NDIS Quality
and Safeguards
Commission

NDIS Workforce Capability Framework

Publication and Contact Details

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Contact

For more information, go to the [NDIS Workforce Capability]() website ([workforcecapability.ndiscommission.gov.au]()).

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Core capabilities

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Acknowledgement of Country

The NDIS Quality and Safeguards Commission acknowledges the traditional owners of country throughout Australia and their continuing connection to land, sea and community. We pay our respects to them and their cultures, and to Elders both past and present.

" **The Framework describes 'what good looks like'** "

What is the NDIS Workforce Capability Framework?

The NDIS Workforce Capability Framework (the Framework) articulates the Australian Government's expectations about the attitudes, skills and knowledge of all workers funded under the NDIS. It applies to any worker funded under the NDIS, from a receptionist, gardener or driver through to support workers, health and allied health professionals, managers and business leaders, and gives clear, practical examples of how workers deliver support and what they need to know.

The Framework translates the NDIS principles, Practice Standards and Code of Conduct into observable behaviours that service providers and workers should demonstrate when delivering services to people with disability. It is designed to drive and support positive engagement in a culture of mutual respect and participant-focused, quality supports. It is not currently mandatory for providers to use the Framework.

Written from the viewpoint of the person with disability, the Framework establishes a shared language of 'what good looks like' for participants when they receive NDIS services and support. For example, "how I want to be communicated with". For participants who do not have the capacity to communicate, the "I" in the Framework refers to the participant and the people they choose to support them to make decisions. This could be family members, friends, advocates, plan nominees or guardians, depending on the arrangements in place.

The Framework supports the Australian Government's NDIS National Workforce Plan, released in June 2021. Moving forward, it will be crucial for governments and industry to provide support to embed the attitudes, behaviours, skills and knowledge described in the Framework in the workforce. The Australian Government is supporting the implementation of the Framework through a range of activities, including developing resources, supporting research activities, and developing assessment criteria for the implementation of the Framework. The education sector will also need to align training content and access so that workers can develop the capabilities they need, when they need them.

Who should use the Framework and how can they use it?

The Framework is designed for anyone who needs to understand, direct or participate in NDIS work.

Participants

Participants can use the Framework when talking with their workers or service providers about what they want their support to look like or when giving feedback.

Workers

Workers can use the Framework to understand what is expected of them in different roles and to help them map out their chosen development pathway.

Supervisors and Frontline Managers

Supervisors and frontline managers can use the Framework to understand how to support a capable workforce. This includes:

- understanding the capabilities they need to support capable workers and related development and training needs

- providing feedback and arranging opportunities for workers to reflect and learn from experience and improve their practice

- supporting worker learning and development.

Senior Managers and Leaders

Senior managers and leaders can use the Framework to establish an organisational culture, systems, policies and processes that nurture and promote capable people. This includes:

- establishing an organisational culture, systems, policies and processes that nurture and promote capable people

- workforce planning and onboarding

- workforce supervision, coaching and development.

Educators and Trainers

Educators and trainers can use the Framework to align training and assessment to deliver the capabilities needed.

"**The Framework describes core worker capabilities to meet 5 key objectives** "

How does it work?

Objectives

The Framework is organised around the essential characteristics of work in the NDIS. Five broad objectives describe common expectations.

Our Relationship

Set up our relationship for success

Your Impact

Know your capabilities, role and impact

Support Me

Support me to pursue what's important to me

Be Present

Be present and provide the support I need

Check In

Work with me to evaluate and act on what is working and what is not

All five objectives apply to workers who work directly with the participant to deliver general or advanced support, such as support workers, allied health assistants and health and allied health practitioners. The first three objectives also apply to ancillary workers, such as cleaners and receptionists.

Capabilities

Capabilities are grouped under the five objectives. They describe attitudes, skills and knowledge in terms of practical, observable examples of expected behaviours. The Framework also lists the essential knowledge required to support these behaviours. Capabilities are the foundation for building descriptions of support activities and procedures, suited to different participant needs and delivery environments.

The Framework contains different sets of capabilities to support different types of work. To find the capabilities for a role, select the type of work from one of five options: general support, advanced support, ancillary work, supervision and frontline management, senior management and leadership. Depending on the role, general and advanced support roles may also require additional capabilities, described on page 14.

Core capabilities

The core capabilities lay the foundation for working in ways that listen to, respect and work alongside participants to support them to live the lives they choose. There are three different levels of core capabilities that reflect different types of work.

General Support Work

General Support Work

General Support Work covers a broad range of personal support activities and describes most work conducted by support workers. Most general support workers will not require additional capabilities although they can be added if needed.

Advanced Support Work

Advanced Support Work

Advanced Support Work involves more complex, specialised or intense support activities. For example, those provided by support workers, allied health assistants, health and allied health practitioners, and other specialists. This work usually requires additional identity and/or specialised support capabilities.

Ancillary Work

Ancillary Work

Ancillary Work covers delivery of other services funded under the NDIS e.g. transport, gardening, cleaning. Only the first three objectives apply to this work and there are no additional capabilities.

Additional capabilities

Most workers will only need core capabilities but, depending on the needs of the participant, general and advanced support workers may require additional capabilities. These capabilities are shown under the objectives where the core capabilities don't sufficiently cover the requirements.

There are two sets of additional capabilities:

Identity capabilities

Identity capabilities build on the core capabilities and apply when greater depth of capability is needed to support participants who identify as Aboriginal and/or Torres Strait Islander, are culturally and linguistically diverse, or LGBTIQA+.

Specialised support capabilities

Specialised support capabilities apply when supporting participants who require specific types of support such as health-related support.

Organisational capabilities

In addition to worker capabilities there are two sets of organisational capabilities that describe management and leadership capabilities to support a capable workforce:

Supervision and Frontline Management

Manage, supervise and coach others

Applies to front line managers, supervisors, coaches and team leaders.
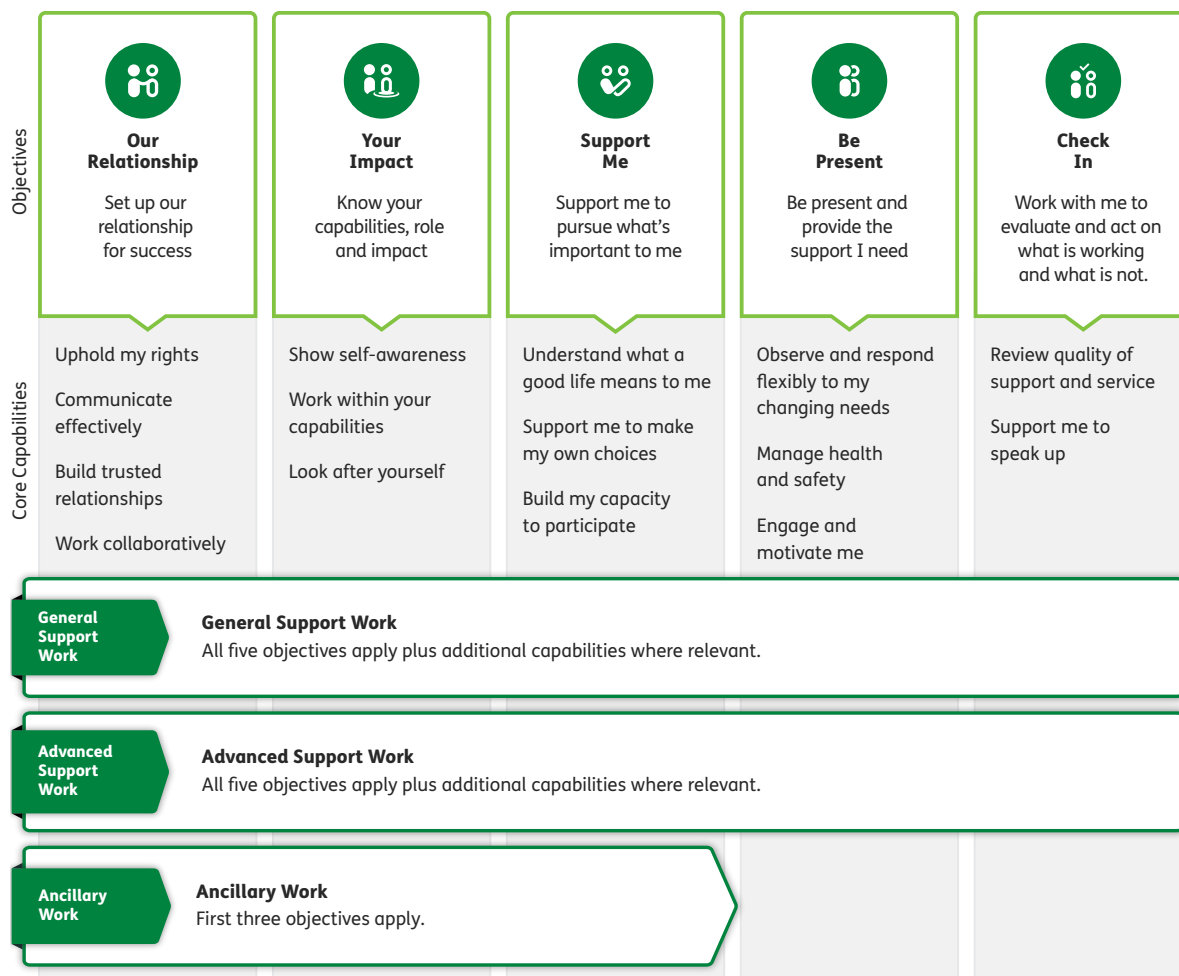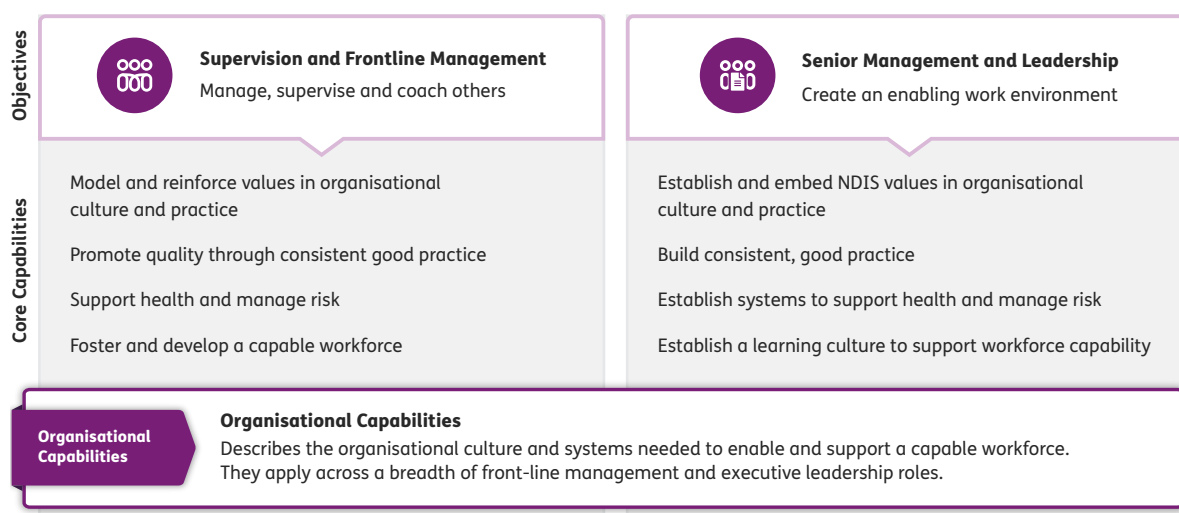
Senior Management and Leadership

Create an enabling work environment

Applies to senior managers, leaders and board members, responsible for creating organisational values, culture and business systems to support workers to deliver services and supports to participants.
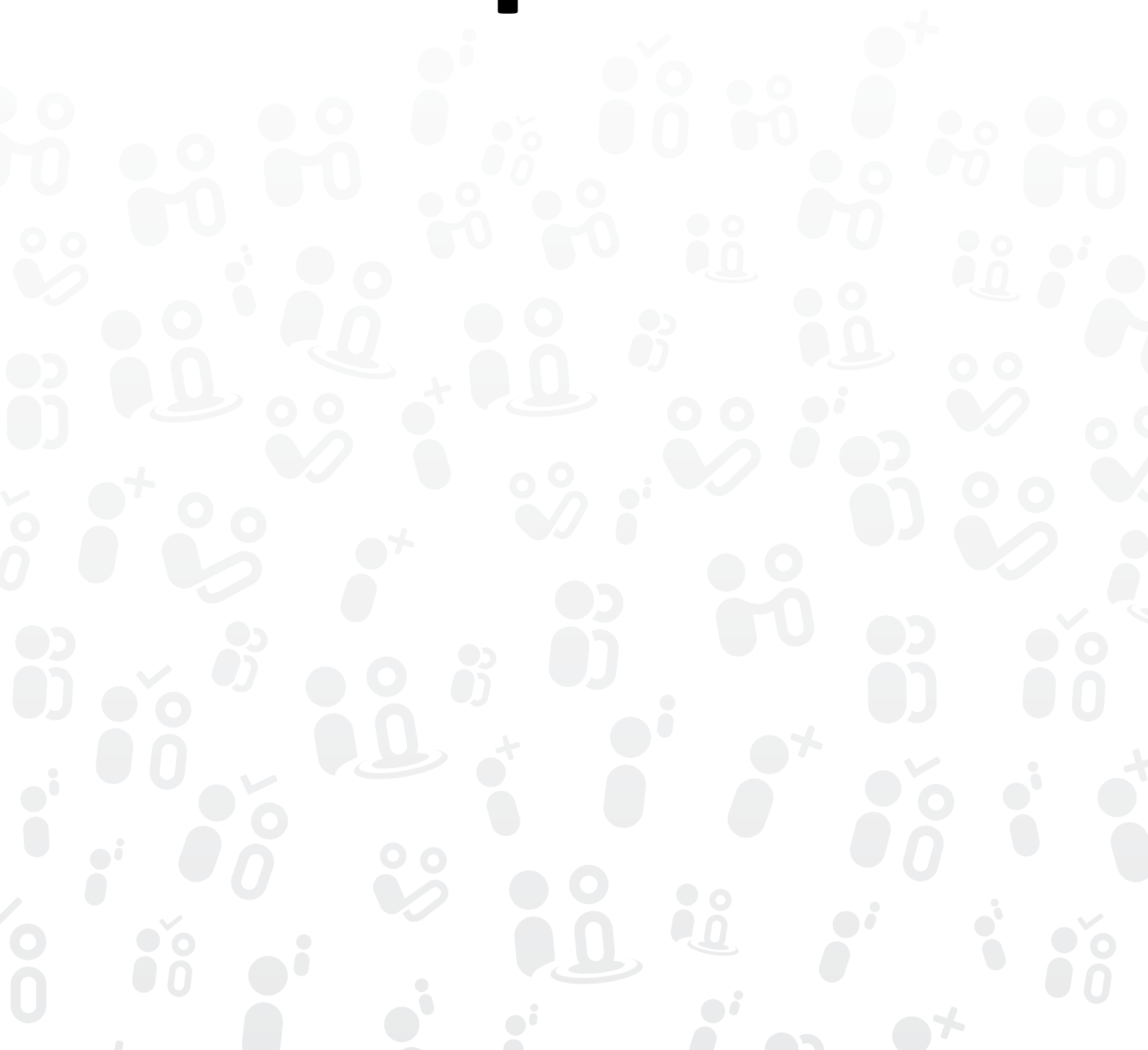
Workers

	Our Relationship	Your Impact	Support Me	Be Present	Check In
Objectives	Set up our relationship for success	Know your capabilities, role and impact	Support me to pursue what's important to me	Be present and provide the support I need	Work with me to evaluate and act on what is working and what is not.
Core Capabilities	Uphold my rights Communicate effectively Build trusted relationships Work collaboratively	Show self-awareness Work within your capabilities Look after yourself	Understand what a good life means to me Support me to make my own choices Build my capacity to participate	Observe and respond flexibly to my changing needs Manage health and safety Engage and motivate me	Review quality of support and service Support me to speak up

General Support Work

General Support Work
All five objectives apply plus additional capabilities where relevant.

