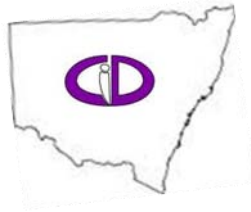


New South Wales Council for Intellectual Disability



Speak Out Reach Out Committee's



Submission



To the Productivity Commission's

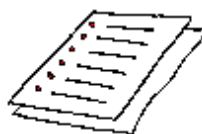


Inquiry into Disability Care and Support



What is in this Paper?

Cover Letter



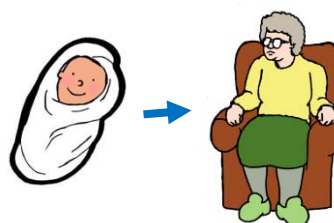
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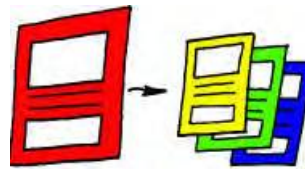
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Conclusion



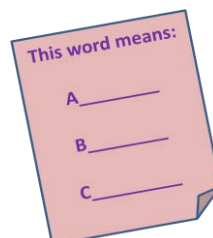
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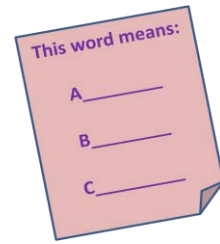


70

What is in this Paper?

Some words in this paper are in purple.

- They are in the Words List.
- It tells you what the purple words mean.
- This is on Page 70.



Some words in this paper are in green.

- These are words people with intellectual disability have said.

Some words are in yellow boxes.

Example

Ruby has just moved out of home.

Her parents did not want her to move out.

- These are stories.
- We find this an easy way to make our point.
- The stories are real.

Because it can hard to talk about some stuff:

- Sometimes we use our real names.
- Sometimes we don't.

Cover Letter

August 16th 2010

Disability care and support inquiry

Productivity Commission

GPO Box 1428

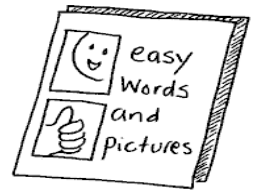
Canberra City ACT 2061

Dear Commissioner Scott,

We are happy to be making this **submission** to the Productivity Commission.



We have made our submission “Easy to Read” so that lots of people can understand it.



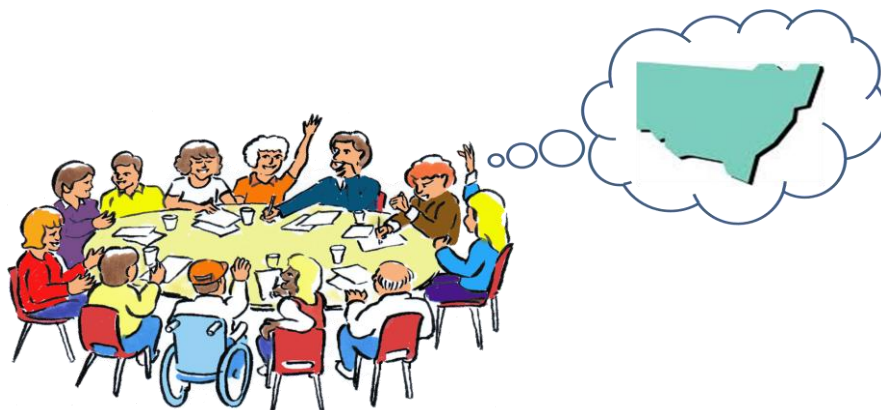
Who are we:

The Speak Out Reach Out Committee (SORO).

SORO is part of the New South Wales Council for Intellectual Disability (NSW CID).



SORO’s job is to help NSW CID focus on what is important for people with **intellectual disability** in NSW.

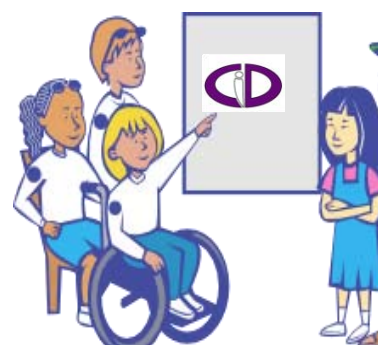


- NSW CID does **systemic advocacy**.
- This means speaking up about the big issues.
- NSW CID tries to change things for the better.
- All members of SORO have an **intellectual disability**.
- We have all had different types of lives.



What we do:

- SORO speaks out about the things that are important to **people with intellectual disability. (PWID)**
- We make sure that PWID are at the centre of everything NSW CID does.
- Some of our members are on the Board of NSW CID.
- We run VOICES forums that are just for **PWID** to have a say.
- We want to be heard.
- We want to change community attitudes.
- We want to show people what **PWID** can do!



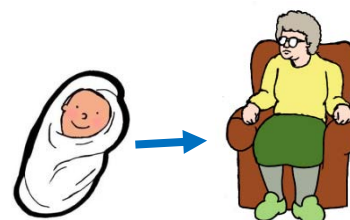
Why we wrote this submission:

- To make sure the inquiry really understands what **PWID** need in their lives.
- We want to be included in a lifelong care and support scheme.
- We want to be part of making a new and better way of getting **support**.



What is our submission about:

- We chose to focus on what was most important for **PWID** in their lives.
- It was too hard to look at all of the issues.
- We talk a lot about **PWID** with **low support needs**.
- We think that **PWID** need **support** at lots of stages and ages in their life.
- We talk about what happens when we can't get the **support** we need.
- Some ideas on how things could be better.



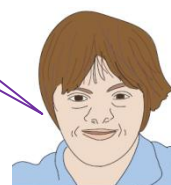
Would you like to talk to us about our submission?



Can we
talk about
SORO?



Sure !



- We have plenty to say.
- We would be happy to talk to the Commission.
- Please contact us on: 02 9211 1611
- Or write to us at NSW CID.



This is the first time we have looked at a lifelong care and support scheme.

There is a lot more to think about.

- We will look forward to your report next year.
- We will read the report, with **support**.
- Then we will help with the next stages.



Thank you for reading our **submission**.

Kind Regards,

The SORO Committee

- | | |
|-------------------|-------------------|
| • Michael Bartels | • Micheal Herdman |
| • Roxana Beder | • Kim Walker |
| • Fiona McKenzie | • Shu Hua Chan |
| • Michael Smith | |

Introduction

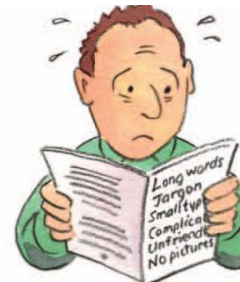
Why do **PWID** need life-long access to **support**?

- **PWID** have the same types of needs as most people.



- But sometimes we have less skills to deal with things.

- It can be hard to find your way through.



- The right **support** might just be down the road – but you didn't know.

- Some times **PWID** need extra help to do things.

- Like this **submission**. We needed some help to put this together.

Ok, SORO
what do you
need ?

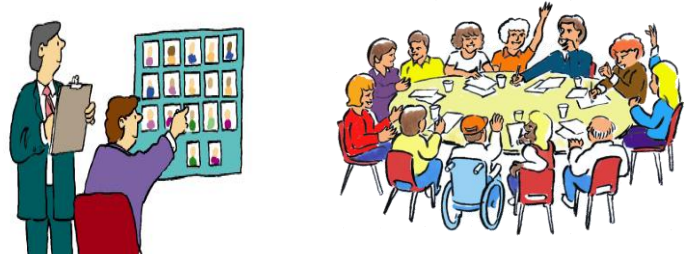


We know that it would be hard for a new system to fix everything.

