Record information – Life Skills Profile (LSP - 16)

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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 the life skills profile (LSP - 16)

- record LSP - 16 information in PACE.

Recent updates – 3

1   Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency.

1   Recent updates

2 Before you start

You have:

- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case**.

3 Understand the life skills profile (LSP - 16)

The life skills profile considers areas such as social relationships, and an individual's ability to complete day-to-day tasks. Its focus is on the person's general functioning and disability, rather than their symptoms.
The four sub-scales in the LSP-16 are:

- withdrawal

- self-care

- compliance

- anti-social behaviour.

The total score can range from 0 to 48, increasing with the severity of the impact of the disability.

An allied health professional will complete the assessment. You will enter the received assessment score in PACE.

4 Record LSP-16 information in PACE

To record an LSP-16 assessment, complete the following PACE steps at the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment.**
2. Select **Yes** to **Manually enter scores**.
3. Select **Life Skills Profile (LSP-16)**.
4. Select **Next**.
5. Enter **Assessment completion dat**e.
6. Enter **Score**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

5 Next steps

There are no further steps

Next steps – 8

Record assessment - PEDI-CAT

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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 PEDI-CAT assessment

- understand the difference between a new assessment and manually entered score

- complete a new PEDI-CAT assessment

- record a manual PEDI-CAT assessment.

Recent updates – 3

1 Recent updates

18 December 2023

Update to include the transfer of work instruction on PACE for PEDI-CAT domain manual score entry.

2   Before you start

You have:

- read <u>Our Guidelines – applying to the NDIS</u>
- read the
  articl 47E(d) - Certain Operations
- read the article <u>Create a new functional capacity assessment case</u>.

3 Understand and record a PEDI-CAT assessment

The PEDI-CAT assessment

A PEDI-CAT assessment helps us understand a child's ability to complete tasks in their daily life.

We use the PEDI-CAT assessment with children younger than 6. Sometimes, we use PEDI-CAT for children aged 7-16 if there isn't another tool available.

The difference between a new assessment and manually entered score

You complete a **New** PEDI-CAT assessment in PACE. You begin by creating a new **Functional Capacity Assessment** case. PACE will direct you to an external Pearson site. Pearson will automatically populate a score based on answers to the questions.

A **Manual** PEDI-CAT assessment is one completed outside of Pearson. You will enter the score in PACE. For example, a parent might give you a PEDI-CAT assessment from their child's doctor.

Note: If you receive a PEDI-CAT assessment score from within the last 3 months, use this to update the manually entered score. If the PEDI-CAT assessment score is from more than 3 months ago, use Pearson to get a new assessment score.

Complete a new PEDI-CAT assessment

To record a **New** PEDI-CAT assessment, complete the following PACE steps.

From the functional capacity assessment view:

1. Select **Yes** to **Carry out a new assessment**.
2. Select **No** to **Manually enter scores**.
3. Select **PEDICAT or PEDICAT-ASD**.
4. Select **Next.**
5. Confirm details are correct.
6. Select **Launch PEDI-CAT** to open in Pearson.
7. Complete online PEDI-CAT assessment.
8. Once completed, return to PACE and select **Check status** to refresh.
9. Select **Save for later** or **Next**.
10. Check confirmation details.
11. Select **Done**.

Note: Don't open a new assessment if you do not intend on completing it that day.

Record a manual PEDI-CAT assessment

To record a manual PEDI-CAT assessment, complete the following PACE steps.

At the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment**.
2. Select **Yes** to **Manually enter scores.**

3. Select **PEDICAT or PEDICAT ASD.**

4. Select **Next.**

5. Enter **Assessment completion date**.

6. Enter all **Domain Scaled Scores.**

   o Add the numerical scores into the domain fields.**Note**: For children younger than 3 years, record the **PEDI-CAT Responsibility Domain** as 0. This is because domain scaled scores are not completed for children younger than 3 years old.

7. Enter all **Domain T Scores.**

   o When the T score generates and displays as **less than 10**, record the score as 1 in PACE.

   o When the T score generates **greater than or equal to 10**, record the exact score in PACE.**Note**: For children younger than 3 years, record the **PEDI-CAT Responsibility Domain** as 0. This is because domain T scores are not completed for children younger than 3 years old.

