



OBIR Reference

Version 1 – 4 September 2026



Contents

OBIR Reference	1
Overview	3
How to understand this document.....	3
An impacts-based approach	3
Selecting the appropriate lifestage.....	5
How OBIR uses lifestage	5
Selecting the appropriate lifestage	5
Ordinary Ranges – The Reflection Questions	7
What is the scope of the individual reflection questions?	7
Which reflection questions relate to which themes?	11
How some familiar situations might be reflected in OBIR	12
How to use the help questions, when you are unsure what rating to apply	13
How the contribution of others is understood	14
How the questions work together.....	14
How some familiar situations might be reflected in OBIR – Contributions of Others	18
Extraordinary ranges – The Support Profile Questions	19
What is the basis for an extraordinary range	19
Pathways to an extraordinary range	20
Distinguishing between disability support and parental support in extraordinary ranges for young children	21
Where some common risks might be reflected in the Support Profile questions.....	22
Taking account of the contribution of other agencies	24
Maintaining distinctions between disability-related, and non-disability related impacts in OBIR	24
Appendix One – Extraordinary Range Reference Sheets	26

Overview

How to understand this document

This reference document is intended to summarise some key information that will support those making allocations to:

- reflect as best as possible, within the options available in OBIR, the person and their situation; and
- through that, set a reliable expectation of what DSS might usually expect to contribute to the person's support.

This guide provides observations and information to assist achieving those aims, in the context of Release 4 of the WebApp that supports OBIR.

It is not however:

- a complete 'how to' guide;
- a complete explanation of all elements of OBIR.

It is likely to be most useful at the Moderation stage, although knowledge of how the different questions affect the indicative range may support individual Assessors to be more confident in answering the questions upfront.

An impacts-based approach

Understanding day to day impacts on life arising from disability supports us to understand and respond to disability-related impediments to the practical realisation of Article 19 namely that:

" States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;

b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;

c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs."

The questions in OBIR are intended to support:

- understanding disability-related impacts on day to day life that may pose practical challenges to, limit the confidence of, disabled people and their whanau exercising Article 19 choices; and
- to facilitate planning to overcome those challenges

An impacts basis supports us to understand the ways that disability effects:

- how much additional time might something take;
- how often something may occur successfully, or without disruption;
- with what confidence can we undertake particular activities successfully;
- what range of opportunities are available independently;
- what range of people may or do contribute to our lives.

Responding to these and other disability-related impacts is intended to address immediate challenges, whilst broadening the practical possibilities and opportunities for disabled people and their whānau into the future.

Selecting the appropriate lifestage

How OBIR uses lifestage

Lifestage is used by OBIR to gain a general understanding of the settings and responsibilities that the disabled person may require support with, before that understanding is refined through more specific questions about parts of day-to-day life.

It is those settings and responsibilities, rather than someone's age, that determines overall which lifestage is appropriate.

Choice of lifestage effects:

- The planning questions included in the planning mindmaps;
- The indicative range questions;
- The maximum indicative range available, given the general settings someone might be in and the responsibilities that might require support.

