

NDIS Family or Friend Functional Impact Statement

You do not need to complete every question.

Please only comment on things you have personally seen or supported the participant with. Tick any boxes that apply and add brief examples where you can. Short answers are completely fine.

When answering, focus on what the participant can manage reliably and independently, and what changes when they are stressed, triggered or overwhelmed.

Participant's name: _____

About You

Your name:

Relationship to the participant:

How long have you known the participant?

How often do you usually see, speak to or support the participant?

- ☐ Daily
- ☐ Several times a week
- ☐ Weekly
- ☐ Fortnightly
- ☐ Other: _____

The participant's Strengths

What strengths do you see in them?

1. Everyday Tasks, Organisation and Home

Have you observed the participant having difficulty with:

- ☐ Starting tasks they know need to be done
- ☐ Deciding what to do first

- ☐ Breaking larger tasks into smaller steps
- ☐ Remembering tasks or appointments
- ☐ Finishing tasks they have started
- ☐ Managing several responsibilities at once
- ☐ Responding to emails, forms or paperwork
- ☐ Cleaning, laundry, dishes or changing bedding
- ☐ Keeping their living space organised
- ☐ Maintaining a regular routine
- ☐ Managing tenancy or household responsibilities
- ☐ Other: _____

Examples, if relevant:

2. Money and Finances

Have you observed the participant having difficulty with:

- ☐ Budgeting across a week or fortnight
- ☐ Keeping enough money aside for bills or essentials
- ☐ Remembering or paying bills
- ☐ Tracking expenses, fines or debts
- ☐ Understanding financial agreements or paperwork
- ☐ Working out whether something is affordable
- ☐ Impulsive spending or financial decisions when distressed
- ☐ Saying no when others ask for money
- ☐ Recognising when someone may be taking financial advantage of them
- ☐ Managing Centrelink, NDIS or other financial administration
- ☐ Asking for help before a financial problem becomes serious
- ☐ Other: _____

Examples, if relevant:

What support have you provided or seen the participant need?

3. Food and Meals

Have you observed difficulty with:

- ☐ Planning meals or deciding what food to buy
- ☐ Grocery shopping or staying within a grocery budget
- ☐ Keeping enough food in the house
- ☐ Preparing regular, nutritious meals
- ☐ Starting cooking when tired or overwhelmed
- ☐ Eating regularly
- ☐ Using food before it expires
- ☐ Cleaning up after cooking
- ☐ Other: _____

Examples, if relevant:

4. Study and University

the participant may achieve well academically while still requiring significant support behind the scenes.

Have you observed difficulty with:

- ☐ Starting assignments
- ☐ Planning assessments or managing several deadlines
- ☐ Sustaining attention
- ☐ Understanding lengthy or complex instructions

- ☐ Organising information or breaking work into steps
- ☐ Maintaining study routines
- ☐ Managing unexpected changes
- ☐ Communicating with university or placement staff
- ☐ Asking for help before becoming overwhelmed
- ☐ Balancing study with everyday responsibilities
- ☐ Other: _____

Examples, if relevant:

What support have you provided or seen the participant need?

5. Employment

Have you observed the participant having difficulty with:

- ☐ Preparing or organising themselves for work
- ☐ Maintaining work routines
- ☐ Managing several tasks or priorities at once
- ☐ Understanding unclear expectations or knowing when to ask for clarification
- ☐ Processing feedback or criticism
- ☐ Communicating needs to supervisors
- ☐ Managing workplace conflict or relationships
- ☐ Maintaining boundaries
- ☐ Managing workload without becoming overwhelmed
- ☐ Needing significant recovery time after work
- ☐ Maintaining employment during periods of increased stress
- ☐ Other: _____

Examples, if relevant:

6. Communication and Social Situations

Have you observed the participant having difficulty with:

- ☐ Understanding indirect, unclear or emotionally complicated communication
- ☐ Interpreting tone, body language or another person's intentions
- ☐ Knowing what another person expects
- ☐ Processing or remembering lots of verbal information
- ☐ Explaining what they need, especially when distressed or triggered
- ☐ Knowing how much personal information to share
- ☐ Knowing whether someone is trustworthy or safe
- ☐ Understanding what happened after a difficult interaction or conflict
- ☐ Other: _____

