

Question on notice no. 2757

Portfolio question number: NDIA SQ25-000244

Supplementary Budget estimates

Community Affairs Committee, Health, Disability and Ageing Portfolio

Senator Jordon Steele-John: asked the National Disability Insurance Agency on 4 December 2025—

Senator STEELE-JOHN: Are you able to table the I-CAN tool today?

Mr McNaughton: We can talk through the tool, the domains, how it works and also how the tool will work with a range of other questions. We'll be talking to the participants. As the minister said in her opening statement, it's a broad-scale semistructured interview. It goes through a whole range of questions about the participant and their circumstances, and then there are other modules that we may need to commission. We can talk-

Senator STEELE-JOHN: I understand that, but in the interest of time, what I'm asking you to do now is table the tool for the committee today.

Mr McNaughton: Can I take that on notice. I think we'll be able to, but, certainly, at a high level, we'll table the domains of the tool, so you can see how that works.

Answer —

Please see attached answer.

Senate Community Affairs Legislation Committee

Supplementary Budget Estimates – 4 December 2025

Answer to Question on Notice

Health, Disability and Ageing Portfolio

Topic: Instrument for the Classification and Assessment of Support Needs (I–CAN)

Question reference number: NDIA SQ25-000244

Outcome Number: 4

Senator: Jordon Steele-John

Type of Question: Spoken Hansard Page: 39

Date set by the Committee for the return of answer: 29 January 2026

Question:

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Mr McNaughton: We can talk through the tool, the domains, how it works and also how the tool will work with a range of other questions. We'll be talking to the participants. As the minister said in her opening statement, it's a broad scale semi structured interview. It goes through a whole range of questions about the participant and their circumstances, and then there are other modules that we may need to commission. We can talk—

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Mr McNaughton: Can I take that on notice. I think we'll be able to, but, certainly, at a high level, we'll table the domains of the tool, so you can see how that works.

Answer:

The National Disability Insurance Agency (NDIA) has procured the Instrument for the Classification and Assessment of Support Needs (I-CAN) version 6, developed by the Centre for Disability Studies as the basis for the new support needs assessment. Please refer to the following documents regarding the I-CAN tool:

1. Attachment A – Information about the I-CAN Assessment
2. Attachment B – I-CAN v6 Scoring Manual
3. Attachment C – I-CAN Scoring System
4. Attachment D – I-CAN v6 Blank report.

Information about the I-CAN Assessment

The Instrument for the Classification and Assessment of Support Needs (I-CAN) is a holistic, person-centred assessment that looks at your support needs across everything you currently do and want to do.

There can be a lot of questions in the I-CAN interview, you can let the assessor know if an area of the assessment isn't relevant you (e.g. you have no support needs in this area) and that section can be skipped. Also, if you need to have a break at any time, you can let the assessor know. Obtaining any recent reports or background information prior to the assessment can be helpful as this can help to reduce the assessment duration. In the I-CAN assessment we will cover what your current supports are, any gaps in your support and any goals you have for the future.

Sometimes private information is discussed in an I-CAN. Your assessor will work with you to make sure you are comfortable when private information is shared.

The assessment covers 12 domains, below is a little bit of information about each of the domains and what is covered. This might help you think about what you might like to talk about when we do the I-CAN assessment interview(s)

- 1) **Mobility:** this covers how you move about, any equipment you need to get about and any transport support needs.
- 2) **Domestic Life:** this covers shopping, cooking, cleaning and household maintenance. We will talk about what you do yourself, what you need help with and what others might do for you.
- 3) **Self-care:** this covers any support you need to take care of your personal care including showering, dressing, going to the toilet, shaving, brushing your teeth & hair and anything else relevant to you. We will also discuss whether you need any specific preparation, or equipment.
- 4) **Community, Social & Civic Life:** This covers how you manage your money, how you advocate for yourself, what you like to do out and about in the community, including any recreation or leisure.
- 5) **Communication:** this covers your preferred methods communicating and any support needs you have.
- 6) **Learning & Applying Knowledge:** this covers how you are best supported to learn something new, how best make decisions, managing your time and any supports you need with reading, writing, or understanding numbers.
- 7) **General Tasks & Demands:** this covers how you manage your daily routine, including any medications you take. We will also talk about managing your safety and risks.
- 8) **Lifelong Learning:** this covers education and employment. We will talk about any supports you need if you are currently working or looking to find or apply for a course or a job (if relevant).
- 9) **Interpersonal Interaction & Relationships:** this section is about the important relationships in your life, your friends, family and intimate relationships (if relevant).
- 10) **Behaviour of Concern:** this section covers any behaviours you may use; this includes behaviours that might cause harm to you or others.
- 11) **Mental & Emotional Health:** this section is about your mental health. We can talk about any specific support needs you have to help you manage your mental health and stay well.
- 12) **Physical Health:** this section is about any additional health support needs you have. We will talk about your sleep, any pain you may experience and other health issues.

I-CAN

VERSION 6

**Instrument for the
Classification & Assessment of Support Needs (I-CAN)**

Tool & Scoring Manual

January 2025

Table of Contents

Senate Community Affairs Legislation Committee.....	1
Supplementary Budget Estimates – 4 December 2025	1
Answer to Question on Notice	1
Health, Disability and Ageing Portfolio	1
Topic: Instrument for the Classification and Assessment of Support Needs (I-CAN)	1
Question reference number: NDIA SQ25-000244	1
Outcome Number: 4	1
Senator: Jordon Steele-John	1
Type of Question: Spoken Hansard Page: 39	1
Date set by the Committee for the return of answer: 29 January 2026	1
Question:	1
Answer:	2
Information about the I-CAN Assessment.....	1
PART ONE: TOOL MANUAL	4
1. Introduction.....	4
2. The I-CAN Website	4
2.1 Web Browsers	4
2.2 Access:.....	4
2.3 Log-in and Two Factor Authentication:.....	4
2.4 Home Screen:	5
2.5 Navigation:	6
2.6 Mobile Devices:	6
2.7 Trouble Shooting & Password Reset	6
3. Completing an I-CAN.....	7
3.1 I-CAN Style	7
3.2 Client Details:.....	8
3.3 Pre-Populating	9
3.4 Domains:.....	9
3.5 Circle of Support:	9
3.6 Summary & Recommendations:	10
3.7 Autosave:	10
3.8 Finalising an I-CAN Assessment:	10
3.9 I-CAN Scoring Summary:	11
3.10 Allow Pop-ups:	12

3.11	Re-assessment:	13
3.12	Finalising Service Delivery.....	13
4.	Retention and accessibility of reports	13
4.1	Back-up Reports.....	13
4.2	Licence Status	13
4.3	Deletion of reports	14
5	I-CAN Licencing and Re-Accreditation	14
5.1	Licencing	14
5.2	Re-Accreditation	14
PART TWO: SCORING MANUAL		15
1.	Introduction.....	15
2.	I-CAN v6 Scoring System	15
3.	Scoring Reminders.....	16
3.1.	Score the Support Need	16
3.2	Use of Independent.....	16
3.3	Use of Not Applicable	16
3.4	Scoring Multiple Supports	16
3.5	Current Support vs Required Support	16
4	Domain Scoring.....	16
4.2	Mobility	17
4.3	Domestic Life	18
4.4	Self Care.....	20
4.5	Community, Social and Civic Life	21
4.6	Communication.....	23
4.7	Learning & Applying Knowledge	24
4.8	General Tasks & Demands	25
4.9	Life Long Learning	27
4.10	Interpersonal Interactions & Relationships	28
4.11	Behaviour of Concern	30
4.12	Mental & Emotional Health	31
4.13	Physical Health.....	33
5.	Goals.....	35
5.1	Scoring Goals	36

PART ONE: TOOL MANUAL

1. Introduction

Part one of this manual provides guidance on how to use the I-CAN online tool, starting an I-CAN assessment and information on I-CAN licencing and re-certification.

2. The I-CAN Website

The I-CAN is a web-based **online** assessment tool.

There is an offline MS Word template that can be used for notetaking during an assessment however, to finalise an I-CAN assessment, information must be entered into the website to generate an I-CAN report.

2.1 Web Browsers

The I-CAN website works best on either Google Chrome or Firefox (free to download on either a PC or MAC). An additional benefit of using Chrome or Firefox is the inbuilt spelling and grammar checker which saves time at the proofreading stage.

The I-CAN website can be unstable if you use it on Edge or Safari, or on a tablet.

