



Child Disability Assessment Determination 2001

as amended

made under section 38D of the

Social Security Act 1991

This compilation was prepared on 22 November 2005
taking into account amendments up to *Child Disability Assessment
Amendment Determination 2005*

Prepared by the Legal Services Branch,
Department of Family and Community Services, Canberra

Contents

	Page
Part 1	Introductory 3
1.1	Name of determination [see Note 1] 3
1.2	Commencement [see Note 1] 3
1.3.	Interpretation 3
1.4	Revocation 3
1.5	Delegation 3
1.6	Treating health professional..... 4
1.7	Disability assessment components..... 4
Part 2	Child Disability Assessment Tool 5
2.1	Questionnaires 5
2.2	Testing method 5
2.3	Rating method..... 6
Part 3	Recognised disabilities..... 7
3.1	Recognised disabilities 7
Part 4	Review of decisions 8
4.1	Review of decisions 8
Schedule 1	Questionnaires 9
Part 1	Claimant questionnaire..... 9
Part 2	Professional questionnaire 17
Schedule 2	Rating Method 25
Schedule 3	List of Recognised Disabilities 43
Part 1	Recognised Disabilities 43
Part 2	Medical Conditions..... 45

Part 1 Introductory

1.1 **Name of determination** [see Note 1]

This determination is the *Child Disability Assessment Determination 2001*.

1.2 **Commencement** [see Note 1]

This determination commences on 1 January 2002.

1.3. **Interpretation**

(1) In this determination:

1999 determination means the determination made on 28 June 1999 under section 38D of the Act.

Act means the *Social Security Act 1991*.

Administration Act means the *Social Security (Administration) Act 1999*.

claimant means a person mentioned in subsection 2.1 (2).

claimant questionnaire means a questionnaire mentioned in subsection 2.1 (1).

professional questionnaire means a questionnaire mentioned in subsection 2.1 (3).

treating health professional means a person approved under section 1.6.

(2) A reference to a **child** in Schedule 1 or 2 is a reference to a person aged under 16.

Note Some expressions used in this determination are defined in the *Social Security Act 1991* (see sections 5 and 23), including:

- Child Disability Assessment Tool
- officer
- Secretary.

1.4 **Revocation**

The *Child Disability Assessment Determination 1999* is revoked.

1.5 **Delegation**

(1) The Secretary may, in writing, delegate to an officer all or any of the powers of the Secretary under this determination.

- (2) At the commencement of this determination, an officer to whom a power was delegated under the 1999 determination has the same delegated power under this determination if:
 - (a) the Secretary has a power under this determination that is the same as the power delegated under the 1999 determination; and
 - (b) the delegation under the 1999 determination has not been revoked.

1.6 Treating health professional

- (1) The Secretary may approve a person as a treating health professional.
- (2) The Secretary may also approve a class of persons as treating health professionals.
- (3) A person approved, or in a class of persons approved, by the Secretary under section 1.5 of the 1999 determination is a treating health professional for this determination.

Note A treating health professional is the only person who can complete the questionnaire set out in Part 2 of Schedule 1 (see subsections 2.1 (3) and (4)).

1.7 Disability assessment components

- (1) Part 2 of this determination sets out the Child Disability Assessment Tool.
- (2) Part 3 of this determination declares, for section 953 of the Act, recognised disabilities.

Note 1 Under subsection 38D (1) of the Act, the Secretary may, by determination in writing:

- (a) devise a test for assessing functional ability, behaviour and special care needs of a person aged under 16; and
- (b) provide a method for rating the person by giving him or her, on the basis of the results of the test, a score in accordance with a scale.

The scale must provide for a range of negative and positive scores, under which:

- (a) a negative score indicates an absence of a physical, intellectual or psychiatric disability at a significant level; and
- (b) a positive score indicates the presence of a physical, intellectual or psychiatric disability at a significant level.

Under subsection 38D (4) of the Act, the part of the determination setting out the test and the rating method is the **Child Disability Assessment Tool**.

Note 2 Under subsection 38D (3) of the Act, the Secretary's determination may also declare that a specified physical, intellectual or psychiatric disability is a recognised disability for section 953 of the Act.

Part 2 Child Disability Assessment Tool

2.1 Questionnaires

- (1) Part 1 of Schedule 1 sets out a questionnaire (the ***claimant questionnaire***) about the functional ability, behaviour and special care needs of a person aged under 16.
- (2) The claimant questionnaire may be completed only by a person (the ***claimant***) wishing:
 - (a) to claim a carer allowance under the Act for the care of a person aged under 16; or
 - (b) to continue to be qualified for receiving a carer allowance under the Act, for the care of a person aged under 16.
- (3) Part 2 of Schedule 1 sets out another questionnaire (the ***professional questionnaire***) about the functional ability, behaviour and special care needs of a person aged under 16.
- (4) The professional questionnaire may be completed only by a treating health professional.

2.2 Testing method

- (1) The test for assessing a person's functional ability, behaviour and special care needs is the assessment, under this Part, of the answers given in relation to the person in the 2 questionnaires mentioned in section 2.1.
- (2) The following steps are carried out for the test:
 - (a) the Secretary must be satisfied that a completed professional questionnaire is an accurate reflection of the functional ability, behaviour and special care needs of the person concerned;
 - (b) a score must be calculated:
 - (i) using the rating method mentioned in section 2.3; and
 - (ii) on the basis of the answers given in the questionnaire.

- (3) If the Secretary is not satisfied that the professional questionnaire is an accurate reflection of the person's functional ability, behaviour and special care needs, the Secretary must ask for a replacement professional questionnaire to be completed by another treating health professional.
- (4) If the score calculated in paragraph (2) (b) is not greater than 0, the test is taken to be completed.
- (5) If the score calculated in paragraph (2) (b) is greater than 0, the test is taken to be completed only if a claimant questionnaire is completed.
- (6) If the score calculated under paragraph (2) (b) is greater than 0 and a claimant questionnaire has been completed, a score must be calculated on the basis of the answers given in that questionnaire using the rating method mentioned in section 2.3.

2.3 Rating method

- (1) Steps 1 to 12 in Schedule 2 set out the method for rating a person, on the basis of the answers given in each questionnaire completed in relation to the person.
- (2) The method gives the person a score:
 - (a) in accordance with the scale mentioned in subsection 38D (2) of the Act; and
 - (b) that determines whether the person is a care receiver to which subparagraph 953 (1) (c) (ii) or paragraph 953 (2) (c) of the Act applies.
- (3) For all calculations in Schedule 2, numbers extending to more than 2 decimal places are to be rounded to 2 decimal places.

Part 3 Recognised disabilities

3.1 Recognised disabilities

For section 953 of the Act, the physical, intellectual and psychiatric disabilities set out in Schedule 3 are recognised disabilities.

Note See subparagraph 953 (1) (c) (i) of the Act for the application of this determination.

Part 4 Review of decisions

4.1 Review of decisions

For Part 4 of the Administration Act, a decision under section 1.6 or subsection 2.2 (3) is taken to be a decision of an officer under the Act.

