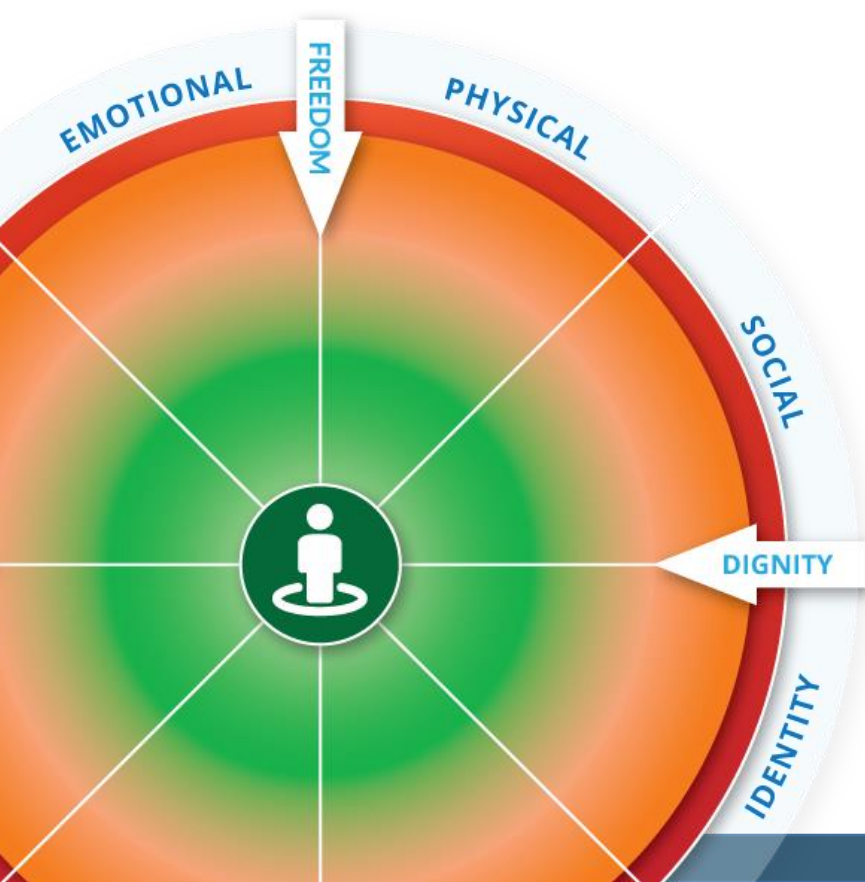




Focus on rights, target abuse

# Understanding Abuse e-learning and resources

Downloadable worksheets



## Acknowledgements

National Disability Services would like to acknowledge the funding from the Victorian Government which allowed this guide to be developed.



We would also like to express our gratitude for the time, expertise and input provided by individuals and organisations in the development of the *Zero Tolerance* framework and more specifically those who helped inform this guide, including:

- Victorian Advocacy League for Individuals with Disability (VALID)
- NDS National Learning and Development
- Members of the Zero Tolerance Expert Reference Group
- Members of the Zero Tolerance Victorian Project Reference Group
- Participants of the 'Speaking Up About Safety' and 'Understanding Abuse' workshops
- Department of Health and Human Services
- Staff of the Office of the Disability Services Commissioner
- Staff of the Office of the Public Advocate
- Self Advocacy Resource Unit (SARU)
- Beyond Edge eLearning
- Silverpod Productions
- Actors and crew

'Understanding Abuse' resources have been funded by the Department of Health and Human Services and all intellectual property rights vests in NDS. No part of it may be reproduced without prior permission. Material which is reproduced from this publication must include an acknowledgement of the source. Prior permission should be sought from the relevant NDS office.

## Acknowledgement

'Understanding Abuse' resources have been funded by the Department of Health and Human Services and all intellectual property rights vests in NDS. No part of it may be reproduced without prior permission. Material which is reproduced from this publication must include an acknowledgement of the source. Prior permission should be sought from the relevant NDS office.

- NDS acknowledges the following sources which have been utilised in the development of resources as per the permissions granted:
- National Disability Abuse and Neglect Hotline: <http://www.disabilityhotline.net.au/>
- Queensland Government: [Preventing and responding to abuse, neglect and exploitation](#)
- Social Care Institute for Excellence: [Protecting Adults at Risk: Good Practice Guide](#)

## Disclaimer

The information provided in this guide is intended for general use only. It is not a definitive guide to the law and best practice, does not constitute formal advice, and does not take into consideration the particular circumstances and needs of your organisation.

Every effort has been made to ensure the accuracy and completeness of this document at the date of publication. NDS cannot be held responsible and extends no warranties as to the suitability of the information in this document for any particular purpose and for actions taken by third parties.

All stories used throughout this tool are fictional and are for educational purposes only.

NDS 2016

# Index

Module 1: Understanding Abuse	p5-6
Module 2: Power and Control	p7-8
Module 3: The Empowerment Circle	p9-10
Identity: Who I am and what I believe	p11-12
Emotional: How I feel	p13-14
Physical: My body, my health	p15-16
Relationships: The people in my life	p17-18
Material: My house and my things	p19-20
Economic: My money and my job	p21-22
Social: My life in my community	p23-24
Education: Things I have learned and things I want to learn	p25-26
H.A.L.T.S.	p27

## Things to remember...



- All people have human rights
- Abuse, neglect, exploitation and violence are all violations of people's rights
- People with disability experience abuse for many reasons
- The impact of abuse on a person is more important than what causes it
- Zero Tolerance means that abuse and neglect are never OK



### Abuse

when someone's human rights are violated by the actions of another person

### Exploitation

taking advantage of a person or situation in a way to get benefit for yourself

*"We shouldn't have to earn this. We are the same." 'Speaking up about Safety' participant*



### Neglect

failure to provide necessary care, aid or guidance to someone who needs it



### Violence

threatening or using physical force that results in injury, death, psychological harm



### Impact

the physical and emotional effect of an action on a person

Everybody has human rights

**F**reedom

**R**espect

**E**quality

**D**ignity

## Personal reflection

Can you think of a time when your human rights were denied or violated?

How did you feel?

What did you do about it?