There would still be lots of work to do.

We think that

- **PWID**



+

- the community



+

- and the government



will need to do this together.

We want to be part of making things better:

- Like training more people to work with **PWID**
- Like helping with making the decisions
- **PWID** can help with these things.



Transitions and Life Changes

We think that **support** is really important for **transitions** and life changes.

This is when big changes in your life happen.

It might be moving from one stage of life to another.



Or it might be moving from one type of **support** to another.

Some examples of life changes are:

- Moving from school to work
- Moving out of home
- Learning how to deal with loss



If you get **support** at the right time it can make a big difference to the rest of your life.

Like **early intervention**.

One SORO member said **early intervention** is:

“Getting help to learn as quickly as their peers”

Example:

Patrick had **early intervention** before he went to school.

“I had physiotherapy to help with movement.

I did not walk till I was nearly 3 or 4 because I could not balance.

Try stopping me now!

I am about to do a 14km run on Sunday – the City 2 Surf.”



It is good to get help when you need it.

When you don't get the help you need:



“It can feel like falling through the cracks”



Example:

June is 63 and has just finished work.

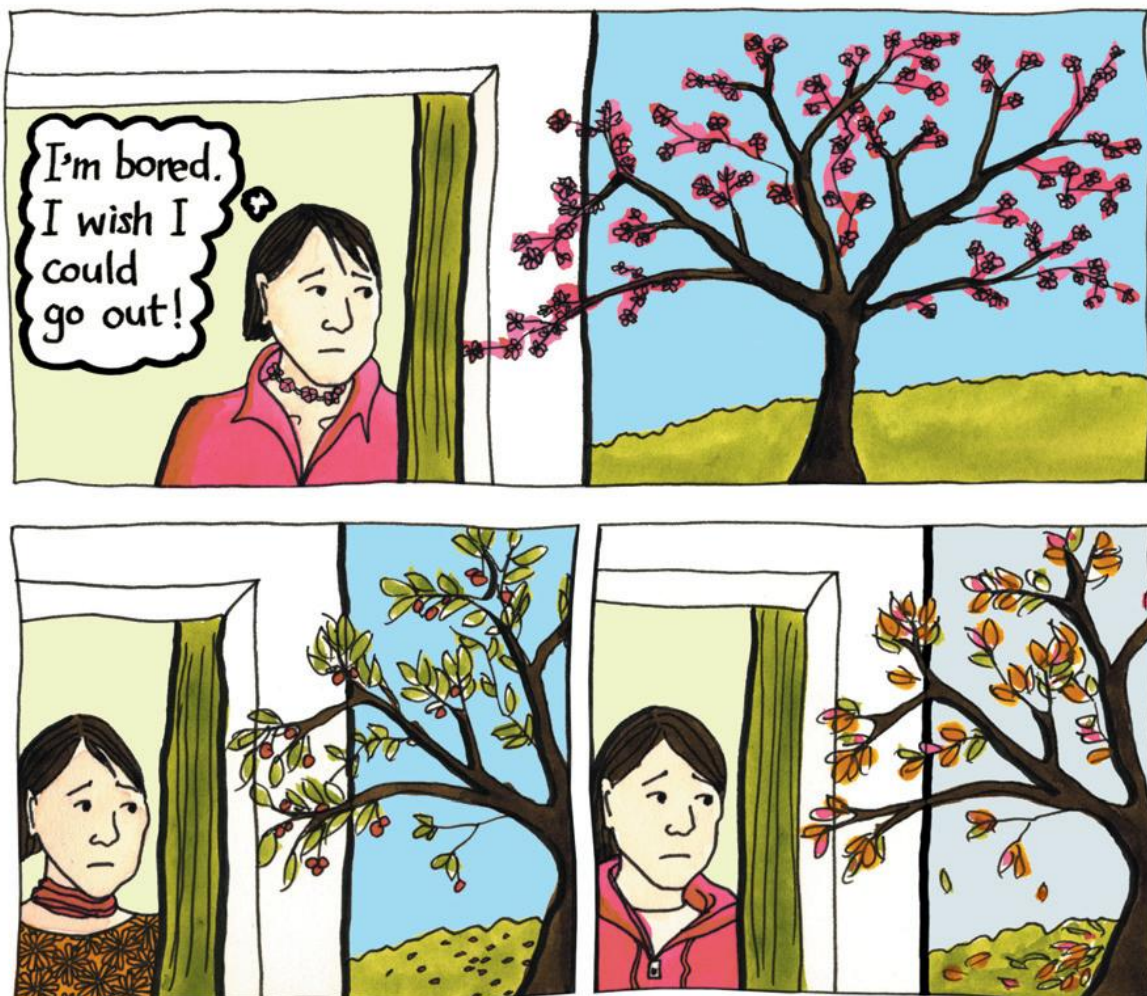
She had worked in **supported employment** for many years.

When she left work she **“had nothing to do”**.

She was lonely in the day time.

She started to worry all the time.

There was no one she could ask for help.



Transitions and Life Changes

We need **support** for planned things.

This might be:

- leaving school
- wanting to find a job



We need **support** for unplanned things.

This might be:

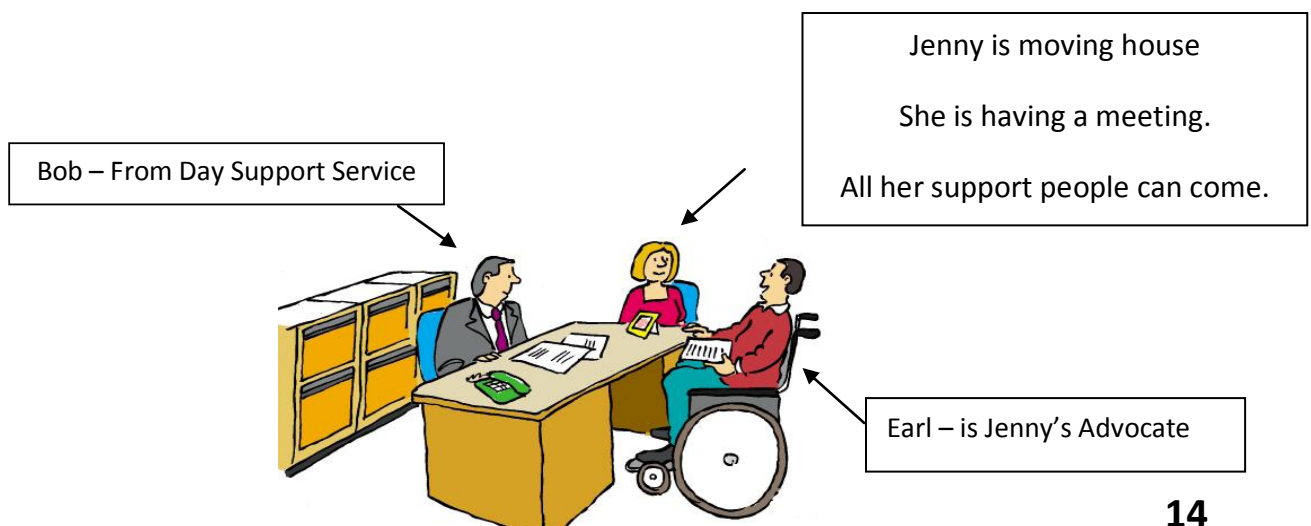
- when a parent dies
- getting really sick
- moving house



When people change their **supports** or services:

- “things need to work at all the agencies”
- “better communication at the stages would help”
- “services need to interconnect more”
- “sharing info and records would help too ”

This would make life changes easier.



