CHCDIS017

Facilitate community participation and social inclusion

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Release 1

Learner Guide

Aspire Version 1.1

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Aspire Learning Resources
Supporting Vocational Education and Training for 30 years
1991 to 2023

Contents

Aspire acknowledges the homelands of all Aboriginal and Torres Strait Islander peoples and pays our respect to Country

Before you begin

This Learner Guide is based on the unit of competency *CHCDIS017 Facilitate community participation and social inclusion*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.
Callouts	Callouts reiterate key learning points to help students revise for their assessments.
Weblinks	Weblinks provide learners with additional content to contextualise their learning and develop their understanding.
Videos	Videos provide a visual reference of key concepts to aid comprehension and guide learner exploration. Each video is accessed by a QR code in the Learner Guide (or a button in the eBook version) for ease of access.
Glossary/margin definitions	Key terms are defined where they first appear to help consolidate understanding. A glossary of terms is provided at the end of the Learner Guide to assist learner revision of key concepts.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.
Case studies	Case studies are interspersed throughout the learning content to provide a workplace setting that contextualises key concepts.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

These skills are listed below:

Foundation skill area	Foundation skill description
Reading	• Understanding how documents are presented and being able to navigate through documents • Understanding industry- and job-specific terminology • Interpreting key information in relevant documents • Understanding routine workplace checklists and documentation
Writing	• Planning, drafting and writing reports and documents • Communicating through written letters, email and online • Recording progress; reporting incidents
Oral communication	• Clarifying instructions • Providing information • Supporting others through encouragement, negotiation and conflict resolution • Using body language to model desired behaviour and responding to others' body language
Numeracy	• Calculating costs, weights, measurements of height and distance • Interpreting measurements
Learning	• Understanding your job role, organisational procedures and legal responsibilities • Managing your work and seeing how well you are going • Making goals for yourself at work • Seeking professional development opportunities for continuous improvement
Problem-solving	• Identifying problems • Working out how to fix a problem using problem-solving processes • Reviewing the outcome
Initiative and enterprise	• Recognising opportunities to develop and apply new ideas • Generating ideas by thinking of new ways to do something • Making suggestions to improve work
Teamwork	• Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	• Planning your workload and commitments • Implementing tasks • Completing work on time • Knowing how to deal with hazards and risks

Foundation skill area	Foundation skill description
Self-management	• Understanding and applying decision-making processes • Reviewing your behaviour and the impact of your decisions
Technology	• Efficiently using digitally based technologies and systems correctly and safely • Accessing, organising and presenting information • Using equipment correctly and safely

Note: Not every unit of competency will contain all foundation skills.

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1 Support the person to identify and engage in social networks within the broad community	1A Work with the person to identify their strengths, abilities and support requirements	❑ Confident ❑ Basic understanding ❑ Not confident
	1B Research, identify and network with services to explore inclusion opportunities and provide information	❑ Confident ❑ Basic understanding ❑ Not confident
	1C Match services and networks to individual needs	❑ Confident ❑ Basic understanding ❑ Not confident
	1D Work with the person to engage in a social network and identify barriers and supports	❑ Confident ❑ Basic understanding ❑ Not confident
Topic 2 Assist the person and relevant others to develop and implement a community support plan	2A Establish requirements and develop a community engagement plan	❑ Confident ❑ Basic understanding ❑ Not confident
	2B Access opportunities for connection and participation in work	❑ Confident ❑ Basic understanding ❑ Not confident
	2C Support other workers to implement the community engagement plan	❑ Confident ❑ Basic understanding ❑ Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3 Develop strategies to minimise isolation for person with disability	3A Identify required aids, devices and modifications	❑ Confident ❑ Basic understanding ❑ Not confident
	3B Identify different barriers with the person and develop solutions	❑ Confident ❑ Basic understanding ❑ Not confident
	3C Recognise your own limitations and seek assistance when necessary	❑ Confident ❑ Basic understanding ❑ Not confident
	3D Evaluate the success of strategies	❑ Confident ❑ Basic understanding ❑ Not confident
	4A Discuss elements of risk with the person and their family, friends and carers	❑ Confident ❑ Basic understanding ❑ Not confident
	4B Conduct risk assessment and remove or reduce risks	❑ Confident ❑ Basic understanding ❑ Not confident

Topic 1: Support the person to identify and engage in social networks within the broad community

1A Work with the person to identify their strengths, abilities and support requirements

1B Research, identify and network with services to explore inclusion opportunities and provide information

1C Match services and networks to individual needs

1D Work with the person to engage in a social network and identify barriers and supports
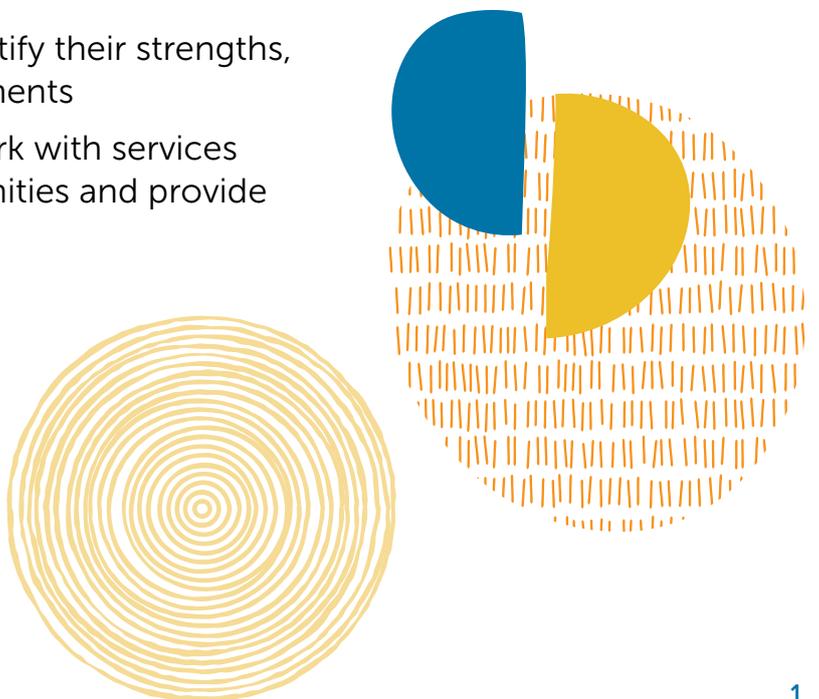
1A Work with the person to identify their strengths, abilities and support requirements

Everyone has specific strengths, abilities and interests.

Strengths can be skills based or character based and are individual to every person. Examples of skills-based strengths include writing, hosting and problem-solving. Character-based skills include curiosity, discipline and open-mindedness.

Abilities are different from skills: skills are things that we learn, whereas abilities tend to come naturally (although they can be enhanced). Abilities can be physical, interpersonal or intellectual.

Interests are things that a person is passionate about, or wants to do more of or learn more about. When we are interested in something, it is easy to find the motivation to do it and stay engaged in it. Examples of interests include travelling, fishing, bird watching, music, food, cooking and art.

Social networks

Social networks are formed by people sharing something they have in common with each other.

A social network is a group of people who interact with and know each other.

Social networks can be:

- informal, such as a group of friends who meet regularly
- formal, such as a sporting club, colleagues in a workplace, a neighbourhood group, or a special interest or hobby group.

Social networks are maintained by the common interests of the people who belong to them.

For example, the members of a netball team can get together to support a team member who is going through a difficult divorce, or a group of friends can help each other deal with the stresses of work and family.

Here are some other examples of social networks:

- A network of people who once worked in the same company and now meet regularly as friends
- A scout troop
- A mahjong club for senior citizens
- A playgroup for parents with young children
- An LGBTIQ+ book club
- An online gaming community

- A regular online music trivia competition

- A group of artists who share a communal working space

- A social group for young people who identify as non-binary

- A group of neighbours who say hello and chat with each other

- A faith-based social group

- A movie club for people who have a passion for Italian cinema

- A university badminton club

Including people with disabilities in social networks

People with disabilities may find it difficult to establish and maintain social networks.

Human beings are a social species. A lack of social connections and interactions has a negative impact on our quality of life and mental health.

Social connections and networks are important for everyone, regardless of the setting in which they live, their age or their disability. Social networks have positive effects on people's wellbeing, self-esteem, sense of belonging and life opportunities.

Best practice inclusion means ensuring programs and services operate in a way that is deliberately accessible and inclusive to people of all abilities. Decisions, systems, processes and facilities are accessible and inclusive so that the environment is welcoming and appropriate for everyone.

For example, a playground might be designed to be accessible to children who use a mobility aid as well as those who do not. An art centre might have fully accessible toilets and a wide range of programs to meet the needs of patrons who have specific requirements.

Best practice inclusion
Providing a seamless, fully accessible environment available to everyone rather than one specifically designed for people with disability.

Barriers to inclusion

There are often **barriers** that make it difficult for people with disabilities to participate in social networks and communities.

Although the right to access and participate in society is supported by Australian laws, many people with disability still experience barriers that prevent them from enjoying full participation and from feeling part of the community.

Barrier/s
Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

Read more about barriers to participation experienced by people with disabilities here: aspirelr.link/cdc-disability-barriers

Sometimes, barriers relate to the physical environment; other times they concern attitudes or societal structures that make participation difficult.

Types of barriers	Examples of barriers
Attitudinal barriers Behaviours, beliefs and assumptions that discriminate against people with disabilities	• Assuming that someone with a physical disability is 'slow' • Assuming that someone with a speech impairment cannot understand you • Assuming that people who have a mental illness are dangerous • Believing that people with disabilities cannot (or should not) be sexually active • Treating adults with disabilities as if they are children • Directing questions to a person's carer or companion instead of the person themselves • Treating people with 'invisible' disabilities (e.g. autism, intellectual disability) differently from people with 'visible' disabilities (e.g. physical disability)
Systemic barriers Policies, procedures and practices that discriminate against people with disabilities	• Discriminatory employment practices, leading to financial hardship and social exclusion • Insufficient support payments, leading to financial hardship • Discriminatory registration practices (e.g. requiring someone to provide a driver's licence even if they are blind) • Discriminating against people who use assistance animals such as guide dogs • Risk-related rules that make it difficult for people with disabilities to participate in their community (e.g. a community bus that is not permitted to collect people with disabilities because of safety concerns)
Architectural/physical barriers Elements of buildings and public spaces that create barriers for people with disabilities	• Footpaths and doorways that are too narrow for a wheelchair, scooter or walker • Poorly designed transport infrastructure (e.g. a limited number of accessible buses with ramps, not enough accessible taxis) • Poorly designed buildings (e.g. inadequate lighting for people with low vision) • A lack of disabled parking bays • A lack of accessible toilets in venues • Noisy machinery, such as old photocopiers

Types of barriers	Examples of barriers
Information- and communication-related barriers Barriers that occur when sensory disabilities (hearing, seeing, learning) have not been considered	• Electronic documents that cannot be read by a screen reader • Print that is too small, or a font that is difficult to read • Information provided in a format that is not accessible to people with hearing or vision impairment • Services that are only available over the phone (discriminating against people who are deaf or hard of hearing) • Providing information that is difficult for people to understand (e.g. too lengthy, too complex) • Insufficient information about activities, groups and venues (e.g. no indication of whether a venue is accessible for people with wheelchairs) • A lack of clear and visible signage in a venue
Technological barriers Barriers that occur when a device or platform is inaccessible to an audience and cannot be used with an assistive device	• Electronic documents without accessibility features • Information and handouts that are only available in hard copy • Cluttered layout of information on websites • Lack of compatibility of web content with screen readers • Flickering and flashing content that jeopardises the health of people with seizure disorders

Sources: www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-cou-understanding-barriers-2013-06.pdf; https://humanrights.gov.au/our-work/disability-rights/publications/access-all-improving-accessibility-consumers-disability; www.parliament.vic.gov.au/images/stories/committees/fcdc/inquiries/57th/Disability/Submissions/70_UnitingCare_Community_Options.pdf; https://issues.org/lazar-online-internet-access-people-with-disabilities

Video: How to treat people with disabilities

Watch this video about the experiences of people with disabilities and their interactions and reactions from people to their disability: aspirelr.link/how-to-treat-disabilities

What are the three main points you took away from this video about the way people want to be treated?

Inclusion
Providing equal access to opportunities and resources for people who might otherwise be excluded or left out.

Other barriers to participation and **inclusion** include age discrimination, cultural and religious needs that may prevent inclusion, barriers related to gender identity and sexual orientation, and socioeconomic status.

For example, older people with disabilities may experience physical barriers due to decreased muscle strength or issues such as arthritis, and may have trouble with small text, complex instructions or activities offered at night. People from particular cultural backgrounds may experience barriers with activities offered in a mixed-gender context or activities that include certain kinds of media or music that might be inappropriate for them.

Social devaluation

Social devaluation occurs when a person, or a group of people, are viewed in a negative way.

Without the social support and validation of a social group, we can start to feel devalued.

For example, the idea that older people are a burden on society is an example of **social devaluation**.

Social devaluation
The tendency of people to look down on those who look, dress, speak or behave differently from them and are deemed of less value and significance to society.

Social devaluation has a negative impact on the person or group that is being devalued. A person who belongs to a socially devalued group can end up viewing themselves in a negative light.

Here are some examples of the impact of social devaluation on a person's quality of life.

Loss of opportunity	• When a person or group of people is viewed in a negative light, they can miss out on opportunities such as employment, friendships and relationships. The misconceptions that people hold about that person or group of people can cause others to underestimate or make assumptions about them.
	• Furthermore, when a person internalises a negative view of themselves, it can affect their self-esteem, which exacerbates the potential for lost opportunities. For example, the person may see themselves as unworthy of employment, friendship or an intimate relationship.
Rejection	• When a person or group of people is viewed in a negative light, they may experience rejection in their family, workplace and social groups. For example, they may be excluded from events or left out of celebrations.
Segregation	• When assumptions are made about a group of people, they can become segregated from other people. For example, if older people are viewed as having little value in society, they can become isolated from the broader community, with few opportunities to mix with people of different age groups.

Poverty	• The limited opportunities, rejection and exclusion experienced by people who are socially devalued can lead to poverty and social disadvantage. People who belong to socially devalued groups may find it difficult to secure and maintain employment. They may also be left out of social networks that offer opportunities for education, employment and social inclusion.
Risk of abuse	• People who are socially excluded are at risk of abuse. This is because abuse is easier for perpetrators to hide when the victims of abuse are socially isolated and cut off from social networks and communities. • Low self-esteem associated with social devaluation can also make people vulnerable to abuse. People who have a low self-esteem may believe that they are to blame for any abuse they experience.

Source: www.ijdcr.ca/VOL03_01_CAN/articles/williams.shtml

Principles and standards used in the sector

Several principles and standards are important when working with people with disabilities.

Best practice in disability services involves a focus on the individual with a disability; their preferences, needs and goals; as well as a recognition of their strengths.

According to best practice, professionals work *with* people who have disabilities rather than *for* people who have disabilities.

Here is a description of some important principles and standards that guide best practice support in disability services.

Person-centred practice	Person-centred practice involves getting to know individuals, seeing people as experts on their own lives, and taking the time to learn about people's individual preferences, needs and goals. Person-centred practice means that each person has an individual service plan aligned with the goals and objectives that they have identified as important.
Strengths-based practice	Strengths-based practice involves focusing on what a person can do (rather than what they cannot do) and acknowledging their aspirations and goals. When using strengths-based practice, workers focus on the strengths, knowledge and capacities of people, rather than their problems and limitations. When using strengths-based practice, service providers work with clients as partners rather than experts. For more information about a strengths-based approach see: aspirelr.link/iriss-working-with-individuals

Active support	Active support is supporting people to be actively involved in their own lives regardless of their needs or abilities.
	Active support involves supporting people to do things, participate, make decisions and choices, and spend time with others.
	Active support:
	• happens every day, whenever there is an opportunity
	• occurs consistently so that people feel comfortable about being engaged
	• is meaningful to the person who is being supported; it focuses on their needs, preferences and goals.
	Source: www.aaidd.org
Life-span development	Life-span development is a field of study concerning how people change over the course of their lives.
	The field is founded on the idea that growth and change occur throughout a person's life. Our social networks and needs will also change, and our experiences in life will continue to shape who we are when we become adults and as we age.
	The principle of life-span development suggests that people can learn new skills at any stage of life.
Social and emoitional wellbeing frameworks	Many Aboriginal and Torres Strait Islander peoples use the term social and emotional wellbeing (SEWB) to describe the social, emotional, spiritual and cultural wellbeing of a person. The term recognises their connection to land, sea, culture, spirituality, family and community; these are often important to those who believe that taking the time to recognise the significance of each positively impacts their wellbeing. It also recognises that a person's SEWB is influenced by policies and past events.
	Programs that use these frameworks support culturally appropriate, community-led, primary mental health services for Aboriginal and Torres Strait Islander peoples.
The National Standards for Disability Services	The National Standards for Disability Services provide a framework for the delivery of disability services and are underpinned by the principles of person-centred, strengths-based practice.
	There are six National Standards for Disability Services:
	1. Rights
	2. Participation and inclusion
	3. Individual outcomes
	4. Feedback and complaints
	5. Service access
	6. Service management.
	To access a copy of the National Standards for Disability Services see aspirelr.link/nsds

Human rights legislation	Human rights acknowledge the value of every person, regardless of background, appearance, thoughts or beliefs.
	These rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives. They allow every person to contribute to society and feel included.
	Australia is a signatory to the United Nations' Universal Declaration of Human Rights and ratified the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007.
	The Australian Government has also passed legislation to support and promote the rights of people with disabilities. This includes the *Disability Services Act 1986* (Cth) and the *Disability Discrimination Act 1992* (Cth).
	For more information about disability rights in Australia see aspirelr.link/humanrights-about-disability-rights
Human rights framework for services	Human rights principles are a key foundation for disability services' service frameworks.
	Service delivery frameworks should reflect people's rights to dignity, privacy, security and safety. Policies that inform practice should ensure that all individuals are treated equally and fairly.

