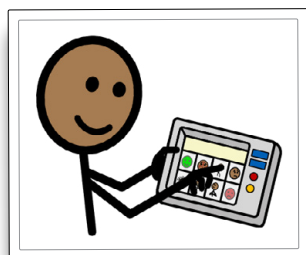




Preparing to Plan

A guide to thinking about what you need to have the life you want.



Planning for communication, personal networks, home, work, recreation, sexuality, equipment, equality, spirituality and safety.

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Acknowledgements

The WAiS team would like to acknowledge the people and families who have contributed their time to the development of this resource.

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We would also like to thank Swoon Design Studio for their great work in designing this booklet and card set.

We have used SymbolStix symbolic language throughout these resources (<https://www.n2y.com/products/symbolstix>)

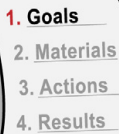
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Why are we ‘preparing to plan’?

It might seem strange to talk about ‘preparing to plan’ - after all, why not just jump in and start planning for a good life? If you haven’t planned much before, or if plans you have done in the past haven’t worked, you might need to do some preparation. Planning is a life long process - if you think about it, we sometimes make plans on a yearly, monthly, weekly or even daily basis. You need a strong foundation so that planning can happen naturally and in an ongoing way in your life, as your needs and wishes change, as the needs of the people around you change, or as opportunities arise.

- 
1. Goals
 2. Materials
 3. Actions
 4. Results

Planning, like life, can be tricky - its not usually as simple as writing some goals and an action plan to achieve them.

That said, you shouldn’t ever feel pressured to plan your life. Its important to think about what you and your supporters need to feel safe and have the energy to think about what you want and the future. Its also really important that you don’t feel like you have to follow through on any plans you make. Most people aren’t required to have written plans for their lives. They have the freedom to go with the flow of their life or to be spontaneous. Just because you have a disability, that doesn’t mean that you should have to be any different. You shouldn’t feel that you can’t take opportunities which come up in your life just because they aren’t in your written plan or staff roster.

One really important thing to think about if you do decide to start planning is how you communicate. If you are uniquely verbal (have complex communication needs), then the people around you might need support to learn how you tell people what you like and dislike, and what you want in your life.

Another important thing is that you and the people supporting you are thinking in person centred ways. This means that you are the focus of your plan - your strengths, your interests, your needs and your dreams and wishes for your life should be front and centre of your plan.

Having you at the centre of your plan doesn't mean that the people around you who know you and care about you shouldn't be included in your plan. Their needs are important too, especially if they are involved in supporting you in your life. Your plan can include ways to support the community of people around you. Your plan can include ways to keep them safe and well, and to support their goals and dreams to happen too.

Person centred thinking suggests five things to help you to have the life you want¹:

1. Find and develop your strengths



You are a unique person, full of possibilities, with much to contribute. Planning for your life should begin with an exploration of your gifts, strengths and interests.

¹ Mount, Beth. Finding Directions for Change Using Personal Futures Planning

2. Develop a vision for your life that expresses your strengths and interests

You and the people around you might need some help to see that a life based on your gifts and strengths is possible. Many people have seen people living their lives based on a label or a diagnosis and beliefs about what they can't do. They might not know that so much more is possible. It can be a good idea to find stories of what other people have done. Stories can help to inspire you, and to learn about some of the approaches which work. This is why we recommend that you check out some of the stories in the 'Resources and links' sections at the back of this manual before you start using the card sets.



3. Build a group of supporters to help you to have the life you want

The process of supporting you to have the life you want now and into the future might involve some hard work, and some problem solving. It can help to build a group of supporters who know you really well. Sometimes these groups are called circles of friends, circles of support, or microboards. While people who are paid to be in your life might be part of your group of supporters, it is also important that people in unpaid relationships with you are included.



You can create a life which is safe, and dynamic, by building a group of people who know and care about you.

Having a group of people helping you to achieve your dreams and wishes can be effective because each person who knows you sees a different part of you, and different possibilities. Sometimes things which some people see as problems can actually be your strengths, and give clues to the types of work, study or recreation you might like.

You might need help to think about how to build a group of people who know you well. You can use the 'Building your group of supporters' card set to help you think about who you might invite to help you with your plan.

4. Build a community network of acceptance

Building your connections with your community will help to keep you safe, and open up other opportunities in your life. Sometimes the community might need help and education to become welcoming to everybody.



Whatever your plans for the future are, you might want to include how you will explore, expand, and strengthen your relationships, and your role, in your community.

5. Change services to be more responsive to your needs

Being person centred means that the services supporting you can listen to what you want in your life and find ways to make those things happen. Your services might need support to shift or adjust the way they do things in order to provide you with what you need. They might need to learn more about being person centred, or about how you communicate. If you are having to behave in ways which seem challenging, your services might need help to use principles of Effective Service Design ². You and your supporters might also need help at times to know how to tell your services what you need.

Here are some Person Centred Planning Processes that you might like to consider.

² Download a copy from <http://www.disability.wa.gov.au/disability-service-providers-/for-disability-service-providers/services-for-disability-sector-organisations/positive-behaviour-strategy/>

Person Centred Planning

Once you have decided who you will ask to plan with you, and how your communication can be better understood and supported, you might choose to do a Person Centred Plan to get started. Person Centred Plans are centred around and directed by you with a group of people who know you well. They are usually facilitated by somebody who has been trained.

There are many types of Person Centred Plans, for example:

Essential Lifestyle Planning is about the way that your support is to be provided on a day to day basis. It can be helpful when different members of staff need to work more consistently, when you have complex needs or when you are expressing distress or anxiety through your behaviour. Michael Smull's *'Families Planning Together'* manual is helpful for getting started on an Essential Lifestyle Plan (see <http://learningcommunity.us/documents/FPTGuide.11-03.pdf>).



PATH (Planning Alternative Tomorrows With Hope) is used when direct and immediate action is needed. It focuses first on describing your dream for your life, and works back from a positive and possible future, mapping out the actions required along the way. It can be helpful for regaining focus, or when progress feels stuck.



MAPs (Making Action Plans) can be a helpful starting point once you have a group of people to help you plan. They record your history, and ask 'who is the person?' and 'what are their gifts?'. MAPS can help you to make community connections and express both your hopes and fears for the future.



Personal Futures Planning can help you to build on areas of your life that are working well now, and to move towards the future you want. It is therefore useful when the people supporting you need to learn more about your life and to create a vision for the future.

Where to start?



It can be a bit overwhelming to start to think about planning!

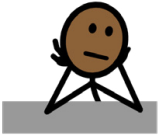
Here are some questions to warm you up! You can write or draw your thoughts and ideas on the following page. Sometimes people like to cut out photos from magazines or get images from the internet to help them think and talk about the things in their life.

1. What is going well for me in my life? Which things do I want to stay the same?



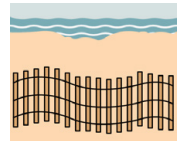
are good, which you enjoy, where you feel happy, or safe, or excited. If you like your life the way it is, then it is ok to say so, and to ask for the support you need for things to stay the same.

2. What do I want to change in my life? Which things do I want to be different?



Think about the things you don't like in your life right now, where you feel unhappy, unsafe, bored or stressed. What would need to change for you to feel differently about your life?

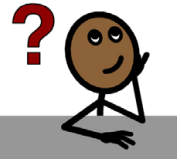
3. What are the barriers to me having the life I want?



Think about what is stopping you from having the life you want. It might be that you need equipment, technology, more friends and connections, or other kinds of support. Once you are clear about what you want, ask for what you need to make it happen in your plan.

Notes

How to use the planning cards



You can use these cards sets any way you like!

However, this is what we recommend:

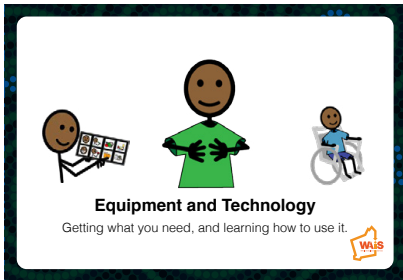
- Choose the card sets you will begin with by working through the questions below.
- Read the section in this manual which goes with this card set.
- Read or view some of the resources for that card set at the back of this manual.
- With your supporters, make some notes or drawings, or talk about what you discover.
- Work through the card set, choosing the questions you want to explore.
- On the back of each card, there are some ideas to help you to think about what you might want.



You don't have to do or agree with any or all of them - they are just there to guide you and to get you thinking. Turn the cards you choose over, and use the suggestions on the back to help you think of ideas you might want to explore further in your plan. It can help to write your ideas down, or draw them - that's why we remind you on each card to record the thoughts you have.

Here are some questions to help you to work out which sets of cards to use:

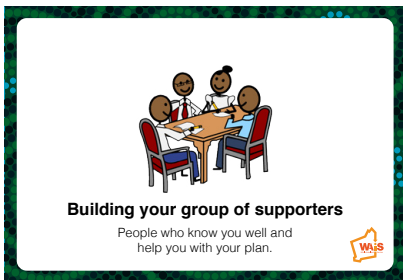
1. If you know what you want in your life, and your main needs are for equipment (and you know what equipment you need), then you could start with the ‘Equipment’ cards.



For the rest of the card sets, we recommend that you explore some of the resources at the end of this manual (for example the websites or YouTube videos) before you start. They will help you to see some things other people have done, and to

expand your thinking about what might be possible for you.

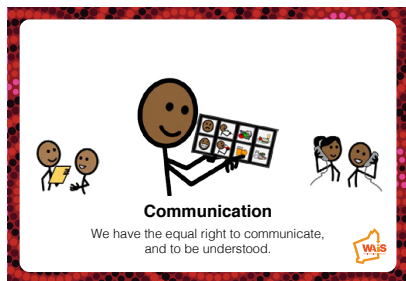
2. Do you have other people to support you to make and enact your plan?