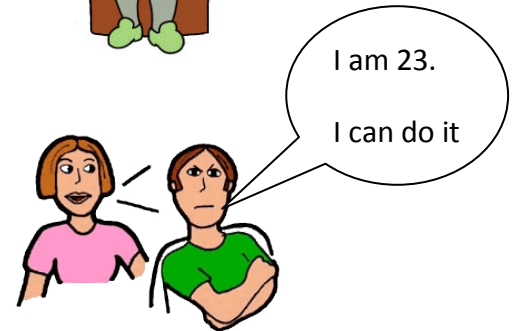
Some **PWID** do not have family to help with life changes.

This can make things tough.



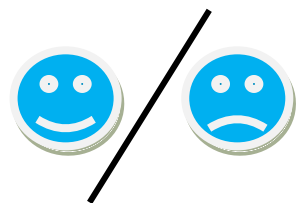
Some **PWID** do have family to help with life changes.

This can make things tough.



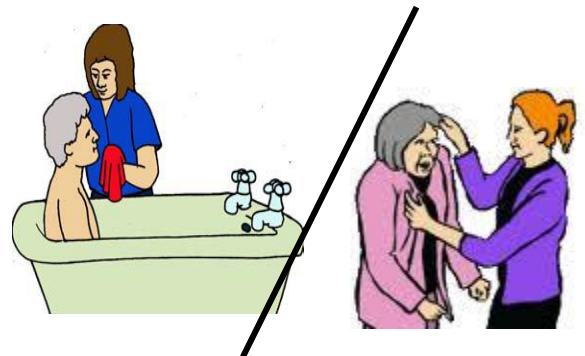
Here are some things we said about families:

**"Families can be too protective:
sometimes it can be annoying
sometimes it can feel good"**



"It has to be a balance"

"They can be around when you need them"



**"I am the only child – you really need to be prepared
for when they die – how you will live by yourself,
looking after your health, how to see a doctor, how to
book to see a specialist – you need to learn to be
confident"**



Support

Support can be lots of things:

- Getting help with info
- “Getting help putting things into action”
- Just for you
- Or with a group
- Help to learn things
- “Someone to guide you through the steps”



We need it at different times.



We need it in different ways.



I only
need help
with my
money

We need it for different reasons.



“Someone might need a little bit longer to learn something”



We might need it just once or lots of times.

It would be good to have it 'just in case'.



Example

Rebecca lives by herself.

She catches the bus to work by herself.

Rebecca got a better job at work.

It was at a different store in a suburb she did not know.

She did not know how to get there. There was no one to ask for help.

She did not want to tell work as she was scared they would think she was 'dumb'.

She thought they might not let her keep her new job.

Rebecca used to get called 'dumb' at school a lot.

It made her feel bad.



SORO Members thought about -What might happen next for Rebecca?

- She tried to work it out herself but the information was on the internet.
- She did not have a computer she could use.
- The information on the telephone help line was too fast and she got confused.
- Rebecca ended up catching the wrong bus to her new job and got lost.
- She lost her job.



SORO Members thought about - What could have changed things?

- ☑ Having someone to teach her about the new bus to take.
- ☑ Having the bus info in **Easy Read** language
- ☑ Work helping her with finding the new store.



SORO Members thought about how a Lifelong Care and Support Scheme might help?

Rebecca could use her money to get a **social educator** to help her learn the new route.

Workplaces might ask **PWID** to train them about some of the issues they have.



Getting the right **support** can be complex.

- Sometimes it can be hard asking for **support**.
- Sometimes it can be hard accepting **support**.
- Someone might have been brought up in an **institution** and have been fighting hard to be **independent** all their life.
- It can be hard to ask for help.



Example:

Eric teaches people about **rights**. He has been doing this for many years.

He used to live in an **institution** but now lives in his own flat.

His family had no contact with him once he was put into the **institution**.

"We don't always have people around"



He has helped with a lot of projects about **intellectual disability**.

He does community talks to lots of people.

Eric got very sick last year.

He was not able to keep his bills and papers sorted.

SORO Members thought about -What might happen next for Eric?

- His electricity got cut off.
- He was not able to wash his clothes or cook food.
- He did not want to ask for help because he felt people would think he was not coping.
- He did not want to have to move back to somewhere he did not want to live.
- He did not want to get moved into a nursing home.



“No-one likes to fall in a hole, but sometimes it happens it is hard to get back up – and you might think what’s the use I am just going to fall down again”.

SORO Members thought about how a Lifelong Care and Support Scheme might help?

- ☑ **Support** that understands how hard people’s lives have been for people that have lived in **institutions**.



- ☑ Being able to get **counselling** might help.

- ☑ Help when you need it not all the time.

Call 8899 045

Help when

YOU need it!



Sometimes it can be hard to know when to get help.

- **Support** helps you to get what you want and need.



- Good **support** helps you to sort things out.



- **“People to help you get on the right track.”**



- It helps you get organised.



- **“Help with planning.”**



- It makes life easier.

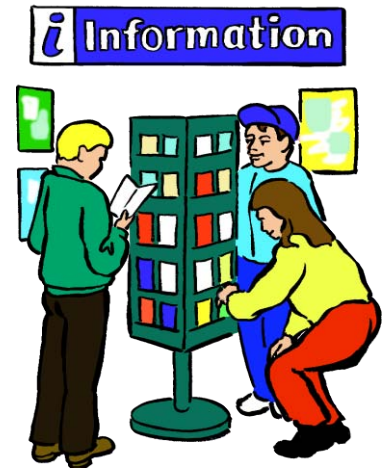


Information

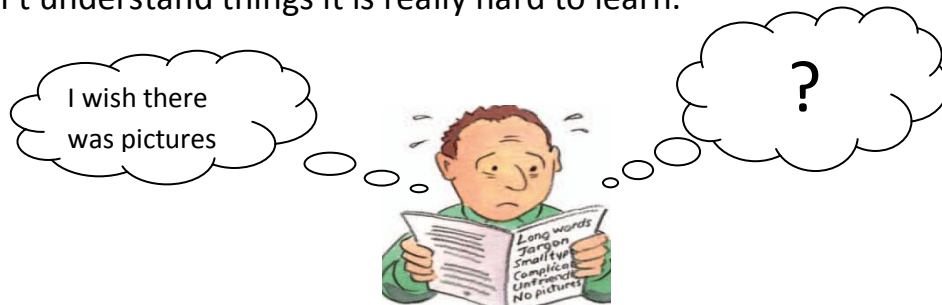
Getting good information (info) is really important.

“If we don’t know about things we can’t take part.”

“There is no obvious support system”



If we don’t understand things it is really hard to learn.



A better way of doing this would be:

- Info about supports needs to be easy to read
- Make it in lots of languages
- Make it in ways people with sensory disabilities can get it too

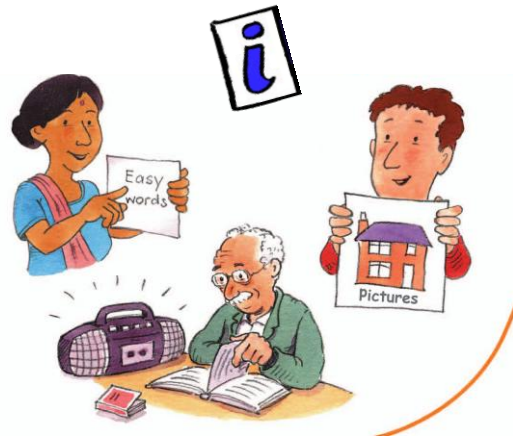


Information should be very easy to find.