After difficult social or interpersonal situations, have you observed the participant:

- ☐ Needing reassurance or help interpreting what happened
- ☐ Spending significant time going over the interaction
- ☐ Questioning whether they responded correctly
- ☐ Withdrawing from other people
- ☐ Becoming highly distressed or taking a long time to return to their usual functioning
- ☐ Becoming more irritable or directing frustration towards people close to them
- ☐ Needing help deciding what to do next
- ☐ Other: _____

Examples, if relevant:

7. Relationships, Boundaries and Personal Safety

Have you observed difficulty with:

- ☐ Recognising healthy versus unhealthy relationship behaviour
- ☐ Recognising warning signs, manipulation, pressure or coercion
- ☐ Knowing whether someone is trustworthy or safe
- ☐ Saying no or maintaining boundaries
- ☐ Recognising controlling behaviour
- ☐ Stepping back from unhealthy relationships
- ☐ Making considered decisions when emotionally attached or afraid of rejection
- ☐ Keeping their own needs separate from another person's needs
- ☐ Maintaining independence within relationships
- ☐ Knowing when to seek advice before a situation escalates
- ☐ Other: _____

Have you needed to help the participant understand or navigate a relationship situation?

- ☐ Yes
- ☐ No

If yes, briefly describe what help was needed:

8. Community and Social Participation

Have you observed difficulty with:

- ☐ Leaving the house or attending activities consistently
- ☐ Attending unfamiliar places or activities alone
- ☐ Joining new groups or managing unfamiliar people
- ☐ Organising transport or remembering what they need
- ☐ Staying at an activity when overwhelmed
- ☐ Returning after a difficult or negative experience
- ☐ Developing or maintaining safe, reciprocal friendships
- ☐ Over-committing and then becoming overwhelmed

- ☐ Suddenly withdrawing from social activities when overwhelmed
- ☐ Asking for assistance
- ☐ Other: _____

the participant participates more successfully when:

- ☐ Someone goes with them
- ☐ They know what to expect beforehand
- ☐ There is a clear plan or routine
- ☐ Someone checks in with them
- ☐ They have help problem-solving difficulties
- ☐ Other: _____

9. Self-Care and Personal Routines

When the participant is struggling or overwhelmed, have you noticed changes in:

- ☐ Showering or grooming
- ☐ Dental care
- ☐ Wearing or maintaining clean clothing
- ☐ Eating or drinking regularly
- ☐ Sleep routines
- ☐ Attending appointments
- ☐ Maintaining their home
- ☐ Keeping up with everyday responsibilities
- ☐ Other: _____

What changes do you usually notice first?

10. Decision-Making and Problem-Solving

When highly stressed, triggered or overwhelmed, have you observed the participant having difficulty with:

- ☐ Slowing down before making decisions
- ☐ Considering different options

- ☐ Thinking through consequences before acting
- ☐ Working out what to do next
- ☐ Recognising when a situation is escalating or becoming unsafe
- ☐ Asking for or accepting help early
- ☐ Managing unexpected changes
- ☐ Making considered decisions about money, housing, work or relationships
- ☐ Other: _____

Does it help when another person talks through the options with them?

- ☐ Yes
- ☐ No
- ☐ Sometimes

Examples, if relevant:

11. Recognising When More Support Is Needed

Have you observed that the participant:

- ☐ Does not always notice early signs that they are becoming overwhelmed or triggered
- ☐ Has difficulty identifying what support they need
- ☐ Finds it hard to tell others they are struggling
- ☐ Has difficulty contacting supports independently
- ☐ Has difficulty using strategies they normally know when highly distressed
- ☐ Has difficulty slowing down and making considered decisions when highly distressed
- ☐ Finds it difficult to initiate or accept help early
- ☐ May have changes noticed by others before noticing them themselves
- ☐ Benefits significantly when support is provided early
- ☐ Other: _____

What signs tell you the participant's functioning is declining and they may need more support?

