is the child in an early childhood education and care or school setting?	There is a choice of 1 to 5, but no 0	<p>Select 1 and in the next question “Will the number of days the child attends an early childhood education and care or school setting change in the next 12 months?” - record “no it will stay the same”.</p> <p>Add notes to Internal notes, for e.g. Daily support – “How many days a week is the child in an early childhood education and care or school setting”, this should be “0”, however system prevents this.</p>

Will the number of days a child attends an early childhood education and care or school setting change in the next 12 months?	'Comments' should not be a choice with 'yes' or 'no'.	Select 'Yes' or 'No' as appropriate. If comments are required, add additional comments to the Internal note related to the PEC case.
Is there any mainstream funding for inclusion or disability support the child is eligible for?	When answered 'No', there is no ability to add further comment.	Add additional comments to the Internal Note related to the PEC case.

Carers

PEC question	Current issue	Workaround/Solution
After considering informal, community and mainstream supports, does the family or carer require NDIS funded supports to sustain their caring role, because of the child's developmental delay or disability?	If this question is answered with a 'Yes', users are prompted to select the option that 'best' describes the person with disability's use.	Question should indicate "select all that apply" Multiple boxes can be ticked.
Does this person require Daily Living support in one or more of the following areas?	Currently " please specify " only appears when " other " is selected. Priority is for correct categories to be selected,	Select all that apply and enter comments in Internal Notes .
What level of support coordination is required?	Users are required to select a level of support coordination to proceed, even if support coordination is not required.	If support coordination is not required: Select ' No ' to the previous question 'Is funding for support coordination required?'. Select ' connection only = Support Coordination – Level 6 No budget will generate with these selections

Equipment and Consumables

PEC question	Current issue	Workaround/Solution
Is NDIS funding required for the following?	To view the options, users are required to select ' Yes ' as the drop-down choices are not visible. The response options are in relation to: Repairs Maintenance Rental Trial.	If the participant requires funding in these areas, select ' Yes ' and choose the applicable options. If the participant does not require funding in these areas, select ' No '



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Printable off-system PEC children (7- 14 years)

PERSONAL AND ENVIRONMENTAL CIRCUMSTANCES (PEC)

For children aged over 7 years of age and under 14 years of age

This Form replicates the question within the PEC case for 7-14 year olds and details information about a person's personal and environmental circumstances.

To complete this form and ensure that the document is accessible to all users delete the bullet points that are not relevant, this will leave only the relevant answer remaining within the response column for each question.

For screen reader users, it's recommended to open this document in Desktop Microsoft Word, and note that each table in this document has two columns.

Do not highlight the text as this is not accessible to all users.

1. NDIS NUMBER

NDIS Number:	
--------------	--

2. HOUSING

Question	Response
Who does the person currently live with?	<ul style="list-style-type: none"> • With both parents • Parents separated, time spent in both homes • One parent only • Other family • With approved foster carer (Legally appointed guardian) • Voluntary Out of Home Care • Other (please specify):



Question	Response
What are this person's current housing arrangements?	<ul style="list-style-type: none">• Private home: owned by family• Private home: rented from private landlord• Private home: rented from public authority• Large Residential (20+ people)• Small Residential (<20 people)• Aboriginal or Torres Strait Islander community residence• Supported Accommodation• Short-term crisis• Temporary Shelter (homeless)• Other (please specify):
Are there rooms or parts of the house that limit the person's day to day activities, compared to their peers?	<ul style="list-style-type: none">• Yes• No, not fully accessible• Unsure/Unanswered
If answered Yes to above, which room limits the person's daily activities most?	<ul style="list-style-type: none">• Bathroom• Internal access• External access• Kitchen• Unsure/Unanswered

3. DAILY SUPPORT

Question	Response
Are there any concerns with this person's ability to undertake self-care activities?	<ul style="list-style-type: none">• Yes developmental concerns• No developmental concerns• Unsure/Unanswered



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Question	Response
If answered No, do you need support with personal care (e.g. washing yourself, dressing)?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
Do you need support for travel & transport?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
Does this person require Daily Living support in one or more of the following areas?	<ul style="list-style-type: none">• Assistance in shared living• AUSLAN Lessons• Community access• Group activity• Host/alternative family situation• Household assistance• Informal support available• Interpreting and translating• Live in carer• Personal care• Referral to mainstream service• Short term accommodation• Support to sustain informal care• Supported living – single person• Transport assistance• Vacation care• Epilepsy or Seizure• 24 hours care support on request• Not Applicable• Auslan interpreting• Continence aids• Personal care in schools• Specialised school transport• Auslan language development



Question	Response
	<ul style="list-style-type: none"> Specialised swimming lessons for water safety due to disability or high risk

4. CAPACITY BUILDING

Question	Response
Does the person require assistance with choosing and managing supports in their plan?	<ul style="list-style-type: none"> Participant does not require assistance when choosing and managing supports Participant has assistance when choosing and managing supports Participant does not have assistance but requires it when choosing and managing supports
(Do not read the response options to the participant/respondent). Is funding for support coordination required?	<ul style="list-style-type: none"> Yes – more than 9 hours per month = Support Coordination – Level 1a Yes – 6-9 hours per month = Support Coordination – Level 1b Yes – 4-6 hours per month = Support Coordination – Level 1c Yes – 2-4 hours per month = Support Coordination – Level 2 Yes – 1-2 hours per month = Support Coordination – Level 3 Yes – up to 1 hour per month = Support Coordination – Level 4 Yes – connection and monitoring = Support Coordination – Level 5 Connection only = Support Coordination – Level 6

Question	Response
<p>What level of capacity building is required?</p>	<ul style="list-style-type: none"> • Very high = Capacity Building Level 1 • High = Capacity Building Level 2 • Moderate = Capacity Building Level 3 • Low = Capacity Building Level 4 • None = Capacity Building Level 5 • Unsure/Blank = Capacity Building Level 5
<p>What level of capacity building is required to support goal achievement?</p>	<ul style="list-style-type: none"> • Very high • High • Moderate • Low • None • Unsure/Unanswered
<p>Does this person need support to improve their health and wellbeing?</p>	<ul style="list-style-type: none"> • Informal support available • Referral to mainstream allied health • Referral to mainstream service • Personal Training • Requires exercise physiology • Requires active overnight support • Other (please specify):
<p>Does this person need support to improve their daily living?</p>	<ul style="list-style-type: none"> • Assessment by a nurse • Budgeting • Daily Planning • Decision Making • Individual Assessment • Informal Support available • Multidisciplinary intervention • Mobility training