It should be everywhere:

- on the tv
- at the Dr's
- on the radio
- at the shops
- at community centres



Example

The TV is a really good way of getting info to PWID.

It could be on ads.

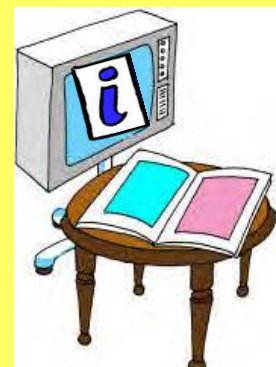
It could be in a story in a show like Home and Away.

It could be on the news.

It could be on current affair shows.

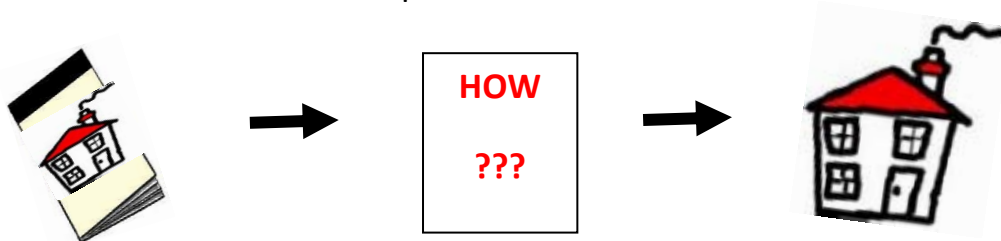
Lots of people get to see it too.

It is a great way to learn.



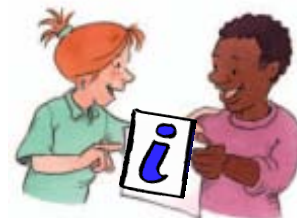
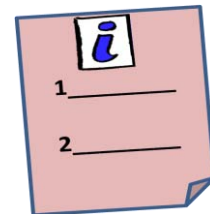
Once we get the info:

- we need to know how to use it
- we need to know how to put it into action



Good info:

- ☒ Is broken down into steps.
- ☒ Everyone knows about it.
- ☒ It is up to date.
- ☒ It is the right info.
- ☒ Is regular – we should be able to see it a lot.
- ☒ We might need to see it a couple times
- ☒ Might need to be repeated.



Advocacy

People need to know their **rights**.

They need to learn about speaking up for themselves.

This is called **self advocacy**.



Everyone should know about advocacy.

This should start from the day a child with disability is born.

There is also:

- **individual advocacy,**
- **citizen advocacy**
- **systemic advocacy**



You might need it to help when there is a big problem or **conflict**.

Or you just need support in your **individual planning** meeting.

- Not everyone has family who can help them.
- Not everyone gets on with their family.
- Not everyone can get help from an **advocacy agency**.



People have not always listened to PWID.

It can be hard to speak up.

“People probably don’t have the support they need to speak up”

“Sometimes PWID don’t speak up”



“Sometimes when you have an ID you might not know

- how to ask
- who to ask or
- where to ask or
- where to go about it



“So it is hard”

PWID might have to learn how to speak up.



We talk about work a lot in the next few stories.

Work is really important for lots of PWID.

But there are many other things advocacy can help with.

We just couldn’t list them all !



Advocacy



Example:

Ellen has a **learning disability**.

She has a **sensory disability** too.

She has been working for 9 months.

It is time for a job review.

She wants to make some new work goals.

Ellen wants someone to come who knows about talking to bosses.

Support from her **job support agency** has finished, so they can't help her.

We can't help you
any more Ellen



Ellen loves her family, but they don't agree with Ellen about her goals.

Individual **advocacy agencies** can't help because they must help people with big problems first.

We have to help
other people first



SORO Members thought about -What might happen next for Ellen?

- Ellen might have to go by herself.
- But then the language might be a bit of a problem.
- They might not talk in a way that she understands.
- She might want to ask for a pay rise, but feel she could not ask.
- Ellen might need the work place to be a bit safer.
- She may not be confident enough to ask.



“Making changes can be hard.”



- She might be unhappy at work.
- She could get stressed and confused at work.
- She might feel stuck there, because it is hard to find work when you have an ID.
- She might start to take lots of time off.
- Work could get really hard.
- She might stop working.

Mon Monday	Tues Tuesday	Wed Wednesday	Thurs Thursday	Fri Friday	Sat Saturday
✗	✗				



SORO Members thought about - What could have changed things?

- ☑ Being able to stay on the books at the **job support agency** and getting help.

We can still
help you Ellen



- ☑ Learning some **self advocacy** skills.
- ☑ Knowing who else to ask for help.
- ☑ Not having to ask lots of people about where to get help.
- ☑ Having an advocate to go with her.

I will go with
you Ellen



SORO Members thought about how a Lifelong Care and Support Scheme might help?

- ☑ Ellen could use her money to pay a job agency to help.
- ☑ Money could be put into having more **advocacy agencies**.
- ☑ It would mean having a choice about what help to get.



People with **intellectual disability** have abilities and skills.

- People want to please their bosses.
- They want to prove that they are good workers.
- They worry about being treated unfairly.



- They might not ask for things they need
- They are afraid they might be sacked.
- Sorting out this kind of stuff can be hard.



- This is called **negotiating**.



“Negotiating-it has to be 2 ways. It has to work both ways”.

Example:

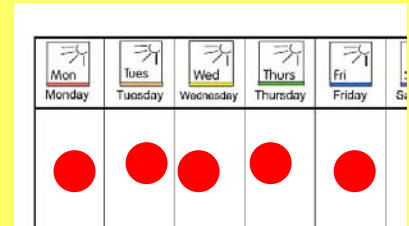
Trudy just started a casual job.

She thought it would be work a few days a week.

This fitted in with other important things in her life.

But straight away she was asked to work every day

for 2 months.



SORO Members thought about -What might happen next for Trudy?

- She might be worried about how long she could last in the job.
- She could be stressed.
- She might not be motivated at work.
- She might not do her job properly.
- She might get sick.
- She might get depressed.
- Trudy might not be able to sleep.
- She might think it is just too hard to work –even though she really wants too.



SORO Members thought about - What could have changed things?

- ☑ Better communication.
- ☑ A job agency.
- ☑ Having someone or an advocate to talk about it.

More **support** in learning 'how to speak up' before you start work

More **support** in learning 'how to speak up' once you start work



Self advocacy could teach about 'speaking up at work'

There might be other people that could teach that too.



SORO Members thought about how a Lifelong Care and Support Scheme might help?

- ☑ Money to pay for **support** or advocacy when you need it.
- ☑ Trudy could use her money to get an advocate.
- ☑ Especially if it is hard to get free advocacy.
- ☑ Trudy could use her money to use a job agency.
- ☑ Funding for more **Self Advocacy** groups.
- ☑ Educating bosses about employing **PWID**.



Having advocacy can mean:

- **PWID** don't fall through the cracks.
- Their confidence can grow.
- "So they can bounce back- so they feel like they can do things!"
- **PWID** can feel good about themselves



Example:

Steve got a job in **open employment**.

