

How to use these cards



2nd Edition.

Resources by:



[www.microboard.org.au](http://www.microboard.org.au)



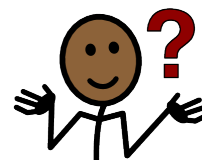
These cards complement Cultural Competency training developed by UnitingCare West.

SymbolStix symbolic language has been used throughout this card set  
(<https://www.n2y.com/products/symbolstix>)

You may also find the Preparing to Plan Resource Guide and Card Set  
<<http://waindividualisedservices.org.au/wais-publications-and-resources/>>  
produced by WA's Individualised Services useful.

## There are six groups of cards

Each group has a question on the header card.



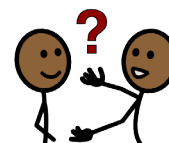
**ALL ABOUT ME.** Do people know the person really well?



Do people know how to help the person to be healthy?



Does the family and community get good help?



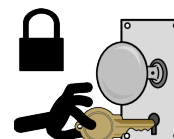
Does the person get help to communicate and be understood?



Does the person get help for their relationships?



Are the person's human rights respected and upheld?



Have people stopped using restrictive practices with the person?

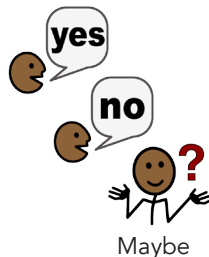
# How to use these cards

These cards complement Cultural Competency training developed by UnitingCare West. You can watch a video demonstration on the Strong People DVD or read the following instructions.



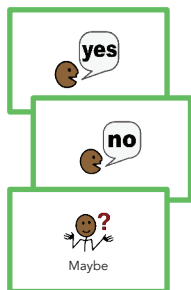
## These cards work best with a group of people.

The group can include the person and people who know and care about them, like their family, community, friends and service people.



## Briefly tell the group about the person's behavior that you are thinking about.

Remember, when a person becomes quiet, sad or withdrawn, that can also be a sign that they need help.

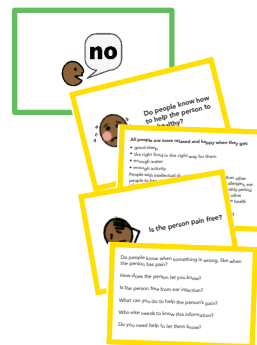
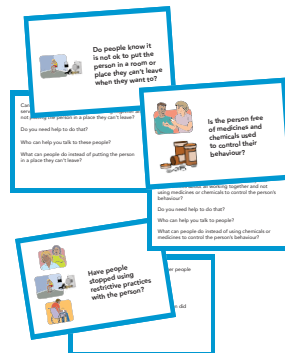
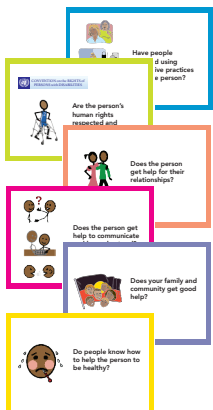


Spread out the **Yes**, **No** and **Maybe** cards.

Answer the question on each of the **6** header cards.

Place each header card in a **Yes**, **No** or **Maybe** pile. Do it quickly, based on **your gut feeling**.

Choose **1, 2 or 3 header cards** from the No pile. These are the questions you think will most likely help as you think about the person's behavior.



Get all the **same colour cards** together for each of the cards you choose from the **No** pile.

Answer the questions on the front of each card in each set.

## Place each card in a Yes, No or Maybe

pile like you did before. For example, if you answered "No" to header card group 3.

Do people know how to help the person to be healthy? Now answer all the questions on the yellow cards in group 3.

Answer the questions and do the activities on the back of each card in your No pile.

**With your group**, decide on what you will do differently.

You can **write down** what you have decided.

You and your group can also decide when you will **talk about this again**.

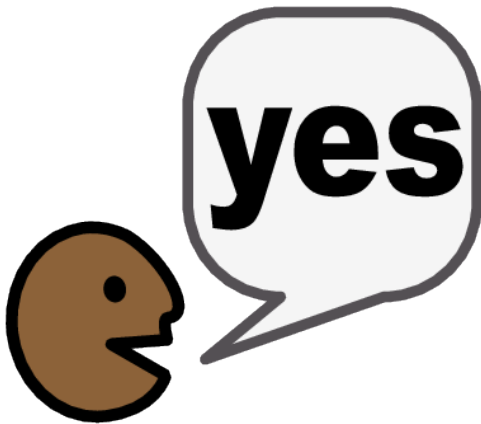
**You can use these cards again, anytime.**

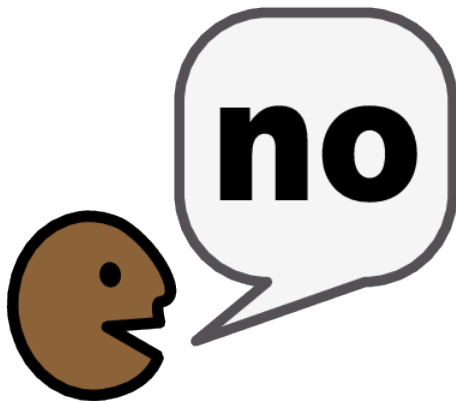


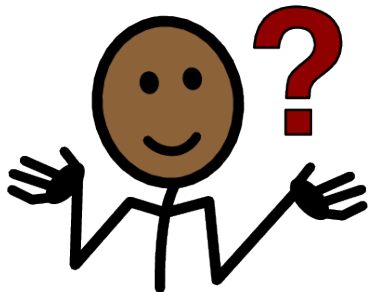
**Strong People  
cards for Aboriginal  
people, their families  
and their disability  
services.**

These questions help you  
think about what to do when  
someone you know has  
behavior which is challenging.