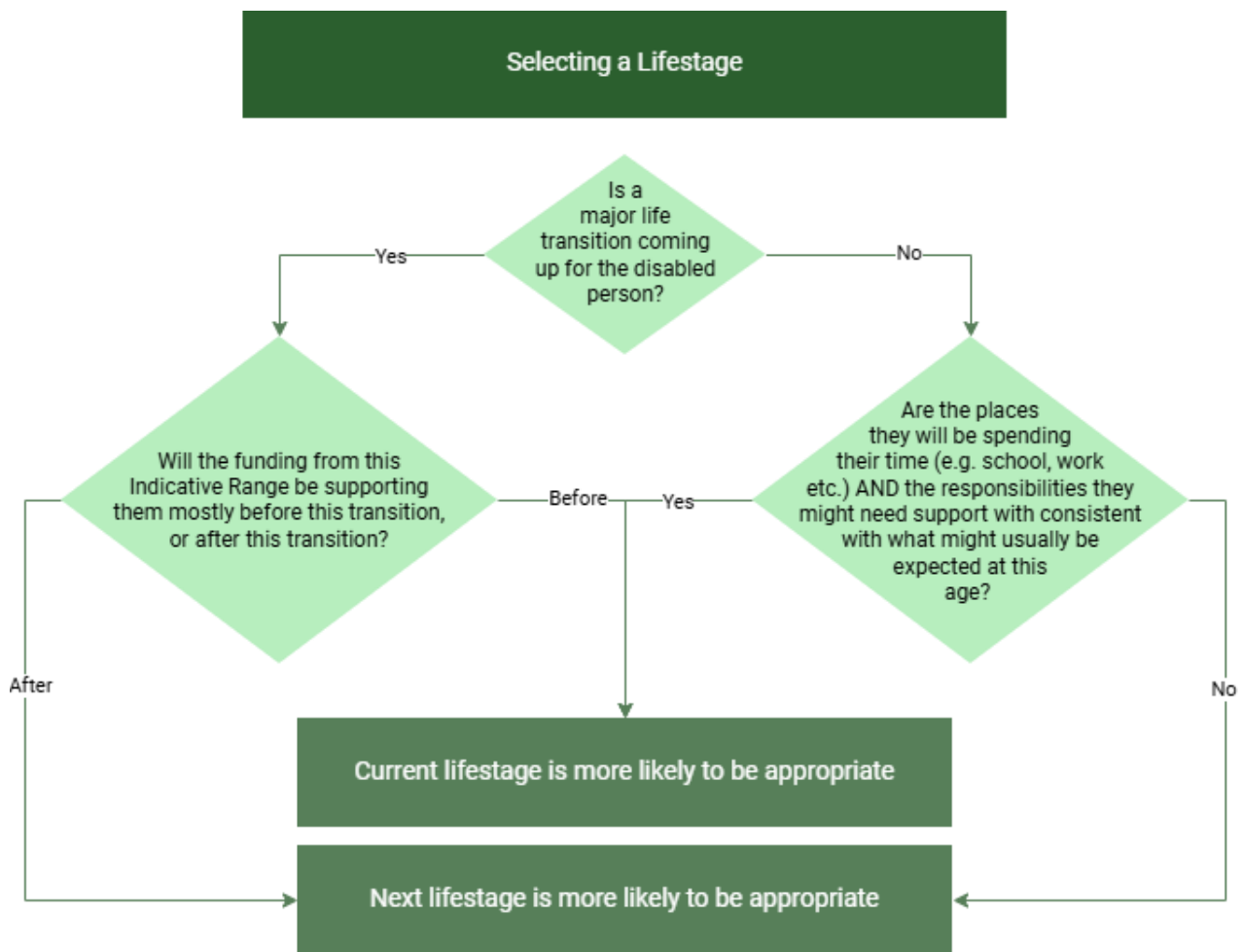
Selecting the appropriate lifestage

Generally, age is likely to be a good predictor of lifestage – but there are exceptions, such as where:

- a transition from one lifestage is imminent (eg. leaving high school and moving into adult life), and a range is being sought to inform planning for that *next* lifestage; and
- age notwithstanding, the disabled person is generally in the settings, and requiring support with the responsibilities of a later lifestage (for example, a teenage who may have left school and home early in their mid-teens).

Picking the most appropriate lifestage is a key part ensuring the most appropriate options for planning are available, and that an appropriate estimate of what DSS might expect to contribute to the upcoming transition financially.

If you are unsure, you can use the flowchart below to check:



Ordinary Ranges – The Reflection Questions

Ordinary Ranges provide for a level of support to enable disabled people and their whānau to create lives for themselves, including where the disability support system is not intensively involved in the provision of their living situation.

Ordinary ranges depend on the results of the reflection questions:

- Most reflection questions address the impact of disability on day-to-day life. The more negatively the 'without support' options are rated, the greater the disability-related impact, and the higher the likely range;
- Some (3) reflection questions relate to the contribution of others, and impacts on them from making those contributions. Those reflection questions are discussed in a separate chapter.

Ordinary ranges respond to the impacts of disability on day-to-day living and activities. They contain relatively less (but not no) support that may be required 'just in case' a risk arises.

Ordinary ranges are appropriate where the person and their whānau are looking for support with the life they want to create, but where the support does not require DSS to be intensively involved in sustaining the person's living situation.

What is the scope of the individual reflection questions?

Three resources are included below to support understanding the scope and intent of the reflection questions:

- the table below sets out the overall intent and impact of individual reflection questions;
- the table below that is a reference so that you can be sure about which specific reflection question relates to which theme; and
- the diagram below that sets out how particular reflection questions relate to some familiar themes in disability-related challenges, and where some commonly assessed challenges might be represented within the OBIR tool.

Examples included in the resources are intended as illustrative only, and are not intended as a rule.

	Why	Maximum amount of the Indicative range affected by this indicator	Who is this question about?	What might that look like?
Routines and Tasks of Daily Living	If getting through tasks of daily living is unpredictable, or takes significant extra time, then it may: - limit the confidence with which the disabled person, or their family, can commit to particular activities (eg. work); or - leave less time and energy for other activities that are important for the wellbeing of the disabled person and their family. Including support for these impacts in the indicative range allows for supports that give the person, or their family, more time and energy available for other activities that are important for their wellbeing.	25%-30% of the maximum possible ordinary range	This question is primarily about the challenges the disabled person experiences but acknowledges interdependencies with the wider household who may be affected.	Disability-related challenges to managing day-to-day routines may arise, for example, where: - Higher physical challenges means that some personal care and household management tasks can't be completed independently; - Comprehension of Personal Care and Household Management tasks limits their successful independent completion
Behaviour	If the way the person expresses emotions requires additional effort and understanding to manage, then the range of opportunities (including living situations in some life stages), that are made available to the person, or that they and their family are confident can be taken up successfully, may be constrained. The additional effort and understanding may be: - by the disabled person themselves, or - take the form of support from others. Including support for these impacts in the indicative range resources overcoming constraints to the range of opportunities available to the disabled person resulting from the way in which the person expresses emotions.	~20%-30% of the maximum possible ordinary range	This question is about the experience of the disabled person but acknowledges that may affect others around them.	Disability-related challenges related to how the person expresses themselves appropriately may arise, for example, where: - self-regulating responses to frustrations may require support; - particular sensory inputs, or disruptions to routine can lead to the disabled person escalating further or faster than others might; - frustrations navigating a less accessible world come out in ways that require support.