Question	Response
	<ul style="list-style-type: none"> • Referral to mainstream service • Specialist Driver training • Therapy assistant • Trans disciplinary therapy package • Therapy/Skills training • Travel training • Emotional development • Oral eating drinking care plan
<p>Is NDIS funding required to assess, find, and set up assistive technology supports?</p>	<ul style="list-style-type: none"> • Assessment required • Referral to mainstream service • Therapy/skills training • No/Not applicable
<p>(Not to be asked of the participant) Are there any indicators of challenging behaviour (e.g. verbal/physical aggression; inappropriate sexual or social behaviour; lack of initiation)?</p>	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
<p>(Not to be asked of the participant) If answer Yes to the above question, what behaviours does the participant demonstrate (e.g. escaped secure premises; attacks others; breaks objects/smashes windows)?</p>	<p>Please specify:</p>
<p>My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances</p>	<ul style="list-style-type: none"> • Not very well • Pretty well • Very well



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Question	Response
Most the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do?	<ul style="list-style-type: none">• Not very well• Pretty well• Very well
Does this person need support to improve their life choices?	<ul style="list-style-type: none">• Plan Management Provider• Specialist Support Coordination• Support Connection• Support Coordination• Recovery Coach
Does this person need support to improve their relationships?	<ul style="list-style-type: none">• Behavioural Intervention• Behavioural Support• Informal Support Available• Referral to Mainstream Counselling• Referral to Mainstream Service• Social Skills Development• Behaviours of concern – Kick, punch, throw support• Behaviours of concern – higher risk• Breaking Point
Does this person have a support network of friends and family who are available to assist them?	<ul style="list-style-type: none">• Participant has a reliable support network who can provide additional support• Participant is independent• Participant does not have reliable support network and would like some additional informal supports to develop those networks• Participant does not have reliable support network and does not want additional informal supports to develop those networks



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Question	Response
Does this person need support to improve their Social/Community participation?	<ul style="list-style-type: none">• Activity Costs• Informal Support Available• Peer Support/Mentoring• Referral to Mainstream Service• Referral to Volunteer Work• Skills Development including group
Is the Disability Stable?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
Are there any major life transitions likely in the next 36 months that may significantly impact support funding?	<ul style="list-style-type: none">• Yes in next 2 years• Yes in next 3 years• No
Does this person need support to improve their living arrangements?	<ul style="list-style-type: none">• Informal Support Available• Referral to Mainstream Service• Support to Locate Accommodation• Support to Maintain Tenancy• Support to Sustain Informal Care• Therapy/Skills Training• Requires Respirator or Ventilator
Has his person been actively involved in a community cultural or religious group in the last 12 months?	<ul style="list-style-type: none">• No and I don't want to be• No, but I would like to be• Yes, a general community group• Yes, a group for people with a disability
Does this person get support for getting out go the house?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered

Question	Response
If answered No to the above, does this person need support for getting out of the house	<ul style="list-style-type: none"> • Yes • No • Unsure/Unanswered
If answered Yes to above, how much support for getting out of the house is provided by informal or community supports (e.g. family, friends, neighbours, community networks)?	<ul style="list-style-type: none"> • None (0%) = Social Participation – Level 1 • Some (~25%) = Social Participation – Level 2 • About 50% = Social Participation – Level 3 • All or most (~75%) = Social Participation – Level 4 • Unsure/Unanswered = Social Participation – Level 4

5. CARERS

Question	Response
Who provides primary care for this child?	<ul style="list-style-type: none"> • Parent/s (including step-parents/siblings) • Shared care between separated parent/s • Grandparents • Other family • Out of Home Care • Unsure/Unanswered • Other (please specify):
Home much support if provided to the child by the primary carer, other family member, friends and/or neighbours (i.e. informal care)?	<ul style="list-style-type: none"> • All or most (~75%) • About 50% • Some (~25%) • None (0%) • Unsure/Unanswered

6. EQUIPMENT AND CONSUMABLES



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Question	Response
Does this person currently use any consumable products (e.g. continence products/aids, Home Enteral Nutrition or tube feeding for getting your food)?	<ul style="list-style-type: none">• Child level 1 – high user only, or moderate use and higher cost• Child level 2 – moderate use, moderate cost• Child level 3 – low to moderate use, low to moderate cost• Child level 4 – low use, low cost• Child level 5 – none necessary
Does this person currently use any equipment?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
Does equipment require maintenance?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
Does this person require any new equipment?	<ul style="list-style-type: none">• Yes• No• Unsure/Unanswered
(Do not read out options to person) Please select any high cost/quotable AT items that the person requires	<ul style="list-style-type: none">• Car modification• Hoist• Manual wheelchair• Orthoses• Power bed• Powered wheelchair• Pressure care cushion• Prostheses full• Prostheses part• Ramp• Rental



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Question	Response
	<ul style="list-style-type: none">• Scooter• Shower support• Walking aides• Standing frame• Postural support chair• Other (please specify):
Does this person have any vehicle modification needs?	<ul style="list-style-type: none">• Assessment required• Referral to mainstream
Does this person have any home modification needs?	<ul style="list-style-type: none">• Assessment required• Referral to mainstream



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Early childhood – Overview – Personal Environmental Circumstances (PEC) including Capacity Building questions

Guidance in this document is not approved for use unless you view it in PACE.

This article provides guidance for **early childhood partners** and **early childhood delegates** about:

- how the early childhood partner records information about the child's developmental areas of need in the PEC case
- the developmental areas of need
- determining **high** and **medium to low** developmental areas of need
- how the early childhood delegate can use the information in the PEC case to determine reasonable and necessary early childhood supports.

Overview on completing the PEC case

The PEC case is completed by an **early childhood partner** when a child is applying to the NDIS and again during a transition or scheduled check-in before a plan reassessment.

Information collected within the PEC case allows us to:

- explore the child's support needs
- understand how the child and family manages daily life
- assist the early childhood delegate in making reasonable and necessary decisions.

To complete the PEC case:

- use a conversational approach to gather information from families
- avoid asking the PEC questions directly
- use the questions as a guide to check that you are gathering the required information

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- avoid selecting blank or unanswered options when entering responses. Otherwise, this could result in a Typical Support Package (TSP) that does not reflect the participant and their family's actual circumstances and need
- upload any documents you refer to into PACE.

What are developmental areas of need?

Consider what a child can do in everyday activities, at home, in the community and in early childhood education. Consider their strengths and needs across the following developmental areas:

Cognitive development

How the child understands and remembers information. How they learn, practice, and use new skills. How they problem solve, go between activities and places, play with toys, and develop their safety awareness.

Social development

How the child builds and nurtures relationships with family and with others. How they develop their interests, interact, and connect with others through play and childhood activities, and make friendships with peers.

Self-care

How the child looks after themselves or their own needs, such as how they bathe, dress themselves, eat, drink, use the toilet and sleep.