**2nd Edition.**







Maybe

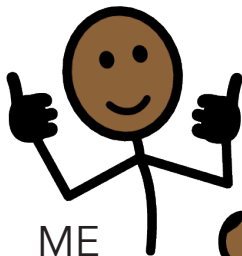


**Do people know the  
person really well?**

ALL ABOUT ME

Make posters about the person by answering the questions on the green cards.

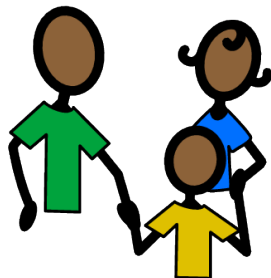
## ALL ABOUT ME



ME

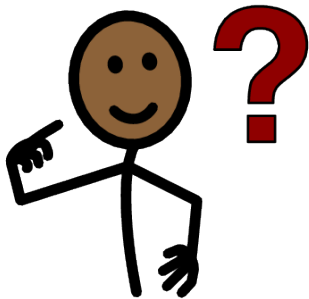


MY COMMUNITY



MY FAMILY





Do people know  
where I'm from,  
what's my country  
and my language?

## **Write or draw on the person's poster**

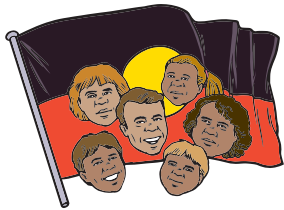
- where they are from
- the name of their country
- their language
- their skin name, Aboriginal name or nick names
- what their country means to them.

**Who could help you know more about the person's connection to family and country?**



Do people know  
who is my family?

Who in my family is  
really important to me?



What I like doing  
with them?

## **Write or draw on the person's poster**

- the people who are their family and their names
- the important family people
- what the person likes doing with their family.

Who could help you know more about the person's family and what the person likes to do with them?



**Do people know  
where I like to live  
and who I like to  
live with?**

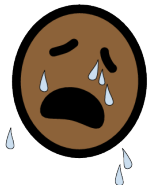
## **Write or draw on the person's poster**

- where the person likes to live
- who the person likes to live with.

Who could help you know more about where the person likes to live and who with?



Do people know:



What makes me sad?



What worries me?

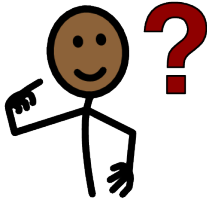
## **Make a poster showing**

- what makes the person sad
- what worries the person
- how they let you know these feelings.

**With your group, talk about all the ways the person lets you know they are feeling sad and worried.**

When this is happening...	Joe does this...	We think it means...	and we think we should...

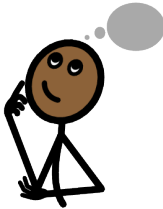




Do people know:



What makes me  
happy?



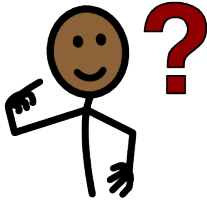
What I want to do  
in the future?

## **Make a poster showing**

- what makes the person happy
- what they would like to do in the future
- how they let you know these feelings.

**With your group, talk about all the ways the person lets you know they are happy. You can put your ideas into a chart like this.**

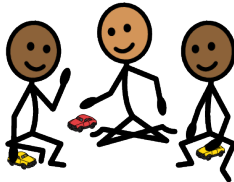
When this is happening...	Joe does this...	We think it means...	and we think we should...



Do people know  
what I do for fun?



How I relax?



Who are my friends?

## **Make a poster showing**

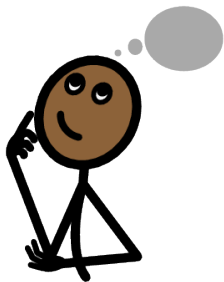
- who are their friends
- what the person likes to do for fun
- what relaxes the person.

**With your group, think about more things the person could try with friends for relaxation and fun. You can put your ideas into a chart like this.**

Joe's friends are...	For fun, Joe could try...	For relaxing, Joe could try...



Do people understand  
the unique way I think?



How I respond to what's  
happening around  
me and how I make  
decisions?

## **Make a poster about the person's unique ways of thinking and acting.**

Talk about

- what makes a difference to the person's ability to control their thoughts, their decision making and actions
- early signs that the person may be going to behave in a challenging way
- how places or routines can be set up to help the person's unique ways of thinking and acting
- how signs, touch or sounds can be used to help the person to settle
- how the person learns new skills
- how the person is recognised for their strengths and special talents
- how you keep calm when the person's behaviour is difficult.



