



# NDIS Goal Bank for PDA Children

Ready-to-use goal statements across all support areas

This goal bank provides ready-to-use NDIS goal statements across the major support areas for PDA children. Use these as a starting point and adapt them to reflect your child's individual priorities. NDIS goals should be specific to your child — these are templates, not prescriptions.

## How to use this bank

Select the goals that reflect your child's actual priorities. Personalise the language to match your child's age, strengths, and situation. Goals can be short-term (within 12 months) or long-term (2-5 years). Bring this document to your planning meeting — it helps keep the conversation focused.

## Daily Living Goals

- [Child] will increase independence in morning routines (dressing, hygiene, breakfast) with support from an Occupational Therapist to develop low-demand strategies.
- [Child] will access regular Occupational Therapy to develop sensory regulation strategies that support daily living participation.
- [Child] will have access to support worker hours to assist with morning and/or afternoon transitions, reducing family stress during high-demand periods.
- [Child] will develop consistent sleep routines with OT and allied health support.

## Community Participation Goals

- [Child] will participate in at least one community activity per week with support, building confidence and connection outside the home environment.
- [Child] will access support worker assistance to participate in community activities that match their interests (e.g., [specific interest]).
- [Child] will develop strategies with their support team to navigate transitions between home and community settings.

## Social Participation Goals

- [Child] will develop social connection opportunities that suit their PDA profile, including low-demand, interest-based social settings.
- [Child] will access support to navigate peer relationships at school, with the assistance of a school-based support worker or psychologist.
- [Child] will develop strategies to manage social anxiety and demand avoidance in social settings with support from a clinical psychologist.



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## Education Goals

- [Child] will access funding for a school support worker to assist with demand management, transitions, and regulation during the school day.
- [Child] will work with a psychologist to develop strategies for school participation that accommodate the PDA profile.
- [Child] will access specialist autism and PDA consultation to support the school in developing appropriate adjustments and support plans.
- [Child] will be supported to access flexible education options if mainstream attendance cannot be sustained.

## Health and Wellbeing Goals

- [Child] will access regular psychology support to address anxiety, demand avoidance, and emotional regulation.
- [Child] will access Occupational Therapy to address sensory processing differences that impact daily functioning.
- [Child] will develop a personalised regulation toolkit with OT support that can be used across home, school, and community settings.
- [Child] will access mental health support that is autism and PDA-informed, to support their long-term wellbeing.

## Family/Carer Goals (Capacity Building)

- Our family will access specialist PDA/autism training to increase our understanding and confidence in supporting [child].
- Parents/carers will access support coordination to navigate the NDIS and connect with appropriate providers.
- Our family will access Behaviour Support services to develop strategies for managing high-demand situations and crisis events.
- Sibling/s will be supported through access to appropriate counselling or peer support.

## Transition Goals

- [Child] will be supported through the transition from primary to secondary school with specialist planning and support.
- [Child] will access support to plan and prepare for the transition to adult services and independence.
- [Child] will develop a personalised transition plan with allied health and school support.



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**Planning meeting tip**

Bring this document to your planning meeting. If you're asked what goals you'd like in the plan, having prepared goal language ready helps you advocate effectively and ensures the plan reflects your priorities.