Advanced Support Work

Advanced Support Work
All five objectives apply plus additional capabilities where relevant.

Ancillary Work

Ancillary Work
First three objectives apply.

Supervisors and Leaders

	Supervision and Frontline Management	Senior Management and Leadership
Objectives	Manage, supervise and coach others	Create an enabling work environment
Core Capabilities	Model and reinforce values in organisational culture and practice Promote quality through consistent good practice Support health and manage risk Foster and develop a capable workforce	Establish and embed NDIS values in organisational culture and practice Build consistent, good practice Establish systems to support health and manage risk Establish a learning culture to support workforce capability

Organisational Capabilities

Organisational Capabilities
Describes the organisational culture and systems needed to enable and support a capable workforce. They apply across a breadth of front-line management and executive leadership roles.

Core capability descriptors

Our Relationship

Set up our relationship for success

Uphold my rights

Understand and respect my rights. Speak up if my rights are not respected.

Communicate effectively

Support me to express myself and adjust your communication style to suit me.

Build trusted relationships

Develop and maintain relationships with me, and those who are important to me, based on mutual trust and respect.

Work collaboratively

Recognise the roles and expertise of others who support me, and work with us as a team.

Your Impact

Know your capabilities, role and impact

Show self-awareness

Think about how your actions and attitudes impact on the quality of support you provide, seek feedback, and keep improving your practice.

Work within your capabilities

Know your role and responsibilities, and when to seek support from others to develop your capabilities.

Look after yourself

Take care of yourself and manage your wellbeing.

Support Me

Support me to pursue what's important to me

Understand what a good life means to me

Find out what a good life means to me and don't impose your own assumptions.

Support me to make my own choices

Support me to understand, explore and think creatively about my options, and uphold my decisions.

Build my capacity to participate

Understand how I want to participate in society and support me to build my knowledge and connections so that I can live the life I want.

Be Present

Be present and provide the support I need

Observe and respond flexibly to my changing needs

Be present, pay attention to how my needs may change, and respond accordingly.

Manage health and safety

Support me to look after my health. Take action and manage any health and safety risks to me or to you.

Engage and motivate me

Support me to build on my strengths and engage me in meaningful ways.

Check In

Work with me to evaluate and act on what is working and what is not

Review quality of support and service

Work with me to make sure my services and supports are enabling me to live the life I want and support me to make changes when needed.

Support me to speak up

Build my understanding and confidence to exercise my rights and support me to provide feedback, raise any concerns, complaints or incidents.

Additional capability descriptors

Identity capability descriptors

Identity capabilities describe a deeper level of skill and knowledge general or advanced level support workers may need when working with participants who identify as Aboriginal and/or Torres Strait Islander, culturally and linguistically diverse and/or LGBTIQA+. They may apply to workers delivering general or advanced support.

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Understand and respond to my desired connection to culture, country and community. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me, such as acknowledging the role I want my family and community to play in my life and decisions.

Be responsive to my culturally and linguistically diverse identity

Understand and respond to my desired connection to my culture, community, and language. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me, such as being sensitive about when/how to use interpreters and respecting my cultural norms and practices.

Be responsive to my LGBTIQA+ identity

Understand my rights, the importance and impact of inclusive language, and respond to my lived experience of sexual orientation, gender identity and/or gender expression. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me to foster my sense of belonging and participation.

Specialised support capability descriptors

These capabilities should be selected by general or advanced level support workers where relevant to participant needs but are typically used in combination with the advanced level Core capabilities.

Specialised support capabilities apply to workers supporting participants who require specific types of support such as support coordination, development of health or allied health support plans, support to implement these plans and psychosocial support. For some health supports, additional advice is provided in the High Intensity Support Skill Descriptors. For more information view the Fact sheet: NDIS Practice Standards: skills descriptors (High Intensity Skills Descriptors) available on the NDIS Commission website (www.ndiscommission.gov.au/document/1026).

Work with me to explore and coordinate my supports

Support me to understand my plan and access and coordinate the supports I need. Think creatively when supporting me to explore innovative solutions, manage complexity and ambiguity, and negotiate with multiple providers and systems to put solutions in place.

Work with me to explore and establish living arrangements that suit me

Support me to explore and establish the type of home, living arrangements and related supports that work for me. Think creatively when supporting me to explore my options, manage my living arrangements, and negotiate with mainstream and specialist housing providers and markets to deliver solutions to meet my needs and preferences.

Work with me to develop my health and allied health support plans

Understand my needs and what is important to me and work with me to develop my health and allied health support plans in ways that fit with my goals and how I choose to live my life.

Support me to implement my health and allied health support plans

Work with me and my health or allied health practitioner to ensure I have access to the health, allied health and mental healthcare I need, and can put my health and allied health support plans into practice. Understand when and how to seek input or advice.

Support me to implement my mealtime plan

Understand and work with me to put my mealtime plan into practice. Understand and watch for things that might make it difficult for me to eat (eg difficulty swallowing). Know what to do to support me to eat safely and enjoy my meals and act promptly if I am experiencing a problem.

Support me to implement my medication plan

Support me to understand my medication plan and use appropriate aids and methods to support me to take my medication.

Support me to implement my positive behaviour support plan

Work with me, and my behaviour support practitioner, to support me to implement my plan to better understand and adapt my behaviours.

Support me and my family in my childhood

Understand my needs and apply principles of family-centred practice when working with me and my family to provide the support I need.

Support me with my psychosocial disability

Understand how my psychosocial disability can influence my capacity, confidence, relationships and circumstances, and work with me to ways that support me to lead the life I want. Apply principles of recovery-oriented and trauma-informed practice when supporting me to meet my needs.

Support me with my experience of trauma

Understand how my experience of trauma influences my capacity, confidence, relationships, circumstances and sense of safety, and respond appropriately. Support me to use my strengths, build my confidence, and put my chosen coping strategies into practice.

Support me with my complex, challenging or changing social circumstances

Understand the impact of interacting with multiple systems and supports, changing circumstances and potential barriers to accessing supports. Be aware of your personal assumptions and biases and work with me and others to negotiate solutions and support my strengths, capacity and circumstances.

Organisational capability descriptors

Organisational capability descriptors

Organisational capabilities describe the culture and systems needed to enable and support a capable workforce. They apply across a breadth of front-line supervision, management and executive leadership roles.

Manage, supervise and coach others

Model and reinforce values in organisational culture and practice

Support and model a culture that promotes the principles of the NDIS, such as upholding rights, celebrating diversity and respecting the voice of those with lived experience.

Promote quality through consistent good practice

Set clear expectations of what best practice looks like, provide access to support and coaching, and develop worker awareness and capabilities to deliver quality supports and services.

Support health and manage risk

Implement policies, procedures and systems for effective health and risk management so that workers know their roles and responsibilities, look out for their own safety, and balance dignity of risk with duty of care when supporting participants.

Foster and develop a capable workforce

Support workers to understand capability expectations at different levels, provide constructive feedback, and create informal and formal opportunities for them to develop their capabilities and build a career.

Create an enabling work environment

Establish and embed NDIS values in organisational culture and practice

Set up and communicate business values and workplace culture to promote and reinforce the principles of the NDIS, such as upholding human rights, celebrating diversity and respecting the voice of those with lived experience.

Build consistent, good practice

Ensure organisational policies and procedures enable, support, and reinforce good practice. Establish processes to measure and adjust services to continually improve the quality and reliability of support.

Establish systems to support health and manage risk

Design approaches to manage health and risk, consistent with the rights of people with disability to take and learn from risks, NDIS and organisational values, and the right of workers to a safe work environment.

Establish a learning culture to support workforce capability

Create an organisational environment that sets and meets high quality service standards, promotes life-long learning and development and supports career development for workers in disability and the wider care sector.

"**The Framework gives clear, practical examples of the attitudes, skills and knowledge expected of all NDIS workers** "

Core capabilities

Our Relationship

Set up our relationship for success

General Support Work

What you do and how you do it

Uphold my rights

- Respect my right to have control over my life and make my own choices and decisions.

- Show that you respect who I am, including my culture, gender, sexual orientation and social community/ies.

- Take action and report if you see that I am experiencing discrimination, exploitation, neglect, abuse or violence.

- Ask my permission before you enter my personal space or touch me. Respect my response and remember that you are a guest when in my home or my community space.

- Respect my right to privacy. Ask for my permission before collecting, using or disclosing information about me.

Communicate effectively

- Communicate with me in ways that are clear, inclusive and respectful.

- Adapt your communication style to suit my age, culture and cognitive ability.

- Learn about how I communicate. Understand that behaviours are a way of communicating, just like words.

- Recognise where your verbal and non-verbal communication style is different to mine and find ways for us to communicate effectively.

- Be persistent and patient in working through any communication differences we encounter.

Our Relationship

General Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

Build trusted relationships

- Build a relationship with me based on mutual respect.

- Find out what I need to feel safe and valued.

- Work alongside me and the people I consider to be important in my life, and understand how I want them to be involved.

- Unless I indicate otherwise, communicate directly with me rather than through others.

- When the views of others in my life conflict with my views, prioritise my voice, recognising others may also have decision-making authority in some more complex situations.

- Be aware that there may be a power imbalance between us and support me to be an equal partner in our relationship.

- Recognise and report if my circumstances or environment could present a threat to my wellbeing.

Work collaboratively

- Work collaboratively with others in my support team, which may include family, friends, advocates and others nominated by me, paid supports and mainstream or community services.

- Work within your role and responsibilities when supporting me and working with my support team.

- Recognise my skills, experience, and contribution and those of everyone in my support team.

- Keep me informed when sharing and discussing information about me with my support team.

Our Relationship

General Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

What you know

- Principles of the NDIS, as described in the Code of Conduct, and how they apply in practice.

- Stigma, discrimination and exclusion frequently experienced by people with disability.

- Potential for additional stigma and discrimination where participants also experience discrimination for other reasons, for example gender or ethnicity.

- Personal, cultural and generational factors that shape understanding of disability and may result in distrust of government, institutions and services.

- Language and behaviour that respects and validates the participant and their experience. Where to go for advice on this, such as advocacy groups, interpreters and peer supports.

- Behaviours and attitudes typical of discrimination, exploitation, neglect, abuse and violence (including physical, financial or emotional).

- Common communication techniques such as using plain English, speaking clearly, checking for understanding, using body language, keyword signing.

- Common communication tools and adaptive technologies such as alphabet and/or word boards, communication charts or cards and techniques to support their use to enhance independence.

Our Relationship

General Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

- Roles and authority of people in the participant's support team, including their informal network and paid supports.

- How and when to report an incident or concern.

- Who to report to and where to seek additional support if a participant's circumstances present a threat to their wellbeing, for example, drug and alcohol abuse, domestic violence etc.

Our Relationship

General Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

Advanced Support Work

What you do and how you do it

Uphold my rights

- Respect my right to have control over my life and make my own choices and decisions.

- Show that you respect the way I identify including my culture, gender, sexual orientation and social community/ies. Support me to make the connections I want.

- If you see that I am experiencing discrimination, exploitation, neglect, abuse or violence, report it and support me to exercise my rights to take action.

- Ask my permission before you enter my personal space or touch me. Respect my response and remember that you are a guest when in my home or my community space.

- Respect my right to privacy. Ask my permission before collecting, using or sharing any information about me.

Communicate effectively

- Actively observe, listen and check your understanding with me.

- Communicate with me in ways that are clear, inclusive and respectful.

- Recognise where your verbal and non-verbal communication style is different to mine and find ways for us to communicate effectively.

- Adapt your communication style to suit my age, culture and cognitive ability.

- Avoid using jargon when communicating with me and others supporting me.

Our Relationship

Advanced Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

- Learn about how I communicate and make sure I have access to the tools and technologies I need to communicate and connect with people.

- Be persistent and patient in working through any communication differences we encounter.

- Maintain and build my confidence and capacity to find information, express myself and communicate in ways most appropriate to me.

- Identify and address barriers that limit my ability to communicate with people in the ways I want or need to.

Build trusted relationships

- Take time to build a relationship with me based on mutual respect.

- Support me to access what I need to feel safe and supported.

- Work alongside me, and the people I consider important in my life, and understand how I want them to be involved.

- Unless I indicate otherwise, communicate directly with me rather than through others.

- When the views of others in my life conflict with my views, prioritise my voice, recognising others may also have decision-making authority in some more complex situations.

- Be aware that there may be a power imbalance between us and support me to be an equal partner in our relationship.

- Recognise and report if my circumstances or environment could present a threat to my wellbeing.

Our Relationship

Advanced Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

Work collaboratively

- Work collaboratively with others in my support team, which may include family, friends, advocates and others nominated by me, paid supports and mainstream or community services.

- Work within your role and responsibilities when supporting me and working with my support team.

- Recognise my skills, experience and contribution, and those of everyone in my support team.

- Keep me informed when sharing and discussing information about me with my support team.

- Address differences in opinion constructively and in a timely manner. Be sensitive to others' emotions, intentions and preferences when engaging with them.

What you know

- Principles of the NDIS, as described in the Code of Conduct, and how they apply in practice.

- Legal basis that underpins recognition of the human rights of people with a disability, including the United Nations Convention on the Rights of Persons with Disabilities.

- Stigma, discrimination and exclusion frequently experienced by people with disability and how that can affect how people see themselves, their emotions, functional ability and behaviour.

Our Relationship

Advanced Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

- Potential for additional stigma and discrimination where participants also experience discrimination for other reasons, for example gender or ethnicity.

- Personal, cultural and generational factors that shape understanding of disability and may result in distrust of government, institutions and services.

- Language and behaviour that respects and validates the participant and their experience. Where to go for advice on this, such as advocacy groups, interpreters and peer supports.

- Behaviours and attitudes typical of discrimination, exploitation, neglect, abuse and violence (including physical, financial or emotional).

- Common communication techniques such as plain English, speaking clearly, checking for understanding, using body language, keyword signing.

- Common communication tools and adaptive technologies such as alphabet and/or word boards, communication charts or cards and techniques to support their use to enhance independence.

- Barriers to participant communication and options to remove them, including ensuring access to appropriate communication technology.

- Communication skills to convey and explore deeply personal or complex issues in ways that are sensitive and respectful.

Our Relationship

Advanced Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

- The social, interpersonal, personal, environmental and cultural dimensions of a safe environment and the role of workers in providing a secure base for participants.

- Roles and limitations of authority of people in the participant's network including family, friends, guardians, and others nominated by the participant.

- Supported decision-making arrangements and authority of others such as guardians or plan nominees if a participant is not able to make or express their decision.

- How and when to report an incident or concern.

- Systems, processes and responsibilities of related service providers including health, mainstream and community supports.

- Who to report to and where to seek additional support if a participant's circumstances present a threat to their wellbeing. For example, drug and alcohol abuse, domestic violence, etc.

Our Relationship

Advanced Support Work

Uphold my rights

Communicate effectively

Build trusted relationships

Work collaboratively

What you know

Ancillary Work

What you do and how you do it

Uphold my rights

- Respect my right to have control over my life and make my own choices and decisions.