	Why	Maximum amount of the Indicative range affected by this indicator	Who is this question about?	What might that look like?
Hazard Self Management	Where environmental and object related hazards are more difficult for the disabled person to navigate this can lead to the range of roles and settings the disabled person can access or participate in independently narrowing. Including support for these impacts in the indicative range resources overcoming accessibility challenges and managing everyday hazards with greater independence.	~15%-20% of the maximum possible ordinary range	This question is about the experience of the disabled person.	Disability-related challenges to hazard self-management may arise, for example, where: - Higher physical challenges means that some environments, objects etc. may pose higher risks than the otherwise might; - Risk perception and assessment, or managing impulsivity is impaired; - Vision or hearing impairment may make it more challenging to perceive or manage risk
Community Engagement	Being known for having particular strengths, and being connected in settings where those strengths are valued, enables the disabled person to access a fuller range of opportunities to engage in their communities. Including supports to address barriers the disabled person may experience in engaging in their community in the indicative range resources the person to engage with their community with greater independence.	~7%-15% of the maximum possible ordinary range	This question is about the experience of the disabled person.	Disability-related challenges to managing day to day routines may arise, for example, where: - there are practical challenges or support required to participate in activities in community; - the way the person processes information and completes activities independently limits their participation in in community
Agency and Decision making	Making practical allowance for any accommodations (time, process, technology etc.) that may be necessary for the disabled person to engage in decision making is critical for realising full inclusion and participation.	~10%-15% of the maximum possible ordinary range	This question is about the experience of the disabled person.	Disability-related challenges to exercising agency and decision making may arise, for example where: - The way that the person engages with information or makes their preference understood requires additional time or support as part of day-to-day decision making; - Particular accommodations are required for communication to occur successfully.
Social engagement and social navigation	Where a disabled person experiences challenges in appropriately navigating, and engaging in, social situations then the range of opportunities that are made available to the person, or that they and their family are confident can be taken up successfully, may be constrained. Including supports to address these challenges in the indicative range intends to increase the opportunities available to the person by enabling	~7%-11% of the maximum possible ordinary range	This question is about the experience of the disabled person.	Disability-related challenges to confidently navigating social interactions successfully may arise where: - challenges processing social cues and understanding social boundaries make it more challenge to participate in social engagement successfully; - challenges potentially engaging with others successfully (such as others understanding the disabled person's communication method or style) may make it harder to confidently participate.

	Why	Maximum amount of the Indicative range affected by this indicator	Who is this question about?	What might that look like?
	them to more independently, and/or appropriately, engage in social situations.			
Relationships (and sex)	Understanding how a person's experience of disability may impact relationships, and how this changes at different developmental stages can help us identify barriers to successful and safe relationships, including intimate relationships. Including supports to address identified barriers or challenges in the indicative range resources the person to engage in safe and successful relationships more independently.	~0%-10% of the maximum possible ordinary range	This question is about the experience of the disabled person.	Disability-related challenges to understand how relationships change at different developmental stages, and or to maintain intimate relationships, may arise where the person may require support to: • navigate intimate relationships; • set boundaries; and/or • navigate others' boundaries; you might reflect that here
Expectations	Identifying a disabled person's (and their family's, where relevant) expectations for the future can support us to understand the impact that disability may be having overall on day-to-day life. Understanding what particular impacts are contributing to lower expectations may support us to focus and prioritise challenges that are having the biggest impact on day-to-day life.	~0.5%-3% of the maximum possible ordinary range		The specific challenges that influence expectations will vary across the indicators above, and from situation to situation.

Which reflection questions relate to which themes?

Scope	Preschool	Primary-Intermediate	High School	Adulthood
Routines and Tasks of Daily Living	Generally we can carry out [] routine activities and have time to do other things that are important for us and our child	Generally we can carry out [] of our routine tasks and activities, whilst leaving time for other things that are important to us	I can take responsibility for [] for the routine things that I need to do, without significant impact on other things that are important to us	I can complete [] the routine things that I need to, that allow me to present myself and my home as I want to
Behaviour	Our child [] expresses their emotions in a way that is time consuming or exhausting to manage	Our child [] expresses their emotions in a way that is time consuming or intensive to manage	The way I express my emotions [] is in a way that is time consuming or intensive to manage	The way I express my emotions [] is in a way that is time consuming or intensive to manage
Hazard Self Management	Our child can safely explore [] of the same range of environments as other children might	Our child can safely explore [] of the same range of environments as other children might	I can manage for myself [] of the hazards I might encounter in day to day life	I can manage for myself [] of the hazards I might encounter in day to day life
Community Engagement	Our child participates in [] activities and places with others their age	I am [] developing and pursuing my interests, in ways which create opportunities to build on them	I am [] developing and pursuing my interests, in ways which create opportunities to build on them	I have [] enduring roles and activities that support me to demonstrate my strengths and maintain connection with others
Agency and Decisionmaking	Our child is making [] progress to developing the skills to understand others, and make themselves understood	I have opportunities to be responsible for [] of my own choices, and day-to-day decisions	I am gaining [] experience and confidence with making day-to-day and important decisions	I am [] in control of how my will and preference is determined and communicated
Social engagement and social navigation		I can [] participate in social and family life confidently	I can [] participate in social and family life confidently	I am confident participating in [] social and family contexts, and can keep up with friends and make new friends as others move on
Relationships (and sex)			I understand [] of the things that are changing for me, and how they might change how I engage with others	I can [] maintain or continue to develop close/intimate relationships, as I choose to
Expectations	We are [] about possibilities for the future, given our understanding of what our child's disability could mean	I feel I have [] choices to maintain or return to work, education, or other activities that are important to me	We expect [] of our family relationship to change as I go through my teenage years	I expect to have [] the opportunities to contribute, be valued, and access the good things in life that my peers do