Receptive and expressive language

How the child communicates with other people to express their wants, needs, preferences and ideas. How they understand and use words, gestures, signs (Key Word Sign (KWS)), Australian Sign Language (Auslan) and facial expressions to do this.

Emotional development

How the child recognises, understands, expresses, and regulates their feelings and their sensory needs. How they build their confidence, self-identity, wellbeing. Whether there are any behaviours that are challenging or behaviours of concern.

Motor development

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How the child moves around, such as crawling, walking, and running; and how they use their hands to pick up things. Gross motor development relates to larger muscle development (body, arms, legs). Fine motor development relates to smaller muscle development (hands, fingers).

Vision supports

How the child experiences degree of vision loss (reduction in near and distance acuity), contrast sensitivity, light and glare sensitivity, adaption to light change and visual fatigue.

Hearing supports

The child's type (unilateral, bilateral, sensorineural, mixed, etc.) and degree of hearing loss (mild, moderate, severe, profound). The family's communication choice, and use of hearing technology. How they communicate with others and any information about environmental impacts, impacts on their social participation and fatigue.

What are high and medium to low areas of need?

For each developmental area of need, consider the level of early childhood supports required over the course of the plan to support the child's development and functioning in daily life. Do this by determining whether the support required for each developmental area of need is **high** or **medium to low**.

When determining if a developmental area of need is a **high** or **medium to low**, consider the level of effort required over the course of the plan to support the child's development. For example, an area of need that may require regular, frequent and sustained early childhood supports over the duration of the plan is likely to be a **high** area of need. A shorter burst of early childhood supports followed by occasional reviews is likely to be a **medium to low** area of need.

Information gathering tasks for a transition check-in or scheduled check-in

The PEC case is originally completed when supporting a family to apply to the NDIS and influences the TSP.

The PEC case is completed again by the early childhood partner during a check-in for a plan reassessment. The information gathered will capture the child's progress towards their goals and support needs, including their current functional capacity in the home and community. This



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information can then be used by an early childhood delegate in planning conversations and to make a reasonable and necessary decisions.

Go to article **Early childhood – How to complete the Personal Environmental Circumstances (PEC) Capacity Building questions** for examples on how to complete the questions.

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0		New article – Tasmania PACE pilot	APPROVED	2023-03-02
1.0		Archived - content has been split out and shifted into 2 new articles.	ARCHIVED	2023-10-09

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Early childhood – How to complete the Personal Environmental Circumstances (PEC) Capacity Building questions

Guidance in this document is not approved for use unless you view it in PACE.

This article provides guidance for **early childhood partners** on:

- how to complete the Personal and Environmental Circumstances (PEC) case.

Below are some examples on how you may answer the free text fields in the PEC Capacity Building questions. Please use the following tables as a **guide** only.

Table 1 – Capacity Building – Developmental areas of need

PEC question: For each developmental area below, what level of early childhood supports (capacity building) is needed to build capacity of the child and family?

For each developmental area of need identified and selected, describe what the child can do and indicate why you have chosen **high** or **medium to low** area of need.

Developmental area of need	Example wording for free text fields
Cognitive	<p>High example – ^{s47F- perso} 4 years old:</p> <p>^{s47F- pers} flits between activities and loves outdoor play. ^{s47F- pe} is starting to use visual supports to help with what is coming next, to complete steps in a task, to join activities. ^{s47F- persk} shows little awareness of ^{s47F- ps} safety. ^{s47F- ps} runs across roads, climbs shelves.</p> <p>Medium to low example – ^{s47F- personal pi} 5 years old:</p> <p>^{s47F- personal i} likes playing with other children but follows rules strictly. ^{s47F- ps} doesn't cope with change, needing a lot of support. ^{s47F- ps} learns best</p>



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	<p>visually and by doing things. [redacted] is easily confused with verbal instructions. [redacted] finds it hard to get started on tasks.</p>
<p>Social skills</p>	<p>High example – [redacted] 2 ½ years old: [redacted] mostly plays on [redacted] own. [redacted] likes water play and watching Wiggles over and over. [redacted] likes rough and tumble play with [redacted] brothers. [redacted] does not respond to [redacted] name or greet people. [redacted] is learning to observe others and copy their actions.</p> <p>Medium to low example – [redacted] 4 years old: [redacted] has one friend. [redacted] tends to follow [redacted] friend’s lead. [redacted] does not always like it if others try to join in. [redacted] sometimes needs adult support to take turns or resolve issues.</p>
<p>Self-care skills</p>	<p>High example – [redacted] 4 years old: [redacted] requires full support with self-care tasks, such as, to use a fork and knife, or to open containers. [redacted] puts [redacted] feet out and raises [redacted] hands when [redacted] is helped to get dressed.</p> <p>Medium to low example – [redacted] 5 years old: [redacted] wakes frequently and co-sleeps with [redacted] parents. They would like [redacted] to sleep in [redacted] bed as this is impacting their sleep. As expected for [redacted] age, [redacted] mostly dresses, bathes and feeds [redacted] with verbal reminders. [redacted] is toilet trained.</p>
<p>Language and communication</p>	<p>High example – [redacted] 4 years old: [redacted] uses up to 3 words in a sentence to communicate. [redacted] words are not clear and [redacted] gets frustrated readily. [redacted] requires short verbal prompts and visual supports to follow instructions and needs support to complete daily routines at home and preschool.</p> <p>Medium to low example – [redacted] 3 years old: [redacted] understands what is said to [redacted] and is able to follow instructions as expected for [redacted] age. [redacted] speech is not clear making it challenging for [redacted] family and friends to follow what [redacted] is trying to say.</p>
<p>Emotional development</p>	<p>High example – [redacted] 3 ½ years old: [redacted] emotions escalate quickly - easily excitable, frustrated or angered. Does not like unexpected noises or movement. [redacted] takes 30 mins to calm down. At times hurts [redacted] or others. [redacted] is learning to recognise [redacted] feelings and ways to calm down.</p>

