Achieve Australia Website Recommendations

Final Interview Findings - March 2021

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Document Control

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Related Documents

Document Title	Location	Description
Website Interview Research	SharePoint	Slide deck of findings and suggestions from interview data, presented to AA team on 25 Mar 2021.
Interim Findings	SharePoint	Interim review of interview progress and data, presented to AA team on 18 Mar 2021.
Program Plan - Obj 10 - Website (Nov 2020)	SharePoint	Program of Work – Strategic Plan Objective 10 / Invest in technology & systems / Website, dated 31 October 2020.

Document Glossary

Term	Definition
CALD	Culturally and Linguistically Diverse. A “broad term used to describe communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.286 This term is often used synonymously with the phrase ‘ethnic communities’, however, CALD is the preferred term used by Australian service providers and agencies.” (Victorian Government, 2020)
Semi-Structured Interview	A qualitative research method where interview questions are used as a guide, but are not strictly adhered to by the interviewer. The focus of such interviews is to use open-ended questions and follow paths of discussion that allow for broader, contextually-informed data to be captured than would otherwise be possible a strict ‘question-answer’ format.

Executive Summary

As part of Achieve Australia's (AA) current three-year Strategic Plan, a Website Refresh Project has been undertaken as part of AA's commitment to invest in technology and systems improvement (Strategic Objective 10).

This report presents the data and findings from 20 interviews with AA target audience groups, in order to better understand how the website [https://achieveaustralia.org.au/] can:

- Better guide and inform decision makers so that they are empowered, confident and well-informed about NDIS, and the services they require for themselves or their children / wards / nominees.
- Leverage authentic content to credibly reflect the experiences of people with disability, in order to support a sense of inclusion and validation amongst service users and their families.
- Provide a platform to demonstrate AA's thought leadership and advocacy.

This document

This report outlines the interview process, demographics and findings, and recommends 17 ways in which the website could be updated—in terms of content and functionality. The recommendations are mapped according to their feasibility and their ability to provide 'quick wins' for Achieve Australia (see Recommendations for the Website).

INTRODUCTION

Overview

This research report was prepared by Digital Native to support Achieve Australia's current three-year Strategic Plan, specifically **Objective 10: Invest in technology & systems / Website**.

In March 2021, a qualitative research project was undertaken comprising 20 interviews with participants who represented one or more pre-defined Achieve Australia (AA) audience cohorts. This document presents key findings and recommendations that emerged from the interview data.

Interviews were semi-structured and tailored for each cohort. However, all interviews focused on the following broad research topics:

1. **The nature of participants' relationships with Achieve Australia**
   eg. how they were initiated, current status, and sentiment.
2. **The information seeking behaviours of participants**
   ie. with regard to NDIS, the disability sector, and personal interests.

Note: The research questions for each cohort can be found in the Appendices.

Interviews were held from 10-22 March 2021 and conducted via Zoom, phone or in-person meetings.

Audience Cohorts

Three target audience cohorts were decided during a workshop with Digital Native and Achieve Australia staff on 21 January 2021. These cohorts are:

1. **Service Professionals**, eg. Support Coordinators, Pathway Officers, and Team Leaders.
2. **Parents / Guardians** of Service Users.
3. **Service Users**, ie. users of any of the services provided by Achieve Australia, namely My Home, My Life, My Career, and Support Coordination.

In addition to the 20 participants who were directly interviewed, the Parent / Guardian cohort also represented their children / wards, which extended the interview data by indirectly capturing the experiences of 4 additional Service Users (refer to Figure 1).