2.2 Access:

Access via the CDS website: <https://cds.org.au/i-can-v6-login/>

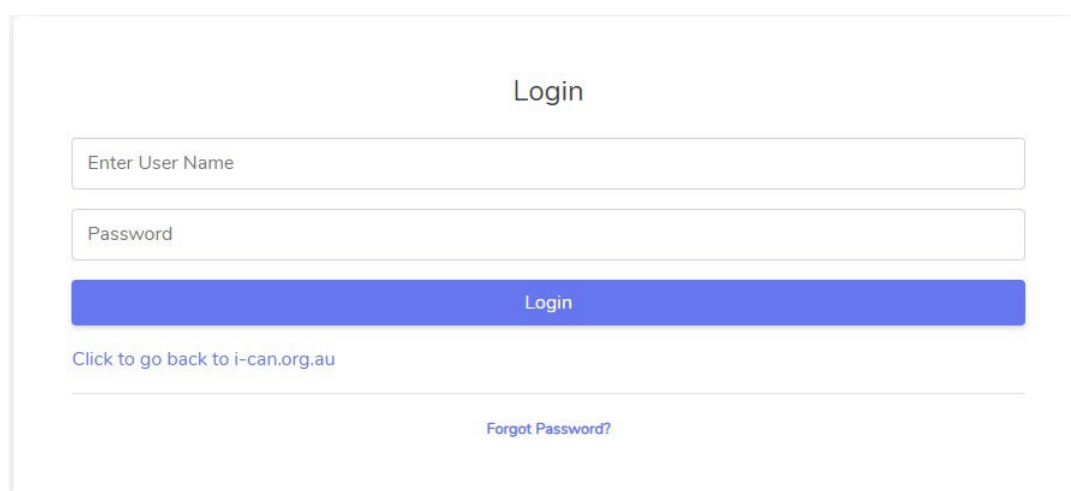
or

Directly via the web address: <https://icanadmin.org/Assessment/Account/Login>

2.3 Log-in and Two Factor Authentication:

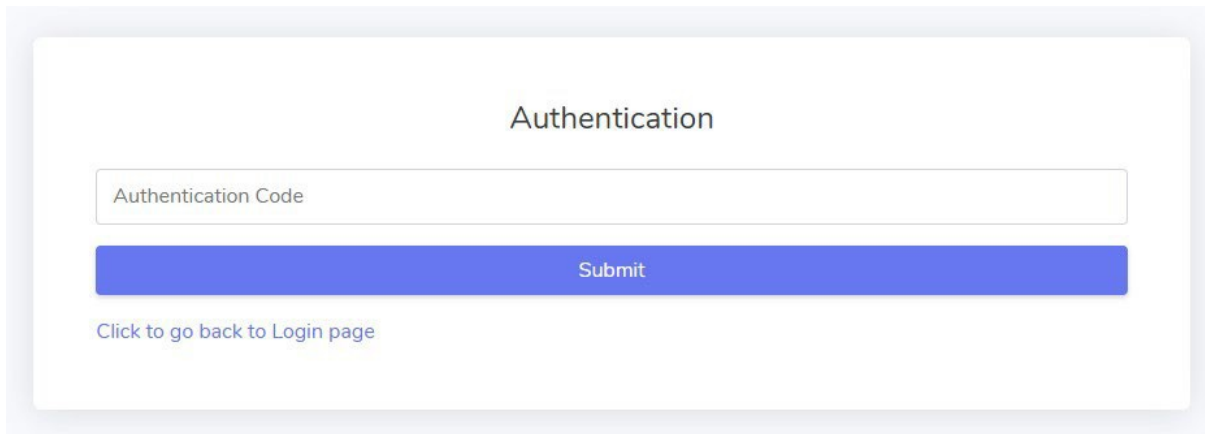
Use the website link above to access the I-CAN tool. It will take you directly to the log-in page.

- (i) Enter your User Name and Password, and click Log-in



The screenshot shows the I-CAN Login page. At the top, the word "Login" is centered. Below it are two input fields: "Enter User Name" and "Password". A blue "Login" button is positioned below the password field. At the bottom left, there is a link "Click to go back to i-can.org.au". At the bottom center, there is a link "Forgot Password?".

- (ii) You will then be prompted to enter an authentication code
- (iii) The authentication code will be sent to the email address linked with your I-CAN account
- (iv) Enter the authentication code received in the email and click submit
- (v) Please note the code will expire after 2 hours, and you will need to repeat the process if it has not been used.



Authentication

Authentication Code

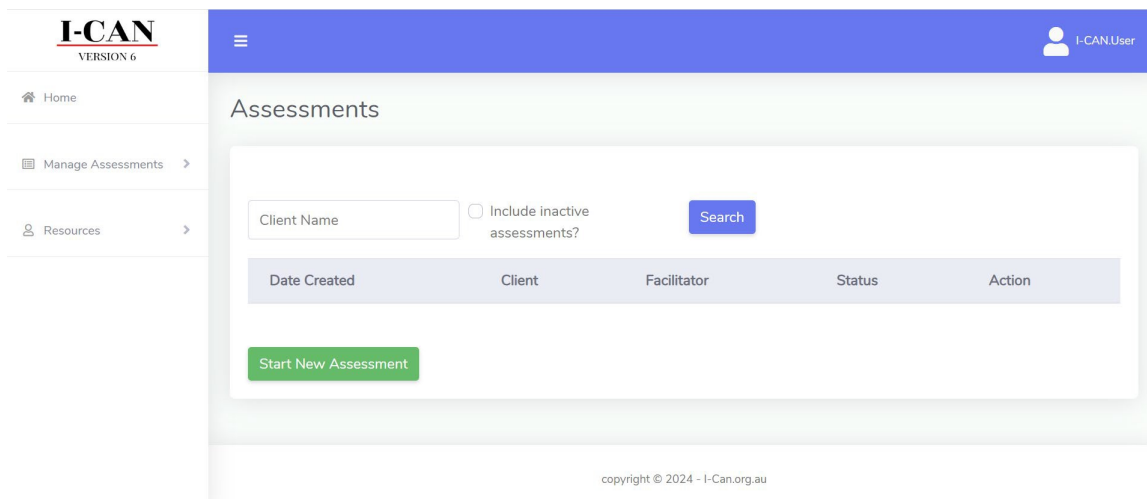
Submit

[Click to go back to Login page](#)

If you do not receive the authentication email or your email address has changed, please contact the CDS I-CAN team.

2.4 Home Screen:

When you log into the I-CAN tool, the **Manage Assessments** tab will appear.



I-CAN
VERSION 6

Home | Manage Assessments | Resources

I-CAN User

Assessments

☐ Include inactive assessments?

Date Created	Client	Facilitator	Status	Action
Start New Assessment				

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There are three main tabs on the left-hand menu:

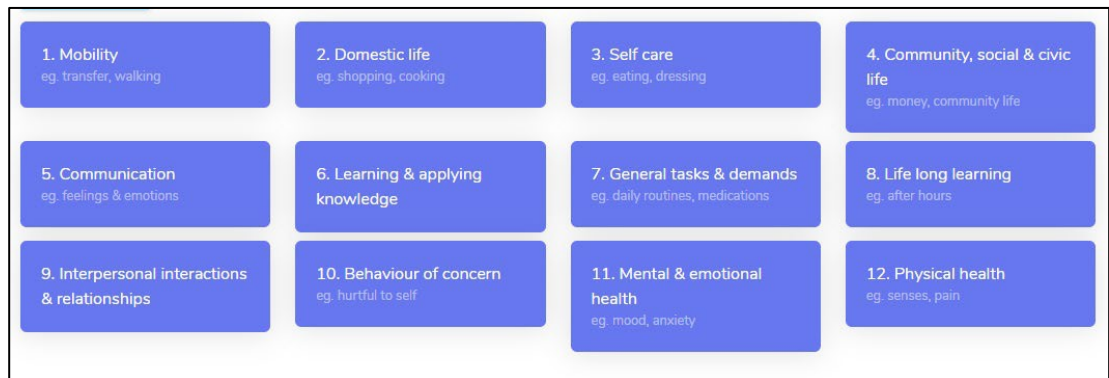
- (i) **Home Screen:** This tab has a welcome screen and email link for the CDS I-CAN team
- (ii) **Manage Assessments:** This tab is where you can create a new assessment, open an existing assessment or search for a client report
- (iii) **Resources:** This tab provides you access to various documents and resources, such as: Refresher Video, Blank I-CAN Word Document, I-CAN v6 Scoring Manual, I-CAN Example Report

2.5 Navigation:

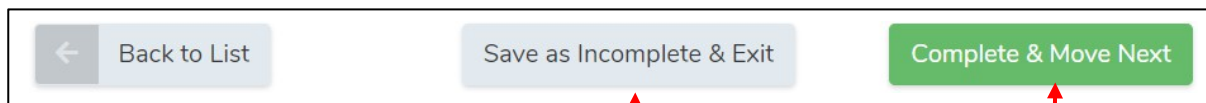
There are two ways to navigate through I-CAN v6.

- (i) **Navigate to:** At the top of the screen, there are buttons you can use to navigate to different sections within the tool (once initial demographics are entered)

Use 'Navigate directly to domain' to access the sub-menu of the 12 domains within the tool.



- (ii) **Bottom Menu:** At the bottom of each page, there are three buttons that assessors can also use to navigate through the tool:



Use this to save the assessment information completed and exit to the home screen.

Use this to mark a domain as complete and move to the next domain

2.6 Mobile Devices:

The I-CAN website is currently designed for use on a computer or laptop, not mobile devices such as mobile phones, tablets, or iPads.

