



Support without judgement
Presence without pressure

Family or Friend Functional Impact Statement

Helping the NDIS understand what everyday support needs really look like

YOU DO NOT NEED TO COMPLETE EVERY SECTION.

Only comment on things you have personally seen, helped with or know from regular contact. Tick what fits, add short real examples where useful, and skip anything that does not apply.

Focus on what the person can manage reliably and repeatedly, what support they need, and what changes on harder days. A person may be able to do something sometimes and still need support to do it consistently.

This is supporting evidence. It works best alongside relevant professional reports or other evidence. You do not need NDIS or clinical language - ordinary examples in your own words are useful.

HOW TO ANSWER

- Use ordinary language and real examples.
- Describe what you personally saw or did: what was difficult, what help was needed, how often it happens and what changed with support.
- If you only know about some areas of the person's life, only answer those areas.
- If you are unsure about something, say so. Do not guess, diagnose the person, or try to explain clinical causes.

FILLING THIS IN ELECTRONICALLY

Download the PDF and open it in Adobe Acrobat or another PDF form app before typing. You can also print it and complete it by hand.

Participant's name	
Your name	
Relationship to participant	
How long have you known them?	

How often do you usually see, speak to or support them? Choose one.

☐ Daily ☐ Several times a week ☐ Weekly ☐ Fortnightly ☐ Less often / varies

What strengths, interests or abilities are important to understand about this person?

1 | EVERYDAY LIFE AT HOME

Think about ordinary weeks, not only a crisis.

- ☐ Starting tasks that need to be done
- ☐ Deciding what to do first
- ☐ Breaking tasks into manageable steps
- ☐ Remembering appointments or responsibilities
- ☐ Finishing tasks once started
- ☐ Managing several demands at once
- ☐ Emails, forms, letters or administration
- ☐ Cleaning, laundry, dishes or bedding
- ☐ Keeping the home organised
- ☐ Maintaining routines
- ☐ Managing tenancy or household responsibilities
- ☐ Other:

A brief example, if relevant - what happened, what was difficult, and what help was needed?

What support have you personally provided or seen them need? Describe what another person actually had to do.

2 | FOOD, SELF-CARE AND DAILY ROUTINES

- ☐ Planning meals or groceries
- ☐ Keeping enough food in the house
- ☐ Preparing meals regularly
- ☐ Eating or drinking regularly
- ☐ Cleaning up after meals
- ☐ Showering or grooming
- ☐ Dental care
- ☐ Clean clothing
- ☐ Sleep routines
- ☐ Attending appointments
- ☐ Keeping up with household responsibilities
- ☐ Other:

What changes do you notice when things become harder?

3 | MONEY, PAPERWORK AND IMPORTANT DECISIONS

- ☐ Budgeting across the week or fortnight
- ☐ Keeping money aside for bills or essentials
- ☐ Remembering or paying bills
- ☐ Understanding financial paperwork or agreements
- ☐ Working out what is affordable
- ☐ Managing Centrelink, NDIS or other administration
- ☐ Recognising when someone is pressuring or taking advantage of them financially
- ☐ Saying no when others ask for money
- ☐ Slowing down before important decisions
- ☐ Thinking through options and consequences
- ☐ Knowing when to ask for help
- ☐ Other:

A brief example, if relevant - what happened, what was difficult, and what help was needed?

4 | COMMUNICATION, RELATIONSHIPS AND PERSONAL SAFETY

- ☐ Understanding unclear or emotionally complicated communication
- ☐ Interpreting tone, body language or another person's intentions
- ☐ Processing or remembering lots of verbal information
- ☐ Explaining what they need, especially when distressed
- ☐ Knowing what another person expects
- ☐ Knowing how much personal information to share
- ☐ Recognising when another person is pressuring, manipulating or controlling them
- ☐ Saying no or maintaining boundaries
- ☐ Stepping back from unhealthy situations
- ☐ Working out what happened after conflict
- ☐ Knowing when to seek advice or support
- ☐ Other:

Describe something you personally saw, heard or helped with.

5 | COMMUNITY, SOCIAL LIFE, EDUCATION AND WORK

Only complete the parts that apply. Education includes school, TAFE, university, training or placement.

- ☐ Leaving home or attending activities consistently
- ☐ Going somewhere unfamiliar alone
- ☐ Managing unfamiliar people or groups
- ☐ Organising transport or what they need
- ☐ Staying when overwhelmed
- ☐ Returning after a difficult experience
- ☐ Maintaining friendships
- ☐ Asking for assistance
- ☐ Starting or planning study tasks
- ☐ Managing deadlines or several demands
- ☐ Communicating with education or placement staff
- ☐ Preparing and organising for work
- ☐ Managing workload, feedback or workplace relationships
- ☐ Needing significant recovery after work or study
- ☐ Maintaining participation during periods of increased stress
- ☐ Other:

A brief example, if relevant.

What helps them participate more successfully?

- ☐ Someone goes with them
- ☐ Knowing what to expect beforehand
- ☐ A clear plan or routine
- ☐ Prompts or check-ins
- ☐ Help problem-solving when something changes
- ☐ Recovery time afterwards
- ☐ Other:

6 | WHEN FUNCTIONING CHANGES

Support needs can change from day to day. This section helps show how often that happens and what it means in practice.

Over the past 12 months, how often have you personally observed their functioning become significantly harder? Choose one.

- ☐ Most days ☐ Several days each week ☐ About weekly ☐ Several times a month ☐ About monthly
- ☐ Less often ☐ Varies significantly ☐ Unsure

When this happens, how long does it usually last? Choose one.

