



# My Learning Passport

## Plan ahead

### Supporter's guide



## What do the icons mean?

ICON	MEANING	ICON	MEANING
	Information		Activity

## Background Information

### What is My Learning Passport?

Welcome to the QDN Plan ahead online workshop, known as **My Learning Passport**. It is for Queenslanders with intellectual or learning disability to get ready for the National Disability Insurance Scheme, the NDIS.

**My Learning Passport** is based on the Plan ahead introductory workshops delivered face to face in groups of 20 – 25 people plus their supporters. It has videos to watch, and a workbook of information and activities for participants to complete. It is made up of 8 parts that people can work through at any time or pace that suits them.

### What is your role as a Supporter?

Your role as a supporter is to support someone with intellectual or learning disability to learn about the NDIS through this online workshop. While watching the 8 parts, you can help people to think about how the information relates to their own life and help support the person to complete the activities.

**My Learning Passport** has been designed to meet the learning needs of people with intellectual or learning disability, and also have some fun along the way!

### How does it work?

Use this Supporter's Guide to work through each of the 8 parts. It will tell you how you can best help someone to complete the online workshop.

#### **Before you start:**

- Print out the Participant Workbook and Supporter's Guide
- Or please phone QDN on 1300 363 783 and we will send you copies of the Participant Workbook and Supporter's Guide.
- Have glue, magazines, scissors, coloured markers and spare paper ready to use

#### **To complete each workshop part:**

- Watch the relevant video
- Pause the video when invited
- Refer to workbook when invited
- Support your person to complete activities as invited



## Helpful hints for supporting someone

- Work at a pace that suits the person
- Give people lots of time to learn new information
- Encourage people to give it a go as much as possible
- Modeling is a great way to give people confidence to have a go. For example, drawing can be hard for some people, so show your own drawings as a way to show that their drawings do not have to be perfect
- Use this guide for ideas and questions to use
- Make it fun
- Consider buddying up with others and do it as a small exercise together



## What are the parts?

VIDEO	PART	CONTENT
1	<b>Introduction</b>	About the Ready to go project About Queenslanders with Disability Network
2	<b>Part 1: About the NDIS</b>	Key things about the NDIS Social and economic life
3	<b>Part 2: Choice and Control</b>	Choice and Control under NDIS
4	<b>Part 3: Pathways to the NDIS</b>	Step 1 – Make contact Step 2 – Check eligibility Step 3 – Conversation with a planner Step 4 – Fine tune your plan
5	<b>Part 4: Exploring life domains</b>	5 life domains
6	<b>Part 5: The Planning Conversation</b>	Goals and dreams Strengths and talents Community and specialised supports
7	<b>Part 6: Reasonable and necessary</b>	What is reasonable and necessary?
8	<b>Part 7: Managing my plan</b>	4 ways you can manage your plan

Information is delivered on video, which tells you when to pause and start. Each part has:

- the key messages that are important to reinforce
- tips for doing activities or ideas to talk about

# Introduction

## Ready to go project



### Key messages

- *Ready to go* is designed to help Queenslanders with intellectual or learning disability get ready for the National Disability Insurance Scheme, the NDIS.
- It has been funded by Department of Communities, Child Safety and Disability Services.
- This information was developed by a group of people from the Queenslanders with Disability Network that is known as QDN.
- QDN is helping people get ready for when the NDIS starts in Queensland in July 2016.

## Queenslanders with Disability Network



### Key Messages

- QDN is an organisation of and for people with disability.
- There are members all over the state
- You can join on line for free on the [QDN website](http://www.qdn.org.au) ([www.qdn.org.au](http://www.qdn.org.au))

# Part 1: About the NDIS



### Key Messages

- NDIS stands for National Disability Insurance Scheme
- The NDIS is a new way of how people will get disability support.
- The purpose of the NDIS is to provide the supports people need to be part of the social and economic life of their community.
- Social refers to having a range of relationships and feeling connected to others in the community (friends, family and neighbours).
- Economic refers to being a worker (paid or unpaid) and being a customer (who spends money on the things that are important to them)
- We all need support with different things from time to time.



## Activities

1. Questions about the NDIS.  
Use these questions to have a conversation about the NDIS. You can find the answers in the back of the workbook, and in the information on the video.
2. Things I need support with  
It is important to be able to talk to the planner about the things people need support with. This activity helps people to think about it. Share examples of where you might need support (eg. get help from a shop assistant if I can't find something, or talk to friends or counsellor if I am having problems).

# Part 2: Choice and Control

## Choice and Control



### Key Messages

- CHOICE AND CONTROL is a very important part of the NDIS.
- People have choice and control over their supports and their decisions.
- We all have different people in our life who can help us make decisions.