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	<p>Medium to low example – ^{s47F- personal privacy} 5 years old:</p> <p>^{s47F- personal privacy} clings to ^{s47F- pe} dad when dropped off at preschool. ^{s47F- pe} often refuses to talk or play with other children, at preschool and with family friends. At home ^{s47F- p} is ok. ^{s47F- pers} parents are concerned about ^{s47F- pers} starting school next year.</p>
<p>Physical development</p>	<p>High example – ^{s47F- personal privacy} 4 years old:</p> <p>^{s47F- personal privacy} uses AFO's to maintain ^{s47F- pers} balance. ^{s47F- personal privacy} climbs up steps one at a time, holding onto a rail for support. ^{s47F- personal privacy} loves being outdoors and is beginning to run, ^{s47F- pers} typically falls after 5-10 steps. This impacts on ^{s47F- pers} participation at preschool.</p> <p>Medium to low example – ^{s47F- pers} 4 ½ years old:</p> <p>^{s47F- pers} scribbles on a page and copies lines, but not shapes. ^{s47F- pe} holds a pencil with an immature grasp. ^{s47F- pe} seeks help to open containers and packets, and with buttons, zips and laces on clothes. ^{s47F- pe} plays on playground equipment as expected for ^{s47F- pe} age.</p>
<p>Vision</p>	<p>High example – ^{s47F- person} 3 years old:</p> <p>^{s47F- person} uses a long cane and requires assistance when walking in new environments. ^{s47F- person} requires support from others to locate play activities at childcare (e.g. items on a table, bag from ^{s47F- pers} locker, play areas in the room).</p> <p>Medium to low example – ^{s47F- personal privacy} 4 1/2 years old:</p> <p>^{s47F- personal privacy} loves drawing but has difficulty using low contrast materials. ^{s47F- person} can move about at home and preschool, but needs support in new environments, especially walking down steps and on uneven surfaces.</p>
<p>Hearing</p>	<p>High example – ^{s47F- personal privacy} 4 years old:</p> <p>^{s47F- personal privacy} has a profound hearing loss in both ears. ^{s47F- personal privacy} wears cochlear implants, ^{s47F- pers} is being supported to use Auslan and speech. ^{s47F- person} has trouble hearing people with background noise and needs support when communicating. ^{s47F- pers} is tired at the end of the day.</p> <p>Medium to low example – ^{s47F- personal privacy} 4 years old:</p> <p>^{s47F- personal privacy} loves having stories read to ^{s47F- pers} but needs ^{s47F- pe} family to communicate on ^{s47F- pe} right side. ^{s47F- pe} can have trouble hearing people and environmental noises when the setting is noisy. ^{s47F- pe} also needs support and reminders to wear ^{s47F- pe} hearing aid.</p>



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Table 2– Capacity Building – Intensive early childhood supports

If the need for this support is identified attach any relevant evidence including reports.

PEC questions	Examples for free text fields
Who has recommended intensive early childhood supports?	<p>Please specify: (Add name e.g. parent or professional, profession and date of report/s (if available)).</p> <p>s47F- personal privacy (mother)</p> <p>Dr s47F- personal privacy (Paediatrician). Report date 10/7/2022.</p> <p>s47F- personal privacy (Speech pathologist). Report date 11/9/2022.</p>
Is an additional level of early childhood supports required to share strategies in mainstream settings?	<p>s47F- perso has started preschool. s47F- pers teacher has asked for support to help with strategies for behaviour, communication and learning.</p>

Table 3– Capacity Building – Health and wellbeing

Describe the child’s support needs, for each relevant support area. If the information is available in a report, add the name, profession, date of report/s. Reports must be uploaded into PACE.

PEC questions	Examples for free text fields
Does this person need support to improve their health and wellbeing?	<p>Dysphagia support:</p> <p>s47F- personal dysphagia supports include difficulties managing swallowing secretions and requires full supervision when eating and drinking. s47F- perso has a mealtime management plan. Refer to report: s47F- personal privacy (dietitian). Report date: 12/6/2022.</p> <p>Other, please specify:</p> <p>s47F- persona has limited mobility and is unable to reposition s47F- personal privac in bed. s47F- pe requires support for wound and pressure care.</p> <p>Refer to report: Dr s47F- personal privacy (paediatrician Children’s Hospital). Report date: 22/8/2022.</p>



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Table 4– Capacity Building – Regulated restrictive practices

Describe the child's behaviour of concern and supports needs, for each relevant area. Include the source of the information. If the information is available in a report, add the name, profession, date of report/s. Reports must be uploaded into PACE.

PEC questions	Examples for free text fields
Chemical	s47F- personal privac is prescribed Risperidone medication to manage s47F- pe self-harming and regular tantrums. Refer to report: Dr. s47F- personal privacy (Paediatrician). Report date: 19/10/2022.
Environmental	s47F- persor 4 years old: s47F- personal pi behaviour therapist has recommended locks on the fridge and pantry to prevent s47F- pers from accessing food between meals because s47F- pers overeats. Refer to report: s47F- personal privacy (Behaviour Therapist). Report date: 3/7/2022.
Physical	s47F- personal 5 years old: s47F- personal priva parents said that s47F- pe support worker bear hugs s47F- pers when s47F- pe mum leaves home to prevent s47F- pers running after her and to help s47F- pers to calm down.
Mechanical	s47F- personal pi 6 years old: s47F- personal privac occupational therapist, s47F- personal privacy , has recommended a stroller to secure s47F- pers in public places so s47F- pers cannot run away. Refer to report: s47F- personal privacy (OT). Report date: 30/11/2022.
Seclusion	s47F- personal mother said s47F- pers has asked the support worker to lock s47F- pers in s47F- pe room when s47F- pi is lashing out at s47F- pe sisters or throwing objects around the house when angry.

Go to article **Early childhood – Overview – Personal Environmental Circumstances (PEC) including Capacity Building questions** to learn more about completing a PEC case in early childhood.

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0		New article – Tasmania PACE pilot	APPROVED	2023-03-09

V1.0 2023-10-09 ARCHIVED

Early childhood – How to complete the Personal Environmental Circumstances (PEC) Capacity Building questions

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1.0		Archived - content has been split out and shifted into 2 new articles.	ARCHIVED	2023-10-09
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EC - PEC - Capacity Building - How to complete early childhood supports questions

Guidance in this document is not approved for use unless you view it in PACE.

This article provides guidance for **early childhood partners** and **planner delegates** on:

- how to complete the **Personal and Environmental Circumstances (PEC)** case
- capacity building questions relating to early childhood supports, including intensive early childhood support.

You must consider the role you deliver to support a successful completion of the PEC so that the Typical Support Package (TSP) best reflects the participant and their family's actual circumstances and need.

Recent updates

October 2023

Current guidance

Before you start

You have read and understood:

- Article **EC: PEC – Capacity Building – Early childhood supports overview** to learn more about what we mean by developmental areas of need, levels of early childhood support, including intensive early childhood supports.

Additional knowledge articles

For information on the PEC case – Capacity building questions that relate to other areas, go to articles:

- **EC – PEC – Capacity Building – Health and wellbeing**
- **EC – PEC – Capacity Building – Regulated restrictive practices**
- **EC – PEC – Capacity Building – Hearing**

V1.0 2023-10-09 - PEC - Capacity Building - How to complete early childhood supports questions 309865829

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How to complete early childhood support questions

Below are some examples on how you may answer the free text fields in the PEC Capacity Building questions relating to early childhood supports, including intensive early childhood supports.