- ☐ A few hours ☐ Most of the day ☐ 1-2 days ☐ Several days ☐ A week or longer ☐ Varies
- ☐ Unsure

6 | WHEN FUNCTIONING CHANGES - CONTINUED

What do you notice on harder days?

- ☐ Difficulty getting started or getting out of bed
- ☐ Personal care or eating declines
- ☐ Household tasks or paperwork stop
- ☐ Appointments, work or study become difficult
- ☐ They withdraw or stop responding
- ☐ Communication becomes harder
- ☐ Decision-making or problem-solving becomes harder
- ☐ Money or important decisions become harder
- ☐ Relationships or boundaries become harder to manage
- ☐ Usual coping strategies are harder to use
- ☐ They do not recognise or ask for help early
- ☐ Other:

Compared with their usual functioning, how much extra support do they need during harder periods?

- ☐ A little more support than usual
- ☐ Regular prompting, reassurance or check-ins
- ☐ Significant help organising or completing everyday tasks
- ☐ Repeated help problem-solving or making decisions
- ☐ Another person needs to take an active role in essential responsibilities
- ☐ Additional or professional support may sometimes be needed

Describe one harder day or period you personally observed.

7 | SUPPORT YOU CURRENTLY PROVIDE

Informal support counts even when it has become so normal that it no longer feels like "support".

Examples include reminding, prompting, checking in, driving, helping with calls or messages, talking through decisions, being present while something gets done, or stepping in when functioning drops.

- ☐ Regular check-ins or reminders
- ☐ Helping prioritise tasks or make a plan
- ☐ Being present while tasks are completed
- ☐ Household, meal or shopping help
- ☐ Paperwork, emails, letters or appointments
- ☐ Money or bill support
- ☐ Study or employment support
- ☐ Preparing for difficult conversations
- ☐ Helping interpret social situations
- ☐ Relationship or boundary guidance
- ☐ Going into the community together
- ☐ Helping with decisions or problem-solving
- ☐ Noticing when more support is needed
- ☐ Helping contact professional services
- ☐ Providing extra support when functioning declines
- ☐ Other:

How often do you provide this support? Choose one.

- ☐ Daily
- ☐ Several times a week
- ☐ Weekly
- ☐ Fortnightly
- ☐ Occasionally
- ☐ Depends on how they are functioning

Roughly how much time might this involve in an average week? Choose one.

Include preparation, prompting, checking, following up or helping afterwards - not only face-to-face time.

- ☐ Less than 1 hour
- ☐ 1-3 hours
- ☐ 4-7 hours
- ☐ 8+ hours
- ☐ Varies too much to estimate

If support changes a lot from week to week, comes in bursts, or is hard to predict, briefly describe that here.

Without this support, what would they have difficulty managing reliably?

- ☐ Personal care
- ☐ Meals or household tasks
- ☐ Money or bills
- ☐ Appointments or paperwork
- ☐ Planning and organising
- ☐ Study or employment
- ☐ Communication
- ☐ Relationships or boundaries
- ☐ Important decisions
- ☐ Community participation
- ☐ Recognising when help is needed
- ☐ Managing harder periods
- ☐ Other:

7 | SUPPORT YOU CURRENTLY PROVIDE - CONTINUED

Is this level of informal support sustainable? What could make it reduce or become unavailable?

Based on what you have personally seen before, what would likely become harder if your support reduced or stopped? If unsure, say so rather than guessing.

8 | WHAT OTHER PEOPLE MAY NOT SEE

- ☐ They can appear very capable to people who do not know them well
- ☐ Intelligence, communication or academic ability can hide support needs
- ☐ Working or studying can make others assume they are independent in every area
- ☐ There is significant preparation, prompting or support behind the scenes
- ☐ They may need substantial recovery time after activities
- ☐ Being able to do something once, or on a good day, does not mean they can do it reliably or repeatedly
- ☐ They may mask or hide when they are struggling
- ☐ Functioning can decline quickly when demands accumulate
- ☐ They may communicate well in a short meeting but have difficulty acting on the information afterwards
- ☐ The support needed before or after an activity may not be visible while they are doing it
- ☐ Work, study or another demanding activity may use most of their capacity and affect functioning in other areas
- ☐ Other:

What might the NDIS miss if it only met this person briefly, saw them on a good day, or only saw what they could do during the appointment itself?

9 | THE CLEAREST EXAMPLES

ONE REAL EXAMPLE IS ENOUGH. A SECOND IS OPTIONAL.

Choose an ordinary or significant situation that shows what the person had difficulty managing, what support was needed, how much help was involved, and what changed once support was provided.

Example 1

What happened?

What did you notice the participant had difficulty doing or managing?

What support did you or someone else provide?

What changed once that support was provided?

Based on what you have personally observed before, what would likely have been harder, delayed or not completed without that support? If you do not know, it is okay to say that.

Another example - optional

What happened, what was difficult, what support was provided, and what changed?

10 | MOST IMPORTANT THINGS FOR THE NDIS TO UNDERSTAND

What are the THREE areas where you most often see support being needed, or where the impact is greatest?

1.	
2.	
3.	

What positive difference do you notice when the person has the right support, routine or structure? For example, what becomes possible, more consistent, safer or less exhausting?

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Is there anything else you think is important for the NDIS to understand about their everyday functioning or support needs?

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OPTIONAL SIGNIFICANT INCIDENTS

If an incident is important evidence, attach a separate page. Include the approximate date, what you personally observed, the functional impact, what support or action was needed, and what happened afterwards.

DECLARATION

I confirm that this statement is based on my own observations, contact with and/or support of the participant, and that I have identified where I am unsure rather than guessing.

Name	
Signature	
Date	
Phone / Email	