## If everyone has human rights why do people with disability experience abuse?

- Social connections: segregation and isolation
- Choice and control: how much say people have in decisions
- Attitudes of others: low expectations; 'othering'; care vs support
- Bad people: predators, opportunists and hate crimes
- Environment: where people live and how they are supported
- Reliance: help for things that are private and personal
- Life experience: people not supported to learn and take risks
- Personal factors: gender, age, disability, communication style

### Abuse and neglect can happen:

1. *Deliberately*, someone wants to harm or take advantage of a person
2. *Accidentally*, people did not realise that their actions were abuse or the impact their actions had on people they were supporting
3. *Systemically*, staff not trained or supervised properly or adequately supported to do their job, or not enough funding to meet needs

It doesn't matter what causes it. The impact is still felt. Take a zero tolerance approach

## Group discussion



Make a list of things you might do that:

- Limits human rights for people you support
- Might make people feel unsafe or be unsafe
- You could be doing better in your job

Make a commitment to call each other out when you see these or other instances of poor practice happening in your workplace.

## Talk about it



Talk to the people you support about the commitment you made.

Find out if there is anything else they would like you to add to the list

## Resources and links



- NDS Online Human Rights Training: <https://www.carecareers.com.au/page/human-rights-course>
- UNCRPD: <http://www.un.org/disabilities/convention/conventionfull.shtml>
- National Abuse and Neglect Hotline: <http://www.disabilityhotline.net.au/what-is-abuse-and-neglect/>

## My commitment



*I make a commitment to work with my team to call each other out on anything that doesn't support human rights, that makes people feel unsafe or that we could be doing better.*

Signature:

Supervisor signature:

Date:

## Things to remember



- People with disability are often disempowered
- The effects of disempowerment may increase with added factors such as gender, communication style, cultural background or type of disability
- You have power in your role as a support worker
- You need to be aware of how you use this power and the impact it has on people you support
- WHAT YOU DO MAKES A DIFFERENCE

## Personal reflection



When have you experienced powerlessness in your own life?

What impact did it have on you? How did you feel?

*“They (staff) shouldn’t do it, but they make threats to withdraw service all the time”*

‘Speaking Up About Safety’ participant

*“They (staff) are higher up so they have more rights”*

‘Speaking Up About Safety’ participant

*“I want to change (programs) but I don’t want to get the staff into trouble”*

‘Understanding Abuse’ workshop participant

It is important to recognise when you might be exerting control over people you support. Be mindful of these factors:



**VALUES:** Imposing your own values on someone, intentionally or without realising

**CHOICE:** Denying a person the opportunity to make choices for themselves

**EXPECTATIONS:** Limiting opportunity by having low expectations of what a person can do

**COMMUNICATION:** Influencing perceptions about people with disability through the way you talk to or about a person



## Group activity

Make a list of the ways that you might exert control over people in your workplace.

Why does this happen?

What can you do to support people to have greater control over their lives?

*"If I go to someone for help I don't want them to take the problem out of my hands. I want them to support me to solve the problem"*

'Speaking Up About Safety' participant



Think of a time when you supported someone to be more empowered and in control. How did you do this?

What support did you have from others?

What were the results for the person?

## Personal reflection

The way you feel when you come into work has an impact on the way you provide support. Which of the following affects you most often?

What strategies can you put in place?

**H**ungry \_\_\_\_\_

**A**ngry \_\_\_\_\_

**L**ate \_\_\_\_\_

**T**ired \_\_\_\_\_

**S**ensitive \_\_\_\_\_



## My commitment

Talk with someone you support and commit to one action you will take to support them to have greater control.

Signature:

Supervisor signature:

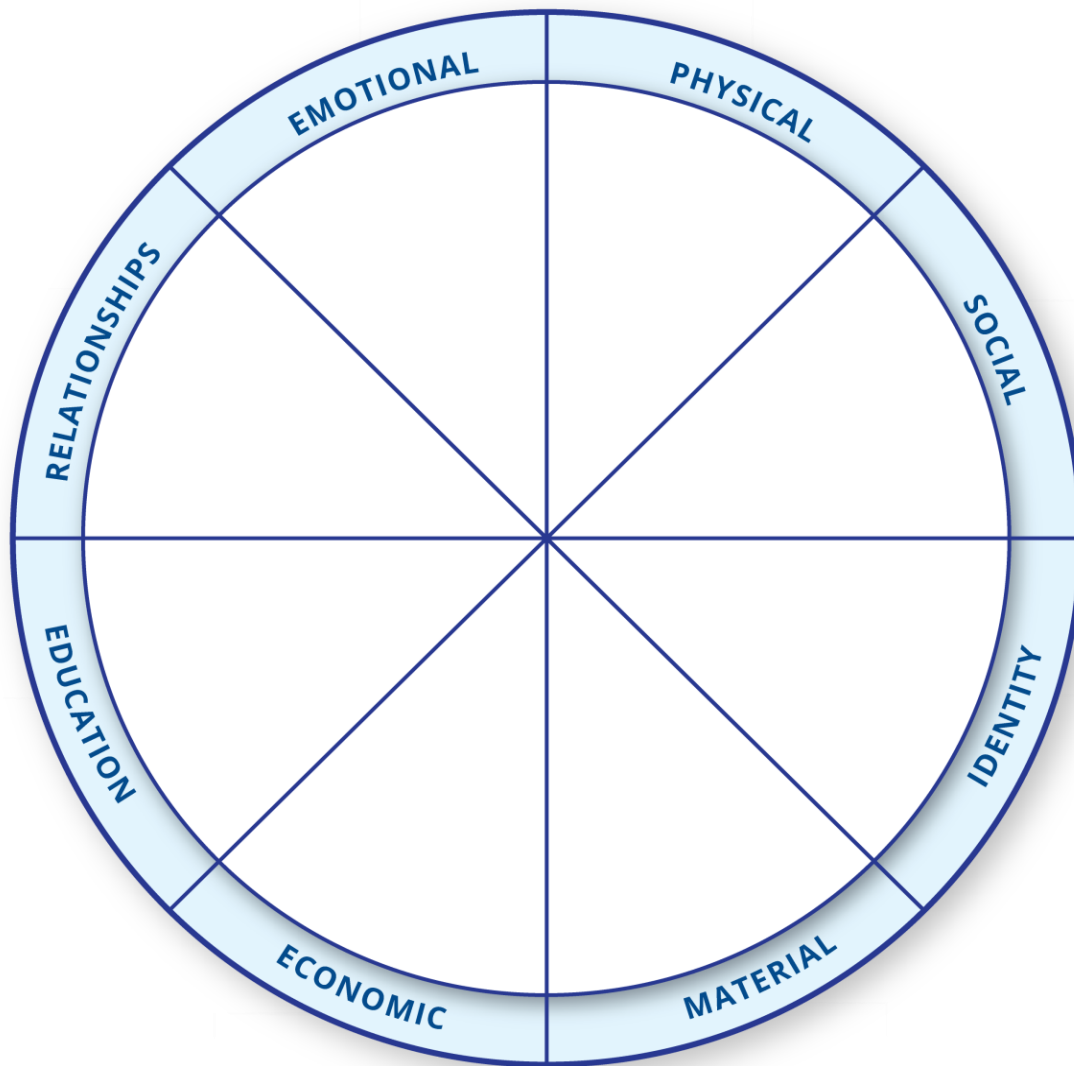
Date:





