

Title: Offline OBIR Web application reference questions

Life stage: Before School (0-2yrs)

Plan Type: Standard

Purpose of this document

This document is an offline reference version of the digital assessment. It is not intended to be read verbatim or used as a script during an assessment.

Assessors may gather information in whatever culturally appropriate and mana-enhancing way works best for the person and whānau.

The questions listed represent the information required to be captured in the web application to support funding calculations.

The focus of the assessment is on understanding the person's strengths, goals, and support needs in order to enable a good life.



Personal Details

NHI:	Assessment Date:
First Name:	Last Name:
Date of Birth:	Gender:

Holistic Life Questions

My Good Life Story

Challenges

What are the harder parts of the day, and how could they be made less difficult?



Skills and Knowledge

How can we raise our own skills, knowledge, and networks, to support us to be more confident supporting or living with disability?

Aspirations

What could a more substantial break look like?

Carers and Support

Who supports us, and how can we help them to be available to us?



Goals

Are there skills or experiences that would better set our child up for school? What could that look like?

Opportunity

What things build and maintain your wellbeing, and how could they be more available in your week?

Support Profile

Circle answers

Number of People

1. How many people do you usually require to carry out support?
 - a. The disabled person requires 1 person to deliver the support they require
 - b. The disabled person requires 1 person all the time, sometimes 2 people
 - c. The disabled person requires 2 people all the time
 - d. Constantly or near constantly require 2 people

Expressing myself

2. The way I express my emotions is [] in a way that is safe for me and for others.
 - a. always or almost always
 - b. often
 - c. sometimes
 - d. occasionally
 - e. never or almost never
3. These events occur []
 - a) not at all
 - b) when I am struggling to communicate things that are important to me
 - c) mostly when I am out with lots of other people
 - d) mostly when I am at home
 - e) mostly after a change or disruption in my routine
 - f) at mealtimes or during other routines
 - g) at any time, with no discernible pattern through the day
 - h) on days when my routines have been significantly disrupted
4. I may require [] to support me to be safe
 - a) no support
 - b) someone being available just in case
 - c) prompting, if I get distracted, don't remember, or get stuck on something
 - d) someone supporting me to understand or complete a few tasks
 - e) someone supporting me to understand or complete many tasks
 - f) someone supporting me to understand or complete all or almost all tasks
 - g) 1 person supporting me to understand or complete most tasks, support from 2 people sometimes
 - h) support from 2 people for all tasks



Acute medical

5. I can experience acute medical events (eg. seizure, aspiration risk etc.) at least []
- a) not at all
 - b) infrequently - perhaps once a month
 - c) occasionally - perhaps once or more during the week
 - d) at least once, some (2-3) days a week
 - e) at least once, (4-5) days a week
 - f) at least once, most (5-7) days a week
6. These events occur []
- a) not at all
 - b) mostly through the day
 - c) mostly overnight
 - d) at meal times or during other routines
 - e) at any time, with no discernible pattern through the day
7. I may require [] to support me to be safe
- a. no support
 - b. someone being available just in case
 - c. prompting, if I don't remember to do something I need to do to keep myself well, or get stuck on something
 - d. someone supporting me to understand or complete a few tasks
 - e. someone supporting me to understand or complete many tasks
 - f. someone supporting me to understand or complete all or almost all tasks
 - g. 1 person supporting me to understand or complete most tasks, support from 2 people
 - h. Sometimes support from 2 people for all tasks

Exploring my environment

8. I [] actively seek opportunities to explore beyond where you expect me to be, or otherwise get into places or situations that are unsafe

- a. never or almost never
- b. occasionally
- c. sometimes
- d. often
- e. regularly

9. This might occur []

- a) not at all
- b) mostly when I am away from my home environment
- c) mostly when I am at home
- d) mostly when I am out in environments that excite me
- e) mostly overnight
- f) mostly when people are distracted at busy times of the day
- g) at any time, with no discernible pattern through the day

10. I may require [] to support me to be safe

- a) no support
- b) someone being available just in case
- c) prompting, if I get distracted, don't remember, or get stuck on something
- d) someone supporting me to understand or complete a few tasks
- e) someone supporting me to understand or complete many tasks
- f) someone supporting me to understand or complete all or almost all tasks
- g) 1 person supporting me to understand or complete most tasks, support from 2 people sometimes
- h) support from 2 people for all tasks

Reflection Question

Circle answers

1. We are [] about possibilities for the future, given our understanding of what our child's disability could mean

Without Support

- a. confident
- b. hopeful
- c. unsure
- d. doubtful
- e. worried

With Support

- a. confident
- b. hopeful
- c. unsure
- d. doubtful
- e. worried

2. Our child participates in [] activities and places with others their age

Without Support

- a. a broad range of
- b. many
- c. some
- d. a few
- e. nearly no

With Support

- a. a broad range of
- b. many
- c. some
- d. a few
- e. nearly no

3. Generally we can carry out [] routine activities and have time to do other things that are important for us and our child

Without Support

- a. almost all
- b. many
- c. some
- d. a few
- e. none or nearly none

With Support

- a. almost all
- b. many
- c. some
- d. a few
- e. none or nearly none

4. Our child is making [] progress to developing the skills to understand others, and make themselves understood

Without Support

- a. excellent
- b. a lot of
- c. some
- d. a little
- e. very little (yet)

With Support

- a. excellent
- b. a lot of
- c. some
- d. a little
- e. very little (yet)

5. Our child [] expresses their emotions in a way that is safe for them and for other

Without Support

- a. always or almost always
- b. often
- c. sometimes
- d. occasionally
- e. never or almost never

With Support

- a. always or almost always
- b. often
- c. sometimes
- d. occasionally
- e. never or almost never

6. Our child can safely explore [] of the same range of environments as other children might

Without Support

- a. almost all
- b. many
- c. some
- d. a few
- e. none or nearly none

With Support

- a. almost all
- b. many
- c. some
- d. a few
- e. none or nearly none

7. Family and friends are [] available to support our child and us

Without Support

- a. almost always
- b. often
- c. sometimes
- d. occasionally
- e. almost never

With Support

- a. almost always
- b. often
- c. sometimes
- d. occasionally
- e. almost never

8. I can [] do most of the things important for my wellbeing

Without Support

- a. most days
- b. most weeks
- c. some weeks
- d. some months
- e. almost never

With Support

- a. most days
- b. most weeks
- c. some weeks
- d. some months
- e. almost never



Important Information

Tick response in answer key

1. Our child is showing no signs of readiness for toilet training.
2. My child is drawn to appliances that could hurt them, which requires extra attention to manage
3. Our child experiences challenges swallowing, or has not yet been successful in trying to drink from a cup or feeding themselves with fingers safely.
4. Our child struggles to handle small objects - for example, a pencil or crayon
5. Our child cannot sit, walk or run unassisted, and is likely to trip or fall if left alone
6. Our child is not saying single words and/or is not copying actions or words from others.
7. Our child cannot understand one step instructions like "please give me the ball"
8. Our child engages in challenging calming behaviours (e.g. repetitious behaviour, head banging etc.)
9. Our child shows no interest in interacting with other children or people
10. Our child does not like eye contact or cuddles.
11. Our child requires things to be done in their routine way and/or in their own time, for them to occur without escalation
12. Our child actively seeks opportunities to run away from where they are supposed to be.
13. Frequent seizure activity or aspiration risk puts our child at imminent risk of serious harm
14. Our child escalates frequently, rapidly, and/or significantly, in response to otherwise small issues
15. Our child pulls things off shelves and damages things when they escalate

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Yes															
No															