Schedule 1 Questionnaires

(section 2.1)

Part 1 Claimant questionnaire

Functional domains — abilities

For the functional domains numbered 1 to 8, the claimant must mark only the statement that describes the best ability that the child has in each functional domain. The child's abilities include what the child can do when using the child's aids, appliances or other special equipment items.

1. Communication (listening, reading and understanding)	Response code
Child understands most adult conversations and concepts	C-1j
Child can read and basically understand a newspaper	C-1i
Child can read and understand a short story written for children of the child's age group	C-1h
Child understands basic adult speech and can read and understand simple written words	C-1g
Child follows complex instructions with two or more steps, for example 'pick up the book and put it in on the chair'	C-1f
Child can show or say what common objects are used for	C-1e
Child recognises pictures of common objects and animals	C-1d
Child responds to his or her own name	C-1c
Child listens and turns his or her head towards sounds	C-1b
Child looks briefly at your face when you talk to the child	C-1a
Child cannot do any of the things listed above	C-1k
Child's ability is the same as most other children of the same age	C-1l

2. Communication (talking, writing or signing)	Response code
Child can discuss and debate complex issues such as politics or religion with an adult	C-2j
Child can describe the child's experiences in detail using complex sentences	C-2i

2. Communication (talking, writing or signing)	Response code
Child can tell a complex story involving several people and child can write a short story	C-2h
Child can write the child's first name by handwriting or typing	C-2g
Child talks or signs well and can use 6 or more words in a sentence	C-2f
Child can say or sign sentences with 3 to 4 words	C-2e
Child can clearly say or sign more than 20 words and can use 2 words in combination, for example 'Daddy's car'	C-2d
Child can say or sign 3 or more simple words, for example 'mum', 'dad', 'drink', 'bed'	C-2c
Child smiles and babbles or makes purposeful sounds, for example to attract attention	C-2b
Child can make a sound other than crying	C-2a
Child cannot do any of the things listed above	C-2k
Child's ability is the same as most other children of the same age	C-2l

3. Feeding and mealtime skills	Response code
Child can use all cooking equipment and kitchen appliances, for example microwave oven, electric frypan, or mixer, without assistance	C-3j
Child can follow a recipe and prepare a simple meal	C-3i
Child can cook a simple snack, for example toast	C-3h
Child can prepare a simple uncooked snack, for example a sandwich	C-3g
Child can use a fork and spoon at mealtimes	C-3f
Child can eat most solid foods if the food is cut up, for example a raw apple	C-3e
Child uses spoon well	C-3d
Child can drink from a normal cup without help and can feed himself or herself with finger foods	C-3c
Child can drink from a modified cup when the cup is held by you	C-3b
Child can suck from a breast or baby's feeding bottle	C-3a

3. Feeding and mealtime skills	Response code
Child cannot do any of the things listed above	C-3k
Child's ability is the same as most other children of the same age	C-3l

4. Hygiene and grooming skills	Response code
Child can style own hair and clean and cut own finger and toe nails without assistance	C-4i
Child can attend to basic hygiene, for example toileting, showering and brushing hair, without assistance	C-4h
Child manages basic hygiene, for example, toileting, showering and brushing hair, with little assistance	C-4g
Child can wash hands and face and brush own teeth	C-4f
Child is reliably toilet-trained during the day and can manage own toileting with minimal assistance	C-4e
Child can indicate toilet needs during the day but needs some assistance with clothing and wiping	C-4d
Child remains dry during the day when toileted regularly after meals and drinks	C-4c
Child requires full assistance with toileting	C-4b
Child cries when nappy is soiled or wet	C-4a
Child cannot do any of the things listed above	C-4j
Child's ability is the same as most other children of the same age	C-4k

5. Dressing skills	Response code
Child can purchase and care for own clothing without assistance	C-5j
Child can wash and iron own clothing if required to with little assistance	C-5i
Child can choose own clothing appropriate to the weather and can dress and undress without assistance	C-5h
Child can do up buckles and untie shoelaces	C-5g
Child can do up buttons and zippers	C-5f

5. Dressing skills	Response code
Child dresses and undresses self but needs assistance with buttons, laces or tight clothing	C-5e
Child can undress with little assistance	C-5d
Child tries to help with dressing	C-5c
Child lifts arms to be picked up	C-5b
Child snuggles in to an adult when cuddled	C-5a
Child cannot do any of the things listed above	C-5k
Child's ability is the same as most other children of the same age	C-5l

6. Social and community skills	Response code
Child can use all major community facilities, for example shops, banks or doctors, with little assistance	C-6j
Child is able to undertake basic activities in the community, for example shopping, with little supervision	C-6i
Child understands basic personal safety, for example how to cross the road and not to go with strangers	C-6h
Child is aware of being left in the care of others, for example a school teacher or child care worker, without getting unduly upset	C-6g
Child plays with other children and forms close friendships with other children	C-6f
Child knows whether he or she is a boy or a girl	C-6e
Child initiates contact with other people and involves other people in games or activities	C-6d
Child responds to affection from familiar people	C-6c
Child laughs and giggles when happy and cries when upset or angry	C-6b
Child smiles	C-6a
Child cannot do any of the things listed above	C-6k
Child's ability is the same as most other children of the same age	C-6l

7. Hand movement	Response code
Child can use a variety of tools or hobby items with accuracy, for example for woodwork, sewing, painting or model building	C-7j
Child can write clearly	C-7i
Child can write all letters of the alphabet clearly	C-7h
Child can hold a pencil and draw basic shapes such as squares and triangles	C-7g
Child can draw at least a head and body of a person stick figure style	C-7f
Child can copy a circle and a cross	C-7e
Child can use larger objects and toys, for example the child can push or pull toys, use posting box toys or build a small tower of blocks	C-7d
Child can make purposeful movements with objects, for example bang on a drum or clap hands	C-7c
Child can hold and let go of objects such as a rattle or feeding bottle	C-7b
Child can hold an adult finger but may need help to release it	C-7a
Child cannot do any of the things listed above	C-7k
Child's ability is the same as most other children of the same age	C-7l

8. Body movement	Response code
Child can hit a ball with a bat and can kick a ball with reasonable accuracy	C-8i
Child skips well and can catch a small ball, for example a tennis ball	C-8h
Child can jump and can hop on each leg	C-8g
Child can hop on one leg	C-8f
Child can pedal a tricycle	C-8e
Child can walk and can run a few steps	C-8d
Child can pull himself or herself from floor to a standing position and may be able to stand independently	C-8c
Child can crawl or move himself or herself along the floor	C-8b

8. Body movement	Response code
Child can raise head off floor when lying on his or her stomach	C-8a
Child cannot do any of the things listed above	C-8j
Child's ability is the same as most other children of the same age	C-8k

Functional domains — behaviour and needs

For the functional domains numbered 9 and 10, the claimant must mark any statement that describes the child's behaviours or special care needs. If the child is receiving prescribed medication, the response should be based on the child's behaviours when the child is receiving the prescribed medication.