The free text fields have character limits. If more space is required, add the information to 'internal note' in the Activity log. Please use the following tables as a **guide** only.

Table 1 – Developmental areas of need

PEC question: 'For each developmental area below, what level of early childhood supports (capacity building) is needed to build capacity of the child and family?'

For each developmental area that is identified as needing capacity building support, select whether the NDIS funded support needed is **medium to low** or **high**. Describe in the free text field what the child can do to indicate why you have selected **medium to low** or **high**. High may include very substantial support that is required for intensive early childhood supports.

Developmental area of need	Example wording for free text fields
<p>Cognitive</p>	<p>Medium to low example – 5 years old:</p> <p> likes playing with other children but follows rules strictly. doesn't cope with change, needing a lot of support. learns best visually and by doing things. is easily confused with verbal instructions. finds it hard to get started on tasks.</p> <p>High example – 4 years old:</p> <p> flits between activities and loves outdoor play. is starting to use visual supports to help with what is coming next, to complete steps in a task, to join activities. shows little awareness of safety. runs across roads, climbs shelves.</p> <p>High example (for intensive early childhood supports) – 4 years old</p> <p>Very substantial support: enjoys repetitive play (lining up cars and spinning wheels), needs adult support to try activities and develop play skills at home at childcare, to sit on a mat at group time, to follow routines and stay longer on tasks.</p>
<p>Social skills</p>	<p>Medium to low example – 4 years old:</p> <p> has one friend. tends to follow friend's lead. does not always like it if others try to join in. sometimes needs adult support to take turns or resolve issues.</p>



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	<p>High example – ^{s47F- personal pr} 2 ½ years old:</p> <p>^{s47F- personal pr} mostly plays on ^{s47F- pers} own. ^{s47F- perso} likes water play and watching Wiggles over and over. ^{s47F- personal pr} likes rough and tumble play with ^{s47F- pers} brothers.</p> <p>^{s47F- personal pr} does not respond to ^{s47F- pers} name or greet people. ^{s47F- perso} is learning to observe others and copy their actions.</p> <p>High example (for intensive early childhood supports) – ^{s47F- personal privac} 4 years old:</p> <p>Very substantial support: plays on ^{s47F- pe} own, screams and cries when children join ^{s47F- pe} play and takes a long time to calm, needs adult support to join in play with others. ^{s47F- pe} is picked up from childcare early due to behaviours, impacting on parent’s work.</p>
<p>Self-care skills</p>	<p>Medium to low example – ^{s47F- personal pr} 5 years old:</p> <p>^{s47F- personal pr} wakes frequently and co-sleeps with ^{s47F- pe} parents. They would like ^{s47F- pers} to sleep in ^{s47F- pe} bed as this is impacting their sleep. As expected for ^{s47F- pe} age, ^{s47F- personal pr} mostly dresses, bathes and feeds ^{s47F- personal privac} with verbal reminders. ^{s47F- pe} is toilet trained.</p> <p>High example – ^{s47F- personal privac} 4 years old:</p> <p>^{s47F- personal privac} requires full support with self-care tasks, such as, to use a fork and knife, or to open containers. ^{s47F- personal privac} puts ^{s47F- pers} feet out and raises ^{s47F- pers} hands when ^{s47F- pers} is helped to get dressed.</p> <p>High example (for intensive early childhood supports) – ^{s47F- personal privac} 4 years old:</p> <p>Very substantial support required for meal times, dressing, bathing, toileting and sleep. Refer to Activity log.</p> <p>Activity log example (internal note)</p> <p>Capacity building - Self-care skills – high (very substantial support)</p> <p>^{s47F- personal privac} requires full adult assistance with all self-care routines:</p> <p>Meal times - is encouraged to eat a variety of foods and use cutlery but prefers to eat with ^{s47F- pe} hands. ^{s47F- pers} diet is limited and can take up one hour to eat. ^{s47F- pers} parents end up feeding ^{s47F- pers} the rest of his meal.</p> <p>Dressing - is encouraged to assist with dressing and has started to move ^{s47F- pe} arms and legs into position.</p> <p>Bath time - ^{s47F- p} does not like to have a bath or shower. ^{s47F- pe} will stay in the bath and have ^{s47F- pe} body washed if a parent is in the bath with ^{s47F- person}</p> <p>^{s47F- pe} kicks and has started hitting ^{s47F- personal privac} when ^{s47F- p} has ^{s47F- pe} hair washed, so parents are now using dry shampoo.</p>

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	<p>Toileting - wears nappies day and night. Toileting attempts have resulted in meltdowns. [redacted] runs and hides when it is time for a nappy change. It can take up to 30 minutes with [redacted] kicking and screaming during nappy changes.</p> <p>Sleep - enjoys having a book read to [redacted] but refuses to go to bed. It takes [redacted] 2 hours to get to sleep. [redacted] parents pat [redacted] to sleep. [redacted] wakes around midnight and gets into their bed. [redacted] will kick and scream if [redacted] is carried back to [redacted] own bed so it is easier to let [redacted] sleep in their bed.</p>
<p>Language and communication</p>	<p>Medium to low example – [redacted] 3 years old:</p> <p>[redacted] understands what is said to [redacted] and is able to follow instructions as expected for [redacted] age. [redacted] speech is not clear making it challenging for [redacted] family and friends to follow what [redacted] is trying to say.</p> <p>High example – [redacted] 4 years old:</p> <p>[redacted] uses up to 3 words in a sentence to communicate. [redacted] words are not clear and [redacted] gets frustrated readily. [redacted] requires short verbal prompts and visual supports to follow instructions and needs support to complete daily routines at home and preschool.</p> <p>High example (for intensive early childhood supports) – [redacted] 4 years old:</p> <p>Very substantial support: has 3 words, leads [redacted] parents by hand to make a request, starting to use PEC, gets frustrated and has meltdowns when [redacted] is not understood, follows 1 step instruction with adult prompting and physical support.</p>
<p>Emotional development</p>	<p>Medium to low example – [redacted] 5 years old:</p> <p>[redacted] clings to [redacted] dad when dropped off at preschool. [redacted] often refuses to talk or play with other children, at preschool and with family friends. At home [redacted] is ok. [redacted] parents are concerned about him starting school next year.</p> <p>High example – [redacted] 3 ½ years old:</p> <p>[redacted] emotions escalate quickly - easily excitable, frustrated or angered. Does not like unexpected noises or movement. [redacted] takes 30 mins to calm down. At times hurts [redacted] or others. [redacted] is learning to recognise [redacted] feelings and ways to calm down.</p> <p>High example (for intensive early childhood support) – [redacted] 4 years old</p>