2.7 Trouble Shooting & Password Reset

If you are experiencing difficulties with the I-CAN website, we recommend completing the following checks before contacting the CDS I-CAN team:

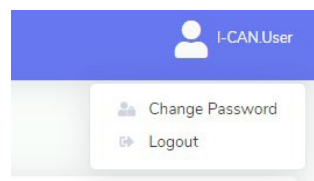
- What web browser are you using? Check that it is either Chrome or Firefox
- What device are you using? Check that you are using the website on a computer
- Clear your cache – this can be accessed through the settings on your web browser. The problem may be related to a software update that is not syncing with your browser. This should resolve the problem.

If you have forgotten your password, you can use the Forgot Password link on the Login page. It will ask you for your email address that is connected to your I-CAN account and will then send you an email with a password reset link.

Your new password needs to meet the following requirements:

- Must have at least one non alphanumeric character
- Must have at least one digit ('0'-'9')
- Must have at least one uppercase letter ('A'-'Z')

You can also change your password at any time via the Change Password function in the top right hand corner.



If you are still experiencing difficulties, the CDS I-CAN team is in Sydney, Australia. Technical assistance and password resets are available Monday to Friday from 9am – 5pm (AEST) - I-CAN Email: ican@cds.org.au

3. Completing an I-CAN

3.1 I-CAN Style

Before commencing work on an I-CAN assessment it is important to remember to write in the I-CAN style.

Because the I-CAN is a support needs assessment, the language used in the report is very different to the language used in a functional assessment. Person-centred, strengths-based language is key.

A functional assessment may say: “Bob can’t dress himself.”

The I-CAN version may be: “Bob can choose his clothes when presented with options by his support worker. Bob can put his clothing on when the selected items are passed to him with prompting to assist his understanding of the front and back of each item.”

Writing positive, strengths-based statements can be a challenge at times, particularly in domains such as Behaviours of Concern and Mental and Emotional Health. In these situations, it is appropriate to describe the behaviour or situation in a non-judgmental way, and make a statement such as “Bob can best be supported when these behaviours occur by support workers [insert particular support].”

3.2 Client Details:

The first section of the I-CAN v6. captures the client's demographic details.

The screenshot shows a web form titled "Client Details". At the top, there are two blue navigation buttons: "→ Navigate directly to domain" and "→ Navigate to circle of support". Below these are several input fields arranged in two columns. The left column contains: "Client Name" (John Franks), "Address" (44 Way Road), "Phone" (99991234), and "Date of Birth" (04/03/1987). The right column contains: "Date of Interview" (31/03/2022), "Participant(s)" (John Franks, Patricia Way, Mary Franks), and "I-CAN Facilitator" (Sally Smith).

Client Details	
Client Name	John Franks
Date of Interview	31/03/2022
Address	44 Way Road
Participant(s)	John Franks, Patricia Way, Mary Franks
Phone	99991234
I-CAN Facilitator	Sally Smith
Date of Birth	04/03/1987

Beneath the client details is a series of free text boxes, where assessors enter the following person-centred information about the client:

- **About Me:** Person-centred information about the person. What is important to them, what others like and admire about them etc.
- **Disabilities:** Any diagnosis of disability – ensure you reference where the diagnosis came from
- **Medical Conditions:** Any medical conditions the person has, also reference how you obtained this information
- **Reason for Assessment:** Why are you doing the assessment, what is the purpose, and what will it achieve?
- **Current Life Situation:** Where does the person live, who with, what type of support do they get, what do they do for leisure, work, education and who are the people they like to spend time with.
- **I Can Contribute:** How does the person contribute to those around them and their community?
- **Long Term Goals, Dreams & Aspirations:** Long term goals that the person has and any dreams or aspirations regardless of how likely they are to be achieved. Long term goals do not need to be measurable goals.
- **Support Network:** Who is the person's support network, including formal and informal supports?
- **Assessment Observations:** This is part of the introductory Client Details section. It is recommended to complete this section at the end of the assessment, as it notes who was involved in the assessment, how they participated and what happened during the assessment process.

3.3 Pre-Populating

It is recommended that assessors pre-populate some of the I-CAN v6. before commencing the I-CAN interviews. This pre-populated information can save time in the assessment interview(s) and provide prompts.

Gathering as much information about the person being assessed before the assessment allows sections such as client demographic information, disability, medical conditions, and reason for referral to be copied (in most instances) from referral information.

If the referral information includes any completed person-centred tools, this information can be pre-populated into sections such as 'About me'; 'I can contribute'; and 'Long-term goals, dreams & aspirations, as prompts to guide the assessment interview.

Information derived from other reports (e.g. Medical or Allied Health) can be populated into the relevant domain as prompts for the assessor about the client's support needs, what supports are currently received or any previously identified goals.

Any pre-populated information must be checked for accuracy during the interview(s).

3.4 Domains:

There are 12 domains within the I-CAN v6. Each Domain has four individual support ratings (except for physical health, which has 10 support ratings).

Each domain has a free text box at the top. This is optional and can be a valuable space to capture summary information or to note why a domain was not completed (if relevant to include this).

At the end of each domain is space for a maximum of two goals relating to that domain. Please note that it is recommended that an I-CAN assessment includes no more than 3 – 4 goals in total across the whole assessment.

Part two of this document has descriptions and scoring examples for each domain.

3.5 Circle of Support:

This is an optional section of the tool. Information in this section captures the formal and informal supports who are the key people in a client's life, their role and how frequently they provide support.

Circle of Support

Navigate to ▾

Circle of support member: F: ⓘ ⚠

Peter's older sister (Joan) lives interstate in Victoria, she calls Peter's home every couple of months to see how he is going and speak to him if it is an important date like a birthday or the anniversary of their parents deaths. Joan visits a couple of times each year and Peter looks forward to these visits.

Circle of support member: F: ⓘ ⚠

Audrey has been Peter's Keyworker for the past 3 years. Audrey works with Peter to complete his annual person-centred plan, weekly and monthly schedules, making small purchases including birthday presents or cards for friends and family. Audrey mainly takes Peter to any medical appointments and makes sure all the information about him at his home is up to date. Audrey is the point of contact for friends and family to contact Peter. She should be included in all correspondence for Peter.

3.6 Summary & Recommendations:

The Summary and Recommendations section provides an opportunity for the assessor to summarise any key issues, actions or recommendations arising from the assessment. Depending on the purpose of the assessment, this section can be important to highlight any key information relevant to this purpose.

Summary and Recommendations

Summary and Recommendations

← Cancel Complete & Move Next

3.7 Autosave:

The I-CAN tool will autosave content every 2-3 minutes.

You can also manually save your work by scrolling to the bottom of a page and selecting 'Complete & Move Next' or 'Save as Incomplete & Exit'. This is particularly important when you are making quick edits to information that may not be captured by the autosave function. Best practice is to always manually save your work once finished with the page.

3.8 Finalising an I-CAN Assessment:

When you have finished inputting all the information into the I-CAN we recommend downloading a PDF of the report and proofreading the content before finalising it.

Use the yellow PDF button to download a copy of your report, any changes can be made using the edit button.

When you have finalised an I-CAN Assessment, change the status to complete (you can change it back to draft at any time if required)

The screenshot shows the 'Assessments' section of a web application. At the top, there is a green notification box that says 'Successfully changed the status.' Below this is a search bar with the placeholder 'Client Name' and a checkbox labeled 'Include inactive assessments?'. To the right of the search bar is a blue 'Search' button. Below the search bar is a table with the following columns: 'Date Created', 'Client', 'Facilitator', 'Status', and 'Action'. The table contains one row of data: '30-03-2022', 'John Franks', 'Sally Smith', 'Completed' (with a dropdown arrow), and a blue information icon. To the right of the table, there are three buttons: 'PDF' (orange), 'Edit' (blue), and 'Make Copy' (blue).

Date Created	Client	Facilitator	Status	Action
30-03-2022	John Franks	Sally Smith	Completed	PDF Edit Make Copy

3.9 I-CAN Scoring Summary:

In the PDF report, following the introductory information, you'll find a summary graph of the I-CAN scoring results. The graph illustrates the average combined support intensity (which considers both the frequency and level of support) for each completed domain or any domain where the client has identified support needs.

Additionally, the graph highlights the highest support intensity rating for each domain, indicated in red.