Sources: http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf; www.europeanmedical.info/prospective-memory/four-principles-of-life-span-developmental-psychology.html

Working with people to identify their strengths, abilities, interests and needs

Ask open-ended questions to identify personal strengths, abilities and interests.

Open-ended questions are questions that cannot be answered with 'yes' or 'no'. For example, rather than asking, 'Do you know what you would like to do?' you could ask, 'What types of things would you like to do?' Open-ended questions are useful because they generate conversation.

Here are some other open-ended questions you could ask to help someone identify their strengths, abilities and interests:

- What are some great things about you?

- What things have you done in the past that you have enjoyed?

- What makes a good day for you?

- Which hobbies make you feel happy?

- Who you would like to spend more time with?

A discussion about a person's strengths, abilities, interests and needs can be documented and kept as a record to refer to as part of the monitoring and evaluation process. Organisations will have a document for this information or it may be recorded in the person's community engagement plan as part of their individual care/support plan.

> A range of online tools are available to help people identify their own strengths, abilities and interests: aspirelr.link/skills-self-assessment

> For more information about how to identify strengths, see: aspirelr.link/syn-personal-development

> For more information about how to identify interests see: aspirelr.link/headspace-find-a-hobby

People's experiences of engaging with community

Some of the people you work with may have been engaged in activities and communities in the past but have since lost contact with those networks. For example, someone with an acquired brain injury (ABI) may have been active in their community before they were injured. In these circumstances, community involvement is often part of a person's rehabilitation.

Alternatively, you may be working with someone who has limited experience engaging with networks outside their immediate family or friendship group. For these people, the prospect of engaging in the broader community can be daunting. You will need to help them feel at ease with the process and encourage them to step outside their 'comfort zone'.

Communicating with people with disabilities

People can experience communication difficulties for a range of reasons including intellectual disability, brain injury or diseases such as motor neurone disease (MND). Communication impairments might include:

- understanding spoken or written information

- knowing what is expected in a response or how to respond

- physical impairments relating to the muscles used for speech, or limited hearing or eyesight

- ability to read body language and understand body cues used as part of communication.

When speaking to a person with a disability, speak to them as you would speak with anyone else and use an age-appropriate tone. If the person is an adult, speak to them as an adult.

Here are other tips for communicating with people with disabilities.

When communicating with a person in a wheelchair, do not touch or push their wheelchair without their permission; this as an invasion of their personal space.
When communicating with a person with vision impairment, remember that they cannot rely upon the same visual cues as people who do not have a visual impairment, so it is important to verbalise your thoughts and feelings.
When communicating with a person who is deaf or hearing-impaired, face them directly, maintain eye contact and make sure your mouth is visible.
When communicating with a person who has an intellectual disability, use concrete and specific language, keep your questions simple and make sure your answers are clear.
When communicating with a person who has a psychiatric disability, make eye contact and be aware of your body language – just like any other person, people with psychiatric disabilities can sense other people's discomfort.
Do not make assumptions about the labels people use to describe themselves, or how they understand their disability – ask what labels the person would prefer (e.g. 'learning disability' rather than 'intellectual disability', 'psychosocial disability' rather than 'mental illness').
Avoid terms and phrases that cause offence, such as 'confined to a wheelchair' or 'suffering from a disability': these terms imply that people with disabilities are helpless victims.

Sources: https://providers.dffh.vic.gov.au/communicate-and-consult-people-disability; www.health.govt.nz/system/files/documents/publications/guide-community-engagement-people-disabilities-2nd-edn-apr17.pdf

Collaboration

The way that you work with someone to identify their strengths, abilities, interests and needs will depend upon their communication preferences and may involve other people the person has chosen, or who are important to the person.

The process should be collaborative.

Collaboration works well when everyone involved strives for the following:

Open-mindedness	Explore ideas together and do not rule out any ideas simply because you think they are unrealistic or unreasonable.
Clear and thoughtful communication	Allow people to communicate in the way they prefer to communicate and make sure everyone has an opportunity to contribute.

A person-centred approach means the worker assists the process of problem-solving.

Collaboration
An approach that involves people working together to accomplish common goals.

Organisation	Be willing to share workload and responsibilities and assist others to coordinate activities.
Long-term thinking	Keep in mind the scope of the task and the role of each person in achieving a goal.
Adaptability	Be willing to adapt when priorities shift and problems occur; keep calm, focus on the next steps and brainstorm solutions.
Opportunity for discussion and debate	Raise issues and concerns about other people's ideas in a tactful way; encourage friendly and constructive debates; listen to others' viewpoints.

Source: https://blog.jostle.me/blog/6-collaboration-skills-and-how-to-foster-them

Support requirements

National Disability Services (NDS), the Australian peak body for non-government disability services, identifies the following types of disability:

- physical

- intellectual

- sensory (e.g. blindness, low vision, deafness, hearing loss)

- neurological (e.g. multiple sclerosis, epilepsy, Alzheimer's disease)

- learning

- psychiatric (e.g. schizophrenia, personality disorders, psychosis).

> Read the full description here: aspirelr.link/nds-types-description

Support will vary considerably depending upon disability. For example, someone with:

- a physical disability will have different support requirements from someone with an intellectual disability

- a severe intellectual disability will typically need higher intensity support than someone with a mild intellectual disability

- multiple disabilities may require a higher level of support than someone with a single disability.

Never make assumptions about the supports that a person needs. They are the expert on their own lives, so ask them what they can do for themselves and what support they need from others.

The intensity of support needed by someone with a disability can also change over time. For example, the support needs of a person with multiple sclerosis (MS) can decrease when they experience a period of remission.

Many factors can influence a person's support requirements including their age, gender, medical conditions, coping skills, physical strength and stamina.

Involving others

The decision about including other people – such as family members, carers, a partner or spouse, guardians and advocates – in discussions and decision-making will depend upon the preferences of the person.

It may be necessary to involve family members or advocates when you are working with someone who is unable to make decisions for themselves because, for example, they have advanced dementia or a severe intellectual disability.

Example
Work with the person to identify their strengths, abilities and support requirements

Rashini is a case manager for Wayne who has an acquired brain injury from an industrial accident. Since the accident, Wayne can no longer work and instead spends his time watching television on his own. Many of his old friends and workmates have stopped visiting him. His wife keeps telling him him he should get out of the house more.

When Rashini asks Wayne about his interests, he says that he used to be interested in trains. Wayne's interest in trains could provide the basis for social networks. For example, he could join a local community group of train enthusiasts.

Practice Task 1

Question 1

Identify two systemic barriers and two structural barriers that can impact community participation for people with disabilities.

Question 2

Identify at least three potential impacts social devaluation can have on a person's quality of life.

Question 3

Which of the following statements are correct? Select yes or no for each one.

a. Active support should be meaningful to the person providing it.	Yes / No
b. Active support includes supporting people to spend time with others.	Yes / No
c. People's social networks and needs stay the same over the course of their life.	Yes / No
d. According to strengths-based practice, service providers should work as experts in relation to their clients.	Yes / No
e. When using person-centred practice, a person's goals and objectives are reflected in their individual plan.	Yes / No
f. The principle of life-span development suggests that people learn skills relevant to their stage of development.	Yes / No

Question 4

Which of the following factors can impact the type of support required so the person can engage and participate in the community? Tick all that apply.

❑ Age

❑ Level of education

❑ Physical strength

❑ Religious beliefs

❑ Coping skills

Question 5

Which of the following statements are correct? Select yes or no for each one.

a. Human rights incorporate the right to make genuine choices in one's everyday life.	Yes / No
b. Australia has ratified the UN Convention on the Rights of Persons with Disabilities.	Yes / No
c. Social and emotional wellbeing frameworks are influenced by policies and past events.	Yes / No
d. When communicating with someone with a disability, the most appropriate tone is one that aligns with the person's level of intelligence.	Yes / No
e. When using a collaborative approach, it is best to avoid debate.	Yes / No
f. When working with a person with a disability, they should make the decision about whether to include members of their family in decision-making.	Yes / No

1B Research, identify and network with services to explore inclusion opportunities and provide information

Identify opportunities for community engagement and inclusion that meet the person's needs.

Identifying opportunities for community engagement and inclusion will typically involve some research. For example, you may need to investigate which sporting and social groups operate in the local community. Or you may need to contact the coordinator of a local volunteer group to see about the level of participation required or the costs.

Employ the principles of person-centred, strengths-based practice and active support. Work *with* the person as a partner, rather than working *for* the person. Focus on what they can do during the process of researching and identifying opportunities. Support them to build upon their strengths and make decisions and choices based upon their own needs and goals. Ensure the opportunities available are accessible, inclusive and will provide meaningful participation in the communities that matter to the person.

Researching community inclusion and participation opportunities

Research will increase your knowledge of relevant and available social groups and networks, activities and services.

Start by brainstorming potential sources of information. Where can you find information about social groups and activities?

Here are some examples of sources of information:

- Council websites

- Local newspapers

- Social media

- Community houses

- Local libraries

- Local noticeboards

- Websites of local services (e.g. community health services, disability support services)

- Government websites

- Faith-based groups and organisations

- Peer groups, family members, neighbours and friends

- Advocacy groups and organisations (e.g. Down Syndrome Australia, Amaze)

The groups and activities you research should *not* be specifically for people with disabilities, but should match the person's strengths, interests and abilities.

Also consider the people and networks the person is already connected with. For example, John is friends with his neighbour, Dimity. Dimity regularly volunteers at a community garden. John is also interested in gardening. Perhaps John could also volunteer at the community garden? John's friendship with Dimity is likely to help him build connections with other people who work at the community garden.

Identifying inclusion opportunities

The aim of social inclusion is to encourage the person to be engaged in activities in the broader community.

Your role is to facilitate the process of identifying groups and activities by encouraging reflection, prompting the person, giving constructive feedback and helping the person develop options and ideas.

Keep an open mind about the meaning of a 'community'. The person you support may prefer activities or groups that meet face to face, or they may prefer to get involved in online communities. They may also only want to engage weekly or have the option of casual attendance.

Here are some examples of potential inclusion opportunities.

Group activities	• Team sports such as football, softball or rowing • Volunteer work that involves working with a team or group of people • Community choirs
Ongoing opportunities	• Membership of an advisory group to the local council • Joining a local history group • Book clubs, bridge clubs and walking groups
Low-cost opportunities	• Joining a senior citizens club • Volunteering to help asylum seekers learn English • Joining a parent group at a local school
Confidence-building opportunities	• Taking part in an amateur theatre group • Joining a debating club • Joining an artist collective

Peer-support opportunities	• Joining an online support group • Joining a group for young parents • Joining a youth group
Community-building opportunities	• Scout groups • Rotary or Lions clubs • Advocacy and lobby groups (e.g. environmental activist groups, womens empowerment groups)
Incidental-learning opportunities	• Volunteering at a charity shop • Volunteering at a local animal rescue organisation • Mentoring at-risk youth
Opportunities to work on a project with others	• Putting on a play with a local theatre company • Setting up a website for a local community group • Participating in a community art project

Finding and clarifying information

When potential opportunities are identified, access details and information about the activity or group and keep a record of what you discover. For example, record the details or print out information about activities from a website, including the contact details.

Here are some examples of questions the person you are supporting may want answered about the group or activity:

• When does the group meet?

• What is the duration of the activity (e.g. one hour, three hours, one day)?

• Is the activity ongoing, or does it have an end date?

• Where does the group meet?

• Is the location accessible to people with physical disabilities?

• How much does the activity cost?

• Does the group have membership requirements (e.g. Working with Children Check for volunteers who work with children)?

Networking

Services that network with one another can benefit the broader community.

When networking with other services, focus on building relationships. For example, if you have contacted a project manager at a local community health service to ask them about their programs, rather than simply asking for information, start by introducing yourself and telling them about your role and the service you work for. Then you can ask them for the information you need.

Be willing to also share what you know. For example, if someone shares information about a local walking group, tell them about a few local groups that you know about.

This type of networking has two-way benefits: you learn more about the other service, and they learn more about yours. Ultimately, this benefits the people who use local services because the professionals who work with them have a better understanding of available supports.

Sharing information

You may need to consider the best way to communicate information that you have gathered if the person was not involved in the information gathering process. When you provide information about options, consider the communication needs of the person and the best way to communicate the information to them; for example, provide:

- a verbal description of the options using concrete and specific language

- an Auslan/English interpreter

- a large-print version of a document summarising the options

- a written document in the person's preferred language

- a detailed chart comparing the options.

It is essential for each person to have the time they need to understand the information you provide and to give feedback on the options you have provided; some people will need more time than others. The more they understand, the more they will be able to make choices that are meaningful to them.

> For tips on creating accessible information for people with disabilities see the National Standards for Disability Services: aspirelr.link/nds-national-standards

You may also need to present information to a person's family, primary carer, guardian or advocate. If providing information to an advocate or guardian, ask if they would like the information before you meet with them, so they have time to consider it.

For example, a carer might be involved in supporting the person with daily activities, transporting them to and from community activities and arranging social gatherings. It may be appropriate for them to visit places in the community that are of interest to the person with a disability.

> Read more about carers and what they do here: aspirelr.link/who-is-a-carer

Example

Research, identify and network with services to explore inclusion opportunities and provide information

Once Wayne discusses his interest in trains with Rashini, they identify two networking opportunities for him in the local area: a model train club that meets once a month and a group of local volunteers who are restoring a vintage train. Rashini and Wayne discuss access and the availability of public transport to attend these group activities. Wayne decides that he would like to visit both groups and then he will make his decision about which best fits his needs and interests.

Practice Task 2

Question 1

List three sources of information you could use to identify community inclusion opportunities with a client.

Question 2

Which of the following need to be considered when communicating information to a person with a disability? Tick all that apply.

❑ Ensure they have enough time to understand the options provided to them

❑ Give them at least three options to choose from

❑ Explain the source of the information

❑ Meet the person's communication needs

❑ Find a safe space to have the conversation

Question 3

Identify two benefits of networking with other services.

1C Match services and networks to individual needs

The process of matching opportunities to needs should be person led.

Your role is to assist the person to evaluate the options that are available and help them make an informed choice about the opportunities that are of interest to them. The support needs of the person include their unique cultural requirements and individual health and wellbeing needs. All these factors influence the success of a social engagement and inclusion strategy.

Support needs

Supports are the resources and strategies that promote people's personal growth, interests and wellbeing.

When a person's support needs are met, they have the resources and strategies that allow them to participate in their community, be independent and productive, and have a good quality of life.

Here are some examples of the support needs of people with disabilities:

- Communication devices such as augmentative and alternative communication devices

- Mobility supports such as wheelchairs, mobility scooters, mobility canes, walkers and walking sticks

- Aids and devices for people with vision impairments, such as guide dogs, magnifying devices and large-print materials

- Support with organisation and planning, such as reminders, written schedules and planning tools

- Support to use public transport, such as identifying the correct train or bus, reading a schedule, getting on and off a bus or train and paying fares

- Support to engage and connect with others, such as starting and sustaining a conversation and arranging follow-up meetings

- Support to interpret written information, such as reading, comprehension and interpretation

- Psychosocial supports such as managing anxiety, shyness and fears

Support for people with disabilities is often classified according to a three- (or more) point scale, such as low-, medium- and high-level support needs.