How some familiar situations might be reflected in OBIR

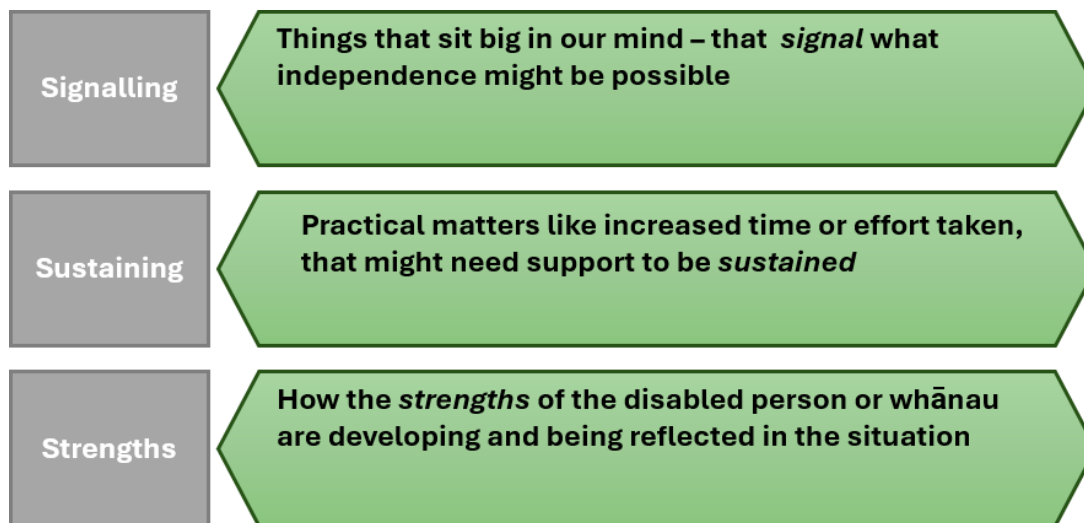
	Tasks of daily living	Behaviour and social appropriateness	Hazard self-management	Community engagement	Agency and decisionmaking	Social engagement and social navigation	Relationships
Sensory	Where vision impairment effects carrying out tasks related to household management or personal cares, you might reflect that here	Where frustrations with communication give rise to behavioural escalations (particularly for children), you might reflect that here.	Where hazards might not be seen or heard without support, you might reflect that here	Where there are practical challenges or support required to participate in activities in community, you might reflect that here	Where accommodations for how the person engages with information, or support to engage, are required, you might reflect that here	Where navigating a seeing or hearing world introduces uncertainties about engaging successfully in some contexts, you might reflect that here	Where navigating sensory challenges, including deteriorating vision and hearing affects maintaining connections or involves some readjustment in relationships You might reflect that here
Moderate intellectual disability	If prompting or oversight with some tasks of daily living are required, you might reflect that here	Where self-regulating responses to frustrations may require support, you might reflect that here	Where risk assessment may be impaired, or self-regulating impulsivity is challenging, you might reflect that here.	Where the way the person processes information and completes activities independently limits their participation in in community, you might reflect that here	Where accommodations for how the person engages with information, or support to engage, are required, you might reflect that here	Where the person may have challenges processing social cues and interactions, you might reflect that here	Where the person may require support to navigate intimate relationships, set boundaries, and/or understand others boundaries, you might reflect that here.
ASD	Where routines need to occur in particular ways or at particular times, or require prompting to be carried out successfully, you might reflect that here.	If particular sensory inputs, or disruptions to routine can lead to the disabled person escalating further or faster than others might, you could reflect that here	Where risk assessment may be impaired, or self-regulating impulsivity is challenging, you might reflect that here.	Where the way the person processes information and completes activities independently limits their participation in in community, you might reflect that here	Where accommodations for how the person engages with information, or support to engage, are required, you might reflect that here	Where the person may have challenges processing social cues and interactions, you might reflect that here	Where the person may require support to navigate intimate relationships, set boundaries, and/or understand others boundaries, you might reflect that here.
Physical disability	Where limits on the person's mobility may affect ability to carry out tasks of daily living independently, you might reflect that here.	Where frustrations navigating a less accessible world come out in ways that require support, you might reflect that here.	When safely mobilizing in different environments, or using some appliances safely may be challenging, you might reflect that here	Where there are practical challenges or support required to participate in activities in community, you might reflect that here	You might affirm strengths that the person has in making decisions and expressing their will and preference here	Where unknowns in safely navigating less familiar environments reduces confidence to participate in social interactions, you might reflect that here.	Where physical challenges affect the energy and time available to put into relationships, or where changing mobility might involve some readjustments to relationships, you could reflect that here
Intellectual disability	Where understanding of the tasks involved effects the ability to successfully complete them independently, you might reflect that here.	Where self-regulating responses when the disabled person is distressed may require additional support, you might reflect that here	Where risk comprehension, awareness and assessment may be impaired, or self-regulating impulsivity is challenging, you might reflect that here.	Where the way the person processes information and completes activities independently limits their participation in in community, you might reflect that here	Where accommodations for how the person engages with information, or support to engage, are required, you might reflect that here	Where the person may have challenges processing social cues and interactions, you might reflect that here	Where the person requires support to understand that relationships change at different developmental stages, and or to maintain intimate relationships, you might reflect that here

Whilst these are all examples of disability-related challenges that could be recognized under particular reflection questions, they are not exhaustive. There will be other matters that might also be taken into account, and individual consideration will be required of what parts of life are affected by specific disability related challenges

How to use the help questions, when you are unsure what rating to apply

As well as an overall 1-5 scale of rating options, each reflection question also has 3 supporting questions available to use where you are unsure what the overall answer should be. There is no requirement to use these questions, but they are your first best option for trying to determine with greater precision which rating option is most appropriate.

The supporting questions are intended to work together, and each relates to one of three themes:



These three elements together support us to understand a more rounded picture of the impact on someone's life. Whilst there is no requirement to use these questions, it is strongly encouraged where there is significant doubt about which overall rating should be applied

How the contribution of others is understood

OBIR includes a fact-based inquiry into the contribution others make to the life of the disabled person.

Understanding the contribution family and others make, the broader support network around them, and their ability to take time for their own wellbeing, are all key parts of ensuring that family carers and their needs are appropriately taken into account through the assessment.

OBIR does not advance any views on what the role of the family is or ought to be. Instead, OBIR seeks to establish what the contribution of others to the support of the disabled person is, and what effect that has on their own wellbeing, as a question of fact which a disability support system may need to respond to.

Whilst there are 6 -9 questions about disability related impacts (depending on lifestage), there are three questions related to the contributions of others to the life and support of the disabled person. As a result, we are relatively more reliant on these three questions being answered accurately, to ensure that the overall range is reliable.