9. Behaviour	Response code
The child is only taken into community settings when unavoidable because of the child's extreme anti-social behaviour	C-9a
Child purposefully injures himself or herself through head banging, hand-biting or other forms of self abuse	C-9b
Child displays explosive and unpredictable violent behaviour towards other people or property at least once a month	C-9c
Child is aged 5 years or older and has poor awareness of danger, for example runs into traffic or jumps into water without being able to swim	C-9d
Child continually runs away. Child requires constant supervision and house and other care settings must be locked	C-9e
Child is extremely active and is unable to concentrate on a task for more than 30 seconds	C-9f
Child's behaviour is such that the child cannot be left with anyone other than the parents or outside the parent's home	C-9g
Child displays obsessional, repetitive behaviours, for example obsession with particular objects or twirling, or spinning, objects for extended periods of time	C-9h
Child is obsessed with following specific routines and becomes extremely upset and disturbed if regular routine is disrupted	C-9i

10. Special care needs	Response code
Child receives all food and fluids by nasogastric, gastrostomy tube or percutaneous enterogastric tube (PEG)	C-10a
Child has a tracheostomy	C-10b
Child is aged over 4 years and is incontinent, meaning the child wets or soils his or her pants or nappies, both day and night	C-10c
Child is aged over 3 years and cannot stand without support	C-10d
Child requires a wheelchair and needs assistance to propel the wheelchair	C-10e

10. Special care needs	Response code
Child requires a wheelchair, quad sticks, prosthesis, crutches or walking frame but can move around with little assistance using this equipment	C-10f
Child uses an electric wheelchair	C-10g
Child requires urinary catheterisation several times each day	C-10h
Child requires specialised equipment, prosthesis, or technology to communicate, for example a computerised communicator, telephone typewriter (TTY), voice synthesiser, cochlear implant, hearing aids or adaptations to a standard computer	C-10i
Child is over the age of 5 years and requires care provided by parents more than twice each night between the hours of 10pm and 6am	C-10j
Child is over the age of 5 years and has persistent difficulties with memory, concentration, planning and organisation	C-10k
Child has chronic and progressive suppurative lung disease for which ongoing daily airway clearance is provided and/or enzyme replacement therapy and nutritional supplements are required and provided on a daily basis	C-10l
Child has an inherited metabolic disorder that is being treated by medically prescribed diet as the basis of treatment so that it will not lead to neurological disability	C-10m
Child is assisted with the administration of medication on a daily basis to control seizures and medication does not substantially reduce the frequency of seizures and the child may require immediate or emergency attention to prevent harm resulting from a seizure	C-10n
Child is assisted on a daily basis with at least two blood tests to measure blood glucose levels, injections and special dietary management and the child is not capable of determining medication levels, food intake or self-administration of medication	C-10o

Part 2 Professional questionnaire

Functional domains — abilities

For the functional domains numbered 1 to 8, the treating health professional must mark only the statement that describes the best ability that the child has in each functional domain. The child's abilities include what the child can do when using the child's aids, appliances or other special equipment items.

1. Receptive language skills (listening, reading and understanding)	Response code
Child understands adult speech or signed language of normal speed and complexity. Child demonstrates full understanding of why they are interacting with a health professional	M-1j
Child can read and interpret a paragraph from the front page of a daily newspaper	M-1i
Child can read a paragraph or page from a children's story book appropriate for the child's age group. Child can recall a list of three common objects 30 seconds after the list is read to them	M-1h
Child understands and responds appropriately to simple questions such as 'do you go to school?' and 'what is your favourite colour?'	M-1g
Child follows two step instructions such as 'pick up the book and put it on the chair'. Child uses toys appropriately for their intended purpose in meaningful play	M-1f
Child knows the difference between 'big' and 'little'. Child can demonstrate what common objects are used for	M-1e
Child recognises pictures of common objects, for example points appropriately when asked 'where's the dog?' or 'which one is the truck?'	M-1d
Child responds appropriately to very simple questions, for example points to, or looks at, mother when asked 'where's mummy?'. Child uses objects purposefully, for example to make a sound	M-1c
Child responds to sound. Child tracks noise-making objects	M-1b
Child looks momentarily at speaker's face	M-1a
Child cannot do any of the things listed above	M-1k
Child's ability is age appropriate	M-1l

2. Expressive language skills (talking or signing)	Response code
Child has almost a full adult vocabulary. Child can discuss and debate complex issues such as politics or religion with an adult	M-2j
Child can describe his or her experiences in detail using complex sentences	M-2i
Child can tell a complex story involving several characters. Child can write a short story	M-2h
Child can write their own first name by handwriting or typing. Child can state their name and home address	M-2g
Child talks or signs well and can use 6 or more words in a sentence. Child can describe an event, for example a visit to a special place	M-2f
Child can say sentences with 3 to 4 words. People other than family members can understand the child's speech	M-2e
Child can clearly say or sign more than 20 words and can use 2 words in combination, for example 'Daddy's car'	M-2d
Child can say or sign 3 or more simple words, for example 'mum', 'dad', 'drink', 'bed'	M-2c
Child smiles and babbles or makes purposeful sounds, for example to attract attention. Child demonstrates good eye contact	M-2b
Child makes a vocal sound other than crying	M-2a
Child cannot do any of the things listed above	M-2k
Child's ability is age appropriate	M-2l

3. Feeding and mealtime skills	Response code
Child can use all cooking equipment and kitchen appliances, for example a microwave oven, electric frypan, or mixer, without assistance	M-3j
Child can follow a recipe and prepare a simple meal	M-3i
Child can cook a simple snack, for example toast	M-3h
Child can prepare a simple uncooked snack, for example a sandwich	M-3g
Child can use a fork and spoon at mealtimes	M-3f
Child can eat most solid foods if the food is cut up, for example a raw apple	M-3e

3. Feeding and mealtime skills	Response code
Child uses spoon well	M-3d
Child can drink from a normal cup without help and can feed himself or herself with finger foods	M-3c
Child can drink from a modified cup when the cup is held by an adult	M-3b
Child can suck from a breast or baby's feeding bottle	M-3a
Child cannot do any of the things listed above	M-3k
Child's ability is age appropriate	M-3l

4. Hygiene and grooming skills	Response code
Child can style own hair and clean and cut own finger and toe nails without assistance	M-4i
Child can attend to basic hygiene, for example toileting, showering and brushing hair, without assistance	M-4h
Child manages basic hygiene, for example toileting, showering and brushing hair, with little assistance	M-4g
Child can wash hands and face and brush own teeth	M-4f
Child is reliably toilet-trained during the day and can manage own toileting with minimal assistance	M-4e
Child can indicate toilet needs during the day but needs some assistance with clothing and wiping	M-4d
Child is toilet-timed during the day or is indicating toilet needs, for example asking for the toilet or potty even if it's too late or telling parent that pants or nappy are wet	M-4c
Child requires full assistance with toileting	M-4b
Child cries when nappy is soiled or wet	M-4a
Child cannot do any of the things listed above	M-4j
Child's ability is age appropriate	M-4k