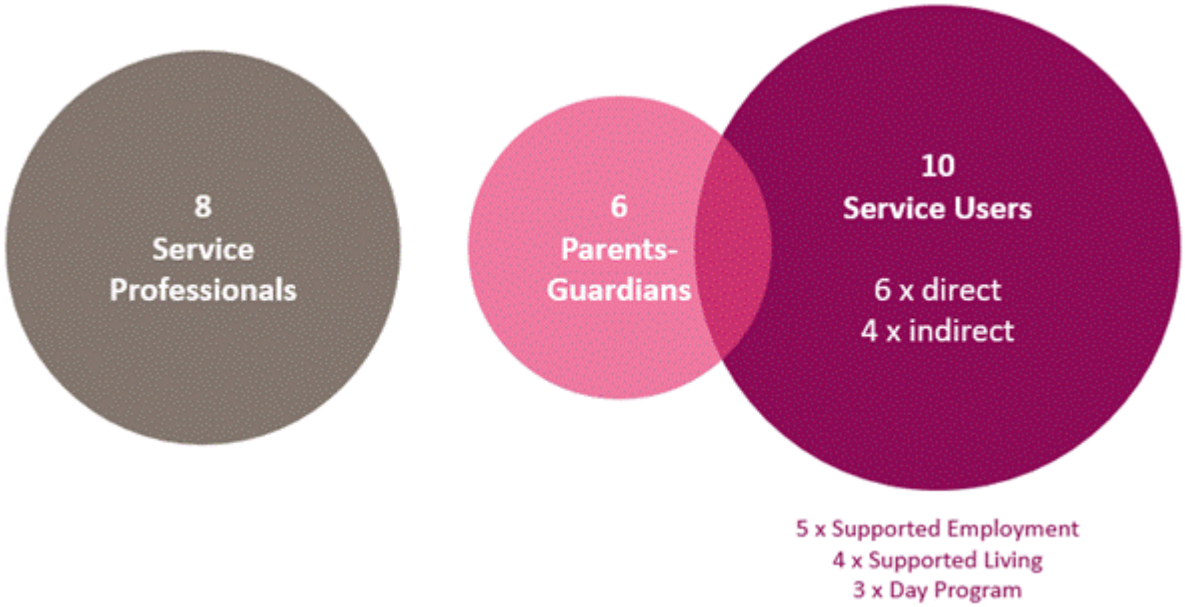


Figure 1. Audience cohorts interviewed included 20 direct participants and an additional 4 (indirect) Service Users.

Participant Demographics

Interview participants were aged between mid-20s to 65+ years. Gender representation was heavily skewed toward females in the Service Professionals group, while males featured in the Service Users group. Across the 20 interview participants, there were 14 women and 6 men. All participants had a long-term relationship with Achieve Australia, ie. two or more years (refer to Figure 2).

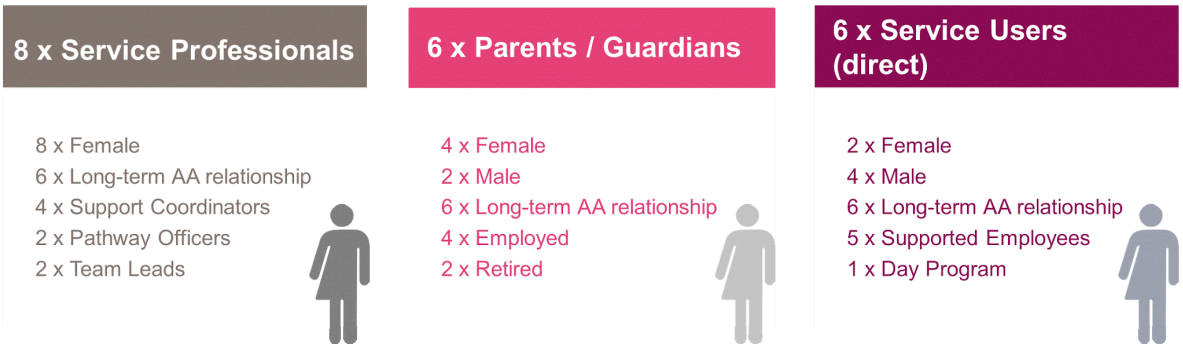


Figure 2. Direct participants: demographics across cohorts.

The demographics highlighted here are unlikely to have any meaningful impact on the research findings, ie. beyond the fact that Service Users were heavily skewed toward younger participants—comprising adults aged mid-20s to 40—while older adults (55+) were the majority in the Parents / Guardians cohort. This is important to note due to changing trends in the disability sector, particularly with regard to where the "ownership" of one's care lies.

Assuming cognitive and physical capacity, recent years have shown a shift in the tendency for younger people with a disability to manage their own needs, ie. without relying on a parent, guardian or nominee. While none of the Service Users who participated in the interviews (directly or indirectly) dealt with the administrative aspects of NDIS funding or their engagement with Achieve Australia, other research—including the "Nothing About Us, Without Us" movement (Charlton, 1998)—suggests that more Service Users will want to actively manage their support services.

Key Findings Across Cohorts

Based on the structure of the interviews, as well as the themes that emerged from the interview responses, the following nine broad categories can be used to segment findings across cohorts.

Categories of Findings

1. **New to AA** – pertains to moments of pre- and early engagement with AA, either as a prospective / new staff member, service user or parent / guardian.
2. **Keep up-to-date with AA** – activities that cohorts do to keep engaged with AA administrative and process changes.
3. **Keep up-to-date with NDIA & disability sector** – activities that cohorts do to keep engaged with NDIS changes and events, information and best practice within the disability sector.
4. **Physical engagement with AA** – the day-to-day, offline (and incidental digital) ways in which cohorts engage with AA staff, external partners, clients and others who are directly or indirectly related to the services provided by AA.
5. **Online engagement with AA** – the ways in which cohorts use digital communication channels—including the AA website—to engage with AA staff, external partners, clients and others who are directly or indirectly related to the services provided by AA.
6. **General online engagement** – the ways in which cohorts use digital communication channels to engage with information and services that are beyond their dealings with AA, for example, internet banking, personal email, and gaming.
7. **AA website content** – what cohorts think about the AA website's current content, and suggestions for what could be changed or added.
8. **AA website functionality** – what cohorts think about the AA website's current functionality, and suggestions for what could be changed or added.
9. **Sentiment regarding AA** – what cohorts feel about their engagement with AA.