He got better money than in **supported employment**.

So he went off the **DSP**.

He was good worker, but got bullied by some other workers.

This went on for a long time.

He tried to speak up – but nothing changed



SORO Members thought about - What might happen next for Steve?

- He could feel bad about himself.
- He might think that he could not do it.
- Steve might not take it anymore and go back to **supported employment**.
- He would lose **confidence**.



Also:

- He did not really have the chance to 'get ahead in life'.
- He did not have as much choice in what he could do.
- When he is older he won't have a big **super** or savings for retirement.



SORO Members thought about - What could have changed things?

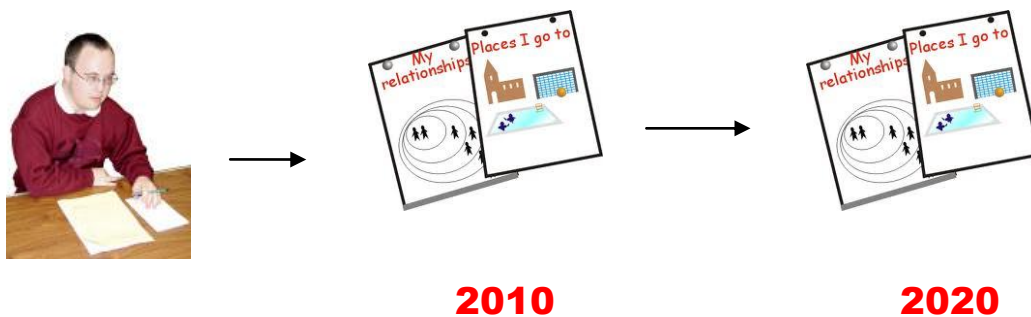
- Having **self-advocacy** skills



- An advocate to stand with you, is very important for decision-making

SORO Members thought about how a Lifelong Care and Support Scheme might help?

- Anti bullying campaigns
- Workplace education for people who do not have an **intellectual disability**
- Help so **PWID** can do long term planning



- Setting up more **self advocacy** groups

Decision Making



Many people think **PWID** can't make decisions about their lives.

So they don't give them the chance to make decisions.

"When decisions are made for you- that's a big one."

- Families really do care about PWID.
- Families can also feel protective of PWID.
- Families can carry on as usual. They get tired.
- Changing is hard.



PWID want to make decisions - **"when you grow out of things."**

Part of decision-making is **"where people have been and where they want to go."**



If you want to fall – you want to have that experience – you can't hold your daughter's hand for ever – if they need to fall they need to fall – if they have a scratch on their knee they need to feel that and learn that"

People need training in steps
to good decision-making.



“Give them information – give a clue – people can find out the answers”

“People need to be given options and choices - but I say yes or no – it is up to me”



There needs to be options to make decisions about.

You need to know that there might be lots of things
to choose.

“A menu first - so you can see it in your head what you can choose – in the
menu – that would give me a guide”

Lots of different viewpoints can help open up possibilities.



“If you know about it - or if you don't know about it until you look around –
or someone helps you look around.

Example:

Look at Sam's story at the end of this **submission**.

When Sam's Mum died he had to move house.

Sam's family said where he would be going.

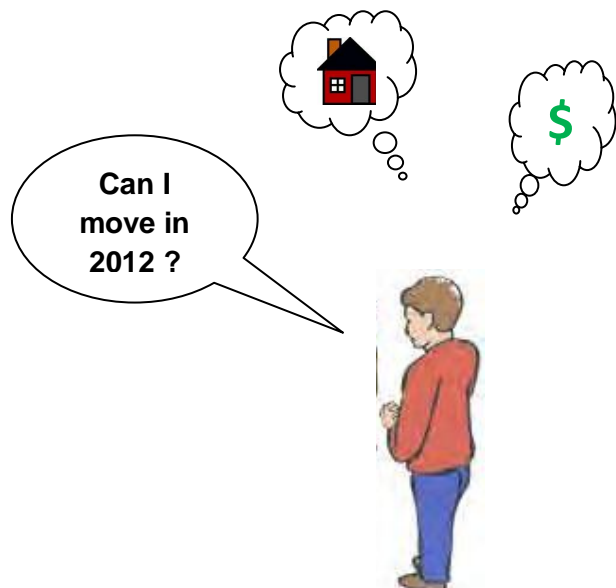
He went to live with his sister.

Sam did not get a say.



SORO Members thought about - What could have changed things?

- ☒ If the family knew what services were out there
- ☒ He had the chance to move out early and get some **support**.
- ☒ **"Discussing things with your family"**
- ☒ Help to plan ahead.



SORO Members thought about how a Lifelong Care and Support Scheme might help?

☑ Letting people know the options

☑ Money for **support**

“We get the money ourselves and then we can buy the support we want.”

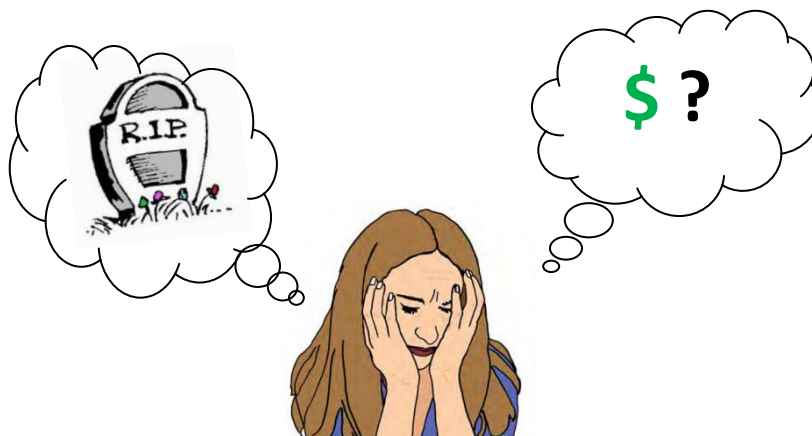


“Money talks – we could pay people to take us through the steps about what we want to do.”

- Teaching people how to plan



“If your parents die what do you do with the money – what would you do with the money ? ”

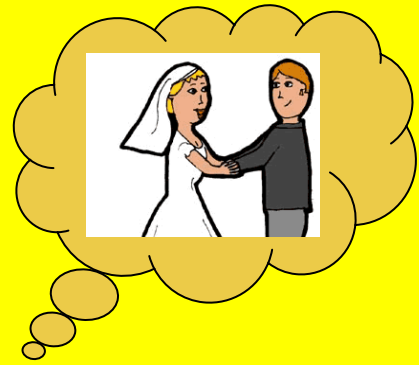


Bob and Grace's story

Bob and Grace met at work.

They fell in love.

They wanted to get married.



"It had to be discussed ...between parents and staff."



Bob's Mum was a bit worried, but she realised:

"She would have to let me go."

Bob and Grace got their parents involved in wedding plans because:

"We would just not have known what to do."

"We would not be able to get over that jump."



Getting married was about more than loving each other.

It was also about:

“Going up the ladder”

“We could do things for ourselves – coming away from our parents.”



“It was really a big step getting through all the hard bits – before we could get to the next step”

“People accept that we are married in the community”

Social

Loneliness and **isolation** are very big issues for PWID with **low support needs**.