This is a very important part of preparing to plan. Your plan is more likely to succeed if you have some supporters who are not necessarily in a paid relationship with you.

If you haven't thought about who knows you well, and who might be useful to join you in planning, then go to the 'Building your group of supporters' cards.

3. Do the people in your life understand how you communicate, and how to communicate with you?



Your communication of likes, dislikes, thoughts, feelings and wishes is the foundation of your plan. Even if you do use words to communicate, you might still need support to be heard. If you and the people around feel the need for

support with communication, then start preparing to plan with the 'Communication' cards. If not, then go to question 4.

4. Are you and your supporters aware of your unique strengths and gifts, and your dreams and vision for the future?

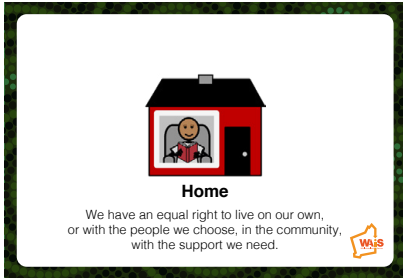


If not, then engaging in Person Centred Planning might be helpful. This 'Preparing to Plan' resource is meant to complement, not replace, Person Centred Planning. If you and your supporters are not sure about your strengths, interests and dreams

for the future, then you could ask to do a Person Centred Plan with a facilitator. A Person Centred Plan can also be useful if you are stuck and not sure how to move forward with your life, or if you are about to experience a big life transition, for example, like leaving school and becoming an adult.

There is a list of Person Centred Planning resources on page 63 if you would like to know more. You can also use the 'Who Am I?' cards to get started.

5. Would you like your own home?



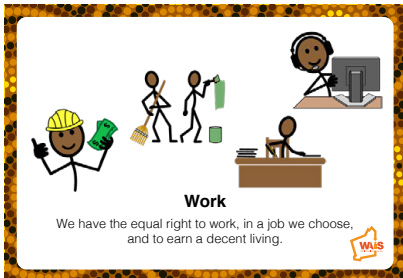
The home cards have questions and ideas to help guide you through some of the things to think about and plan for if your goal is to have a place of your own, or the job which suits you.

6. Would you like to feel safe?



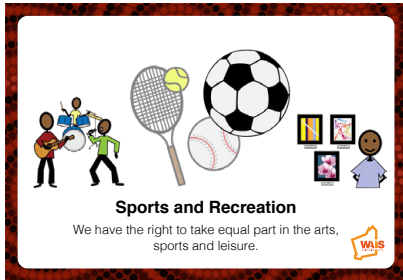
The safety cards have questions that help you to think about being and staying safe in your home and community.

7. Would you like to have a job?



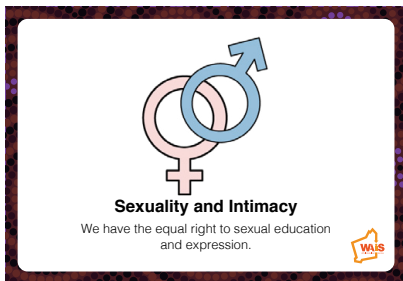
The work cards helps you to think about what sort of things you would like to do for work.

8. Would you like to explore sport, the arts or recreation?



Before you start thinking about recreation and leisure, remember you need to have identified your strengths, and things you like. If you and your supporters aren't sure about what you would prefer, go back to the 'Who Am I?' cards and explore these questions first.

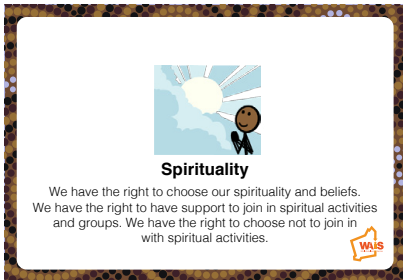
9. Would you like the opportunity to learn about sexuality and intimate relationships?



We've talked with people who have experience in supporting people to safely explore this important area of life. We hear that sometimes, when people have a disability, people assume that they don't need to know about sex. That's not true. No matter

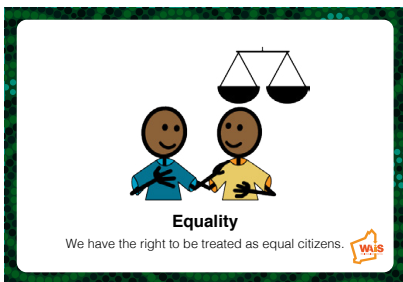
how significant your level of disability, it is your right to learn about and explore sexuality. These cards can help you and your supporters to think about what you might want in your plan when it comes to sex and love.

10. Would you like the opportunity to learn about spirituality?



Spirituality is part of life for many people and cultures. These cards sets help you to think about your own spirituality and beliefs and to work out what's important to you.

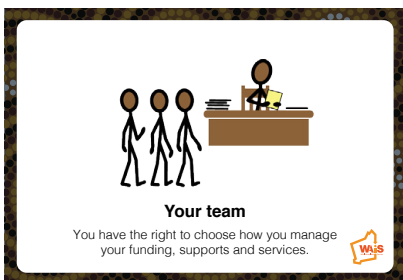
11. Do you know what you want, but are finding that there are barriers?



Sometimes we know what we want, but things seem to stop us from moving forward. These might be things like the systems which we work with, negative beliefs people have about disability, or not being able to access places. If you know

what you want, but need help to move past barriers, then you could try working through the Equality card set.

12. The last card set is designed to help you choose how you manage your funding, supports and services.



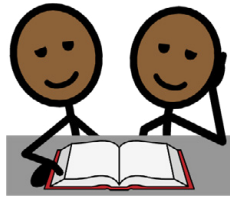
This includes choosing between self managed, Agency managed or a Plan Management Provider.

Remember to go back to the 'Equipment' card set after you have explored the other areas which you would like to include in your plan.

There are many other areas of life you might wish to include in your plan which aren't covered in these cards. You can include anything you wish in your plan for your life. Here are some ideas for other things you might want to think about:



spirituality



learning



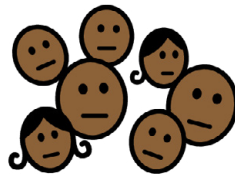
safety and
privacy



holidays and
travel



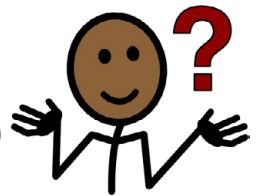
health and
fitness



culture /
traditions



money



what else?



Notes and drawings about the areas I want to plan in



Building your group of supporters

There are many examples of how having a group of people who care about you and know you well can make planning more effective. The role of your supporters might include things like:

- suggesting things they think you might like.
- noticing your gifts and strengths.
- coming up with ideas.
- doing some of the work to make things in your plan happen.
- reading books and attending workshops where they can learn how to support you to do the things you want to do.
- thinking about how to keep you safe.
- being there to reflect, and change plans when things don't work out, or when your plans and goals change.
- using their social and professional connections to help with your plan.
- celebrating success.



It can be tricky, and it can be hard work, to bring a group of people together to support you. You might want to find a facilitator to help you to do this.

It is ok to invite just a couple of close people to talk about some of the things you want in your life in a relaxed way, or whatever suits you best. It might be over a coffee, or dinner. Its a good idea to get together at a time and place which feels good to you.

Sometimes it can feel like there isn't anybody who would want to help you. We can think that people are too busy, or just not interested. Remember that there are thousands of circles of friends, circles of support, personal communities and microboards around the world now, many of which have very busy people as members! People who join in to help others plan a good life say it is very rewarding, often fun, challenging, satisfying and something which has made their life better too. **So don't hold back - its ok to ask people to join you in planning!**

The 'Building your group of supporters' cards can help you to think about who you could invite. It is important to think carefully about who could be there for you, and not just assume that there isn't anybody. Sometimes there are quiet people who have been wanting to get to know you better but haven't known how, and are just waiting for a chance.



Even if you can only think of one other person to help with your plan, its ok to invite them to join you.

'Personal networks are not about doing a favour for people with disabilities or their families. People join networks because they genuinely care about the person at the centre. Network members receive friendship as well as give it. There are many, many people participating in networks who have related that they receive more than they contribute'. (<http://plan.ca/about-plan/what-we-do/networks/personal-network/a-note-about-friendship/>)

You can get help to build your personal network of supporters. You might want to find somebody to help you to get started, for example a community connector or facilitator (eg <http://plan.ca/about-plan/what-we-do/networks/connectors/>). The role of this person can be to get to know you, and to support you to develop friendships and other relationships.

My ideas about building my group of supporters

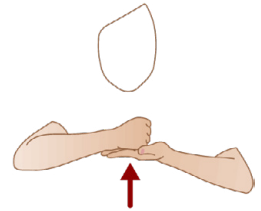


Communication

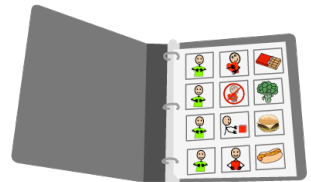


We have the equal right to communicate, and to be understood.

There have been some real challenges in getting effective communication support for people with complex communication needs. There are many reasons for this, for example not enough training for people who provide communication support, and difficulties in being able to try out a device for long enough to learn how to use it and get funding.



Times are changing though, and if you haven't had success in getting the communication support you needed in the past, it might be worth trying again. Some people have never had any communication support. If you



don't use words to communicate, and you don't have access to a communication system, it is probably urgent that your planning include communication.

If you would like to learn more about what is possible for people with complex communication needs, you can contact the Independent Living Centre in Western Australia (<http://ilc.com.au>, or call them for free: 1300 885 886). They can give you advice on which kinds of communication systems might work best for you, and you can hire equipment from them to try it out. They can also help you to find a supplier who can sell you your equipment once you have made a decision.