Service Professionals (SP)

The following table outlines the key findings that emerged from the interviews with eight Service Professionals (SP).

Ref #	Finding	Category
SP1	Some SPs have used the AA website to find out information about AA's history, services and philosophy, which is then used to prepare for job interviews or as part of talk to attract interns and new AA staff.	1. New to AA
SP2	SPs said that terms like "My Home", "My Life", "My Career", and "Support Coordination" are taught to new staff, but are not readily understandable to other people.	1. New to AA
SP3	SPs rely on word of mouth and support from colleagues (email, phone, F2F)—as well Head Office briefings and team meetings—in order to keep up to date with AA.	2. Keep up-to-date with AA
SP4	Word of mouth, asking a colleague for advice, and leveraging existing networks are preferred means of keeping abreast of information pertaining to the disability sector and NDIS. The reasons given were because it is easier and more up-to-date than searching the public AA website (or the intranet).	3. Keep up-to-date with NDIA & disability sector
SP5	SPs also relied on AA team meetings and training to keep up-to-date.	3. Keep up-to-date with NDIA & disability sector
SP6	SPs leveraged other websites, eg. NDIS, pwd.org.au, and external newsletters to keep up-to-date with the disability sector and NDIS.	3. Keep up-to-date with NDIA & disability sector
SP7	SPs were able to provide the most information regarding searching for, or requiring info about, NDIS or AA services as they pertain to Service Users or their Parents / Guardians.	4. Physical engagement with AA
SP8	SPs spent much of their time working with colleagues via F2F, phone, email and Zoom.	4. Physical engagement with AA
SP9	SPs spent much of their time working with Service Users and their Parents / Guardians via F2F, phone, email and Zoom.	4. Physical engagement with AA
SP10	SPs suggested that they are contacted by their participants as a "catch all" for all queries. For example, many cited times they used the AA website because they were asked about accommodation or employment opportunities, despite the fact neither area was within their domain of expertise.	4. Physical engagement with AA
SP11	SPs find it much easier to look up information on the public website [https://achieveaustralia.org.au/] than on the intranet, particularly when the information does not pertain to an area in which they do not specialise.	5. Online engagement with AA
SP12	SPs check the AA website, especially for accommodation and employment opportunities.	5. Online engagement with AA
SP13	SPs suggested that many of their Service User families / nominees were older and still relied on postal services, faxes and landlines to keep in touch with AA.	5. Online engagement with AA

SP14	Outside of work hours, SPs are active users of email, social media, banking, news, videos.	6. General online engagement
SP15	SPs mentioned that “clients” is not a popular word with their Service Users or their Parents / Guardians. Some suggested the word “participants” be used instead.	7. AA website content
SP16	SPs suggested that the website should use more accessible language, particularly on the four homepage tiles: “My Home”, “My Life”, “My Career”, and “Support Coordination”.	7. AA website content
SP17	Some SPs suggested that the AA website include NDIS codes, eg. ‘SIL’, to help contextualise the service areas of “My Home”, “My Life”, “My Career”, “Support Coordination”.	7. AA website content
SP18	Some SPs recommended that AA provide versions of the website that support CALD needs. Chinese and Lebanese were two language that were raised as possible options.	7. AA website content
SP19	Some SPs suggested the need for consistent language across the website, incl. reconsideration of terms “client” and “participant”.	7. AA website content
SP20	One SP suggested that the website could do better at promoting AA’s disability advocacy and social justice work.	7. AA website content
SP21	Some SPs suggested that checklists for common tasks related to NDIS—eg. first plan meeting, what to do with unused funding—would be a useful resource on the AA website.	7. AA website content
SP22	Some SPs suggested that the website could do a better job at promoting diversity (which they also saw as lacking within the AA organisation). Specifically, the representation of indigenous Australians.	7. AA website content
SP23	SPs suggested that tools like online chat and online forms, specifically ‘smart forms’ that would direct the enquiry to the correct department, would save a lot of time and overhead in terms of responding to enquiries.	8. AA website functionality
SP24	One SP suggested that using a blog on the AA website would be a good way to keep visitors up-to-date with latest changes with AA and NDIS, News, etc.	8. AA website functionality
SP25	All SPs interviewed said that AA is a great place to work, ie. their teams are supportive, and they enjoy seeing how their participants progress through their goals.	9. Sentiment regarding AA

Parents / Guardians (PG)

The following table outlines the key findings that emerged from the interviews with six Parents / Guardians (PG).