8. Enter all **Domain Age Percentiles**.

Note: This score will show as either an exact number or a percentile band dependent on version used.

   o If **exact score**, enter as displayed.

   o When the age percentile generates and displays as **less than the 5th percentile**, record the score as 1 in PACE.

   o For **age percentile 5 to 25**, record the lower percentile (5) or the number displayed.

   o For **age percentile 25 to 50**, record the lower percentile (25).

   o For age **percentile 50 to 75**, record the lower percentile (50).

   o For age **percentile 75 or above**, record 75.
   Note: For children younger than 3 years, record the PEDI-CAT Responsibility Domain as 0. This is because domain age percentiles are not completed for children younger than 3 years old.

9. Select **Next**.

10. Check the **Confirmation** details. Select **Done**.

4 Next steps

There are no further steps.

Record information - level of lesion assessment

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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 level of lesion assessment

- record information about level of lesion in PACE.

Recent updates – 3

1 Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency

2   Before you start

You have:

- read Our Guidelines – applying to the NDIS
- read the article **Understand functional capacity assessments**
- read the article **Create a functional capacity assessment case**.

2   Before you start

3   Understand and record a level of lesion assessment

A level of lesion assessment helps identify the injured vertebrae related to a spinal injury. This usually follows a traumatic injury from situations such as a:

- diving accident

- horse riding accident

- car, motorbike, or other vehicle accident.

An allied health professional completes the assessment. You will enter the assessment score in PACE.

Level of lesion sections

The level of lesion assessment groups vertebrae into sections. The higher the injury on the spinal cord, the more dysfunction can occur for the person. These sections are:

- high cervical nerves (C1 – C4)

- low cervical nerves (C5 – C8)

- thoracic nerves (T1 – T12)

- lumbar nerves (L1 – L5)

- sacral nerves (S1 – S5).

Record level of lesion information

To enter a level of lesion assessment, at the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment**.
2. Select **Yes** to **Manually enter scores**.
3. Select **Level of Lesion**.
4. Select **Next**.
5. Enter **Assessment completion date**.
6. Select **Score or rating**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done.**

4 Next steps

There are no further steps.

Record information – the Care and Needs Scale

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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 the Care and Needs Scale

- record information from the Care and Needs Scale.

Recent updates – 3

1 Recent updates

July 2023

Updated to align with current steps in PACE.

2   Before you start

You have:

- read Our Guidelines – applying to the NDIS
- read article **Understand functional capacity assessments**
- read article **Create a new functional capacity assessment case**.

2   Before you start

Before you start – 5

3 Understand and record the Care and Needs Scale

We use the care and needs scale for people older than 16 years with traumatic brain injury. The scale has 8 categories to measure the support level a person needs. An allied health professional completes the assessment. You enter the assessment score in PACE.

Record the Care and Needs Scale information

To record a Care and Needs Scale assessment, at the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment**.
2. Select **Yes** to **Manually enter scores**.
3. Select **The Care and Needs Scale (CANS)**.
4. Select **Next**.
5. Enter **Assessment completion date**.
6. Select **Score or rating**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

4 Next steps

There are no further steps.

Record information - Vineland Adaptive Behaviour Scales

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This article provides guidance for a l**ocal 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 Vineland Adaptive Behaviour Scales second edition (Vineland 2)

- understand Vineland Adaptive Behaviour Scales third edition (Vineland 3)

- record a Vineland 2 or 3 assessment.

Recent updates – 3

1 Recent updates

July 2023

Updated Vineland 2 and Vineland 3 definitions.

2 Before you start

You have:

- read Our Guidelines – Applying to the NDIS
- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case.**

2 Before you start

3   Understand and record Vineland 2 and 3

Vineland measures a person's adaptive behaviour. It can be used for diagnosis support for individuals with intellectual, developmental, and other disabilities.

Vineland 2

Vineland 2 assesses the personal and social skills needed for everyday living.

It assesses many domains. It provides an overall adaptive behaviour composite. The four core Vineland 2 domains are:

- communication
- daily living skills
- socialisation
- motor skills.

