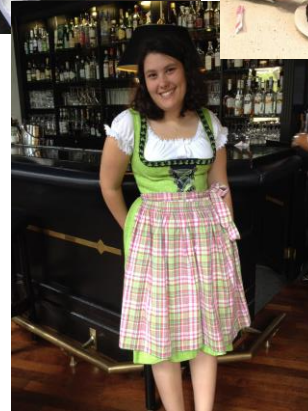
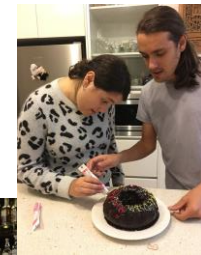


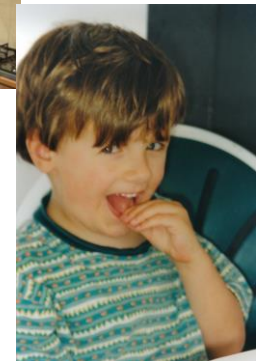
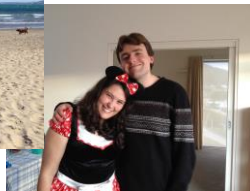
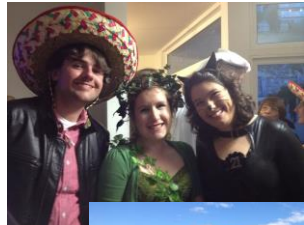
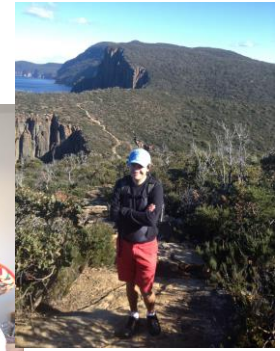
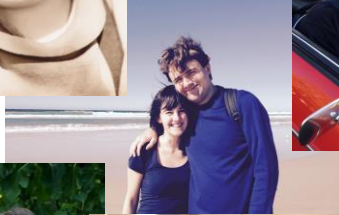
Four Years of NDIS: The experiences of two families

Nadia Ollington, Lisa Risby, Isabel Duharte
and James Minchin

Hi, my name is Isabel



Hi, I am James



Overview

- The NDIS rolled out in July 2013 in Tasmania
- Isabel and James (now 23) have been accessing services since that time
- Like many other individuals with intellectual disability, Isabel and James reflect the needs of a large proportion of NDIS participants (Dowse et al., 2015)

Choice

- The intention of the NDIS was that there would be a significant level of choice for participants and their families
 - Service provision
 - supports in relation to individual need, and goals for the future (Brien, 2016)
- Such choice, however, presents a challenge for young adults such as Isabel and James, who have complex support needs

What do Isabel and James want?

We asked Isabel and James the following:

- Do you enjoy what you are doing at the moment? What do you enjoy about it?
- What would you like to do?
- What things do you think you need to learn to become more independent?

Here are their answers...

Isabel

- Yes, I like making bouquets. And I like going to the Army Sea Barracks Museum.
- I would like to talk to young people my age, not old people. I would like to go swimming with friends or my cousin. I would like to learn how to look after babies.
- Having a good sense of humour. Talking in a quite voice a lot. Having a tidy room a lot. Laugh a lot.

James

- Yes, I like rock climbing, bike riding, walking, gardening, playing music and getting fit.
- I would like to cook stir fries and curries for dinner meals.
- I need to get better at cleaning the house.

Issues around choice

- Who is accountable for poor choices?
(Dickinson, Needham & Sullivan, 2015)
- The 'logic of choice' vs 'the logic of care' (Mol, 2008)
- What about choice in terms of ongoing education for adults with an intellectual disability?

How could we improve this situation?

- More accountability
- Skilled professionals
- A stronger connection to individual need
- Access to education

Accountability

- For NDIS participants with an intellectual disability, accountability is much more than a two way exchange
 - needs to be an exchange between a range of stakeholders
- Accountability is both explanatory and amendatory (Dickinson, Needham & Sullivan, 2015)
 - assessment of progress
 - changes made in light of evidence

The employment of skilled Professionals

- The need for highly skilled support
- The need for ongoing training and professional development
- The need for a stable workforce

(Dowse et al., 2016)

Meeting individual need

- Currently appears to be a one size fits all approach
- The need for balance in terms of 'needs' and 'desires'
- 'Longer-term view' approach needed
- Valid and reliable assessment of needs

Access to education

- Effects of policy on everyday participation (Chien, Branjerdporn, Rodger, & Copley, 2017)
- Developmental perspective (Hooper & Umansky, 2009)
- Potential for ongoing learning (Buckingham, 2005).
- NDIS Policy in direct opposition to 'increasing lifelong learning opportunities' and meeting 'individual need' (Whitburn, Moss, & O'Mara, 2017)

Our Suggestions

- Valid and reliable assessment of progress in order to
 - provide information about progress to a range of stakeholders
 - provide evidence in relation to set goals.
- Supervision of plan delivery.
- A progressive plan with professional input in relation to characteristic need
 - e.g. speech therapists, occupational therapists, paediatrician.
 - Educational needs considered.
- Consideration of an educational pathway beyond post-compulsory schooling.
- Support workers that are able to respond intuitively to participant's characteristic needs.
 - Ongoing training for service providers.

Conclusions

- Our suggestions for improvement to the NDIS aim to increase adults with an intellectual disability's meaningful participation in the NDIS, and as such in everyday life.



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Thank you

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