

# Setting NDIS Goals

## Information Sheet

The goals in your NDIS Plan will ultimately help determine what your funding looks like. At your NDIS planning meeting, you will be asked about your child's short and long-term goals, aim to have two or three of each type of goal prepared. Take some time to think about what's most important to you or your child and shape your goals around this. The goals you develop can relate to physical, social or emotional development as well as mental health and well-being.

### Details to consider when choosing goals:

**Focus on age-appropriate life skills:** Think about the things children their age usually do. Does your child have any unmet needs compared to other typical children their age?

**Use NDIS buzz words:** Such as community integration, building independence, choice & control, reasonable & necessary, emotional regulation.

**Focus on key areas the NDIS funds:** Including social participation, employment, communication, self-care, learning.

**Keep them broad:** The aim is not to list specific supports or services, but having a broad goal that will allow you to choose from a variety of services to reach that goal.

**Discuss supports for parents:** keep this focused on your child i.e. ask for support that will help you support your child to develop skills and build age-appropriate skills such as parent and carer training/courses/therapies.

### Supports that can be related to goals:

**Improve Communication:** Speech Pathologist, Art Therapist, Music therapist

**Community Participation:** Skill groups, Clubs, Camps

**Social Integration:** Social groups, Support Workers, Clubs,

**Manage behaviours and emotions:** Psychologist, Animal Therapy, Occupational Therapist, Social Worker, Music/art therapist

**Improve motor skills:** Occupational Therapist, Physiotherapist

**Build independence:** Occupational Therapist, Physiotherapist, Social Worker, Community & Social Activities

The NDIS will only fund supports that are considered reasonable and necessary. Consider these questions when deciding on goals and the associated supports.

- Is the support request solely and directly a result of disability needs?
- Is it covered by other government funding (eg. Health, education)?
- Have community and mainstream options been explored, and were reasonable adjustments made to support additional needs?
- Is it reasonable to expect family to provide support with the activity?
- Are there any barriers to the family providing this support?

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### Examples of Short-term Goals

These are generally able to be achieved within the life of the plan

- I want to be able to regulate my emotions so that I can make friends and play with my siblings. (younger child)
- I want to be able to independently regulate my emotions so that I can have positive relationships both at home and in the community (older child)
- I want to increase my independence and confidence to try new things so that I can go to new places and enjoy new activities without becoming overwhelmed.
- I want to be able to express my emotions and communicate my needs appropriately to avoid distress.
- I want to learn about Autism, how it impacts me and those caring for me, and learn strategies to decrease the challenges I face.
- I want my parents to be supported to increase their knowledge, confidence, and capacity to manage my support needs and assist me to develop my skills.
- I would like to improve self-awareness and independence in completing personal care tasks and activities of daily living by improving gross motor and fine motor skills.
- I would like to minimise emotional and physical outbursts by learning appropriate strategies to help regulate emotions in a range of different settings (including at home, and in the community).
- I would like to be able to play safely in my house and in my yard.

### Examples of Long-term Goals

These may take years to achieve but you can break them down into smaller steps.

- I want to increase my skills and capacity at home and in the community so that I can be more independent.
- I want to be able participate in community activities, including volunteering or working, without experiencing sensory overwhelm or burnout.
- I want to maintain and improve my physical health and well-being and increase my ability to understand and manage my emotions and behaviour.
- I want to maintain a healthy diet and lifestyle and be supported to increase my range of safe foods.
- I want access to appropriate services and resources to ensure that my informal support network is sustained.
- I want to have a smooth transition from primary school to high school (or day care to kinder, school to work etc), this will include scaffolding for socialisation, executive functioning, new environments, and sensory challenges.
- I want to be able to independently use AAC to be able to communicate in a range of different settings and situations.
- I would like to be comfortable being my authentic neurodivergent self with a particular focus on neurodiversity affirming therapies (eg. learning about introspective awareness).