Ref #	Finding	Category
PG1	All the PGs discovered AA services through word of mouth. That is, they learnt about AA through a friend (often another parent / guardian) or support worker from another agency. One parent / guardian discovered AA by driving past AchievAble Enterprises in Newington.	1. New to AA
PG2	Trust in engaging with AA was heavily related to the initial face-to-face (F2F) contact with AA. Some PGs looked at the AA website prior to deciding to user AA services, but none said they would solely rely on this. F2F relationship-building was of utmost importance at the beginning of engagement with AA and throughout.	1. New to AA
PG3	Being able to contact dedicated staff assigned to their child / ward was of key importance in terms of remaining up-to-date with funding changes and their child / ward's progress.	2. Keep up-to-date with AA
PG4	PGs were all knowledgeable about, and accustomed to, their child / ward's disability/ies, so many PGs no longer actively researched the disability/ies.	3. Keep up-to-date with NDIA & disability sector
PG5	In terms of Community Groups and Support Groups, some PGs were: - happy with everything AA provides and do not seek additional activities for their child / ward (particularly in cases where the child / ward has severe physical and cognitive disabilities). - passively looking for new activities via Facebook groups. - passively keeping an ear out for activities through their friend network (phone, email, WhatsApp).	3. Keep up-to-date with NDIA & disability sector
PG6	Some PGs would like NDIS to be easier to understand, and believe this is something NDIA should be responsible for. In general, the PGs interviewed rely on the advice from their support coordinator as well as friends who have shared experiences with NDIS.	3. Keep up-to-date with NDIA & disability sector
PG7	Some PGs are proactive in searching for information regarding disability and disability services and advocacy, but most rely on their support coordinators.	3. Keep up-to-date with NDIA & disability sector
PG8	PGs are kept up-to-date with AA information and their child / ward's progress via emails and calls from AA support staff, as well face-to-face conversations upon pick-up of child / ward.	4. Physical engagement with AA
PG9	PGs were able to provide the most information regarding searching for, or requiring info about, NDIS or AA services as they pertained to their child / ward.	4. Physical engagement with AA
PG10	PGs typically communicate with service professionals via email, SMS, phone, F2F.	5. Online engagement with AA
PG11	Some PGs engage with AA's social media channels to keep updated on changes to services or events.	5. Online engagement with AA

PG12	Some PGs use the general inquiry forms on the AA website to ask anything from specific to general questions (these typically get forwarded to Support Coordinators, without any filtering to direct them to the AA correct department).	5. Online engagement with AA
PG13	Some PGs enjoy the content from Enable magazine.	5. Online engagement with AA
PG14	Most PGs interviewed do not or have never visited the AA website. Instead, they rely on 'warm' contacts to provide information to them.	5. Online engagement with AA
PG15	PGs were generally active online, using services such as email, social media, banking, news, videos.	6. General online engagement
PG16	Some PGs connect with the disability community via FB, WhatsApp.	6. General online engagement
PG17	Some PGs would like to see Enable magazine made more prominent on the website.	7. AA website content
PG18	All PGs found NDIS funding to be a complex process, but they did not believe it was the responsibility of Achieve Australia website to be a central hub for this information.	7. AA website content
PG19	Some PGs suggested that to be inclusive, the website should support other languages, such as Chinese and Lebanese.	7. AA website content
PG20	A PG highlighted the importance of always using real images and videos in order to retain AA's credibility, ie. not stock content.	7. AA website content
PG21	Lead with key terms that match the common information-seeking goals of AA website visitors, eg. "Accommodation" and "Employment" rather than "My Home" and "My Career".	7. AA website content
PG22	Despite lack of use of the AA website, some PGs see a benefit in having an online chat function on the website, which they believe would be ideal for: - quick questions - out of office hours queries PGs suggested that if this functionality existed on the AA website, they would make more use of the website.	8. AA website functionality
PG23	A couple of PGs recommended that the AA website include functionality where a Service User's review and funding documents could be uploaded, stored and re-used as necessary, as well as be electronically signed. The reasoning was that this could cut down on double-handling documents lengthy times waiting for signature on physical copies.	8. AA website functionality
PG24	Some PGs would like to be able to login for progress updates re: child / ward's progress, incl. photos and day activities. Additionally, there is a desire for this to support two-way communication so that PGs can also post notes & questions.	8. AA website functionality
PG25	Some PGs mentioned that the hierarchical navigation has some issues where it only expands on hover, not click, and that this can make it difficult to navigate – especially with a screen reader.	8. AA website functionality

PG26	Most* PGs were very happy with the service/s they received from AA. *Note: one PG stated that she received poor service regarding accommodation opportunities for her son, another stated that over the last 25 years AA has lost its focus on “duty of care” and has lost its sense of “partnership” with Service Users and PGs.	9. Sentiment regarding AA
PG27	Most PGs (except for two*) were happy with the email updates regarding COVID-19 changes (his ward is not a Supported Employee, but participates in sensory activities 3 days a week). *Note: One PG kept updated re: COVID-19 changes to AA services by visiting the AA website, then directly clicking onto the AA social media links, believing that social media would be the most up-to-date source of information. The other PG sought info outside of AA.	9. Sentiment regarding AA

Service Users (SU)

The following table outlines the key findings that emerged from the interviews with six Service Users (SU).