These three questions must describe accurately both the availability and contribution of others to the life of the disabled person, and also the impact that has on the ability of those others to pursue things that are important for their own wellbeing.

How the questions work together

The three questions work together to create a picture of the support provided by others. Each question has a specific role to play, and it is important that they are answered within their respective scopes. Specifically:

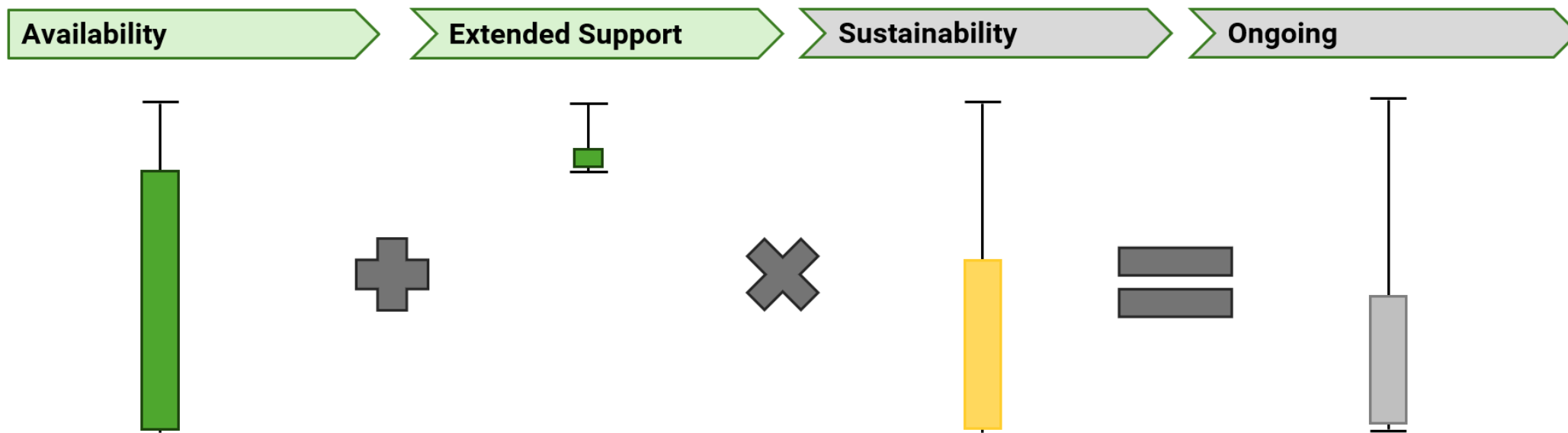
- The questions on how available others (or in the case of minors, the immediate household) make themselves to support the disabled person establishes, as a question of fact, how much of the disability support the person requires is being provided by others
- The question on extended support networks establishes, the availability of others, beyond those most involved in the support of the disabled person, to provide relief care or emotional support, both to the disabled person and those most involved in their support
- The question on sustainability and wellbeing of those contributions supports us to understand what impact on family carers and support networks the contribution they

make has, so that this can be taken into account in setting an appropriate ongoing indicative range

In some instances it may be tempting to scale down the availability question, to reflect that it can be a struggle for family to be as available as they are, or hard to sustain. However, that will result in the indicative range 'double counting' the sustainability challenges in the final indicative range. It is important to answer each question factually, so that they can work together to create a consistent result.

Three resources are included below to support understanding the scope and intent of the reflection questions:

- The diagram below shows, at a high level, how the answers on contributions of others are calculated together to estimate an ongoing sustainable contribution.
- The table below that is a reference so that you can be sure about which specific reflection question relates to which theme; and
- The diagram on the page after that sets out some common scenarios, and how those might be reflected in the different questions.



a.) First, OBIR will consider the availability of ‘primary caregivers’, or those most involved in supporting the disabled person.

b.) Secondly, OBIR will consider what *of the remaining support* is being done by extended family and friends.

OBIR won’t allow the combined amount to exceed 100%

c.) Thirdly, OBIR will seek to understand how often primary caregivers are able to take time for their own wellbeing. Depending on the answer, a different weighting will be applied, to determine a proportionate adjustment to the indicative range to reflect the relative sustainability of the contributions of others.

d.) OBIR then adjusts the indicative range so that a level of paid support can be made available to make ongoing contributions from others more sustainable.

Scope	Preschool	Primary-Intermediate	High School	Adulthood
Availability	We are [] available to provide the level of support our child requires	We are [] available to provide the level of support our child requires	There are people in my life who [] are available to provide the level of practical support I require to achieve the things that are important to me.	There are people in my life who [] are available to provide the level of practical support I require to achieve the things that are important to me.
Extended Networks	Extended family and friends are [] available to support our child and us	Extended family and friends are [] available to support our child and us	Extended family and friends are available [] to provide emotional support to me or those who support me	Extended family and friends are available [] to provide emotional support to me or those who support me
Sustainability	I can [] do most of the things important for my wellbeing	My family are able to take time for themselves [] and maintain balance within the whānau unit	My family are able to take time for themselves [] and maintain balance within the whānau unit	Those who contribute to my life are [] able to balance their contribution and keeping up with the things that are important to them

How some familiar situations might be reflected in OBIR – Contributions of Others