Read more about classification of supports from the National Disability Insurance Scheme (NDIS) website: aspirelr.link/ndis-level-of-support

Cultural needs

A person's cultural background influences their beliefs and values.

The services and networks people participate in should align with their cultural needs. Cultural needs are often related to spiritual and faith-based practices and beliefs.

The table below lists some cultural needs that may need to be considered.

Cultural needs	Description of cultural needs
Food	People's cultural background and religious beliefs can influence their attitudes and practices relating to food and food preparation. For example, some religious traditions encourage people to fast during specific periods, and others discourage the consumption of certain foods.
Rites and rituals	Every religion and culture has specific rites and rituals. For example, Christians typically attend church on Sunday, whereas Jewish people typically attend synagogue on Friday. Some religions require people to pray at certain times during the day.
Celebrations and holidays	Most of Australia's public holidays and mainstream celebrations (e.g. Christmas and Easter) are based on Christianity. However, a range of other holidays and celebrations are observed by people from other religious backgrounds.
Body language and physical contact	In some cultures, it is inappropriate to hug someone if you don't know them. It may also be inappropriate for a man and a woman to show physical affection towards each other in public.
Dress	Different cultures have different attitudes about how people dress. Some cultures have customs regarding dress (e.g. turbans for men, head coverings for women) as well as expectations regarding modesty (e.g. no sleeveless tops).

A group or service that cannot meet these needs may not be appropriate for the person you are supporting. Ultimately, however, the decision about whether to participate in a group or activity must be made by the person.

Individual needs

People with disabilities are just as diverse as people without disabilities.

It is common for people with disabilities to feel as if they are defined by their disability. For example, Susan, who uses a wheelchair, may feel as if other people view her as 'the woman in the wheelchair' rather than who she is: a unique person with specific interests and traits that have nothing to do with her physical disability.

Every person has individual and unique needs and wants that must be considered when making decisions about participation in a social group or activity.

Gender	Some women might feel more comfortable doing certain activities with other women, as might some men.
	Some examples of when a person might prefer same-sex activities include:
	• when a person has limited opportunities to mix with people of the opposite sex (e.g. a teenage boy who lives with his mother and two sisters)
	• when a person is participating in an activity that makes them feel self-conscious about their body (e.g. swimming, going to a spa or sauna)
	• when a person wants to talk about intimate or personal issues (e.g. a support group, a personal-development class)
Lesbian, gay, bisexual and queer +	People who are lesbian, gay, bisexual or queer, as well as others who identify as something other than heterosexual, may feel safer and more comfortable in queer-friendly groups and clubs, or groups and clubs specifically for LGBTIQ+ people.
Trans and gender diverse	Trans and gender-diverse people have a gender that is different from the one assigned to them at birth.
	Trans and gender-diverse people may feel safer and more comfortable in queer-friendly groups and clubs, or groups and clubs specifically for LGBTIQ+ or trans people.
	Trans and gender-diverse people may have specific needs relating to how they are referred to. Misgendering a person (referring to them as a gender that they do not identify with) is offensive and potentially harmful to trans and gender-diverse people.
Language	A person who speaks a language other than English may prefer to attend a group or activity that involves people who speak the same language as they do or that caters to people from non–English speaking backgrounds.

Age	A person's age influences their preferences and interests. It is common for people to want to spend time with people of a similar age. For example, teenagers typically want to spend time with other teenagers rather than adults. It is up to the person you are supporting to decide who they want to spend time with – whether it is people of their own age or a mixed-age group.
Relationship status	A person's relationship status can influence their preferences and interests. For example, a young, single heterosexual woman may prefer to be involved in activities that involve other young, single heterosexual men. On the other hand, a person who is married or in a committed relationship may prefer to participate in activities where their partner or spouse is also welcome.
Medical conditions	Just like any other group, people with disabilities can have specific needs relating to medical conditions. For example, a person at risk of anaphylaxis needs to always carry an adrenaline autoinjector with them.
Dietary requirements	People with specific medical conditions may have dietary requirements. For example, a person who has coeliac disease cannot eat food that contains gluten.
Childcare	A person who has young children may need to arrange childcare when they attend a group or activity. Some groups and activities will incorporate children (e.g. social events for families) and some will provide on-site childcare (e.g. occasional care at a gym).

Matching opportunities to needs

When matching opportunities to needs, it may be helpful to categorise each opportunity.

If you have numerous opportunities to consider, it is useful to address each one in turn. Here is an example of how you might do this.

	Opportunity 1 Queer book club	Opportunity 2 Volunteer advisory group for art gallery
Interests • Books and reading (contemporary fiction) • Contemporary art • Making new friends	• Good match for interest in books and reading • Informal, with the opportunity to make new friends	• Good match for interest in contemporary art • Formal, with some opportunities for socialising

	Opportunity 1 Queer book club	Opportunity 2 Volunteer advisory group for art gallery
Strengths and abilities • Curious • Open-minded • Writing • Artistic	• Good match – open-minded group of people	• Good match – open-minded and artistic group of people
Support needs • Wheelchair access	• Venue is wheelchair accessible	• Venue is wheelchair accessible
Individual needs • LGBTIQ+ friendly • Prefer activities that involve younger people (late 20s and early 30s)	• Book club is for people who identify as queer • Diverse age range from early 20s to late 50s	• Advisory group is queer friendly – at least a few members who identify as LGBTIQ+ • Mostly people 40 years and over
Cultural needs • None	• n/a	• n/a
Other preferences and requirements • Face-to-face experiences rather than online	• Book club is almost always face to face; opportunities for virtual participation if preferred	• Group only meets face to face

In some cases, you may need to include other people involved in the person's care to assist with the matching process. For example, if the person themselves cannot advise on their own needs, you may need to consult with their primary carer.

It may be useful also to attend the venue where the group is being held. For example, you and the person you are supporting could visit the building where a book club is being held to see if it is accessible to someone who has a vision impairment.

Identifying support requirements

You can assist the person you are working with to identify their needs and support requirements.

Prompting a person can help them think through their needs and support requirements. Make sure this is done in a way that supports a strengths-based approach. For example, a prompt such as, "Have you thought about what supports you might need to manage your mobility problems?" is focusing on what a person cannot do rather than what they can do. A better way of asking this question might be, "Have you thought about what supports you might need to get to and from the venue?"

Requirements that you may need to consider and some questions that may assist with this process are outlined here.

Planning requirements	• Have you thought about how you will get to the activity? • Have you thought about how you will participate in the activity? • Have you undertaken a trial run of the mode of transport you are going to use?
Underpinning skills	• What skills do you need to access and participate in the activity (e.g. managing social anxiety, coordination skills, leadership and mentoring skills)? • If there are skills you need to develop, what do you think might help you develop those skills?
Health needs	• Are there any health needs you need to consider? • Have you thought about medication/hydration/sleeping requirements?
Support requirements	• What aids or devices might you need to get to the activity and access the venue? • What aids or devices might you need to participate in the activity? • Would it be useful to have a mentor or buddy accompany you to the activity?
Financial requirements	• Is there a joining fee or set-up cost for equipment? • Have you thought about how you are going to cover the costs associated with the activity?
Readiness of the community	• Is the community or network ready to allow maximum participation of people with disabilities? • What can we do to help the community allow maximum participation of people with disabilities? • What role can you play in this? What role can your support team play in this?

Funding supports

Funding frameworks have an impact on community participation. For example, some frameworks incorporate funding for activities, aids and devices required for community engagement and participation. Others do not. When matching opportunities to need, it is important to review relevant funding guidelines such as those outlined in the person's NDIS plan.

The NDIS states the following:

'We would typically fund a requested support if it is related to your disability needs; AND meets ALL of the following as outlined in the NDIS Funding Criteria:

• it will help with your individual goals and aspirations

• it will help your social and/or economic participation

- it is value for money, which means that:

  – the cost of the support is similar to, or cheaper than, alternative options that can provide you with the same outcome (NDIS Supports for Participants Rule 3.1(a)); and/or

  – purchasing the support is likely to reduce the costs of funding for other supports in the long term (NDIS Supports for Participants Rule 3.1(c)).

- it is effective and beneficial for you

- it helps to maintain your informal supports

- it is the responsibility of the NDIS to fund.

The NDIS will not fund anything that relates to a day-to-day living cost such as rent, groceries or utility costs, that are not directly related to your disability support needs.'

Source: https://ourguidelines.ndis.gov.au/would-we-fund-it/what-does-ndis-fund

Read about the NDIS funding requirements here: aspirelr.link/ndis-pricing-arrangements

Specific lists of health-related supports funded by the NDIS are available here: aspirelr.link/ndis-health-supports

Example
Match services and networks to individual needs

George identifies as a Greek Australian. Since the death of his wife, George has become depressed and socially isolated.

George likes playing cards. There are numerous social groups for people who play cards in George's local community, but George would prefer to play cards only with other men. "That's how my friends and I used to play cards back in Greece," he explains to his disability support worker.

Even though George speaks English, he also wants to go to a club where at least some people speak Greek. "As I get older, I feel more comfortable speaking Greek," he says.

Practice Task 3

Question 1

List three examples of specific cultural needs that must be considered when matching services and networks.

Question 2

Which of the following are principles to apply when supporting a person's needs and support requirements? Tick the correct response.

- ❑ Active support
- ❑ Strengths-based practice
- ❑ Life-span development
- ❑ Service access
- ❑ Open-mindedness

Question 3

How do funding frameworks relate to community participation?

1D

Work with the person to engage in a social network and identify barriers and supports

In keeping with the principle of active support, you are the facilitator, who makes the process of social engagement easier and, at the same time, supports people to play an active role in their own lives.

When you are supporting someone to become involved in a social network, be positive, enthusiastic and encouraging; this will help them achieve their goals.

You can demonstrate these qualities by:

- providing constructive feedback

- celebrating small and big 'wins'

- reminding the person of what they have already achieved

- acknowledging progress towards a goal

- sharing your own stories about building friendships and social networks (without breaching professional boundaries).

Facilitating engagement in a social network

When you facilitate something, you make an action or process easier.

Facilitating active engagement in a social network might mean helping someone get to and from an activity, but it might also mean helping someone to participate in an activity. Active engagement is not simply turning up to an event; it is participating in the event in a meaningful way.

Here are some examples of how you might facilitate someone's active engagement in a social network.

Establish contact with a network	- Assist the person to work out what questions to ask the organiser or coordinator of a group. - Assist the person to compose an email to the organiser or coordinator of a group. - Role-play the first phone call to build confidence. - Make a joint phone call (using speakerphone).
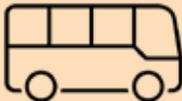
| Participate in a network | • Help to arrange transport to and from the activity.
• Support the person to prepare for the activity.
• Assist with booking an event.
• Accompany the person to the activity.
• Encourage the person to introduce themselves to other members of the group. |

Accessing resources and supports

In addition to identifying support, you may also need to access specific resources to ensure someone is able to participate in a social network.

Here are some examples of the resources and supports a person might need.

Type of resource / support	Examples
Getting to and from a venue	• A volunteer community driver • A friend to help use public transport • A public transport concession card • A mobile phone • A taxi card[1]
Organisation and planning	• Training and support to book a taxi • Assistance with public transport timetables • A checklist of required materials • A reminder about an upcoming activity • A map of the route from the train station to the venue
Completing documentation	• Help to interpret a membership form • Help to access and print registration documents
Social interactions and communication	• Role-playing social interactions (e.g. how to start a conversation, how to arrange an informal catch-up) • An Auslan/English interpreter • A person who can accompany the individual to their first meeting to provide reassurance

Family members and carers	• Reassuring family members who are anxious about the individual taking on a new challenge • Providing carers with information about a group or activity
Practical needs	• Help to arrange childcare • Money to pay for activities, uniforms, membership fees, equipment etc. • A note-taker or page turner • A mobility scooter, white cane, wheelchair etc.

1 Taxi cards make transport more affordable for people with disabilities by reducing the cost of a standard fare.

If the person you are working with is receiving NDIS funding they may be able to use that funding to pay for resources and supports. The person may require an assessment by a health professional if they need resources and support for mobility, communication or behavioural issues.

You will need to follow your organisation's policies and procedures when accessing resources for a client. For example, your organisation's policies around conflict of interest may be relevant when accessing resources. Policies around professional boundaries may also be relevant. Here are some examples.

Breaching conflict of interest policy	Harry is a disability support worker. He works with multiple people with disabilities who need transport to get to and from community events and social gatherings. Harry's brother runs a private taxi service. Harry encourages the clients he works with to use his brother's taxi service because he knows the service is reliable and the drivers are trustworthy.
Breaching professional boundaries policy	Sabine is an in-home respite worker who provides personal care and assistance to Caro, a woman who has an ABI. Caro shares custody of her two children with her ex-husband. Caro wants to attend a speed dating event but it is on a night when she has her kids. Sabine offers to look after Caro's children for her outside of her working hours as a favour so that Caro can attend the event.

Working together to develop strategies to overcome barriers to participation

Several of the systemic and other barriers to inclusion were discussed in a previous section. Here are some examples of barriers with suggestions of strategies that can be used to overcome them.

Types of barriers	Examples of strategies to overcome barriers
Barriers relating to stigma and discrimination	• Meet with the people who coordinate and manage activities to raise their awareness of barriers and how to address them. • Provide advice and support to people in a group to help them create an inclusive environment. • Direct people to information sources about addressing barriers relating to specific types of disability (e.g. advocacy groups).
Barriers relating to cost	• Look for low-cost or free-of-charge activities. • Look for clubs and activities that offer concession rates. • Look for opportunities to reduce costs via membership programs (e.g. an annual membership for a gym can be cheaper than paying for single sessions). • Hire equipment and materials, or purchase them second-hand.
Barriers relating to transport	• Apply for a transport concession card. • Use a volunteer community transport service. • Start a 'car pool' (where people travel together in the same car and divide the expenses). • Look for activities that are close to accessible public transport.
Barriers relating to physical accessibility	• Obtain aids and equipment from disability organisations. • Work with people who manage spaces and venues to problem-solve issues around accessibility (e.g. rearranging furniture). • Educate managers of buildings and venues about modifications to increase access.
Barriers relating to communication	• Ask organisations and services to provide information in large-print format. • If the venue has insufficient signage, go to the venue before the activity takes place and map out how to get to the right area. • Download smartphone and tablet apps that enable people to communicate in different ways (e.g. Proloquo2Go, Talkitt).

Types of barriers	Examples of strategies to overcome barriers
Barriers relating to technology	• Direct organisations to information sources about creating accessible websites. • Download smartphone apps that enable people with disabilities to use smartphones (e.g. Open Sesame, Predictable).

Sources: https://academic.oup.com/heapro/article/31/3/572/1751363; https://hcbsprovider.com/12-apps-that-help-people-with-speech-and-communication

Do not make assumptions about barriers: what you consider to be a significant barrier to participation for an individual may be relatively insignificant to them and vice versa. Only the person is in the best position to provide this information.

Here is a four-step process for identifying and developing strategies to overcome participation barriers.

Steps to overcoming participation barriers	
1. Identifying barriers	Work with the person to try to brainstorm as many barriers as you can that confront a person with a disability when accessing community activities listed in their plan. In the brainstorming process, do not get bogged down discussing the barriers.
2. Prioritising concerns	Encourage the person to check through the list of barriers and see if any of the barriers are of little or low-level concern to them. Once they have eliminated from the list any barriers they decide are not relevant to their community engagement plan, the next step is prioritising the rest.
3. Creating action planning strategies	Assist the client to develop a simple action plan of strategies. The action plan should identify the barrier to be removed, the strategies that will be used, the steps to be taken, who is responsible for each step, a time frame and a desired outcome.
4. Documenting strategies in the individualised plan	The action plan should be incorporated into the community engagement plan, which forms part of the person's individualised plan. Include a review date to evaluate the success of these strategies. By documenting these strategies you are ensuring that resources and finances are identified for removing these barriers.

Example

Work with the person to engage in a social network and identify barriers and supports

Dexter is a 19-year-old man on the autism spectrum and is generally more comfortable with solitary activities such as gaming, reading and being at home. Dexter includes a goal in his community engagement plan to join a local group of gamers. There is a store in his local street where young people hang out, talk about gaming and paint miniature figures. Dexter is not comfortable entering the store so he gets the email address of the store and starts communicating with the staff via email.