5. Dressing skills	Response code
Child can purchase and care for own clothing without assistance	M-5j

5. Dressing skills	Response code
Child can wash and iron own clothing if required to with little assistance	M-5i
Child can choose own clothing appropriate to the weather and can dress and undress without any assistance	M-5h
Child can do up buckles and untie shoelaces	M-5g
Child can do up buttons and zippers	M-5f
Child dresses and undresses himself or herself but needs assistance with buttons, laces or tight clothing	M-5e
Child can undress with little assistance	M-5d
Child tries to help with dressing	M-5c
Child lifts arms to be picked up	M-5b
Child snuggles in to an adult when cuddled	M-5a
Child cannot do any of the things listed above	M-5k
Child's ability is age appropriate	M-5l

6. Social and community skills	Response code
Child can use all major community facilities, for example shops, banks, doctors, with little assistance. Child has basic understanding of community laws and regulations	M-6j
Child is able to undertake basic activities in the community, for example shopping, with little supervision	M-6i
Child understands basic personal safety, for example how to cross the road and not to go with strangers. Child relates well to both children and adults	M-6h
Child is aware of being left in the care of others, for example a school teacher or child care worker, without getting unduly upset. Child understands basic concepts of right and wrong	M-6g
Child plays with other children and forms close friendships with other children. Child joins in simple games such as 'chasey' and 'hide and seek' but may not understand or follow rules of a game	M-6f
Child takes turns in conversations, for example speaks and then listens. Child knows whether they are a boy or a girl	M-6e
Child initiates contact with other people and involves other people in games or activities. Child is starting to cooperate in play with other children	M-6d

6. Social and community skills	Response code
Child responds to affection from familiar people. Child recognises the difference between strangers and familiar people	M-6c
Child laughs and giggles when happy and cries when upset or angry. Child is interested in people and enjoys attention	M-6b
Child smiles. Child settles when picked up and cuddled	M-6a
Child cannot do any of the things listed above	M-6k
Child's ability is age appropriate	M-6l

7. Mobility — fine motor	Response code
Child can use a variety of tools or hobby items with accuracy, for example for woodwork, sewing, painting or model building	M-7j
Child can write clearly	M-7i
Child can write all letters of the alphabet clearly	M-7h
Child can hold a pencil and draw basic shapes such as squares and triangles. Child can clearly write their own first name	M-7g
Child can manipulate smaller objects accurately, for example jigsaw puzzle pieces. Child can draw at least a head and body on a person stick figure style	M-7f
Child can build a tower of 9 blocks. Child can copy a circle and a cross	M-7e
Child can manipulate larger objects and toys, for example can push or pull toys, use posting box toys or build small tower of blocks. Child can copy a straight vertical line	M-7d
Child can make purposeful movements with objects, for example bang on a drum or clap hands	M-7c
Child grasps and releases objects such as rattle or feeding bottle	M-7b
Child can grasp an adult finger but may need assistance to release it	M-7a
Child cannot do any of the things listed above	M-7k
Child's ability is age appropriate	M-7l

8. Mobility — gross motor	Response code
Child can hit a ball with a bat and can kick a ball with reasonable accuracy	M-8i
Child can catch a small ball, for example a tennis ball. Child skips well or rides a two-wheel bike	M-8h
Child can jump and can hop on each leg. Child can bounce a ball and catch it	M-8g
Child can run fast. Child can balance on one leg for 3 seconds. Child can hop on one leg	M-8f
Child can balance briefly while standing on one leg. Child can pedal a tricycle	M-8e
Child can walk and can run a few steps. Child can walk up and down steps	M-8d
Child has even muscle tone and strength in all limbs. Child can pull himself or herself from floor to a standing position and may be able to stand independently	M-8c
Child can independently move between prone and supine positions. Child can crawl or otherwise propel himself or herself along	M-8b
Child can lift head when in prone position. Child makes random movements with arms and legs	M-8a
Child cannot do any of the things listed above	M-8j
Child's ability is age appropriate	M-8k

Functional domains — behaviour and needs

For the functional domains numbered 9 and 10, the treating health professional must mark any statement that describes the child's behaviours or special care needs in each functional domain. The response should be based on a clinical assessment of the child and written reports from other specialists (if any) who have assessed the child. If the child is receiving prescribed medication, the response should be based on the child's behaviours when the child is receiving the prescribed medication.

9. Behaviour	Response code
Child is consistently uncooperative and disruptive during treatment or assessment episodes	M-9a
Child demonstrates self injurious behaviour such as head banging or hand biting and has injuries or signs of past injuries consistent with such behaviours	M-9b
Child displays aggressive behaviour or violence towards other people or property in the treatment or assessment setting	M-9c
Child persistently attempts to leave or abscond from the treatment or assessment setting	M-9d
Child is extremely active and is unable to concentrate on a task for more than 30 seconds	M-9e
Child displays obsessional repetitive behaviours, for example obsession with particular objects or twirling or spinning objects for extended periods of time	M-9f

10. Special care needs	Response code
Child receives all food and fluids by nasogastric or gastrostomy tube or percutaneous enterogastric tube (PEG)	M-10a
Child has a tracheostomy	M-10b
Child is aged over 4 years and is incontinent both day and night	M-10c
Child is aged over 3 years and cannot stand without support	M-10d
Child requires a wheelchair and requires assistance to propel the wheelchair	M-10e
Child requires a wheelchair, quad sticks, prosthesis, crutches or walking frame but can move around with little assistance using the equipment	M-10f
Child uses an electric wheelchair	M-10g
Child requires urinary catheterisation several times each day	M-10h

10. Special care needs	Response code
Child requires specialised equipment, prosthesis or technology to communicate, for example a computerised communicator, telephone typewriter (TTY), voice synthesiser, cochlear implant, hearing aids or adaptations to a standard computer	M-10i
Child is over the age of 5 years and has persistent difficulties with memory, concentration, planning and organisation	M-10j
Child has chronic and progressive suppurative lung disease for which ongoing daily airway clearance is provided and/or enzyme replacement therapy and nutritional supplements are required and provided on a daily basis	M-10k
Child has an inherited metabolic disorder that is being treated by medically prescribed diet as the basis of treatment so that it will not lead to neurological disability	M-10l
Child is assisted with the administration of medication on a daily basis to control seizures and medication does not substantially reduce the frequency of seizures and the child may require immediate or emergency attention to prevent harm resulting from a seizure	M-10m
Child is assisted on a daily basis with at least two blood tests to measure blood glucose levels, injections and special dietary management and the child is not capable of determining medication levels, food intake or self-administration of medication	M-10n

Schedule 2 Rating Method

(section 2.3)

STEP 1: Calculate the child's chronological age:

- (a) child's date of birth: _____
- (b) date of completion of the questionnaires: _____ (by claimant) _____ (by treating health professional)
- (c) child's chronological age: _____ years _____ months (as at date of completion of claimant questionnaire) _____ years _____ months (as at date of completion of professional questionnaire)

STEP 2:

- (1) Calculate the child's score from the table below based on:
- the child's chronological age calculated in step 1 for each questionnaire; and
 - the child's functional age, based on the response marked in the functional domains numbered 1, 2, 3, 5, 6 and 7 in each questionnaire.
- (2) Transcribe the score from the claimant questionnaire into the table at step 6.
- (3) Transcribe the score from the professional questionnaire into the table at step 7.