## Activities

1. Choices we make. Help the person to draw, write, or glue pictures of the things in life they make choices about (with or without support). There are 2 pictures - one is a t-shirt for smaller choices that we make every day (like what to eat and what to wear). The second is a house for the big choices we make (like where to live and with whom).
2. Who supports you? Encourage your person to make a big list of all the people in their life who support them, to make choices and help with things. It may include friends, family, community and services. You can help by asking questions like:
  - Does anyone help you make dinner?
  - Do you need help to catch the bus?
  - Does anyone help drive you places?
  - Does anyone help you with your health issues? etc
3. This helps identify the key support person in someone's life, particularly who they might want to take to a conversation with an NDIS planner. Encourage them to write that person's name or draw a picture of them, or write it for them. They may have more than one person.

## Part 3: Pathways to the NDIS

### Pathways to the NDIS



#### Key messages

- There are four steps on the pathway to the NDIS
- Step 1 – Check eligibility
- Step 2 – Make contact
- Step 3 – Have a planning conversation
- Step 4 – Fine tune the plan



#### Activities

1. This activity can help people remember the steps. It helps to repeat the information to support people to learn about the steps. Repeat them, and the parts of each step, as you go. The Participant workbook has the NDIS Pathways poster that people can copy to draw down the steps. Drawing helps people to remember.
2. The Myth Busters game is a fun one to play with the hand actions as suggested by the video hosts. It is a great way to reinforce key concepts about the NDIS. The answers are in the back of the workbook and on the video.

## Part 4: Exploring the life domains



#### Key messages

- Life domains are another way of talking about all the different parts that make up our life
- The life domains are: social participation, living arrangements, independence, employment and education and health and well-being.
- The NDIA (agency) will talk about all the different parts of a person's life with them to plan what supports they need in each area.



#### Activity

1. The idea is to get people to write, draw or glue pictures of all the things that they do in their life NOW. It is a bit of a snap shot of what is currently happening. This is very helpful to take to the planning conversation so the planner can understand what is happening now and the person can then talk about what things they need support for and what they want to keep doing. .

## Part 5: The Planning Conversation

### Goals and dreams



#### Key Message

- Part of planning is thinking about not only about your life now, but the things you want to do in the future.

It is important to start thinking about the things that you want in the future, as part of your planning conversation.



#### Activity

1. This is a wishing tree. Fill in the leaves with the person by getting them to think of all the things they would like to do in the future. If it helps, think about each life domain. It could be big things like move out of home or get a job, or it might be things like have a holiday, learn to catch a bus independently and so on.

### Strengths and talents



#### Key Messages

- Part of your planning is also looking at all the things that you are good at.
- This can help to start planning for the future, by knowing what you are good at now.



#### Activity

2. Strengths passport. This is like a passport, stamped with all the things a person is good at. Invite and support people to draw or write down the things they are good at (helping, being a friend, cooking, making my bed etc)

## Part 6: Reasonable and necessary



#### Key Messages

- Once you have a clear list of what you do now, who helps you, what you are good at and what you wish for the future the planner helps to put that all into action
- BUT, it needs to be deemed reasonable (balanced) and it is necessary – what is needed.
- The NDIA will fund support for people with disability to help them with their goals if it is reasonable and necessary.
- For example, the NDIS may fund you for appropriate support to go to the movies if you need help to do so (eg. support workers) but it will not pay for the cost of your movie ticket.



### Activity

1. Have a conversation about what is reasonable and necessary by circling yes or no on the work sheet.  
Answers for the questions are found on the next page of the workbook.

## Part 7: Managing my plan



### Key Messages

- Once you have a plan you need to decide where and how you want to buy the supports that are in your plan
- There are four ways you can manage the money for your supports:
  1. Self-managed (you or your family buy all the supports and pay the bills)
  2. Registered plan management provider (another organization buys your supports and pays them for you)
  3. NDIA managed (the agency does the planning and pays the supports)
  4. A combination of the above (some parts you do and some parts others)



### Activity

1. The final activity is simply to circle the way you will manage your plan. Just use it as a discussion point.

### Finishing up



### Key Messages

Congratulations for completing the My Learning Passport. We want to know you have finished too, so we can send the person you are supporting a certificate.



### Activity

1. Click on the link in the video, or [click on this link here](#) and enter the person's details, and we will post a certificate to them

### Find out more



[www.qdn.org.au](http://www.qdn.org.au)



call QDN on **3252 8566**, or **1300 363 783** for callers outside of Brisbane (for the cost of a local call from a landline)



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