Here is an example of how the **Self Care domain** has been summarised in the graph below:

Eating & drinking: 3. Daily 2. Minor (Combined score of 5) Personal

Care: 3. Daily 1. Managed (Combined score of 4) Toileting: 0. Never

0. Independent (Combined score of 0)

Dressing: 1. Occasionally 2. Minor (Combined score of 3)

Average combined support intensity: total of combined scores above (12) divided by 4 = 3

Highest support intensity rating: 5

Results

Scoring Summary

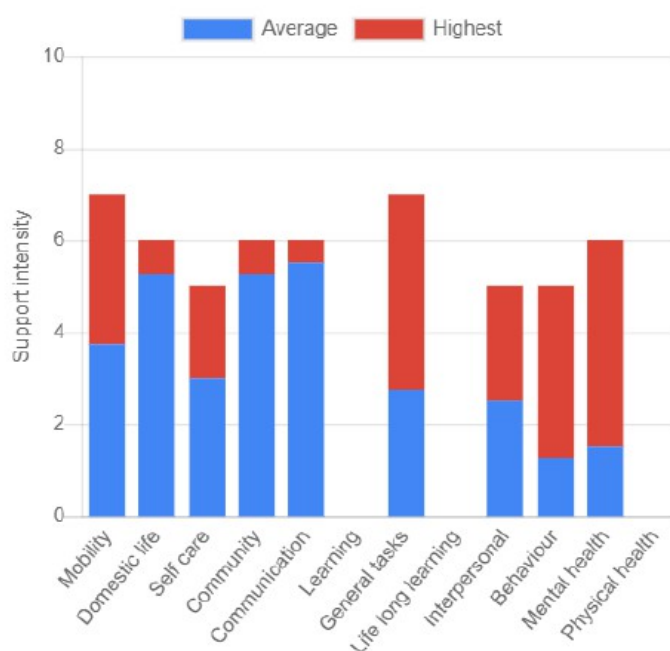
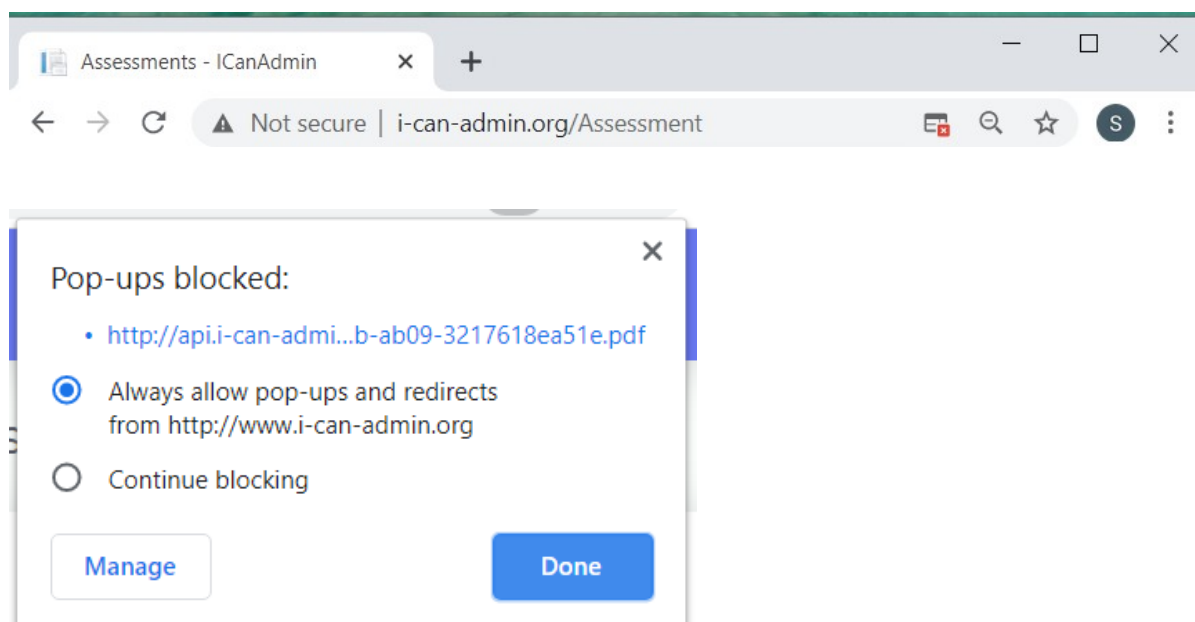


Figure 1. Highest and average support intensity

Each domain has four individual support ratings (except for physical health, which has 10 support ratings). The domain average is calculated across the number of subdomain support items, even if some of the items have not been scored or completed. If only part of the I-CAN was completed, this would be highlighted by the I-CAN assessor in the report.

3.10 Allow Pop-ups:

If you have issues downloading the PDF report, it may be because you need to allow pop-ups as they are currently blocked.



3.11 Re-assessment:

It is common for I-CAN assessments to be readministered. There are many reasons for this including as part of a review, transition or change of circumstances.

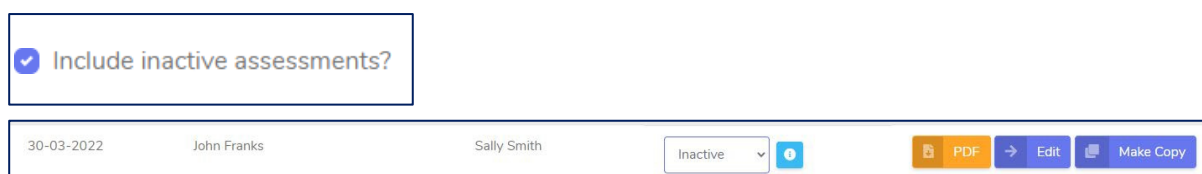
The 'Make Copy' button allows a duplicate report to be completed, the relevant fields can then be updated without requiring the assessor to complete a whole new assessment.

Please note when you create a copy of a report, 'copy' will show next to the person's name. You will manually need to update the name field to remove this prior to finalising the re-assessment report.

3.12 Finalising Service Delivery

If you finalise service delivery with a person you have completed I-CAN assessments for, you can change the status of that person's report to 'Inactive'. This will clean up the assessment home screen to only have your active assessments.

Inactive reports are not deleted (you cannot delete an I-CAN assessment from the tool), however, they are not visible on the home screen unless the 'Include Inactive Assessments' box is ticked



The screenshot shows a user interface for the I-CAN tool. At the top, there is a checkbox labeled 'Include inactive assessments?' which is checked. Below this, there is a horizontal bar representing a report card. The card displays the date '30-03-2022', the name 'John Franks', and the assessor 'Sally Smith'. To the right of the name, there is a dropdown menu currently set to 'Inactive'. Further right, there are three buttons: 'PDF' (orange), 'Edit' (blue), and 'Make Copy' (blue).

4. Retention and accessibility of reports

4.1 Back-up Reports

We recommend that you regularly export and back up your client's I-CAN reports. You can export these reports any time by downloading the PDF document.

If you choose to store client data on the I-CAN tool, we will regularly back up your data and securely store these back-ups. However, it is important that you also make your own regular back-ups.

4.2 Licence Status

As long as your license is active, your client data, software, and support materials will remain accessible and available without expiration. If your licence lapses for 6 months or longer, all your data (including I-CAN reports and associated client data) will be permanently deleted from our database and will be irretrievable.

4.3 Deletion of reports

Before any data deletion occurs, we will attempt to notify you via email at least 30 days in advance. This notice will include:

- A reminder to renew your licence to retain client data.
- An option to request an export of all your client I-CAN reports before a specified date.

If we do not receive a response from you within 30 days, all your data will be permanently deleted and will no longer be available.

By following these guidelines, you can ensure that your reports are always safe and accessible.

5 I-CAN Licencing and Re-Accreditation

5.1 Licencing

Training and Initial License (as of 1 Jan 2024)

\$655 per assessor (GST inc.)

This fee covers:

- Completion of the online I-CAN v6 Assessor training course, and access to the resources
- Access to the I-CAN v6 team for assistance with queries and tech issues
- Review and accreditation process
- Provisional license for 6 months from the date of training registration, in order to complete the online training course and accreditation process. Please note that the accreditation process must be completed within 6 months of the date of training registration, after which point access to the tool will be revoked.
- Full license for 12 months from the date of training, subject to completion of certification requirements

5.2 Re-Accreditation

To take out a subsequent license you will be required to complete a re-accreditation process.

- Completion of 20-minute refresher webinar
- Completion of re-accreditation quiz- emailed to the assessor
- Payment of annual fee.

More information about this process will be provided prior to the expiry of your initial license.

Subsequent License (as of 1 Jan 2024)

\$195 per assessor (GST inc.)

This fee covers:

- Annual refresher webinar and re-accreditation
- Access to the I-CAN v6 team for assistance with queries and tech issues

- Full license for 12 months from the date of renewal

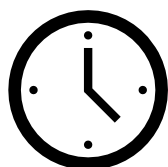
PART TWO: SCORING MANUAL

1. Introduction

The scoring manual goes through each of the 12 domains and provides information about what is included in each field and scoring examples based on the I-CAN v6 Scoring System.

2. I-CAN v6 Scoring System

Frequency of Support



0	Never	No support is required
1	Occasionally	Less than once per week
2	Weekly	1-6 times per week
3	Daily	1-3 times per day
4	Frequently	4 or more times per day
5	Continuously	Consistently throughout the day

Type of Support

0	Not Applicable	The described support need has been scored elsewhere in the I-CAN, or the domain is not relevant at the time of assessment.
---	----------------	---

0	Independent	The person does not need any support.
---	-------------	---------------------------------------



1	Managed Independence	This support need is managed through the independent use of aids or equipment e.g. wheelchair, hearing aids, glasses, communication device or a simple strategy such as independently using a checklist or phone reminders.
---	----------------------	---



2	Minor	The person may need brief or minor support from another person, for example simple first aid, giving a brief prompt or word of reassurance, minor setup or occasional supervision or mentoring, monitoring for signs of discomfort, or brief physical assistance for a minor aspect of the task.
---	-------	--



3	Moderate	The person may need a series of prompts or instructions, reassurance or emotional support or more regular supervision, interpreting or clarifying communication for an unfamiliar communication partner, or physical assistance for some aspects of the task.
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4	Extensive	The person needs extensive support for the majority of or for the entire task, such as hand over hand support, extensive emotional support, intensive communication support including speaking on behalf of the person, input or assessment by health care professional, or close supervision/monitoring. Alternatively, this task is completed wholly for the person, for example external financial management or guardianship.
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5 Pervasive

The person needs the direct simultaneous support of two or more people, such as a 2:1 hoist transfer or 2:1 response to behaviours of concern such as administering PRN.