He subscribes to their newsletter and receives regular text messages about events that are happening at the shop. He engages with staff and customers via social media. After a few weeks, Dexter feels more comfortable about going to the shop for the release of a new version of his favourite game.

Practice Task 4

Question 1

Identify two types of resources that a person with a disability might want as support.

Question 2

Which of the following statements are correct? Select yes or no for each one.

a. 'Facilitating active engagement in a social network' essentially means helping someone get to and from an activity.	Yes / No
b. A health professional may be needed to assess the support requirements a person with a disability might need.	Yes / No
c. The final step involved in a strategy to identify barriers to participation is 'creating an action plan strategy'.	Yes / No
d. In most circumstances, what a worker sees as a barrier to participation, a client with a disability will also see as a barrier to participation.	Yes / No
e. A relevant organisational policy regarding accessing resources for clients is the policy relating to professional boundaries.	Yes / No
f. When matching opportunities to need, the relevant funding guidelines and/or NDIS plan must be reviewed.	Yes / No

Summary

- Support networks should be matched to the person's strengths, interests and abilities.

- Social connections and networks are important for everyone, regardless of the setting in which they live, their age or their disability.

- Social networks have positive effects on people's wellbeing, self-esteem, sense of belonging and life opportunities.

- You will need to work with the person to identify their support needs.

- Barriers to social networking opportunities include stigma, issues with transport and cost.

- Research and explore social networking opportunities and identify their appropriateness to the person's individual needs.

- Provide information on networking opportunities to the person you are working with, as well as their support network (e.g. family, friends and carers).

- When potential opportunities are identified, access details and information about the activity group and keep a record of what you discover.

- Individual differences and cultural and spiritual needs should be considered in the process of identifying social networking opportunities.

- When you are supporting someone to become involved in a social network, be positive, enthusiastic and encouraging; this will help them achieve their goals.
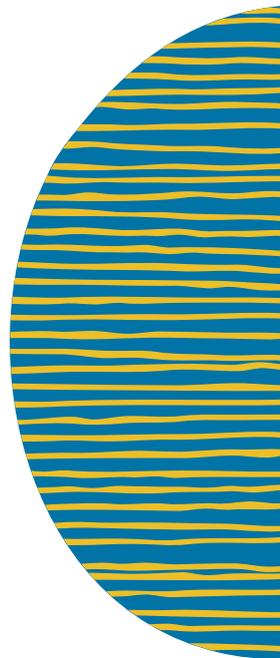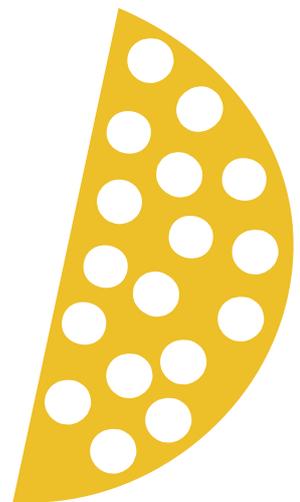
Learning Checkpoint 1

Support person to identify and engage in social networks within the broad community

Part A

1. Draw lines to match each term about practices and principles to its description.

Term	Description
Strengths-based practice	Encourage the person to be actively involved in their own lives regardless of their needs or abilities.
Active support	People can learn new skills at any stage of life.
Social and emotional wellbeing frameworks	Take the time to learn about a person's preferences, needs and goals.
Person-centred practice	Focus on what a person can do rather than their limitations.
Life span development	Programs thatusing this support culturally appropriate, community-led, primary mental health services for Aboriginal and Torres Strait Islander peoples.

2. Which of the following statements are correct? Select yes or no for each one.

Statement	
a. Australia's Disability Discrimination Act was introduced after the country's ratification of the UNCRPD.	Yes / No
b. The principle of fairness is central to human rights legislation.	Yes / No
c. Human rights are applied in organisations through policies around equality and fairness.	Yes / No
d. Social devaluation occurs when a group of people is consistently discriminated against.	Yes / No
e. People who are socially devalued typically come from disadvantaged backgrounds.	Yes / No
f. The low self-esteem that is associated with social devaluation can make a person more vulnerable to abuse.	Yes / No
g. Funding should be reviewed to determine if a person has the funds to participate in the activities that are of interest to them.	Yes / No

3. Outline why open-ended questions are useful when identifying the strengths, interests and abilities of a person.

4. List three individual needs you might have to consider when you are matching services and networks to a person's needs.

5. Identify which of the following principles people should strive for when they are working collaboratively. Tick all that apply.

❑ Opportunities for debate

❑ Adaptability

❑ Clarity of purpose

❑ Open-mindedness

❑ Cooperation

6. Match each type of barrier to its description.

Information	A lack of wheelchair-accessible toilets in a venue
Technology	A lack of clear and visible signage in a venue
Systemic	Handouts that are only available in hard copy
Physical	Assuming that people with mental illness are dangerous
Attitudinal	Presuming a person with a vision impairment will be unable to perform a job

7. Number the steps from 1 to 4 in the order you would follow to identify barriers to participation and inclusion.

	Prioritise concerns
	Document strategies in the individualised plan
	Create action plan strategies
	Identify barriers

8. Suggest two things to consider when providing a summary of the options to the person and their family.

9. List three things to keep in mind when researching services to explore community inclusion opportunities.

10. A worker is phoning a local service to find out about the activities they offer young people with disabilities. List two things the worker can do during this contact that will help build a network of community services.

Part B

Read the case study, then answer the questions that follow.

> ### Case study
>
> Owen is a 39-year-old man who loves dancing to Kylie Minogue's music. Owen has an intellectual disability and has moved into a new supported residential housing unit with two other people. Since moving in, Owen has been going out less, as he isn't as familiar with the area.
>
> Sandro is a disability support worker who has just started working with Owen. He has told her he is interested in meeting other people who share his passions and interests. They are going to develop a community engagement plan as part of his individualised plan.

1. Which of the following are ways for Sandro to find out how to refer to Owen's disability. Tick all that apply.

   ❑ Look at his support plan.

   ❑ Ask Owen what label he prefers.

   ❑ Ask Owen's previous disability support worker.

   ❑ Do some research about the most appropriate terms to use.

   ❑ Ask the people in Owen's house for advice.

2. Sandro and Owen have found a local social group who call themselves The KyMo. The group meets regularly to talk about and attend Kylie Minogue–themed activities.

   Owen is keen to contact the KyMo group coordinator and has his email address and mobile number. List two ways Sandro can support Owen to establish contact with the group coordinator, either by email or phone.

3. Having spoken to the group coordinator, Owen is keen to attend the next KyMo outing, which happens to be a Kylie Minogue concert.

List three ways Sandro can support Owen's participation in this activity.

4. Owen does not know how he is going to get to the concert. Transport is a problem for him because he does not drive, and he has limited money to spend on taxis.

List two ways Sandro can help Owen address this barrier.
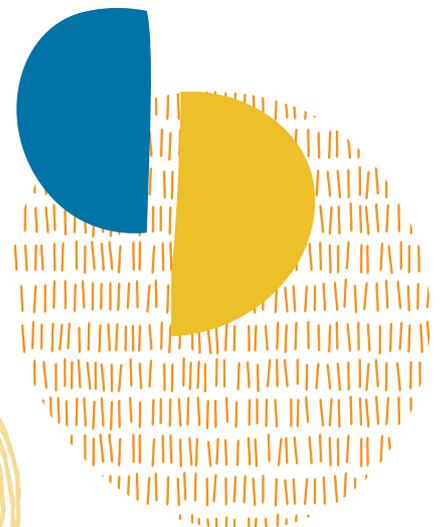
5. On the night of the concert, Owen's brother – who was going to drive him to the concert – has been called away on interstate business. Owen cannot find an alternative mode of transport. Even though Sandro is not working that night, he drives Owen to the activity and waits in the car park until the concert is over.

The organisation that Sandro works for has strict policies relating to this type of behaviour. Identify which specific organisational policy Sandro is most likely breaching in this situation.

Topic 2: Assist the person and relevant others to develop and implement a community support plan

2A Establish requirements and develop a community engagement plan

2B Access opportunities for connection and participation in work

2C Support other workers to implement the community engagement plan
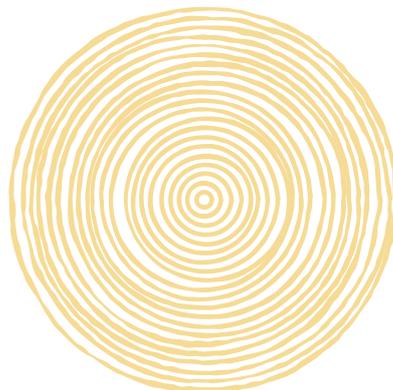
2A Establish requirements and develop a community engagement plan

An individualised plan outlines a person's goals, needs and aspirations and how these can be achieved.

Individualised plans include information about the person's goals, needs and preferences, and how you, as a support worker, can provide the best possible support. Developing a strategy for community engagement as part of the overall individualised plan is an important step in establishing connections in the community. The plan is a written record of the support a person will receive based on their individual requirements and preferences.

Individualised plans contain a range of support plans and strategies for the person. They might include information about:

- the stage of disability or physical condition and how it affects the person

- the person's family and support network

- personal care and support needs

- social and community support

- behavioural and cognitive support requirements.

Best practice standards for disability services such as the National Standards for Disability Services require individualised plans to be developed in consultation with the person for whom the plan is being developed.

Source: https://services.dffh.vic.gov.au/sites/default/files/2017-05/planning-for-people-with-disability.pdf

Organisations that provide services to people with disabilities play an important role in supporting clients to connect with communities and prevent social isolation.

Community participation and establishing connections

People feel valued when they participate in and contribute to their community.

The shared goals and interests of a community group help people develop a sense of belonging. Helping other people and contributing to a community has benefits for people's mental and physical health.

People with disabilities face barriers to community engagement. People may assume, for example, that a person with a disability is incapable of taking on responsibility, or the venues where community groups are held might be inaccessible to someone with mobility issues. This can lead to loneliness and isolation for people with disabilities.

Here are some examples of how individuals might connect with the community:

- Taking on a valued role in their family or friendship group, such as being the person who arranges get-togethers and events

- Taking on a specific role in their neighbourhood or community, such as becoming the secretary of a sports club or coordinator of a volunteer bush heritage group

- Getting involved in a group that is meaningful to that person based on their identity or heritage, such as an Aboriginal land council or a networking group for trans and gender-diverse youth

- Securing employment

As with every aspect of a rights-based approach, the person with the disability has the right to exercise choice and control when deciding whether they will connect to a community, and if so, how.

Source: National Standards for Disability Services

Example
Community engagement plan

Individual care plan	
Name: Pari Singh	**Date of birth:** 12/04/1998
Date of plan: February 2022	**Review date:** November 2022

People involved in development of my plan:

Partner (Denny)

Support worker (Mahtab)

Team leader (Jacob)

Living arrangements:

In my own home with my partner

My profile:

I have an acquired brain injury and some muscle weakness as a result of my injuries resulting from an accident. I use a walker to assist with my mobility but use a wheelchair when I leave the house to go shopping or attend appointments. I like doing my daily exercise program.

I live with my partner, who works full time. I can shower and dress myself but receive some assistance with cleaning duties around the home, which I would like to do for myself one day. I rely on others to remind me of things that need to be done, as I tend to forget.

Likes:	Dislikes:
Visiting family	Having to use public transport
Having friends to dinner	Relying on others to drive me
Painting	Crowds and meeting new people who are unfamiliar to me
Listening to podcasts	
Listening to music	

My goals and important things to me	Actions	Time frame	Date achieved
Goal 1: I would like to return to employment as a travel agent.	Support staff will support me to develop my résumé and apply for positions.	3 months	Ongoing
Goal 2: I would like to build up my physical strength and be able to drive the car and take care of my own home.	My support coordinator will support me to continue building strength so I can drive independently. My support coordinator will support me to have modifications made to the steering wheel of my car.	18 months	Ongoing
Social and community engagement support preferences			
Community engagement:	I like getting out of the house to go to the shops for a coffee or to meet friends. I get tired easily, so these trips need to be short.		
Hobbies and interests:	I like painting and have my equipment set up in one of the rooms of my house.		
Employment, education, volunteering:	I would like to return to the workplace on a part-time basis, then build up to full time.		
Spiritual needs:	I often go to the temple with my partner. We usually stay for a meal with family and friends.		
Cultural needs:	As above.		

Developing a community engagement plan

Your organisation will have policies, processes and procedures for developing individualised plans.

If you are not sure what those policies, processes and procedures are, ask your manager, supervisor or another appropriate member of staff.

When developing a plan for community engagement the plan should include:

- the necessary supports to facilitate participation, based upon the individual's needs and preferences, including a description of the level of support the person requires to perform an action or follow a strategy

- the individual's preferred level of participation.

Where appropriate, an individual's family, friends and carers can also be involved in developing community participation in the person's individualised plan.

When developing an individualised plan, it is important to apply the principles of person-centred and strengths-based practice and active support:

- Respect that the person is the expert on their own life.

- Take time to learn about the person's preferences, needs and goals regarding community connection.

- Work in partnership with the person.

- Focus on what the person can do, not any perceived limitations.

- Acknowledge the person's aspirations and goals.

- Support the person to make decisions and choices that are meaningful to them.

Individual needs

Each person must be considered as an individual. Concepts of community participation will be relative to each person.

If you are working with children who have autism, or people with psychological disabilities, dementia or profound hearing impairments, participation in activities with large groups of people may not be appropriate. In these cases, small groups or even one-on-one participation may initially be more appropriate.

In all cases, encourage the person to talk through their options and discuss which activities best meet the principles of inclusion. Even if the person finally chooses an option that you do not think is suitable, it is their choice and must be respected. It will then be advisable to set in place early review processes and a contingency plan.

Establishing requirements

While working with the person to develop their community engagement plan, you need to establish their requirements in order to maximise their participation in the community. This may include identifying the resources required or the strategies you need to put in place to maximise participation in community life.

In order to commence the process of identifying their requirements, you should encourage the person to look at their community inclusion goals and the strategies they have developed in order to meet these goals. You need to establish a relationship of trust so that you can work through a series of questions. Good communication skills are essential. Use active listening and summarise what you have heard. You also need to be patient as this process may take some time.

There are several techniques you may choose to use to help the person establish their requirements to maximise involvement in their community. These may include visioning, researching and prioritising. As you undertake visioning, researching and prioritising you need to be patient and ask open questions. Use whatever communication method the person finds easiest and, if possible, do this in a one-on-one session with the person.

An explanation of each technique is provided here.

Visioning	Ask the person what it would look like, or be like, if they had maximum involvement in the community. What would they see themselves doing? The person may come up with a wish list of activities. You can then work backwards by asking, "In your ideal vision, what supports are in place to assist you to reach that maximum level of participation?" This process helps to identify realistic and practical actions and goals.
Researching	Assist the person in finding out as much as they can about the community they wish to access and the network they plan to become involved with. Help them to research these on the internet by making contact and asking questions, and speaking to other people who have had some involvement with the network.
Prioritising	Help the person to work out what is most important and what will have the greatest impact on facilitating their involvement in the community.

Developing goals for community engagement

The goals in an individualised plan can be short term or long term.

A short-term goal is a description of what the person wants to achieve by the time the plan is next reviewed (typically within a year).

A long-term goal is something the person wants to achieve in the next few years.

Remember that this is a community engagement support plan designed to facilitate access to social connections and minimise isolation. You may need to support the person and their family members and carers to focus on activities that enhance social inclusion.

For example, you may need to remind the person that the goal of the plan is to get them more involved in a social network or their local community. However, you need to do this in a respectful way.

Here are some questions that may help the person identify their community engagement and inclusion goals:

- What type of activities motivate me?

- What type of activities are challenging to me?

- What do I want to achieve?

- What skills would I like to build on?

- What interests would I like to pursue?

- What personal qualities would I like to build on?

Example
Assist a person to establish their requirements

Poppy has an ABI. Her goal is to be able to participate as a parent in her daughter's school. When asked how she would like to be involved, she says she would like to be on the parent committee and volunteer to help in the classroom with reading.

Her support worker, Andrew, asks what skills she needs to do this. Poppy says her reading is good, but she may need to work with someone to help her improve her speech for when she needs to read aloud. Andrew suggests a speech pathologist may help her achieve this. She also says she would like to learn about how meetings are run before she attends one.

Developing strategies

As well as outlining a person's goals, needs and aspirations, an individualised plan should include information about how these goals, needs and aspirations will be achieved. These are the *strategies*.