Ref #	Finding	Category
SU1	SUs interviewed did not instigate engagement with AA, instead, their Parent / Guardian made initial contact.	1. New to AA
SU2	SUs keep up-to-date with AA through information from their parents / guardians and their Team Leader or Supervisor.	2. Keep up-to-date with AA
SU3	SUs did not seek information regarding the NDIA or disability sector.	3. Keep up-to-date with NDIA & disability sector
SU4	SUs interviewed used one or more of the following AA services: - Supported employment - Day activities - Accommodation	4. Physical engagement with AA
SU5	Most of the SUs interviewed do not visit, and have never visited, the AA website.	5. Online engagement with AA
SU6	The few SUS who do visit the AA site, stated that they enjoy learning about other people's stories with AA and seeing photos / videos of others who use AA.	5. Online engagement with AA
SU7	Some UGs enjoy the content from Enable magazine.	5. Online engagement with AA
SU8	All SUs use the Internet. Most use their phone to access YouTube, and social media and can directly engage with this content without the need of a support person.	6. General online engagement
SU9	Videos were the most popular format for content consumption. Videos watched were either movies, TV shows, cartoons, or instructional videos regarding subjects of interest.	6. General online engagement
SU10	None of the SUs directly interviewed required screen readers or other accessibility modifications to their devices.	6. General online engagement
SU11	Approximately half of the SUs interviewed were socially engaged outside of their time with AA. For these SUs, they socialised with their old friends (from school) and new friends they had met through groups learnt about by word-of-mouth.	6. General online engagement
SU12	Some SUs –were active on Facebook and/or Instagram.	6. General online engagement
SU13	None of the SUs had any recommendations for the AA website, in terms of improved copy / content.	7. AA website content
SU14	None of the SUs had any recommendations for the AA website, in terms of additional functionality.	8. AA website functionality
SU15	All SUs directly interviewed (except for one*) said they really enjoyed working with AA, and that everyone was very nice. *Note: This SU said that some of his work peers were not nice.	9. Sentiment regarding AA

Recommendations for the Website

Each recommendation was nominally rated against the benefit it would bring to the broadest audience—across cohorts—as well as the ease (eg. time, effort) of making the change to the website (refer to Figures 3 and 4).

Recommendations that are considered 'quick wins' for Achieve Australia have been deemed to be:

- 'quick' to implement, ie. within 12 months;
- 'light' on resource requirements, ie. existing AA Website Project members and AA staff could undertake the necessary tasks and existing content could be repurposed, and
- of benefit to a broad audience.

Copy and Content Changes

Interview data have been distilled into the following website **copy and content** recommendations (A-J).

A	Reword areas to use more accessible language, particularly on the homepage where there are currently the four tiles that read: "My Home", "My Life", "My Career", and "Support Coordination".	Quick Win
B	Include NDIS codes, eg. SIL, to help contextualise services provided by AA. In this example, as contextual support for what is meant by "My Home".	Quick Win
C	Consider leading with terms that describe the branded **service**, rather than with the brand term, ie. "My Home", "My Life", "My Career", "Support Coordination". Additional validation / testing is required to narrow down on what these terms should be, but interview data suggests that examples like "Accommodation" and "Employment" could replace "My Home" and "My Career", respectively.	Quick Win
D	Provide versions of the website that support CALD needs, including non-English language versions.	
E	Make Enable magazine and its content more prominent and easier to locate.	Quick Win
F	Use consistent language across the website, and consider options to replace the words "client" or "participant", which many service users and their parent / guardians dislike.	Quick Win

G	Use realistic photos / images of actual service users. This is in keeping with advice and coaching you are receiving from Microsoft and would allow you to reassure and engage potential referrals more effectively.	
H	Include and promote AA's disability advocacy and social justice work.	
I	Include visual representation of Indigenous Australians (but first, this will likely require more front-line engagement with Indigenous service users, staff and partners).	
J	Make available 'checklists for common tasks' related to NDIS, for example, how to prepare for a first plan meeting, what to do with unused funding.	Quick Win