Do people know who  
listens to me and  
teaches me about  
my culture?

Who helps me  
make choices and  
decisions?

## **Make a poster about the people who:**

- listen to the person
- teach the person about culture
- help the person make choices and decisions.

## **Who can you talk to about the person getting:**

- time with elders
- opportunities for story telling
- to go on culture camps?





Do people know  
about who I am in my  
Aboriginal community?

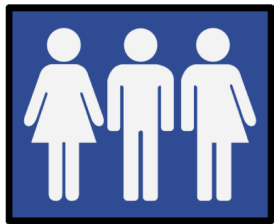
Do they know  
about the cultural  
responsibilities I may  
have for people,  
places, stories, plants  
or animals?

**Write or draw on the person's poster any cultural responsibilities they may have for:**

- people
- places
- stories
- plants or animals.



Do people know and respect the unique way I think about myself?

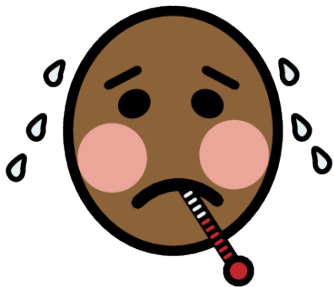


Am I identified the way I want to be identified?

## **Write or draw on the person's poster**

- How the person identifies themselves – Consider using a Gender Passport or other resource  
<http://lgbtihealth.org.au/passport/>
- How the person likes to be referred to – If you are not sure use they/them words

Who could help you know more about how the person identifies themselves and how they prefer to be referred to?



Do people know how  
to help the person to  
be healthy?

## **All people are more relaxed and happy when they get:**

- good sleep
- the right food in the right way for them
- enough water
- enough activity.

People with intellectual disability are more likely than other people to have health problems such as epilepsy, allergies, ear infections, stomach reflux, sleep disturbances, monthly period pain and constipation. They are also less likely than other people to be diagnosed and get treatment for these health problems.

Sickness or pain can make a person have challenging behaviour.



Is the person pain free?

Do people know when something is wrong, like when the person has pain?

How does the person let you know?

Is the person free from ear infection?

What can you do to help the person's pain?

Who else needs to know this information?

Do you need help to let them know?





Is the person healthy?

Do people know when something is wrong, like when the person is sick or has a bad stomach?

How does the person let you know?

What can you do to help them get well?

Who else needs to know this information?

Do you need help to let them know?



Does the person see  
a dentist regularly?

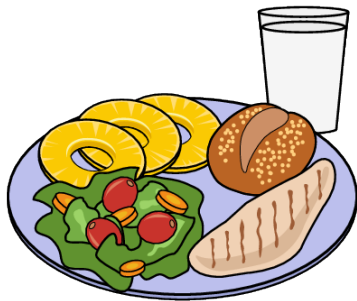
Do people know when something is wrong, like when the person has mouth pain?

How does the person let you know?

What can you do to help their mouth pain?

Who else needs to know this information?

Do you need help to let them know?



**Does the person eat  
the right food for  
them?**

**Is their food prepared  
in the right way for  
them?**

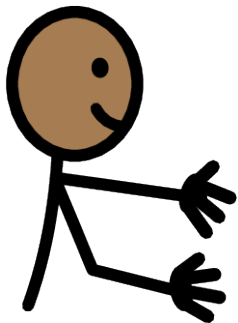
Do people know when something is wrong, like when the person is sick from eating the wrong food for them, or food that's prepared in the wrong way for them?

How does the person let you know?

What can you do to help them eat food that is right for them?

Who else needs to know this information?

Do you need help to let them know?



Does the person drink  
enough water?

Do people know when something is wrong, like when the person is sick from not drinking enough water?

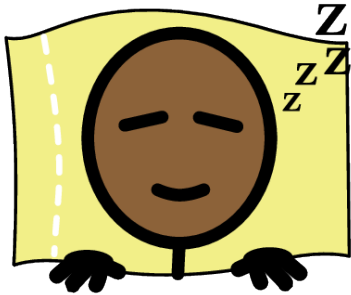
How does the person let you know?

What can you do to help them drink enough water?

Who else needs to know this information?

Do you need help to let them know?





Does the person get  
good sleep?

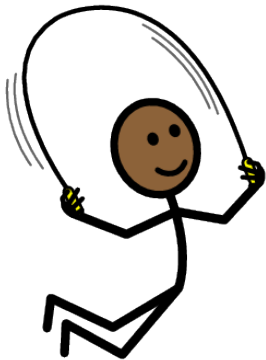
Do people know when something is wrong, like when the person is not getting good sleep?

How does the person let you know?

What can you do to help them get good sleep?

Who else needs to know this information?

Do you need help to let them know?



Is the person active enough?

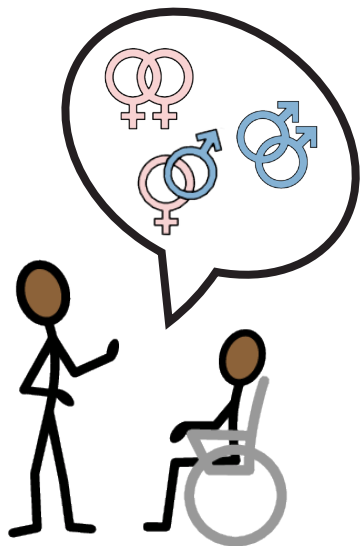
Do people know when something is wrong, like when the person is sick or restless from not moving enough?