- ☐ Withdrawing or becoming harder to contact
- ☐ Stopping usual routines or missing appointments

- ☐ Making more mistakes or expressing increased shame or guilt
- ☐ Ordinary tasks becoming overwhelming
- ☐ Household tasks accumulating
- ☐ Eating or sleeping differently
- ☐ Staying excessively busy or withdrawing to avoid distress
- ☐ Falling behind with study or work
- ☐ Noticeable changes in communication, mood or ability to cope
- ☐ More impulsive decisions or difficulty managing money
- ☐ Other: _____

What do you usually do to help at these times?

12. Changes in Functioning and Most Difficult Days

This section focuses on the participant's most difficult periods: how often they occur, what tends to contribute to them, and how daily functioning changes.

Over the past 12 months, how often have you observed periods where the participant's functioning is significantly reduced?

- ☐ Most days
- ☐ Several days each week
- ☐ About once a week
- ☐ Several times a month
- ☐ About once a month
- ☐ Less often
- ☐ It varies significantly
- ☐ Unsure

When these periods occur, how long do they usually last?

- ☐ A few hours
- ☐ Most of the day
- ☐ 1–2 days
- ☐ Several days

- ☐ A week or longer
- ☐ It varies
- ☐ Unsure

What tends to contribute to these periods?

- ☐ Several responsibilities or demands occurring at once
- ☐ Unexpected changes to plans or routine
- ☐ Conflict, relationship difficulties or feeling unsafe with another person
- ☐ Rejection, perceived rejection, abandonment or loss of an important relationship
- ☐ Difficult or confusing social interactions
- ☐ University or workplace demands
- ☐ Financial pressure, housing problems or important decisions
- ☐ Administrative demands, forms or appointments
- ☐ Fatigue, poor sleep or prolonged stress
- ☐ Changes in available support or becoming socially isolated
- ☐ Problems accumulating before support is recognised or sought
- ☐ Sometimes there is no obvious trigger
- ☐ Other: _____

What does one of the participant's most difficult days look like functionally?

- ☐ Difficulty getting out of bed or beginning the day
- ☐ Personal care, eating or preparing food decline
- ☐ Household tasks or paperwork are not completed
- ☐ Appointments, study, placement or work are missed or become difficult
- ☐ They withdraw, stop answering messages or struggle to communicate clearly
- ☐ Everyday decision-making and problem-solving become difficult
- ☐ Managing money or important decisions becomes harder
- ☐ Relationships, boundaries or conflict become harder to manage
- ☐ They have difficulty regulating emotions when distressed or triggered
- ☐ They have difficulty recognising what support they need or asking for help
- ☐ They cannot reliably use coping strategies that normally help
- ☐ Other: _____

Compared with their usual functioning, how much support do they need on these days?

- ☐ Slightly more support than usual
- ☐ Regular prompting or reassurance throughout the day
- ☐ Significant help organising and completing everyday tasks
- ☐ Regular check-ins and help problem-solving
- ☐ Another person needs to take an active role in essential responsibilities
- ☐ Professional or additional support may be required
- ☐ Other: _____

In a few sentences, describe what you personally observe on one of the participant's most difficult days:

13. Support You Currently Provide

What support do you personally provide?

- ☐ Regular check-ins or reminders
- ☐ Helping prioritise tasks or make plans
- ☐ Being present while tasks are completed
- ☐ Practical household, meal or shopping assistance
- ☐ Paperwork, letters, emails or appointments
- ☐ Financial decisions
- ☐ University or employment matters
- ☐ Preparing for difficult conversations
- ☐ Helping interpret social interactions or another person's behaviour
- ☐ Relationship or boundary guidance
- ☐ Accompanying the participant into the community
- ☐ Helping make important decisions
- ☐ Helping recognise when more support is needed
- ☐ Helping contact professional services
- ☐ Providing extra support when functioning declines
- ☐ Other: _____

How often do you provide this support?

- ☐ Daily
- ☐ Several times a week
- ☐ Weekly
- ☐ Fortnightly
- ☐ Occasionally
- ☐ Depends on how the participant is functioning

Approximately how much time might this involve in an average week?