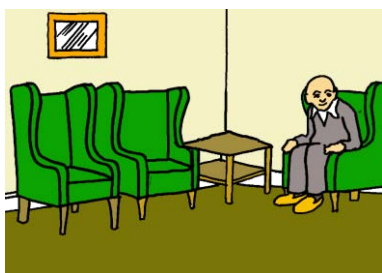
People say this is like:

- “shutting the door and being left out”
- “being not seen as a member”,
- “just forgetting you are there”
- “being invisible”



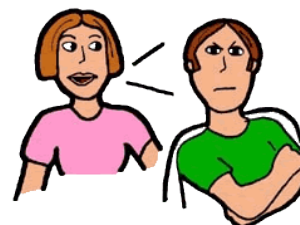
This can happen at any stage of life.

It can happen a lot when people go through big or small life changes.



People can find it harder to:

- get back on track with life
- make new friends
- keep friendships alive
- understand about different types of friendships



At low times in people's lives they find there's no ordinary **support**

- ☑ "when you get stuck" or "when you need that extra help."



When you have friends you can:

- ☑ "Be like everyone"
- ☑ "Have fun"
- ☑ "Mingle around friends"
- ☑ "Share a sense of humour"



Friends can also:

- ☑ "Show you how to get places and do things. How to get from A to B"
- ☑ "Help you to get through"



Many people find friends through work but are lonely at home.

Many people are left out at work.



Many people don't fit in anywhere.

They don't feel good with big groups of PWID.

They're not accepted by people without disability.



☑ "We need friends – when you are the only one (child)

☑ "They help you to keep your life together so you don't fall apart – they help you from feeling down."



☑ "If you have not had the chance to grow up with a family or friends – you do not know what they are for."

☑ "It can be hard to make friends – sometimes this is because of the environment you grow up in."



That's why people need some extra help to find friends and make it work.

Services, charities or churches can become very important.

Jack says:

"friends at Salvos stick with you for the rest of your life."



But people also want help from people:

☑ “Who care about you as well.”

☑ “People who don’t have to help you, but do.”



☑ “If a group of people could take us under their wings and show us how to make friends”

☑ “Once you learnt the steps and understand it, you might not need help all the time”



☑ “Someone might introduce you to some people go out with you at first”

☑ “Help you make new contact”



“We think PWID have a great sense of humour”

It would be great to have the chance to share this.



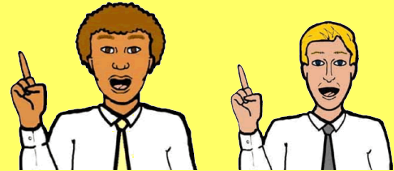
Example:

Sam went to a high school support unit.



Sam was very good at things like woodwork.

He was in a mainstream class for this.



There was also Best Buddies at his school.



This program helped him make friends with kids at school without disabilities.

This helped him learn better social skills.

Sam left school.



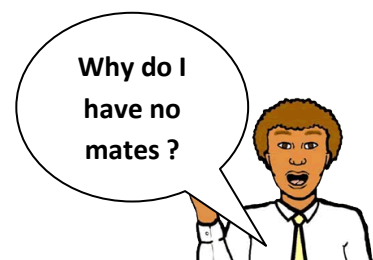
Best Buddies stopped.

Sam's friends drifted off.



SORO Members thought about - What might happen next for Sam?

- He might be lonely
- It could be hard to make new friends
- He would have no-one to hang out with



SORO Members thought about - What could have changed things?

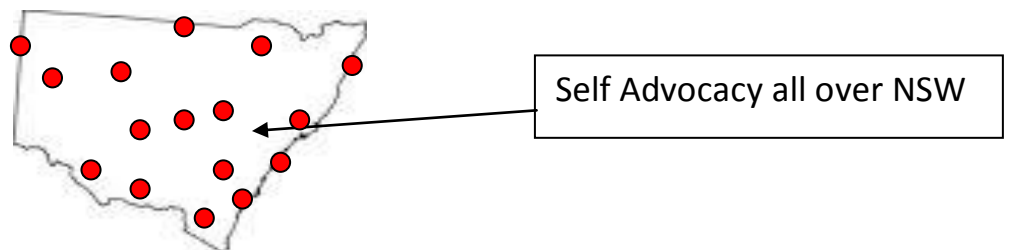
- ☑ Sam could have gone to **Citizen advocacy**
- ☑ If there was Best Buddies for adults



- ☑ Help to make friends
- ☑ Getting support for social things not just getting work or life skills.

SORO Members thought about how a Lifelong Care and Support Scheme might help?

- ☑ Setting up more **Self Advocacy**.



- ☑ Being able to use a **social educator** to help make friends.



Conclusion

We hope the Productivity Commission will use SORO's ideas to make a good Lifelong Care and Support Scheme.



- ☑ Getting the right **support** can really change your whole life.
- ☑ Getting **support** that is not so good can really change your whole life too.
- ☑ **PWID** would like to have the right **support** for them.
- ☑ **PWID** would like to have it at the right time.



☑ We would like to know support can be there if we need it.



☑ We want to take part in making choices about our life.

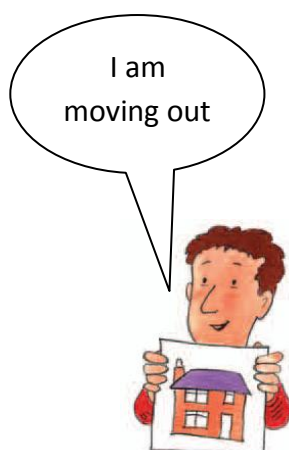


☑ We want to take part in making a better way of doing things.



A better way of doing things would mean we would be able to:

“search and reach our own goals.”

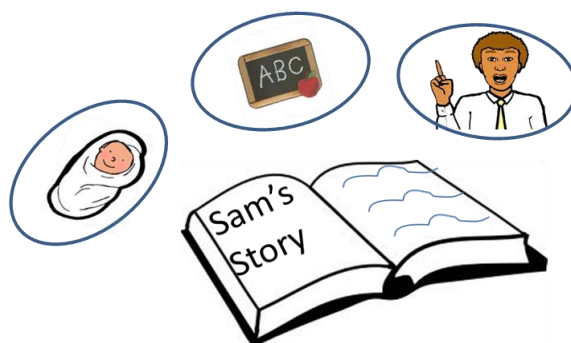


Appendix

The Submission Process – Page 52



Sam's Story – Page 52



Why Easy Read – Page 66



Submission Process

This is how SORO did this submission.

The Productivity Commission Inquiry is very big and covers a lot.



To have a say, we needed someone to 'find a way in' for us.



NSW CID staff helped by:

- Explaining what the inquiry is about
- Asking if we wanted to take part
- Using easy words
- Helping us to talk about what's important to us

This is an inquiry ...



**I worry about
when Mum dies**



- Getting us to think about how things could work better



- Staff worked out steps to getting it all done:





Step1
Learning
About It

Step 1: Learning about it

Staff wrote a story about Sam, and the group talked about it.

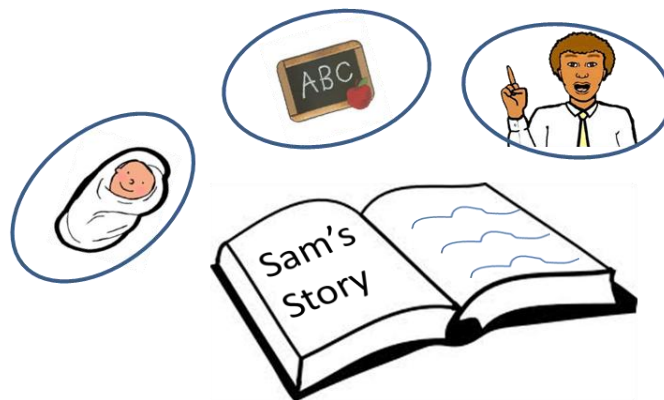
Sam's story felt real.