3. Scoring Reminders

3.1. Score the Support Need

Remember to score the support need, not how often someone does something. For example, a person might need support with expressing their communication at the end of the day when they are tired. The support is not provided every time they communicate, so it would be scored as Daily rather than Frequently. Another common example relates to Guardianship and Financial Orders – while these Orders are always in place and it is therefore tempting to score the support frequency as Continuously, the Guardian is only required to act on the person's behalf every now and again, so an appropriate frequency would be Weekly or Occasionally.

3.2 Use of Independent

If you score a person as Independent, the frequency of support must always be Never – If they are independent, they therefore never need support.

3.3 Use of Not Applicable

Not Applicable can be used in two ways. Firstly, it can denote either a support being scored elsewhere in the I-CAN, with best practice being to also note this in the support description, for example “this support has already been scored in the Communication domain.” Not Applicable might also be used where there is a general comment to be made in the description, but when there is no current support need. For example, you may wish to record that there have been some historic Behaviours of Concern, however these have resolved and there is no current support required.

3.4 Scoring Multiple Supports

When multiple supports exist in the same sub-domain, always record the highest scoring support need. If two supports have the same total score, choose to record the one that is the most meaningful to the person or relevant to the situation.

3.5 Current Support vs Required Support

Sometimes the person needs more support than is currently being provided. When this happens it is best to score the support that the person needs, not the support that they get. Best practice is to note this discrepancy in the description and describe both the actual support need and the current level of support provided.

4 Domain Scoring

The following section provides guidance on what is included in each of the domains and some scoring examples for each. Please note that the descriptions are a guide and are not exhaustive.

4.2 Mobility

Mobility	
Transfers & Positioning	Support needs related to transfers between surfaces (e.g., bed, wheelchair, toilet, commode, vehicle, chair, floor), and positioning, re-positioning, or turning.
Carrying, Moving & Handling Objects	Support needs related to lifting and carrying objects, hand and arm use (reaching, turning, manipulating, catching, grasping, pushing, pulling)
Walking & Moving	Supports related to how a person moves around indoors and outdoors, the use of mobility equipment (walking frame, wheelchair etc.) or the physical support of another person(s) and supports to manage falls risks.
Transport	Support needs related to private and public transport driven by others, or ability to drive own vehicle.

Transfers & Positioning

Example Support Activity	Likely Scoring
Person can safely transfer from bed to wheelchair using a hoist with 2:1 support	4. Frequently 5. Pervasive
Person can reposition or turn overnight when a staff member physically lifts and repositions them	3. Daily 4. Extensive
Person can transfer independently with the use of a slide board or handrails	3. Daily 1. Managed Independence

Carrying, Moving & Handling Objects

Example Support Activity	Likely Scoring
Person can drink from a cup with hand over hand support	4. Frequently 4. Extensive
Person can move items around once they are placed on the person's wheelchair tray	3. Daily 1. Minor

Walking & Moving

Example Support Activity	Likely Scoring
Person uses a powered wheelchair independently	5. Continuous 1. Managed Independence
Person can walk down stairs or on uneven ground with some physical support from one person	2. Weekly 3. Moderate
Person needs one carer to push their manual wheelchair when out in the community	2. Weekly 4. Extensive

Transport

Example Support Activity	Likely Scoring
Person needs to be driven in a vehicle with or without others, most days of the week	2. Weekly 4. Extensive
Person can travel on public transport with a supporter who provides emotional reassurance	1. Weekly 4. Moderate
Person can travel independently in a taxi once it is booked for them	2. Weekly 3. Minor

4.3 Domestic Life

Domestic Life	
Shopping	Support needs related to planning and completing shopping for food, drink, clothing, cleaning materials, fuel, household items, utensils, cook ware, domestic appliances and tools, or other items.
Cooking	Support needs related to the planning and/or preparation and cooking of meals (including participating in some steps, preparation of simple meals only or types of meals), preparation of food in line with specifications of a dietary or mealtime management plan
Cleaning & Domestic Tasks	Support needs related to routine domestic cleaning tasks (e.g. sweeping, vacuum, changing bed sheets, washing clothes, loading/unloading dishwasher, cleaning own room), using household appliances safely (e.g. iron, heater, vacuum)
Household maintenance	Support needs related to household maintenance tasks (e.g. changing light bulbs, cleaning windows, mowing lawn), maintaining vehicles, maintaining assistive devices (e.g. wheelchairs, scooters, walkers, computers), taking care of plants, animals

Shopping

Example Support Activity	Likely Scoring
Grocery shopping is completed for the person	2. Weekly 4. Extensive
Prompting to find clothes in the correct size, make decisions about whether clothes fit properly and which to buy	1. Occasionally 3. Moderate
Prompting to purchase low calorie and healthy options	2. Weekly 2. Minor

Cooking

Example Support Activity	Likely Scoring
Person can be involved in some cooking tasks when prompted on what to do for each/most steps	3. Daily 3. Moderate
All meals are prepared for the person	3. Daily 4. Extensive
Person cooks own meals with occasional prompting for safety	3. Daily 2. Minor
Independent heating/preparing meal delivery service meals (e.g. meals on wheels, lite n easy)	3. Daily 1. Managed Independence

Cleaning & Domestic Tasks

Example Support Activity	Likely Scoring
Person can do some cleaning tasks such as mopping or vacuuming when the equipment is set up prior and packed up after.	2. Weekly 2. Minor
Person makes their bed each morning with prompts for each step	3. Daily 3. Moderate
All cleaning tasks completed on behalf of the person	3. Daily 4. Extensive

Household maintenance

Example Support Activity	Likely Scoring
Person can take the bins out when reminded by staff that it is bin night	2. Weekly 2. Minor
All household maintenance is provided by an external contractor	1. Occasionally 4. Extensive
Person can remember to charge the wheelchair battery each night by using phone reminders.	3. Daily 1. Managed Independence
Pet care e.g. feeding, cleaning up etc on behalf of the person	3. Daily 4. Extensive

4.4 Self Care

Self Care	
Eating and Drinking	Supports related to eating, drinking, other eating or drinking needs (including enteral nutrition and dysphagia)
Personal Care	Supports related to showering, bathing, oral hygiene, hair washing or styling, applying make-up, shaving, skin and nail care, podiatry
Toileting	Support related to toileting, bowel care, menstrual care, incontinence, and catheter care
Dressing	Supports related to taking clothes on and off including zippers, buttons, and footwear, choosing seasonally or socially appropriate clothing

Eating and Drinking

Example Support Activity	Likely Scoring
Person can eat meals prepared to the specifications in their mealtime management plan	0. Never 0. Independent (the meal prep is in cooking)
Person can eat meals when a support worker loads their food onto a spoon or fork and places it into their mouth	3. Daily 4. Extensive
Person can eat and drink safely with supervision and prompting to ensure they are eating at a good pace	3. Daily 2. Minor

Personal Care

Example Support Activity	Likely Scoring
Person can maintain good hygiene with prompting and reminders to wash hands	3. Daily 2. Minor
Person can apply shampoo and conditioner to their hair with support to rinse it out thoroughly	2. Weekly 3. Moderate
Person can shower with physical support to wash their entire body	3. Daily 4. Extensive
Person's nail care is attended to by a Podiatrist	1. Occasionally 4. Extensive

Toileting

Example Support Activity	Likely Scoring
Person can use the toilet with regular reminders to go to the toilet and support to clean after toileting	4. Frequently 3. Moderate
Person requires a support person to change their adult incontinence pads for them	3. Daily 4. Extensive
Person can independently change their ileostomy and catheter bags	3. Daily 1. Managed Independence

Dressing

Example Support Activity	Likely Scoring
Person can choose clothing that is appropriate for the weather and/or activity with prompting	3. Daily 2. Minor
Person can raise their limbs while another person puts all clothing items on	3. Daily 4. Extensive
Person can complete some steps of dressing independently but requires support to choose and orientate clothing, do up fastenings, and put shoes on	3. Daily 2. Moderate
Person can dress independently following the steps on the dressing app on their iPad	3. Daily 1. Managed Independence

4.5 Community, Social and Civic Life

Community, Social and Civic Life	
Money & Economic Life	Supports related to the management of money and finances including saving and budgeting, making minor and major purchases using cash or a card, and paying bills. This includes financial management by another person, including a government agency such as the Public Trustee.
Community Life	Supports related to accessing and engaging in the community (e.g. borrowing books from the library, joining a club, engaging in religious or spiritual activities, participating in other activities or interests of choice)
Leisure & Recreation	Supports related to engaging in leisure, play or recreational activities such as puzzles, television, music, reading, craft.
Advocacy	Supports related to advocating for the person's needs and rights (including citizen and self-advocacy), or engaging in political and civic life activities (e.g. voting)