	Availability	Support from extended network	Sustainability
Parents of a young child are constantly available to provide disability support, but it is starting to wear on them. Extended family and friends are generally not available	You might reflect these as higher availability ratings – ‘Always’ or ‘Often’ may be most appropriate	You might reflect how often extended family and friends participate in providing a break for parents. In this instance, the rating is likely to be lower, such as “almost never”	You might reflect some of the strain being available is placing on parents or caregivers of the child through opportunities to do things for their own wellbeing as being less frequently available.
Parents of a young child are constantly available to provide disability support, but it is starting to wear on them. Family friends are provide unpaid support every second weekend	You might reflect these as higher availability ratings – ‘Always’ or ‘Often’ may be most appropriate	You would consider the contribution of extended family as a proportion of the total weekly disability support that the child requires. To be proportionate, you would most likely answer “occasionally”	You would reflect the semi-regular ability to take breaks from support by applying a rating such as ‘some weeks’.
Both parents work fulltime, getting home later in the evening. Grandma lives nearby and comes around most days to support with personal cares and other evening routines	You might reflect here any disability support that immediate family or household are providing on weekend days, through mornings or irregularly around shifts. To be proportionate, you would most likely answer “some” or “occasionally”	You would consider the contribution of extended family as a proportion of the total weekly disability support that the child requires. To be proportionate, you would most likely answer “often”	This scenario does not have enough information to be clear about sustainability. You would want to enquire as to how viable this arrangement might be into the future
A single parent has several children with disability, no or little extended family and friends available, and it is a struggle just to get through the ordinary parenting activities like getting kids dressed, fed, washed, to school, picked up from school and in and out of bed	In this instance, if some disability-related needs are going unmet due to the pressure of keeping up with general parenting, then you might rate the availability of support as lower.	You might reflect the absence of a broader support network here with lower availability ratings, such as ‘occasionally’, or ‘never’.	You might reflect that all ‘discretionary’ time is taken up with the ordinary tasks of parenting with a lower rating for parent and caregiver opportunities to do things for their own wellbeing.
Mum is constantly available to support her adult disabled child. She does not have an extended network locally, and seldom leaves home as she feels she must be constantly available.	You would reflect Mum’s constant availability here, using one of the higher ratings – most likely “always”	You would reflect the unavailability of an extended support network with a lower rating, in this case most likely “never or almost never”	You would reflect here Mum’s inability to leave the house as a constraint on her ability to pursue her own wellbeing. Depending on what else is happening it’s likely to be a lower rating, such as “some weeks”, “some months”, or “almost never”
An adult disabled person is living alone. They have a neighbour who checks in on them, a sibling who supports them with decision making and managing their money, and a cousin a few cities over who is always available for a call	You would reflect the practical support with decision making provided by the person’s sibling here. However, it is likely that a lower overall rating for availability to provide practical support is appropriate. The emotional support provided by cousin should have less of an effect on how this answer is set.	It is likely that a lower overall rating for availability to provide practical support is appropriate.	You would reflect here the degree to which the person’s sibling and neighbour are able to maintain the contribution they are making. If they are busy and checking in is getting harder, the rating may be lower, if they are able to sustain their contribution readily, the answer will be higher.

Extraordinary ranges – The Support Profile Questions

Whilst most people might be served through 'ordinary' indicative ranges, the questions in this section determine whether an extraordinary range might be required.

Extraordinary ranges are more appropriate where constant or near constant disability support is required.

Whether an ordinary or extraordinary range is appropriate depends on the level of safeguarding risk that may be present. This is primarily understood through the safeguarding ('Support Profile') questions.

The safeguarding questions have three parts to them:

- *Regularity* – how often does the risk eventuate?
- *Incidence* – at what times, or in what circumstances, does the risk usually eventuate?
- *Support* – What level of support is required to respond to the risk when it eventuates? This also helps us understand the intensity of the risk.

These three questions work together to determine whether a constant or near constant level of support to manage potential safety risks are required.

In any given situation there can be a range of views, often deeply held, about whether, for how long, and in what circumstances the disabled person can spend time without disability supports.

These can be sensitive questions, as they sit at the heart of disabled people and families' sense of security, and sense of what level of independence is possible.

These questions are intended to provide a structured, reviewable, evidential basis for determining whether constant (or near constant) support is required, and if not why not.

What is the basis for an extraordinary range

For the majority of people that DSS supports, we provide support with specific elements of life through the day or week, but otherwise limit our intrusion into day-to-day life. This pattern would be supported by 'ordinary' indicative ranges.

An extraordinary indicative range arises where there is a need for constant or near constant disability support. Extraordinary indicative ranges are reserved for situations where safety risks occur regularly, throughout the day (and/or night), and with an intensity to warrant constant, focused disability support to manage those risks.

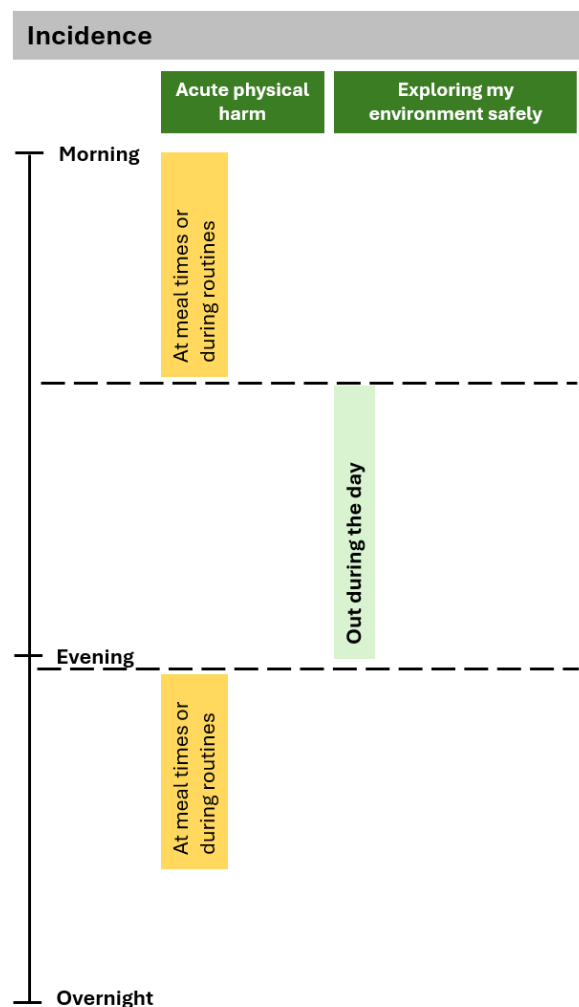
The decision to provide constant or near constant support has significant implications. OBIR is introducing a more structured and consistent approach to those decisions, and relies heavily on the safeguarding questions in the 'Support Profile' section of the webapp.