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	<p>Very substantial support: with changes to routines [redacted] drops to the ground, hits [redacted] head with [redacted] fist, screams, cries, kicks, and throws objects. [redacted] parents find it challenging to manage these behaviours and avoid taking [redacted] out of the home.</p>
<p>Physical development</p>	<p>Medium to low example – [redacted] 4 ½ years old:</p> <p>[redacted] scribbles on a page and copies lines, but not shapes. [redacted] holds a pencil with an immature grasp. [redacted] seeks help to open containers and packets, and with buttons, zips and laces on clothes. [redacted] plays on playground equipment as expected for [redacted] age.</p> <p>High example – [redacted] 4 years old:</p> <p>[redacted] uses AFO's to maintain [redacted] balance. [redacted] climbs up steps one at a time, holding onto a rail for support. [redacted] loves being outdoors and is beginning to run, [redacted] typically falls after 5-10 steps. This impacts on [redacted] participation at preschool.</p> <p>High example (for intensive early childhood support) – [redacted] 6 years old:</p> <p>Very substantial support: to learn to use [redacted] first manual wheelchair. [redacted] needs support to develop [redacted] strength and skills quickly so [redacted] can use [redacted] wheelchair around [redacted] home and school, to maintain participation in daily activities.</p>
<p>Vision</p>	<p>Medium to low example – [redacted] 4 1/2 years old:</p> <p>[redacted] loves drawing but has difficulty using low contrast materials. [redacted] can move about at home and preschool, but needs support in new environments, especially walking down steps and on uneven surfaces.</p> <p>High example – [redacted] 3 years old:</p> <p>[redacted] uses a long cane and requires assistance when walking in new environments. [redacted] requires support from others to locate play activities at childcare (e.g. items on a table, bag from [redacted] locker, play areas in the room).</p>
<p>Hearing</p>	<p>Medium to low example – [redacted] 4 years old:</p> <p>[redacted] loves having stories read to [redacted] but needs [redacted] family to communicate on [redacted] right side. [redacted] can have trouble hearing people and environmental noises when the setting is noisy. [redacted] also needs support and reminders to wear [redacted] hearing aid.</p> <p>High example – [redacted] 4 years old:</p>



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[redacted] has a profound hearing loss in both ears. [redacted] wears cochlear implants, [redacted] is being supported to use Auslan and speech. [redacted] has trouble hearing people with background noise and needs support when communicating. [redacted] is tired at the end of the day.

Table 2 – Intensive early childhood supports

PEC question: ‘Has the need for intensive early childhood supports been identified?’

If the need for this support is identified attach any relevant evidence including reports.

PEC questions	Examples for free text fields
Who has recommended intensive early childhood supports?	<p>Please specify: (Add name e.g. parent or professional, profession and date of report/s (if available)).</p> <p>[redacted] (mother)</p> <p>Dr [redacted] (Paediatrician). Report date 10/7/2022.</p> <p>[redacted] (Speech pathologist). Report date 11/9/2022.</p>
Is an additional level of early childhood supports required to share strategies in mainstream settings?	<p>Example 1: [redacted] has started preschool. [redacted] teacher has asked for support to help with strategies for behaviour, communication and learning.</p> <p>Example 2: The childcare centre requires continued support to implement strategies to support [redacted] participation in activities with [redacted] peers.</p>

Version control

Version	Amended by	Brief Description of Change	Status	Date
V1.0		New article	APPROVED	2023-10-09

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Record Housing information

This article provides guidance for a **local area coordinator, early childhood coordinator** and all NDIA staff (**planner, payment officer, internal review officer, complaints officer, participant service officer, access officer, quality officer, technical advisor, SDA officer, NCC officer, provider support**) to:

- understand housing information
- record responses to the Personal and Environmental Circumstances (PEC) case.

Recent updates

Date	What's changed
June 2023	Update to system steps and language to align with PACE release 1.13.

Before you start

You have:

- read [Our Guidelines – Creating your plan](#)
- read [Our Guidelines – Home and living supports](#)
- read article, **Complete a Personal Environment Circumstances case**
- read article, **Create Personal and Environmental Circumstances case**
- read [Conversation Style Guide](#).

Understand and record housing information

Understand housing information

Completing the **Housing** questions in the **Personal and Environmental Circumstances** case helps us understand the person's situation.

Plan developers, Housing Assessors, or the Housing Panel can use this information to determine the right home and living supports to help the person pursue their goals.



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We can ask for this information from the person, their authorised representative, or their allied health professional.

Record responses to the Personal and Environmental Circumstances case

Ask the person the **Housing** questions in the **Personal and Environmental Circumstances** case and record their answer.

Note: Don't read the response options to the person out loud. Instead listen carefully to their answers. You may need to select the most appropriate response for each question. Explain to the person we need the right information **before** we make an eligibility decision.

You **must** record a response for each mandatory field marked with an asterisk. Then select **Next** to continue.

Note: The PEC case **Steps** and questions are dynamic and may change. This will depend on the person's situation and age, as well as the response options selected for some questions.

Next steps

1. Read article **Record information about Daily Support**.

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2022-11-08
2.0	JS0082	Approved Class 2	APPROVED	2023-01-24
3.0	JJO192	Revision for staff enhancement common capabilities micro-release	APPROVED	2023-03-20
4.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2023-06-08
5.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2023-06-16



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Record information – daily support

This article provides guidance for a **local area coordinator, early childhood coordinator** and all NDIA staff (**planner, payment officer, internal review officer, complaints officer, participant service officer, access officer, quality officer, technical advisor, SDA officer, NCC officer, provider support**) to:

- understand daily supports in a participant's plan
- record daily support information.

Recent updates

Date	What's changed
July 2023	Update to system steps and language to align with PACE release 1.13.

Before you start

You have:

- read [Our Guideline – Mainstream and community support](#)
- read [Our Guideline - Disability-related health supports](#)
- read [Our Guideline – Reasonable and necessary supports](#), in section [Is the support something we would expect your informal supports to provide?](#)
- read article, **Complete personal and environmental circumstances**
- read article, **Create Personal and Environmental Circumstances case**
- read article, **Add disability-related health supports Appendix C – Guide to disability related Core supports**
- read [Conversation Style Guide](#).

Personal and environmental circumstances - daily support information

The daily support questions help us identify the supports a participant may need in their plan.



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Understand daily supports in a participant's plan

Daily supports are in the participant's core supports budget. We include daily supports when there is a need to support the participant's developmental delay or disability with activities such as:

- to wash, shower and dress
- household cleaning
- transport assistance
- yard maintenance.

To determine daily supports funding, we also consider the participant's informal supports and other daily support they get from other government mainstream funding. For example, education and childcare services support.

Other ways we may connect people to daily supports

Participants can also get daily supports from:

- post-acute care programs
- rehabilitation
- community mental health and nursing. To learn more, go to article, **Update the participant's** informal, community and mainstream supports during check-in.