Money & Economic Life

Example Support Activity	Likely Scoring
Person's finances are managed by the Public Trustee	1. Occasionally 4. Extensive
Person can buy personal items with prompting to pay the cashier and check the change	2. Weekly 3. Moderate
All banking is managed for the person, including depositing the person's weekly allowance into their debit card.	2. Weekly 4. Extensive

Community Life

Example Support Activity	Likely Scoring
Support to research local community groups or activities on the internet	1. Occasionally 3. Moderate
Participation in a Community Access Program with full support to participate in activities	2. Weekly 4. Extensive
Person can independently access the public library with brief prompts to return borrowed books and the number of new books to borrow	2. Weekly 2. Minor

Leisure and Recreation

Example Support Activity	Likely Scoring
Person can watch their football team's games on television when a support worker looks up the time of the game and supports the person to set a reminder using their phone.	2. Weekly 3. Minor
Person can complete needlecraft activities when a support worker sits with them to re-thread the needle as required	2. Weekly 2. Minor
Person independently goes for a walk around their neighbourhood using a navigation app	3. Daily 1. Managed Independence

Advocacy

Example Support Activity	Likely Scoring
Person has a citizen advocate who advocates on their behalf as required	1. Occasionally 4. Extensive
Person can advocate for their own needs	0. Never 0. Independent

4.6 Communication

Communication	
Note: communication includes verbal, written, non-verbal, as well as communication systems	
Receiving Basic Communication	Supports relating to the person's understanding basic communication such as a short conversation, simple instructions and questions.
Expressing Basic Communication	Supports relating to the expression of simple or day to day needs including gaining attention, making likes, dislikes, needs and wants known, being able to communicate choices and asking and answering questions.
Feelings & Emotions	Supports related to the person's ability to identify and express their feelings and emotions
Conversation & Complex Communication	Supports related to the person's ability to discuss and describe daily events, engage in conversation, and articulate more abstract or complex concepts for example during medical or other appointments.

Receiving Basic Communication

Example Support Activity	Likely Scoring
Using real life objects for a person to make a choice from two options	4. Frequently 3. Moderate
Talking slowing and using short sentences so that the person can understand	4. Frequently 2. Minor
Pointing to the pictures on a routine board to show the person the steps of the morning routine	3. Daily 3. Moderate

Expressing Basic Communication

Example Support Activity	Likely Scoring
Person can communicate basic needs independently using a communications app on their tablet	4. Frequently 1. Managed Independence
Person can make needs known through use of signs and simple words with familiar communication partners	4. Frequently 3. Moderate
Person can communicate verbally with brief prompts to remember to slow speed of speech	3. Daily 2. Minor

Feelings & Emotions

Example Support Activity	Likely Scoring
Person can express their feelings using body language, with supporters observing in order to understand, and checking in when required	3. Daily 2. Minor
Anticipating the person's needs based on facial expression and body language	4. Frequently 3. Moderate

Conversation & Complex Communication

Example Support Activity	Likely Scoring
The person can participate in conversation when complex ideas are broken down into simple, understandable language	3. Daily 3. Moderate
The person requires a supporter to speak on their behalf at a medical appointment	1. Occasionally 4. Extensive

4.7 Learning & Applying Knowledge

Learning & Applying Knowledge	
Learning new tasks	Supports related to learning about or how to do something new or different, including identifying the task, breaking down the task into steps, modelling a task, accessing learning resources e.g. instructional videos
Decision making, Solving Problems & Insight	Supports related to making choices and decisions, solving problems, and awareness of actions and consequences. This includes decision making by another person, including person responsible, private Guardian or a government agency such as the Public Guardian.
Literacy & Numeracy	Supports related to reading, writing, counting, and mathematics.
Understanding time	Supports related to telling and understanding time, and time management (e.g. making and keeping appointments)

Learning new tasks

Example Support Activity	Likely Scoring
Brief prompts or reminders when learning new tasks	1. Occasionally 2. Minor
Series of prompts or instructions to learn new tasks	1. Occasionally 3. Moderate

Decision Making, Solving Problems & Insight

Example Support Activity	Likely Scoring
A public advocate, guardian, or person responsible makes decision on behalf of the person	1. Occasionally 4. Extensive
The person can make a decision after discussing the possible consequences of actions with a support worker	2. Weekly 3. Moderate
Solving majority of problems and making majority of day to day decisions of behalf of the person	3. Daily 4. Extensive

Literacy & Numeracy

Example Support Activity	Likely Scoring
Person can sign a form using an electronic signature when their signature image is set up in Adobe	1. Occasionally 1. Managed Independence
Person can complete their weekly budget when staff check the calculations are correct	2. Weekly . Minor
Person has little or no literacy or numeracy skills, these tasks are completed for the person	2. Weekly 4. Extensive

Understanding time

Example Support Activity	Likely Scoring
Person needs a series of prompts to know when it is time to go on the bus to community access each day	3. Daily 3. Moderate
Making appointments for the person on their behalf	1. Occasionally 4. Extensive

4.8 General Tasks & Demands

General Tasks & Demands	
Daily Routines	Supports related to planning, managing, and completing daily routines, including usual and unusual routines, where these supports are not included in another domain
Initiate and Complete Tasks	Supports related to the ability to initiate and complete tasks/activities when required
Medication Management	Supports relate to the planning and management of medication including taking the correct dose, via the correct method and correct time, management of prescriptions/purchasing and appropriate storage of medication
Safety & Risk of Abuse	Supports related to safety including the ability to respond appropriately in the case of an emergency, awareness of common dangers (eg. road safety, electrical appliances, stranger awareness, crowds, water safety), and the ability to identify and respond appropriately to risks of abuse or neglect

Daily Routines

Example Support Activity	Likely Scoring
The person can complete task/activities independently using phone calendar reminders	4. Frequently 1. Managed Independence
The person can start their day when they receive a morning phone call from a support worker for emotional support	3. Daily 2. Minor

Initiate and Complete Tasks

Example Support Activity	Likely Scoring
The person can pace themselves to complete an activity with verbal prompting from a support worker to ensure they can move through the steps and do not become fixated on the activity being perfect	4. Frequently 3. Moderate
The person can transition between tasks with prompting and verbal reminders, including a 5 minute warning that the activity is scheduled to finish	4. Frequently 3. Moderate
The person can complete tasks late in the day when a support worker provides close observation in order to step in and assist when the person begins to become fatigued	3. Daily 3. Moderate

Medication Management

Example Support Activity	Likely Scoring
The person can administer daily medications independently when they are supplied in a Webster pack	3. Daily 1. Managed Independence
The person can take medication when closely supervised to ensure they swallow	3. Daily 3. Moderate
The person requires full support with medication including management of scrips, purchasing, administration and documentation	3. Daily 4. Extensive

Safety & Risk of Abuse

Example Support Activity	Likely Scoring
The person can respond appropriately in an emergency using the SOS function on their mobile phone	0. Never 0. Independent
Fall/seizure sensors or Medi-alert which would electronically notify emergency services if triggered	1. Occasionally 1. Managed Independence
Person's level of cognitive disability means they do not have effective protective behaviours and require 24/7 support	5. Continuous 3. Moderate
Support to talk through situations of potential risk and possible appropriate responses	2. Weekly 3. Moderate

4.9 Life Long Learning

Life Long Learning	
Finding, Choosing & Applying	Supports related to finding or choosing learning opportunities including a course, qualification, program, employment, or volunteering, and completing application processes including interviews
Punctuality & Preparation	Supports related to meeting attendance requirements, including returning from breaks, the preparation and management of resources including course notes, homework, work uniforms or equipment
Doing the job / participate in learning	Support related to engaging and engaging and participating appropriately in all required activities, monitoring own performance, seeking support as required, being able to follow any policies/procedures
After hours	Support related to the completion of study or outside of work hours activities or assignments, including complete any required preparation for the next day's activities

Finding, Choosing & Applying

Example Support Activity	Likely Scoring
Support to research local volunteering opportunities related to area of interest	1. Occasional 3. Moderate
A series of prompts to fill out job applications each week with the correct information	1. Weekly 3. Moderate
Finding and applying for a post-school program on behalf of the person	1. Occasionally 4. Extensive

Punctuality & Preparation

Example Support Activity	Likely Scoring
The person can take a half an hour lunch break each day at work using phone reminders	3. Daily 1. Managed Independence
The person can participate in course assessment discussion board posts with support to understand the question and responses from other students	2. Weekly 3. Moderate
The person can attend classes with support to find the correct room	2. Weekly 2. Minor

Doing the job / participate in learning

Example Support Activity	Likely Scoring
The person can complete work tasks when the equipment and task is set-up at the beginning	3. Daily 2. Minor

The person can participate in a weekly Spanish class with support to clarify teaching content and complete tasks as required	2. Weekly 3. Moderate
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After hours

Example Support Activity	Likely Scoring
Prompting to complete homework tasks	2. Weekly 2. Minor
Supervision whilst completing homework	2. Weekly 3. Moderate