Use the Vineland 2 assessment information the participant provides you with, and the table below. This will determine the adaptive behaviour composite score to record in PACE:

Category	Option in PACE
Profound	Adaptive behaviour composite 25 and below
Severe	Adaptive behaviour composite 26 - 40
Moderate	Adaptive behaviour composite 41 - 55
Mild	Adaptive behaviour composite 56+

Vineland 3

This is a revised third version of the Vineland 2. It provides an overall adaptive behaviour composite. The three core domains are:

- communication
- daily living skills
- socialisation.

Vineland 3 also offers optional motor skills and maladaptive behaviour domains for situations where these areas are of concern.

Record a Vineland assessment in PACE

An allied health professional will complete the assessment. You will enter the results into PACE.

Where a participant presents with a Vineland assessment, complete the following PACE steps:
At the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment.**
2. Select **Yes** to **Manually enter scores**.
3. Select **Vineland 2** or **Vineland 3**.
4. Select **Next**.
5. Enter **Assessment completion dat**e.
6. Select or enter **Overall score or rating.**

Note: For **Vineland 2**, select the relevant score range from the dropdown. For **Vineland 3**, manually enter the score as a whole number, with no decimal places.

7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

4   Next steps

There are no further steps.

Record information from the DSM5 - Autism

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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 the DSM-5 assessment

- understand the DSM-5 – autism levels

- record the DSM-5 results.

1   Recent updates

July 2023 Update to system steps and language to align with PACE and knowledge consistency.

2 Before you start

You have:

- read Our Guidelines – applying to the NDIS
- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case**.

2 Before you start

Before you start – 5

3 Understand and record a DSM-5 assessment

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is a diagnostic manual. Mental health professionals use it to diagnose and understand a range of diseases. This includes autism.

A medical professional must complete the DSM-5 autism spectrum disorder assessment.

To learn more about recording the DSM-5 for intellectual disability, go to **record information from the DSM5 – intellectual disability**.

The DSM5 – autism levels

A health professional determines the severity of autism using measures of social communication and of restrictive, repetitive behaviours.

The DSM-5 Autism assessment allocates a person's support needs into one of three levels:

- **Level 1 - Requiring support**
- **Level 2 - Requiring substantial support**
- **Level 3 - Requiring very substantial support.**

Record the DSM-5 results

Where a participant presents with a DSM-5 Autism assessment, complete the following PACE steps:

At the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment**.
2. Select **Yes** to **Manually enter scores**.
3. Select **Diagnostic and statistical manual of mental disorders (DSM-5) Autism**.
4. Select **Next**.
5. Enter **Assessment completion date**.
6. Select **Score or Rating**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

Next steps

There are no further steps.

Record information from the DSM5 - Intellectual Disability

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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 the DSM-5 intellectual disability (ID) assessment

- the DSM-5 ID scale

- record the DSM-5 ID results.

1   Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency

2 Before you start

You have:

- read <u>Our Guidelines – applying to the NDIS</u>
- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case.**

2 Before you start

3 Understand and record a DSM-5 intellectual disability assessment

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is a diagnostic manual used by mental health professionals. They use it to diagnose and understand a range of diseases. This includes intellectual disability (ID).

A medical professional must complete the DSM-5 ID assessment.

To learn more about recording the DSM-5 for autism, go to **Record information from the DSM5 – autism**.

4 The DSM-5 ID scale

- The DSM-5 ID uses two measures:
- cognitive function (IQ)
- adaptive functioning.

It rates an individual by the following four-level scale:

- **Mild level 1**
- **Moderate level 2**
- **Severe level 3**
- **Profound level 4.**

5 Record the DSM-5 ID results

Where a participant presents with a DSM-5 ID assessment, complete the following PACE steps:

At the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment.**
2. Select **Yes** to **Manually enter scores**.
3. Select **Diagnostic and statistical manual of mental disorders (DSM-5) ID.**
4. Select **Next.**
5. Enter **Assessment completion date.**
6. Select **Score**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

6 Next steps

There are no further steps.

