

Below is a summary of supports we are seeking input on for the NDIS Evidence Advisory Committee consultation which is running from February 2026 to March 2026. Please see the main consultation page for further details.

Early intensive behavioural interventions

Early Intensive Behavioural Interventions (EIBI) are intensive programs that aim to help young children (generally those 0-8 years) develop a range of skills including communication, social skills, and daily living skills. There are many types of Early Intensive Behavioural Interventions. For this assessment, we plan to include interventions that focus on more than one outcome.

The assessment will include:

- Behavioural interventions, such as intensive Applied Behavioural Analysis (ABA) and variants, Early Intensive Behavioural Treatment, and Murdoch Early Intervention Program (MEIP).
- Naturalistic developmental behavioural interventions (NDBIs), such as Early Start Denver Model (ESDM), Pivotal Response Treatment (PRT), and Learning Experiences Alternative Program (LEAP).
- Developmental interventions, such as Developmental Individual-Difference Relationship-Based (DIR)/Floortime.
- Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH).

The assessment will not include sensory, animal-assisted, cognitive behavioural therapy, or technology-based interventions.

Early Intensive Behavioural Interventions can be delivered in a one-to-one format, or small group setting. They can be delivered in a clinic, childcare, school or home environment and are often conducted intensively (for example, up to 40 hours per week).

Positive behaviour support for older children and adults

The NDIS Quality and Safeguards Commission describes positive behaviour support as a human rights and values led approach which:

- includes an ongoing process of assessment, intervention and data-based decision making.

- focuses on skill building, creating supportive environments, and reducing the likelihood and impact of behaviours of concern.
- relies on person-centred, proactive and evidence informed strategies that are respectful of a person's dignity and aim to enhance the person's quality of life.

Positive behaviour support is a collaborative approach, designed and delivered 'with' the person and their support system. It is not something done 'to' or 'for them'.

The NDIS Commission has rules about how positive behaviour support can be delivered through the NDIS. This includes who can deliver this support and what they must do. This assessment is not limited to how positive behaviour support currently operates in the NDIS but considers the application of positive behaviour support in other sectors, across Australia and also overseas. We understand that some elements of the support as described may fall outside of the current legislated requirements as described in the NDIS Act and associated rules and in State and Territory legislation and policy.

For this assessment, 'positive behaviour support' refers to an approach for some people with disability that aims to:

- help improve quality of life
- make it easier to participate in valued daily activities.

Positive behaviour support can be used to achieve these aims by seeking to reduce the negative impact of 'behaviours of concern' by some people with a disability. A 'behaviour of concern' could be considered a response by a person to their environment or an action that communicates a need, that may lead to harm to themselves or others.

Positive behaviour support works alongside other supports that recognise a person's strengths, needs, and ways of being. Positive behaviour support focuses on:

- understanding behaviour
- building helpful skills
- shaping supportive environments.

Robot-assisted gait training

Robot-assisted gait training uses robotic devices to help people walk and do other activities or exercises. Using the robotic device aims to help relearn how to walk or to get health benefits through movement.

Robot-assisted gait training is usually performed:

- In a harness over a treadmill, with the person strapped into the robotic device;
or

- Overground using a robotic device such as an exoskeleton to assist with a walking action.

Social skills training as a disability support for children and young people

Social skills training aims to help children and young people develop social interactions with family, peers, and the wider community. Social skills training is usually delivered in structured groups involving allied health professionals, educators, parents, and peers. It can be delivered in clinical, school, community, or home settings. This assessment will focus on social skills training as a disability support for children and young people (aged 8-21 years). Children under 8 years may be considered in future assessments.