Pathways to an extraordinary range

There are two ways that an extraordinary range can be generated:

- One of the safeguarding domains across regularity, incidence, and intensity/support, rises to a level that of itself requires constant or near constant support; or
- Several safeguarding domains each create an intensive period of the day which, taken together amounts to constant support being required across the day.

For example, a person may experience intensive periods of risk of acute physical harm during the busy periods of the day, and may separately experience intense levels of safety risk related actively seeking to explore beyond where they might be expected to be during the day. By themselves they might not trigger an extraordinary range, but taken together they present a picture where constant or near constant disability support is required across the day:



Appendix One sets out reference tables that can support you to understand how the calculator will interpret different responses, and to trace what answers may be leading to extraordinary ranges if these are unexpected.

Distinguishing between disability support and parental support in extraordinary ranges for young children

What is or is not a disability-related risk to safety will vary at different ages and stages of development. It is not straightforward to generalize across those stages of development, and each individual circumstance will require individual consideration. The table below sets out some broad parameters that may help make distinctions about where it is more or less likely that particular matters can and should be included in answers to these indicators.

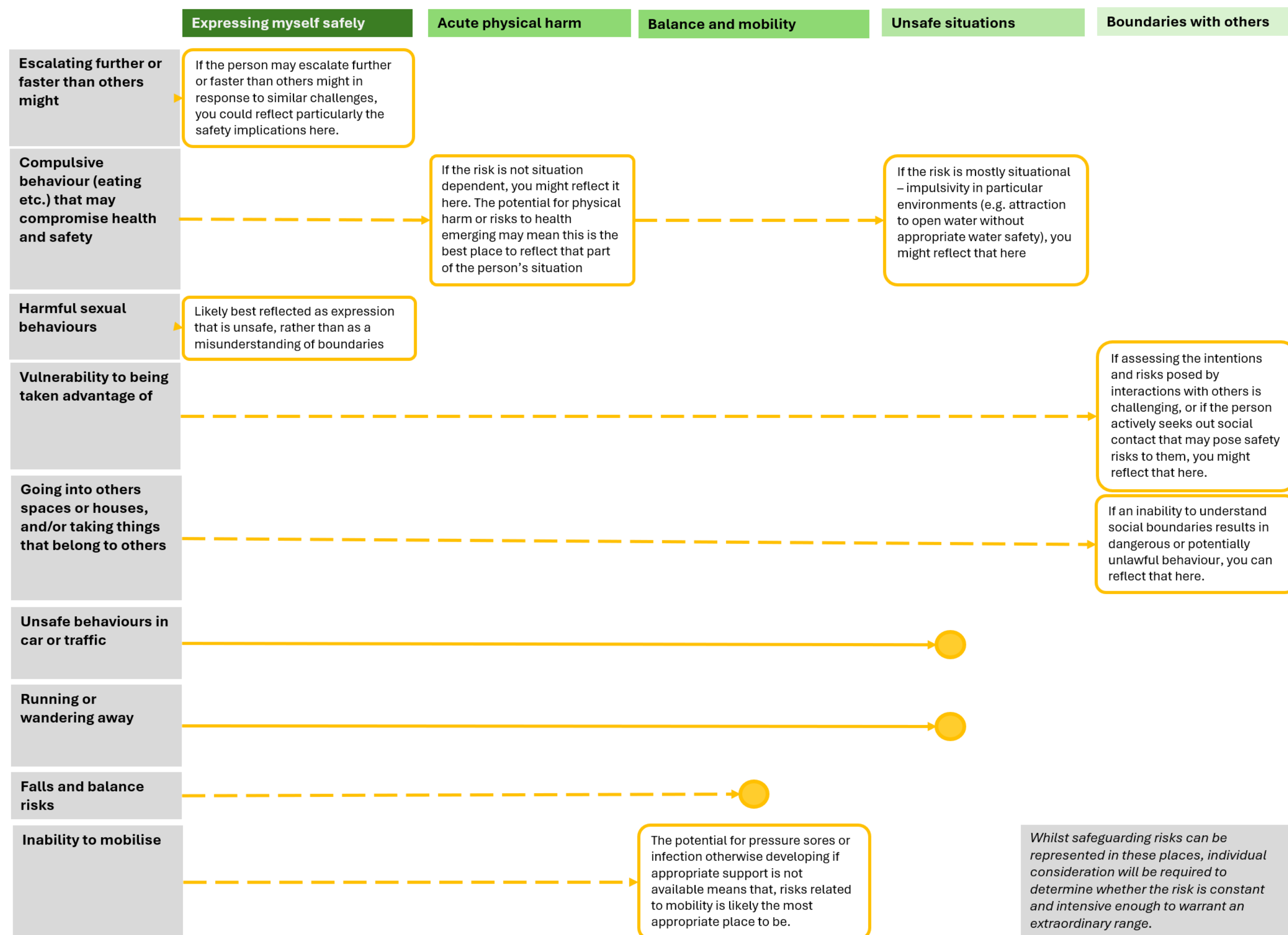
Theme/ Support Profile question	More likely to be appropriate to include in rating if...	Less likely to be appropriate to include in rating if...
Acute physical harm	... the child has difficulty swallowing safely foods that a child of this age and stage usually might be able to ... the child requires invasive medical devices to be used appropriately in order for them to be safe ... managing seizure activity is required for the child to be safe	... the child would not be safe using sharp objects or items independently that another child of this age and stage would also require supervision to use
Mobility	... the child is not mobilising, and requires constant or near constant support as a result (including additional support to maintain skin integrity) ... the way the child has adapted to mobility challenges introduces other safety risks	... the child may fall, bump into, or otherwise be bumped into, with much the same regularity and consequences as any other child might
Expressing myself	...when distressed or escalated the child engages with objects, animals, or elements of the environment that may lead to those things harming the child, or pose risk to life ...when distressed or escalated the child engages with other people, including adults, in a way that poses a risk of serious or continuing harm to them	... the child expresses themselves in ways that are distressing or exhausting, but is not themselves unsafe or do things that may harm others¹