- ☐ Less than 1 hour
- ☐ 1–3 hours
- ☐ 4–7 hours
- ☐ 8+ hours

What would the participant have difficulty managing without this support?

- ☐ Personal care
- ☐ Meals and household tasks
- ☐ Money and bills
- ☐ Appointments and paperwork
- ☐ Planning and organising
- ☐ University or study
- ☐ Employment
- ☐ Communication
- ☐ Friendships and relationships
- ☐ Boundaries and personal safety
- ☐ Making decisions or problem-solving
- ☐ Community activities
- ☐ Recognising when help is needed
- ☐ Managing when overwhelmed
- ☐ Other: _____

Are there any factors that make this level of informal support difficult to sustain or likely to reduce in the future?

- ☐ Work or study commitments

- ☐ Caring responsibilities for other people
- ☐ Your own health or wellbeing
- ☐ Financial pressures
- ☐ Distance or transport
- ☐ Limited time or availability
- ☐ The level of support required is becoming difficult to sustain
- ☐ Changes in your relationship or circumstances
- ☐ Other: _____

Comments:

What impact would it have on the participant if the support you provide reduced or became unavailable?

14. What Other People May Not See

Please tick anything you think is important:

- ☐ the participant can appear very capable to people who do not know them well
- ☐ Their intelligence or academic ability can hide their support needs
- ☐ Working or studying can make others assume they are independent in all areas
- ☐ They receive significant preparation, prompting or support behind the scenes
- ☐ They may need substantial recovery time after activities
- ☐ Being able to do something once does not mean they can do it reliably or consistently
- ☐ They may hide or mask when they are struggling
- ☐ Their functioning can decline quickly when demands accumulate
- ☐ Other: _____

What might the NDIS not understand from meeting the participant briefly?

15. The Most Important Things for the NDIS to Know

Which areas do you believe the participant needs support with?

- ☐ Managing money
- ☐ Managing their home or tenancy
- ☐ Food and meals
- ☐ Organisation and completing everyday tasks
- ☐ University
- ☐ Employment
- ☐ Communication and social situations
- ☐ Building and maintaining healthy friendships
- ☐ Relationships, boundaries and personal safety
- ☐ Community participation
- ☐ Self-care
- ☐ Decision-making and problem-solving
- ☐ Recognising when support is needed
- ☐ Managing emotions and behaviour when distressed or triggered
- ☐ Developing practical strategies to manage the functional impact of their disability
- ☐ Maintaining everyday stability when demands increase

What are the THREE areas where you feel the participant needs the most support?

1. _____
2. _____
3. _____

Significant Incidents

Please describe up to **three incidents** that best show the impact of their disability on their hardest days.

Incident 1

Date: (can be month if you can't remember exact date) _____

Location (s): _____

Who was involved: _____

What happened?

What impact did it have on them? What did they do/how did they behave?

What support or action was needed?

What impact did it have on you? What impact did it have on you? (Emotional, mental, physical, work, other relationships, financial)

What may have happened without the support that you gave?

Incident 2

Date: (can be month if you can't remember exact date) _____

Location (s): _____

Who was involved: _____

What happened?

What impact did it have on them? What did they do/how did they behave?

What support or action was needed?

What impact did it have on you? (Emotional, mental, physical, work, other relationships, financial)

What may have happened without the support that you gave?

Incident 3
Date: (can be month if you can't remember exact date) _____
Location (s): _____
Who was involved: _____

What happened?

What impact did it have on them? What did they do/how did they behave?

What support or action was needed?

What impact did it have on you? (Emotional, mental, physical, work, other relationships, financial)

What may have happened without the support that you gave?

Overall

What positive changes do you notice when this person has the right support, routine and structure?

Is there anything else the NDIS should understand about the participant's day-to-day support needs?

What hopes do you hold for their future if they receive the help and support they need?

(Write this from the heart) <3

*I confirm that this statement reflects my own observations of _____ (insert name)
everyday functioning and support needs.*

Your Name: _____

Signature: _____

Date: _____

Mobile: _____

Email: _____