The cards ask you to think about the following questions, which are based on the Communication Bill of Rights. This bill of rights was developed by the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities, and says that:

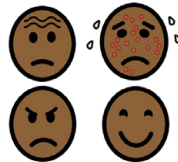


‘all people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence’.

Throughout this section on communication we will refer to a manual called ‘*Families Planning Together: Starting Work on an Essential Lifestyle Plan*’. This document is free for families to download from <http://learningcommunity.us/documents/FPTGuide.11-03.pdf>.

Do you need help to share your thoughts and feelings?

Everyone communicates. People express their thoughts and feelings by using their voice, their eyes, facial expressions, or their body. We use our behaviour to express thoughts and feelings too. For example, we might move towards or try to get things we like, and try to get away from or push away things we don’t like. Sometimes when the people around us don’t understand what we are trying to say, our attempts to communicate can be called ‘challenging behaviour’.



It is very important as a foundation to planning that the way you communicate is understood. Even if you don’t have a device or communication system, you still communicate many things through your body. Your supporters might need help to learn to recognise when you are happy with things, and don’t want change, or when

you aren't happy and want change in your life. Whether or not you use words to communicate, you will be expressing some of your thoughts and feelings through your behaviour.

One way the people supporting you can get help to learn how you express your thoughts and feelings is by doing the section 'Listen to me communicate' on page 65 of the *'Families Planning Together'* manual.

Do you need help to be able to say 'no', refuse and reject choices?

Being able to say 'no', and to have that respected, is essential to your quality of life. Sometimes you might need to try new things to see if you like them, but it is important that you can say 'no' at any time and that your supporters respect your choice. It's ok to change your mind about any part of your plan at any time, and to say 'no'.



You might want to learn how to say 'no' and refuse choices if you don't have an easily understood way of doing that now. For example, you might need help to learn to shake or nod your head, use a key word sign, use eye gaze (e.g. up for 'yes', down for 'no'), or to use switches or other technology to say 'yes' or no. You can ask for help to do this in your plan.

The people supporting you can start to think about some of the ways you already say, or try to say, 'yes' and 'no' to things by completing the 'What things do you like to do?' and 'What do you dislike?' sections of the *Families Planning Together* manual on pages 24 - 25.



You can learn to say 'yes' and 'no' by using switches that you operate with your fingers, your head, or other parts of your body.

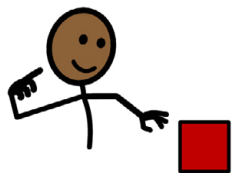


Do you have a way to ask for, and get, attention and interaction from others?

If you don't or can't use speech, other people sometimes think you don't need to interact much or have conversations. That's not true. We all need to know that we matter, what's going on, and to feel connected. Sometimes the only way we can get people to talk with us is by doing something which might be called 'challenging behaviour'. Sometimes people think that 'attention seeking' is a way of misbehaving, rather than a need which all people have for interaction and relationships.

People can learn more about some of the ways you ask for attention or interaction if they complete 'Listen to me communicate' on page 65 of the *Families Planning Together* resource kit. You might need support to find other ways for asking for attention and interaction, such as learning to use a sign or gesture, or getting a communication device.

Do you need help to be able to ask for what you want?



The things you want in your daily life should be easily accessible to you, so that you don't need to ask every time you want something. If you don't use speech, there are many ways you can ask for the things you want which you can't get yourself.

It is important that your supporters know to always respond to your requests, even if the answer needs to be 'no' or 'I don't know'. You should not be discouraged from asking for what you want, when you want it.

You might want support to use symbols, pictures, photos, gestures and pointing, signing, objects or technology to ask for what you want. Another method is called 'auditory scanning'. Auditory scanning is when a communication partner (or a communication device with a

synthetic voice) says words, one at a time, until the person hears what he or she wants to say and selects the item, for example by nodding or hitting a switch when they hear the word they want.

Do you have a way to ask about and know your calendar and routines?

People can feel anxious if they don't know what is going to happen next in their life, what is expected of them, or when things are going to happen. When things are not predictable, or feel out of our control, we can feel stressed. Sometimes expression of this anxiety and stress can be called 'challenging behaviour'.

To find out more about the kinds of routines which you might prefer, you and your supporters could do the 'Gathering More Information About Your Son's or Daughter's Lifestyle' on page 47 of the *Families Planning Together* resource kit.



You and the people around you might need help to create calendars and daily routines which you like, and can understand.

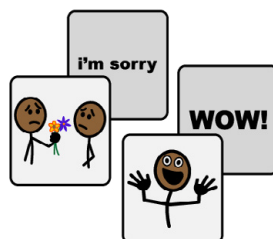
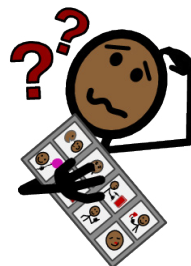
You might also need to think about what's stopping you from having control over your calendar and routines. Maybe you share your home with other people and it is tricky to meet everyone's needs. It might be that people haven't realised that designing the order and ways in which things are done in your life matters to you. Your service might need to think of different ways to do things so that your right to design your own calendar and routines can be upheld.

You may need your calendar or schedules to be expressed in ways you can access and understand. You might also use technology

such as an app on an iPad. For example, you might prefer to use photos, symbols or recorded messages. Some people like to have objects or sounds - for example a set of keys, or the sound of keys jangling, might represent going out in the car.

Can you express everything you need or want to say?

It can be frustrating if you don't have access to enough words to express yourself. You might be behaving in ways which seem challenging to others in order to get your message across. You have the right to aids to support your communication and reduce your frustration. There are more choices than ever when it comes to finding a communication system which suits you. Whatever your needs are, it is worth finding out which local organisations can help you to explore aids and technology (such as iPads or other devices) to help you to communicate.



You might need other support to use a communication system. For example, if you can't use a part of your body to point to symbols, you might need to learn how to use a switch. You could use a process such as Linda Burkhart's Stepping Stones To Switch Access (http://www.lburkhart.com/handouts/stepping_stones_chart_10_12.pdf.)

You might need to access what's called a low tech system, such as a communication book. For example, PODD books (Pragmatic Organisation Dynamic Display) are a way of organising symbols so that people can communicate in an interactive way which supports relationship development.

Do you and the people around you need support to learn how to use your communication system?

Learning to use a communication system is like learning a new language - it takes a lot of time. You will need plenty of opportunities across your day to see your new communication system being used for real interaction. It is important that the people around you are being supported to learn your communication system so they can model how it is used. Communication systems are often called Augmentative and Alternative Communication, or AAC.



It can take time and lots of experimentation and practice to learn to use communication technology, so don't give up.

My ideas about communication



Who am I

Who you are, what is important to and for you and what makes a good life for you, forms the foundation of good planning.

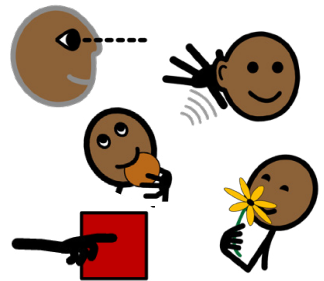
Your journey and the story of your life until now can tell people some very important things about you.

Things that have happened, or experiences you have had can be very useful to share and reflect on when planning your life. There will be things in your history, which you feel good about, and others, which you don't feel so good about. All of these experiences shape who we are, and can help us to think about how we want our future to be, and the experiences we would like more of, and those we want less of.

Discovering who you are starts with finding all the great things about you. These things might be hard to see for ourselves sometimes, so it can be helpful to ask other people what they see in you as different people may see different things in you and what you are great at.

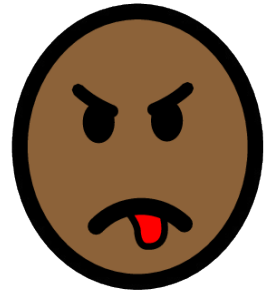
Working out what your specific strengths are can be a little more tricky, as sometimes they may not be easy for people to see, particularly if you have lots of negative labels attached to you and your disability.

Discovering your unique strengths means you may need to think a little deeper about what you have to offer others, what you are good at, what you contribute to those around you, and sometimes what can be seen as a problem, is actually strength.



It is really important that you and your supporters know what you like, and are helping you to have these things as much as possible. These things could be simple, easy things to have every day such as a coffee in the morning etc. They might also include the things you like that are around your home, at work, your routines, people you like to be with, or music you like to listen to.

Likewise, it is just as important that people know what you do not like, and the things, which you feel unhappy about, unmotivated or sad about. Having things or people around you that you don't like, can result in you feeling really bad and can cause anxiety and stress for you, and those who love you.



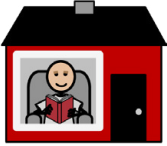
Sometimes, it can be difficult to avoid everything that causes us stress, or unhappiness, so it is important to think about those things that are MOST critical and essential for you to be happy and for your health and wellbeing.

The Who am I cards are a good starting point when thinking about planning and complement Person Centred Planning approaches.

My ideas about who am I?



Home



We have an equal right to live on our own (or with the people we choose), in the community, with the support we need.

You have the right to choose where you live, who you live with and how you live. In the past this has not seemed possible for many people with a disability, but there are more opportunities and models than ever before for you to have more say in where, with whom, and how you live. It might be helpful for you and your supporters to talk to other people and their families about ways that they have found for people to have their own home.

Researchers in Australia have found that people who live in their own home tend to have better quality of life than people who live in places with other people with disability who they have not chosen to live with. They also found that it isn't too expensive for people to live in their own home, and that just because you might have severe or complex disability, that doesn't mean you can't have your own home too⁴.

