

EDIE445 Assignment 1: Case Study - NDIS (National Disability Insurance Scheme)

According to the Australian Bureau of Statistics (ABS, 2018), 17.7% of the Australian population had disabilities in 2018 and “7.4% of children aged 0–14 had some level of disability and 4.0% had a severe or profound level of disability”. Disability refers to a person’s capacity to engage in a variety of activities and it is more about physical and mental health issues. What a person can perform on a daily basis may be limited due to the disability. There is a wide range of difficulties that people with disability encounters when carrying out basic daily tasks like communication, movement, communication, self-care and challenges in other tasks including education and work (AHIW, 2022). All children deserve the best possible start in life, and their development and experiences throughout childhood lay the foundations for a happy healthy and successful lives. Early intervention (EI) is a program that provides services for infants and toddlers up to three years old, with a qualifying delay in development or disability (NSW Department of Education, 2021). This essay will outline the description of early intervention organisation, its aims, specific services provided, eligibility to access services including costs and transdisciplinary and family-centred approaches and practices. Additionally, to further develop the early intervention organisation, the student will discuss recommendations and areas of improvement.

What is Early Intervention?

Early intervention identifies and provides effective early support to children who are at risk of experiencing poor outcomes such as struggling at school, and mental health problems (ECIA, n.d.). Children and their families who are at risk can benefit from early intervention because it gives these individuals access to guidance, support, and education from the right professionals and specialists as they navigate their child's development (Hughes-Scholes & Gavidia-Payne, 2019). The specialised support that young children receive to promote a happy growth and learning journey is one of the early intervention's advantages for them. Early

intervention also benefits parents, carers, and families because it helps them find the right resources to better support their children.

Description of the organisation

The National Disability Insurance Scheme also known as the NDIS is run by the National Disability Insurance Agency (NDIA) which is the independent peak body in charge of rolling out the NDIS (NDIS, 2022). Australians who either were born with or acquired a permanent and significant disability are eligible for the NDIS. A person's disability-related supports and services that are appropriate and required can be funded by the NDIS. The NDIS is offered all across Australia with the help of transdisciplinary key workers, whom they call partners. There are diverse organisations in the local community that deliver the NDIS and can help participants to navigate the appropriate supports and services in their local area (NDIS, 2022).

The aim of the NDIS

Inclusion is to recognise the right of every child to fully participate meaningfully in all aspects of community life (ACECQA, 2018). Therefore, it is important that the educator views the children as capable and valued contributors who are relentless learners. People with disabilities can access support services in all Australian states and territories through the National Disability Insurance Scheme. The NDIS is based on an insurance model that allows people to receive funds provided if they or their family members have a disability. The NDIS aims to help people with additional needs to grow, learn and maximise individual's skills and abilities so that they can be independent, carry out daily activities, achieve their desired goals and take part in the community (NDIS, 2022).

Specific services provided

The NDIS provides assistance with housing options, daily personal activities, getting around the community, transportation to local groups and everyday activities, employment assistance, therapies including early intervention, household chores, home and vehicle adjustments, and mobility devices (NDIS, 2021). Similarly, for children, the NDIS funds children specialised footwear, sensory equipment, smart

devices - tablets, swimming lessons, early childhood continence consumables, home enteral nutrition and funding for vehicles (NDIS, 2021).

If families have concerns regarding child's developmental delays or disability, families can contact an early childhood partner to access our early childhood approach. Families do not require a referral or diagnosis from a medical professional to access support through our early childhood approach (NDIS, 2021). The NDIS and families can discuss developmental concerns to provide quality support for the families. Also, to enquire about any questions or information, families and transdisciplinary key workers can simply call 1800 800 110 or start a web chat through an online service (NDIS, 2022). If the participants speak a language other than English, NDIS also offers translation and interpreting services for linguistically diverse participants (NDIS, 2022).

Eligibility to access service

The National Disability Insurance Scheme (NDIS, 2022) is eligible for all Australian citizens (aged between birth to sixty five), who hold a permanent or special category visa and who have permanent and significant disabilities. Families with a child under seven years of age with developmental delay or disability can work together with early childhood partners by simply calling them to help families understand and access support for the child. It is not necessary to be an NDIS participant to get support for the children from an early childhood partner. Families can receive the appropriate support at the appropriate time with the help of the NDIS early childhood partners. If the child grows up and becomes over seven years old, they can work together with the local area coordinators and these partners are both experts in navigating the broader disability sector. They will support the families and children to find and connect with mainstream and community services in the local area.