Strategies are the actions or activities that the person (and those who support them) will implement to achieve a particular goal. Strategies must be linked directly to the goal. For example, if the goal is, 'Carlo wants to meet people who are passionate about bush regeneration', then the strategy might be, 'Carlo will join a local bush regeneration group'.

Once the goals and strategies have been developed, you will need to assist the person to identify and access services and opportunities that with help them fulfil their goals. Remember to consider support, cultural and individual needs when exploring options for community engagement and inclusion.

Assisting the person to select activities

You can also help the person to think through their needs for social inclusion. Encourage them to develop some criteria to assess whether the activities they have selected will enhance their inclusion. By enabling the person to develop criteria to use in selecting activities, you can use the following principles as a starting point and see if they are relevant to the person's needs.

Social activities	• Any sport that offers team participation, such as football, softball or rowing • Volunteer work that involves working with a team or group of people • Dance classes
Ongoing opportunities	• Being a member of an advisory group to the local council • Joining a local history group
Regular attendance	• Book clubs • Environmental groups • Musical clubs that practise regularly
Confidence building	• Taking part in amateur theatre • Joining a debating club • Joining an art and craft club
Support peer groups	• Joining a parenting group • Joining a motorcycle club

Incidental learning	• Volunteer work at a local charity shop • Group projects such as community garden programs • Social cooking clubs
Working with others	• Sports committees • Artist communities • Musical theatre company

You can find more ideas and information about activities and opportunities for social and community participation through the Disability Gateway: aspirelr.link/disability-gateway

Example
Assist the person to select activities

Jarrod has a psychological disability and comes from a family where both his mother and father are doctors. His older brother and sister have both attended university and now work in professional occupations.

Jarrod began, but was unable to complete, a law degree at university due to his disability. Investigating volunteer roles at the refugee support centre and community legal centre are included as actions in Jarrod's community inclusion plan. He feels that everyone has a duty to serve the community to the best of their ability and he wants to use his legal training to help others.

Documenting the community engagement plan

You need to document the individualised community engagement plan so that it can be implemented and evaluated. For example, if the plan is documented it can be shared with other workers who can then assist with the implementation of the plan.

It is important to ensure that the act of documenting the community engagement plan does not interfere with the collaboration process. Take notes to remind you of the decisions that are made, but if you try to capture every single word that is said, you may find it difficult to engage with and actively listen to the person you are supporting.

Where appropriate and feasible, the person you are supporting could also take notes; the process of comparing notes at the end of the discussion can help to clarify the main points. Alternatively, you could use a recording device to capture the discussion.

There are numerous ways of presenting the community engagement plan, but it should be documented in a way that is accessible to the individual. For example, it may need to be presented in storyboard format. The language used in the plan should reflect the language used by the person, and be simple and unambiguous.

In addition to the individual's needs, goals, aspirations and strategies, an individualised plan can also include information about the following.

Information in the plan	Description of information
Support people	Including partners, family, friends and carers, mentors, allied health professionals and case managers
Finance, budget and funding requirements	Information about how funds will be spent and where funding will come from
Responsibility for actioning	Information about who is responsible for each strategy in the plan
Review dates	A time line that outlines when the plan will be reviewed. Review dates are typically within 3, 6 or 12 months after the development of the plan

Once again, your organisation will have specific policies, processes and procedures for documenting individualised plans. If you are unsure, check with your manager, supervisor or other appropriate staff member.

Individualised plans include an estimate of the costs of implementing the plan and becoming involved in the social network. They also indicate how these funds will be spent and where the money will come from. Information may include details of additional allowances from the NDIS or grants from a philanthropic trust. Funds may also be required where extra personal support is required.

Example
Consult with the person to develop an individualised plan for community participation

Jalissa is 19 years old. She is autistic and since leaving school has become socially isolated. Anh is a disability support worker who is working with Jalissa to help her develop an individualised plan for community engagement. Anh takes some time to learn more about Jalissa's interests and preferences and, with Jalissa's approval, also includes her parents in a few informal conversations about her participation and inclusion goals.

Jalissa has always been interested in dinosaurs and she decides that she would like to meet other people who share her passion. This becomes one of the goals in Jalissa's individualised plan.

To participate in this type of activity, Jalissa and her parents recognise that she needs some support with her social anxiety. She gets anxious when she goes to events with a lot of people who she does not know. Jalissa, Anh and Jalissa's parents investigate opportunities to help Jalissa manage her social anxiety.

Jalissa's mother finds a six-week course for people who want help to manage social anxiety. Jalissa says she would like to try out the course. Attending the six-week 'Managing Social Anxiety' course then becomes another short-term goal in Jalissa's individualised plan.

Practice Task 5

Question 1

In a community engagement plan, what must activities be directly linked to? Tick the correct response.

❑ The person's goals

❑ The family's preferences

❑ The available resources

❑ The worker's skills

❑ The organisation's funding

Question 2

List two ways of identifying requirements when developing a community engagement plan.

Question 3

Which of the following statements are correct? Select yes or no for each one.

a. When taking notes about a community engagement plan it is best to focus on the decisions that are made rather than a word-for-word account of what is said.	Yes / No
b. Individualised plans should be presented in a written report.	Yes / No
c. A community engagement individualised plan should include information about where funding for the plan will come from.	Yes / No
d. A short-term goal in a plan is something a person aims to achieve in the next few years.	Yes / No
e. The review date of a community engagement plan will be every two years.	Yes / No

Question 4

Create a checklist of criteria to be considered when assisting a person to select an activity that supports inclusion.

2B Access opportunities for connection and participation in work

Connection with people through their community or through work benefits people in a range of ways.

Work provides opportunities for community inclusion and participation; through work, we develop social and professional networks and a sense of belonging and purpose. Workplaces also provide people with opportunities to enhance their interpersonal and technical skills.

Many people with disabilities miss out on the benefits of paid work. Issues with accessibility and discrimination can make it difficult for people with disabilities to gain and maintain employment. These difficulties are especially prominent in Australia, which has one of the lowest employment participation rates for people with disabilities in the developed world.

Sources: https://www.comcare.gov.au/__data/assets/pdf_file/0007/265462/employee-awareness-and-empowerment-report.pdf; https://dpoa.org.au/factsheet-employment

For more information about unemployment among people with disabilities in Australia see: aspirelr.link/aihw-unemployment

Strategies for establishing connections

For people with disabilities, it can be difficult to access opportunities that lead to establishing a connection with other community members.

Some people need support as they do not have the physical skills required, such as writing or using a telephone, while for others it is a lack of confidence or lack of assertiveness that holds them back. Providing support to establish connections through community is an important part of a support worker's role.

Following are some ways you may be able to assist as a support worker or supervisor.

Face to face	• Make sure the meeting has been organised and that the community organisation knows the person is coming. • Ensure the meeting time is accommodated in the daily personal care regime for the person. • Organise transport to and from the meeting. • Check access at the agreed venue. • Assist the person to work out what questions to ask. • Role-play the meeting to prepare. • Accompany the person to the meeting if required. • Assist with any communication or mobility issues.
Email or website	• Assist the person to use the internet. • Assist the person to compose an email. • Check the location and suitability of the community group for the person's needs before you send an email to them.
Phone call	• Assist the person to work out what they want to say. • Role-model a positive attitude. • Role-play conversations to build confidence. • Make initial contact via phone if the person has communication difficulties. • Use a speaker phone and assist the person to record the information they are given.
Buddy or mentor	• Assist with setting up a meeting with the buddy or mentor. • Assist the person to prepare for the meeting. • Ensure the meeting place is accessible. • Check transport and plan how to get there and back. • Help to script the meeting or prepare notes on what to ask. • Role-play the meeting if necessary. • Assist with communication if necessary.
Information sessions	• Provide details about information sessions. • Assess accessibility of the venue. • Assist with planning transport to the session and back. • Assist with booking a place at the session if necessary. • Help prepare questions. • Check finances and financial obligations of attending the session. • Accompany the person to the session. • Assist with communication if necessary. • Encourage the person to introduce themselves to other members. • Encourage the person to network while there. • Assist the person to evaluate information against their needs or expectations after the information session.

Activity	• Provide information on the game, event or performance. • Plan the visit or attendance. • Plan transport to and from the event. • Assist with checking access. • Book tickets for the event if necessary. • Ask about the policy on carers attending event. • Accompany the person to the event. • Encourage the person to network while there. • Encourage the person to introduce themselves to members. • Assist the person to evaluate the experience.

Facilitating access to work opportunities

As someone who works with people with disabilities, you can play an important role in supporting people with disabilities to access opportunities for work.

Supporting someone to access opportunities for work might be as simple as helping them identify opportunities to build their job-seeking skills, such as writing a résumé, doing a job interview or working with them to set employment-related goals.

Here are some examples of how workers in disability services can support people to access opportunities for work participation.

Provide support with job-seeking skills	Workers can support people to develop skills with job seeking or help them access opportunities for training in job-seeking skills. Key job-seeking skills include: • résumé writing • job interview skills • networking skills.
Support people to set job-seeking goals	Workers can support people to set meaningful and measurable goals and track their progress towards meeting those goals. The process of meeting goals can help people stay motivated and enhance their sense of empowerment.
Support people to access information about job-seeking supports and options	There is a range of different supports available to people with disabilities who are seeking employment, including Disability Employment Services. Supporting an individual to access information about different types of job-seeking supports will provide them with an opportunity to pursue options that meet their needs and preferences. For more information about Disability Employment Services see www.jobaccess.gov.au/people-with-disability/available-support/1631

Support people to develop problem-solving skills	Problem-solving skills can help people navigate the job-seeking process and maintain employment.
	When someone has the skills to solve problems, it gives them a greater sense of control, which helps mitigate stress.
	You can help someone develop problem-solving skills by:
	• encouraging creativity
	• giving people the opportunity to brainstorm their ideas
	• encouraging new ideas rather than shutting them down.

Source: www.comcare.gov.au/__data/assets/pdf_file/0007/265462/employee-awareness-and-empowerment-report.pdf

When supporting someone to access employment opportunities, remember to apply the principles of active support and person-centred, strengths-based practice:

• Encourage people to explore work opportunities that align with their preferences, needs and goals.

• Do not make assumptions about what a person is capable of.

• Demonstrate a positive and hopeful mindset.

• Use empathy, positive reinforcement and humour to foster resilience.

> For information about writing a CV or résumé see: aspirelr.link/syn-resume

> For job interview tips, see: aspirelr.link/syn-interview-tips

> For information about networking skills, see: aspirelr.link/syn-networking-skills

Strategies for inclusion and engagement in the workplace

Many employers are unaware of the abilities and capacities of people with disabilities and do not know how to effectively accommodate them in the workplace.

Even simple accommodations in the workplace can make it easier for people with disabilities to gain and maintain employment. Examples of simple accommodations include flexible scheduling and basic environmental modifications.

As well as supporting people with disabilities to access opportunities for work, you can also help employers facilitate the participation and inclusion of people with disabilities in the workplace. Here are some examples of how you might do that.

Provide information about disability awareness training opportunities	Disability awareness training can help employees learn how to communicate and work with colleagues who have disabilities.
	A range of organisations offer disability awareness training opportunities for the workplace.
	Sharing information with employers about disability awareness training opportunities can provide them with options for improving workplace culture.
Work with organisations to make necessary changes and adaptations	Ask employers what support they need to employ someone with a disability and work with them to make it happen.
Encourage employers to offer opportunities for work experience	Work experience opportunities can help employers assess someone's suitability for that type of employment.
Provide information about services and funding to support sustainable employment of people with disabilities	A range of services and funding supports is available for employers to assist with employing people with disabilities.

For more information about disability awareness training, see: aspirelr.link/job-acc-awareness-courses

Example
Accessing opportunities for participating in work

Darryn is 27. He has an intellectual disability and lives independently in an apartment. Darryn has a tight-knit support network including his mother, uncle and two brothers.

Darryn occasionally works with his brother, who owns a house-painting business, but he has never had another paid job. Although he enjoys working with his brother, Darryn is more interested in gardening than painting and would like to get a job in landscaping.

Juanita works at the day centre that Darryn attends on a weekly basis. Darryn and his brother speak to Juanita about Darryn's interest in landscaping and his goal of getting a paid job outside the family network. Juanita sits down with Darryn and his brother and shares some information about relevant disability employment services. The following week, Juanita and Darryn spend some time online investigating what skills he might need to get a job in a landscaping business.

Practice Task 6

Question 1

Explain how supporting someone to set goals can help them during the job-seeking process.

Question 2

Which of the following are aspects of disability awareness training? Tick all that apply.

❏ Helps employees learn how to communicate with colleagues with disabilities

❏ Helps employees learn how to work with colleagues with disabilities

❏ Reminds employers about high-profile people with disabilities and what they have achieved

❏ Gives employers options for improving workplace culture

❏ Helps employers assess which people they can and cannot employ

Read the case study, then answer the questions that follow.

> ## Case study
>
> Jesus has cerebral palsy and uses a wheelchair for mobility. He has some minor speech difficulties but stutters when he is nervous. He wants to join the local branch of a political party but is reluctant to make first contact, as he is sure they will not understand him. His support worker, Annie, offers to dial the number, get through to the right person and then give Jesus the phone. Jesus agrees that this would help him make contact.

Question 3

Give one example of other preparation for the phone call Annie could assist Jesus with.

Question 4

List two activities that would be suitable for Jesus to perform to assist the political party.

2C Support other workers to implement the community engagement plan

A person with a disability may have several people who provide them with support.

The people who provide support to an individual with a disability can include workers from community services, health, education and other sectors. The ability of these professionals to work together to achieve shared goals is critical to effective service provision.

The National Standards for Disability Services require services to 'work together with individuals to enable their genuine participation and inclusion'. Everyone who provides support to a person with a disability can play a role in implementing an individualised plan for community inclusion.

Support teams

Person-centred practice requires workers from different services and sectors to work collaboratively.

Although it can be complicated for workers from different services and sectors to work together, person-centred practice means that these difficulties are secondary to the needs of the individual; the individual themselves is the focus and the priority, not the service system.

There may be multiple people working together to implement parts of an individualised plan, such as the plan for community engagement.

Here are some potential members of a person's support team.

Potential members of a person's support team	
Family, friends and carers	School support officers
In-home respite worker	Volunteer mentors and 'buddies'
Community house workers	Youth workers
Teachers / educators	Psychologists and counsellors
Physiotherapists	Occupational therapists

Maintaining good working relationships

Good working relationships among workers are essential to effective service delivery.

One of the best ways you can maintain good working relationships with the other members of the team is to understand your own role and responsibilities and the roles and responsibilities of others.

When you understand the scope of your role, you will have a better idea of the boundaries of your authority and responsibility. The scope of your own work role will be outlined in your job description.

Carrying out your role in a professional manner will also help to maintain positive working relationships with other members of the team. Here are some tips on how to carry out your role in a professional manner.

To carry out your role in a professional manner, you should:

- follow the person's plan

- know your job description

- follow policies and procedures, as documented in your policy manual

- monitor the person's wellbeing

- report any hazards, risks or concerns you may have to your supervisor

- attend team meetings and contribute where appropriate

- maintain documentation as required

Duty of care
A moral or legal obligation to ensure the safety and wellbeing of other persons.

- remember you have a **duty of care**

- follow confidentiality protocols.

Sharing information

To work successfully as a team, you will need to share information with the other workers who are implementing the plan.

The records you keep are legal documents. Therefore, it is important to be objective; only record what you have observed or experienced and do not express personal attitudes or feelings. Use short, concise sentences and plain English so that the records are easy for others to understand.

Follow your organisation's guidelines on sharing information and be aware of the regulations around privacy and confidentiality, as well as the relationship between human rights and privacy and confidentiality. Here are some examples of these.

Privacy legislation
In Australia, information collected about individuals is regulated by the *Privacy Act 1988* (Cth). The Act outlines the legal requirements of agencies and organisations for handling personal information, including how that information is: • collected • used • disclosed • stored.
Discrimination laws and privacy considerations
Section 30 of the *Disability Discrimination Act 1992* (Cth) states that people with disabilities have a 'right to the privacy of [their] information'.
Human rights and privacy considerations
Article 22 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) states that people with disabilities have the 'right to privacy and to the privacy of [their] information'.

Source: www.communicationrights.org.au/resources/my-rights

Example
Support other workers to implement the individualised plan for community engagement

Jalissa is making steps towards her goal of meeting other people who share her passion for dinosaurs. Having completed a six-week course on managing social anxiety, Jalissa has been matched with a volunteer 'buddy', Coraline, to help her implement the lessons she has learnt.