Western Australian research suggests that there are three important things which make the place you live your home⁵. This means that your home should be:

1. yours, a secure place to live and a place that you have a personal stake in.
2. a place where you can do the normal things that other people typically do in their homes.
3. a reflection of who you are and what you like.

⁴ Taleporos, Brown, McNamara and Forbes 2013

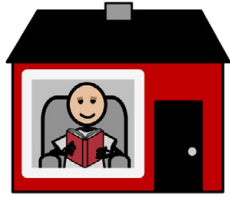
⁵ Cocks, Williamson, & Thoresen 2011

Home is much more than 'bricks and mortar'. Home is a place where people can fully and freely express who they are, and just be themselves. It's a place where people can choose who to have around, and who not to have around. Home is a place where there is privacy and safety. It's important that you think about what is important to, and for, you at home and how you would like your home to be.



There are many other things to think about and decisions to make when you are planning for a home of your own. Check out the cards and the resources at the back of this manual for some more ideas.

My ideas about my home



Safety



It is important for all of us to be safe. Feeling safe means feeling good, calm and happy at home, at the places we go, and with the people we see.

It is important for all of us to be safe. Feeling safe means feeling good, calm and happy at home, at the places we go, and with the people we see.

Feeling safe can mean different things for different people. Some people say that feeling safe feels like

- no-one is going to hurt you
- people care about you
- you know the rules
- you have a say in the way things happen
- people listen to you
- people will help you if you have a problem.

Knowing you are safe and that you know what to do when things go wrong can make you feel better too. It is really important to plan for safety. Planning for safety helps your family and friends and other people who care about you feel better.

Planning for safety can mean doing things in a way which avoids risks. It means making decisions before accidents happen so you know what to do if things go wrong. Planning for safety shouldn't mean that you miss out on doing the things you want to do. There are always risks in life, and things can go wrong even when we are doing activities which we think are safe.

Good safety planning means:

- you can do more of the things you want to do, even risky things
- you have prepared for the risks and have a plan to avoid them
- you know what to do if something happens which hurts you or other people.

Supporting your choices to do the things you want to do is called respecting your right to 'Dignity of Risk'. This is a right all people have. It means you get the support you need to do the things you choose to do as safely as possible.

My ideas about Safety



Safe at home? factors influencing the safety strategies used by people with intellectual disability, Sally Robinson, Southern Cross University, 2013

Work



We have the equal right to work, in a job we choose, and to earn a decent living.

Sometimes people might think that not all people with disability can work. They might not have heard stories about, or know, any people with disability in a paid job. It can be helpful to hear about some real life examples. Sometimes finding the right work can take time, but if your goal is to have a job then you have the right to be supported to find one.

Often when people with disability aren't successful in finding work, this is because they may not have the right support. Good support to help you find work might be hard to find. The 'Work' card set suggests some things you can do which are effective to find and keep work. You might also have difficulty finding work if you and your supporters haven't identified your strengths and gifts, and the places where these strengths might be welcomed and needed. If that's the case, then you might need to start with a Person Centred Plan such as a PATH.

One of the first steps is figuring out what kind of work you might like to do. As well as thinking about your talents and interests, you might need to try things out to see if you like them or not. One way you can try out work is by doing some 'work trials'. Work trials are short periods of time where you try out a particular job to see how you feel about it. It might be one shift of 2 - 8 hours at a workplace. You might not be able to do all - or any - of the tasks at this workplace right away and that's ok - it can take some time to learn how to do

jobs or to work out which jobs you can do. The idea of a work trial is to see if you would like that type of work or workplace.

You might be able to ask the people you or your supporters already know if you could do a work trial at the place they work. You could ask some of the places in your community if you could come in for a one off work trial. (That doesn't mean you can't continue if you find a place that works for you).

Here is an example of how work trials helped one young woman to decide what kind of work she wanted to do:



*This young woman said that she wanted to work at a swimming pool. Her mother agreed that she loved swimming and that this would be a great job for her. Since she did not have any experience working, her vocational counsellor found a public pool in town. The manager was willing to let the vocational counsellor and the young woman complete a **work trial** at the site.*



*Once the woman had the chance to find out that working at the pool involved cleaning the pool, and standing for long periods of time, she decided that in fact she did **not** want to work at a swimming pool. This opportunity saved a lot of time and effort - it prevented her being in a job where she would not have been happy and might not have stayed for very long.*

*This young woman also completed a work trial in a retail clothing store. There she unpacked merchandise, put clothes on hangers, and put price tags on coats. After this **work trial**, she decided that she **liked** working in retail. The young lady had difficulty using the gun to place the price tags on coats, but with training and some modifications she would be able to complete the task. She liked this job because she enjoyed being around other women, talking about clothes, and having the chance to look at the things for sale in the store as she worked.³*



Once you have an idea of the kind of work you might like to try, then you might look for some work experience. Work experience is trying out a job for a longer period of time - it might be a few days or a few weeks or even months. This is when you have a go at learning how to do the tasks which might be involved in your job, and putting in place the kinds of support you need.

It might be important for you to have the right kind of teaching in order to learn how to do your job. Sometimes people think you should be able to do a job well before starting at a workplace, but actually most of us learn how to do our jobs when we start our new job, on the job. You might need some help to create some visual supports to help you to learn or remember parts of your job (a speech or occupational therapist, or teacher, might be able to help you). You and your team might find out about teaching methods such as **task analysis** (breaking down a big task into smaller steps) or **systematic instruction** (learning based on what you already know, and moving from simple to more complex tasks). These methods of teaching have been shown to help many people with disability to learn more effectively on the job.

³ Story reprinted with permission from Professor John Kregel, Virginia Commonwealth University

My ideas about work



Sports and recreation



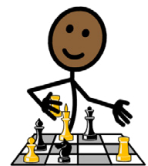
We have the right to take equal part in the arts, sports and leisure.

Sometimes people think you need to be good at something to join in. That's not true! Whatever you are interested in, there will be a way to get involved. You might be really good at sport, music or other recreational activities, and that's wonderful. However, just because you might never have had the chance to try something, or develop skills, that doesn't mean you should miss out. There are many modifications to activities and equipment which can be made so that you can join in.



Many more people with disability are being included in the same sports and recreation experiences which everyone else enjoys, sometimes with some adjustments, additional support, or equipment. You can check out activities which enable people of all abilities to participate in your local community. You might also enjoy joining a team primarily for people with disability, such as wheelchair basketball.

Maybe you don't want to play sport or music, but be like the many Australians who enjoy learning about, watching and talking about sport, the arts or their hobby or interest. Some people have non-player roles in sports teams or arts events too. You might still need some support to do this, for example, to get to events, have the right vocabulary on your speech device, or to make friends who have the



same interests as you. You might find that there is a role you can play at your local sports club if you think about some of the things you like to do, and about what they might need. It can also be rewarding to just be part of a group which shares your interest or passion.



Sometimes you and your community might need support to figure out how to best include you, and that's ok. Often people want to be welcoming but might be anxious about whether they will know the right things to do. With the right support, you can join in and be included. There are people who can help find the best ways to include you in sports and recreation activities.

You can start your own recreation group if you can't find what you want in your local area. You could ask your local council or recreation centre about costs of a room or space, and of a coach or leader. Starting a group yourself means you can design it to suit your needs as well as those of other people.



Whatever you enjoy, there will be a way for you to be included in sports, the arts and recreation.

My ideas about sports and recreation



Sexuality and Intimacy



We have the equal right to sexual education and expression.

People can feel uncomfortable talking about sex, can't they? We hope that the 'Sexuality and Intimacy' cards can help people to find ways to start talking about sex and intimate relationships.

For example, you might have missed out on learning about your body, or you might want to learn more than you know now. Understanding your body means learning about your whole body and how it works - not just about parts which are seen as sexual. It is your right to have education about your body and sexual development in ways which are accessible for you.

A very important part of talking about sexuality is making sure that you can give consent, even if that is just to getting more information. This becomes critical to prevent abuse, which could include someone touching you or having sex with you when you don't want them to. Whatever planning happens in the area of sexuality is your choice. Its ok to say 'yes' if you want something, and its ok to say 'no' if you don't. Especially when it comes to talking about sex, the people in your life need to know how you say 'yes' and 'no', and to respect your wishes. If you and your supporters are not sure about how you communicate 'yes' and 'no', go back to the Communication card set to explore this.

There can be a lot of other things to think about and include in your planning if you are exploring sexuality and intimate relationships. There are things about your body that you need to learn, and things about other people's bodies too. Your feelings about sex



There can be a lot to think about when it comes to sex and relationships, but the important thing is that what you do with your body is your choice.

and relationships are very important and you might need help to understand your own feelings and to express them.

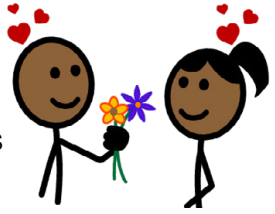
Many people have beliefs about when, where and with whom it is ok to have romantic and sexual relationships. For example, some people believe sex should only happen between two people in a loving relationship, or that only married people should have sex. You might need help to figure out what you think about that. Your culture might also be important to you. There might be some beliefs about sexuality which you have grown up with. You also need to know about sexual health and how to be safe.

That's a lot to think about, and the sexuality cards don't cover everything! But they might help you to get started in terms of thinking about your needs and wishes when it comes to sexuality and relationships.

If you have complex communication needs, you might need some help to make sure that you can ask questions, express opinions and say what you need to say about your body. This might include things like words for parts of your body, sexual health, relationships (for example, you might want words like boy/girlfriend, partner, fiancé, husband/wife or de facto on your communication device). You might need language so that you can talk to a partner and ask for what you want sexually as well as say what you don't want. You might want support to add language to your communication device or system as you explore your sexuality, so that you and your supporters can start talking about sex together.