Record information – Manual ability classification system

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Table of Contents – 2

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 the manual ability classification system

- record a manual ability classification assessment in PACE.

Recent updates – 3

1   Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency.

2 Before you start

You have:

- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case**.

3 Understand and record the manual ability classification system

The manual ability classification system is a way to measure a person's ability to complete tasks in daily life. It categorises the ability of people to handle objects in everyday life into five levels. An allied health professional completes the assessment. You enter the details into PACE.

Record a Manual Ability Classification assessment in PACE

To record a manual ability classification assessment, at the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment.**
2. Select **Yes** to **Manually enter scores**.
3. Select **Manual Ability Classification System (MACS)**.
4. Select **Next**.
5. Enter **Assessment completion date**.
6. Select **Score or rating**.
7. Select **Next**.
8. Check the **Confirmation** details.
9. Select **Done**.

4 Next steps

There are no further steps.

Record a communication function classification score

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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 the communication function classification score (CFCS)
- record information from the CFCS.

1   Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency.

1   Recent updates

2   Before you start

You have:

- read Our Guidelines – applying to the NDIS
- read the article **Understand functional capacity assessments**
- read the article **Create a new functional capacity assessment case**.

2   Before you start

3 Understand the communication function classification score

The communication function classification (CFCS) score is a 5-level classification tool. It measures the level of support a person needs. We use the communication function classification score for people with cerebral palsy. An allied health professional completes the assessment.

You enter the assessment score in PACE.

4 Record information from the CFCS

To record results of a CFCS, complete the following steps at the **Select Tools** step in the **Functional Capacity Assessment**:

1. Select **No** to **Carry out a new assessment**.

2. Select **Yes** to **Manually enter scores**.

3. Select **Communication Function Classification Score (CFCS)**.

4. Select **Next.**

5. Enter **Assessment completion date.**

6. Select **Score or rating**.

7. Select **Next.**

8. Check the **Confirmation** details.

9. Select **Done**.

5 Next steps

There are no further steps.

Record information - Expanded Disability Status Scale

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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 the Expanded Disability Status Scale

- record information about Expanded Disability Status Scale.

Recent updates – 3

1   Recent updates

July 2023

Update to system steps and language to align with PACE and knowledge consistency.

2 Before you start

You have:

- read Our Guidelines – applying to the NDIS
- read article **Understand functional capacity assessments**
- read article **Create a new functional capacity assessment case**.

2 Before you start

Before you start – 5

3   Understand and record an Expanded Disability Status Scale assessment

Understand the expanded disability status scale

The expanded disability status scale (EDSS) is a scale from 0 to 10:

- 0 = no impairment
- 10 = the greatest severity.

It measures disability in multiple sclerosis and monitors the change in the level of disability over time.

It has a wide use in clinical trials and in assessing people with multiple sclerosis. It is based on published research developed by John Kurtzke in 1983. [1]

To complete a multiple sclerosis assessment, use one of these sources in preference order:

- **Disease steps**: for all ages – provided by a medical professional or equivalent. To learn more, go to article **Record information – disease steps assessment.**
- **Multiple sclerosis severity tool**: for all ages – patient determined disease steps (PDDS), available on the NDIS intranet. Provided by a medical professional or equivalent or completed internally.
- **Expanded Disability Status Scale (EDSS)**: for all ages – provided by a medical professional or equivalent.

Note: Evidence from a treating health professional should be from a neurologist or a disease steps trained nurse examiner.

4 Record EDSS information

To record results of an EDSS assessment, complete the following steps in PACE:

At the **Select Tools** step in the **Functional Capacity Assessment:**

1. Select **No** to **Carry out a new assessment**.

2. Select **Yes** to **Manually enter scores**.

3. Select **Expanded Disability Status Scale**.

4. Select **Next**.

5. Record **Assessment completion date**.

6. Select **Score or rating**.

7. Select **Next**.

8. Check the **Confirmation** details.

9. Select **Done**.

5 Next steps

There are no further steps.

[1] Kurtzke JF. Rating neurological impairment in multiple sclerosis: an expanded disability status scale (EDSS). Neurology. 1983;33(11):1444-1452

5 Next steps