- Take action and report if you see that I am experiencing discrimination, exploitation, neglect, abuse or violence.

- Ask my permission before you enter my personal space or touch me. Respect my response and remember that you are a guest if in my home or my community space.

- Respect my right to privacy. Ask for my permission before collecting, using or sharing information about me.

- Be courteous, and respectful to me and those around me.

Communicate effectively

- Communicate with me in ways that are clear, inclusive, respectful and appropriate to the purpose and setting.

- Be patient and understand that I may not do things or think in the same way as you.

- Be open, authentic and warm, while remembering this is your job.

Build trusted relationships

- Be reliable, punctual and do what you say.

- Unless I indicate otherwise, communicate directly with me rather than through others.

- Recognise that my behaviour or abilities might change during the day and from one day to the next.

What you know

- Principles of the NDIS, as described in the Code of Conduct, and how they apply in practice.

- Indicators and signs of discrimination, exploitation, neglect, abuse and violence.

- How and when to report an incident or concern.

Our Relationship

Ancillary Work

Uphold my rights

Communicate effectively

Build trusted relationships

What you know

Your Impact

Know your capabilities, role and impact

General Support Work

What you do and how you do it

Show self-awareness

- Be aware that your own culture and ways of thinking are just one way rather than seeing it as "normal". Use this awareness to value similarities and differences in others.

- Don't assume your understanding of disability is the same as mine.

- Be aware of how your beliefs, biases, attitudes, emotions and actions may impact on me and possibly prevent me from expressing who I am.

- Manage your reactions and don't express personal judgements about me.

- Ask for feedback from me and your supervisor to help you understand your strengths and areas you can improve.

- Keep your skills and knowledge up to date.

Work within your capabilities

- Check what support I need and make sure you have the capabilities you need to perform your role in a way that is safe for me, you and others.

- Recognise when to ask for guidance and support if you are unsure about what you are asked to do.

- Be open, authentic and warm, while remembering this is your job.

- Look for opportunities to share, learn and develop.

Your Impact

General Support Work

Show self-awareness

Work within your capabilities

Look after yourself

What you know

Look after yourself

- Be aware of your own physical and mental wellbeing and ask for support when you need it.

- Think about what causes you to feel stressed or anxious and how you can reduce or manage these situations.

- Be persistent and composed in tough circumstances.

What you know

- When and how to access resources and/or seek advice from others including supervisors, participants, peer and co-workers, specialists, cultural advisors and interpreters.

- Strategies and tools to manage work stress and personal wellness.

Your Impact

General Support Work

Show self-awareness

Work within your capabilities

Look after yourself

What you know

Advanced Support Work

What you do and how you do it

Show self-awareness

- Be aware that your own culture and ways of thinking are just one way rather than seeing it as "normal". Use this awareness to value similarities and differences in others.

- Ask for feedback from me, others with lived experience, your peers, and/or supervisor to understand your strengths and areas where you can develop.

- Reflect on the way you work and how well it aligns with my expectations and with best practice approaches to working in disability.

- Recognise and challenge the way your beliefs, biases, attitudes, emotions and actions influence your work, may affect me, and possibly prevent me from expressing who I am.

- Manage your reactions and don't express personal judgements about me.

Work within your capabilities

- Work within your role and responsibilities and assess your capability to do this work.

- Be open, authentic and warm, while also being clear about your role and professional boundaries.

- Seek opportunities to learn and grow and pursue development opportunities.

- Model good practice, share, and learn from others.

Your Impact

Advanced Support Work

Show self-awareness

Work within your capabilities

Look after yourself

What you know

- Seek guidance and support if you are unsure about what you are asked to do or need support to resolve ethical issues.

- Keep up to date on current best practice frameworks, principles and expectations related to your work.

Look after yourself

- Recognise and ask for help to manage risks of stress and burnout when you need to.

- Be persistent and composed in unpredictable and challenging situations.

What you know

- Reflective practice and processes.

- Sources of current best practice tools, approaches and expectations about disability and related support.

- When and how to access resources and/or seek advice from others including supervisors, participants, peer and co-workers, specialists, cultural advisors and interpreters.

- Strategies and tools to manage work stress and manage personal wellness.

Your Impact

Advanced Support Work

Show self-awareness

Work within your capabilities

Look after yourself

What you know

Ancillary Work

What you do and how you do it

Show self-awareness

- Ask for my feedback to understand your strengths and areas you can improve.

- Be aware of how your beliefs, attitudes, emotions and actions affect me and others. Manage your reactions and don't express personal judgements about me.

Work within your capabilities

- Check what I need you to do and make sure you have the capabilities you need to perform your role in a way that is safe for me, you and others.

- Ask for help from others when you are unsure about what to do.

Look after yourself

- Think about what causes you to feel stressed or anxious and how you can reduce or manage these situations.

What you know

- When and how to access reliable resources and/or seek advice from others.

Your Impact

Ancillary Work

Show self-awareness

Work within your capabilities

Look after yourself

What you know

Your Support

Support me to pursue what's important to me

General Support Work

What you do and how you do it

Understand what a good life means to me

- Support me to express who I am, what matters to me and what a good life means to me.

- Be aware of your own judgements and check your assumptions about what I need or want for my health, relationships, work, education and leisure.

- Respect what makes me unique, including my values, beliefs, skills, choices, and culture. Recognise that I may identify with more than one cultural or community group.

- Work with me and my support team to understand my current strengths and what else I need to support my goals.

Support me to make my own choices

- Respect and support my right to make choices, try things out, and take the risks I want while supporting me to be healthy and safe.

- Respect my right to choice, control and privacy about my sexual orientation, relationships, gender identity and expression, and/or my experiences and decisions about my body.

- Support me to explore and think creatively about the options available to me that can help me to express myself and live a good life.

Support Me

General Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

Build my capacity to participate

- Support me to develop and maintain my friendships and social connections.

- Encourage and reinforce my choices to participate in the learning, work, leisure, social and/or sexual engagements I choose.

What you know

- Basic understanding of the NDIS and where to go for further information.

- The key elements that make up an individual's experience of a good life, such as building connections, friendships and intimate relationships, participation in work, education, community life and leisure, and positive health and wellbeing (including a healthy diet, physical exercise, and sexual health).

- Diversity of social needs, preferences, and ways of connecting and being included in communities or activities of choice. How this can change over time and at different stages of life.

- Strategies to support participants to take control and make choices about their supports and how they live their lives.

- Importance of independence, self-expression and connection to chosen communities to quality of life.

Support Me

General Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

- Factors that contribute to good health such as a good diet, oral health, exercise, sleep and regular check-ups.

- The concept of dignity of risk and practices that support participants to stay safe without limiting their right to independence and choice such as strengthening social connection.

Support Me

General Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

Advanced Support Work

What you do and how you do it

Understand what a good life means to me

- Support me to express who I am, what matters to me and what a good life means to me.

- Be aware of your own judgements and check your assumptions about what I need or want for my health, relationships, work, education and leisure.

- Challenge assumptions by others that could result in low expectations or inadequate access to supports.

- Respect what makes me unique, including my values, beliefs, skills, choices and culture. Be interested and open-minded.

- Respect my right to choice, control and privacy about my sexual orientation, relationships, gender identity and expression, and/or my experiences and decisions about my body.

- Support me to build and maintain trusted relationships with others in my life.

- Work with me and my support team to understand my strengths, my circumstances, the barriers I face and what else I need, to support the life I want to lead.

- Motivate and encourage me to be aspirational and optimistic in the way I think about and pursue my vision of a good life.

- Support me to think through my options and steps in ways that are positive and realistic.

Support Me

Advanced Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

Support me to make my own choices

- Support me to explore and think creatively about the options available to me that can help me to express myself and live a good life.

- Support me to understand how my choices support my health and wellbeing, including the importance of preventative actions such as regular medical and dental check-ups.

- Understand the way I see risk and support me to identify and manage any risks associated with my choices, including the social and sexual engagements I choose.

- Work with me to understand what I need to feel and be safe and what I want to happen if things go wrong, if I feel unsafe or there is an emergency or crisis.

Build my capacity to participate

- Support me to develop and maintain my friendships and social connections.

- Support me to access information and make connections in my community/ies how and when I want.

- Support me to participate in learning, work, recreation, social and/or sexual engagements that I choose, on my own terms.

- Support me to find solutions and address barriers to doing what I want to do.

Support Me

Advanced Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

What you know

- The key elements that make up an individual's experience of a good life, such as building connections, friendships and intimate relationships, participation in work, education, community life and leisure, and positive health and wellbeing (including a healthy diet, physical exercise, and sexual health).

- Conditions and practices that promote the inclusion and recognition of the rights of people with disability and their status as valued citizens and active contributors to the community.

- Diversity of social needs, preferences, and ways of connecting and being included in communities or activities of choice. How this can change over time and at different stages of life.

- Strategies to support participants to take control and make choices about their supports and how they live their lives.

- Importance of independence, self-expression and connection to chosen communities to quality of life.

- Techniques for motivating and building skills and confidence to access information, explore options and make decisions.

- Techniques for developing confidence in asserting personal choices and preferences in social situations, including managing unwanted advances or attention.

Support Me

Advanced Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

- Factors that contribute to good health such as a good diet, oral health, exercise, sleep and regular check-ups.

- Potential for discrimination and assumptions to result in inadequate access to services and supports, including health services, especially where disability intersects with other factors such as being female, Aboriginal or Torres Strait Islander, from a culturally or linguistically diverse background or LGBTQIA+.

- Current best practice in designing safeguards that support dignity of risk and respect participant independence, including strengthening social connection.

- Arrangements and strategies, such as supported decision-making, that strengthen a participant's options to exercise choice and control over their lives where it would otherwise be difficult for them to communicate their views or make informed decisions.

- Potential conflicts of interest that may arise, such as where the same worker or organisation provides both advice and support to participants.

- The principles and processes of the NDIS such as the steps and support required for a participant to access, use and review their plans, and where to find further information.

Support Me

Advanced Support Work

Understand what a good life means to me

Support me to make my own choices

Build my capacity to participate

What you know

Ancillary Work

What you do and how you do it

Understand what a good life means to me

- ⊙ Check your understanding with me about what I want and expect from you.

- ⊙ Be aware of your own judgements and challenge your assumptions about what I need or want. Be open-minded.

- ⊙ Adjust what you do so that you meet my needs, preferences and priorities.

- ⊙ Implement personal hygiene and infection control procedures.

- ⊙ Be alert and take action if you notice that I seem distressed or apathetic.

What you know

- ⊙ Understand that I have the right to make my own choices.

- ⊙ Indicators of distress and what to do in response.

- ⊙ Basic personal hygiene and infection prevention practices.

Support Me

Ancillary Work

Understand what a good life means to me

What you know

Be Present

Be present and provide the support I need

General Support Work

What you do and how you do it

Observe and flexibly respond to my changing needs

- Review information that explains what I need, how I want to be supported, and check in with me to understand if and how this may need to be adapted in the moment.

- Be observant, attentive, and present when working with me.

- Be responsive and flexible in how and when you provide support to me.

Manage health and safety

- Check in with me to understand any intermittent conditions I may have and what I need you to do if they occur.

- Support me to access preventative and responsive health, dental and other mainstream or community services to support my health and wellbeing.

- Be alert and take action if you notice that I am uncomfortable, distressed, apathetic or in poor health.

- Identify potential or actual risks to my safety when they arise in the moment and work with me to respond.

- Escalate a situation when I am at risk and you are unable to, or should not, respond yourself.

- Identify potential or actual workplace safety hazards and respond or report them to keep yourself and others safe.

- Implement personal hygiene and infection control procedures.

Be Present

General Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

⊙ Support me in ways that promote my independence and choice. Never use restrictive practices unless they are approved as part of my support plan and you understand the purpose and approach to use.

Engage and motivate me

⊙ Approach my support with hope, optimism and patience.

⊙ Focus on, maintain and build my strengths and what I can do rather than what I can't.

⊙ Look for opportunities to engage me in meaningful ways to maximise my control and confidence.

⊙ Notice and celebrate my progress towards my goals and independence.

What you know

⊙ Infection prevention and control, including use of personal protective equipment (PPE), and waste handling practices.

⊙ Principles of safe food handling and importance of following food preparation, handling and storage advice.

Be Present

General Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

- Basic understanding of behavioural, physical and emotional indicators of poor physical or mental health or distress.

- Techniques to support participants to maintain good personal hygiene and oral health.

- The role of health screening and preventative health services in improving my wellbeing, reducing risk and mitigating potential crises.

- Options to enable participants to take the risks they choose, while also supporting them to manage safety risks.

- Basic understanding of the principles and regulations that govern the use of restrictive practices. Types of restrictive practices, conditions under which they can be used and understanding that they are a method to support rather than discipline or punish behaviour.

- Common workplace safety hazards and methods to remove or mitigate risk, including safe manual handling.

- Incident response and reporting procedures and protocols to ensure safety of the participant, self and others.

- Techniques and communication skills to record observations, take notes and prepare reports that provide objective information free of judgements or assumptions.

- How and when to use crisis prevention and intervention strategies.

Be Present

General Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

Advanced Support Work

What you do and how you do it

Observe and flexibly respond to my changing needs

- Review information on my support needs and plans and check in with me to understand if and how this may need to be adapted in the moment.

- Be observant, attentive, and present when working with me.

- Be responsive and flexible in how and when you provide support to me.

- Respond to conflicts, competing interests or multiple risks in ways that support my interests and needs.

Manage health and safety

- Check with me about any changes in my health or mood that may happen from time to time and what I need you to do if they occur.

- Support me to be informed and connected to services to keep me healthy and safe such as dental and health screening.

- Be alert and take action if you see signs that I am experiencing discomfort, distress, or poor health.

- Work with me and those who support me to identify early warning signs of a crisis or emergency, and respond swiftly to protect my wellbeing and safety.

- Call in others with the necessary expertise when I am at risk and you are unable to, or should not, respond yourself.

- Identify potential or actual workplace safety hazards and respond or report them to keep yourself and others safe.

Be Present

Advanced Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

Engage and motivate me

- Approach support with hope, optimism, and patience.

- Focus on, maintain and build my strengths and what I can do rather than what I can't.

- Look for opportunities to engage me in meaningful ways to maximise my control and confidence.

- Notice and celebrate my progress towards my goals and independence.

Be Present

Advanced Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

What you know

- Common terminology used in personal and clinical plans.

- Infection prevention and control, including use of personal protective equipment (PPE), and waste handling practices.

- Principles of safe food handling and importance of following food preparation, handling and storage advice.

- Behavioural, physical and emotional indicators of poor physical or mental health or distress.

- Techniques to support participants to maintain good personal hygiene and oral health.

- The role of health screening and preventative health and dental services in maintaining participant wellbeing, reducing risk and mitigating potential crises.

- Strategies to co-design safeguards to minimise risks while supporting participants to take the risks they choose.

- How and when to use crisis prevention and intervention strategies.

- Principles and regulations that govern the use of restrictive practices. Types of restrictive practices, potential harm to a person's physical and emotional wellbeing and detrimental impact on trust.

- Common workplace safety hazards and methods to remove or control risk, including safe manual handling.

- Incident response, and reporting procedures and protocols to ensure safety of the participant, self, and others.

- Techniques and communication skills to record observations, take notes and prepare reports that provide objective information free of judgements or assumptions.