Starting to explore sexuality can be a gentle process and it doesn't mean going out and having sex straight away. Sometimes it can take a long time for a person to find out about their sexuality. Sometimes our likes and dislikes can change, and that's ok.



Exploring sexuality at first might mean that the people around you just start talking about relationships and sex with you. They might tell you stories from their own experience or about people they know. These might be stories about falling in love, or expressing affection in intimate ways like holding hands or kissing. You might start talking together about love stories you see in movies or on TV, and the ways we see sex in the media. You might talk about whether you agree with the things you see on TV and in magazines.

You and your supporters might want to read some books about relationships and sex. There are organisations who have libraries where you can borrow books and videos. You might want to choose the person or people who help you to look at these books or movies which might go into detail about bodies and sex. You might want some privacy to read or watch them too, and that's ok.

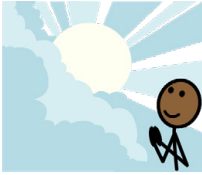
Sometimes expressing yourself sexually can be complex, for example if you have complex disability. Some people employ people called sexual surrogates to help them to learn how to touch their own bodies and to masturbate. Individuals or couples might need help to be able to express themselves sexually, or even just to be intimate or to sleep in the same bed. Sexual surrogates can assist with this too. You or your supporters might feel uncomfortable with the idea of somebody helping you to express your sexuality, but remember that having a disability doesn't mean its ok for you to miss out on this part of your life if it is something that you want.



My ideas about sexuality and intimacy



Spirituality



We have the right to choose our spirituality and beliefs. We have the right to support to join in spiritual activities and communities. We also have the right to choose not to believe or join in with spiritual activities.

Spirituality means different things to different people

Spirituality is part of life for many people and cultures. Some people say spirituality is like a power or energy in a person. It helps them know what they want to do in their lives. It can help them to be strong when life is hard. It can be part of giving thanks when things are good. Some people celebrate special events like weddings or birth with spiritual rituals.

For many people spirituality can be about:

- God and friendship with God
- religion or faith
- the meaning and direction of life
- understanding the world and their role in the world
- an important part of who they are
- a strong feeling of being friends with other people who love each other
- a feeling of being connected with nature
- a feeling of awe and wonder when they think about ideas from science or maths
- wanting hope and peace
- wanting more love in the world
- a belief that there is more to life than our bodies and material things

You might decide that spirituality isn't for you right now, and that's ok. You might still want to learn more about the role it plays for other people, especially people who are close to you.

How is spirituality important for some people?

For many people spirituality is part of their daily life. People might have religious things they like to do, for example praying or reading religious books like the Bible or Koran. They might have special ways of celebrating religious festivals. People's beliefs affect how they celebrate births and marriages, and how they mourn deaths. Spiritual beliefs can be very important when things are hard, and when they are good.

Spirituality can be part of how you make decisions. Religions can have rules about what is and isn't ok. For example; it is not ok to steal things from other people, or it is important to forgive people when they do something wrong. What you believe can affect your relationships, and the choices you make every day.

If you already have a religion or beliefs:

It is important that you have the support you need to practice your faith in the ways you choose. You might need support to practice the beliefs and traditions of your family or culture. In order to support you well, your supporters might firstly need to understand that people who belong to a particular religion may have different beliefs and ritual practices if they come from different countries. They may need to learn more about your history and the story of you and your family.

Your faith community may also need help to include you. For example, you may need transport to get to church each week. Your church congregation may need support to get to know you so they can include you. You might need easy-to-read materials, or pictures to help you to understand church services.

If you or your supporters don't already know what spirituality means to you, would you like help to explore that?

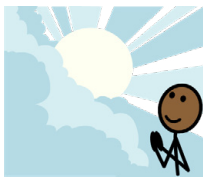
How do people learn about different religions and beliefs? Many people find out about different beliefs:

- by talking to other people
- visiting different spiritual places and communities
- joining in services and activities
- reading books or watching films about religion

Your supporters can listen to what you say about different spiritual experiences, or watch how you respond to see if you like certain things.

Multicultural Aged Care 'Culture and Spirituality' from <http://www.mac.org.au/docs/emodules/emod-Spirituality.pdf>

My ideas about spirituality



Equipment and Technology

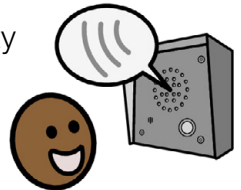


There is a large variety of mobility equipment and aids for everyday living available to help people with disability. These can help people to maintain independence in the activities, help them keep safe in their home and community and to participate in things that are important to them.

Aids and equipment can be specialised, so finding the right help and advice is essential. You may know exactly what you need, and how it needs to be designed, but sometimes, it may be a little more difficult to work it out. An experienced health person will help you to select the aids and equipment most suited to your needs in these circumstances, ie an occupational therapist or physiotherapist etc. There are a number of resources at the back of this booklet.

Equipment can be used for a whole range of things including:

- equipment or technology which helps you to do things at home
- products to assist with your personal care or safety
- assistive products for hearing
- assistive products for vision
- to work out what changes that may need to be made to your home so that you can be independent and safe
- specialised seating for wheelchairs, or help to transfer
- equipment to help you to get around?
- a vehicle, or modifications to your vehicle
- to choose, set up and learn to use your equipment or technology



It is very important to consider equipment in the context of planning, and the importance of it in your life.

My ideas about equipment and technology



You can get more information about types of equipment from the Independent Living Centre WA (<http://ilc.com.au>), and support to modify equipment from Technology Assisting Disability WA (<http://www.tadwa.org.au/default.aspx?cntID=1>).

Equality and Access

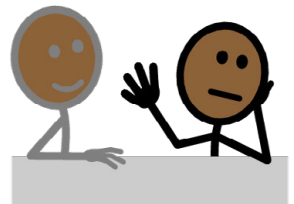


We have the right to be treated as equal citizens.

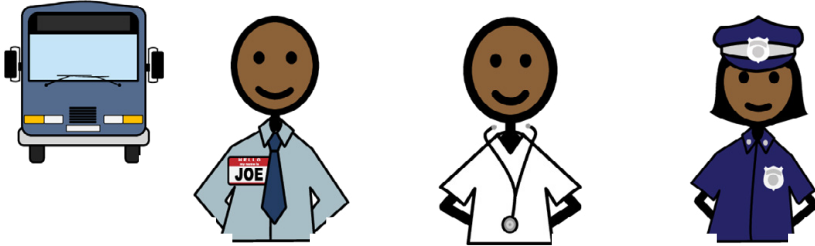
Sometimes it can feel like the rules for people with disability are different from those for other people. Having equality means that it is assumed and expected that you have the same rights as others - the right to vote, to have a job, your own home and family, to have choice and control in your own life, and to make your own decisions. You also have the right to be able to get to and use public spaces and public services. Buildings must have a way for you to get in. Information must be given to you in a way which you understand. If you need an assistant to be included in any activity, you have a right to that support.

Many people are working to create a society where your rights to all of these things are upheld. Unfortunately there can be times when things don't work the way they should. You might need help to make sure that you are treated as an equal citizen with everyone else.

This card set is designed to help you at those times.



Do you need help to understand how the systems you are in work?



There are many systems which you might come across. For example, you might be involved with disability services, Centrelink, transport, health, the police or education systems. There might be barriers in any of these systems which stop you from getting what it is your right to have. Sometimes the people who work in these systems don't always understand how to properly include people with disability. If you are having trouble with any system, then it might help to get support to understand how systems work.

There are many people who might be able help you to find out what the rules, policies or guidelines of a system actually are, and what they mean for your situation. For example, you can ask a family member or friend. You could ask the people you know if they know anybody with the knowledge you need. For example, if you are trying to understand the education system, you might ask if anyone knows any teachers or principals who might help you.

You can also ask professional people you know who work in the system, for example your health worker or disability services co-ordinator. If you can't find anybody in your community to help you, then you can ask for help from a systemic advocacy organisation. Advocacy organisations can help you to understand and communicate with systems.

Do you need help for your voice to be heard?

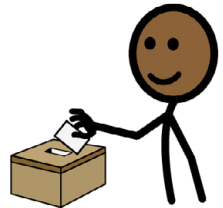
If other people are having difficulty understanding your point of view, then you can get some help to be heard and to have your rights upheld. You can ask a friend or family member to coach you, or to come along to meetings with you to help people to understand you. If you don't know anybody in your community who can help you, then you can ask for an advocate. An advocate is somebody who represents and works with a person who may need support to ensure that their rights are upheld.



You can also ask for legal help from a lawyer or legal service if you think people are discriminating against you because of your disability.

Do you need help to vote in local, state and national elections, and in other processes?

People might assume that because you have a disability, you don't have the right, or the ability, to vote. They might doubt your ability to understand election issues. However, if we think about it for a minute, nobody else who has the right to vote has to justify that they have made a well informed decision in elections. People get impressions about elections from the media, from the internet and from their family, friends and culture. It is assumed we all have the right to vote, regardless of our decision making process. You don't have to prove that you have the ability to vote. You have the right to support to help you understand the issues involved in voting, and to help you to place your vote. The next section on supported decision making might be helpful if you would like to explore ways to make an informed choice when it comes to voting.



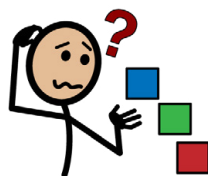
You and your supporters can practice voting in daily life in ordinary ways, for example by taking a vote on which kind of take away to have for dinner. When you are in a group of friends, or with your family, you can talk about issues which you might see on the news or in the newspaper, and ask what everyone's opinions are. You can watch news or read newspapers and magazines and think about some of the stories and what you think about them. (You could get some news websites on your computer or iPad, so you can hear the stories read to you). You could ask people you know who they vote for, and why, to see how other people make voting decisions.