It brought up things that some members have been through.

The group saw how things can go over many years.

The group talked about the big ideas that came up.

The group talked about what could have changed things for the better.



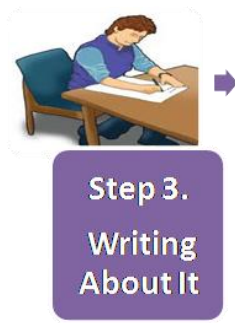
Step2.
Talking
About It

Step 2: Talking about it

Members of the group met again.

They worked out what the main messages from our group could be.





Step 3: Writing about it

The staff did a draft.

One of the group came checked if it was on the right track and easy to read.



Step 4: Checking it

The group met again to check the draft.

They made sure it said the right things.

They also added more ideas.

This took a long time.

It was very tiring.

They needed breaks and food!

Staff fixed the final draft and added pictures.



Is that what we said?



Step 5: Sending it

Getting this done in time was a rush.

It would have been better to meet more times.

The group could have checked one more time.

August							2010						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday							
1	2	3	4	5	6	7							
8	9	10	11	12	13	14							
15	16	17	18	19	20	21							
22	23	24	25	26	27	28							
29	30	31											

Submissions are a lot of work.

These things take time to think about properly.

If SORO had more time:

- They could have learnt more
- Had more ideas about how a new system could work

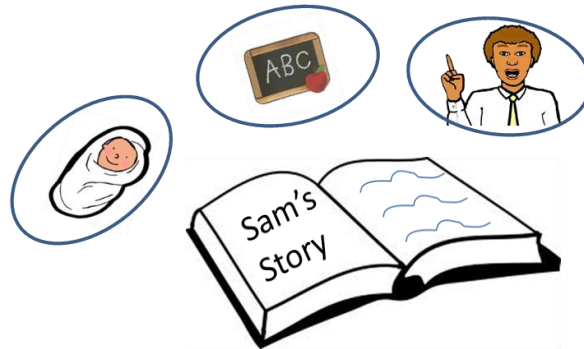


SORO Members said it was important to have people you could trust to help with making the submission.



I know you will write down what I say...

About Sam's Story



Sam's story was made up by CID staff.

They remembered lots of stories they had heard from

- calls to our info service
- from VOICES forums
- many PWID they have known



It's a mix of lots of people's stories.

It was the first time everyone had thought about what a whole lifetime might look like.

They said Sam's story felt real.

Sam's Lifetime Story

Sam's parents came from Italy.

Sam was born.



His parents noticed Sam was not growing and learning like other babies.

Sam got early intervention services.

This helped with his

- Talking and listening
- Moving around and doing things
- Making friends.



It helped Sam to catch up a bit.

Sam started school in a support unit.

His early intervention stopped.

It was hard to keep getting the right help.

As he got a bit older, Sam's reading was way behind.

There was not enough extra support for Sam to catch up.



Sam went to a high school support unit.

Sam was very good at things like woodwork.

He was in a mainstream class for this.

There was also Best Buddies at his school.

This program helped him make friends with kids at school without disabilities.



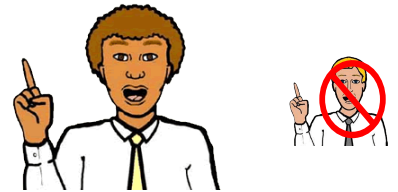
This helped him learn better social skills.



Sam left school.

Best Buddies stopped. Sam's friends drifted off.

He went to Transition To Work.



Sam got an apprenticeship.

Sam was bullied at work.

He didn't tell anyone, and got depressed.



He didn't get enough help at TAFE.

There were cutbacks in support.

Sam didn't pass the TAFE part of his apprenticeship.

It was too late to go back to Transition To Work.



Sam went to Centrelink and a job agency.

Sam's **JCA** missed that Sam was depressed.

He couldn't show his best abilities.

People had lower expectations for Sam.

The job agency helped him do more courses, like

- retail
- life-skills
- literacy (reading).



He wasn't interested in retail, but there was nothing else to do.

Sam made some new friends while he did these courses.

They had disabilities, too.

Sam tried to get a job, but no-one would take him on.

Some of Sam's friends lived in their own flats.



Sam thinks about moving out, but he doesn't have enough money.

Besides, Mum loved Sam and did everything for him.

This is just how their family worked.

Sam didn't get much chance to use his life-skills.



A job in supported employment

Eventually Sam got a job.

It meant he had a bit more money than just the DSP.



Sam met some friends there who invited him to their church.

He didn't really believe much in God.

But they had a social group at church.



Sam became a leading hand at work.

He had more responsibility and a bit more money.

This was still not enough to get his own flat.



A few years go by.

Sadly Sam's Dad died.

This was hard.

Mum died.

This was really hard for Sam.



Sam moves far away to live with his sister.

His family made the decision.

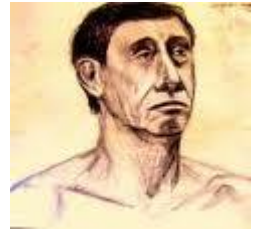
They thought it was best for him.

This means he leaves work and friends behind.



He was grieving.

He was depressed.



Sam didn't go out much, just to the local club with his sister.

Because Sam was not doing much.

he started to put on weight.



He couldn't get around as well as he did.

He started to get new health problems.



Sam is now in his 50s.



Notes from NSW CID

- In real life, people now in their 30s and older haven't had the help that Sam did when he was young.
- Many grew up in institutions and special boarding schools.
- Some did not see their families at all.
- These people are still around, and are doing their best to live.
- Their lives are at least as hard as "The Forgotten Australians" and the "Stolen Generations".
- Just like them, those early years have shaped their whole lives.
- Thousands of people still live in institutions.



- In real life, Best Buddies is a tiny program.
- It's hard for them to get funding to get bigger.
- They are only in 7 schools in NSW.
- They have just started a program for adults, with the help of 2 services.
- In Victoria it's a bit bigger.



- In real life, TAFE is cutting courses and support for learning for people with intellectual disability.



- In real life, health is a big issue for people with intellectual disability.

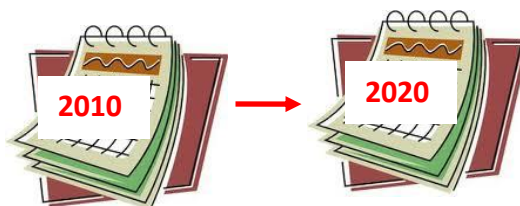


- Sam's story stopped at a turning point for his health.



What might happen next?

Or 10 years into the future?



It's easy to see how things have stacked up against Sam over time.

Sam has a mild intellectual disability.

Why Easy Read?

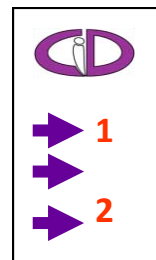
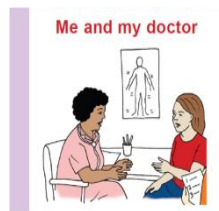


NSW CID thinks it is really important.