Record daily support information

Ask the person the **Daily Support** questions in the **Personal and Environmental Circumstances** case and record their answer.

Note: Don't read the response options to the person out loud. Listen carefully to their answers. You may need to select the most appropriate option for each question.

Use your interpersonal skills in a guided conversation to seek answers to each question. Explain to the person we need the right information **before** we make an eligibility decision.

You **must** record a response for each mandatory field marked with an asterisk. Then select **Next** to continue.

Note: The PEC case **Steps** and questions are dynamic and may change. This will depend on the person's situation and age, as well as the response options selected for some questions.

Next Steps

1. Read article, **Record information for (Carers) Informal Supports**



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2. Read article, **Record capacity building information.**

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Director approval	APPROVED	2022-11-02
2.0	EMN960	Director approval. Minor language updates to align with the personal and environmental circumstances case	APPROVED	2023-02-16
3.0	EMN960	Director approval	APPROVED	ND
4.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2023-06-21



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Record carers information

This article provides guidance for a **local area coordinator, early childhood coordinator** and all NDIA staff (**planner, payment officer, internal review officer, complaints officer, participant service officer, access officer, quality officer, technical advisor, SDA officer, NCC officer, provider support**) to:

- record a person's informal supports information.

Recent updates

July 2023

- Update to system steps and language to align with PACE release 1.13.
- Article name Record information about informal supports updated to Record carers information.

Before you start

You have:

- read and understood [Our Guidelines – Mainstream and community supports](#)
- read article, **Complete personal and environmental circumstances**
- read article, **Create Personal and Environmental Circumstances case**
- read article, **Record support coordination information**
- read [Conversation Style Guide](#).

Understand the carer questions

What are informal supports

Informal supports are the ways family and friends, peer networks or people in the community help a person with disability. These supports can be important for people with disability in keeping them safe and well. They provide emotional support or help with participating in work, study, or social outings.



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We don't fund informal supports. Supports we do fund will often work alongside informal supports.

Sometimes the friends or family who support a person with disability may not be available. The person may also want some time apart. We can help in these situations like funding short breaks, which we also call respite care.

Informal supports, for example friends, family, neighbours, and workmates, are different to community supports or mainstream supports. Examples of community supports include sporting clubs or community groups. Examples of mainstream supports include health professionals or education providers.

What is support coordination

Go to article, **Record support coordination information**.

Record carers information

Ask the person the **Carers** questions in the **Personal and Environmental Circumstances** case and record their answer.

Note: Don't read the response options to the person out loud. Listen carefully to their answers. You may need to select the most appropriate option for each question.

Use your interpersonal skills in a guided conversation to seek answers to each question. Explain to the person we need the right information **before** we make an eligibility decision.

You **must** record a response for each mandatory field marked with an asterisk. Then select **Next** to continue.

Note: The PEC case **Steps** and questions are dynamic and may change. This will depend on the person's situation and age, as well as the response options selected for some questions.

Next steps

There are no further steps.

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2022-11-08



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Version	Amended by	Brief Description of Change	Status	Date
2.0	JJO192	Revision for staff enhancement common capabilities micro release	APPROVED	2023-03-17
3.0	EMN960	Draft approved by Publishing Approver (EL2)	APPROVED	2023-06-21



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Record information for Capacity Building

This article provides guidance for a **local area coordinator, early childhood coordinator** and all NDIA staff (**planner, payment officer, internal review delegate, complaints officer, participant support officer, access delegate, quality officer, technical advisor, National Contact Centre (NCC)**) to:

- understand capacity building supports
- record capacity building information.

Recent updates

Date	What's changed
June 2023	Update to system steps and language to align with PACE release 1.13.
March 2023	Language updates to align with the Personal and Environmental Circumstances case. Updates to the capacity building questions. Common capabilities staff enhancement content updated to reflect latest PACE release functionality.
December 2023	Minor hypercare update to links in " Before you start "

Before you start

You have:

- read article, [Complete the Personal and Environmental Circumstances case](#)
- for applicants younger than 9, read article [EC PEC - General overview](#)
- read [Conversation Style Guide](#).

Personal and Environmental Circumstances - capacity building information

The capacity building support questions help identify what supports a participant may need in their plan.



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Understand capacity building supports

What is functional capacity?

Functional capacity is the ability to carry out tasks in a variety of everyday situations.

When we look to build a person's capacity, we focus on how they can pursue their goals and develop their skills, such as:

- self-care
- communication
- household contribution
- community involvement

Why are capacity building supports important?

Capacity building supports help a participant build their skills and maximise independence and participation. This helps them to pursue their goals and may reduce their dependence on the NDIS over time.

We consider funding capacity building supports to be an early investment. This is one of the NDIS principles.

Learn more in [Our Guidelines - What principles do we follow to create your plan?](#)

A participant can also get funding for capacity building supports from:

- another government scheme, such as a motor vehicle or a workers compensation scheme
- compensation or lump sum payment from a judgement or settlement for their disability or impairment.

Record capacity building information

Ask the person the **Capacity Building** questions in the **Personal and Environmental Circumstances** case and record their answer.

Note: Don't read the response options to the person out loud. Listen carefully to their answers. You may need to select the most appropriate response for each question.

Use your interpersonal skills in a guided conversation to seek answers to each question. Explain to the person we need the right information **before** we make an eligibility decision.

You **must** record a response for each mandatory field marked with an asterisk. Then select **Next** to continue.



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Note: The PEC case **Steps** and questions are dynamic and may change. This will depend on the person's situation and age, as well as the response options selected for some questions.

Next steps

1. Read article [Record Employment and Training information](#)
2. Read article [Record Equipment and Consumables information](#).

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Director review and approval	APPROVED	2022-11-07
2.0	EMN960	Director approved. Minor language updates to align with the personal and environmental circumstances case. Updates to the capacity building questions.	APPROVED	2023-02-16
3.0	JJO192	Revised for staff experience common capabilities micro-release	APPROVED	2023-03-17
4.0	EMN960	EL2 Approval to publish	APPROVED	2023-06-21
5.0	EMN960	EL2 Review and approval to QA and publish	APPROVED	2023-12-11
6.0	EMN960	EL2 Review and approval to publish	APPROVED	2023-12-14



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Record employment and training information

This article provides guidance for a **local area coordinator, early childhood partner and all NDIA staff (planner, payment officer, internal review officer, complaints officer, participant service officer, access officer, quality officer, technical advisor, SDA officer, NCC officer, provider support)** to:

- understand work and study supports
- record work and study supports in a Personal and Environmental Circumstance (PEC) case.