Functional age	CHRONOLOGICAL AGE									
	Birth to <6 months	6 months to <1 year	1 year to <2 years	2 years to <3 years	3 years to <4 years	4 years to <6 years	6 years to <9 years	9 years to <12 years	12 years to <15 years	15 years or older
Birth to <6 months (response a)	0	+1	+2	+3	+4	+5	+6	+7	+8	+9
6 months to <1 year (response b)	-1	0	+1	+2	+3	+4	+5	+6	+7	+8
1 year to <2 years (response c)	-2	-1	0	+1	+2	+3	+4	+5	+6	+7
2 years to <3 years (response d)	-3	-2	-1	0	+1	+2	+3	+4	+5	+6

Functional age	CHRONOLOGICAL AGE									
	Birth to <6 months	6 months to <1 year	1 year to <2 years	2 years to <3 years	3 years to <4 years	4 years to <6 years	6 years to <9 years	9 years to <12 years	12 years to <15 years	15 years or older
3 years to <4 years (response e)	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
4 years to <6 years (response f)	-5	-4	-3	-2	-1	0	+1	+2	+3	+4
6 years to <9 years (response g)	-6	-5	-4	-3	-2	-1	0	+1	+2	+3
9 years to <12 years (response h)	-7	-6	-5	-4	-3	-2	-1	0	+1	+2
12 years to <15 years (response i)	-8	-7	-6	-5	-4	-3	-2	-1	0	+1
15 years or older (response j)	-9	-8	-7	-6	-5	-4	-3	-2	-1	0
No skills demonstrated (response k)	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
Age appropriate (response l)	0	0	0	0	0	0	0	0	0	0

STEP 3:

- (1) Calculate the child's score from the table below based on:
 - (a) the child's chronological age calculated in step 1 for each questionnaire; and
 - (b) the child's functional age, based on the response marked in functional domain number 4 in each questionnaire.
- (2) Transcribe the score from the claimant questionnaire into the table at step 6.
- (3) Transcribe the score from the professional questionnaire into the table at step 7.

Functional age	CHRONOLOGICAL AGE								
	Birth to <1 year	1 year to <2 years	2 years to <3 years	3 years to <4 years	4 years to <6 years	6 years to <9 years	9 years to <12 years	12 years to <15 years	15 years or older
Birth to <1 year (response a)	0	+1	+2	+3	+4	+5	+6	+7	+8
1 year to <2 years (response b)	-1	0	+1	+2	+3	+4	+5	+6	+7
2 years to <3 years (response c)	-2	-1	0	+1	+2	+3	+4	+5	+6
3 years to <4 years (response d)	-3	-2	-1	0	+1	+2	+3	+4	+5
4 years to <6 years (response e)	-4	-3	-2	-1	0	+1	+2	+3	+4
6 years to <9 years (response f)	-5	-4	-3	-2	-1	0	+1	+2	+3
9 years to <12 years (response g)	-6	-5	-4	-3	-2	-1	0	+1	+2
12 years to <15 years (response h)	-7	-6	-5	-4	-3	-2	-1	0	+1
15 years or older (response i)	-8	-7	-6	-5	-4	-3	-2	-1	0
No skills demonstrated (response j)	+1	+2	+3	+4	+5	+6	+7	+8	+9
Age appropriate (response k)	0	0	0	0	0	0	0	0	0

STEP 4:

- (1) Calculate the child's score from the table below based on:
 - (a) the child's chronological age calculated in step 1 for each questionnaire; and
 - (b) the child's functional age, based on the response marked in functional domain number 8 in each questionnaire.

- (2) Transcribe the score from the claimant questionnaire into the table at step 6.
- (3) Transcribe the score from the professional questionnaire into the table at step 7.

Functional age	CHRONOLOGICAL AGE								
	Birth to <6 months	6 months to <1 year	1 year to <2 years	2 years to <3 years	3 years to <4 years	4 years to <6 years	6 years to <9 years	9 years to <12 years	12 years or older
Birth to <6 months (response a)	0	+1	+2	+3	+4	+5	+6	+7	+8
6 months to <1 year (response b)	-1	0	+1	+2	+3	+4	+5	+6	+7
1 year to <2 years (response c)	-2	-1	0	+1	+2	+3	+4	+5	+6
2 years to <3 years (response d)	-3	-2	-1	0	+1	+2	+3	+4	+5
3 years to <4 years (response e)	-4	-3	-2	-1	0	+1	+2	+3	+4
4 years to <6 years (response f)	-5	-4	-3	-2	-1	0	+1	+2	+3
6 years to <9 years (response g)	-6	-5	-4	-3	-2	-1	0	+1	+2
9 years to <12 years (response h)	-7	-6	-5	-4	-3	-2	-1	0	+1
12 years or older (response i)	-8	-7	-6	-5	-4	-3	-2	-1	0
No skills demonstrated (response j)	+1	+2	+3	+4	+5	+6	+7	+8	+9
Age appropriate (response k)	0	0	0	0	0	0	0	0	0

STEP 5:

- (1) Calculate the child's score from functional domains numbered 9 and 10 in each questionnaire by:

- (a) copying the responses for each functional domain in each questionnaire into the tables below; and
 - (b) allocating a score of +2 for each response marked C-10l, C-10m, M-10k and M-10l; and
 - (c) allocating a score of +1 for all other responses marked; and
 - (d) adding up the score for each functional domain in each questionnaire.
- (2) Transcribe the total scores from the claimant questionnaire into the table at step 6.
- (3) Transcribe the total scores from the professional questionnaire into the table at step 7.