¹ This may not be appropriate to reflect in the Support Profile/ Safeguarding questions, but depending on the impacts may be appropriate to consider in the Reflection questions.

Theme/ Support Profile question	More likely to be appropriate to include in rating if...	Less likely to be appropriate to include in rating if...
Exploring my environment	• ... impulsivity or fixation leads the child to actively try and get away from where they are expected • ...the child undoes locks, moves furniture, or otherwise actively seeks to circumvent things put in place to help them stay in appropriate spaces	• ... the child may wander off if unattended and something catches their attention • ... the child requires supervision generally to be safe around hazards like traffic or bodies of water

Where some common risks might be reflected in the Support Profile questions

The diagram below sets out where some risks familiar from previous needs assessment practice might be best reflected in the Support Profile questions in OBIR:

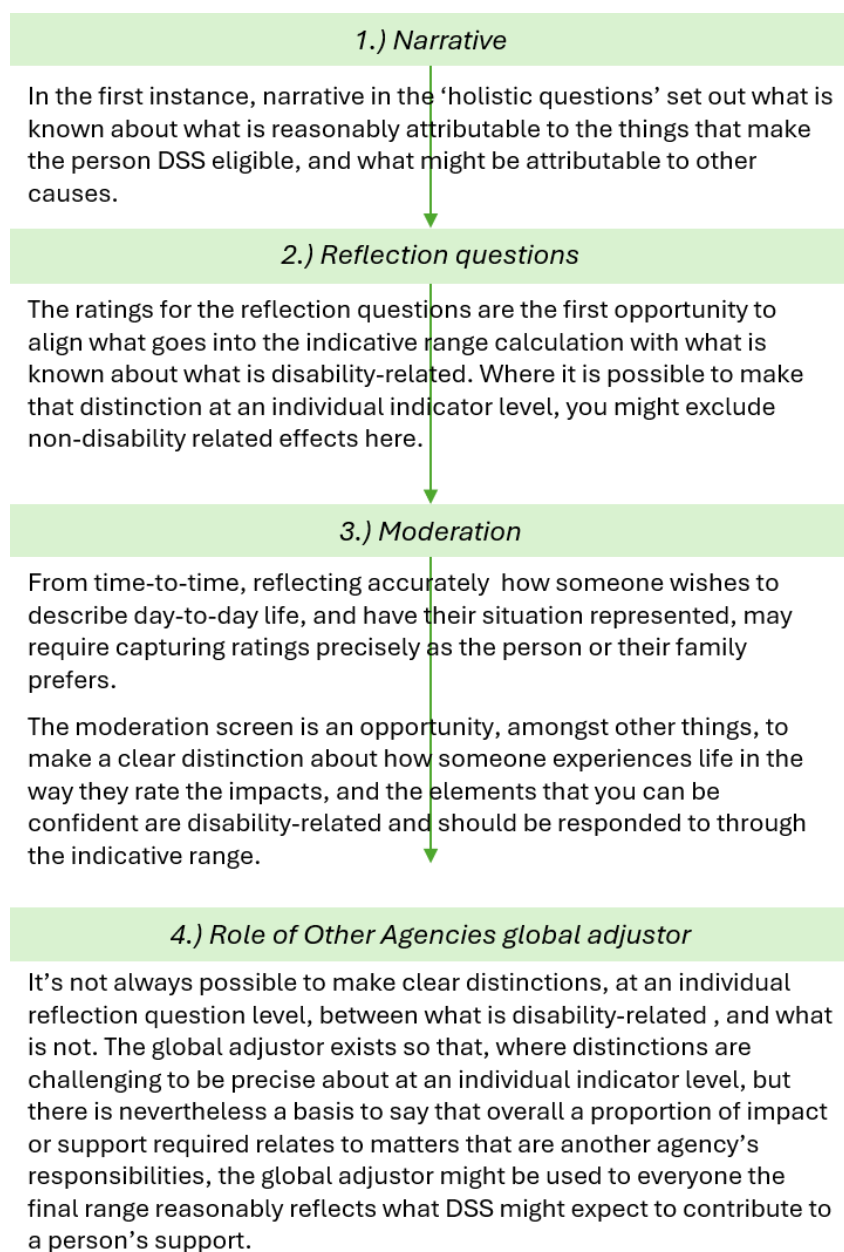


Taking account of the contribution of other agencies

In moving to an impacts approach, there is potential for matters that other agencies might contribute to becoming considered within OBIR.

Maintaining distinctions between disability-related, and non-disability related impacts in OBIR

OBIR provides several places that the distinction between disability-related impacts, and impacts arising from other causes, can be made.



When adjusting ratings, it is important to avoid 'double counting' any distinctions being made. For example, if the impact ratings have been adjusted to provide only for disability-related impacts, you should be cautious about further adjusting them through moderation. If moderation has adjusted reflection question ratings to relate only to disability-related matters, we should be cautious about then using the Global override to adjust for the same reasons.