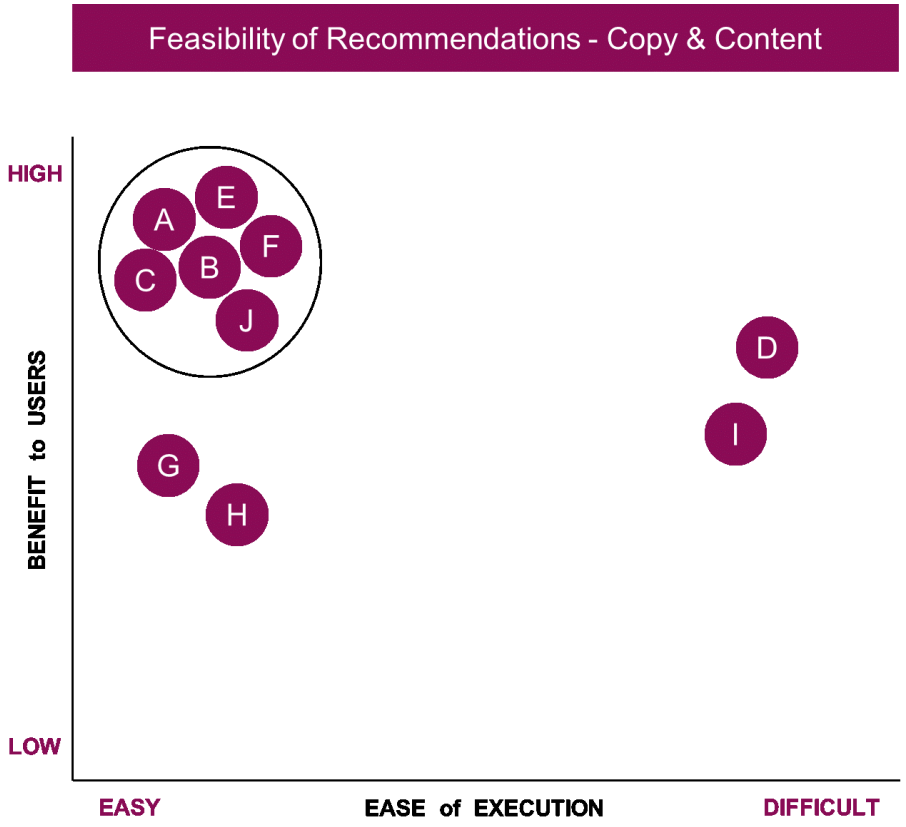


Figure 3. Feasibility of **copy and content** recommendations for the AA website.

Website Functionality Changes

Interview data have been distilled into the following website **functionality** recommendations (A-G).

A	Include a chat function on the website to support quick questions and 'out of office hours' queries.	
B	Add a 'Service User' login area, which stores relevant documents and reports, for example, related to NDIS plan reviews.	
C	Related to B (above), allow for the digital signing of documents to reduce the time and inefficiencies associated with manual document handling.	
D	Related to B (above), login area to contain updates regarding child / ward's daily progress, including photos and notes from support workers. Two-way communication should be supported so that parents / guardians can also post notes and questions.	
E	Rework the hierarchical navigation so it expands on click, not on hover.	
F	Rework the current inquiry form so that it is able to funnel queries to the appropriate department, for example, Support Coordination, Pathways.	Quick Win
G	Leverage blogs as a means to quickly post updates regarding NDIS changes, events, service disruptions, etc. This is in keeping with advice and coaching you are receiving from Microsoft and would allow you to reassure and engage potential referrals more effectively.	Quick Win

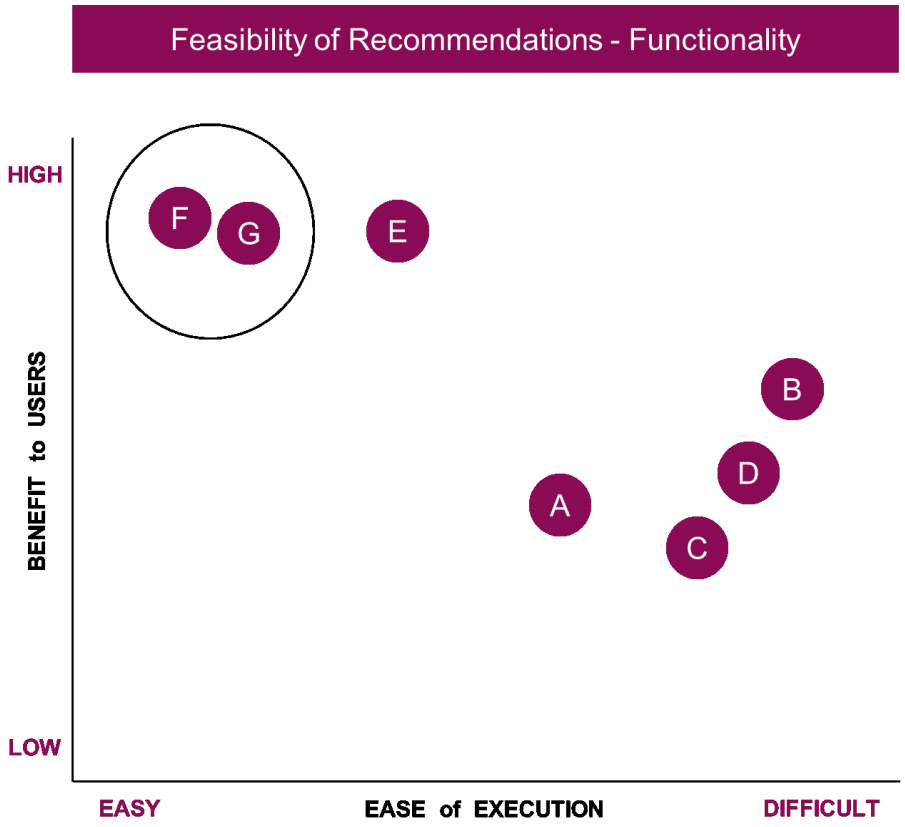


Figure 4. Feasibility of **functionality** recommendations for the AA website.