## Things to remember

- Abuse and neglect can occur in any area of a person's life
- Focus on rights (green area), Target abuse (orange and red)
- Recognise and take action on ALL instances of poor practice or abuse



## Personal reflection

What is important to you to have a good life in each life area? Write something in each slice of the circle.



## Group discussion

Talk about the ways you could use this circle with people you support.





- Abusive/Criminal
- Poor/Neglectful
- Good Practice

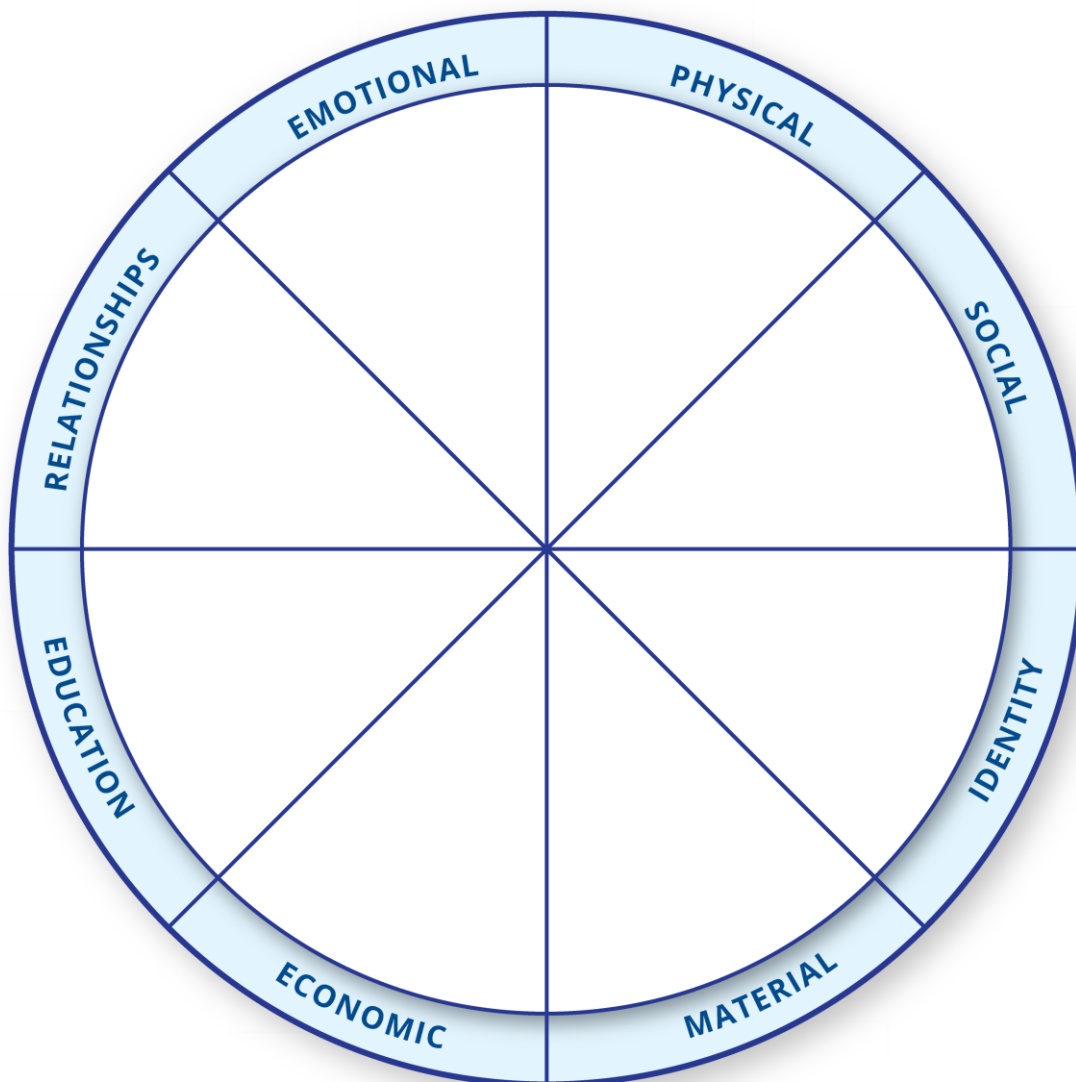
**Clear processes to address these actions**

**Recognise and take action on anything in this section**

**Aim for this and continue to improve**



Think of a person you support. What does it look like when life is good for them in each of these areas? What colour best represents each area for them at this time? Fill in the slices. Are there any areas that you don't know about? Why is this? How will you find out?



## My commitment

*Talk to a person you support about your responses to the activity above. Fill in any gaps together, and make changes as needed. Commit to one action that you will take to supporting them to move toward the green in one life area.*

**Signature:**

**Supervisor signature:**

**Date:**

This is about who you are and the things that are important to being you. It's about living your life in a way that feels good and true to you. It's about what you believe in and having the freedom to express that in the way you live life. It's about your culture and your politics. It's about your religion. It's about your sexuality and your gender. It's about what makes you who you are. Supporting someone in this area means helping them to express themselves and to live life the way they want to. Put simply, it's about supporting people to be themselves.