Children must meet the following requirements to be eligible for the Early Childhood Early Intervention practice (NDIS, 2022). Children must be younger than six years old, have a physical or mental disability, or both and have trouble taking care of themselves. Additionally, children must also have delays in receptive and expressive

language as well as motor development, and the NDIA must clarify that early intervention programs would benefit the child.

Transdisciplinary and Family-centred Approach

According to Bronfenbrenner's ecological systems theory, a child's development is viewed as a complex system of relationships that are influenced by a range of environmental factors, from the child's immediate people, environment and experiences including home, school, family, neighbours, the wider community and cultural values and experiences (Margetts & Woolfolk, 2019).

A team of specialists collaborate in a transdisciplinary approach to offer children and their families specifically designed early intervention programs (Northcott, n.d). The service delivered includes early education, therapy, counselling and family support. Families are valued members of this team and are involved in all aspects of the intervention (Silverman et al., 2010). One professional is chosen as the main point of contact for families. This person, commonly known as a key worker, helps coordinate the delivery of services to families by managing links between members of the transdisciplinary team (Silverman et al., 2010). The whole team remains involved and the key worker reports back to the team constantly. NDIS works towards common objectives with children, families and transdisciplinary key workers such as early childhood professionals, occupational therapists and many others to achieve shared goals.

Similarly, a family-centred approach is a key component of inclusive practice and was emphasised over the NDIS to support families and children with additional needs. The family-centred approach recognises that family members are the primary carers whom children feel a sense of belonging and spend the most time with. Therefore, the family-centred practice encourages family members' contributions to children's development and values their ideas and perspectives to plan and implement children's early intervention (Anaby & Pozniak, 2019). Moreover, the family-centred approach also empowers families to provide effective skills and knowledge which can be implemented and applied to support the children.

The transdisciplinary approach and family-centred approach are widely applied amongst the NDIS because these methods are efficient when dealing with families and children who have a variety of needs. The NDIS are the co-constructors of children’s development and assists children’s welfare through active collaboration by utilising a transdisciplinary and family-centred approach.

Costs

Figure 1.

Early Childhood Funding

Item Number	Item Name and Notes	Unit	NSW VIC QLD ACT	WA SA TAS NT	Remote	Very Remote
15_005_0118_1_3	Early Childhood Supports – Early Childhood Professional <ul style="list-style-type: none"> • Developmental Educator • Early Childhood Teacher or Educator • Occupational Therapist • Social Worker • Speech Pathologist • Other Professional 	Hour	\$193.99	\$193.99	\$271.59	\$290.99
15_003_0118_1_3	Early Childhood Supports - Physiotherapist	Hour	\$193.99	\$224.62	\$314.47	\$336.93
15_001_0118_1_3	Early Childhood Supports - Psychologist	Hour	\$214.41	\$234.83	\$328.76	\$352.25
15_606_0118_1_3	Early Childhood Supports - Counsellor	Hour	\$156.16	\$156.16	\$218.62	\$234.24
15_609_0118_1_3	Early Childhood Supports - Exercise Physiologist	Hour	\$166.99	\$166.99	\$233.79	\$250.49
15_007_0118_1_3	Early Childhood Supports - Therapy Assistant - Level 1 <ul style="list-style-type: none"> • Support must be delivered by a therapy assistant working under the delegation and direct supervision at all times of a therapist. 	Hour	\$56.16	\$56.16	\$78.62	\$84.24
15_008_0118_1_3	Early Childhood Supports - Therapy Assistant - Level 2 <ul style="list-style-type: none"> • Support must be delivered by a therapy assistant working under the delegation and supervision of a therapist, where the therapist is satisfied that the therapy assistant is able to work independently without direct supervision at all times. 	Hour	\$86.79	\$86.79	\$121.51	\$130.19

Note: Early Childhood Funding [Table], by NDIS, 2022, NDIS

(<https://www.ndis.gov.au/providers/pricing-arrangements#ndis-pricing-arrangements-and-price-limits>). NDIS.