How does the person let you know?

What can you do to help them be more active?

Who else needs to know this information?

Do you need help to let them know?



**Are the person's  
sexual needs being  
met?**

Do people know when something is wrong, like when the person has sexual needs that are difficult for them to manage?

How does the person let you know?

Who else needs to know this information?

Who can help the person with this?

Do you or the person need help to talk to someone about this?



**Does your family and  
community get good  
help?**

**When your family is getting good help, you will probably all feel stronger and more relaxed.**

**That's good for your family member.**

**They will feel stronger and more relaxed, too.**





Is your family  
feeling strong?

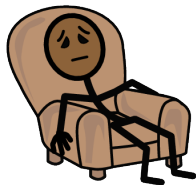
How are you thinking about the person and why this has happened?

How are you feeling about what this means for your life, the person's life and your family?

What would help you and your family feel stronger?

Who can you can talk to about this?

Do you need help to talk to them?



Is your family getting  
good sleep?

What would help you and your family to get good sleep?

Who can help you to try out your ideas for getting good sleep?

Do you need help to talk to them?



**Is your family getting  
good help from your  
community?**

What could your community do to help you better?

Who can talk to your community about helping you better?

What would you or your supporter say to your community?



Is your family's  
Aboriginal culture  
understood and  
respected?

How can your service and community learn about your family's Aboriginal culture?

What could your service do to show respect for your family's Aboriginal culture?

Is there someone in the service who you can talk to about your ideas?





Does your family feel  
like you can trust  
the services that can  
help you?



Department of Western Australia  
Housing Authority



Department of  
Education



GOVERNMENT OF  
WESTERN AUSTRALIA



Government of Western Australia  
Department of Health



What do you need to happen so you can feel more trust with your services?

Do you need help to talk to your services about this?

Who could help you talk to your services about this?

Is there someone in the services you can talk to about your ideas?



**Are your services  
helping the person's  
community to help  
the person?**

What do your services need to know about your community?

How could your community and your services work better together to help your family and the person?

Who from your services needs to know this?

Who can talk to your services about supporting your community better?



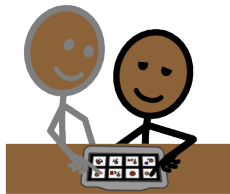
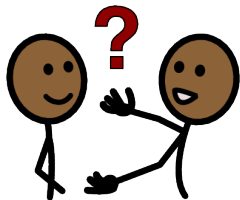
Are all your services  
working together?

Do you have a choice between an Aboriginal service and a non-Aboriginal service?

Do you have a choice between an Aboriginal support worker and a non-Aboriginal support worker?

Are **all** your services working together well to help your family?

Have your services let you know about your rights?



Does the person get help to communicate and be understood?

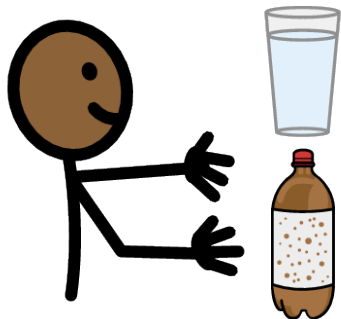
All people use their hands, eyes, body and voice to talk to other people and to connect. People with disability may not use words as their main way of talking.

When other people don't understand or notice what a person is saying, the person might get angry, frustrated or sad.

When a person doesn't know what's happening next, they may get anxious and worried. There are many different things people may do when they are feeling anxious and worried, including talking a lot, biting their nails and skin until they bleed, shaking their leg, spacing out, pulling their hair and running away.

People with disability have the same right as anyone else to communicate and to be understood.





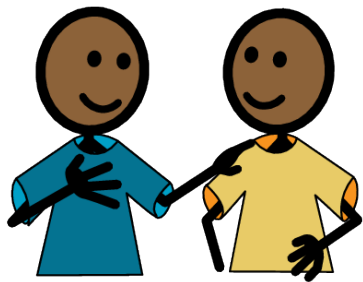
Do people know when  
the person is asking  
for what they want?

**With your group of people, make a list of all the ways the person lets you know what they want.**

How can you help other people to know this information?

Does the person need help to find more ways to ask for what they want, like symbols, pictures, photos, signs, pointing and technology?

What do you need to get that help? eg a speech therapist, funding, a place to meet, help to make a meeting?



Do people give the  
person attention  
when they ask for it?

**If you don't use words, some people think you don't need to connect or have conversations. That's not right.**

All people need to:

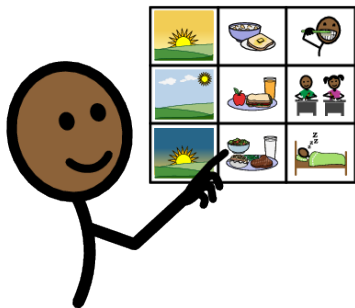
- know that other people care about them
- feel included
- know what's going on.