## Personal reflection

Think of three things that are important to you and who you are.

How do you express these things in your daily life?

How do you feel when you are not able to express them?



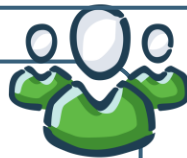
Think of a person you support. What people or things are important to them?

What are two things you could do to support them to express their identity?



## Group discussion

Choose an aspect of identity (eg: politics, religion, culture, gender). Do you support people well in this area? What can you do better? What would assist you?



*"Especially with gay and lesbian clients, workers need to learn that they don't have a right to judge"*

'Speaking Up About Safety' participant



## My commitment

Talk to a person you support about what is important to them in expressing their identity. Commit to one action you will take. Ask your supervisor to sign this worksheet after you have talked through the checklist.



Signature:

Supervisor signature:

Date:

Use these checklists to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.



## When life is good, people...

- |  |  |
|--|--|
| <input type="checkbox"/> are able to explore and express their identity              | <input type="checkbox"/> are supported to attend groups or meetings                              |
| <input type="checkbox"/> are supported to try different things                       | <input type="checkbox"/> are supported in a way that respects their cultural identity and values |
| <input type="checkbox"/> are supported in a way that is age and gender appropriate   | <input type="checkbox"/> have their customs respected  |
| <input type="checkbox"/> are supported through life stages and changes               | <input type="checkbox"/> have access to education and support to vote                            |
| <input type="checkbox"/> have their privacy respected                                | <input type="checkbox"/> .....   |
| <input type="checkbox"/> know that they can talk to staff about beliefs              | <input type="checkbox"/> .....   |
| <input type="checkbox"/> can explore and express their sexuality and gender identity | <input type="checkbox"/> .....   |
| <input type="checkbox"/> can express religious, political and cultural beliefs       | <input type="checkbox"/> .....   |



## Poor and neglectful practice includes...

- |   |  |
|---|--|
| <input type="checkbox"/> not recognising and supporting individual abilities and skills   | <input type="checkbox"/> not providing ways for people to communicate in their preferred language or communication style |
| <input type="checkbox"/> ignoring requests for support for individual needs   | <input type="checkbox"/> reliance on family to provide interpreting  |
| <input type="checkbox"/> not considering a person's individual needs relating to race, age, sex, disability, gender, sexual orientation, religious or spiritual belief, marital status when providing support | <input type="checkbox"/> deferring to values of family by default instead of listening to the person                     |
| <input type="checkbox"/> unequal treatment of person based on their personal attributes   | <input type="checkbox"/> forgetting or ignoring events significant for a person  |
| <input type="checkbox"/> public discussion of personal matters  | <input type="checkbox"/> not recognising cultural significance or knowing details of a person's culture                  |
| <input type="checkbox"/> sharing information with people who don't need to know   | <input type="checkbox"/> not supporting cultural celebrations  |



## Abusive or criminal practice includes...

- |   |  |
|---|--|
| <input type="checkbox"/> discrimination based on personal characteristics including disability, age, sexuality, gender identity, marital status, race, religious or political beliefs | <input type="checkbox"/> preventing a person from following their preferred religious, spiritual or cultural traditions          |
| <input type="checkbox"/> being deliberately excluded based on personal characteristics  | <input type="checkbox"/> forcing a person to engage in a religious, spiritual or cultural practice                               |
| <input type="checkbox"/> refusing to work with a person based on personal characteristics   | <input type="checkbox"/> belittling or making fun of a person's religious, spiritual or cultural tradition, beliefs or practices |
| <input type="checkbox"/> using a person's religious or spiritual beliefs to control or manipulate them  | <input type="checkbox"/> harassment or bullying using identity as leverage   |
|   | <input type="checkbox"/> derogatory remarks or violent actions that are racist, ageist, sexist, homophobic, transphobic, bigoted |

## Signs and signals include...

- |  |  |
|--|--|
| <input type="checkbox"/> expressing an interest in culture/identity/gender | <input type="checkbox"/> agitation or aggression |
| <input type="checkbox"/> Being excluded from basic rights                  | <input type="checkbox"/> anxiety                 |
| <input type="checkbox"/> withdrawal and isolation                          | <input type="checkbox"/> frustration             |
| <input type="checkbox"/> boredom   | <input type="checkbox"/> sadness                 |

This is about how you feel and your emotions. It's about being happy, excited, or feeling relaxed and peaceful. It can be about feeling respected, valued or loved. It can also be about being supported when we're feeling sad, anxious or worried, scared and upset. Sometimes people can make us feel ignored, or insulted or lonely.

This is about understanding your emotions, and that other people can affect how we feel about ourselves and the world. It's about having the right to our emotions and having our emotions being acknowledged. Supporting someone in this area means noticing and providing the right support when they feel bad, and when they feel good.

## Personal reflection



**What do you look like when you feel good?**

**What do you do? Can other people tell?**

**How do other people know when you feel sad?**

**How do other people know if you are worried or scared?**

*"Don't yell at me. Support workers yell at me when I have an accident"*

'Speaking Up About Safety' participant

**Think of a time someone you were supporting was upset. How did you know?**

**What did you do?**

**What could you have done better?**



## Group discussion



What can you do better as a team to listen and support people to express, understand and cope with their emotions?

How can you make sure you share a consistent approach?

## My commitment



*Talk to someone you support and commit to one action you will take to support them to express their emotions. Ask your supervisor to sign this worksheet after you have talked through the checklist.*

**Signature:**

**Supervisor signature:**

**Date:**

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.

## When life is good, people...

- are asked how they feel and encouraged to express their feelings
- are listened to (what they say AND what they show through behaviour or mood)
- have their feelings understood and respected
- are celebrated with when they are happy or excited
- are acknowledged and supported when they are not feeling OK
- are supported in a way that makes sense to them when they feel sad, angry or worried
- are supported by people who are interested in talking about things they want to talk about
- are supported by people who know their interests, skills and contributions
- are supported to communicate their feelings
- are supported consistently to use their preferred communication style
- are supported by people who know if they are introverted or extroverted and what support they need around this
- are supported to access counselling or specialist services
- are supported by staff who consistently follow their positive behaviour support plans
- .....
- .....
- .....
- .....