Do you get the support you need to make decisions?

People are becoming more aware that people with disability have the right to make decisions about their own lives. One way to help this to happen is called supported decision making. In being supported to make a decision, you might invite people you know to help you. Your supporters may help you to gather and understand information about a decision, and assist you to weigh up pros and cons.

The basis of supported decision making is support from people you are in close relationship with and who know you well. (If you don't yet have people in your life like this, then you could use the 'Building your group of supporters' and 'Who Am I?' cards to get started). Supported decisions are often made informally and naturally with the help of people you know. Sometimes they can also be facilitated in a more formal way, for example using talking mats to help people with complex communication needs.

Supported decision making assumes that with the right support, people can make decisions. People need opportunities to make real decisions in order to develop their decision making ability. It doesn't mean



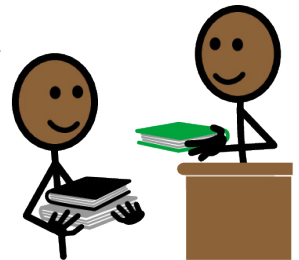
that people should begin by making high risk decisions. The range of decisions which people are offered can be gently extended, and their needs for support thoughtfully explored.

Anyone in a supporting role helping somebody to make decisions should be mindful of any possible conflict of interest. Supporters need to think about their investment in the decision being made and about whether they might influence the outcome, before deciding to support any particular decision.

Are you able to access the same community places as other people?

Every area and facility open to the public should be open and available to people with a disability. This includes places like libraries, places of worship, government offices, hospitals, restaurants and shops. You should be able to enter and make use of places used by the public if people without a disability can do so.

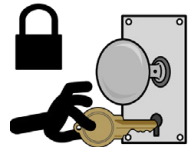
The Disability Discrimination Act (DDA) makes it against the law for public places to be inaccessible to people with a disability (<https://www.humanrights.gov.au/dda-guide-ins-and-outs-access>). This applies to existing places as well as places under construction. To comply with the DDA existing places may need to be modified to be accessible. If you are not able to access a community place, you can contact an advocacy organisation to help you, or get information on how to make a complaint with the Australian Human Rights Commission.



Are there things happening to you that you don't like?

When something is wrong, some people might try to hurt themselves or others, break things or run away. Their supporters might not know how to help when people do these things. For example, they might do things like taking things away which they like or stopping them from doing the things they want to do. People might do these kinds of things when they don't really understand why a behaviour is happening. They might need help to learn about some better ways of responding when they feel challenged by behaviour.⁶

If there are things happening to you that you don't like, it is very important that your supporters get help to find out why you might be behaving in certain ways. The 'Communication' cards might be helpful to figure this out. In your plan, you can ask for help for your supporters to find out what you need so that you don't need to behave in challenging ways.



⁶ What are Restrictive Practices and what service providers need to know, Debbie Lobb, (Disability Services Commission), 2013.

My ideas about equality and access



Do you need help to decide who is going to manage your funding and hire your team?



Individualised Services are about people living good lives, in community. It's about relationships, contribution, belonging, and being valued. (WA's Individualised Services (WAIIS))

With the NDIS, you can choose how to manage your own funding and supports. You can choose to self-manage, Agency manage, or have a Plan Management Provider. The 'Managing your supports' cards are there to help you to think about what's involved in hiring paid supports, and to help you to choose which parts you would like to manage yourself.

Self Management

Self management is a way for you and/or your family to direct, control, manage and monitor your support, in a way that makes sense to you. It's an approach that works to increase your control and supports you to achieve your goals, so you can live your life in a way that you choose.

It involves you and/or your family having full control over your own funding, supports and services. It means you want to take full responsibility for all aspects of your supports which include budget monitoring, keeping records secure (financial, personal, etc), interviewing, selecting, recruiting, orientating, inducting, training, supervising support people and paying your staff including taxation and

superannuation. There are also legal requirements such as insurance and protecting support people and by providing a safe work place.

You may choose to engage a business or organisation to undertake the financial and administrative processes on your behalf such as paying your staff. People and families have told us that they like to have the freedom of recruiting, employing and training staff without having to also process time sheets, manage annual leave forms and pay taxation. They also tell us that one of the biggest factors in making self-management work well is a belief that people and families are the experts on their own lives. It honours their freedom to direct the thinking, designing, developing and problem solving.

Self-management is for people and their families who want all of the following:

- the responsibilities and to be the employer.
- more choice, control and flexibility over who supports you and when.
- to be respected as an expert on your own life.
- to determine your own personal goals and arrange supports accordingly, based on their preferences and what's important to them.
- to manage your support.
- to manage your budget.



Agency Managed

Agency managed is when the National Disability Insurance Agency (NDIA) manages your funding and your service providers claim payments for services directly from the NDIA. People who choose Agency managed can still self direct parts of those services with their chosen service providers. Self Direction is being able to guide the design of your supports with your provider.

The provider is the formal employer of the support persons and is contractually responsible for those supports and services. The provider will help you to design your support package, employ and supervise the staff and take care of all of the paperwork and funding requirements.

Plan Management Provider

Another option is for a registered Plan Management Provider to manage your funding in your plan. The Plan Manager will manage your funding on your behalf. They can make claims from the NDIS and pay your service providers for you.

You may wish to consider some of these things if you want to have an organisation manage the supports for you:

- Do I want to direct my own supports?
- Do I want someone else to take responsibility for being the employer including recruiting, training and supervising staff?
- Do I want help with designing and organising my supports?
- Do I want someone else to coordinate the day to day supports I receive?

If you have chosen some areas you might like to plan for, then your next step is to check out some of the resources on the following pages. Remember to look at some videos and websites before you start using the card sets. You can write or draw some of the things you notice or ideas you like.



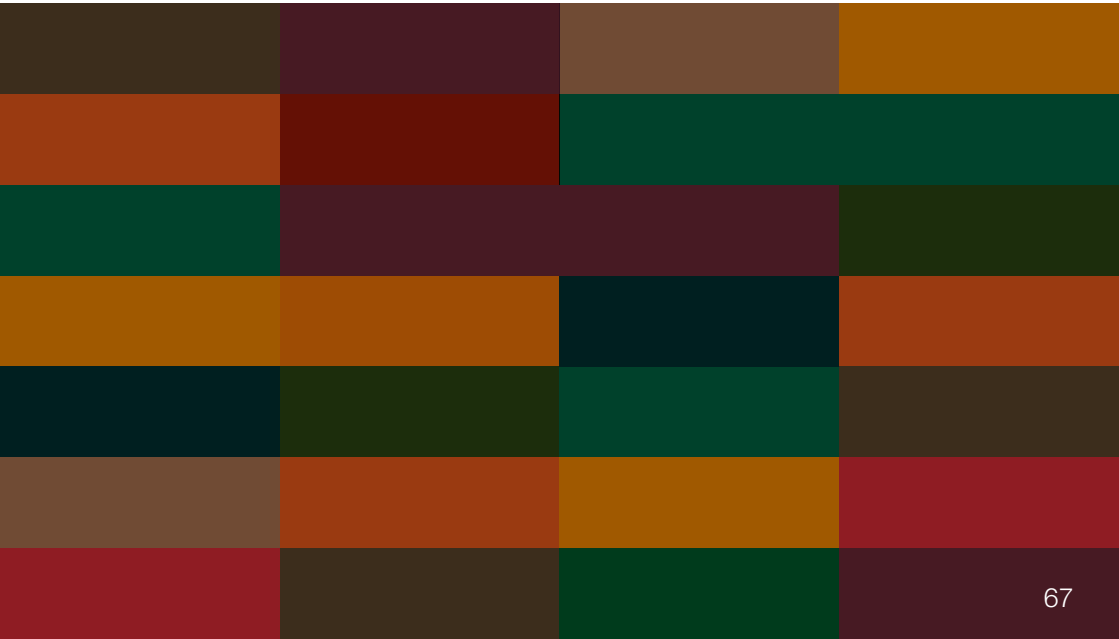
Whatever way you want to manage your supports, it works best when people and families are recognised as the experts on their own lives

My ideas about managing my funding and employing my team



You can get more information and support on managing individualised services from WAiS
(<http://waindividualisedservices.org.au>)

Resources and Links



Building your group of supporters resources



<http://plan.ca/what-we-do/networks/plans-networks/>

How building a group of supporters can help you to have a more safe and secure future. Join the Facebook page for ongoing updates.

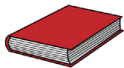


<https://www.facebook.com/JoinPLAN>



<https://www.youtube.com/watch?v=IF-h0omli4I#t=12>

PLAN: Al Etmanski talks about PLAN Networks



<http://store.planinstitute.ca/collections/books/products/a-good-life-electronic-book>

A Good Life by Al Etmanski - the link here is for the e-book, but you can also buy it in hard copy. His other book 'Safe and Secure' is also often recommended.



<http://www.velacanada.org>

A Microboard™ - a group of family and friends forming a non-profit society supporting one person.



<http://microboard.org.au>

About microboards in Australia.



<http://www.jrf.org.uk/publications/loneliness-resource-pack>

Loneliness Resource Pack - helps all of us to take a closer look at – and reduce – loneliness.

Communication resources



<http://practicalaac.org>

Professor of speech-language pathology Carole Zangari's award winning blog



<http://www.asha.org/uploadedFiles/NJC-Communication-Bill-Rights-Poster.pdf>

Summary of rights from the Communication Bill of Rights put forth in 1992 by the National Joint Committee for the Communication Needs of Persons with Severe Disabilities.



<http://practicalaac.org/tag/aided-language-input/>

Practical AAC links to YouTube videos on best practice.



<http://www.agosci.org.au>

The AGOSCI conference runs alternate years and is a rich source of information



<http://discussions.eq.edu.au/listserv/subscribe.html>

Join the PODD chat listserv for email based discussions about using symbol based communication systems.