4.10 Interpersonal Interactions & Relationships

Interpersonal Interactions & Relationships	
Social Skills	Supports related to the understanding and demonstration of general social courtesies, queueing appropriately, cooperation, taking turns and sharing in activities/responsibilities
Seek Assistance & Cooperate	Supports related to requesting and accepting assistance advice or information when required, and working cooperatively with others
Manage Relationships	Supports related to understanding different types of relationships (e.g. friends, family, support workers, acquaintances, strangers) including boundaries, creating, maintaining, and terminating relationships appropriately, facilitating interactions in existing relationships, for example supporting a person to telephone a family member or friend
Intimate & Dependent Relationships	Supports related to dependent relationships including providing care to dependent children or partner Supports related to creating, maintaining, and terminating intimate relationships, dating, sexuality and sex

Social Skills

Example Support Activity	Likely Scoring
A series of prompts to queue an appropriate distance from others and wait their turn before going to the counter at the movies each Saturday	2. Weekly 3. Moderate
A brief prompt to greet an unfamiliar person before asking a question	1. Occasionally 2. Minor
The person is seeing an Occupational Therapist to develop group social skills	1. Occasionally 4. Extensive
Supporting a person to play a board game with friends, including prompting around turn taking and negotiation	1. Occasionally 3. Moderate

Seek Assistance & Cooperate

Example Support Activity	Likely Scoring
Supervision of the person to ensure they cooperate with others working on the shared task	Determine frequency 2.Minor / 3.Moderate
Monitoring the body language and mood of the person completing a new task, in case they require more support	Determine frequency 2.Minor
Prompting the person to request assistance with a task when needed	Determine frequency – 2.Minor / 3.Moderate

Manage Relationships

Example Support Activity	Likely Scoring
The person sees a psychologist or counsellor with their partner to talk about respectful relationships	1. Occasionally 4. Extensive
Emotional support when interactions take place with people who have a negative emotional effect on the person	1. Occasionally 3. Moderate
Person needs emotional reassurance to manage teasing/joking	1. Occasionally 2.Minor/ 3.Moderate
Relationships encouraged by others – person lacks motivation for relationships	2.Weekly 3.Moderate

Intimate & Dependent Relationships

Example Support Activity	Likely Scoring
Emotional reassurance regarding intimate relationships	1. Occasionally 3. Moderate
Person accesses a sex worker to meet their sexual needs	1. Occasionally 4. Extensive

4.11 Behaviour of Concern

Behaviour of Concern	
Hurtful to Self	Support needs when person is physically self-injurious, verbally self-injurious, suicidal, or otherwise hurtful to themselves
Disruptive or Offensive Behaviour	Support required when person is engaging in one or many of the following: interfering with activities of others, lying, repetitive behaviours e.g. walking pacing rocking, verbally or physically offensive to others (including swearing, gestures), refusal to participate, hurting others physically, verbally, emotionally, sexually, financially; inappropriate sexual behaviour (e.g. exposes self, inappropriate touching, inappropriate masturbation), arson, vandalism, theft or stealing
Socially Excluding Behaviour	Support needs related to behaviour that either socially excludes others, or results in the person being socially excluded
Damage to Property	Support needs related to the breaking, destroying or damaging of objects or property

Hurtful to Self

Example Support Activity	Likely Scoring
Brief prompting / reassurance to reduce self-injury as per Behaviour Support Plan	Determine frequency – 2.Minor
Supervision of person around sharp objects	4. Frequently 2.Minor / 3.Moderate

Disruptive or Offensive Behaviour

Example Support Activity	Likely Scoring
Distraction techniques implemented when the person paces	Determine frequency 2.Minor
Close monitoring of person behaving appropriately in a group setting	Determine frequency 4.Extensive
Implementing reward system as outlined in Behaviour Support Plan, when the person is able to control their emotional outburst quickly and appropriately	Determine frequency 3.Moderate
Assessment or review by Behaviour Support Practitioner	1. Occasionally 5. Extensive

Socially Excluding Behaviour

Example Support Activity	Likely Scoring
Prompting about public and private places	Determine frequency – 2.Minor / 3.Moderate

Damage to property

Example Support Activity	Likely Scoring
All glass objects removed from house and replaced with Perspex	5. Continuously 1. Managed Independence
Close supervision when visiting public places as part of Behaviour Support Plan	2. Weekly 3. Moderate
Authorised Restrictive Practice in place to remove access to particular property e.g. locks	5. Continuously 1. Managed Independence

4.12 Mental & Emotional Health

Mental & Emotional Health Diagnostic terms should only be used when a formal diagnosis is confirmed	
Mood	Supports related to mood, depression, temperament.
Anxiety	Support related to formally diagnosed conditions including Anxiety, Acute Stress Disorder, PTSD- Post Traumatic Stress Disorder, OCD-Obsessive Compulsive Disorder, panic attacks, phobia/ fears
Addictions	Supports related to cigarettes, alcohol, other drug, gambling, other addictions related need
Other Mental & Emotional Health	Supports related to difficulties with attention, hyperactivity, sleep problems, personality disorders, psychosis, eating disorders, display of anxiety where no formal diagnosis exists

Mood

Example Support Activity	Likely Scoring
Encouraging the person to use coping techniques to calm themselves when they become agitated	Determine frequency 2. Minor / 3. Moderate
Monitoring for signs of escalating moods	4. Frequently 2. Minor / 3. Moderate
Emotional reassurance to calm down situations	Determine frequency 3. Moderate

Anxiety

Example Support Activity	Likely Scoring
Person is seeing a psychologist independently regarding anxiety problems	1. Occasionally 4. Extensive
Activities are modified to quieter places when person is experiencing heightened anxiety symptoms	Determine frequency 3. Moderate

Addictions

Example Support Activity	Likely Scoring
Person can independently smoke their allocated allowance when a support person gives the person a cigarette every 2 hours across the day	4. Frequently 2. Minor
Person can apply their daily nicotine patch with a reminder each morning	3. Daily 2. Minor

Other Mental & Emotional Health

Example Support Activity	Likely Scoring
Person sees a psychiatrist for annual medication review	1. Occasionally 4. Extensive
Prompting to drink calorie dense shake as directed by dietician (e.g. for eating disorders)	3. Daily 2. Minor
Providing PRN medication prior to dental appointments to alleviate the person's anxiety	1. Occasionally 4. Extensive

4.13 Physical Health

Physical Health	
Nervous System (not including Communication, Self Care, Mobility etc.)	Headaches, disorientation, dementia, memory problems, epilepsy, stroke, multiple sclerosis, motor neurone, brain injury, other nervous system need
Senses	Vision / eye problems, hearing, smell, touch, taste, other senses need
Pain	Back pain, chronic pain, acute pain, other pain need
Mouth, Voice & Speech (not including Communication or Personal Care – see Self Care)	Mouth problems, teeth problems, fluency, rhythm, have little or no speech, stuttering, articulation problems, other voice, mouth or speech need
Heart, Blood, Immune or Respiratory System	Allergy, circulation, blood pressure, asthma, breathing problems, aspiration, lung infection, chronic fatigue, other blood, immune or respiratory need
Digestive, Metabolic & Endocrine Functions (not including Eating & Drinking or basic Toileting – see Self Care)	Special diet, under - weight, obesity, choking, dysphagia, diabetes, thyroid, tube feeding, ingestion, bowels e.g. irritable bowel syndrome, constipation, diarrhoea, other digestive, metabolic or endocrine system function
Urinary & Reproductive Systems (not including basic Toileting – see Self Care)	Bladder problems, catheter, menstruation, PMT (record hygiene support in self-care), urinary tract, reproductive fertility & sexual function, other urinary or reproductive need
Muscular & Movement Related Functions (not including need for Transfers or Transport – see Mobility)	Poor balance, unsteady walking, high or low muscle tone, paralysis, coordination, arthritis, osteoporosis, other muscular or movement need
Skin & Related Functions (not including Washing & Caring for Body Parts - see Self Care)	Pressure sores, skin problems, nail problems, scalp/hair problems, other skin nail or hair need
Other Physical Health	Other physical health need

Nervous System

Example Support Activity	Likely Scoring
Person is reviewed by their Neurologist every 6mthly for management of their epilepsy	1.Occasionally 4.Extensive

Monitoring person to ensure correct body temperature is maintained	Determine frequency 2.Minor
Ambulatory care needed after an extended epileptic seizure	Determine frequency 4.Extensive / 5.Pervasive

Senses

Example Support Activity	Likely Scoring
Assisting person to change the batteries in their hearing aids	1.Occasionally - 2.Minor
Enlarging documents, pictures, diagrams, maps or photos for the vision impaired person	2.Weekly – 3.Moderate

Pain

Example Support Activity	Likely Scoring
Providing hot/cold packs when requested	Determine frequency - 2.Minor
Providing person with paracetamol from Webster pack when necessary	Scored in Medication Management – see General Tasks & Demands

Mouth, Voice & Speech

Example Support Activity	Likely Scoring
Annual dental appointment for cleaning and assessment	1.Occasionally 4.Extensive
Supporting person to attend appointment with Speech Pathologist	1.Occasionally 4.Extensive

Heart, Blood, Immune or Respiratory System

Example Support Activity	Likely Scoring
Ensuring that person has access to their inhaler before/during/after their weekly sporting activity	2.Weekly 2.Minor
Prompting around diet or fitness routines	2.Weekly 2.Minor