## Poor and neglectful practice includes...

- talking **about** someone, not **to** them
- not considering a person's emotional needs
- not acknowledging someone's feelings when they are expressed
- discouraging people from showing emotion
- ignoring people or only talking to them when you want them to do something
- using guilt or pressure to make people do things they don't want to do
- prioritising staff values and happiness
- making decisions about a person undertaking new opportunities based on staff comfort
- treating adults like children or babies
- making jokes a person doesn't understand
- taking a joke too far
- not following positive behaviour support plans consistently
- not allowing the person to have contact with friends and family

## Abusive or criminal practice includes...

- manipulation
- bullying and intimidation
- humiliation and teasing
- threats to hurt person, their possessions, pets or family
- threats to abandon someone
- yelling, screaming and verbal aggression
- calling a person names
- telling a person they are worthless
- frightening a person by sneaking up on them
- not supporting a person to use their preferred communication method

## Signs and signals include...

- Person is uncharacteristically
- agitated
  - anxious
  - quiet or withdrawn
  - manipulative
  - aggressive
  - scared
  - confused
  - crying
  - poor sleep
  - avoiding specific places or people
  - not wanting to talk about specific places or people
  - wanting to talk about specific place or people more than usual
  - eating more or less than usual

This is about people's physical health and safety. It is about understanding and respecting personal space. It is about providing the right support and information for each person to make choices about how to maintain their health in a way that works for them. It is about knowing what signs to look out for and take action on to make sure people feel safe and are safe from harm.

## Personal reflection

What does being healthy mean to you?



What things do you do to look after yourself and stay healthy?

*"They should take care not to make you feel at risk. For example, feel like you are drowning in the bath"*

'Speaking Up About Safety' participant

Think about someone that you support. What makes them feel better about their body and their health?



What do you do to support them to do this?

How are people involved in the development of these plans and supports?

## Group discussion



What are some of the challenges you face when supporting people to be empowered to be healthy and physically safe?

## My commitment

*Talk to someone you support and commit to one action you will take to support them to be more in control of their physical health and safety. Ask your supervisor to sign this worksheet after you have talked through the checklist.*



Signature:

Supervisor signature:

Date:

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.

## When life is good, people...

- are listened to when they say they feel sick (through words, behaviour or appearance)
- are supported to go to the doctor, dentist, specialist when needed
- have regular health check-ups
- make choices about how and when to exercise
- exercise in a way that is enjoyable to them
- make choices about what to eat and when
- have access to information about food, exercise, smoking, drugs and alcohol
- have up-to-date, consistently followed manual handling
- Have up-to-date, consistently followed meal assistance profiles
- have up-to-date, consistently followed medical plans
- are given enough time to prepare (eg: to go out)
- are informed about all physical contact before it occurs
- consent to physical contact before it is provided
- .....
- .....
- .....
- .....

## Poor and neglectful practice includes...

- not providing accessible information about food, exercise, smoking, drugs and alcohol
- discouraging or not providing opportunities to exercise
- not checking room's temperature or comfort
- promoting unhealthy lifestyles
- someone having to go out when they are sick
- providing physical support without explaining what you will be doing and gaining consent
- ignoring support plans

## Abusive or criminal practice includes...

- physical force that causes pain, discomfort or injury
- hitting, pinching, hair pulling, arm twisting, strangling, burning, punching, pushing, pulling, dragging, slapping, shoving, kicking, choking, biting, torture
- force-feeding
- roughly handling a person during physical support
- threatening or assault with a weapon or object
- deliberately exposing someone to extreme temperatures (eg: removing clothing or blankets, opening windows)
- seclusion
- physical restraints that are not approved
- leaving someone alone when they need assistance
- restricting freedom of movement by denial of access to assistive technology
- denying access to glasses, hearing aids etc
- inappropriate use of medication, including over- or under-medication and withholding medication; ignoring instructions
- ignoring a person's hygiene or teeth
- leaving person for excessive amounts of time in bed or on a commode or toilet
- ignoring dietary requirements or meal assistance plans
- not providing medication when required
- not calling a doctor; not reporting or taking action on a medical condition, injury or problem
- not being aware of the possible negative effects of medication
- not providing enough of the right kind of food and drink
- not providing personal care as often as needed
- not providing appropriate clothing and shelter
- not assisting a person to change position frequently to prevent stiffness and bedsores

## Signs and signals include...

- bruises, cuts or burns
- unexplained marks on the body
- clusters of injuries
- inadequately explained injuries
- changes in continence patterns
- injuries at different stages of healing
- unexplained hair loss
- person hides parts of body
- frequent changes of GP, or reluctance to assist someone to go
- withdrawn around particular worker
- unexplained changes in weight
- difficulty walking or sitting
- frequent headaches
- frequent stomach aches
- medical symptoms that have not been addressed
- food left on face from previous meals
- changes in appetite/sleeping patterns
- being left in wet clothes or bedding
- bedsores or stiffness
- sunburn
- poor teeth or bad breath
- urinary tract infections
- rashes or body odour
- dehydration



This is about supporting people in their relationships with others. This could be family, friends, or partners. It could be someone the person has known for a long time or someone they would like to know better. It is also about their relationship with support staff. It's about people having control over who is in their life, how often they spend time together. It's about supporting people to figure out what sorts of relationships they want, and to have the right information and support to stay safe in those relationships.

## Personal reflection



**Who are the people that are most important to you? What role does each person play in your life?** (eg someone to talk to, someone to go out dancing with, etc)

*"They get so comfortable that they might overstep that worker relationship and it's important they don't do that"*  
‘Speaking Up About Safety’ participant

**Think of a person you support. Who are the most important people in their life? What roles do they fulfil in each other's lives?**



**How do you support them to maintain and grow these relationships?**



## Group discussion

What do you need to consider when supporting someone in a sexual relationship?

## My commitment



*Make a commitment to talk to a person you support about an important relationship they have and identify steps you will take to support them to maintain and grow this relationship. Ask your supervisor to sign this worksheet after you have talked through the checklist.*

**Signature:**

**Supervisor signature:**

**Date:**

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.