CLAIMANT QUESTIONNAIRE	SCORE
	(allocate a score of 1 for each response marked)
Functional domain number 9:	
C-9a	_____
C-9b	_____
C-9c	_____
C-9d	_____
C-9e	_____
C-9f	_____
C-9g	_____
C-9h	_____
C-9i	_____
Total:	_____

CLAIMANT QUESTIONNAIRE**SCORE**

(allocate a score of 2 for each response marked for C-10l and C-10m and a score of 1 for each other response)

Functional domain number 10:

C-10a	_____
C-10b	_____
C-10c	_____
C-10d	_____
C-10e	_____
C-10f	_____
C-10g	_____
C-10h	_____
C-10i	_____
C-10j	_____
C-10k	_____
C-10l	_____
C-10m	_____
C-10n	_____
C-10o	_____

Total: _____

PROFESSIONAL QUESTIONNAIRE	SCORE (allocate a score of 1 for each response marked)
Functional domain number 9:	
M-9a	_____
M-9b	_____
M-9c	_____
M-9d	_____
M-9e	_____
M-9f	_____
Total:	_____

PROFESSIONAL QUESTIONNAIRE	SCORE (allocate a score of 2 for each response marked for M-10k and M-10l and a score of 1 for each other response marked)
Functional domain number 10:	
M-10a	_____
M-10b	_____
M-10c	_____
M-10d	_____
M-10e	_____
M-10f	_____
M-10g	_____
M-10h	_____
M-10i	_____
M-10j	_____
M-10k	_____
M-10l	_____
M-10m	_____

PROFESSIONAL QUESTIONNAIRE	SCORE (allocate a score of 2 for each response marked for M-10k and M-10l and a score of 1 for each other response marked)
Functional domain number 10:	
M-10n	_____
Total:	_____

STEP 6:

- (1) For each functional domain in the claimant questionnaire in column 1 of the following table, insert the score relevant to that functional domain in column 2 and calculate the total weighted score for that functional domain according to the remaining columns in the table.
- (2) Calculate the interim claimant total score by adding the total weighted scores together.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Functional domain in claimant questionnaire	Score obtained from steps 2 to 5	Questionnaire weighting	Milestone weighting	Calculate the self care skills score	Raw score	Functional weighting	Total
1	_____	divide by 2	10/10		_____	multiply by 1.2	_____
2	_____	divide by 2	10/10		_____		_____
3	_____	divide by 2	10/10	calculate the sum of			
4	_____	divide by 2	10/9	responses from 3, 4 and 5 and			
5	_____	divide by 2	10/10	divide the figure by 3	_____		_____
6	_____	divide by 2	10/10		_____		_____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Functional domain in claimant questionnaire	Score obtained from steps 2 to 5	Questionnaire weighting	Milestone weighting	Calculate the self care skills score	Raw score	Functional weighting	Total
7		divide by 2	10/10				
	_____	_____	_____		_____		_____
8		divide by 2	10/9				
	_____	_____	_____		_____		_____
9		divide by 2					
	_____	_____			_____		_____
10		divide by 2				multiply by 2	
	_____	_____			_____	_____	_____
INTERIM CLAIMANT TOTAL SCORE							_____

STEP 7:

- (1) For each functional domain in the professional questionnaire in column 1 of the following table, insert the score relevant to that functional domain in column 2 and calculate the total weighted score for that functional domain according to the remaining columns in the table.
- (2) Calculate the interim treating health professional total score by adding the total weighted scores together.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Functional domain in professional questionnaire	Score obtained from steps 2 to 5	Questionnaire weighting	Milestone weighting	Calculate the self care skills score	Raw score	Functional weighting	Total
1		divide by 2	10/10			multiply by 1.2	
	_____	_____	_____		_____		_____
2		divide by 2	10/10				
	_____	_____	_____		_____		_____
3		divide by 2	10/10	calculate the sum of			
	_____	_____	_____				

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Functional domain in professional questionnaire	Score obtained from steps 2 to 5	Questionnaire weighting	Milestone weighting	Calculate the self care skills score	Raw score	Functional weighting	Total
4	_____	divide by 2	10/9	responses from 3, 4 and 5 and			
5	_____	divide by 2	10/10	divide the figure by 3	_____		_____
6	_____	divide by 2	10/10				_____
7	_____	divide by 2	10/10				_____
8	_____	divide by 2	10/9				_____
9	_____	divide by 2					_____
10	_____	divide by 2					_____
						multiply by 2	_____
INTERIM TREATING HEALTH PROFESSIONAL TOTAL SCORE							_____

Notes In steps 6 and 7:

1. In each step, scores are weighted and adjusted in order starting from column 1, progressing through each column and ending with column 8.
2. The questionnaire weighting provides equal weighting for claimant and treating health professional scores for each functional domain. This means that a deviation of 1 milestone, a behavioural problem or a special care need (other than C-10l, C-10m, M-10k or M-10l) identified by the claimant or the treating health professional obtains a score of 1. If special care needs C-10l, M-10k or C-10m, M-10l are identified by the claimant or treating health professional a score of 2 is obtained.
3. The milestone weighting adjusts functional domains numbered 1 to 8 in each questionnaire by a weighting based on the number of developmental stages within each functional domain to reflect the relative importance of a deviation.
4. The self care skills score is used to find the average score from functional domains numbered 3, 4 and 5 in each questionnaire.
5. The functional weighting adjusts functional domains numbered 1 and 10 in each questionnaire to reflect the relative importance of the functional domains on the child's overall level of disability and the impact of the care needs on the child's family.

STEP 8: If the child is 12 years or older, calculate an age amended claimant score and an age amended treating health professional score by completing the following steps:

Part 1:

CLAIMANT SCORE	SCORE
Interim claimant total score from step 6:	_____
If child is aged 12 years but less than 15 years, take 1 away from the interim claimant total score:	_____
OR	
If the child is aged 15 years or over, take 1.5 away from the interim claimant total score:	_____
Age amended claimant total score:	_____

Part 2:

TREATING HEALTH PROFESSIONAL SCORE	SCORE
Interim treating health professional total score from step 7:	_____
If child is aged 12 years but less than 15 years, take 1 away from the interim treating health professional total score:	_____
OR	
If the child is aged 15 years or over, take 1.5 away from the interim treating health professional total score:	_____
Age amended treating health professional total score:	_____

Note The scores for older children need to be amended to ensure consistency in the degree of disability for older and younger children who are classified as disabled children.

STEP 9:

- (1) Add the following scores:

CATEGORY OF SCORE	SCORE
(a) Age amended claimant total score from Part 1 of step 8:	_____
OR	
If there is no age amended claimant total score from Part 1 of step 8 — the interim claimant total score from step 6:	
AND	
(b) Age amended treating health professional total score from Part 2 of step 8:	_____
OR	
If there is no age amended treating health professional total score from Part 2 of step 8 — the interim treating health professional total score from step 7:	
Total score:	_____

- (2) If the score mentioned in paragraph (b) of the table is not greater than 0, or the total score mentioned in the table is less than +1, go to step 10.
- (3) If the score mentioned in paragraph (b) of the table is greater than 0 and less than +1, and the total score mentioned in the table is not less than +1, go to step 11.

Note If, after completing step 9, the score mentioned in paragraph (b) of the table in step 9 is not less than +1, and the total score mentioned in the table is not less than +1, the child satisfies the condition in subparagraph 953 (1) (c) (ii) of the Act.

STEP 10:

- (1) Calculate an age amended score using the following tables if:
- (a) the score mentioned in paragraph (b) of the table in step 9 is not greater than 0 or the total score mentioned in the table in step 9 is less than +1 but is greater than -6; and
 - (b) the child is between:
 - (i) 5 years, 9 months of age and 6 years of age; or
 - (ii) 8 years, 9 months of age and 9 years of age; or

- (iii) 11 years, 9 months of age and 12 years of age; or
- (iv) 14 years, 9 months of age and 15 years of age.