Anh talks to Jalissa about including Coraline in an informal conversation about Jalissa's individualised plan for community engagement. Anh explains that if Coraline understands Jalissa's other goals and the strategies they have developed to achieve them, it will help them all work together as a team.

Jalissa agrees that inviting Coraline to their next informal meeting is a good idea. Anh talks about what that might mean: Coraline will be able to see the information in the individualised plan. Anh checks to make sure that he and Jalissa are on the same page about what information will be shared. Then Anh leaves it up to Jalissa to invite Coraline to their next catch-up; he knows that these small steps will help build Jalissa's confidence.

Practice Task 7

Question 1

Explain why it is important to understand your own role and responsibilities when you are working as part of a person's support team.

Question 2

Which of the following aspects of handling personal information are covered by Australia's Privacy Act? Tick all that apply.

❑ How the information is collected

❑ How the information is stored

❑ How the information is used

❑ How the information is recorded

❑ How the information is disclosed
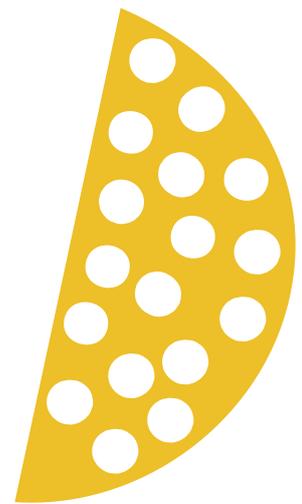
Question 3

List three potential other members of a person's support team.

Summary

- The process of assisting the person to develop and implement an individualised community support plan should be led by the person.

- Because you know the person well, you are in an ideal position to work with them to develop a plan for their community inclusions.

- People with disabilities often miss out on opportunities to participate in paid work.

- Paid work provides people with a sense of belonging and purpose.

- Workers who support people with disabilities can play an important role in facilitating their access to paid work.

- Workers who support people with disabilities can work with employers to implement strategies for inclusion and engagement in the workplace.

- Simple accommodations in the workplace can make it easier for people with disabilities to gain and maintain employment.

- You will be working as part of a team to implement the individualised plan.

- It is important to be clear about your role and responsibilities when working with a team to implement an individualised plan.
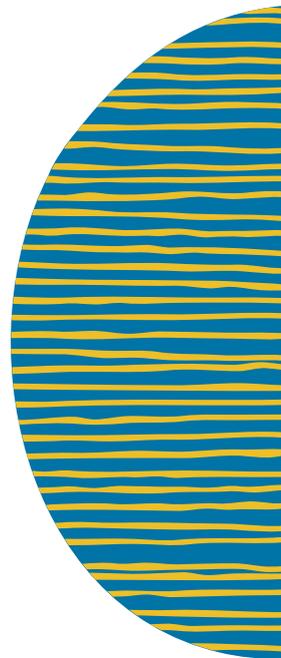
Learning Checkpoint 2

Assist person and relevant others to develop and implement a community support plan

Part A

1. List three types of information that should be included in an individualised plan.

2. Explain what step a worker should take after they have worked with someone to develop the goals and strategies for their individualised plan.

3. Develop three questions for each of the following points to help a person establish their requirements for their community engagement plan:

- visioning

- research

- prioritisation.

4. Which of the following types of activities may help enhance social inclusion? Select all that apply.

- ❑ Activities that require the person to work with others

- ❑ Opportunities for learning that happen incidentally

- ❑ Activities that create new peer groups

- ❑ Opportunities that encourage self-sufficiency

- ❑ Opportunities that build self-esteem

5. When discussing a person you both support, a co-worker mentions that they usually do not look too closely at a person's plan. They say they prefer to find out about the person firsthand. What is the problem with this approach?

Part B

Read the case study, then answer the questions that follow.

> ### Case study
>
> Leonie is a 21-year-old woman who is passionate about make-up and fashion. Leonie has Down syndrome. She lives with her parents and younger brother.
>
> Leonie has had a part-time job at a local supermarket since she left school. She is bored in the role but lacks the confidence to search for a new job.
>
> Milan is a disability support worker who works with Leonie. Milan and Leonie are working together to develop a community support plan. Leonie has stated that her main goal is to find a new job but she says, "I don't think anyone will give me a job. I'm not pretty enough. So, what's the point?"

1. Using a person-centred, strengths-based approach to his work, list two things Milan could do or say to encourage Leonie to achieve her goal of finding a new job.

2. Three weeks later, Leonie is encountering problems with her job search. She has emailed her résumé to six different employers, but no one has responded to her.

   Identify two things Milan can do to help Leonie with problem-solving.

3. Milan is working with Leonie's parents, grandparents and a careers adviser who specialises in supporting people with disabilities to find work.

   Identify three things Milan can do to maintain positive relationships with the other people in Leonie's support team.

4. The careers adviser who is part of Leonie's support team has contacted Milan to say an employer has expressed an interest in employing Leonie, but wants to make sure that when Leonie starts, she feels accepted and included in the team.

Identify two things that Milan and the support team could do to help the employer ensure Leonie feels accepted and included in her new workplace.

Topic 3: Develop strategies to minimise isolation for person with disability

3A Identify required aids, devices and modifications

3B Identify different barriers with the person and develop solutions

3C Recognise your own limitations and seek assistance when necessary

3D Evaluate the success of strategies

3A
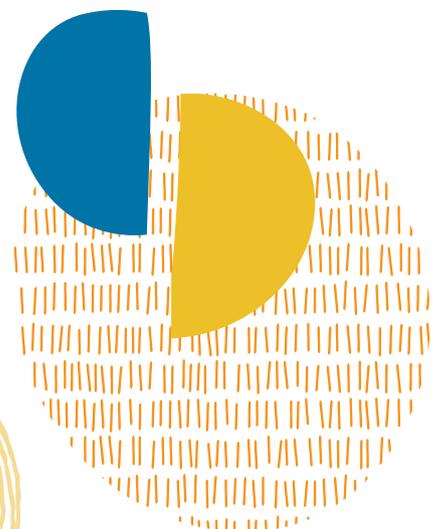
Identify required aids, devices and modifications

There is a vast range of aids and devices that can help people with disabilities participate in social networks and communities.

There are aids and devices for people with different types of disability; for example, walkers for people with physical disabilities, alternate format printers for people who are blind, seizure mats for people with epilepsy and location alert systems for people with cognitive impairments.

Environmental modifications can also be made to rooms, sites and buildings to make them more accessible to people with disabilities. For example, toilet rails are a simple environmental modification that can help people with physical disabilities.

Aids, devices and modifications

Aids, devices and modifications can play a significant role in reducing isolation for a person with a disability.

A location alert system might make it safer for someone with a cognitive impairment to attend a family event. An alternate format printer might make it easier for someone who is blind to gain a qualification.

Remember that the person you are working with is an expert on their own needs and you should work in collaboration with them – and, where necessary, their family, friends and carers – to determine what aids, devices and environmental modifications they might need to participate in activities to minimise isolation.

Here are some examples of aids, devices and environmental modifications that might be needed to help reduce isolation for a person with a disability:

- Portable speech generating devices
- Bathroom and toilet equipment
- Head pointer
- Portable audio player for a computer
- Induction loop devices
- Walker with brakes and seat
- Adaptions for arm and hand prosthetics
- Vehicle hoist for securing unoccupied wheelchair
- Beach matting for wheelchairs and mobility scooters

Supports, aids and devices for communication

To engage in social networks and communities, some people will need communication supports or devices.

Consult with the person and/or the people in their support network to identify which communication supports they need to participate in the networks and activities they have chosen.

Here are some examples of communication supports and devices that a person might need.

Communication board	A communication board is made up of a range of symbols accompanied by printed words that allow a person to make comments and suggestions or to give directions (e.g. 'go', 'show', 'listen', 'again'). If a person cannot point to symbols on a board, someone needs to sit opposite them and follow their eye movement to see what they are saying.
Spelling board	A spelling board is made up of letters. The person points to the letters to spell out the words that they want to communicate.
Communication cards	Communication cards are used to communicate the same message in different situations. For instance, a communication card might say 'My name is Ahmed'. The messages on communication cards can be represented in images, words or a combination of both.
Telephone typewriter (TTY)	TTYs are used by people who are deaf or hearing impaired. They enable users to send typed messages on phone lines.
National Relay Service	The National Relay Service employs specially trained staff who can help people who are deaf or hearing impaired communicate with others on the phone by changing voice to text (and vice versa) or Auslan to English (and vice versa).

For more information about the National Relay Service, see: aspirelr.link/national-relay-service

Identifying environmental modifications

Environmental modifications may be required to ensure a person can participate in social networks and their community. These modifications can be temporary or permanent.

Here are two strategies for identifying environmental modifications.

Assessing the venue personally	It may be possible for the support worker, in consultation with the person, to draw up a checklist of the person's needs and either audit the venue themselves or request that it be assessed against the checklist.
Engaging an access specialist	For a more thorough assessment, it is possible to engage an access specialist, who will conduct a complete audit and make recommendations for modification, complete with the necessary costing.

Developing strategies for dealing with support requirements

Once you have identified the aids, devices and modifications required to minimise isolation, it is time to develop strategies to deal with those support requirements.

Using a collaborative approach, the process of developing strategies must involve the person for whom the strategies are being developed; that is, the person with the disability.

Remember, it is not up to you to solve problems for, or make decisions on behalf of, the other person; rather, it is up to you to facilitate the problem-solving and decision-making processes. To do this, you may need to also involve other people in the person's support network. Each person has something to contribute to the collaborative process.

Here are some examples of strategies that could be used to deal with support requirements.

Negotiate alternative options	Rather than buying devices or making environmental modifications, there may be alternative ways of meeting the person's support requirements. Consider negotiating alternative options with the appropriate people.
	For example, if the building where a class is being held is physically inaccessible, can the class be moved to a different building?

Secure funding to buy or hire aids, devices or equipment	**NDIS funding** If an individual is receiving funding through the NDIS, they may be able to use that funding to buy or hire aids, devices or equipment for the purpose of social and community participation. NDIS funding is based on what is reasonable and the needs of the individual, in addition to the support provided by family, friends and other services. Sources: 'Planning' (Booklet 2 of 3) and 'Using your NDIS plan' (Booklet 3 of 3) at www.ndis.gov.au/participants For more information about using an NDIS plan, see aspirelr.link/ndis-using-your-plan
	Philanthropic funding Some philanthropic organisations provide funding for aids and devices for people with disabilities. For example, the Lions Club has a program that funds mobility devices for children with disabilities. For more information about the Australian Lions Children's Mobility Foundation, see aspirelr.link/lions-club-mobility-foundation
	Other funding Some states and territories also provide subsidised aids and equipment for people with disabilities who do not meet NDIS eligibility requirements. For an example of a subsidised aids and equipment program, see aspirelr.link/vic-aids-equipment-program
Investigate funding for environmental modifications	Some local councils and state and territory governments have programs that provide businesses and organisations with funding to improve access and inclusion for people with disabilities. If an individual is receiving funding through the NDIS, they may be able to use that funding to pay for home modifications. Sources: 'Planning' (Booklet 2 of 3) and 'Using your NDIS plan' (Booklet 3 of 3) at www.ndis.gov.au/participants
Look into not-for-profit and volunteer organisations that assist with basic modifications	Some not-for-profit and volunteer organisations can help with basic modifications to facilities. For example, members of the local Lions Club may be able to help install toilet and bathroom rails.

Lobbying and advocacy

If barriers cannot be overcome with aids, devices and simple modifications, the person's individual plan may need to be adjusted to include alternative activities. For example, if a person who uses a wheelchair wants to participate in an activity that is only available on the top floor of a heritage building that does not have a lift, other options may need to be considered.

The person you are working with may be interested in lobbying or advocating for broader changes that enable them to participate in their neighbourhood and community. For example, they may want to form a lobby group to bring issues regarding accessibility to the attention of their local council. There are also advocacy services available for people with a disability who are not able to advocate for themselves. The National Disability Advocacy Program (NDAP) provides people with disabilities with access to effective disability advocacy that promotes, protects and ensures their full and equal enjoyment of all human rights, enabling community participation.

As well as potentially bringing about meaningful change to benefit their entire community, this type of lobbying and advocacy can also enhance community inclusion for people with disabilities.

You can find out more about the NDAP program here: aspirelr.link/ndap

Example
Identify required aids, devices and modifications and develop strategies to deal with these

Lisa uses a wheelchair and has recently decided to enrol in a course at her local training institute. The campus has ramps and lifts so that she can access all the classrooms where she is timetabled on the two days she attends.

One of Lisa's classes is located in a building at the bottom of a steep hill. This building is far from the institute's cafeteria and a long way from her taxi drop-off and pick-up. Lisa really struggles without support to move around, and is usually late to class and misses some of the work.

Although funding is available for a support worker to assist, Lisa would rather use that money on the weekend to help her participate in recreational activities.

Lisa discusses the issue with her support worker, who suggests she ask for the class to be timetabled in another room. Lisa says she is too embarrassed to ask, but her support worker encourages her to. Lisa speaks to the course manager, who organises a permanent room swap with another class for the rest of the year.

Practice Task 8

Question 1

Draw lines to match the communication support to its description.

Telephone typewriter	A tool that uses a range of symbols accompanied by printed words that a person can point to
Communication board	A tool that comprises letters that a person uses to make up the words they want to communicate
Spelling board	A tool that enables a person to communicate the same message in different circumstances
Communication cards	A tool that enables a person to relay typed messages

Question 2

Briefly describe the role of the support worker in developing strategies for dealing with support requirements.

Question 3

Which of the following statements describe the role of an 'access specialist'? Tick all that apply.

❑   To escort people through unsafe environments

❑   To conduct audits of spaces

❑   To make recommendations for modifications of a space

❑   To organise communication supports

❑   To assess a person's readiness to work

3B Identify different barriers with the person and develop solutions

Difficulties with transport are a major barrier to participation in social networks and in communities for people with disabilities.

Although some forms of public transport, such as trains, are more accessible to people with physical disabilities, other features, such as how information is shared with passengers, can be inaccessible to people with sensory or intellectual disabilities. For example, train station loudspeaker systems overlook the needs of people with hearing impairments, and there may be no other forms of timetable announcements.

Strategies for overcoming transport issues

Working collaboratively with someone to identify and manage travel and transport issues can help facilitate the process of community engagement and inclusion.

The table below lists some of the common issues faced by people with disabilities when it comes to different types of transport, as well as some examples of strategies to overcome these.

Transport type	Common issues	Examples of strategies to deal with these issues
Private cars	• Expensive to buy, run and maintain • Difficulty finding suitable parking • May not be able to transport wheelchairs without modification	• Car pooling • Modify vehicle • Use a volunteer driver service • Apply for an accessible parking permit
Taxis	• Expensive • Unreliable	• Apply for a taxi card • Book taxis in advance

Transport type	Common issues	Examples of strategies to deal with these issues
Buses and trams	• Automatic ticketing systems unsuitable for vision-impaired people • Overcrowding	• Pre-purchase tickets • Travel outside of peak times to avoid overcrowding
Trains	• Timetables in an inaccessible format • Gap between the platform and train	• Use phone inquiry for times • Ask for temporary ramp (these should be available on request)
Planes	• Overcrowded airports • Difficulty getting around in large airports	• Request mobility assistance at the airport • Notify airlines of any specific needs in advance • Take advantage of early boarding for people with disabilities

Specialist automotive engineers can make modifications to cars – according to strict standards – to assist people with physical disabilities. People who receive NDIS funding may be able to access funding for vehicle modifications.

Some common modifications are shown here.

	• Steering wheel handle • To assist people who only have use of one arm to steer
	• Hand pedals for accelerator and brake • For people without use of one or both legs
	• Accessible driver's seat • For people who use a wheelchair to get in and out of a vehicle when not driving

> ## Example
> ## Work with the person to identify travel and transport issues and identify strategies to deal with these
>
> Mia wants to attend a sewing class in the city. She lives close to a train station, but she does not
>
> like catching trains. She finds the noise of the train – such as the horn, the beeping doors and the rattling carriage – overwhelming because they trigger sensory overload for her.
>
> Mia and her support worker, Rosa, discuss different options for travelling to and from the sewing class. There is a local bus service that runs to and from the city, but it is too far for Mia to walk to the bus stop. Mia mentions that her neighbour, Arthur, has offered to drive her to the shops in the past. Mia has never taken Arthur up on the offer because she does not
>
> want to inconvenience him.
>
> With Rosa's support, Mia approaches Arthur and asks him if he would be able to drive her to the bus stop and pick her up every Monday night for the duration of the course. Arthur tells Mia that he would be happy to help. "I get lonely at night, now that I'm retired," Arthur explains.