Recent updates

December 2023

Updates to work and study supports, including:

- updated links to the Our Guidelines – Work and study and new article Understand work and study supports.

Before you start

You have read and understood:

- [Our Guideline – Work and study \(external\)](#)
- article [Understand work and study supports](#)
- article [Complete personal and environmental circumstances case](#)
- article [Create Personal and Environmental Circumstances case](#)
- [Guide - Conversation style guide.](#)

Understand work and study supports

Work and study are an important part of life for most people. If an NDIS participant wants to work or study, we want to support them. We can fund work and study supports for the participants disability-related needs. All NDIS funded supports must meet the [NDIS funding criteria \(external\)](#). To access work and study funded supports, a participant will have a work or



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study goal in their NDIS plan. To learn more about work and study supports, go to article [Understand work and study supports](#).

When will we fund work and study supports?

When we think about what work or study supports we can fund, we'll consider if it:

- relates to the person's disability
- helps the person pursue their goals
- is effective and beneficial for the person
- is legal and safe
- is value for money
- is something we don't expect informal supports or the community to provide
- is funded or provided by another program or service.

The [Let's talk about work booklet \(external\)](#) will help the participant get ready to think and talk about work.

We might not be able to fund all the supports a participant needs for work and study. Some supports might not meet our [NDIS funding criteria \(external\)](#). Some supports might be better funded or provided through:

- other mainstream services. For more information, go to [Our Guideline - Mainstream and community supports](#)
- government programs, such as [Disability Employment Services \(DES\)](#) or [JobAccess Department of Employment and Workplace Relations](#)
- other government departments, like your state or territory government
- school, university or TAFE
- a business or employer.

Record work and study supports in a Personal and Environmental Circumstance (PEC) case

We complete the **Personal and Environmental Circumstances** (PEC) case when a person is applying to the NDIS. Completing the questions in the PEC case helps us to understand:

- the person's support needs
- how the person manages daily life.



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Ask the person the employment and training questions in the PEC case and record their answers.

Note: Don't read the response options to the person out loud. Instead, listen carefully to their answers. You may need to select the most appropriate response for each question.

Use your interpersonal skills in a guided conversation to seek answers to each question. Explain to the person we need the right information before we make an eligibility decision.

You must record a response for each mandatory field marked with an asterisk. Then select **Next** to continue.

Note: The PEC case **Steps** and questions are dynamic and may change depending on the person's circumstances and age, as well as the response options selected for some questions.

Next steps

Read article [Record Equipment and Consumables information](#)

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Director review and approval	APPROVED	2022-11-08
2.0	JS0082	Director review and approval	APPROVED	2023-01-17
3.0	EMN960	Director Approval with no feedback from Partners and SD	APPROVED	2023-06-21
4.0	ED0024	Class 1 approval Updates to work and study content and new article. Update OG links to national.	APPROVED	2023-11-23



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Understand functional capacity assessments

This article provides guidance for a **local area coordinator, early childhood coordinator** and all NDIA staff (**planner, payment officer, internal review officer, complaints officer, participant service officer, access officer, quality officer, technical advisor, SDA officer, NCC officer, provider support**) to understand:

- a functional capacity assessment
- the purpose of a functional capacity assessment
- the difference between a new and manual assessment
- what to do before completing a new assessment
- completing a new assessment.

Recent updates

Date	What's changed
June 2023	Updated definition and purpose of functional capacity assessments

Understand and record a functional capacity assessment

Understand functional capacity assessments

A functional capacity assessment is how we assess the impact a person's disability or a child's developmental delay has on their daily activities. Depending on their developmental delay or disability, the type of functional capacity assessment that we complete may vary.

The purpose of a functional capacity assessment

Functional capacity assessments are a form of evidence. We use them to understand the needs of a person. We complete this assessment to:

- help us identify the level of support and funding they will need in their plan
- understand how they manage everyday activities
- assist us in making decisions.



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Partners can also use this information to understand the person's situation. This helps them to support the person to connect with the right supports.

New assessment and manual assessment

A **new** assessment refers to you completing a new PEDI-CAT or WHODAS assessment in PACE. To learn more, go to articles:

- **Record assessment – PEDI-CAT**
- **Record assessment – WHODAS.**

A **manual** assessment refers to any previously completed functional capacity assessments. For example, a person might give you a report from their doctor. You will enter the scores from the report in PACE.

The participant, their nominee or child representative, or their treating health professional can provide the score of an external assessment.

Before completing the assessment

Before completing the assessment, check for any exceptions, including:

- if the person does not want to complete assessment
- if the person has a priority situation
- if there are any identified risks
- if they have reapplied within the last 6 months.

When contacting an applicant, participant, their provider, or authorised representative, you must:

- check their preferred communication method and authorisations
- **log an activity.**

Read the articles:

- **Checking and updating a participant's preferred communication method**
- **Using the activity panel for logging an activity or internal note.**

Complete a new assessment

You need to make the person feel comfortable when communicating. When you are talking to them face to face or over the phone, make sure you:



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- prepare for the conversation
- understand the person-centred approach
- understand the question you are asking
- tailor wording from assessment questions
- build rapport
- actively listen
- manage expectations with the individual that this does not mean they will get a funded NDIS plan.

For more information, go to the [Conversation Style Guide](#).

To begin a functional capacity assessment, you must create a new **Functional Capacity Assessment** case. To do this, follow the steps in the article **Create a new functional capacity assessment case**.

Types of functional capacity assessments

There are many types of functional capacity assessments. We use them to help assess the level of impact a person's developmental delay or disability has on their lives.

For more information, go to articles:

General

- **Record information – life skills profile (LSP - 16)**
- **Record assessment – WHODAS**
- **Record assessment – PEDI-CAT**

Hearing loss

- **Record information – Functional Impact of Hearing Loss**

Vision loss

- **Record Information – Functional Impact of Vision Loss**

Spinal Injury

- **Record Information – Level of Lesion**

Traumatic brain injury

- **Record information – The care and needs scale**



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Intellectual and development disability

- Record information – Vineland
- Record information from the DSM5 – Autism
- Record information from the DSM5 – intellectual disability

Cerebral palsy

- Record gross motor functional classification scale
- Record information – Manual Ability Classification System.
- Record a communication function classification score

Multiple Sclerosis

- Record information – Disease Steps assessment
- Record information – Expanded Disability Status Scale

Stroke / Neurological disability

- Record information – Modified Rankin Scale

Next steps

1. Read the article, **Create a new functional capacity assessment case.**

Version control

Version	Amended by	Brief Description of Change	Status	Date
1.0	EMN960	Director approval	APPROVED	2022-10-31
2.0		Confluence download		
3.0	EMN960	Director approval	APPROVED	2023-06-09
4.0	EMN960	Director approval	APPROVED	2023-06-16