Reference Websites

During interviews, participants mentioned reference websites that they used to keep up-to-date with the disability sector and with NDIA. Participants were either regular users of these websites and/or expressed that they thought these websites did a good job at providing clear and relevant information.

These websites are listed below and may:

- Inspire AA website copy changes.
- Demonstrate examples of additional website functionality.
- Provide functional examples of how the AA website navigation / menu could behave during user interactions.

ethicaljobs.com.au

family-advocacy.com

ideas.org.au

myagedcare.gov.au

ndis.gov.au



participateaustralia.com.au



planpartners.com.au



pwd.org.au



summerfoundation.org.au

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APPENDICES

Appendix 1: Interview Questions – Service Professionals

GENERAL QUESTIONS

1. Can you describe your current job role?

2. What is your relationship with Achieve Australia and how long have you been working with them?

3. What kind of things do you do on a typical work day?

4. How does your work relate to service users or their support?

5. Who else do you work with or count as stakeholders? (eg. others in the team, clients, 3rd parties, etc.)

USE OF INTERNET

We want to ask you some questions about how you use or what you consider the role of the Achieve Australia website as well as other sources of information you might use. The following questions relate only to the Achieve website, not the intranet. (Show screenshot / Share screen.)

1. Do you use the Achieve website in your day to day work?

Prompt: For what info / functions?

a) Finding information on services

b) Finances / Costs

c) Locations

d) Complaints

e) Activities

f) Connecting with others

g) Finding contact details

h) Other?

Prompt: How often?

2. Is there any information or function on the Achieve website you wish was there but is not?

3. Which websites have been a good support for you with the kind of work you do?

Prompt:

For what info / functions?

How useful? How often?

4. Can you tell me about a time when you have directed clients to any specific website?

5. Do you use any other websites that are related to the work you do with Achieve?

6. Have there been any disruptions when you went looking for more information or an update? Like an emergency or disruption like COVID-19, or maybe an issue with the disability services you receive?

7. Was it easy to quickly find the information you needed at that time? Prompt: can you remember what made it easy or hard?

8. Do you find it easy or hard to get the right balance of information to clients and service users?

9. In your work, what are some of the helpful and unhelpful things about using websites and technology - either yourself or your service users? (ie. barriers / enablers)?

10. Have your service users given you any feedback about what works better or worse?

Prompt: or things they find really dislike?

11. What are some ways you like to build autonomy with your service users?

12. In terms of your work with service users, what would you like to know more about or understand better in the future?

13. What about your colleagues, do you know of any other websites that are being used by other people in your team or the clients and service users, either to get information on services or for support?

FUTURE FOR ACHIEVE AUSTRALIA

Aim of this question is to see if there's any role the website could play in improving and/or supporting their answers.

1. What do you most enjoy about your work?

2. What are some of the challenges in your role? (Can be technology-, people-, process-related).

3. Just one more to wrap up, is there anything that you do in your work that you wish was much easier?

Prompt: Regarding use of technology.

Appendix 2: Interview Questions – Parents / Guardians

GENERAL QUESTIONS

1) What is the name of the person [eg. Sarah] you support and how are you related?
   - Prompt: child, family member, etc.

2) Tell me something about Sarah?
   Prompt:

   a) Character
   b) Likes and dislikes
   c) Family
   d) Age

3) Can you tell me about Sarah's disability? Prompt - is it sensory, cognitive, physical, intellectual, or motor? 2nd prompt - does their disability make it difficult to use a computer keyboard or smartphone?

4) If appropriate - Does Sarah live independently?

5) What are some feelings you associate with getting support and information regarding Sarah's disability?

6) Do you connect with other parents or carers of people with a disability online or in person?

USE OF INTERNET AND INFORMATION

1) Do you use a computer or smartphone to access the internet? (If yes, do you use your own smartphone / computer? If not, where do you access them?)

2) What do you use the internet for? List anything that you do that you can remember. Prompt:
   a) checking emails
   b) social media
   c) connecting with others through forums
   d) reading content
   e) researching things
   f) shopping
   g) organisation (calendars, reminders, personal assistants)
   h) listening to music or radio
   i) watching video content (eg. Netflix, YouTube)
   j) paying bills
   k) publishing content

3) Have you used the internet to find out information about services available for Sarah?