Be Present

Advanced Support Work

Observe and flexibly respond to my changing needs

Manage health and safety

Engage and motivate me

What you know

Check In

Work with me to evaluate and act on what is working and what is not

General Support Work

What you do and how you do it

Review quality of support and service

- Ask for my feedback on how you are delivering support to me and adjust when needed.

- Check with me about how well my needs and expectations are being met by my support services.

- Support me to request changes to my plans to build on what is working and address what is not working for me.

- Report and refer changes I request to supports delivered by others.

Support me to speak up

- Support me to understand my rights, and how they are protected.

- Support and encourage me to express my views, raise concerns and report complaints and incidents.

What you know

- Legal rights, procedures, and support for participants to raise issues and make formal complaints.

- Procedures to initiate plan reviews.

Check In

General Support Work

Review quality of support and service

Support me to speak up

What you know

Advanced Support Work

What you do and how you do it

Review quality of support and service

- ⊙ Check with me and those important to me on my preferred way of reflecting and assessing what's working and not working.

- ⊙ Ask for my feedback on how you are delivering support to me and adjust when needed.

- ⊙ Maintain and build my capacity and confidence to give feedback on the quality and fit of my supports and services, and whether they are meeting my goals and expectations.

- ⊙ Support my participation, and actively contribute to review processes to build on what is working and address what is not working for me.

- ⊙ Follow up on requested changes and let others in my team know what needs to change.

- ⊙ Support me to access and understand information about my health and wellbeing and seek advice if I need clarification.

- ⊙ Support me to identify opportunities for increased independence at my own pace.

Support me to speak up

- ⊙ Support me to understand my rights. Find the information and connections I need to explore and to speak up on issues, concerns, complaints, or incidents.

- ⊙ Recognise and support me to address power imbalances or conflicts of interest that may prevent or discourage me from speaking up or accessing support.

- ⊙ Maintain and build my confidence and capacity for self-advocacy.

What you know

- Legal rights, procedures and support for participants to raise issues and make formal complaints.

- Government agencies and advocacy organisations who provide advice and support to participants on service quality issues.

- Procedures to initiate plan reviews.

- How to record and use data to establish baseline and track changes in participant health and wellbeing.

Check In

Advanced Support Work

Review quality of support and service

Support me to speak up

What you know

Additional capabilities

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

This capability may be selected by workers who support participants who identify as Aboriginal and/or Torres Strait Islander. The capability describes more developed skills and knowledge a support worker may offer in supporting participants to connect to culture, country and community in the way they choose.

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship
Set up our relationship for success

What you do and how you do it

- Take the time to just be with me, listen to my story to understand what I need and value, before asking questions.

- Check with me what you need to do to be respectful of my culture.

- Recognise where your verbal and non-verbal communication style is different from mine and find ways for us to communicate effectively.

- Ask me how I want to be connected to community and respect the importance I attach to my family and kinship system.

- Establish rapport and engage with who I consider to be important in my life, such as Elders, family members or other community members.

- Recognise that my connection to culture may evolve over time.

- Accept when I prefer to be supported by my family and community. Work collaboratively to build their confidence and capacity to do so.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- There is variability in Aboriginal and/or Torres Strait Islander cultures, beliefs, practices, languages, kinships and ways of living, across different locations and communities.

- The impact of European arrival on Aboriginal and/or Torres Strait Islander people, including inter-generational distrust of non-indigenous people and government supports and services.

- The stigma, discrimination and exclusion that may be experienced by people who identify as Aboriginal and/or Torres Strait Islander, and how this may intersect with discrimination faced from having a disability.

- Local cultural protocols for gaining permission to deliver services in remote communities.

- How, when, and why to source and work with different types of interpreter services in a culturally appropriate way.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Be aware that your own experience, attitudes and beliefs related to identity are not a "norm". Don't make assumptions or impose your personal views on me.

- Recognise the complexity of working in a cross-cultural context and be aware of how your own judgements and biases may affect your behaviour.

- Identify and listen to those with cultural knowledge who can help you better understand my culture, kinship system and community.

- Accept and be comfortable with "not knowing" how things are perceived from an Aboriginal and/or Torres Strait Islander perspective.

What you know

- Where to source and how to use current best practice tools, approaches, and expectations for creating culturally safe and inclusive environments for people who identify as Aboriginal and/or Torres Strait Islander.

- Local, credible resources and sources of advice, such as local Elders, community members and/or relevant cultural mentors, and how to access them.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Work with me and my nominated family, community members, and organisations to design and implement supports that focus on my desired level of social and cultural connection to family, community, land and language, and the practices that reinforce the cultural identity I want.

- Work with me to understand my options and access my preferred combination of mainstream and culturally tailored supports and services, for example health services. Recognise I may have underlying reasons that influence my level of trust with some mainstream organisations.

- Where I consider it important, support me to build and maintain connection with organisations that have active Aboriginal and/or Torres Strait Islander community engagement.

- Support me to access, attend and participate in cultural events and practices that are important to me.

- Recognise that my Aboriginal and/or Torres Strait Islander community may be one of many that I identify with and want to connect to.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Aboriginal and/or Torres Strait Islander views of health that are different to some medical models of health.

- Systemic obstacles and relatively poor health outcomes for Aboriginal and/or Torres Strait Islander people.

- How practices such as storytelling may be used by Aboriginal and/or Torres Strait Islander participants and their supporters to talk about important matters.

- Organisations that engage and support Aboriginal and/or Torres Strait Islander participants in cultural and community life and link them with culturally appropriate support and services.

- How a participant's understanding of risk or experience of safety may be influenced by cultural beliefs and practices.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Respect and be flexible about my cultural obligations, such as sorry business, which may change how and when I need supports and services.

- Support me to access additional services I may need such as an interpreter or cultural liaison officer to ensure safe, accurate and meaningful communication.

- Look for and adapt to my cultural customs when working with me in my home or community spaces.

What you know

- How cultural beliefs, protocols and customs may influence day-to-day support and who can provide it, for example, appropriate gender relationships, acceptable or unacceptable foods, rituals.

- Support and strategies to facilitate cross cultural communication.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

- Check with me on culturally appropriate ways to reflect on and assess what's working and not working.

- Where I have nominated them, seek feedback from my family, Elders and other community members to understand how to build on what is working and address what is not working in meeting my needs and expectations.

- Support me to find and access culturally and linguistically appropriate channels I am comfortable with to raise concerns, complaints and incidents.

What you know

- How to use culturally appropriate methods for getting feedback, such as allowing adequate time and space for deep listening, talking and storytelling and involving other community members.

- Alternatives for raising issues where mainstream channels are not trusted.

Identity capabilities

Be responsive to my Aboriginal and/or Torres Strait Islander identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

This capability may be selected by workers who support culturally and linguistically diverse participants. The capability describes more developed skills and knowledge a support worker may offer in supporting participants to connect to culture, community and language in the way they choose.

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be responsive to my culturally and linguistically diverse identity

Our Relationship
Set up our relationship for success

What you do and how you do it

- Ask about and follow appropriate cultural and linguistic protocols when engaging with me.

- Ask me how I want to be connected to my community and respect my cultural practices.

What you know

- The stigma, discrimination and exclusion that may be experienced by people who identify as being from minority cultures or who do not speak English as their first language, and how this may intersect with discrimination faced from having a disability.

- How, when and why to source and work with different types of interpreter services in a culturally appropriate way.

- How intergenerational cultural differences may lead to conflicting views within a participant's support team.

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Be aware that your own experience, attitudes and beliefs related to identity are not a "norm". Don't make assumptions or impose your personal views on me.

- Recognise the complexity of working in a cross-cultural context and be aware of how your own judgements and biases may affect your behaviour.

- Accept and be comfortable with "not knowing" how things are perceived from my cultural perspective.

What you know

- Where to source and how to use current best practice tools, approaches, and expectations for creating culturally safe and inclusive environments, relevant to different cultures.

- Credible resources and sources of advice, including peer and advocacy groups, and how to access them.

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Work with me to design and implement supports that focus on my desired level of connection with my culture and the practices that reinforce the cultural identity I want.

- Support me to access, attend and participate in cultural events and practices that are important to me.

- Work with me to understand and pursue my options in accessing my preferred combination of mainstream and culturally tailored supports and services.

- If I am new to Australia, support me to explore the options and possibilities for support and services available to me.

- Support me to build and maintain connection with organisations and communities I choose that represent my cultural and linguistic background.

- Recognise that my cultural community may be one of many that I identify with and want to connect to.

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Cultural differences in beliefs, preferences, practices, and understandings of disability.

- Cultural differences in approaches to decision-making and culturally sensitive strategies to assist the participant to make their own choices.

- How connection to culture and community can improve participant outcomes.

- How a participant's understanding of risk or experience of safety is influenced by cultural beliefs and practices.

- Relevant cultural events, community participation opportunities, local support services and referral pathways.

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Support me to access additional services I may need such as an interpreter or cultural liaison officer to ensure safe, accurate and meaningful communication.

What you know

- How cultural beliefs, protocols and customs may influence day-to-day support, e.g. appropriate gender relationships, acceptable or unacceptable foods, rituals.

- Support and strategies to facilitate cross cultural communication.

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Check with me on culturally appropriate ways to reflect on and assess what's working and not working.

- Where I have nominated them, seek feedback from my family, and other community members to understand how to build on what is working and address what is not working in meeting my needs and expectations.

- Support me to find and access culturally and linguistically appropriate channels I am comfortable with to raise concerns, complaints and incidents.

What you know

- How to use culturally appropriate methods for getting feedback.

- Culturally and linguistically appropriate alternatives for raising issues other than mainstream channels.

Identity capabilities

Be responsive to my culturally and linguistically diverse identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Identity capabilities

Be responsive to my LGBTIQA+ identity

This capability may be selected by workers who support participants who identify as LGBTQIA+. The capability describes more developed skills and knowledge a support worker may offer in supporting participants to explore and express their desired identity and build the connections they choose.

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Be responsive to my LGBTIQA+ identity

Our Relationship
Set up our relationship for success

What you do and how you do it

- Ask me about and respect my choice to express my gender and sexual orientation in my own way.

- Recognise that it is up to me to decide who I tell and what I share about my sexual orientation, gender identity and/or expression. Respect and protect my privacy about these matters.

- Ask what is relevant to support my sexual orientation, gender identity, and/or gender expression and respect my right not to provide personal information.

- Ask me how I want you to refer to me, including use of personal pronouns.

- Use inclusive language when communicating with or about me and encourage others to do the same.

- Recognise that I may identify with and want to connect to more than one community or cultural group.

- Support me to connect with my chosen community/ies and/or family and acknowledge their role in my support team.

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- The right to be free from discrimination, vilification or exclusion on the grounds of sex, sexual orientation, gender identity, intersex status, marital or relationships status as outlined in the Sex Discrimination Act.

- The stigma, discrimination and exclusion that may be experienced by people who identify as LGBTIQA+ and how this may intersect with discrimination faced from having a disability.

- The diversity of sexual orientations, relationship types, and gender identity expressions of those who identify as LGBTIQA+.

- The evolution of a person's identity, and potential to change the way they identify and share their identity.

- Inclusive language concepts, such as gender-neutral terms, LGBTIQA+ terminology and the significance of language to the LGBTIQA+ community.

- The importance of inclusive language and behaviours to a person's sense of belonging.

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Be aware that your own experience, attitudes and beliefs related to identity are not a "norm". Don't make assumptions or impose your personal views on me.

- Accept and be comfortable with "not knowing" how I experience things.

What you know

- Where to source and how to use current best practice tools, approaches, and expectations for creating safe and inclusive environments, and working with and for the LGBTIQA+ community.

- Credible resources, sources of advice, inclusive supports and services, including peer and advocacy groups, and how to access them.

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Support me to find spaces that are safe for me to explore and share my sexual orientation, gender identity and expression, if I choose to share this information.

- Check with me about my desired level of connection with the LGBTIQA+ community and interest in strengthening my engagement and participation in community events and practices.

- Support me to connect with community groups and peer networks that can broaden my support options and minimise my safety risks.

- Work with me to understand and pursue my options in accessing a combination of mainstream and tailored supports and services designed for the communities I identify with, for example health services.

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- The value of peer mentors and those with lived experience in supporting participants in building a sense of belonging and confidence.

- The particular emotional, physical and mental health issues experienced by some people in the LGBTIQA+ community.

- Safe and inclusive LGBTIQA+ support services, community participation opportunities and referral pathways.

Be Present

Be present and provide the support I need

What you do and how you do it

- Provide a supportive environment where I feel safe to explore my chosen identity.

- Support me to access additional or tailored support to participate in my chosen activities.

- Work with me to improve my experience and confidence in accessing the supports and services I want.

What you know

Knowledge for this objective is covered under 'What you know' in the core capabilities

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Check with me on my preferred way of reflecting and assessing what's working and not working.

- Support me to find and access safe and inclusive channels that I am comfortable with to raise concerns, complaints and incidents.

What you know

- Safe and inclusive alternatives for raising issues other than mainstream channels.

Identity capabilities

Be responsive to my LGBTIQA+ identity

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Work with me to explore and coordinate my supports

This capability should be selected by workers who support participants to understand what's in their plan, think creatively about options and opportunities, and access and coordinate the supports they need. It applies to workers such as support coordinators, working at different levels.

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Work with me to explore and coordinate my supports

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be persistent and patient in building our relationship at my chosen pace.

- Promote a shared understanding about my preferences, expectations and needs across mainstream, community, informal and paid supports.

What you know

- Strategies to actively engage and build relationships with participants who interact with multiple programs and supports, who may be disengaged or need additional support to process information and express their views.

- Relevant state legislation relating to guardianship and supported decision-making, and compulsory treatment orders.

- Navigating complex, ambiguous or conflicting service demands, ethical and/or regulatory environments.

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Participate in and contribute to practice coaching and practice supervision.

- Reflect on your practice and identify attitudes and assumptions that may limit what you consider is necessary or appropriate for me.

- Keep up to date on current and emerging practice and solutions.

What you know

- NDIS Practice Standards.

- Mentoring and coaching techniques.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Work with me to make sense of my NDIS plan, understand how I can use it and how it links to other services or plans in my life.

- Build your understanding of my capabilities and support me to maintain and build my capacity and resilience to achieve my goals.

- Support me to be creative and think outside the box to find and negotiate solutions that meet my goals.

- Provide information and tailored opportunities for me to explore and expand my vision for my future, and what it means for me to have a good life.

- Share current best practice to support me to make connections and find information about my options for support.

- Alert me to real or potential conflicts of interest when planning and selecting my supports, and work with me to make informed choices.

- Encourage my specialised and mainstream service providers to recognise and challenge prejudice or lack of vision in service offerings and attitudes.

- Involve me in understanding and designing safeguards to keep me safe while supporting my right to take risks and build my independence.

- Work with me to develop an agreed way to respond to emergencies, crises and foreseeable life events.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- NDIA Operational Guidelines.

- NDIS planning processes, rules, and reporting standards and requirements related to support coordination and related service delivery.

- Current best practice support solutions available from mainstream, private and specialist service providers.

- Current network of contacts in specialist and mainstream service systems and service providers, advocacy and community organisations.

- How the NDIS intersects with related community and mainstream programs and systems, referral pathways, conditions of service and funding arrangements.

- Strategies and support to build confidence to make decisions, including the role of peer mentors and supported decision-making.

- Types of crisis and factors that can escalate risk related to different life stages and key transition points, such as starting school or moving home, on support needs.

- Conflicts of interest such as between service planning and delivery.

- Complexities arising from contact with multiple services, including statutory services.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Relevant state legislation relating to guardianship and supported decision-making, compulsory treatment orders and criminal law.