<https://www.agosci.org.au/Listserv>

Join the AGOSCI listserv for general email based discussions about all aspects of communication.



<http://ilc.com.au/services/ilc-technology/>

Independent Centre Tech Tech delivers information and training on communication and devices.



<http://www.lburkhart.com>

Linda Burkhart's Simplified Technology website has lots of resources especially for people with very complex needs.



<https://www.facebook.com/groups/AlternativeAwesomeCommunicators/?fref=ts>

Facebook group to encourage community among AAC users and their families.



<http://www.scopevic.org.au/index.php/site/resources>

Free communication resources for a range of purposes which you can download.



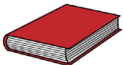
<http://vimeopro.com/user6314524/living-a-good-life-personal-support-networks/video/69859154>

Living a good life - Wallee. An Australian video about Wallee who uses an ipad to communicate.



<http://www.ecu.edu.au/degrees/courses/graduate-certificate-of-education-special-education-complex-communication-needs>

Community members without a degree can audit the units in this communication degree at Edith Cowan University on Being an Effective Communication Partner and Literacy for All.



http://www.augcominc.com/newsletters/index.cfm/newsletter_20.pdf

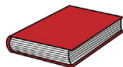
Augmentative Communication News focusing on auditory scanning.

Who am I? (Person Centred Planning) resources



<http://www.familiesleadingplanning.co.uk/Documents/PCP%20Key%20Features%20and%20Styles.pdf>

Person Centered Planning: Key Features and Approaches by Helen Sanderson is a good overview of this style of planning.



http://www.inclusion.com/everyday_lives.pdf

Describes the foundation of person-centered planning and its potential for creating a better future for people and for influencing change.



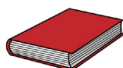
<https://www.youtube.com/watch?v=AsCl1LTKPuk&app=desktop>

'What I'd Say' by Michael Steinbruck is a music video about the principles of person centred planning and rights.



<https://www.youtube.com/watch?v=tvANuym5VXY>

Michael Smull - Definitions. What is meant by person centred approaches, thinking and planning?



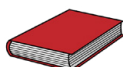
<http://rtc.umn.edu/docs/pcpmanual1.pdf>

Increasing Person Centered Thinking manual from University of Minnesota



<http://vimeopro.com/user6314524/living-a-good-life-personal-support-networks/video/69723256>

Living a good life - Brenton. An Australian short film about a person centred approach.



<http://www.inclusion.com/jobrien.html>

A little book on 'Person Centered Planning' edited by John O'Brien and Connie Lyle O'Brien - find this and similar books at inclusion.com.



<http://helensandersonassociates.co.uk/person-centred-practice/maps/>

What is MAPs? A summary of the MAPs process - typically used in a meeting lasting 2-3 hours with the person and those close to them.



<https://www.youTube.com/watch?v=IXMALqo4E24>

Beth Mount's TED talk - Beautiful Justice asks us to assume that everyone has a gift, and a destiny.



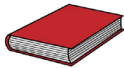
<http://www.inclusion.com/maps.html>

MAPS - Making Action Plans - is a planning process for people and organisations that begins with the person's story and helps us to know the person, dream with them and begin to build a plan to move in the direction of their dreams.



<http://www.inclusion.com/path.html>

PATH is a creative planning tool which starts in the future and works backwards to an outcome of first (beginning) steps that are possible and positive. It is excellent for team building and has been used to mediate conflicts.



<http://www.inclusion.com/bkmakeadifference.html>

'Make a Difference'. This book Guides a Learning Journey that supports action-learning about relationship building, planning with people in a person-centered way, supporting choice, & building community inclusion.



<https://www.youtube.com/watch?v=4im4s0qa5AE>

Denise Bissonnette recites her poem "Clueless" which challenges us to look beyond a person's barriers or limitations and gain a more expansive view of their passion, gifts, and possibilities.



https://www.youtube.com/watch?v=DNQqd_PRKdY

'Gifts and Possibility' Denise Bissonnette explains the importance of "possibility thinking" in her approach to job development - helping job seekers to see beyond their perceived limitations, to discover their own unique gifts, and to open their worlds to new possibilities.



<http://waindividualisedservices.org.au/individualised-services/person-centred-planning/>

Person Centered Planning and the history as to how it came about.



<http://learningcommunity.us/documents/FPTGuide.11-03.pdf>

Families Planning together guide to Starting Work on an Essential Lifestyle Plan has a number of individual planning activities.

Home resources



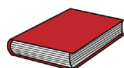
<http://www.belongingmatters.org/#!members-lounge-home/c1zf1>

Belonging Matters Australian videos about independent living, including talks by families, individuals and professionals.



<https://jaynolan.org/supported-living/>

Jay Nolan Community Services about how to set up a successful home with links to success stories.



<http://cru.org.au/wp-content/uploads/2013/03/CRUcial-Times-40-March-2008.pdf>

This March 2008 edition of Crucial Times (Queensland) is dedicated to the theme of 'Creating Home: An Exploration Of The Efforts And Commitment To Create Individual Lives, Not Just Bricks And Mortar'



<http://vimeopro.com/user6314524/living-a-good-life-personal-support-networks/video/77947360>

Living a good life - Victoria. The first of a series of Australian short films about Victoria's story of living independently in her community.



<http://vimeopro.com/user6314524/living-a-good-life-personal-support-networks/video/69782340>

Living a good life - Tom. Tom's story about finding his adult life and his own place.



<http://vimeopro.com/user6314524/living-a-good-life-personal-support-networks/video/69733155>

Living a good life - Margaret. Margaret's circle of support helps her to live independently.



http://otsw.curtin.edu.au/local/docs/ISL_Manual_2011.pdf

Western Australian 'Individual Supported Living Manual' by Professor Cocks, M. Williamson & Dr Thoresen (Curtin University 2011) explores how to create and maintain a home for a person with disability.



<https://www.youtube.com/watch?v=qzd8cljTjDw>

Naturally', a song by Michael Steinbruck about having your own home.



http://waindividualisedservices.org.au/wp-content/uploads/2014/05/WAIS0002_My-Life-Your-Life-Our-Life-3.pdf

My Life, Your Life, Our Life - A Guide for Flat-mates, Homesharers & Co-Residents by WA's Individualised Services

Safety resources



<http://www.sdps.wa.edu.au/sites/default/files/SBSS%20Protective%20Behaviours%20Flyer%202016.pdf>

What is Protective Behaviours? information brochure.



<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/talking-to-young-people-with-intellectual-disabilities-about-sex>

Talking to young people with intellectual disabilities about sex (Victorian State Govt website) identifies risks and safeguards.



<https://www.fpnsw.org.au/health-information/individuals/disability/sex-safe-and-fun>

Sex Safe and Fun downloadable Easy English booklets from Family Planning NSW.



<https://www.1800respect.org.au/get-help/staying-safe-understanding-safety-planning/safety-planning-for-women-with-disabilities/>

National Sexual Assault, Domestic Violence Counselling Services Safety Planning for women with disabilities



<https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-disability.pdf>

Commission for Children and Young People tip sheet on increasing safety of children with a disability.



https://www.unicef.org/publications/files/Its_About_Ability_final_.pdf

Its About Ability - the Convention on the Rights of Persons with Disabilities (UNICEF) created for and with the participation of children with disability. Human Rights help to keep us safe.



<https://www.mentalhealth.org.uk/learning-disabilities/publications/staying-safe-social-media-and-online>

Staying Safe on social media and online Easy English guide about how to keep safe when using social media and the internet.



<https://www.mentalhealth.org.uk/publications>

Mental Health Foundation UK resources to understand anxiety and fear and ideas about what to do if you feel unsafe.



<https://www.youtube.com/watch?v=w702rUeoRfQ>

Right to Risk - 8 people with disability on a 15 day whitewater rafting journey through Arizona's grand canyon.



<https://www.youtube.com/watch?v=l4YNADV6fK4>

The Dignity of Risk - US based Trips Inc share their vision for people with disability doing everything that everyone else does - or more.



https://www.adhc.nsw.gov.au/__data/assets/file/0009/338814/Practice_Guide_to_Person_Centred_Clinical_Risk_Assessment.pdf

Centre for Disability Studies Practice Guide to Person Centred Risk Assessment for organisations.



<http://www.derbyshirehealthcareft.nhs.uk/about-us/publications/easy-read-health-information-guides/>

Derbyshire Healthcare UK selection of easy read information guides about health and staying safe.



http://www.justice.qld.gov.au/__data/assets/pdf_file/0009/447084/safe-at-home-factors-influencing-the-safety-strategies-sally-robinson.pdf

Safe at home? Sally Robinson's Australian research into factors influencing the safety strategies used by people with intellectual disability offers insights to safety.



http://www.redcross.org.au/files/Emergency_services_REDiPlan_easy-english_20110609.pdf

Red Cross 4 steps to plan for an emergency (Easy English) takes you through the steps of safety planning for emergencies.



<http://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/Pages/default.aspx>

The WA Department of Fire and Emergency Services website has information and planning advice for a range of emergencies.



<http://www.mfb.vic.gov.au/Media/docs/English%20-%20Fire%20safety%20for%20older%20people%20and%20people-5067e7bb-6757-4460-86ad-d5729824fab9-0.pdf>

Fire safety for older people and people with disability by the Melbourne Fire Brigade has advice on fire safety planning.



http://www.nswcid.org.au/images/factsheets/ER4_MeAndMyMeds.pdf

Me and my medication is an Easy English booklet talking about medication and planning for safety.