## When life is good, people...

- are treated as adults
- are supported to see and contact friends and family
- make choices about the sorts of relationships they want
- have the right to experiment and change their minds
- have the right to have casual or serious relationships
- have an understanding of respect for other people in relationships
- have an understanding of consent: what it is, how to give it, how to withhold it, that this is their right
- know what support they can ask for regarding support with relationships and sexuality
- know what to do/who they can talk to if things feel wrong
- have access to sexual health and family planning, education about relationships, advocacy
- are supported to build their confidence
- are supported to understand and explore sexuality and gender identity
- have privacy at home and in their own bedroom
- can access information and adult content if they choose
- have clear professional boundaries with staff
- .....
- .....
- .....



## Poor and neglectful practice includes...

- people being lonely and isolated
- people only have paid supports in their lives
- people not being seen to have the same needs as other adults
- people not being allowed to express opinions
- people are denied privacy in relation to care, feelings and other aspects of life
- not having physical privacy respected at home
- not addressing inappropriate sexual behaviour or nudity
- people not being support to see people of their choosing
- personal values of staff and family influencing support or denial of support
- person's sexuality is not respected
- disrespect and teasing regarding a person's partner, friends or family
- not providing support to access information or education



## Abusive or criminal practice includes...

- sexual acts between a staff member and person they support
- making unwanted sexual comments or jokes
- harassment
- humiliating, criticising or trying to control a person's sexuality
- inappropriate looking or staring
- indecent exposure
- making someone watch sexual acts or sexual media
- grooming (befriending and manipulating a person for sexual acts)
- predatory or opportunistic behaviour
- touching in a sexual manner without consent (kissing, grabbing, fondling)
- masturbation of either or both people
- forced sexual intercourse
- forcing a person to perform sexual acts
- forcing participation in pornographic filming
- using a weapon to force compliance
- forced prostitution
- intentionally exposing someone to sexually transmitted infections

## Signs and signals include...

- bruising or bleeding, pain or itching in the genital areas
- infections, discharges, or STIs
- objects in the genital or rectal openings
- pregnancy in a woman who is unable to consent to sexual intercourse
- unusual difficulty in walking or sitting
- bruises to the thighs, breasts, buttocks, stomach or upper arms
- ripped, stained or bloody underwear
- uncharacteristic incontinence
- self-inflicted injuries
- significant changes in sexual behaviour or attitude
- uncharacteristic use of explicit sexual language
- changes to appetite
- anxiety or depression
- poor sleep or concentration
- withdrawal from relationships
- fear of staff or other carers offering help with dressing, bathing etc
- going to bed fully dressed
- reluctance to be alone with a person that is known to them

This is about supporting people to feel ownership over their home and their things. It's about people having a say about where they want to live and who they live with. It's about respect for privacy and possessions. It's about people being able to use their own things when they want to, and choose who to share things with.

## Personal reflection

List your three most important possessions. Why are they important to you?



*"Sometimes there's a whole lot of strangers come into our house. They should tell us when visitors come into our house but they don't"*

'Speaking Up About Safety' participant



List the three possessions that are most important for a person you support. Why are they important to them?



## Group discussion

What are three things you can do better as a team to respect people's privacy and possessions?



## My commitment

*Make a time to have a conversation with the people you support to talk to them about how you will respect their privacy and possessions, and get feedback about if there is anything else they would like you to do. Commit to making the changes they have asked for. Ask your supervisor to sign this worksheet after you have talked through the checklist.*



Signature:

Supervisor signature:

Date:

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.



## When life is good, people...

- |  |   |
|--|---|
| <input type="checkbox"/> choose where they live and who they want to live with               | <input type="checkbox"/> have their own room and a choice about how to decorate |
| <input type="checkbox"/> have access to their own things when they want                      | <input type="checkbox"/> are included in decisions about household purchases    |
| <input type="checkbox"/> choose where to shop and what to buy                                | <input type="checkbox"/> have a choice about who comes into their home          |
| <input type="checkbox"/> have their home respected as being their space                      | <input type="checkbox"/> .....  |
| <input type="checkbox"/> feel good about their home  | <input type="checkbox"/> .....  |
| <input type="checkbox"/> have keys to their house  | <input type="checkbox"/> .....  |
| <input type="checkbox"/> choose when and where to eat  | <input type="checkbox"/> .....  |
| <input type="checkbox"/> have possessions which reflect who they are                         | <input type="checkbox"/> .....  |
| <input type="checkbox"/> have their privacy respected  | <input type="checkbox"/> .....  |
| <input type="checkbox"/> do not touch a person's things or go into their room without asking | <input type="checkbox"/> .....  |



## Poor and neglectful practice includes...

- |   |   |
|---|---|
| <input type="checkbox"/> people not knocking or asking permission to go into a person's room                  | <input type="checkbox"/> shared intimate toiletries   |
| <input type="checkbox"/> treating things like part of your workplace instead of people's home and possessions | <input type="checkbox"/> restriction of access to possessions (due to other people)           |
| <input type="checkbox"/> opening mail without permission  | <input type="checkbox"/> staff borrowing things without asking                                |
| <input type="checkbox"/> physical environments that are not kept clean and maintained                         | <input type="checkbox"/> staff breaking things and not replacing                              |
| <input type="checkbox"/> clothes that don't fit well, are not clean, are in poor condition or shared          | <input type="checkbox"/> staff feeling more at home in a house than the people who live there |
| <input type="checkbox"/> Someone not having any personal possessions  | <input type="checkbox"/> not having a safe place to leave things at day service or work       |
| <input type="checkbox"/> other people taking someone's possessions  | <input type="checkbox"/> ignoring requests to explore other accommodation options             |



## Abusive or criminal practice includes...

- |   |  |
|---|--|
| <input type="checkbox"/> destroying or disposing of personal property               | <input type="checkbox"/> borrowing something and not returning it              |
| <input type="checkbox"/> using a person's possessions or property in an illegal way | <input type="checkbox"/> denying someone access to their own things            |
| <input type="checkbox"/> theft  | <input type="checkbox"/> spending a person's money on yourself                 |
| <input type="checkbox"/> locking people in or out of rooms                          | <input type="checkbox"/> helping yourself to someone's food or household items |
| <input type="checkbox"/> false imprisonment   | <input type="checkbox"/> moving in to the person's house and living rent free  |

## Signs and signals include...

- |  |   |
|--|---|
| <input type="checkbox"/> standard of living is not consistent with financial situation | <input type="checkbox"/> staff member has money or possessions which can't be accounted for |
| <input type="checkbox"/> possessions are missing                                       | <input type="checkbox"/> people eating quickly  |
| <input type="checkbox"/> people report that things are missing                         | <input type="checkbox"/> people hiding things   |

This is about providing support to people to understand, manage and spend their own money. This includes everyday budgeting and spending, involvement in decisions about major purchases, and saving. It is also about working and earning a wage, or getting money from other sources. Providing support in this area will look different for every person.