- Circumstances and service settings that present increased risk or vulnerability to individuals, such as isolated settings, and closed or segregated systems.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Support and build my capacity and confidence to implement my support plan, negotiate with support and service providers, make transitions or adjust my plan.

- Encourage me and my support providers to navigate complexity, resolve issues and maintain continuity and integration of my supports.

- Create opportunities for me to practice and develop my capacity to manage and direct my supports.

- Support me to coordinate different and often disconnected services and support into an integrated experience.

- Identify breakdowns in support arrangements and work with me and my service providers to adapt in response.

What you know

- Regulatory compliance responsibilities and related reporting requirements such as maintaining case notes.

- How to use tools for managing service delivery across multiple programs and sectors such as service agreements, budgeting tools, communication and information sharing protocols, outcome measures, and the NDIS portal.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Early warning indicators of breakdown in support arrangements.

- Hospital discharge planning and related roles and responsibilities.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me to identify outcome measures that are meaningful to me and support me to track progress against my goals and expectations of what a good life looks like.

- Support me to review my crisis management and safeguarding arrangements and request adjustments when I need them.

- Support me to navigate NDIS supports and report to the NDIA on how I am implementing my plan.

- Support me to identify opportunities for increased independence and reduced reliance on service systems at my own pace.

- Support me to make sure my views and interests are heard in formal and informal review processes.

- Support me to find and access channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- Strengths and limitations of tools and methods to measure outcomes that are meaningful to participants and provide early identification of successful, poor or inconsistent plan implementation.

Identity capabilities

Work with me to explore and coordinate my supports

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

This capability should be selected by workers, such as support coordinators, who are responsible for supporting participants to achieve their preferred housing and living arrangements.

Our Relationship	**Be Present**
Your Impact	**Check In**
Support Me	

Work with me to explore and establish living arrangements that suit me

Our Relationship
Set up our relationship for success

What you do and how you do it

- Facilitate a shared understanding of my home and living preferences, expectations and needs, across mainstream, community, informal and paid supports.

What you know

- Strategies to actively engage and build relationships with participants who interact with multiple programs and supports, who may be disengaged or need additional support to process information and express their views.

- Strategies to address potential impact of long-term exposure to living in institutionalised or dependent settings.

- Relevant state legislation relating to guardianship and supported decision-making, and compulsory treatment orders.

- Navigating complex, ambiguous or conflicting service demands, ethical and/or regulatory environments.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Participate in and contribute to practice coaching and supervision.

- Reflect on your practice and identify attitudes and assumptions that may limit what you consider is necessary or appropriate to support my home and living.

- Keep up to date on current and emerging practice and solutions.

What you know

- NDIS Practice Standards.

- Mentoring and coaching techniques.

- Where to find and how to use current best practice tools, approaches, and expectations about home and living solutions in mainstream, private and specialist markets, including options for modifications and assistive technology suited to individual participants.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Work with me to make sense of my NDIS plan and understand how I can use it to achieve my preferred home and living goals.

- Build your understanding of what matters to me about where and how I live and who I want to share my home with.

- Build your understanding of my capabilities, and support me to build my capacity and resilience to achieve my preferred living options.

- Be aware of my circumstances, health and other support issues and challenge assumptions that could limit my options to access housing and living solutions that will work best for me.

- Support me to be creative and think outside the box to find and negotiate solutions that meet my goals.

- Provide information and tailored opportunities for me to explore and expand my vision for my housing and living arrangements.

- Share current best practice to support me to make connections and find information about my housing, living arrangements and related options for support.

- Support me to make choices and identify and engage options to achieve my preferred living arrangements.

- Work with me to ensure I have the supports I need to support my health and wellbeing in my chosen living environment.

- Alert me to real or potential conflicts of interest when planning and selecting my supports, and work with me to make informed choices.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Involve me in understanding and designing safeguards to keep me safe while supporting my right to take risks and build my independence to live in my preferred housing arrangements.

- Work with me to develop an agreed way to respond to emergencies, crises and breakdown in my housing arrangements.

- Collaborate with my team and support me to communicate what I need from my housing and support providers.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- NDIA Operational Guidelines.

- NDIS planning processes, rules and reporting standards and requirements related to support coordination and related service delivery.

- Current best practice in home and living solutions in mainstream and specialist markets, including universal design principles, modifications and use of assistive technology suited to individual participants.

- Current network of contacts and knowledge of options to support living solutions such as contract negotiation, real estate market navigation, legal structures, tenancy agreements, financing and funding options, housing design and home modifications that support universal design principles, use of assistive technology and support to find potential housemates or co-owners.

- Strategies to build confidence to make decisions, including the role of peer mentors and lived experience in expanding the vision of what is possible, and use of supported decision-making.

- Strategies and support needed to transition from dependent living to independent living.

- Conflicts of interest such as between property management and providing support.

- Complexities arising from contact with multiple services, including statutory services.

- Relevant state legislation relating to guardianship and supported decision-making, compulsory treatment orders and criminal law.

- Circumstances and service settings that present increased risk or vulnerability to individuals, such as risks inherent in closed or segregated accommodation settings.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Support and build my capacity and confidence to make housing transitions, negotiate with providers and implement my preferred housing and living arrangements.

- Provide me with information to build my understanding of, and ability to exercise, my rights and obligations related to my home and living arrangements.

- Identify breakdowns in living arrangements and work with me to adapt in response.

What you know

- Regulatory compliance responsibilities and related reporting requirements such as maintaining case notes.

- How to use tools for managing service delivery across multiple programs and sectors such as service agreements, budgeting tools, communication and information sharing protocols, outcome measures and the NDIS portal.

- Early warning indicators of breakdown in living arrangements.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me to identify outcome measures that are meaningful to me and support me to track progress against my housing and living goals.

- Support me to review my crisis management and safeguarding arrangements and request adjustments when I need them.

- Support me to identify opportunities for increased independence and reduced reliance on service systems at my own pace.

- Support me to make sure my views and interests related to my housing and living arrangements are heard in formal and informal review processes.

- Support me to find and access channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- Strengths and limitations of tools and methods to measure outcomes that are meaningful to participants and provide early identification of successful, poor or inconsistent plan implementation.

Specialised support capabilities

Work with me to explore and establish living arrangements that suit me

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Work with me to develop my health and allied health support plans

This capability only applies to health or allied health practitioners and complements their existing professional capabilities. It describes how to actively engage and work alongside participants when designing health or allied health support plans that fit with individual goals and preferences.

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Work with me to develop my health and allied health support plans

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be aware of the power imbalance between us and provide me with information and support to be an informed partner in building our relationship.

- Ask me what I need and learn about my other supports to understand how they could interact with the support plan we are developing.

- Be alert to my general state of health and challenge assumptions that could result in my health needs not being identified or adequately addressed.

- Explain clinical information, terminology and prepare reports in ways I, and others in my support team, can understand.

- Support others in my support team to understand my support plan, how it supports my goals and to check their capacity to implement it.

What you know

- Collaborative, strengths-based techniques to build and develop relationships.

- The respective roles and contributions of all members of the support team, including non-clinical workers, and the role of family and informal supports in promoting and sustaining positive health and therapeutic outcomes.

- Decision-making authority of members of the support team and the circumstances in which this authority can be exercised if a participant is not able to make or express their decision.

- Current best practice ways of working, including transdisciplinary and interdisciplinary teamwork and online delivery models.

- Oral and written communication techniques and styles to deliver information and write plans that are accessible and easy for the participant and other workers to understand.

- Information sharing tools and protocols within services and across specialised and mainstream providers.

- Information sources and networks including advocacy and peer services.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Participate in and contribute to practice coaching and practice supervision.

- Keep up to date on current best practice and apply knowledge to reflect on your practice, attitudes and assumptions that may limit what you consider is necessary or appropriate when designing my health or allied health plan.

What you know

- NDIS Practice Standards and related guidance including the High Intensity Support Skill Descriptors that support the Practice Standards.

- The process and skills required to support clinical reasoning.

- Scope of practice of self and others, including relevant supervision and delegation arrangements.

- Where to source and how to use current best practice therapy models, approaches and expectations relevant to the health or allied health discipline, including emerging practices and assistive technologies.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Identify and discuss with me the specific health or allied health support that could be appropriate to achieve my goals in combination with my other plans and supports.

- Work with me to understand and co-design my health and allied health supports.

- Provide me with current information and be open to new approaches when supporting me to consider what options will best meet my health or allied health needs.

- Provide opportunities for me to practice and build my capacity to make informed choices about how to meet my health and allied health goals.

- Look for opportunities to build health and allied health supports that fit with my day-to-day routines and preferences and are least restrictive or intrusive in my life.

- Consider my circumstances, my networks and the support context when identifying options and designing my health and allied health supports.

- Involve me in understanding and designing health and allied health-related safeguards to keep me safe while supporting my right to take risks and build my independence.

- Work with me to develop an agreed way to respond to health and allied health-related emergencies and crises.

- Support me to communicate with my team about what to do to manage health and allied health-related problems and respond to a crisis.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- NDIA Operational Guidelines.

- NDIS Restrictive Practices and Behaviour Support Rules.

- Frameworks that support social or relational models of disability, including the International Classification of Functioning, Disability and Health (ICF).

- Principles underpinning a social model of disability and how this differs from a health or medical approach.

- Clinical guidelines and current best practice relevant to the discipline, to design plans and support the participant and their team to apply health and allied health measures to meet the needs of individual participants.

- Risks associated with an over-reliance on therapy for achieving participant goals, such as increased dependence.

- Disadvantage faced by many people with disability when interacting with the health sector that can result in health issues being unidentified, unmet or poorly managed.

- Principles and authorisation processes around the use of restrictive practices and methods of involving the participant as much as possible in making decisions about when and how practices are used.

- Relevant human services specialist and mainstream systems, providers, resources and referral pathways to improve coordination and continuity of supports.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Integrate health and therapeutic supports into my natural routine activities.

- Monitor and adjust my supports in line with my goals for a good life.

- Provide information and guidance to my support team so they can independently maintain and build on positive outcomes. Identify opportunities for you to step back.

What you know

- Strategies and support techniques to achieve holistic outcomes of independence and participation in alignment with participant goals.

- Criteria and conditions under which tasks can be delegated or allocated to others, including support and supervision requirements.

- Collaboration and strategies to support the team to understand and respond where a participant may have multiple intersecting support plans.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me to set up meaningful measures we can use to make sure my goals are being met.

- Support me, and others in my support team, to review and assess how well my plan is meeting my heath and therapeutic needs as part of achieving my broader goals and expectations.

- Support me to identify opportunities for increased independence and reduced reliance on health or therapeutic interventions where possible and at my own pace.

- Support me to find and access channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- Strengths and limitations of tools and methods to measure outcomes that are meaningful to participants, and provide early identification of successful, poor or inconsistent plan implementation.

Specialised support capabilities

Work with me to develop my health and allied health support plans

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me to implement my health and allied health support plans

This capability should be selected by workers responsible for implementing plans developed by a health or allied health practitioner. Additional advice on the skills and knowledge requirements related to more specialised types of medication support, such as giving subcutaneous injections under direction, is provided in the High Intensity Support Skill Descriptors. For more information view the Fact sheet: NDIS Practice Standards: skills descriptors (High Intensity Skills Descriptors) available on the NDIS Commission website (www.ndiscommission.gov.au/document/1026).

Our Relationship

Requirements for this objective are covered by core capabilities

Your Impact

Support Me

Requirements for this objective are

covered by core capabilities

Be Present

Check In

Support me to implement my health and allied health support plans

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Make sure you have the capabilities required to deliver the support outlined in the plan.

- Seek information and professional support and guidance from supervising health and allied health practitioners.

What you know

- NDIS Practice Standards and related guidance, including the High Intensity Support Skill Descriptors.

- Scope of role, including relevant supervision and delegation arrangements.

Specialised support capabilities

Support me to implement my health and allied health support plans

Your Impact

Be Present

Check In

Be Present
Be present and provide the support I need

What you do and how you do it

- Check that I can access and understand the support outlined in my plan and any specific requirements or techniques you will use.

- Deliver supports in ways that are least intrusive or restrictive, that fit into my daily routines and preferences, and meet the requirements outlined in my plan.

- Recognise and avoid the use of restrictive practices unless authorised in my plan.

- Adjust or adapt support as I need in line with my plan and within your capabilities and responsibilities.

- Recognise, respond to and report signs of complications or non-compliance.

- Recognise and take immediate action to escalate if I need additional or more specialist support or intervention. Advise my clinical team if the supports outlined in my plan are not meeting my support needs.

Specialised support capabilities

Support me to implement my health and allied health support plans

Your Impact

Be Present

Check In

What you know

- The role of support practices and assistive technologies to address needs and build independence, including strategies such as supported decision making.

- Purpose and requirements of the specific support plan, and technical skills and knowledge relevant to the health or allied health support to be delivered.

- Risks and consequences of non-compliance with health and/or allied health support plans.

- Basic anatomy and human systems relevant to health or allied health support.

- Co-morbidities or health complications that commonly occur for people requiring this type of support.

- Common reactions, symptoms or indicators of clinical risk and escalation procedures and pathways for people requiring this type of support.

- When and who to go to for additional information on the purpose and methods outlined in the plan, and what to do in the event of a crisis or emergency.

- Stigma, discrimination and exclusion that may be experienced by people with disability that can result in poorer access to primary and preventative health care and health problems remaining unidentified or poorly managed.

- Reporting responsibilities, including recording observations and incident reporting.

Specialised support capabilities

Support me to implement my health and allied health support plans

Your Impact

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Collect and provide me with information that is meaningful to me about how well my plan is working.

- Support me to identify, address and/or report any challenges or barriers to following my support plan.

- Support me to provide feedback and request changes to my support plan if it no longer meets my needs.

- Support me to make sure my views and interests are heard in formal and informal review processes.

What you know

- The role of support workers and allied health assistants in collecting and reporting information and contributing to the evaluation and review of health and allied health plans.

Specialised support capabilities

Support me to implement my health and allied health support plans

Your Impact

Be Present

Check In

Specialised support capabilities

Support me to implement my mealtime plan

This capability should be selected by workers responsible for implementing a mealtime plan developed by an appropriate allied health practitioner, such as a speech therapist or dietician. Also refer to the High Intensity Support Skill Descriptors for additional advice, available in Fact sheet: NDIS Practice Standards: skills descriptors (High Intensity Skills Descriptors) available on the NDIS Commission website (www.ndiscommission.gov.au/document/1026).

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Support me to implement my mealtime plan

Our Relationship
Set up our relationship for success

What you do and how you do it

- Check what is important to me to enjoy my meals.

- Communicate with others around me so they are aware of my mealtime needs and support me to follow them.

What you know

- The role of food and meals in supporting good health, culture and social connection.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Make sure you have the capabilities required to deliver the support outlined in the plan.

- Seek information and professional support and guidance from supervising clinicians.

What you know

- NDIS Practice Standards and related guidance, including the High Intensity Support Skill Descriptors.

- Scope of practice, including relevant supervision and delegation arrangements.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me

Support me to pursue what's important to me

What you do and how you do it

- Support me to explore ways I can enjoy my mealtime.

- Support me to understand how to prepare or request meals to my liking and learn the basics of food safety.

What you know

- Strategies to improve mealtime experience including common adaptive and assistive technologies.

- Food safety principles relevant to participant requirements.

- The role of a healthy diet in maintaining good health.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Check that I can access and understand the information I want about my mealtime plan and possible consequences of not following the plan.