CLAIMANT QUESTIONNAIRE

Functional domain	Original scores from steps 2 to 5	Calculation of new score	Recalculation of score
1		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
2		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
3		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
4		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
5		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
6		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score
7		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 6 using the new score

Functional domain	Original scores from steps 2 to 5	Calculation of new score	Recalculation of score
8		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 6 using the new score

PROFESSIONAL QUESTIONNAIRE

Functional domain	Original scores from steps 2 to 5	Calculation of new score	Recalculation of score
1		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score
2		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score
3		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score
4		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score
5		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score
6		<p>If score is <0 then add 1 to original score = _____</p> <p>If score is ≥ 0 then use original score = _____</p>	Recalculate from step 7 using the new score

Functional domain	Original scores from steps 2 to 5	Calculation of new score	Recalculation of score
7		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 7 using the new score
8		If score is <0 then add 1 to original score = _____ If score is ≥ 0 then use original score = _____	Recalculate from step 7 using the new score

- (2) If the recalculated score mentioned in paragraph (b) of the table in step 9 is greater than 0 and less than +1, and the recalculated total score mentioned in that table is not less than +1, go to step 11.

Notes

1. If, after completing step 10, the recalculated score mentioned in para (b) of the table in step 9 in the Schedule is not greater than 0, or the recalculated total score mentioned in the table is less than +1, the child does not satisfy the condition in subparagraph 953 (1) (c) (ii) of the Act.
2. If, after completing step 10, the recalculated score mentioned in para (b) of the table in step 9 in the Schedule is not less than +1, and the recalculated total score mentioned in the table is not less than +1, the child satisfies the condition in subparagraph 953 (1) (c) (ii) of the Act.

STEP 11:

- (1) If a criterion mentioned in column 2 of an item in the following table is met for a child, the action mentioned in column 3 of the item must be taken by the Secretary:

Column 1 Item	Column 2 Criteria	Column 3 Action
1	(a) the total score for functional domain number 9 calculated in step 6 includes response C-9a, C-9d, C-9g or C-9i; or (b) the total score for functional domain number 10 calculated in step 6 includes response C-10j	an additional report must be obtained from the treating health professional who completed the questionnaire, a different treating health professional or another person such as a psychologist or teacher, to support the responses

Column 1	Column 2	Column 3
Item	Criteria	Action
2	<p>(a) the claimant has indicated, in the claimant questionnaire, response C-10k in functional domain number 10; and</p> <p>(b) the treating health professional has not indicated, in the professional questionnaire, response M-10j in functional domain number 10</p>	the treating health professional who completed the questionnaire must be contacted to find out the reason for the different responses and an additional report must be obtained from that treating health professional, a different treating health professional or another person such as a psychologist or teacher, to confirm the severity of the child's memory, concentration, planning and organisation difficulties
3	the total score for functional domain number 9 calculated in step 6 is 1 point or more greater than the total score for functional domain number 9 calculated in step 7	the treating health professional who completed the questionnaire or the claimant must be contacted to find out the reason for the different scores and an additional report must be obtained from that treating health professional, a different treating health professional or another person such as a psychologist or teacher, to confirm the severity of the child's behavioural problems
4	the total score calculated in step 9 minus the total score for functional domain number 9 calculated in step 6 is less than +1	an additional report must be obtained from the treating health professional who completed the questionnaire, a different treating health professional or another person such as a psychologist or teacher, to confirm the severity of the child's behavioural problems
5	the total score calculated in step 9 minus 2 points (resulting from the claimant indicating, in the claimant questionnaire, response C-10k in functional domain number 10 and the treating health professional indicating, in the professional questionnaire, response M-10j in functional domain number 10) is less than +1	an additional report must be obtained from the treating health professional who completed the questionnaire, a different treating health professional or another person such as a psychologist or teacher, to confirm the severity of the child's memory, concentration, planning and organisation difficulties
6	the difference between the scores for paragraphs (a) and (b) in the table in step 9 is 5 points or greater	the treating health professional or the claimant must be contacted to find out the reason for the difference in the scores
7	the total number of negatives in step 12 is ≥ 3	the treating health professional or the claimant must be contacted to find out the reason for the difference and an additional medical assessment must be obtained

- (2) If the additional information mentioned in column 3 of the table contradicts, or does not corroborate, a response in functional domains numbered 9 or 10 that is the subject of the additional information, the score for the response must be excluded from the calculation of the total score in each table in step 5 by:
- (a) for every score for a response excluded in functional domain number 9 — subtracting 1 from the total score in each table in step 5; and
 - (b) for every score for a response excluded in functional domain number 10 — subtracting 1 from the total score in each table in step 5.
- (3) The score must be recalculated from step 6 using the new scores.
- (4) In this step:

additional information means:

- (a) a report from a different treating health professional, or another person such as a psychologist or teacher; or
- (b) a medical assessment; or
- (c) information obtained from the claimant or the treating health professional.

Notes

1. If, after completing step 11, the recalculated score mentioned in para (b) of the table in step 9 in the Schedule is not greater than 0, or the recalculated total score mentioned in the table is less than +1, the child does not satisfy the condition in subparagraph 953 (1) (c) (ii) of the Act.
2. If, after completing step 11, the recalculated score mentioned in para (b) of the table in step 9 in the Schedule is greater than 0, and the recalculated total score mentioned in the table is not less than +1, the child satisfies the condition in subparagraph 953 (1) (c) (ii) of the Act.

STEP 12:

- (1) Calculate the number of functional domains in which claimant scores in step 6 and treating health professional scores in step 7 differ using the following table:

Column 1	Column 2	Column 3	Column 4	Column 5
Functional domain	Total claimant scores for the functional domain in step 6	Multiplied by	Total treating health professional scores for the functional domain in step 7	Indicate whether result is positive, negative or 0

1	x
2	x
3, 4 and 5 combined	x
6	x
7	x
8	x

	Number of positives
	Number of negatives

Note	+ by + = +	- by + = -	0 by - = -	0 by + = +
------	------------	------------	------------	------------

(2) If there are 3 or more negative results, item 7 in the table in step 11 applies.

Schedule 3 List of Recognised Disabilities

(section 3.1)

Part 1 Recognised Disabilities

1. Moderate to severe multiple disability or moderate to severe physical disability (including neurological disability) where the child is, or is likely to be, dependent for mobility indoors and outdoors from the age of 3 onwards.

Example: A child who has cerebral palsy, lower limb deficiencies or spina bifida and is dependent on a stroller, wheelchair, crutches or walking frame.