Sometimes the only way people can get other people to talk with them is by having challenging behaviour.

Do people give the person attention and talk to them?

Do people need help to know how to give the person attention and talk to them?

Who can help teach others how to give the person attention and talk to them?



Does the person have a way to know what's happening and when?

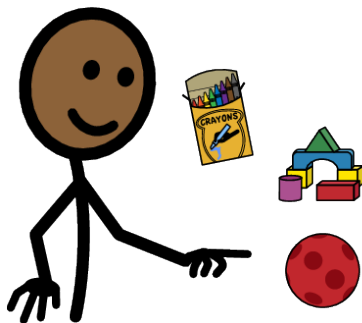
**People can feel anxious if they don't know what is going to happen next in their life, what is expected of them, or when things are going to happen. When things feel out of control, people can feel worried.**

Does the person have a routine for what's important to them?

Do you need help to make a routine for the person?

Does the person have a way to know what is happening now and in the future?

Do you need help to find ways to let the person know what is happening now and in the future?



**Does the person  
have a way to  
make choices?**

**With your group, make a list of all the ways the person let you know their choices, like using their eyes, pointing, saying words or making sounds, using technology or a Yes/No button.**

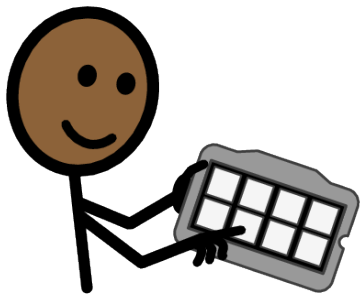
Does the person need help to let people know their choices?

Who can help the person get stronger at letting people know their choices?

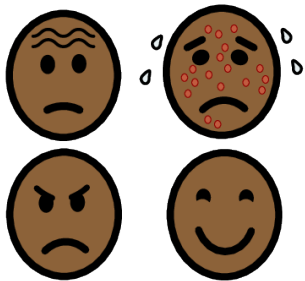
How can your family get that help?

People have the right to say 'No' to a choice and to have that choice respected. Do people show respect when the person says 'No' to a choice?





Does the person  
have a way to let  
you know how they  
are feeling?



**Even when a person doesn't use words, they still communicate how they feel by using their voice, eyes, face, body and behaviour.** For example, a person might move towards things they like or push away things they don't like. Sometimes when other people don't understand what the person is trying to say, they might say the person's behaviour is challenging.

Do people know how the person lets others know

- what they like and don't like
- when they are feeling strong and safe
- who they like being with
- when they have pain
- when something is wrong?

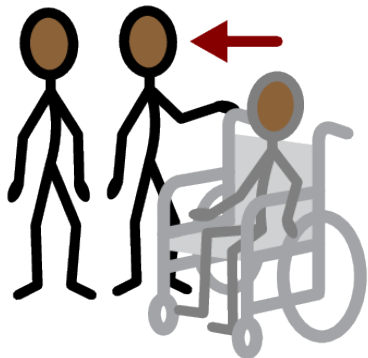


Does the person  
get help for their  
relationships?

**When people don't live in their country, or get to be with their community or their family, they might feel sick, sad, angry or lonely.**

**When people are lonely, they may have challenging behaviour.**

**Being lonely is a reason people with disability may have challenging behaviour.**



Is the person included  
in what their family  
and community are  
doing?

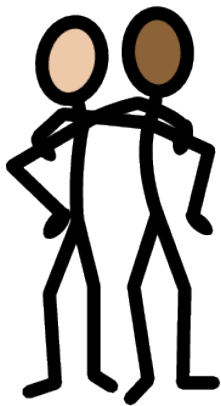
**With your group, make a list of all the activities the person could be included in with their family and community.**

What activities would the person especially like to be included in? (Look back at the ALL ABOUT ME poster).

What help does the family or the community need to include the person? eg better understanding about the person, equipment like a wheelchair, funding, a support person.

Who are the natural, go-to leaders in your family and community you could talk to about helping the person to be included?

Who are the service people you can talk to about getting help for your community to include the person?



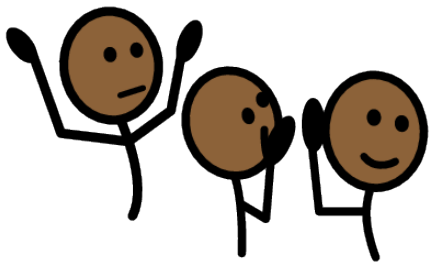
Does the person get  
to spend time with  
their own friends?

**With your group, make a list of all the people who the person would like to spend more time with.**

What help is needed for the person to spend more time with those people? eg equipment, transport, a support person, funding, making a phone call.

Who can you talk to about getting that help?





Do people talk *with* the person, or do they talk about the person without including them?

It's not respectful to speak about a person, in front of them, as if they are not there. People have the right to be spoken with, not about, when the conversation is about them. People have the right to have their privacy respected, and to not have their business talked about in front of them.

People are more likely to get good help, and to feel strong and safe, when their helping people ask them about how to give good help.

Who is really good at talking with the person, and not leaving them out?

What can you learn from them?

Who else needs to know how to do this?