- Check my plan and communicate with me about what support I need during mealtime.

- Support me to make food choices aligned with my mealtime plan and create opportunities for me to prepare or receive the meals prepared to my liking.

- Encourage me to make choices and exercise the control I want over my mealtimes.

- Assist me to prepare for and enjoy my meal, make sure I am safely positioned, ready to eat, have access to any equipment I need and in the company of people I want to share my meal with.

- Make sure my meals match the requirements outlined in my plan.

- Stay alert throughout my meal and encourage safe eating and drinking.

- Recognise, respond to and report signs of eating or drinking complications or difficulties.

- Take immediate action if I am having an eating or swallowing problem.

- Advise my clinical team if the supports outlined in my plan are not meeting my needs.

- Provide me with the support I need to maintain my dental and oral health.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Importance of the support role in reducing non-compliance with mealtime plans and related harm to participants.

- Purpose and requirements of the participant's mealtime plan.

- Risks and consequences of non-compliance with the mealtime plan.

- Basic anatomy of the respiratory and digestive systems and mechanism of healthy swallowing.

- Factors that contribute to enjoying a meal such as choice about food, social company and the environment.

- Strategies that encourage and maximise participants to take control of their mealtime experience such as taking time and providing appropriate assistive technologies.

- Common support requirements such as positioning, modifying food and drink texture, use of adaptive equipment such as eating and drinking utensils, encouraging slow and deliberate chewing, minimising environmental distractions.

- Standards for modified food and drink texture.

- Factors that can make eating difficult such as mouth and dental problems, dysphagia, coughing, choking, reflux, breathing difficulties and food intolerance.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Indicators of food-related issues such as significant weight gain or loss, preference to eat in private, distress or discomfort relating to eating, irregular eating routines and frequent need to use the bathroom.

- Signs of eating difficulty such as coughing or choking and including non-verbal or atypical choking cues.

- The importance of dental and oral health and techniques to support oral hygiene practices such as brushing teeth for people who may find this difficult.

- When and who to go to for reliable information on mealtime assistance outlined in the plan, and what to do in the event of a problem or emergency related to mealtime support.

- Basic first aid to clear airways of food.

- Possible interaction with other plans, such as medication or behaviour support.

- Reporting responsibilities, including recording observations and incident reporting.

- Stigma, discrimination and exclusion that may be experienced by people with disability that can result in poorer access to primary and preventative health care and health problems remaining unidentified or poorly managed.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Collect and provide me with information that is meaningful to me about how well my mealtime plan is working.

- Support me to identify, address and/or report any challenges or barriers to following my mealtime plan.

- Support me to provide feedback and request changes to my mealtime plan if it no longer meets my needs.

- Support me to make sure my views and interests are heard in formal and informal review processes.

What you know

- The role of workers in collecting and reporting information and contributing to the evaluation and review of mealtime plans.

Specialised support capabilities

Support me to implement my mealtime plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me to implement my medication plan

This capability should be selected by workers responsible for implementing a medication plan developed by an appropriate health or allied health practitioner. Additional advice on the skills and knowledge requirements related to more specialised types of medication support, such as giving subcutaneous injections under direction, is provided in the High Intensity Support Skill Descriptors. For more information view the [Fact sheet: NDIS Practice Standards: skills descriptors (High Intensity Skills Descriptors)](www.ndiscommission.gov.au/document/1026) available on the NDIS Commission website (www.ndiscommission.gov.au/document/1026).

Our Relationship

Requirements for this objective are covered by core capabilities

Your Impact

Support Me

Requirements for this objective are covered by core capabilities

Be Present

Check In

Support me to implement my medication plan

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Make sure you have the capabilities required to deliver the support outlined in the plan.

- Seek information and professional support and guidance from supervising health and allied health practitioners.

What you know

- NDIS Practice Standards and related guidance, including the High Intensity Support Skill Descriptors.

- Scope of practice, including relevant supervision and delegation arrangements.

Be Present
Be present and provide the support I need

What you do and how you do it

- Check that I can access and understand what I want to know about the purpose of and method of administering medication outlined in my medication plan.

- Check my plan and communicate with me about what support I need to take medication.

- Listen to my questions and concerns about medication. Provide me with evidence-based information from my plan developer so I can make informed decisions and understand the consequences of not following the medication plan.

- Respect my right to make informed decisions about my medication, including choices to use complementary therapies.

- Encourage and support me to manage my own medications independently as far as possible.

- Identify and support me to follow any requirements for taking medication as described in my plan, such as it needing to be taken with food.

- Prompt and support me to take medication according to my plan.

- Follow steps to make sure I get the medication as described in my plan and immediately respond if there is a problem or gap in meeting plan requirements.

- Advise my clinical team if I find it difficult or refuse to take or use medication.

- Watch for and respond to medication-related problems or concerns.

Specialised support capabilities

Support me to implement my medication plan

Your Impact

Be Present

Check In

○ Take immediate action and get advice from my clinical team or other medical experts if I am having a reaction or you notice unexpected responses such as reduced functioning or physical or behavioural changes.

What you know

○ Importance of the support role in reducing medication errors and related harm to participants.

○ How to read and interpret a participant's medication plan, including understanding of common terminology and abbreviations.

○ Ways of presenting and explaining medication information at a level of detail and in a style appropriate to the participant.

○ Risks and consequences of non-compliance with the medication plan.

○ Factors that may cause difficulty in taking medication, including lack of information or confidence about the purpose of medication, difficulty swallowing, coughing, choking and reflux.

○ The ten 'rights' of safe medication, including the right to refuse.

○ Standard of medication and packaging to confirm it is within use-by date, not damaged or contaminated.

○ Medication storage and disposal requirements.

Specialised support capabilities

Support me to implement my medication plan

Your Impact

Be Present

Check In

- Indicators of common side effects, allergic or adverse reactions, and the risks of interaction with other medications, complementary therapies, and/or herbal medicine.

- How to apply the concept of dignity of risk when assisting a participant to take medication, including understanding supported decision-making arrangements.

- Credible sources of information on medication and methods outlined in the plan, including pharmacists, consumer medication information sheets and appropriate health practitioners.

- When and who to go to in the event of a problem or emergency such as the wrong medication being provided, medication being wrongly administered or medication causing an adverse reaction.

- Reporting responsibilities, including recording observations and incident reporting.

Specialised support capabilities

Support me to implement my medication plan

Your Impact

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Collect and provide me with information that is meaningful to me about how well my medication plan is working.

- Support me to identify, address and/or report any challenges or barriers to following my medication plan.

- Support me to provide feedback and request changes to my medication plan if it no longer meets my needs.

- Support me to make sure my views and interests are heard in formal and informal review processes.

What you know

- Medication review processes, such as a domiciliary or home medicines review.

- The role of workers in collecting and reporting information and contributing to the evaluation and review of medication plans.

Specialised support capabilities

Support me to implement my medication plan

Your Impact

Be Present

Check In

Specialised support capabilities

Support me to implement my positive behaviour support plan

This capability should be selected by workers responsible for implementing a positive behaviour support plan developed by a positive behaviour support practitioner, where the nature of support required is intensive. Workers responsible for developing positive behaviour support plans should refer to the NDIS Commission's Positive Behaviour Support Capability Framework (www.ndiscommission.gov.au/pbscapabilityframework).

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Support me to implement my positive behaviour support plan

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be persistent and patient in building our relationship at my chosen pace.

- Explore and recognise how my behaviours of concern reflect the way I have adapted to my circumstances and my environment.

- Work with me to understand that I use behaviours of concern to achieve what I need and support me to explore options that could be more effective for me.

What you know

- Personal and environmental factors that commonly influence behaviour and add to complexity including co-occurring trauma or psychosocial disability, undiagnosed health conditions or pain, drug or alcohol dependence, unstable work and housing, involvement with the justice system.

- Strategies to actively engage and build relationships with vulnerable participants such as people who are disengaged or who need support to process information and express their views.

- Decision-making authority of members of the support team and the circumstances in which this authority can be exercised if a participant is not able to make or express their decision.

- The respective roles of positive behaviour support practitioners (as set out in the NDIS Commission's Positive Behaviour Support Capability Framework) and other members of the support team to design, implement and reinforce the positive behaviour support plan.

- The roles of related sectors, programs and agencies that support people to understand and manage their behaviour.

- Implications of other directives such as guardianship orders, restrictive intervention orders and compulsory treatment orders, which can interact with behaviour support plans.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Observe and be aware of how your attitudes, language, and behaviours can affect me and trigger my behaviour.

- Think about your own attitudes, language, and behaviours and how well they are aligned with the principles of positive behaviour support.

- Participate in practice coaching and practice supervision.

- Assess your capacity and confidence to provide the support I need and seek support to maintain your resilience and wellbeing.

- Seek information and professional support and guidance from supervising positive behaviour support practitioners.

- Look for and recognise any signs you may be experiencing vicarious trauma and seek appropriate support to manage it.

What you know

- NDIS Practice Standards.

- Where to source and how to use current best practice tools, approaches and expectations about positive behaviour support.

- Behaviours or practices that do not support positive behaviour support, such as poor or inconsistent understanding of interpersonal boundaries and poor or inadequate self-care.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Causes and signs of vicarious trauma where workers themselves experience trauma because of what they see or hear about.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me

Support me to pursue what's important to me

What you do and how you do it

- Explore how my behaviour affects my capacity and confidence to function and make decisions and adjust your approach to suit my needs and pace.

- Provide me with information about positive behaviour support, including evidence about what works, and support me to make informed choices about the way we work together.

- Maintain and build my confidence and capacity to choose and apply approaches that maintain my independence and wellbeing as I work to understand and regulate my behaviour.

What you know

- The purpose, steps and responsibilities for developing, implementing and monitoring a positive behaviour support plan as set out in the NDIS Commission's Positive Behaviour Support Capability Framework and the role of the support worker in implementing, contributing to review and adapting the approach.

- Factors and events that commonly trigger or reinforce adverse responses.

- Strategies to build confidence to make decisions including use of advocates, peer support and supported decision-making.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Check that I can access and understand my behaviour support plan and discuss how we will work together to increase my independence and wellbeing.

- Understand your role in implementing the support plan, the role of the positive behaviour support practitioner and details of support strategies to be applied, including any regulated restrictive practices.

- Engage me in ways that increase my choices and remove or reduce restraints.

- Maintain and build my capacity and confidence to do the things that are important to me and to cope when things are not going well.

- Work with me to identify what causes my behaviours of concern.

- Be alert to experiences or circumstances that I find distressing and support me to access environments where I feel safe.

- Support me to try out constructive strategies to regulate or de-escalate my mood, emotions or behaviours, and reduce potential harm.

- Recognise and respond when my behaviour presents risks to me and/or others.

- Involve me when reviewing a behaviour-related incident to understand factors that may have contributed to or reinforced behaviour.

- Work collaboratively with my behaviour support practitioner and others in my support team to implement and reinforce behaviour support strategies outlined in my plan.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Active support models and practice to enable people to participate and contribute to their full potential.

- Purpose and requirements of the specific support plan.

- Risks and consequences of non-compliance with the support plan.

- The role behaviour plays in communicating.

- Personal and environmental factors likely to influence behaviour, including those that trigger or reinforce behaviours of concern.

- Strategies and techniques to regulate and de-escalate behaviour, including distress, violence or self-harm.

- How to build and reinforce a participant's capability to apply and test new behaviours and approaches.

- Principles, rules and regulations underpinning the use of restrictive practices as a method to support positive behaviour management, guided by a registered practitioner.

- When and how to escalate and respond to complex situations that can arise from emergencies or crises.

- Agencies and experts that partner in responding and supporting behaviour, including advocacy groups, and appropriate points of engagement.

- Reporting responsibilities, including recording observations and incident reporting.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In
Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me to identify outcome measures that are meaningful to me, and support me to track progress against my goals and expectations of what a good life looks like.

- Support me to give feedback and request changes to my plan if it no longer meets my needs.

- Support me to identify, and address or report any challenges or barriers to following my support plan.

- Support me to identify opportunities for increased independence and reduced reliance on service systems, where this is possible and at my own pace.

- Support me to make sure my views and interests are heard in formal and informal review processes.

- Support me to find and access channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- The role of workers in collecting and reporting information and contributing to the evaluation and review of positive behaviour support plans.

Specialised support capabilities

Support me to implement my positive behaviour support plan

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me and my family in my childhood

This capability applies to workers in a range of professional and non-professional roles that provide support to children in the NDIS.
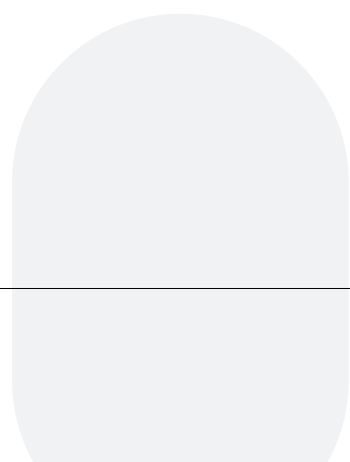
| **Our Relationship** | **Be Present** |

| **Your Impact** | **Check In** |

| **Support Me** |

Support me and my family in my childhood

Our Relationship
Set up our relationship for success

What you do and how you do it

- Work with me to understand my abilities and needs and recognise my family as experts and central to my learning and development, especially in my early years.

- Recognise the strengths and needs of all family members and build their skills and confidence to work as partners in my learning and development.

- Work with me and my family to develop a shared understanding of expectations, actions, roles and responsibilities.

- Build and deepen relationships with me and my family members at our chosen pace and level of involvement.

- Recognise and respond to my family if we need additional information and support, especially when they first learn about my disability.

- Recognise and support my right to form and express my own views as I develop.

What you know

- Evidence on the central role that families play in creating and reinforcing their child's early learning and development and the importance of family-centred practice in designing and delivering supports together.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Strategies to foster and preserve positive connections between the child, their family members and others who are significant in the child's life.

- Current best practice ways of working, including transdisciplinary and interdisciplinary teamwork and online delivery models.

- The roles of related sectors, programs and sources of advice, including advocacy and peer organisations.

- Information sharing tools and protocols within services and across specialised and mainstream providers.

- Methods to support children and young people to explore self-expression, voice and communication appropriate to their developmental stage.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Participate in and contribute to practice coaching and practice supervision.

- Reflect on your practice, attitudes and assumptions that may limit what you consider is necessary or appropriate for me and my family and adjust your approach.

What you know

- NDIS Practice Standards.

- United Nations Convention on the Rights of the Child.

- National Guidelines for Best Practice in Early Childhood Intervention.

- Where to source and how to use current best practice tools, approaches and expectations about family-centred support and supporting children with disability or developmental delay.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Provide me and my family with accessible, evidence-based information to support my learning, development and wellbeing.

- Provide timely information, emotional support, tools and contacts to support my family to adapt and access what is important to them.

- Provide tailored opportunities for me and my family to explore, imagine and build a vision for our future to support a good life.

- Recognise and foster my family's capability and confidence to evaluate and learn to trust chosen systems and programs. Support us to choose what's in my best interests and involve me in these choices as I develop.

- Recognise and support my right to participate meaningfully in mainstream settings with other children (including those without disability), and in inclusive community, natural learning and education settings.

- Work with me and my family to identify and implement solutions that address barriers within and across service providers, such as education providers.

- Work with me and my family to understand the way we see risk, our capacity to manage those risks and recognise that this will change over time and with experience.

- Build my family's capability and confidence to anticipate and address my developmental needs.