Practice Task 9

Question 1

Which of the following actions should support workers complete when the person has a behaviour modification plan? Tick the correct response.

❑ Address behaviour that is 'atypical'

❑ Respond in a way that meets the requirements of the surrounding environment

❑ Address behaviour that appears 'odd' to other people

❑ Respond consistently each time a specific behaviour occurs

❑ Isolate a person when they demonstrate a specific behaviour

Question 2

List three common issues for people with disabilities when using private cars or taxis as transport.

Question 3

Give four examples of strategies that can be used to address transport issues for people with disabilities on trains, trams and buses.

3C Recognise your own limitations and seek assistance when necessary

You must be clear about your own limitations and when you need to ask others for assistance or advice.

There will be situations where it is not feasible or appropriate for you to undertake a task because it is outside the scope of your role, or you are not qualified to do it. In some cases, undertaking a task that is outside the scope of your role could be unethical or even illegal.

It may be tempting to perform a task outside of your role 'just once' or 'as a favour', but if you do, it will be harder for you (and other workers) to establish a boundary later; your refusal to do something that you previously agreed to may be interpreted as an unwillingness to help.

Role scope

The scope of your role will be outlined in your job description. Your organisation's policies and procedures will also provide guidance on your role and responsibilities. If you are unclear about whether it is appropriate for you to address an issue without the input or assistance of others, you should check with your supervisor.

When everyone in a team is clear about their role, it helps to ensure that services are safe, effective and efficient.

Situations where you might need to seek assistance include those where a task is outside the scope of your role, as well as those where your organisation's policies and procedures are unclear.

You may need to seek assistance with an activity or a task if:

- you lack the necessary skills and knowledge to undertake the task

- you lack information about how to undertake the task

- you are not qualified to undertake the task

- the task is not in your job description

- you are not physically capable of undertaking the task (e.g. you risk injuring yourself or the person if you try to undertake the task alone)

- you lack the necessary resources to undertake the task.

Reasons for seeking assistance

When you recognise that you are unable to undertake a task, you might seek assistance:

- to complete the task; for example, you might seek out a specialist automotive engineer to make modifications to a vehicle

- to learn how to undertake the task; for example, you might ask a colleague to help you apply for funding so you can learn how to do other funding applications yourself in the future

- from someone on an issue; for example, you might ask a community development worker to help you put together a proposal for the local council to make modifications to a local sporting facility.

If additional training might make it easier for you to address an issue in the future, your supervisor may talk to you about professional development opportunities in your organisation.

Example
Recognise limitations in addressing issues and seek assistance when necessary

Edwina is vision impaired and has a guide dog for assistance. One day, Edwina tells the support worker, Dean, that an Uber driver refused to let her into the vehicle with her guide dog. The driver said the dog would make his car smell bad. Dean is not sure what Edwina's rights are in this situation, so he contacts his supervisor, Kate. Kate advises that by law rideshare and taxi services cannot refuse to take the guide dog and gives Dean contact details for Edwina to lodge a complaint with the head office of Uber.

Practice Task 10

Question 1

Identify two resources a support worker can consult to clarify the scope of their role.

Question 2

Which of the following statements are correct? Select yes or no for each one.

a. If a worker is at risk of injuring themselves by undertaking a task, they should seek assistance.	Yes / No
b. The scope of a support worker is outlined in their organisation's procedures.	Yes / No
c. Role clarity is important in a team because it helps to ensure workers do not question their supervisor.	Yes / No
d. If a worker does not have enough information about how to undertake a task, they should seek assistance.	Yes / No

3D Evaluate the success of strategies

A critical part of the planning process is evaluating the success of the strategies used.

As someone who is working with the person for whom a community engagement plan was developed, you will most likely be involved in evaluating its success. It is important to follow your organisation's policies and procedures during this process.

Evaluating the success of the strategy is part of the formal review process. However, it is important to be flexible and responsive in the interim periods. For example, if a strategy is clearly not working, the individualised plan may need to be adjusted before the formal review process takes place.

Formal reviews are usually undertaken 3, 6 or 12 months after the plan is finalised. The time line for a formal review should be included as part of the community engagement section of the individualised plan.

However, there may be situations when an evaluation of the strategies needs to take place before the formal review process. Here are some examples of when this might happen.

Evaluation outside of the formal review process
On the request of the person for whom the plan was developed
When the person's interests change or develop
When the community is demonstrating an unwillingness or inability to include the person in an activity
When the activities are a poor match with the person's goals or expectations
When the person's circumstances change

Ongoing evaluation

Keep the lines of communication open: discuss whether the strategies are working with the individual, share your observations and listen to their viewpoint and perspective.

Here are the typical steps involved in the evaluation process. Your organisation will have its own policies and procedures in place for evaluating a plan. It is important to familiarise yourself with these policies and procedures.

Stages in the evaluation process
Monitor the person's participation on each occasion and, if possible, consult with them about how they feel it went.
Provide constructive feedback, solve any minor issues that arise and document these issues even if they appear to be small.
Identify whether the strategies are not working, or whether a formal review is required.
Provide feedback to the person and gain their consent to undertake an evaluation of the strategies currently in place.

Signs that the strategies are not working

It is important to work with the person for whom the plan was developed to identify any signs that the strategies are not working.

According to a strengths-based approach, you should accept that the person themselves is able to recognise when a strategy is not working; after all, they are the experts on their own lives.

However, there may be some situations where others are better able to recognise ineffective strategies than the individual themselves.

For example, a person with an intellectual disability or a cognitive impairment may find it difficult to identify when a strategy is not working. In these situations, the input of family, friends and carers is especially important. Those people who know the individual well will be in a good position to tell you if they think a strategy is working.

Work in partnership with the person and their support networks to identify signs that a strategy is not working. Signs that may indicate a strategy is not working include:

- The person is not attending the activity.
- The person is reluctant to attend the activity.
- Lack of social cohesion with the group.
- The person appears withdrawn or unhappy in the environment.
- The person has difficulty understanding instructions and directions in the group.
- The person is stressed or fatigued.

If you have discussed the strategy with the individual and their support networks and a decision has been made that the strategy is not working, you will need to follow your organisation's policies and procedures for managing the situation.

Actions could include:

- notifying your supervisor or the person's case manager

- documenting your concerns

- requesting a review or reassessment of the person's community engagement plan.

Formal review

The formal review process is usually undertaken by supervisors.

As key players in the success of the implementation of the person's plan, it makes good sense for support workers to also be included in the process.

A support worker can contribute direct insights into the effectiveness of the strategies in place. The worker is also the person most likely to have the person's trust and respect, so having them at the review will usually help the person engage in the review process and speak up.

Where the person is not capable of making decisions for themselves, a guardian or advocate may be involved on their behalf.

Formal review process	
Revisiting the person's community engagement plan	Reading through all documents that relate to the plan
Providing evidence that it is not working	Clarifying anything that is unclear
Considering whether a formal assessment is required	Revisiting their learning goals and reconfirming or changing them
Inviting the person to discuss their current strategies	Redesigning strategies to meet the revised goals
Considering additional equipment, resources or training	Drafting up a new plan and having it signed off by both parties

> ## Example
> ## Evaluate and ensure the ongoing success of strategies
>
> Jessica, a supervisor at a disability service, makes arrangements for Petra to have her community engagement plan reviewed. Jessica looks at the support workers' roster to identify times where a number of Petra's support workers are available. Jessica talks to Petra a few weeks before the planned review to negotiate a time for the review and to check who Petra would like to attend with her.
>
> Jessica also tells Petra that the review will look at her goals and how well they are being achieved by the strategies in the plan. Jessica asks Petra to think about what she thinks is working well and what could be improved about the way she is supported in the community.
>
> Prior to the meeting, Jessica asks Petra's support workers to review the plan and the strategies in it for overcoming her participation barriers.
>
> When the review meeting takes place, one of the support workers takes notes as Jessica runs the meeting. Petra brings along her aunt and she helps Petra to express that some of her social inclusion goals have changed and that she would like some changes made to her plan.

Practice Task 11

Question 1

Which of the following tasks are part of a typical evaluation process? Tick all that apply.

❑ Identify whether a formal review is required.

❑ Consult with the person after they have participated in the activity.

❑ Document issues relating to the strategy.

❑ Initiate the evaluation halfway through the implementation of the plan.

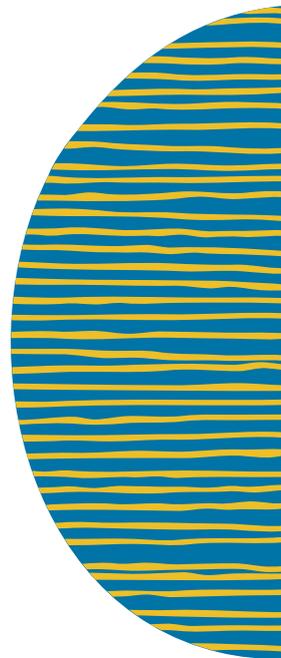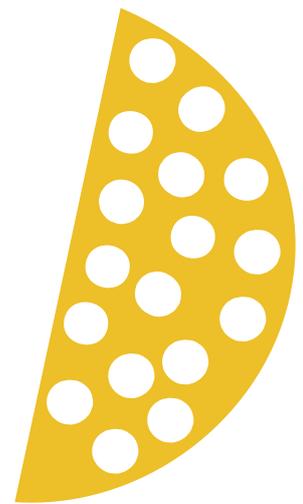❑ Gain the person's consent to undertake an evaluation of the strategies.

Question 2

Explain how organisational policies and procedures are useful resources for support workers when they are evaluating strategies.

Summary

- As part of the person's community engagement plan, you need to develop strategies to meet their requirements in terms of support services, aids and equipment, and the environment itself.

- Aids, devices and modifications can play a significant role in reducing isolation for a person with a disability.

- You need to become familiar with a range of communication strategies and aids so you can assist the person with communication as part of their social integration.

- It is important that you recognise your own limitations and know when you need to ask others for further assistance or advice.

- Transport issues are one of the major barriers to integrated social activity for many people with a disability.

- Formal reviews are usually undertaken 3, 6 or 12 months after a plan is finalised.

- It is important to be flexible and responsive in the periods between the formal review process; evaluation is an ongoing process.

- Signs that a person's integration plan is not working need to be picked up early and addressed according to organisational policies and procedures.

Learning Checkpoint 3

Develop strategies to minimise isolation for person with disability

Part A

1. Describe one strategy for identifying any environmental modifications needed to ensure a person with a disability can participate in an activity.

2. Explain why it is important to consult with the person to identify supports or devices required to assist with communication, and give one example of a communication support aid.

3. A support worker who has just started a new job is unclear about her organisation's policy relating to home visits. The policy does not clearly indicate whether the worker can attend a client's home alone or whether they need to take a colleague with them.

   The worker needs to clarify the organisational policy on home visits. What should she do? Tick the correct response.

   ❑ Check with her supervisor

   ❑ Recommend changes to the policy

   ❑ Check a similar policy in another organisation and follow that

   ❑ Avoid home visits

   ❑ Assume that the policy is outdated and therefore irrelevant

4. List four appropriate strategies for overcoming barriers to social engagement for a person with cognitive impairment.

5. Provide two examples of strategies to address travel and transport issues.

Part B

Read the case study, then answer the questions that follow.

> ### Case study
>
> Alona is 32 years old and an outgoing woman who loves spending time with her kids. She has an ABI from a car accident and is partially paralysed down one side. Alona can walk with the assistance of a walking frame, but finds it very tiring, so she prefers to use a wheelchair. Delia is Alona's support worker who provides assistance to her three days a week.
>
> Alona's two children mostly live with their father (her ex-husband) but they visit her every second weekend and for one to two weeks during the holidays. As part of Alona's strategies for minimising her social isolation, she wants to take her children to the local playground so they can play there. She hopes that this way she will get to know other parents and perhaps make new friends in the neighbourhood.
>
> The playground is 15 kilometres away and to ensure she can get to and from the playground, Alona wants to buy a car.

1. Identify two issues Alona might face if she uses a private car for transport.

2. Identify two strategies that could help Alona deal with the issues she might face when using her own car as a form of transport.

3. How does Delia find out what steps should be followed in the evaluation of Alona's community engagement plan?

4. Which of the following situations would justify an evaluation of Alona's strategy before the formal review process? Tick all that apply.

❑ Delia thinks that Alona is not enjoying the trips to the playground.

❑ Alona moves away from the area where the playground is located.

❑ Alona requests a review of the strategy.

❑ The other parents at the park are not welcoming towards Alona and it is causing her distress.

❑ Alona's ex-husband expresses concerns about Alona's ability to supervise the children at the park.

Topic 4: Determine risks associated with supporting community participation and inclusion

4A Discuss elements of risk with the person and their family, friends and carers

4B Conduct risk assessment and remove or reduce risks
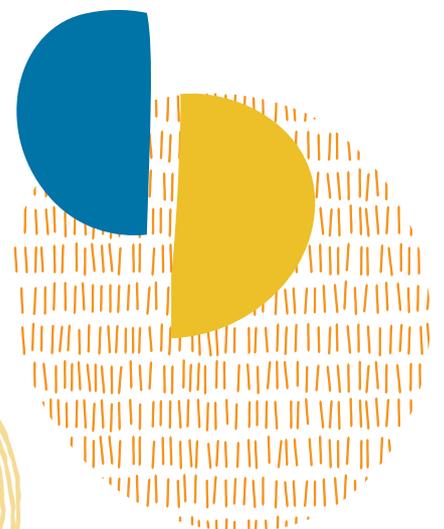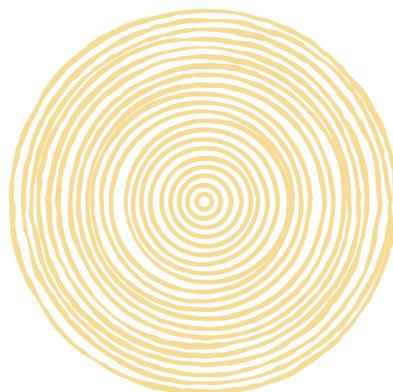
4A Discuss elements of risk with the person and their family, friends and carers

Risk is the possibility of danger as well as actual danger.

The first step in a risk assessment is to gather information specific to the individual person. An environment that poses no risk to one person might pose major risks to another.

The legal requirement of **dignity of risk** means that workers need to find a balance between duty of care and the inherent right of individuals to decide what level of risk they are comfortable with.

Dignity of risk
A person's right to dignity and choice, upheld in legislation and service standards, to ensure that duty of care or safety is not used as a reason to limit a person's freedom of personal choice.

Duty of care

You have a legal and moral responsibility to keep the people you work with safe. This responsibility is referred to as 'duty of care'.

According to the requirements of duty of care, workers must take reasonable care to avoid someone being injured. Although we do not always know whether our actions will cause someone to be injured, duty of care applies to those situations where we have a reasonable expectation that an action will affect another person.

Duty of care refers to both acts and omission. In other words, it refers to the actions we do take (acts) and the actions we do not take (omission).

For example, giving a young child a sharp knife to cut up a piece of fruit is an act that may represent a breach of duty of care. Not providing adequate supervision for children during an excursion to the beach may represent a breach of duty of care: it is an omission.

In a working context, duty of care only applies to those areas that are relevant to the circumstances of the care. For example, doctors have a duty of care regarding the medical treatment they provide but they do not have a duty of care regarding a patient's finances.

The laws around duty of care vary depending on your work role and the type of service you provide as well as the state/territory where you are working.

Video: Duty of care: What does it mean for you?
Watch this video, which looks at what the concept means to support workers and gives some examples of what it might look like in the workplace: aspirelr.link/yt-duty-of-care-workplace

Dignity of risk

Dignity of risk refers to a person's right to make choices and take risks.

The term 'dignity of risk' was first devised in relation to the care of people with intellectual disabilities in the 1970s. At that time, people with intellectual or developmental disabilities were often viewed as incapable of living independently or making decisions for themselves, which often deprived them of the common life experiences that other people take for granted.

Dignity of risk acknowledges that life comes with risk, and that we must support people to experience success and failure.

It can be difficult for a support worker to encourage a client's decision if they feel that it poses a risk to the person. However, the legal requirement of dignity of risk means that support workers need to find a balance between duty of care and the inherent right of individuals to decide what level of risk they are comfortable with.

Video: Dignity of risk in aged care | Balancing your duty of care with their dignity of risk
Watch this video to review the concept of dignity of risk: aspirelr.link/yt-dignity-of-risk-aged-care

With many activities, it is not possible to eliminate risk altogether. Risk is a part of our daily lives and it is through risk, trying something new and sometimes making mistakes that we learn.