Does the person  
get to see people  
who are important  
to them?

**With your group, make a list of the people who are important to the person and who they need to see.**

They may be people who

- they love
- they like doing things with
- teach them culture and law
- help them make decisions
- they have important relationships with
- they have responsibilities for.

What's stopping the person from getting to see these people?

What help does the person need to get to see these people?

Who can you talk to about getting this help?

Make a plan for the person to getting to spend time with some of the people who are important to them.



Does the person  
get to learn about  
culture and law?

Has the community made decisions about including the person in culture and law activities?

Who are the leaders in the community you could talk to about the person being included in culture and law activities?

What help does the community need to include the person in culture and law activities? eg better understanding about the person, equipment like a wheelchair, funding, a support person.



## CONVENTION on the RIGHTS of PERSONS with DISABILITIES



**Are the person's  
human rights  
respected and  
upheld?**

**Aboriginal people with disability experience exclusion and violation of their human rights on multiple inter-sectional aspects of institutionalised discrimination.** This occurs when people are discriminated against due to multiple aspects of their identity (e.g. being an Indigenous person and a person with disability). First People's Disability Network 2016

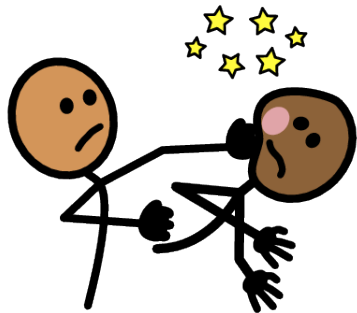
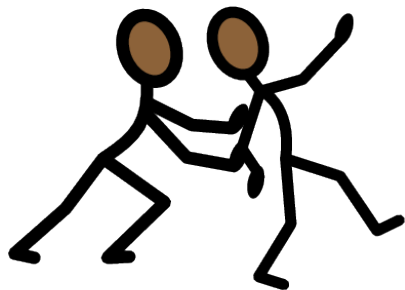
In 2007, the United Nations passed a new law. It says people with disability have the same rights as everyone else. It says all people with disability are equal before the law. It says this applies to women and girls, and children with disability, too.

Australia has signed the new law. It's called the United Nations Convention on the Rights of Persons with Disabilities.

<https://www.humanrights.gov.au/news/speeches/convention-rights-persons-disabilities>

The Easy Read National Standards for Disability Services are based on the new law. Standard 1 says you have the right to be treated fairly when you use disability services.





Is the person safe  
from violence and  
abuse?

## **People with disability have the right to be safe from violence and abuse. This includes sexual abuse.**

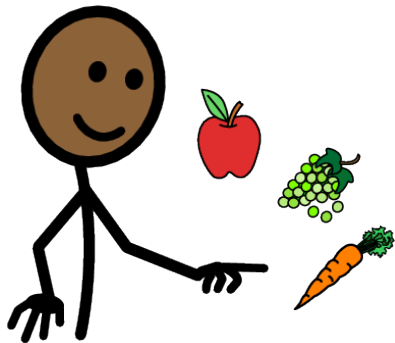
In detail, National Disability Service Standard 1 says when you use a disability service, you have the right to:

- make your own choices and have control over your life and the supports that you use
- be safe – no one is allowed to hurt you, or sexually abuse you
- try new things and take risks sometimes
- speak up for what's right for you
- get help if you need it
- know that your information is kept private

With your group, talk about the violence and abuse that happens to the person (what happens, who does this, when it happens, where it happens).

Is the person abusing or being violent towards other people or themselves?

Who are the people in your family, community or service you could talk to about the violence and abuse and how to stop it happening?



Is the person  
allowed to make  
their own choices?
















# People with disability have the right to make their own choices.

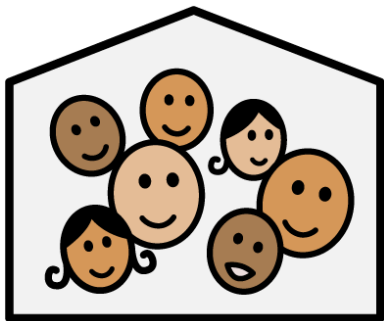
Choose from the chart below which of the person's communication rights that are not being respected.

Which communication rights could you focus on respecting?

How would you do that?

What help do you need to do that?

 to be given real choices	 to say no, refuse and reject choices	 to ask for what I want	 to share my feelings	 to be heard and responded to (even if the answer is no)
 to ask for and get attention and interaction	<p>The Communication Bill of Rights</p> 			 to have and use my speech system all the time
 to ask and know about my schedule and world				 to ha
 to have my speech system working and have a back up	 to be a full member of my community	 to be treated with respect and dignity	 to be spoken with, not about	 To be communicated with in a sensitive manner



**Does the person  
get to choose  
where they live and  
who they live with?**

The United Nations Convention on the Rights of Persons with Disabilities says people with disability have the right to:

- live in their community
- have equal choices to others
- choose where they live
- who they live with.