- Support me and my family to understand and build safeguards to keep me safe while supporting positive risk taking and independence.

- Work with me and my family to develop our agreed way to respond to emergencies, crises and foreseeable life events.

- Encourage me, my family and my service providers to recognise and challenge prejudice or lack of vision in service offerings and attitudes.

What you know

- NDIA Operational Guidelines.

- Detailed understanding of stages of child development and potential causes and influencers of developmental delay or difficulty.

- The role of play and social learning.

- The role of early intervention in preventing or reducing future disability and enhancing developmental potential.

- Risks and protective factors relevant to children and their developmental stage.

- Current, credible sources of evidence on how to design and deliver supports to children with developmental delay and disability.

- Sources of information and advice on related sectors and programs, advocacy and peer organisations.

- Specialist and mainstream early childhood and children's service systems, providers, resources and referral pathways, conditions of service and funding arrangements.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present

Be present and provide the support I need

What you do and how you do it

- Provide me and my family with tools to support me to express my voice and encourage my self-expression as I develop skills and independent capacity.

- Work with me and my family to identify and build developmental strategies and opportunities into everyday activities in our natural environment.

- Engage me in ways that are playful, creative and appropriate to my development.

- Support me to explore and learn through play, especially in my early years.

- Provide information and build the confidence and ability of my family to anticipate my developmental needs and risks, and manage my supports.

- Build the confidence and ability of other community facility managers and mainstream support and education providers to facilitate my participation in universal social and community activities and settings.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Stages of child development and related support strategies that respond to the specific needs of the child and their families.

- Strategies and support required to enable the child to be fully included in their family and have access to the same choices, opportunities and experiences as other children.

- Techniques to build family capacity, and to recognise and amplify child voice.

- Mandatory child protection reporting requirements and responsibilities.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me and my family to set up meaningful measures we can use to make sure my goals are being met.

- Collect and provide me with information to track outcomes that are meaningful to me and my family.

- Maintain and build my family's confidence and capacity to advocate for and promote my best interests.

- Support me and my family to identify opportunities for increased independence and reduced reliance on service systems at our own pace.

- Support me and my family to find and access channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- Strengths and limitations of tools and methods to measure outcomes that are meaningful to participants, and provide early identification of successful, poor or inconsistent plan implementation.

Specialised support capabilities

Support me and my family in my childhood

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me with my psychosocial disability

This capability applies to workers in a range of professional and non-professional roles that provide psychosocial support. Recovery coaches may also require support coordination capability.
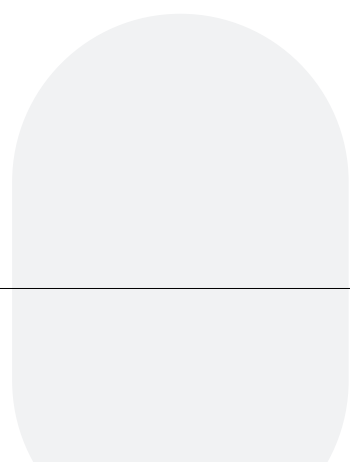
Our Relationship	**Be Present**
Your Impact	**Check In**
Support Me	

Support me with my psychosocial disability

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be persistent and patient in building our relationship at my chosen pace.

- Learn how my psychosocial disability affects my functioning, mood, behaviour, my relationships, environment and circumstances.

- Recognise and build the capacity of my family and informal networks to support my recovery.

- Engage my support team to build a shared understanding of recovery-oriented practice.

What you know

- The stigma, discrimination and exclusion that may be experienced by people who require mental health support.

- The personal, clinical and functional dimensions of recovery.

- Common signs and symptoms of mental health issues, and the potential impact on work, family and social relationships.

- The episodic nature of psychosocial disability and potential impact on energy levels, emotions, physical and mental health, ability to concentrate, think clearly and communicate.

- Personal and environmental factors that commonly influence behaviour and add to complexity including experiencing trauma, drug or alcohol dependence, unstable work and housing, involvement with the justice system.

- Strategies to actively engage and build relationships with vulnerable participants such as people who are disengaged or who need support to process information and express their views.

- Decision-making authority of members of the support team and the circumstances in which this authority can be exercised if a participant is not able to make or express their decision.

- The roles of related sectors, programs and agencies that support people with psychosocial disability such as housing, drug and alcohol, employment support, health and advocacy and peer organisations.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Observe and be aware of how your attitudes, language, and behaviours can affect me and trigger reactions.

- Think about your own attitudes, language and behaviours and how well they are aligned with recovery-oriented practice.

- Assess your capacity and confidence to provide the support I need and seek support to maintain your resilience and wellbeing.

- Look for and recognise any signs you may be experiencing vicarious trauma, and seek appropriate support to manage it.

- Participate in and contribute to practice coaching and practice supervision.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Scope of responsibilities for providing psychosocial support, including the roles of recovery coaches, support and peer workers.

- How to apply current best practice tools, approaches and expectations about psychosocial disability, and recovery-oriented and trauma-informed approaches, principles and language.

- Understanding of how the mental health system and related services intersect with the NDIS.

- Behaviours or practices that do not support recovery-oriented practice, such as poor or inconsistent understanding of interpersonal boundaries and poor or inadequate self-care.

- Causes and signs of vicarious trauma where workers themselves experience trauma because of what they see or hear about.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Explore how my experience of psychosocial disability affects my capacity and confidence to function, make decisions and adjust your approach to suit my needs and pace.

- Support me to identify my strengths, capacity and resources to build my coping skills and motivation. Support me to expand my vision for my recovery.

- Support me to make connections, find information, and explore my options to access paid and informal supports.

- Work with me to choose and use approaches that build my resilience and wellbeing as I work on my recovery.

- Work with me to identify solutions and address barriers within and across service providers, programs, service systems and sectors.

- Encourage me and my other service providers to recognise and challenge prejudice or lack of vision in service offerings and attitudes.

- Support me to maintain and strengthen the capacity and resilience of my family and/or social networks to provide a supportive and inclusive environment.

- Work with me and my support team to develop a shared understanding of how to respond to emergencies, crises and foreseeable life events.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- Strategies to build confidence to make decisions, including use of advocates, peer support and supported decision-making.

- Recovery-oriented service providers and systems, networks, resources, and referral pathways.

- Early intervention options.

- The importance of personal and community relationships in a participant's recovery journey.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present
Be present and provide the support I need

What you do and how you do it

- Recognise that my need for support or assistance is likely to fluctuate and adapt support to suit what I need.

- Maintain and build my capacity and confidence to persist with and track my recovery journey and to cope when things are not going well.

- Explore reasons that can cause me to withdraw and find ways to motivate me to engage.

- Be alert to experiences or circumstances that I find distressing or that refresh trauma and support me to use strategies or access environments so I feel safe.

- Support me to use constructive techniques to regulate or de-escalate my mood, emotions or behaviours and reduce potential harm.

- Recognise and respond when my mental health or behaviours present risks to me and/or others.

What you know

- The purpose of providing psychosocial support to aid recovery and risks and consequences of not providing planned support.

- Strategies and techniques for coaching and motivating.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Personal and environmental factors likely to influence mood, emotions and behaviours, including those that trigger or reinforce unwanted patterns of thinking or behaviour.

- Strategies and techniques to regulate and de-escalate mood, emotions or behaviours, including positive behaviour support strategies.

- When and how to escalate and respond to complex situations that can arise from emergencies or crises.

- Self-harm and suicide risk interventions and supports.

- Agencies and experts that partner in supporting recovery.

- Reporting responsibilities, including recording observations and incident reporting.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- ◉ Support me to reflect on and review my recovery process in ways that are meaningful and relevant to me.

- ◉ Partner with me in collecting and reviewing information about my supports and how well they are meeting my needs.

- ◉ Support me to identify opportunities for increased independence and reduced reliance on service systems where this is possible and at my own pace.

- ◉ Support me to find and access safe channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- ◉ The role of workers and coaches in contributing to the evaluation of recovery plans.

Specialised support capabilities

Support me with my psychosocial disability

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me with my experience of trauma

This capability should be selected by workers responsible for supporting participants who have experienced trauma and can be used in combination with related capabilities such as supporting the implementation of a positive behaviour support plan and psychosocial support.

Our Relationship	**Be Present**
Your Impact	**Check In**
Support Me	

Support me with my experience of trauma

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be persistent and patient in building our relationship at my chosen pace.

- Recognise and provide me with what I need to feel safe.

- Recognise and identify where my trauma has involved harmful relationships, and how this may impact my trust of services and supports and connections with others.

- Engage my support team to build a shared understanding of trauma-informed practice.

What you know

- Common signs and symptoms of trauma experiences, and the potential impact on work, family and social relationships.

- The potential impact of trauma on participant energy levels, emotions, physical and mental health, ability to concentrate, think clearly and communicate.

- Personal and environmental factors that commonly influence behaviour and add to complexity including experiencing psychosocial disability, drug or alcohol dependence, unstable work and housing, involvement with the justice system.

- Strategies to actively engage and build relationships with vulnerable participants such as people who are disengaged or who need support to process information and express their views.

- How people with disability who experience trauma may also be exposed to discrimination, exploitation, neglect, abuse or violence.

- Decision-making authority of members of the support team and the circumstances in which this authority can be exercised if a participant is not able to make or express their decision.

- The roles of related sectors, programs and agencies that support people who have experienced or are experiencing trauma.

Specialised support capabilities

Support me with my experience of trauma

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Be aware of how your attitudes, language and behaviours can affect me and trigger reactions.

- Think about your own attitudes, language and behaviours and how well they are aligned with trauma-informed practice.

- Look for and recognise any signs you may be experiencing vicarious trauma and seek appropriate support to manage it.

- Participate in practice coaching and practice supervision.

What you know

- Scope of responsibilities for implementing plans based on trauma-informed practice.

- Where to source and how to use current best practice thinking, tools and expectations about trauma informed practice and crisis intervention.

- Behaviours or practices that do not support trauma informed practice such as poor or inconsistent understanding of interpersonal boundaries and poor or inadequate self-care.

- Causes and signs of vicarious trauma where workers themselves experience trauma because of what they see or hear about.

Specialised support capabilities

Support me with my experience of trauma

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Explore how my experience of trauma influences my capacity and confidence to function, make decisions and affects my willingness to access support. Adjust your approach to suit my needs and pace.

- Support me to identify my strengths, capacity and resources to enhance my coping skills and expand my vision of what a good life means to me.

- Work with me to identify and negotiate solutions and access service providers, programs, service systems and sectors to address trauma and promote recovery.

- Work with me and my support team to develop a shared understanding of how to respond to emergencies, crises and foreseeable life events.

Specialised support capabilities

Support me with my experience of trauma

Our Relationship

Your Impact

Support Me

Be Present

Check In

What you know

- The impact of trauma on trust and social relationships and the protective factors that can help manage trauma experiences, including positive relational experiences.

- Strategies to build confidence to make decisions including use of advocates, peer support and supported decision-making.

- Trauma-informed practice service providers and systems, networks, resources and referral pathways.

Be Present

Be present and provide the support I need

What you do and how you do it

- Maintain and build my capacity and confidence to create appropriate boundaries, feel safe with others and to cope when things are not going well.

- Explore reasons that can cause me to withdraw and find ways to motivate me to engage.

- Be alert to experiences or circumstances that I find distressing or refresh my trauma and support me to access environments where I feel safe.

- Support me to use constructive techniques to regulate or de-escalate my mood, emotions or behaviours and reduce potential harm.

- Be alert to how your behaviours, and those of others around me, may traumatise or re-traumatise me.

- Recognise and respond when I have a trauma related episode and am presenting a risk to myself and/or others.

What you know

- Personal and environmental factors likely to influence behaviours and feelings of safety, including those that trigger or refresh trauma experiences.

- Strategies and techniques to regulate emotions, establish boundaries and de-escalate anxiety and behaviour including positive behaviour support strategies.

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Work with me and my team to determine, track and build on strategies that work to support me to be at my best.

- Support me to identify opportunities for increased independence and reduced reliance on service systems where this is possible and at my own pace.

- Rebuild my confidence and sense of personal control over my life as I assess and make changes to my supports and services.

What you know

- The role of workers in contributing to the evaluation of trauma-informed support plans.

Specialised support capabilities

Support me with my experience of trauma

Our Relationship

Your Impact

Support Me

Be Present

Check In

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

This capability applies to workers who support participants living in complex, challenging and changing social circumstances.

Our Relationship	Be Present
Your Impact	Check In
Support Me	

Support me with my complex, challenging or changing social circumstances

Our Relationship
Set up our relationship for success

What you do and how you do it

- Be persistent and patient in building our relationship at my chosen pace.

- Build trust and rapport with me in a way that accommodates the barriers and disruptions I may face to accessing services.

- Be sensitive to the complexities or challenges I may face when working with multiple services.

- Work collaboratively with others in my support team and other services that support me, to build a shared understanding of my needs, preferences and expectations.

What you know

- The stigma, discrimination and exclusion that may be experienced by people with complex, challenging or changing social circumstances and how this may intersect with discrimination faced from having a disability.

- Factors that cause complexity in social circumstances, such as homelessness or unstable accommodation, domestic and family violence, financial distress, poverty, alcohol or other drug abuse and involvement with the justice system.

- Strategies to actively engage and build relationships with vulnerable participants who are disengaged or have complex social circumstances in ways that respect participant autonomy, agency, right to make decisions and accommodate disruptions, such as offering outreach, flexible drop-in times and other practical support to address priority needs.

- The roles of related sectors, programs and agencies that support people with complex, challenging or changing social circumstances.

- Complexities arising from contact with multiple service systems, including inconsistent or overlapping supports.

- Mandatory reporting requirements.

- Implications of guardianship and supported decision-making arrangements and compulsory treatment orders.

- How to navigate complex, ambiguous or conflicting service demands, ethical and/or regulatory environments.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

Our Relationship

Your Impact

Support Me

Be Present

Check In

Your Impact
Know your capabilities, role and impact

What you do and how you do it

- Reflect on your practice and identify attitudes and assumptions that may limit what you consider is necessary or appropriate for me.

- Be aware of the possible tendency to want to 'rescue me' from the challenges I face or push for certain outcomes. Avoid rescuing behaviour and be responsive to my goals and needs.

- Assess your capacity and confidence to provide the support I need and seek support to maintain your resilience and wellbeing.

- Seek information and professional support and guidance when you need it.

- Look for and recognise any signs you may be experiencing vicarious trauma and seek appropriate support to manage it.

What you know

- Causes and signs of vicarious trauma where workers themselves experience trauma because of what they see or hear about.

- Where to source and how to use current best practice tools, approaches and expectations about supporting people with multiple social risk factors.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

Our Relationship

Your Impact

Support Me

Be Present

Check In

Support Me
Support me to pursue what's important to me

What you do and how you do it

- Support me to identify my strengths, capacity and resources to build my coping skills and expand my vision of what a good life means to me.

- Work with me to identify and negotiate solutions that address barriers and access service providers, programs, service systems and sectors.

- Support me to connect with community groups and peer networks that can broaden my support options and minimise my safety risks.

- Be creative in providing me with information and options appropriate for my social circumstance and that may sit outside mainstream options.

- Recognise the role of positive risk taking in building my confidence, sense of security and stability. Work with me to identify new or changed risks, and adjust my safeguards.

- Recognise and support me to address the impact my social circumstance and potential social exclusion may have had on my capacity to participate in education, work, housing, health services and social service benefits.