The key issue when considering the legal and ethical considerations of dignity of risk is to determine what is an acceptable level of risk for the benefit that the activity offers. These three questions should be discussed with the person and their family members or carers.

- What are the potential risks?

- What are the potential benefits?

- How can the risks be reduced without reducing the benefits?

Video: What is duty of care? Duty of care vs dignity of risk
Watch this video to examine the vital differences between duty of care and dignity of risk: aspirelr.link/yt-doc-v-dor

Risk assessment for community inclusion

Risks associated with supporting community participation may include issues around the safety of the location as well as suitability of the activity for the person. To identify the level of risk, it is important to ask the right questions.

Here is a summary of the major risk factors for community inclusion in an activity and the questions you can ask to assess the level of risk for the individual.

Non-acceptance	What it means: • There is a chance that the community group will not accept the person with a disability into their network. • This may be by direct action such as rejecting an application, or indirect action, such as social isolation. Questions to ask: • Does the group have a policy on access and equity? • Has the group previously had members with a disability? • What was their experience? • What is the level of knowledge of disability? • Is there a sponsor, mentor or buddy to support inclusion for the person? • Are demographics such as age and gender suitable?
Poor match with activity and the group	What it means: • The activity does not meet the person's needs or is not what they expected. Questions to ask: • Is the activity really one the person wants to take part in? • Is the activity possible for the person with a disability? • Are the communications in the group appropriate? • Is the group ready to accept the member with the disability?
Safety of the activity	What it means: • The actual activity may not be safe for the person concerned. Questions to ask: • What are the physical requirements of the activity? • Do these match the abilities of the person? • What are the stress or excitement factors? • What cognitive skills are required?

Discussing risks

When discussing risk with the person you are supporting, the purpose of the discussion is to assist the person in identifying strategies that will make social inclusion possible.

A discussion about risks also provides an opportunity for the person to learn problem-solving skills.

Here are some tips that may assist you to discuss risks with the person you are supporting.

	Tips for communicating effectively with the person you are supporting
1	Think of the discussion as a joint problem-solving exercise.
2	Present the problem, not the solution.
3	Discuss one risk at a time.
4	Let the person find the solution.
5	Give examples of when or why the issue may be a problem.
6	Assist the person to check the practicality of the solution.
7	Use active listening to summarise.
8	Document your discussion.
9	Use simple language and be patient.
10	Ask the person what works best for them.
11	Discuss the benefits of taking part in the activities versus the possibility of risk.
12	Develop several options and look for solutions, not restrictions.

Including others in discussions about risk

In some cases, you will need to discuss the risks you have identified not just with the person you are supporting, but also with other people in their support network.

The following table lists some of the other people who may need to be involved in a discussion about the risks associated with a person participating in a social network or community. Wherever possible, the person you are supporting should be involved in these discussions.

Supervisor	Information they may provide:
	• Organisational policies and guidelines
	• Level of responsibility
Case manager	Information they may provide:
	• Previous behaviours
	• Triggers
	• Level of road sense
	• Strategies that have worked in the past
	• Activities that have been successful in the past
Advocate or guardian	Information they may provide:
	• The person's wants and aspirations
	• The person's level of cognitive awareness
Family members	Information they may provide:
	• Behavioural strategies
	• Triggers
	• Strategies that have worked in the past
	• Activities that have been successful in the past
Behavioural specialist	Information they may provide:
	• Behavioural strategies
	• Triggers
Other support workers	Information they may provide:
	• Triggers
	• The person's goals

Example
Discuss elements of risk with the person and their family, friends and carers

Paul is a 67-year-old man with younger onset dementia. He is still driving his car, and keeps telling people that although he is having trouble with his memory, he only drives around his local neighbourhood so it is still safe. Paul's wife knows that he has had a few minor accidents but does not want to be the one who takes away his independence by telling him to stop driving.

Paul's support worker discusses the situation with Paul and his wife. They talk about the dangers of Paul driving and the risks he poses to others if he becomes confused, lost and starts driving erratically. They talk about all the reasons why Paul drives and what he would miss out on if he could not drive. Mostly, he says, he goes to the local shops and to a local club.

The worker talks with him about the local community transport service, which has a regular route that goes to the shops and past the local club. The bus picks people up at their own homes.

Paul says that if he can use the bus to get to the places that are important to him, he feels okay about not driving.

Practice Task 12

Question 1

When discussing the risks of an activity with a person with a disability, describe the key issue the worker needs to determine regarding the dignity of risk.

Question 2

List two types of information that family members may be able to provide about the risks of a person with a disability participating in a social network.

Question 3

Which of the following statements are correct? Select yes or no for each one.

a. Duty of care is relevant to the actions a worker does not take.	Yes / No
b. Laws regarding duty of care are the same across Australia.	Yes / No
c. Dignity of risk is based on the principle that people have the right to experience success and failure.	Yes / No
d. Duty of care only applies in situations that are relevant to the circumstances of a person's care.	Yes / No
e. For most activities, it is usually possible to eliminate risk.	Yes / No

4B Conduct risk assessment and remove or reduce risks

Risk assessments are applied in a variety of ways in the disability services sector.

At the organisational level, risk assessment and management are embedded in an organisation's policies and procedures. At the service delivery level, the type of risk assessment needed depends on the objective of the assessment.

The person with a disability may be assessed in a range of environments where they commonly receive support, both inside and outside of their home. If a person is supported in numerous community settings, each of these should be included in the risk assessment.

Contributing to risk assessments

As someone who works with people with disabilities, you may be called upon to provide information for a risk assessment.

Clinical risk assessments are conducted by behavioural specialists using specific assessment tools. These assessments may affect the way social and inclusion support is provided to a person. For example, the clinical risk assessment might include a recommendation that two support workers should accompany a person to a community activity.

A risk assessment that focuses on the risks to a person with a disability (rather than a worker) is often referred to as an environmental risk assessment.

You could also be involved in the planning and documentation of strategies to overcome any risks that are identified. Supervisors or specialists may need to instruct or train you and your colleagues in the implementation of specific risk-management strategies.

Circumstances of the person in risk assessment

Risk assessments are usually conducted by the case manager or supervisor, or they may involve other relevant health professionals, including the support worker.

Before a person with a disability commences their community engagement activities as part of their individualised plan, it is important that a risk assessment of the location and the activity is conducted. In this assessment, you need to consider the individual's circumstances, such as their:

- physical circumstances (e.g. mobility, sight)

- cognitive circumstances (e.g. ability to respond to change)

- emotional state (e.g. levels of stress).

There are numerous factors that may increase risks for an individual in community settings. Here are some examples.

Environmental factors	- Crowded space - Lack of pedestrian access (e.g. no pedestrian crossing, no footpath) - Lack of accessible parking
Behavioural factors	- Physically aggressive behaviour - Verbally disruptive behaviour - Disinhibited behaviour
Cognitive factors	- Problems with short-term memory - Confusion - Difficulty handling money
Triggers	- Noisy environment - Crowded environment - Open spaces

Risk-assessment principles

The key variables in the assessment of any risk are the likelihood (or probability) that something will go wrong and the consequences (or impact) if something goes wrong.

The main principle of risk assessment is to focus on common and serious risks rather than rare or relatively harmless ones.

The risk assessment therefore involves a consideration of all the things that could go wrong but only putting into place contingency planning for events that are highly likely to occur or have serious consequences.

Contingency planning involves reducing and eliminating risk and developing plans to respond to the risk should it occur.

Here is a common matrix used to assess risk.

LIKELIHOOD	VERY LIKELY	Acceptable risk Medium	Unacceptable risk High	Unacceptable risk Extreme
	LIKELY	Acceptable risk Low	Acceptable risk Medium	Unacceptable risk High
	UNLIKELY	Acceptable risk Low	Acceptable risk Low	Acceptable risk Medium
		MINOR	MODERATE	MAJOR
		IMPACT		

Video: Enabling risk for the people you support
Watch this video as it introduces concepts surrounding risk enablement in disability support workers: aspirelr.link/yt-enabling-risk

Risk-management procedures

Organisations should have risk-management procedures and documentation in place. While systems vary from one organisation to the next, the following steps are commonly followed.

Steps in risk management for community participation and inclusion
1 **Assess the risk**
A risk assessment is undertaken to identify risks as well as their likelihood and consequences. A risk matrix or table may be used to categorise risk events as serious/harmless and likely/unlikely. Some ideas for risk minimisation may be discussed as part of the assessment.

	Steps in risk management for community participation and inclusion
2	**Action the risk assessment**
	The assessment is actioned by the supervisor or case manager of the person with a disability. This may include developing and listing strategies or steps to be followed when working with an individual providing support. Strategies listed may be applied in any community situation or be specific to a particular environment.
3	**Implement the strategies**
	The support workers involved with the person must all be informed of and (where necessary) trained in the strategies or steps that are to be implemented. The support worker may help to refine how the risk minimisation is implemented using their practical knowledge from working with the person.
4	**Plan and review the changes**
	The changes need to be reflected in the person's individual plan so that consistency of approach is ensured. Replacement or relief support workers should access this plan prior to providing support to the person. Where the risk-management procedures decided on require extra resources or funding, applications and arrangements need to be made.
5	**Review the risk-management strategies**
	After a reasonable period, usually decided at the assessment stage, the risk-management strategies will need to be reviewed. The review should consider whether any risks have been realised and the impact of these. The review should also seek feedback from the person and support workers about the effectiveness and suitability of the risk strategies.

Example
Conduct a location or activity risk assessment and work with the person to remove or reduce risk

Sarah is 15 years old and has cerebral palsy. She uses a wheelchair and needs assistance with toileting and some meals. She communicates verbally and has no intellectual impairment. Sarah wants to go on a youth camp with her school. She gets on well with the other students and they are used to making adjustments for her needs. The camp has been selected because it claims to be wheelchair accessible.

Marita, her support worker, talks to Sarah and her parents about the risks associated with the activity. Together, they agree to send a checklist to ensure the bathroom at the camp meets Sarah's needs. They also confirm that Sarah's teacher can provide assistance with meals if Sarah needs it.

Organisational requirements

You need to be familiar with your organisation's reporting process for a risk assessment. You may have a checklist to guide you, or a set form that you have to complete. If you are unsure, contact your supervisor.

A range of organisational policies will need to be considered, along with any specific risk-assessment documentation.

You need to be familiar with your organisation's policies on:

- duty of care
- privacy and confidentiality
- manual handling
- accompanying a person into the community
- emergency procedures.

Working collaboratively to identify strategies to remove or reduce risks

A key step in the risk-management process is to work with the person, and their support network, to identify strategies to remove or reduce the risks associated with an activity.

Although the risks associated with an activity are unique to the individual, there are some general strategies for removing or reducing risk that may be worth considering.

Here are some examples of common strategies for removing or reducing risks:

- Identify factors that trigger behavioural symptoms and remove or reduce them.
- Identify factors that are positive triggers and enhance them.
- Modify entrances and exits to increase access.
- Talk with the person and their support network about the strategies for managing risk that have worked in the past.
- Ensure toilet and other amenities are in place to meet the person's physical needs.
- Implement behaviour modification programs in consultation with a behavioural specialist.
- Negotiate the relocation of an activity to quieter surroundings.
- Work with the person to slowly acclimatise to a venue.
- Provide or organise transport to and from the venue.
- Negotiate the use of time-out space in the venue.
- Keep a log of behaviours and assess trends and triggers.

Example
Brainstorming ideas

Dot wants to join the Country Women's Association of Australia (CWAA). The meetings are within walking distance of Dot's home, but the route is relatively complicated; she must walk through a park and over a bridge, and cross several streets. Dot's support worker, Carmel, knows that Dot has memory support needs and sometimes gets lost. However, Dot has good traffic sense and knows that she can usually find her way to the police station when she needs help.

Carmel and Dot discuss the risks associated with her attending the CWAA meetings. Carmel suggests that Dot could wear an identification card when she goes to the meetings, just in case she gets lost, but Dot says that she doesn't want to. Carmel and Dot then brainstorm some ideas, and come up with replacing Dot's broken mobile phone so she can call someone if she gets lost along the way. Dot is happy with this solution. Carmel's son has a spare mobile phone that he no longer uses. Carmel teaches Dot how to use and charge the phone. Carmel also walks the route with Dot and encourages her to practise using her new mobile phone along the way.

Practice Task 13

Question 1

Which of the following need to be considered when undertaking a risk assessment of a location or activity?Tick all that apply.

❑ Physical circumstances

❑ Cognitive circumstances

❑ Financial circumstances

❑ Family circumstances

❑ Emotional state

Question 2

Briefly explain the main principle of risk assessment.

Question 3

Describe the role of the person with a disability during the review phase of a risk-assessment process.

Summary

- Before a person you are supporting commences their community engagement activities, it is important to conduct a risk assessment of both the location and the activities involved.

- Risk assessments are based on the likelihood and consequences of a given risk event occurring and provide a basis for deciding what is an acceptable level of risk.

- Once you have identified possible risks, you should discuss these risks with the person and appropriate others.

- You may be required to work with the person and other appropriate people to identify strategies to remove or reduce the risks you have identified.

- You will need to ensure that you are familiar with your organisation's guidelines to ensure strategies to avoid risks are consistent with these policies and therefore with relevant legislation and standards.

- Two key principles that inform legislation and standards are duty of care and dignity of risk.

- Risk management involves taking reasonable steps to prevent injury and harm but cannot and should not seek to eliminate risk entirely.

- You will need to document risk minimisation strategies in accordance with organisational guidelines.

Learning Checkpoint 4

Determine risks associated with supporting community participation and inclusion

Part A

1. Identify the key variables in a risk assessment.

2. Describe which events require contingency planning when undertaking a risk assessment.

3. Which of the following steps should support workers use when discussing risks with a person with disability? Tick all that apply.

❑ Presenting problems rather than solutions

❑ Using active listening

❑ Identifying one option

❑ Discussing multiple risks at a time

❑ Looking for solutions rather than restrictions

4. Describe your duty of care when supporting a person who has a disability.

5. Briefly explain 'dignity of risk' and how it affects the support that is offered to a person with a disability.

Part B

Read the case study, then answer the questions that follow.

Case study

Carlo is a 27-year-old man who has a passion for modern art. He lives with his sister and brother-in-law and their three children. Carlo has autism. He works from home doing contract IT work. Apart from contact with his family, Carlo has limited social contacts.

Van is a disability support worker who is supporting Carlo to engage in social networks in the local community. Carlo is interested in attending a local gallery for an event involving multiple artists showing and talking about their work.

Van is talking with Carlo and his sister to determine the risks of Carlo attending the event. Carlo has told Van that when he gets stressed, he sometimes hurts people. Carlo's sister explains that Carlo sometimes 'lashes out' when he is overwhelmed, but he has never seriously hurt anyone.

"You pushed that woman in the supermarket that time," Carlo's sister reminds him, "and you swore at that man when he got too close to you on the train". Carlo's sister turns to Van and tells her that despite those incidents, Carlo is generally a very gentle and thoughtful person.

1. Van needs to find out more about Carlo's triggers. Identify two people who might be able to help her with this.

2. Identify two questions that Van can ask Carlo to determine whether the level of risk associated with attending the gallery event is acceptable considering the benefits that it offers.

3. Carlo's sister tells Van that when he has gone out alone in the past he has sometimes gone to department stores and spent a lot of money on clothes. She is worried that if he goes to the gallery alone, he might end up going to a department store afterwards and spending too much money.

Describe Van's duty of care in this situation and explain how the dignity of risk is relevant in this situation.

4. By talking with Carlo, his sister and others involved in his life and care, Van has found out that Carlo's main triggers seem to be noisy, overcrowded environments.

Identify four strategies that Van could suggest to Carlo and his sister to reduce the risk of Carlo being triggered on the way to, or from, or during, the event at the gallery.

Glossary

Barrier/s

Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

Best practice inclusion

Providing a seamless, fully accessible environment available to everyone rather than one specifically designed for people with disability.

Collaboration

An approach that involves people working together to accomplish common goals.

Dignity of risk

A person's right to dignity and choice, upheld in legislation and service standards, to ensure that duty of care or safety is not used as a reason to limit a person's freedom of personal choice.

Duty of care

A moral or legal obligation to ensure the safety and wellbeing of other persons.

Inclusion

Providing equal access to opportunities and resources for people who might otherwise be excluded or left out.

Social devaluation

The tendency of people to look down on those who look, dress, speak or behave differently from them and are deemed of less value and significance to society.