Digestive, Metabolic & Endocrine Related Functions

Example Support Activity	Likely Scoring
Ensuring that group home meals are prepared without cross contamination of food groups (e.g. separate toaster for person with Celiac Disease)	3.Daily 2.Minor
Prompting person to choose low carb/low sugar diet option on their weekly cafe outing	2. Weekly 2. Minor

Urinary & Reproductive Systems

Example Support Activity	Likely Scoring
Checking whether the leg bag is full and catheter tube has no kinks, at the beginning of each shift	3.Daily 2.Minor
Annual review by continence nurse	3.Occasionally 4.Extensive
Changing the catheter leg bag as required	Scored in toileting section – see Self Care
Supporting person to receive reproductive education from the local family planning clinic (e.g. PCOS, IVF, other reproductive conditions)	1.Occasionally 4.Extensive

Muscular & Movement Related Functions

Example Support Activity	Likely Scoring
Person participates in weekly exercise class with a therapy assistant	2.Weekly 4. Extensive
Person receives BOTOX injections every 3-6 monthly for management of spasticity in lower limbs	1. Occasionally 4. Extensive

Skin & Related Functions

Example Support Activity	Likely Scoring
Person is supported to maintain nail health by monthly visits from a podiatrist	1. Occasionally 4. Extensive
Registered nurse provides home visit on Monday, Wednesday and Friday to change wound dressing	2.Weekly 4.Extensive

5. Goals

Each domain in the I-CAN includes a space for up to 2 goals, however it is important to ensure that goals are specific and meaningful. Aim for no more than 3-4 goals in any one I-CAN assessment.

Goals are a useful method of keeping people on track. During the assessment if it is identified that support needs are not being met within a domain, or they are struggling to identify what their support needs are, a goal can be set to address the gaps. For example, it may be appropriate to set a goal relating to another specific specialist assessment such as physiotherapy, OT, behaviour support, or speech pathology.

Sometimes there is conflict between what is important to the client, and what is important for the client. It is okay to have some goals that are important for a client to achieve, but as the I-CAN assessor you need to make sure that this is matched by goals that are important to the client. Make sure the client's voice is heard.

Remember also that the Long Term Goals section can be a great place to record the client's big picture dreams and aspirations.

5.1 Scoring Goals

As with support needs, goals need to have a frequency and support intensity score. When scoring goals try to identify the specific action required, and then score that action. For example, if a person wishes to improve their mobility and fitness the first step in achieving this bigger goal might be a consultation with a physiotherapist and development of an exercise program. This would be scored as occasionally/extensive. Goals that are clearly written and very specific are much easier to score.

I-CAN v.6 Scoring System

Frequency of Support



0	Never	No support is required
1	Occasionally	Less than once per week
2	Weekly	1-6 times per week
3	Daily	1-3 times per day
4	Frequently	4 or more times per day
5	Continuously	Consistently throughout the day

Type of Support

	0	Not Applicable	The described support need has been scored elsewhere in the I-CAN, or the domain is not relevant at the time of assessment.
	0	Independent	The person does not need any support.
	1	Managed Independence	This support need is managed through the independent use of aids or equipment e.g. wheelchair, hearing aids, glasses, communication device or a simple strategy such as independently using a checklist or phone reminders.
	2	Minor	The person may need brief or minor support from another person, for example simple first aid, giving a brief prompt or word of reassurance, minor setup or occasional supervision or mentoring, monitoring for signs of discomfort, or brief physical assistance for a minor aspect of the task.
	3	Moderate	The person may need a series of prompts or instructions, reassurance or emotional support or more regular supervision, interpreting or clarifying communication for an unfamiliar communication partner, or physical assistance for some aspects of the task.
	4	Extensive	The person needs extensive support for the majority of or for the entire task, such as hand over hand support, extensive emotional support, intensive communication support including speaking on behalf of the person, input or assessment by health care professional, or close supervision/monitoring. Alternatively, this task is completed wholly for the person, for example external financial management or guardianship.
	5	Pervasive	The person needs the direct simultaneous support of two or more people, such as a 2:1 hoist transfer or 2:1 response to behaviours of concern such as administering PRN.

Attachment D



I-CAN Individual Support Needs Report (Confidential)

Name:

Address:

Email:

Phone:

DOB:

Date of
interview:

Assessor:

Participants:

Reason for Assessment

About Me

Current Life Situation

I Can Contribute

Long Term Goals, Dreams & Aspirations

Assessment Observations

Support Network

Disabilities

Medical Conditions

Support Needs Breakdown- Activities & Participation

Mobility

Transfers & Positioning

Frequency:

Type:

Carrying, Moving & Handling Objects

Frequency:

Type:

Walking & moving

Frequency:

Type:

Transport

Frequency:

Type:

Mobility goal:

Frequency:

Type:

Start Date:

Review date:

Mobility goal:

Frequency:

Type:

Start Date:

Review date:

Domestic life

Shopping

Frequency:

Type:

Cooking

Frequency:

Type:

Cleaning & domestic tasks

Frequency:

Type:

Household maintenance

Frequency:

Type:

Domestic life goal:

Frequency:

Type:

Start Date:

Review date:

Domestic life goal:

Frequency:

Type:

Start Date:

Review date:

Self Care

Eating & drinking	Frequency:	Type:
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Personal care	Frequency:	Type:
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Toileting	Frequency:	Type:
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Dressing	Frequency:	Type:
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Self care goal:	Frequency:	Type:
Start Date:	Review date:	

Self care goal:	Frequency:	Type:
Start Date:	Review date:	

Community, social & civic life

Money & economic life

Frequency:

Type:

Community life

Frequency:

Type:

Leisure & recreation

Frequency:

Type:

Advocacy

Frequency:

Type:

Community, social & civic life goal:

Frequency:

Type:

Start Date:

Review date:

Community, social & civic life goal:

Frequency:

Type:

Start Date:

Review date:

Communication

Receiving basic communication

Frequency:

Type:

Expressing basic communication

Frequency:

Type:

Feelings & emotions

Frequency:

Type:

Conversations & communication

Frequency:

Type:

Communication goal:

Frequency:

Type:

Start Date:

Review date:

Communication goal:

Frequency:

Type:

Start Date:

Review date:

Learning & applying knowledge

Learning new tasks	Frequency:	Type:
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Decision making	Frequency:	Type:
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Literacy & numeracy	Frequency:	Type:
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Understanding time	Frequency:	Type:
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Learning & applying knowledge goal:	Frequency:	Type:
Start Date:	Review date:	

Learning & applying knowledge goal:	Frequency:	Type:
Start Date:	Review date:	

General tasks & demands

Daily routines	Frequency:	Type:
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Initiate & complete tasks	Frequency:	Type:
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Manage medication	Frequency:	Type:
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Safety & risk of abuse	Frequency:	Type:
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General tasks & demands goal:	Frequency:	Type:
Start Date:	Review date:	

General tasks & demands goal:	Frequency:	Type:
Start Date:	Review date:	

Life long learning

Finding, choosing & applying

Frequency:

Type:

Punctuality & preparation

Frequency:

Type:

Doing the job/ Participate in learning

Frequency:

Type:

After hours

Frequency:

Type:

Life long learning goal:

Frequency:

Type:

Start Date:

Review date:

Life long learning goal:

Frequency:

Type:

Start Date:

Review date:

Interpersonal interactions & relationships

Social skills

Frequency:

Type:

Seek assistance & cooperate

Frequency:

Type:

Manage relationships

Frequency:

Type:

Intimate & dependent relationships

Frequency:

Type:

Interpersonal interactions & relationships goal:

Start Date:

Review date:

Frequency:

Type:

Interpersonal interactions & relationships goal:

Start Date:

Review date:

Frequency:

Type:

Behaviour of concern

Hurtful to self

Frequency:

Type:

Disruptive or offensive behaviour

Frequency:

Type:

Socially excluding behaviour

Frequency:

Type:

Other behaviour of concern

Frequency:

Type:

Behaviour of concern goal:

Frequency:

Type:

Start Date:

Review date:

Behaviour of concern goal:

Frequency:

Type:

Start Date:

Review date:

Mental & emotional health

Mood	Frequency:	Type:
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Anxiety	Frequency:	Type:
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Addictions	Frequency:	Type:
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Other mental & emotional health	Frequency:	Type:
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Mental & emotional health goal:	Frequency:	Type:
Start Date:	Review date:	

Mental & emotional health goal:	Frequency:	Type:
Start Date:	Review date:	

Physical health

Nervous system

Frequency:

Type:

Sensory

Frequency:

Type:

Pain

Frequency:

Type:

Mouth, voice & speech

Frequency:

Type:

Heart, blood, immune & respiratory systems

Frequency:

Type:

Digestive, metabolic & endocrine systems

Frequency:

Type:

Urinary & reproductive systems

Frequency:

Type:

Muscular & movement related functions
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Frequency:

Type:

Skin & related functions

Frequency:

Type:

Other physical health

Frequency:

Type:

Physical health goal:

Frequency:

Type:

Start Date:

Review date:

Physical health goal:

Frequency:

Type:

Start Date:

Review date:

Circle of Supports & Support Services

Frequency:

Frequency:

Frequency:

Frequency:

Frequency:

Summary / Recommendations