<http://www.upandaway.org>

Put your medicines up and away and out of sight campaign for safe medication storage (USA).



http://www.nswcid.org.au/images/pdf/health_fact_sheets/4_Fact%20Sheet.pdf

Adults - Signs of Illness from the NSW Council for Intellectual Disability advice for supporters to recognise when something is wrong and to get help faster.

Work resources



https://19-acci.cdn.aspedia.net/sites/default/files/uploaded-content/field_f_content_file/eotb_-_disability.pdf

The Australian Chamber of Commerce and Industry Employ Outside the Box report on the benefits of employing people with disability.



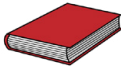
<http://readywillingable.ca>

The Ready, Willing & Able initiative increases employment of Canadian people with developmental disabilities - stories and examples.



<http://www.belongingmatters.org/#!/members-lounge-work/cfaw>

Belonging Matters videos about work for people with developmental disability.



http://www.thecamdensociety.co.uk/upload/public/microenterprise_and_learning_disability_nov_11_final_copy_1_.pdf

Micro-enterprise and Learning Disabilities from the UK has examples of successful micro-enterprises.



<https://www.youtube.com/watch?v=0FPjRl1Y0rY>

What do you want to do when you grow up? Alberta Association for Community living on the importance of having a vision and how to enact it.



<https://www.gov.uk/government/publications/disability-confident-case-studies/disability-confident-case-studies>

A collection of videos about successful open employment in the UK.



<https://employment.gov.au/new-enterprise-incentive-scheme-neis>

The New Enterprise Incentive Scheme (NEIS) provides accredited small business training to help you become a self-employed business owner.



<http://www.worksupport.com/>

Virginia Commonwealth University web portal has employment resources for people with disability



<http://youtu.be/Wdv8-3GuczQ>

Adam's Apple Documentary - Adam is a young man with autism who has his own delivery business, two jobs and volunteers in his community.



<http://youtu.be/gIKCicC8P6I>

Open Employment: Harris Farm Markets and Job Support. An Australian success story about work.



<https://www.youtube.com/user/WiSeMovies>

Washington Initiative for Supported Employment has many videos on employment and people with developmental disability.



<http://jobsearch.gov.au/provider/connectionsforquality.aspx>

Connections for Quality - information about services offered by Job Services Australia and Disability Employment Services providers to help you make an informed choice of provider.



https://disabilityemployment.org.au/static/media/Employers_Guide_Web_Ready.pdf

Employer's Guide to Partnering with Disability Employment Services from the Australian Network on Disability has useful guidelines and stories.

Sports and Recreation resources



<http://www.dsr.wa.gov.au/docs/default-source/file-about-us/file-plan-for-the-future/fair-play.pdf?sfvrsn=0>

Fair Play Strategic framework for inclusive sports and recreation maps the strategies for organisations to successfully include people with disability.



<http://www.inclusionwa.org.au>

The Inclusion WA website has a range of resources on joining in sports and recreation.



<http://www.wadsa.org.au>

The WA Disabled Sports Association provides a range of services supporting inclusion in sports.



<http://www.tadwa.org.au/>

Technology Assisting Disability WA (TADWA) innovate and modify recreational equipment.



<http://www.dadaa.org.au>

DADAA runs a range of projects to include people with disability in the arts.



<http://www.clpg.org.au>

The Community Living and Participation Grants are to assist people with disability to join in recreational activities.



https://www.youtube.com/watch?v=p0w29_UJAVU

Peter Down's 4 part series explores practical strategies for including people with disability in sports.



<https://www.youtube.com/watch?v=3Kv0uNf5VKI#t=20>

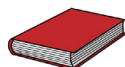
Australian student Mac and his mates at school play adapted handball.

Sexuality and intimacy resources



<http://autismnow.org/wp-content/uploads/2013/02/Relationships-and-Sexuality-Tool.pdf>

Relationships and sexuality - A handbook for and by autistic people, is written by adults with autism and engages in frank discussion of sexuality.



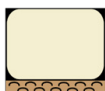
<http://tarheelreader.org/2014/11/17/asking-permission-to-touch/>

Tarheel Reader has a number of online books such as this one 'Asking Permission to Touch' about personal boundaries.



<http://www.foxsearchlight.com/thesessions/>

The Sessions - a movie about sexual surrogacy for people with disability starring Helen Hunt.



<http://www.scarletroad.com.au/about/>

Scarlett Road - a movie about sex work and people with disability.



<http://secca.org.au>

Secca supports people with disability to learn about human relationships, sexuality and sexual health.



<http://www.mcall.com/entertainment/mc-shane-burcaw-laughing-girlfriend-nightmare-20150201-story.html>

Shane Burcaw's column on life and disability looks at his relationship with his 'abled' girlfriend Anna.



http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Sex_education_-_young_people_with_intellectual_disabilities?open

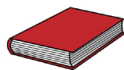
Sex education - young people with disabilities. A summary of good practice with young people.



<http://www.touchingbase.org>

Touching Base provides information for people with disability or their carers on how to access the sex industry.

Spirituality Resources



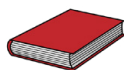
http://www.opwdd.ny.gov/sites/default/files/documents/All_Are_Welcome_Guide_NEW_September_23.pdf

All Are Welcome' - A Faith Community Inclusion Guide. This comprehensive guide from New York's Office for People With Developmental Disabilities is full of ideas for any faith communities to become inclusive and welcoming.



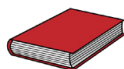
<https://www.youtube.com/embed/f4-vXy5SUts>

Real Life Stories of Faith Inclusion by New York's Office for People With Developmental Disabilities is a short film with stories of inclusion in Christian and Jewish faiths.



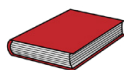
http://www.learningdisabilities.org.uk/content/assets/pdf/publications/religious_expression.pdf?view=Standard

'Religious expression, a fundamental human right' report on an action research project on meeting the religious needs of people with disability provides guidelines for training in Disability Service Organisations and thoughts on how faith communities can be more inclusive.



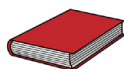
http://www.learningdisabilities.org.uk/content/assets/pdf/publications/why_are_we_here_summary.pdf?view=Standard

'Why Are We Here?' Accessible Summary report in plain English on meeting the spiritual needs of people with learning disability from their point of view includes recommendations for supporting the spiritual life of people with disability.



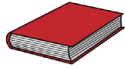
http://www.abdn.ac.uk/sdhp/documents/no_box_to_tick.pdf

'No box to tick' is a handbook for carers of people with disability explores the spiritual needs people have, regardless of whether they are involved in organised religion.



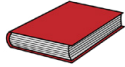
http://www.abdn.ac.uk/sdhp/documents/what_is_important_to_you.pdf

'What is important to you?' is a handbook in plain English for people with disability about spirituality.



https://www.opwdd.ny.gov/opwdd_community_connections/faith_based_initiatives/documents/communitylink_spiritual_indicator_guide

The 'Spiritual Indicator Guide' is a tool to help the person and their supporters explore and plan for their spiritual life. It includes ideas and visual supports for people with complex communication needs.



Including People with Disabilities in Faith Communities: A Guide for Service Providers, Families, and Congregations by Erik W. Carter

Stories and strategies for families, service providers and congregations to include people with developmental disability.



<https://www.youtube.com/watch?v=sBScpLlleio>

Autism and Faith is designed to be a tool to start the communication process and foster stronger support for families in their various religious congregations.



<http://larche.org.au>

L'Arche communities provide homes and workplaces where people with and without intellectual disabilities live and work together as peers in inclusive communities of faith and friendship.



<http://www.creativespirits.info/aboriginalculture/spirituality/what-is-aboriginal-spirituality#axzz4514QGBxq>

The Creative Spirits website explores many aspects of Aboriginal culture including spirituality.



<https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#axzz4hxMCTTi6>

Creative Spirits articles about the meaning of land to Aboriginal people.



<https://www.youtube.com/watch?v=pkY1dGk-LyE>

DADIRRI (Official Miriam Rose Ungunmerr Baumann Video)



<https://youtu.be/w0sWIVR1hXw>

The Land Owns Us about how the connectedness of every living thing is a way of living for Aboriginal People.

Equality and Access resources



<https://www.dss.gov.au/our-responsibilities/disability-and-carers/program-services/consultation-and-advocacy/national-disability-peak-bodies>

Australian Government's Department of Social Service's list of peak Disability Advocacy agencies if you would like help understanding the system you are in, or support with being heard.



<http://www.humanrightscommission.vic.gov.au/the-law/equal-opportunity-act>

Explanation of the Equal Opportunity Act (2010). It is against the law for public places to be inaccessible to people with disability.



<http://education.aec.gov.au/teacher-resources/voting-activities.html>

Voting activities for people with disabilities and learning difficulties - supporting materials to participate in elections.



<http://votecompass.com>

Vote Compass is an interactive electoral literacy application developed by political scientists and run during election campaigns.



<https://www.humanrights.gov.au/complaint-information>

If you are not able to access a community place, you can get information on how to make a complaint with the Human Rights Commission.



<http://waindividualisedservices.org.au/wais-publications-and-resources/>

Supported decision making tools free for everyone to use, by WA's Individualised Services.



<http://www.talkingmats.com>

Information on talking mats to help people with complex communication needs to talk about things that matter to them, including free trials.



www.disability.wa.gov.au/disability-service-providers-/for-disability-service-providers/services-for-disability-sector-organisations/positive-behaviour-strategy/

The Disability Services Commission's Positive Behaviour Strategy has a range of downloadable resources to help you understand and reduce restrictive practice, or to not use at all. Check out the Restrictive Practices Issues paper, and What Service Providers Need to Know.



hpod.pmhclients.com/pdf/we-have-humna-rights.pdf

We Have Human Rights is a human rights handbook for people with developmental disability, from the Harvard Project on Disability.

Contact us at
admin@waindividualisedservices.org.au



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