4) If appropriate - what kind of information did you last look for? Prompt:
   a) Learn about Sarah disability
   b) Research, locate and access effective treatments and resources
   c) Support for the emotional and physical demands of caring for an individual with a disability
   d) Organise appointments with medical providers, therapists, advocates, and school personnel
   e) Connect with other parents?
   f) Find other social opportunities for Sarah?

5) Have you looked at the Achieve Australia website? Prompt:
   a) Often
   b) Sometimes
   c) Rarely
   d) Never

6) Do you remember what you were looking for when you last visited the site? Prompt - and code:
   a) Emotional support?
   b) Administrative support?
   c) Find out about services
   d) Other

   [Optional if appropriate] - do you want to show me on your phone what you were looking for?

7) Is there anything you can't find on the website? Prompt:
   a) Book an activity
   b) Find accommodation
   c) Choose a support worker
   d) Complain
   e) Download forms
   f) Other

8) How do you find out information about the NDIS?
   a) Visiting an office
   b) By phone
   c) Looking at the NDIS website
   d) Looking at the Achieve Australia website
   e) Other websites
   f) Asking my peers
   g) Talking to support workers, coordinators or plan managers

9) Do you feel like you have a good understanding of everything the NDIS has to offer? Prompt: Has it been easy to learn all the terms they use?

10) Have there been any disruptions when you went looking for more information or an update? Like an emergency or disruption like COVID-19, or maybe an issue with the disability services you receive?

11) Was it easy to quickly find the information you needed at that time? Prompt: can you remember what made it easy or hard?
12) FOR CALD: do you find it hard to find information in your first language?
13) Do you feel you have gotten more confident using the internet and technology over time?
14) What would you like to know more about or understand better in the future?

SARAH'S INTERNET USE - optional

1) Does Sarah use the internet?
   a) By themselves
   b) With support from a person or device
   c) Neither

2) Could or does access to the internet help her with work, socialising, communicating with family or independence?

3) Is there anything that would make it easier for Sarah to access the internet? Prompt:
   a) Cost of a computer or smartphone
   b) Access to technical adjustments or technology such as screen reader software, physical or technical adjustment
   c) Education in how to use the web or a computer or smartphone
   d) Someone to help them while they use it
   e) Don't know

4) If appropriate - Did or does Sarah have an opportunity to learn about using the internet, computers and smartphones in school or in the community?

Appendix 3: Interview Questions – Service Users

1. Can you tell me what you have been doing today?

2. Do you live with family or with other people or by yourself?

3. At home do you speak any languages other than English?

4. What way do you look for answers to questions or do research? Prompt:
   a. Google search
   b. Talk to friends
   c. Online forums
   d. Fact sheets from the NDIS
   e. Books
   f. Alternative health practitioners or allied health practitioner
   g. Other medical websites
   h. Blogs
   i. Scientific journals
   j. Library research

5. Do you use a computer or smartphone to access the Internet?
(If yes, do you use your own smartphone / computer? If not, where do you access them?)

6. What kind of things do you use the internet for? Prompt:
   a. checking emails
   b. social media
   c. connecting with others through forums
   d. reading content
   e. researching things
   f. shopping
   g. organisation (calendars, reminders, personal assistants)
   h. listening to music or radio
   i. watching video content (eg. Netflix, YouTube)
   j. paying bills
   k. publishing content

7. [If on social media] are you on Instagram or Facebook? What kind of social media do you follow or find interesting?
Prompt: can you tell me about any interesting accounts where to connect with friends or follow news?

8. Do you like to adapt or customise your phone / computer or device to use it?
Prompt: what kind of changes have you made?

9. Do you remember the last thing you searched for online? Prompt:
   a. Learn about health
   b. Research, locate and access effective treatments and resources
   c. Emotional or physical support
   d. Organise appointments
   e. Connect with other people with disability
   f. Read other stories
   g. Follow cool social media accounts

10. Do you connect with people with a disability online - like through social media or forums - or in person?

11. When using the internet, do you feel you know what to look for?

12. Have you looked at the Achieve Australia website? Prompt:
   a. Often
   b. Sometimes
   c. Rarely
   d. Never

13. Can you remember what you were looking for the last time you checked the Achieve Australia website?
   Prompt if remembers: - Did you find it?
   Prompt if appropriate: What was the problem if not?

13. Do you feel like you have a good understanding of what Achieve Australia has to offer?

14. Have there been any disruptions when you went looking for more information or an update? Like an emergency or disruption like COVID-19, or maybe an issue with the disability services you receive?

15. Was it easy to quickly find the information you needed at that time? Prompt: can you remember what made it easy or hard?

16. For Culturally and Linguistically Diverse people: do you find it hard to find information in your first language?

17. Do you feel you have gotten more confident using the internet and technology over time?

18. What would you like to know more about or understand better in the future? Prompt: could be specifically to do with AA, disability, or more generally?

19. I just have one more question before we wrap up…
Is there anything you want to discuss that we haven't yet covered?