## Personal reflection



Where does your money come from?

Who decides how you spend and save your money?

*'People with disability have the right to work... in an environment that is open, inclusive and accessible.'*

Article 27: United Nations Conventions on the Rights of Persons with Disabilities



## Group discussion

Think about three people you work with and how support with money looks different for each of them. What can you do to support each person to be more in control of their money?

What risks may this raise and how will you manage them?

How can you ensure a consistent approach from all staff?

What happens for the people you support?



Do people have individualised ways of managing their money?

## My commitment



*Talk to the people you support about one action you will take to support them to have more control of their money. Make it happen! Ask your supervisor to sign this worksheet after you have talked through the checklist.*

Signature:

Supervisor signature:

Date:

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.



## When life is good, people...

- understand money and what to use it for
- understand that they have choices about how to spend their money
- are in charge of their own money or have chosen someone who is
- feel a sense of ownership over their money
- know the value of money
- understand the things in their life that they need to pay for with their money
- are supported to make choices about how they spend their money
- are included in decisions about major purchases in their lives
- have a bank card with a signature or PIN
- feel their money is safe and secure
- are supported to use communication aids to understand and spend money
- are supported to order and pay for their own meals and purchases
- have short/medium/long-term saving goals
- have jobs where they earn a wage
- have high expectations regarding work and plans for the future
- are supported to try work options/volunteer etc
- .....
- .....
- .....
- .....



## Poor and neglectful practice includes...

- people have to ask permission to use own money
- people never being told that it is their money and what that means
- not providing appropriate support to person to manage their money
- asking a person to pay for things for yourself
- people not making choices about how to spend their money
- borrowing money from people you support, even if you pay it back
- manipulating people to pay, using guilt, false ignorance or lies
- people are never told that work is an option
- there are low expectations and a lack of support to pursue work options



## Abusive or criminal practice includes...

- stealing money
- withholding someone's money from them
- using money without permission
- keeping the change from purchases
- keeping information from someone about their rights about money
- misusing power of attorney or legal guardianship
- fraud including signing for someone without permission
- living in a person's home without paying
- selling someone's possessions
- using a person's money (such as housekeeping expenses) for self
- signing people up to contracts they don't understand

## Signs and signals include...

- not having enough money to meet normal expenses
- financial situation not matched by living conditions
- unexplained lack of money
- unaccounted for changes to pattern of spending
- unexplained withdrawals from account
- unexplained mail to their house
- failure of staff to provide receipts
- receipts indicating unusual purchases
- lack of clear financial accountability
- person managing finances is uncooperative
- person managing finances does not have legal authority
- no inventory of major purchases

This is about supporting people to be part of a community in a way that is meaningful to them. It's about fostering connections with other people with shared interests. It's about providing support for people to connect with new people and old friends where they feel like they belong. It's about being a citizen. It's about making a contribution and being valued. Shared interests may include work, sport, music, politics, work, spirituality.

## Personal reflection



What does community mean to you?

Do you belong to any groups or clubs?

How did you come to be part of them?

*"Knowing people in the community offers safety. Regular contact with people makes people with disability less invisible"*

'Speaking Up About Safety' participant

*"To belong, you have to be missed... people need to want you to be there. When you're not there, they should go looking for you"*

John Swinton, University of Aberdeen

Think of a person you support and an interest they have. How could you support them to connect with others with a shared interest?

Think of another person you support. What unpaid people do they have in their life?

Identify a connection they have made with someone else. How could you support this connection to develop?



## My commitment



Talk to the person and take action to support them to pursue one of these ideas. Ask your supervisor to sign this worksheet after you have talked through the checklist.

Signature:

Supervisor signature:

Date:

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.

## When life is good, people...

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> do things that are interesting and important to them</li> <li><input type="checkbox"/> feel like they belong</li> <li><input type="checkbox"/> are known and cared about, and missed when they are not there</li> <li><input type="checkbox"/> are supported by staff that are interested in them and make them feel valued</li> <li><input type="checkbox"/> have lots of different relationships that they choose</li> <li><input type="checkbox"/> do a variety of things in the community that are meaningful to them</li> <li><input type="checkbox"/> go to everyday places</li> <li><input type="checkbox"/> are supported to order and pay for their own meals and purchases</li> <li><input type="checkbox"/> are supported to identify the communities they would like to be part of</li> <li><input type="checkbox"/> have support to communicate with others in the way that suits them best</li> <li><input type="checkbox"/> are supported by people that know their likes and dislikes, preferences, things they are good at</li> <li><input type="checkbox"/> are supported to travel as independently as possible</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> have personalised communication aids to facilitate conversation and connection with others</li> <li><input type="checkbox"/> are continually supported to grow their networks</li> <li><input type="checkbox"/> are supported to be included in things that interest them</li> <li><input type="checkbox"/> are supported to follow up on natural connections that they make with others</li> <li><input type="checkbox"/> are supported to plan in the way that makes most sense to them</li> <li><input type="checkbox"/> are encouraged and supported to communicate directly with others in the community. Staff support people where required but get out of the way and allow natural connections to occur</li> <li><input type="checkbox"/> feel valued and have my contributions acknowledged</li> <li><input type="checkbox"/> are encouraged and supported to work</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> </ul> |
|---|---|