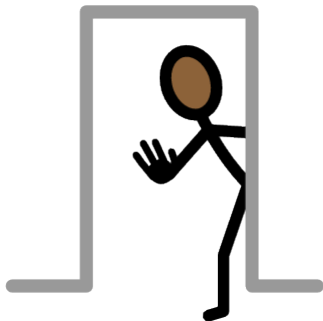
National Disability Service Standard 3 says when you use a disability service, you have the right to make choices about what you want to do. The services you use should let you make your own decisions about:

- what you want to do
- how you will reach your goals

Where does the person want to live?

Who does the person want to live with?

What is needed to make this happen?



Is the person's  
right to privacy  
respected?

**People with disability have the right to privacy, no matter where they live.**

Some people with disability have said:

- What we do in our room is our business
- We decide what others can know about our lives
- No one can read our letters unless we say it's ok
- No one can listen to our phone calls unless we say it's ok
- We have the right to private and alone time with our girlfriend, boyfriend or partner.
- Helpers have no right to tell others what they know about us.

**We have Human Rights – A human rights handbook for people with developmental disability**

Families using services also want their services to respect the privacy of their family business.

What privacy rights does the person or their family need to have respected?

Who can you talk to about making this happen?





Do other people  
support the person  
to have a job?

**People with disability have an equal right to work, in a job they choose, and to earn decent money.**

National Disability Service Standard 2 says when you use a disability service, you can take part in the community and feel included.

You can decide when and how you do this eg You might want help to get a job.

With your group, make a list of the things the person likes to do, which could become a job for them.

Jobs Joe likes to do	<b>Where</b> do those jobs need doing? <b>Who</b> needs someone to do those jobs?	Who can we talk to about Joe doing those jobs?	Who can we talk to about the help Joe needs?



Does the person get  
the best health care?

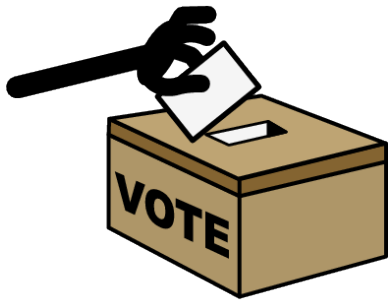
**People have the right to the best possible health care.**

Health services that work for Aboriginal people are physically available, affordable, culturally appropriate and acceptable.

What makes it difficult for the person to get good health care?

Who can you talk to about making this right?

Do you need help to do this?



Does the person get  
support to vote?

**People have an equal right to vote and have a say in laws and policies that affect them.**

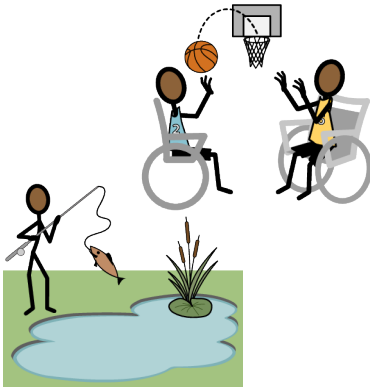
Who can you talk to about resources for learning about voting?

Who can help the person to:

- think about what issues are important to them
- learn about how to vote
- get ready to vote at an election
- help them on voting day?



**Does the person  
get to do the things  
they like?**

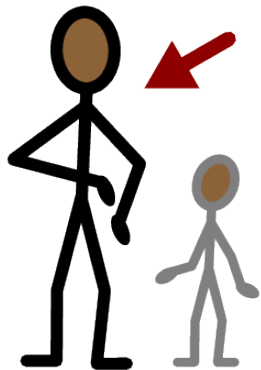


What makes it difficult for the person to get to do the things they like?

What help does the person's family or community need to overcome these difficulties?

What does the person's service need to do to uphold the person's right to do things they like?





If the person is an adult, do people support the person like they are an adult?

Treating a person who is an adult, as if they are a child, is not respectful or helpful.

People learn to be adults by the people around them

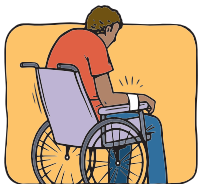
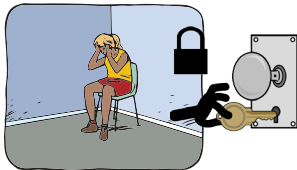
- expecting them to act like adults
- talking to them like you talk to an adult
- helping them to do adult things

Talk about the opportunities the person gets to do adult things and be included in conversations with adults.

What new opportunities could you help the person to try?

Where do those jobs need doing?

Who needs someone to do those jobs?

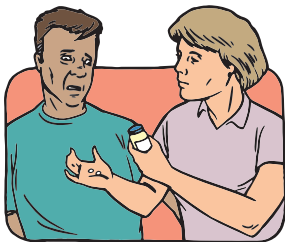


Have people  
stopped using  
restrictive practices  
with the person?

Is the person hurting themselves, or other people or property?

Is the person quiet, sad or withdrawn?

Would you respond differently if the person did NOT have a disability?



**Is the person free  
of medicines and  
chemicals used  
to control their  
behaviour?**

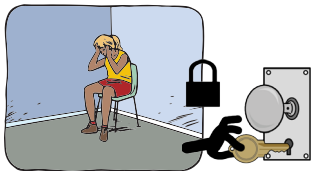
**It's not ok to use medicines to control a person's behaviour unless a doctor agrees.**

Can you talk to your family, your community and your services about all working together and not using medicines or chemicals to control the person's behaviour?