What you know

- The value of peer mentors and those with lived experience in supporting participants to build a sense of belonging and hope.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

Our Relationship

Your Impact

Support Me

Be Present

Check In

- Common risks and vulnerabilities that arise for people living in socially complex circumstances.

- Barriers in accessing and connecting to different types of social supports and services.

- Service providers and systems, networks, resources and referral pathways, including advocacy options that amplify a participant's voice and social services that creatively address holistic needs.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

Our Relationship

Your Impact

Support Me

Be Present

Check In

Be Present
Be present and provide the support I need

What you do and how you do it

- Be flexible and responsive to changing circumstances that may change where and how I need to receive support.

- Maintain and build my capacity and confidence to do the things that are important to me and to cope when things are not going well.

- Explore reasons that can cause me to withdraw and motivate me to engage.

- Be alert to experiences or circumstances that I find distressing and support me to access environments where I feel safe.

What you know

- Reporting responsibilities, including recording observations, incident reporting and mandatory reporting requirements.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances

Our Relationship

Your Impact

Support Me

Be Present

Check In

Check In

Work with me to evaluate and act on what is working and what is not

What you do and how you do it

- Collect and provide me with information that is meaningful to me to assess how well my supports are meeting my needs.

- Work with me to review any changes in my social circumstances and how they may have affected my needs, expectations and goals.

- Support me to reflect on changes to my confidence, capacity and circumstance and how my supports and services may need to change to better meet my needs.

- Support me to identify opportunities for increased independence and reduced reliance on service systems where this is possible and at my own pace.

- Support me to find and access safe channels that I am comfortable with to raise concerns, complaints and incidents when they arise.

What you know

- The role of workers in contributing to the evaluation of support plans.

Specialised support capabilities

Support me with my complex, challenging or changing social circumstances
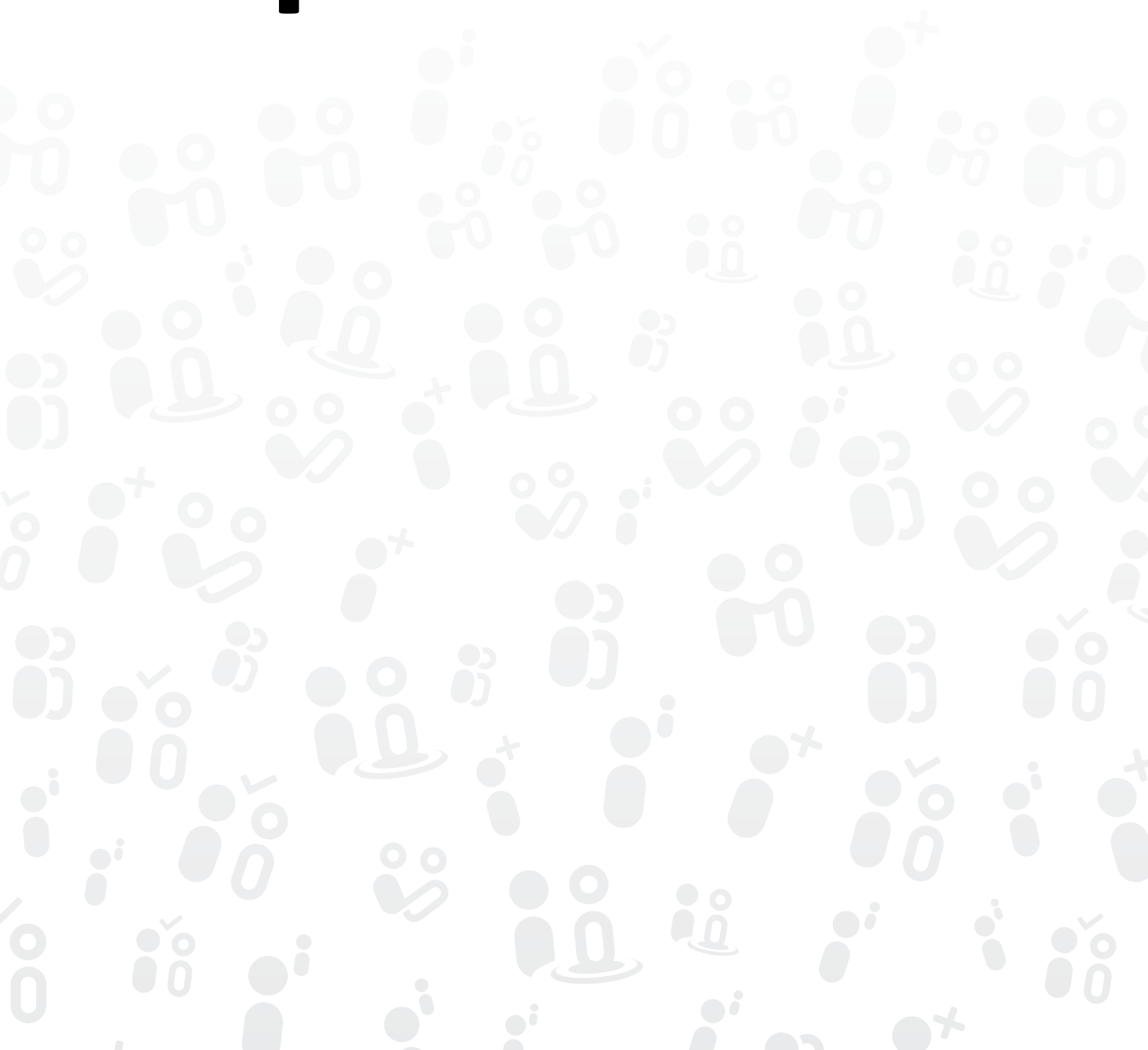
Our Relationship

Your Impact

Support Me

Be Present

Check In

Organisational capabilities

Organisational capabilities

Manage, supervise and coach others

This set of capabilities should be selected by those responsible for front line management of workers, such as team leaders, supervisors and staff coordinators. It describes the attitudes, skills and knowledge needed to implement good work practice in guiding and developing capable workers.

Manage, supervise and coach others

What you do and how you do it

Model and reinforce values in organisational culture and practice

- Reflect and uphold the NDIS principles and values in your own behaviour and way of working.

- Ensure that workers understand and demonstrate good practice based on NDIS principles, as described in the Framework.

- Support and reinforce a work culture that promotes mutual respect and zero tolerance of any behaviour or circumstance that does not uphold participant rights.

- Engage with and learn from people with lived experience as colleagues, experts and advisers.

- Look for opportunities to recruit and develop people with lived experience, and with diverse identities and cultural backgrounds, representative of the communities being supported.

- Support and reinforce a culture that is interested in, responsive to and supportive of diversity and inclusion.

Promote quality through consistent good practice

- Use the Framework to communicate expectations to all workers about their role, how they should conduct themselves and why.

- Create and promote opportunities for workers to work collaboratively with others in the participant's support team, other services and with members of the participant's informal support network.

- Provide opportunities for workers to receive and provide feedback, refine skills and knowledge, and think about how their personal values, biases, assumptions and attitudes influence their practice.

- Provide workers with current best practice examples, models, tools, practice leadership and coaching and resources relevant to participant needs, culture and circumstances.

- Support workers to monitor and report meaningful participant outcomes and build understanding of pre- and co-requisite conditions required to achieve positive outcomes.

- Ensure that workers know about and can access resources and advice they need to support participants such as specialist and mainstream supports relevant to cultural, religious and social identity needs and preferences of participants.

- Provide workers with expertise, guidance and support to identify and resolve complex or ambiguous demands and ethical issues.

Support health and manage risk

- Identify participants (individuals and cohorts), situations, or circumstances that are vulnerable to heightened risk and support workers to understand and manage risks appropriately.

- Support and encourage workers to identify and report early and current indicators of discrimination, exploitation, neglect, abuse or violence.

- Ensure that workers understand their role and responsibilities in supporting participants to keep themselves safe and healthy, including accessing routine health screenings and preventative health care.

Organisational capabilities

Manage, supervise and coach others

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

- Ensure that workers understand the principles behind the use of restrictive practices as a method a registered practitioner may prescribe when providing support, and identify and report the unauthorised use of restrictive practices.

- Ensure that workers are aware of who to contact and what to do in the event of an incident, crisis or emergency.

- Ensure workers understand their responsibilities and can support participants to exercise their rights, including processes to provide feedback and lodge a formal complaint.

- Build workers' capability to support positive risk taking and to work alongside participants to implement individual safeguards that enable choice and manage risks.

- Support workers to identify, assess and manage workplace safety risks for participants, themselves and others in line with organisational policy.

Foster and develop a capable workforce

- Ensure workers are well-matched to meet participant needs and preferences.

- Use the Framework to check that workers have the capabilities needed for their roles and the work assigned to them.

- Identify where workplace characteristics or situations, such as high workforce turnover or shift changeovers, present heightened risk to quality of support and develop ways to minimise risk.

- Provide opportunities for workers to reflect on their practice, debrief about challenging situations or events, and share learnings with supervisors, peers and experts, including people with lived experience.

Organisational capabilities

Manage, supervise and coach others

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

- Provide regular, timely feedback on work performance and arrange for workers to access training, development and ongoing learning relevant to their role, interests and career aspirations.

- Pursue opportunities for your own learning and development such as reflecting on your approach to practice, maintaining and developing professional networks and refreshing knowledge of current practice.

- Recognise the challenges faced by workers, be alert to signs of burnout and support them to manage their wellbeing and self-care.

Organisational capabilities

Manage, supervise and coach others

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

What you know

- Principles underpinning the United Nations Convention on the Rights of Persons with Disabilities and other relevant declarations, conventions and protections for participant cohorts.

- NDIS principles and related legislative and regulatory mechanisms, responsibilities, rules and processes.

- NDIS Code of Conduct.

- NDIS Practice Standards and related guidance, including the High Intensity Support Skill Descriptors and Positive Behaviour Support Capability Framework.

- NDIA Operational Guidelines.

- The general capabilities and specialist skills and knowledge required by workers in different contexts.

- Current and emerging best practice models and frameworks in disability and related services.

- Governance frameworks that address clinical and practice governance and related supervision and delegation arrangements.

- Principles, strategies and tools for managing others e.g. motivation, feedback, coaching, recognition, adult learning and development and change management.

- Participant groups who may be more vulnerable to heightened risk and strategies to remove or reduce risk.

- Situations or circumstances that may present heightened risks, for example services delivered in segregated or closed settings.

- The role of informal networks, community resources, groups and networks in enhancing outcomes for participants.

- Tools and methods to support measurement of meaningful participant outcomes that reflect participant goals and the principles of the NDIS and UN Conventions on the Rights of Persons with Disabilities.

Organisational capabilities

Manage, supervise and coach others

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

Organisational capabilities

Create an enabling work environment

This set of capabilities should be selected by managers and organisational leaders, including people & culture managers, responsible for setting organisational values and culture and establishing the business systems and procedures needed to support a capable workforce. These capabilities can apply to both senior managers and to board members. Capabilities focus on workforce-related requirements, not the full spectrum of management and leadership capabilities.

Create an enabling work environment

What you do and how you do it

Establish and embed NDIS values in organisational culture and practice

- ⦿ Provide organisational leadership to establish and promote organisational values consistent with the principles of the UN Conventions on the Rights of Persons with Disabilities and NDIS values.

- ⦿ Establish best practice service models, governance frameworks, business systems, policies and procedures to reflect organisational values, cultural responsiveness and zero tolerance of any behaviour or circumstance that does not uphold participant rights.

- ⦿ Use the Framework to plan the workforce, design jobs, recruit, induct and develop workers and lead change and workforce management aligned with the organisation's values.

- ⦿ Create and promote opportunities for people from diverse identity and cultural backgrounds, particularly people with lived experience, to work and advise at all levels of the organisation.

- ⦿ Collect meaningful evidence to measure the extent to which service models and practice are achieving the organisation's stated values and improving the health and wellbeing of participants.

- ⦿ Use the Framework as a guide to workforce planning.

- ⦿ Drive data-informed improvements to models of support and resource allocation.

Organisational capabilities

Create an enabling work environment

Establish and embed NDIS values in organisational culture and practice

Build consistent, good practice

Establish systems to support health and manage risk

Establish a learning culture to support workforce capability

What you know

Build consistent, good practice

- Systematically engage people with lived experience when designing, managing and improving service models and practice.

- Systematically engage workers when designing, managing and improving service models and practice.

- Ensure direct supervisors understand their role in supporting and developing staff, as well as managing the work.

- Ensure workers can access the appropriate training, resources, supervision and expertise required to build their capability and deliver quality, best practice support.

- Establish and promote workforce governance arrangements that outline accountabilities, scope, supervision and delegation arrangements.

- Build collaborative relationships and partnerships with advocacy groups, cultural advocates, community leaders, service providers, government, health and community services.

- Establish processes to resolve conflicts of interest, legal, regulatory and ethical issues in line with organisation values.

Establish systems to support health and manage risk

- Ensure workers have training and support to work with participants to enable them to take and learn from the risks they choose.

- Encourage and enable workers to support participants to form and develop connections with people other than those paid to provide support.

Organisational capabilities

Create an enabling work environment

Establish and embed NDIS values in organisational culture and practice

Build consistent, good practice

Establish systems to support health and manage risk

Establish a learning culture to support workforce capability

What you know

- Develop and implement safe systems of work and ensure that workers are able and encouraged to identify and manage workplace safety risks for participants, themselves and others.

- Ensure that workers can identify and report early and current indicators of discrimination, exploitation, neglect, abuse, violence or other violations of participant rights.

Establish a learning culture to support workforce capability

- Use the Framework and establish procedures to confirm that workers have the capabilities they need.

- Use the Framework to develop the organisation's learning and development strategy to develop and maintain required workforce capabilities.

- Model your commitment to building a learning culture and actively support other organisational leaders and managers to engage in lifelong learning and reflective practice.

- Establish processes for participants to provide regular feedback and actively contribute to shaping learning and development offerings.

- Establish and resource systems that ensure workers have regular opportunities to debrief, review and reflect on their practice with peers and experts, including those with lived experience.

- Establish systems to regularly collect participant and worker satisfaction feedback.

Organisational capabilities

Create an enabling work environment

Establish and embed NDIS values in organisational culture and practice

Build consistent, good practice

Establish systems to support health and manage risk

Establish a learning culture to support workforce capability

What you know

What you know

- Principles underpinning the United Nations Convention on the Rights of Persons with Disabilities and other relevant declarations, conventions and protections for participant cohorts.

- NDIS principles and related legislative and regulatory mechanisms and responsibilities, rules and processes.

- NDIS Code of Conduct.

- NDIS Practice Standards and related guidance, including the High Intensity Support Skill Descriptors and Positive Behaviour Support Capability Framework.

- NDIA Operational Guidelines.

- Best practice governance frameworks to respond to the NDIS and UN Convention principles.

- Best practice thinking and design of service models in the disability sector and related evidence.

- Participant groups who may be more vulnerable to heightened risk and strategies to remove or reduce risk.

- Situations or circumstances that may present heightened risks, for example services delivered in segregated or closed settings.

- Current issues affecting organisations in the sector such as national policy, health matters, funding, community issues and attitudes.

Organisational capabilities

Create an enabling work environment

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

- Reporting procedures for crises and emergencies where other external services need to be engaged including mandatory reporting requirements.

- Tools and methods to measure the extent to which organisational culture and outcomes are aligned with organisational values.

Organisational capabilities

Create an enabling work environment

Model and reinforce values in organisational culture and practice

Promote quality through consistent good practice

Support health and manage risk

Foster and develop a capable workforce

What you know

NDIS Quality
and Safeguards
Commission