2. Severe multiple or physical disability (including uncontrolled seizures) requiring constant care and attention where the child is less than 6 months of age.
3. Epilepsy (uncontrolled while on medication).
4. Chromosomal or syndromic conditions that are not specified elsewhere in this Part and where there is moderate or severe intellectual disability and/or multiple, major and permanent physical abnormalities as diagnosed by a paediatrician, paediatric subspecialist or clinical geneticist.
5. Neurometabolic degenerative conditions including lysosomal storage disorders where there is moderate or severe intellectual and/or moderate or severe physical disability and where the condition is diagnosed by a paediatrician, paediatric sub-specialist or clinical geneticist.
6. Neurodegenerative disorders where there is moderate or severe intellectual and/or moderate or severe physical disability and where the condition is diagnosed by a paediatrician, paediatric sub-specialist or clinical geneticist.
7. Any of the following neuromuscular conditions:
 - (a) Duchenne (or Becker) muscular dystrophy;
 - (b) Autosomal recessive muscular dystrophy;
 - (c) Spinal muscular atrophy conditions (e.g. Werdnig-Hoffman);
 - (d) Friedreich's ataxia.

8. Moderate, severe, or profound intellectual disability where IQ is less than 55, (including a child with a known syndrome).
9. Autistic Disorder or Asperger's Disorder (not including Pervasive Developmental Disorder not otherwise specified) when diagnosed by a psychiatrist, developmental paediatrician, or a psychologist experienced in the assessment of Pervasive Developmental Disorders and using the current Diagnostic and Statistical Manual of Mental Disorders (DSM).
10. The following conditions diagnosed by a psychiatrist using the current DSM:
 - (a) Child Disintegrative Disorder;
 - (b) Major depression of childhood;
 - (c) Childhood schizophrenia.
11. Any of the following sensory impairments:
 - (a) Bilateral blindness where:
 - (i) visual acuity is less than or equal to 6/60 with corrected vision; or
 - (ii) visual fields are reduced to a measured arc of less than 10 degrees;
 - (b) Hearing loss - a 45 decibels or greater hearing impairment in the better ear, based on a 4 frequency pure tone average (using 500, 1000, 2000 and 4000Hz);
 - (c) Deaf-blindness - diagnosed by a specialist multidisciplinary team, including a professional audiological and ophthalmological evaluation.
12. The following dermatological conditions:
 - (a) Epidermolysis Bullosa Dystrophica;
 - (b) The following types of Ectodermal Dysplasias:
 - (i) Hypohidrotic ectodermal dysplasia (synonym: anhidrotic ectodermal dysplasia);
 - (ii) Hay Wells syndrome (synonym: ankyloblepharon, ectodermal dysplasia and clefting [AEC] syndrome);

Note: These are specific terms and do not apply to other ectodermal dysplasia which may have some degree of reduced sweating.

- (c) The following severe congenital ichthyoses:
- (i) Lamellar ichthyosis;
 - (ii) Harlequin ichthyosis;
 - (iii) Sjogren Larsson syndrome;
 - (iv) Netherton syndrome;
 - (v) Severe congenital ichthyosiform erythroderma;
 - (vi) Generalised bullous ichthyosis (synonym: bullous ichthyosiform erythroderma, epidermolytic hyperkeratosis).
13. Phenylketonuria (PKU).
14. Other inborn errors of metabolism not specified elsewhere in this Part that are treated by medically prescribed diet to prevent neurological disability and/or severe organ damage.
15. Cystic Fibrosis.
16. Moderate to severe Osteogenesis Imperfecta with two or more fractures per year and/or significant pain that significantly limits activities of daily living.
17. Down syndrome.
18. Fragile X syndrome.

Part 2 Medical Conditions

1. Chronic or end stage organ failure where the child is receiving organ specific treatment and/or awaiting transplant.
2. HIV/AIDS where the child is symptomatic (in addition to having lymphadenopathy) and requires treatment with a three or more drug antiviral regimen.
3. Immunodeficiency where the child requires regular immunoglobulin infusions.

4. The following Haematological/Oncological Conditions:
 - (a) Leukaemia, Haemophagocytic Lymphohistiocytosis and other childhood malignancies where the child is undergoing chemotherapy, radiotherapy or palliative care;
 - (b) Haemophilia with Factor VIII or Factor IX deficiency (less than 10%);
 - (c) Thalassaemia or Haemoglobinopathy requiring chelation therapy;
 - (d) Chronic Transfusion Dependent Anaemia requiring chelation therapy;
 - (e) Langerhan Cell Histiocytosis: disseminated (multi-organ) disease requiring chemotherapy for longer than 6 months;
 - (f) Severe congenital Neutropenia (Kostman's variant, dependent on Filgrastin).
5. The following Chronic Respiratory Conditions:
 - (a) Chronic Respiratory Disease requiring home oxygen;
 - (b) A condition where the child is dependent for his or her health on an external apparatus/machine called a ventilator to assist with breathing, either on a continuous or intermittent basis;
 - (c) Long term tracheostomy where the child is cared for at home.
6. Severe atopic dermatitis which involves at least 75% of the body surface and which has required two or more hospitalisations of at least 5 days duration in the previous calendar year, and/or the use of immunosuppressive therapy.
7. Significant burn where more than 30% of body surface area is affected, or a lesser burn where there is significant impairment of function of the hands or feet or assistance is required with feeding or toileting to a greater degree than is age appropriate for the child.
8. Gastroenterological condition or other medical condition requiring total parenteral nutrition for an extended period, with medical treatment and medical supervision required for at least 12 months.

9. Final stage of Ulcerative Colitis where the condition is no longer responding to medical treatment and where a sub-total colectomy and ileo-rectal anastomosis with formation of a J-pouch is required.
10. Polyarticular course Juvenile Arthritis requiring regular multi-disciplinary therapy, including immunosuppressive medication.

Notes to the *Child Disability Assessment Determination 2001*

Note 1

The *Child Disability Assessment Determination 2001* (in force under section 38D of the *Social Security Act 1991*) as shown in this compilation is amended as indicated in the Tables below.

Under the *Legislative Instruments Act 2003*, which came into force on 1 January 2005, it is a requirement for all non-exempt legislative instruments to be registered on the Federal Register of Legislative Instruments.

Table of Instruments

Title	Date of notification in <i>Gazette</i> or FRLI registration	Date of commencement	Application, saving or transitional provisions
<i>Child Disability Assessment Determination 2001</i>	4 December 2001 (see <i>Gazette</i> 2001, No. S479)	1 January 2002	
<i>Child Disability Assessment Amendment Determination 2003</i>	13 August 2003 (see <i>Gazette</i> 2003, No. S311)	1 July 2003	—
<i>Child Disability Assessment Amendment Determination 2005</i>	8 June 2005 (see F2005L01434)	1 July 2005	—

Table of Amendments

ad. = added or inserted am. = amended rep. = repealed rs. = repealed and substituted

Provision affected	How affected
Schedule 3, Part 1, cl.2.....	am. 2003 No. S479
Schedule 3, Part 1, cl.11	ad. 2003 No. S479
Schedule 3, Part 2, cl.8.....	rs. 2003 No. S479
Schedule 3.....	rs. 2005 F2005L01434