Children with disability can receive support from diverse transdisciplinary key partners including developmental educators, early childhood teachers or educators, occupational therapists, social workers, physiotherapists, psychologists,

counsellors, speech pathologists and other professionals depending on children's needs and development (NDIS, 2023). The price of each service varies depending on the support children require and the area children reside in (NDIS, 2023). For example, early childhood support - therapy assistant costs \$86.79 per hour in NSW. However, if the children live in remote to very remote areas, it can cost up to \$121.51 to \$130.19. Also, depending on the support the child requires it can be funded up to \$352.25.

Recommendation and areas of improvement

The NDIS website is clear and comprehensive and covers most of the ideas that participants might want to discover. However, there were some areas of improvement that can be made to satisfy participants of the NDIS.

When searching for information such as pricing and budgeting children's funds, it was hard to access and research through the webpage since it was only documented in a separate pdf file. To support families and individuals who want to access this information easily and effectively, the NDIS webpage can create a separate section about pricing and funding. Also, it was hard to find information regarding diverse disabilities and possible support depending on participants' age and severity of disability and developmental delays.

According to People with Disability Australia (n.d.), there are some key issues that arose among people who are supported by the NDIS. They are saying that the NDIS places more emphasis on diagnosis than function, a person with a severe functional disability who does not fit with a certain list of disabilities may have trouble getting help. Also, another issue was the NDIS plans do not meet their needs appropriately and most of the participants complained about appeals regarding both access and funding and support being ignored for long periods of time. Therefore, the NDIS has a range of changes to make such as difficulty accessing the scheme, inadequate funding of support, and delays in reviews and access requests to improve all stakeholders' quality of life.

In conclusion, NDIS provides effective early intervention programs to improve children's lives by providing funding and support to families and individuals who need them to flourish in their lives. And it is evident that the early intervention

approach develops the physical, cognitive, behavioural and social-emotional development of children and significantly impacts children's later life with improved physical health, mental wellbeing, better academic achievement and reduced risk of criminal involvement (NDIS, 2021). Early Childhood Teachers are the leader and advocate who can support and assist the lives of young children, families, colleagues and the wider community. Therefore it is important that the educator is aware of a diverse organisation to provide professional help for the stakeholders and work together collaboratively to provide the best care and quality education for young children.

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EDIE445 ASSIGNMENT 1 – Case Study

CRITERIA	HD	DI	CR	PA	FAIL/NN	Score
Describes service and its aims in light of early intervention theory	Demonstrates outstanding critique of service and its aims	Demonstrates excellent critique of service and its aims	Demonstrates very good critique of service and its aims	Demonstrates good critique of service and its aims	Demonstrates limited critique of service and its aims	/10
Reports on services provided, eligibility criteria and cost, considers children's needs	Provides an outstanding report on services provided, eligibility criteria and cost, considers children's needs	Provides an excellent report on services provided, eligibility criteria and cost, considers children's needs	Provides a very good report on services provided, eligibility criteria and cost, considers children's needs	Provides a good report on services provided, eligibility criteria and cost, considers children's needs	Provides a limited report on services provided, eligibility criteria and cost, considers children's needs	/10
Critiques model of service whether transdisciplinary, family-centred	Outstanding critique of model supported extensively by very wide range of current, relevant & credible research	Excellent critique of model supported extensively by very wide range of current, relevant & credible research	Very good critique of model supported very well by some credible research	Good critique of model supported quite well by some credible research	Limited critique of model limited identification of issues with little research	10
Provides recommendations from the review	Outstanding linking of recommendations and review of literature	Excellent linking of recommendations and review of literature	Sound linking of recommendations and review of literature	Some linking of recommendation and review of literature	Very limited linking of recommendation and review of literature	/10
Academic writing and APA Referencing	Outstanding focused concise writing in word limits with excellent academic English expression and correct referencing throughout.	Excellent focused concise writing in word limits with excellent academic English expression and correct referencing throughout.	Writing is very well focused and concise, tight adherence to word limits with academic English expression and correct referencing.	Writing is well focused and concise, general adherence to word limits with sound English expression and mostly correct referencing	Writing is not focused and concise, poor adherence to word limit with poor English expression and incorrect referencing	/10

Total score: /50