Do you need help to do that?

Who can help you talk to people?

What can people do instead of using chemicals or medicines to control the person's behaviour?



**Do people know it is not ok to put the person in a room or place they can't leave when they want to?**

Can you talk to your family, your community, your services or your school about all working together and not putting the person in a place they can't leave?

Do you need help to do that?

Who can help you talk to these people?

What can people do instead of putting the person in a place they can't leave?





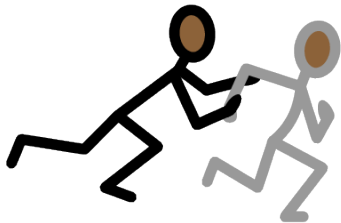
**Do people know it  
is not ok to put  
things on a person  
to control their  
behaviour?**

Can you talk to your family, your community and your services about all working together and not putting things on a person to control them?

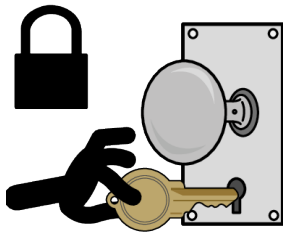
Do you need help to do that?

Who can help you talk to people?

What can people do instead of putting things on a person to control them?



Can the person go  
where they want,  
when they want to?



Why can't the person go where they want to go?

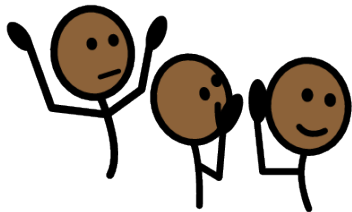
What, who or where does the person want to get to, or away from?

What would make it safe or ok for the person to go where they want to go?

Who can help make it safe or ok for the person go where they want to go?



Do people know it  
is not ok to yell at  
the person or



refuse to talk to  
them or

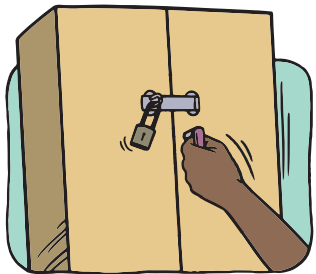


say scary things  
to control their  
behaviour?

When the person is having challenging behaviour,  
who speaks to them

- without yelling?
- by including them and not leaving them out?
- without using scary stories?

Can this person help other people to speak to the  
person like that?



**Can the person get  
what they want,  
when they want it?**

What does the person want to get?

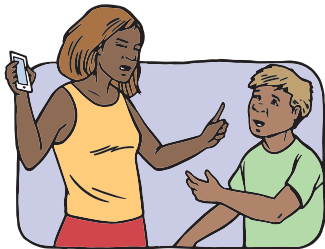
Why can't the person get what they want?

Who or what is stopping the person from getting what they want?

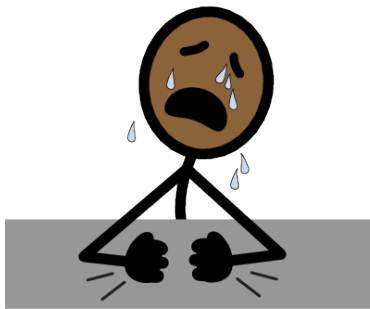
What would make it safe or possible for the person to have what they want?

Who can help that to happen?





Do people know  
it is not ok to take  
things away from  
the person to punish  
their behaviour?



Can you talk to your family, your community and your services about all working together and not taking things away from the person?

Do you need help to do that?

Who can help you talk to people?

What can people do instead of taking things away from the person?



## **NDIS and Me**

Am I eligible for NDIS?

## **Am I Eligible?**

- Am I under 65 years of age when I submit my application?
- Am I an Australian citizen or hold a Permanent Visa/ Protected Special Category Visa holders?
- Do you need support from a person or special equipment because of a permanent and significant disability?
- Do you need some supports now to reduce your future supports?



## **Access to NDIS**

What do I need to meet  
eligibility?

Who can help me?

## **Access**

This requires you to collect any information you have on your disability. You might need to ask:

- Your doctor
- Psychologist
- Speech Pathologist
- Occupational Therapist

Do you have a support person or know who your nearest Local Area Coordinator (LAC) is, who can assist you with the Access Request?

To register for an Access Request form please contact the NDIS on 1800 800 110 and ask for a form (**NB** you only have 28 days to submit your Access Request)



## **NDIS Planning**

What happens when you  
don't meet access?

What happens when you do  
meet access?

## **When Access is not met**

You can call NDIS 1800 800 110 and ask them to review your application again. They will provide you with a review form.

## **When Access is met**

You will be invited to attend a Planning meeting.

Before the meeting make sure you:

- Think about where you need supports in your day
- Think about your future and what you want
- Think about Goals that you want to achieve

You may want to talk about your meeting with a support person or your LAC





**My Plan**  
What do I do now?

## **Your Plan**

Once you receive your plan you will be able to:

- Choose your services
- Choose the organisation's that you want to get supports from.
- Get help to understand your plan

Your plan will need to be reviewed every 12 months with a NDIS planner and new goals created to meet your needs.