## Poor and neglectful practice includes...

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> speaking for someone instead of stepping back so they can communicate for themselves</li> <li><input type="checkbox"/> only doing things with housemates or within service environments</li> <li><input type="checkbox"/> frequent long trips in a car or van</li> <li><input type="checkbox"/> staff paying for things instead of providing support for the person to pay for themselves</li> <li><input type="checkbox"/> being apologetic, patronising, controlling or excluding people from conversation when out in the community</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> leaving social events early to suit staff needs</li> <li><input type="checkbox"/> lack of appropriate communication aids</li> <li><input type="checkbox"/> making decisions based on ease, eg: getting hairdresser to come to house</li> <li><input type="checkbox"/> not providing support to travel independently</li> <li><input type="checkbox"/> people only having paid supports in their lives</li> <li><input type="checkbox"/> having low expectations of what person can do</li> <li><input type="checkbox"/> systems being prioritised over personal timeframes</li> <li><input type="checkbox"/> discouraging visitors to person's home</li> </ul> |
|---|--|

## Abusive or criminal practice includes...

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> people being isolated or locked in</li> <li><input type="checkbox"/> people being denied contact with others</li> <li><input type="checkbox"/> discrimination on the basis of disability</li> <li><input type="checkbox"/> denial of access to services</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> people being denied access to communication (eg telephone, internet, mobile phones)</li> <li><input type="checkbox"/> people being excluded from events due to disability/lack of access</li> </ul> |
|--|---|

## Signs and signals include...

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> only having contact with people from home and/or day service</li> <li><input type="checkbox"/> no variation in routine</li> <li><input type="checkbox"/> boredom or loneliness</li> <li><input type="checkbox"/> loss of skills, including communication skills</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> frustration or agitation</li> <li><input type="checkbox"/> aggression toward others</li> <li><input type="checkbox"/> demonstrated desire to leave (trying to "escape")</li> <li><input type="checkbox"/> goals are not met</li> <li><input type="checkbox"/> lack of up-to-date and consistently followed plans</li> </ul> |
|--|---|



This is about providing support and information for people to learn new skills or knowledge. It might be about doing a course or going to TAFE or university. It might be about learning a new skill to be more independent. It might be about learning for fun and to meet people. It's about recognizing the importance of learning new things all through life.

## Personal reflection

What is something you have learned over the past year?



What is something you would like to learn?

What steps will you take to make this happen?

*"I think the services are frightened if we have our rights we might talk up more"*

'Speaking Up About Safety' participant

Think of a person you support and three areas they have expressed an interest in.



What support can you provide so that they can pursue these things?

## Group discussion



Do you feel like you have the skills to support people to develop and learn?

What further training would be useful?

## My commitment



*Speak to the person about your ideas and find out which one they are most interested in. Who needs to be involved? What support or resources do you need? Make it happen! Ask your supervisor to sign this worksheet after you have talked through the checklist.*

Signature:

Supervisor signature:

Date:

Use the checklist to help identify areas of good, poor and neglectful practice and abusive or criminal practice. Add examples related to your workplace and people you support. This worksheet should be signed by your supervisor and anything identified in the orange or red columns appropriately addressed.

## When life is good, people...

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> know their rights</li> <li><input type="checkbox"/> understand that they have choices about what to learn and how to learn it</li> <li><input type="checkbox"/> learn about things that are interesting and important to them</li> <li><input type="checkbox"/> are supported to explore interests and try new things</li> <li><input type="checkbox"/> are supported to think and talk about the things they would like to learn (not just when they are planning)</li> <li><input type="checkbox"/> are supported to develop skills and take control of their choices</li> <li><input type="checkbox"/> are encouraged to be as independent as possible with everyday tasks</li> <li><input type="checkbox"/> have access to information in a format that works for them</li> <li><input type="checkbox"/> know that it's never too late to learn</li> <li><input type="checkbox"/> have education and skill development that is linked to goals and dreams</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> are supported to identify steps to learning (through person-centred planning and ongoing support)</li> <li><input type="checkbox"/> look out together for information about learning opportunities and following up on leads</li> <li><input type="checkbox"/> have staff who are mindful of their own values and expectations</li> <li><input type="checkbox"/> are provided with the right level and type of support to facilitate effective learning</li> <li><input type="checkbox"/> have staff who have time and patience to support learning</li> <li><input type="checkbox"/> have a clearly documented approach developed with the team which is consistently followed by all staff and regularly reviewed</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> <li><input type="checkbox"/> .....</li> </ul> |
|--|--|

## Poor and neglectful practice includes...

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> having low expectation/no expectations about growth and learning</li> <li><input type="checkbox"/> doing things for people rather than supporting them to do it</li> <li><input type="checkbox"/> "It's quicker/better/neater/cleaner if I do it"</li> <li><input type="checkbox"/> "Why bother, they'll never be able to do it on their own"</li> <li><input type="checkbox"/> not advising people of their education options</li> <li><input type="checkbox"/> not exposing people to new opportunities</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> discouraging learning or access to information</li> <li><input type="checkbox"/> people having the same life and the same goals in plans every year</li> <li><input type="checkbox"/> activities that don't match plans or preferences</li> <li><input type="checkbox"/> being put into programs for convenience rather than because people are genuinely interested</li> <li><input type="checkbox"/> no clear or consistently implemented plan to support learning</li> </ul> |
|--|---|

## Abusive or criminal practice includes...

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> denying a person participation in educational programs</li> <li><input type="checkbox"/> denial of access to internet, newspapers, phones, magazines etc</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> forcing people to do things they don't want to do</li> <li><input type="checkbox"/> 'keeping people' in services</li> <li><input type="checkbox"/> not supporting people to move on to more appropriate services or employment</li> <li><input type="checkbox"/> deliberate misinformation</li> </ul> |
|---|---|

## Signs and signals include...

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> boredom</li> <li><input type="checkbox"/> lethargy</li> <li><input type="checkbox"/> agitation</li> <li><input type="checkbox"/> aggression toward others</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> lack of skill development</li> <li><input type="checkbox"/> loss of skills including communication skills</li> <li><input type="checkbox"/> plans are developed but not followed</li> <li><input type="checkbox"/> no change in circumstances over time</li> </ul> |
|--|--|

Are you:

**H**ungry?

**A**ngry?

**L**ate?

**T**ired?

**S**ensitive?



Put some strategies in place to make sure this does not affect the way you support people today



**ZERO**   
**TOLERANCE**

Focus on rights, target abuse