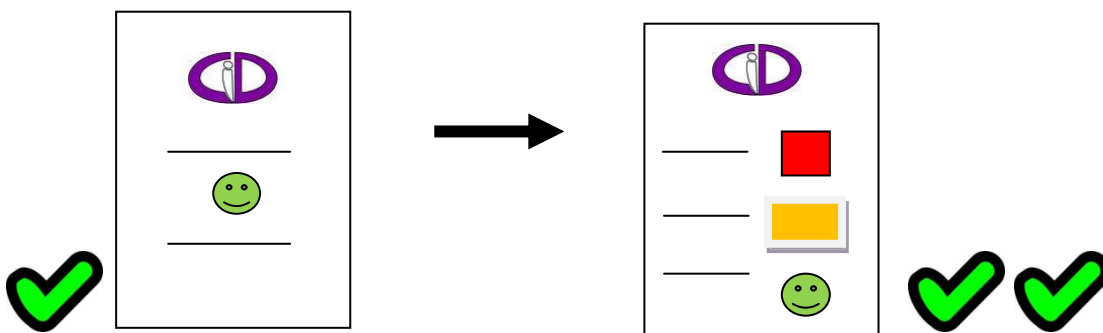
To take part fully, info must be easy to understand.



NSW CID makes a lot of info easy in words, pictures and on video.



We are not perfect at it, but we are getting better and better.



The UN Convention on the Rights of Persons With Disabilities thinks that it is important too.

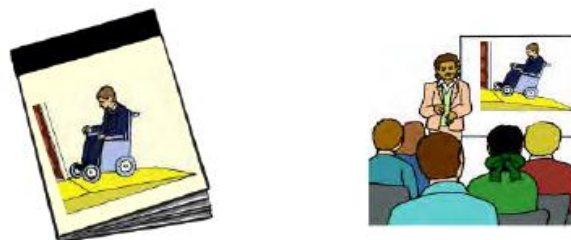
This is what it says:

Article 9: Accessibility

This is making sure people can get what they need.

People with disability have the right to live independently and take part in all aspects of life.

To let them do that, countries need to take appropriate steps to give people with disability access, in the same way other people have access, to things, places, transport, **information** and services that are open to the public. This applies in the cities as well as in rural areas.



To do that, countries should:

- make sure people with disability have equal access to information, communications and other services, including electronic services like the Internet and emergency services.



Countries are also to take appropriate steps to:

- promote other types of help to people with disability to make sure they can access information;



Article 21:

Freedom of expression and opinion, and access to information

This making sure people can have a say !

Countries are to take appropriate steps to make sure people with disability have the right to say what they think and share their ideas like other people do.



This includes being free to ask for, get and share information and ideas through sign languages, Braille, large print or other types of communication.

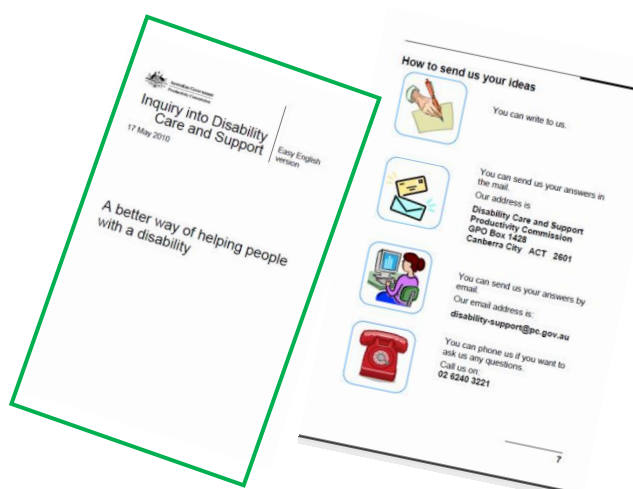


Some steps that countries should take include:





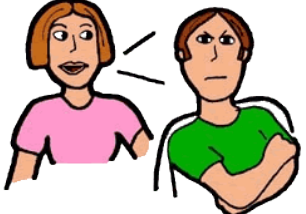

- providing public information in other formats (such as Braille or electronically) in a timely way and at no extra cost;
- letting people with disability use Braille, sign language and other types of communication when they deal with government agencies;














We say well-done to the Productivity Commission for putting info into plain words and using pictures.













Words List







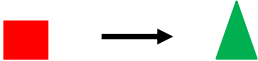
Word	What it means	Picture
Advocacy Agencies:	Are places that have advocates. They are places people can go to when they need help to stand up for their rights. There are different types of advocacy.	
Citizen Advocacy	An ordinary member of the community gets to know you well over a long period of time. They stand alongside you and help you to get what you need.	
Committee	A group of people who are chosen to work together and help a larger group of people.	
Confidence	Knowing you have the skills to do something. Feeling good about what you are doing.	
Conflict	When people don't agree with each other and it's hard to sort out. For example, when a service says you can't be a client anymore. You don't agree.	
Counselling	This is talking treatment. It helps you to manage your feelings. There are people who are trained to help you with this.	

<p>DSP</p> <p>Disability Support Pension</p>	<p>This money helps people to pay for basic needs.</p> <p>They must have an intellectual, physical, sensory or psychiatric disability to get this.</p> <p>At the moment it is about \$ 320 a week.</p>	
<p>Early Intervention</p>	<p>This is getting help early in life to learn skills to cope with growing up.</p> <p>It can also be getting support before a problem becomes too big.</p>	
<p>Easy Read</p>	<p>This is making info easier to understand.</p> <p>Using words people can understand.</p> <p>Using pictures or photos to help explain ideas.</p> <p>It means people can have access to info like everyone else.</p>	 <p>Easy to read</p>
<p>ID</p>	<p>This means intellectual disability.</p>	
<p>Individual Planning</p>	<p>Talking and thinking about the things you want to do in your life.</p> <p>Planning can be about help you may get from disability services. It can be help from your friends, family or other supports like an advocate.</p>	

Individual Advocacy	<p>Is when someone finds out what you want and speaks up for you.</p> <p>An advocate works with you to help you sort out your problem.</p> <p>That person will speak for you and help you to speak for yourself.</p> <p>They will help you to get over the barriers.</p>	
Inquiry	<p>Is a committee of people that looks into something and writes a report.</p>	
Institution	<p>A large building where many people with disabilities live away from the community.</p>	
Isolation	<p>Being away from people and the community.</p> <p>Left out.</p>	
Job Support Agency	<p>This is a service to help people train for work and look for a job.</p>	
JCA Job Capacity Assessment	<p>A Job Capacity Assessment is a way of finding out</p> <ul style="list-style-type: none"> • if a person can work • how much work a person can do • how much help a person needs to find a job and do that job. 	

<p>Learning Disability</p>	<p>This means that a person may find it more difficult to learn, understand and communicate.</p> <p>They may also need more help to do everyday things. With the right kinds of help and support, they are often able to go to school, study and live and work completely independently.</p>	
<p>Life-skills</p>	<p>The things you need to learn to be able to get on in life.</p> <p>Examples might be– cooking, catching a bus, how to pay bills.</p>	
<p>Low support needs</p>	<p>These are people who might take a bit longer to learn something.</p> <p>These people do not often get support as services help people with higher support needs.</p> <p>Sometimes it might be called mild intellectual disability.</p> <p>Some people might have low support needs and not know.</p>	
<p>Negotiating</p>	<p>An example of this might be when a person or service get together and try to work out a problem.</p> <p>They try to understand each other's view point.</p> <p>They listen and go through ideas to make things work out for both sides.</p>	

Open Employment	<p>Are workplaces where anyone can work. People with disabilities can work here too. Sometimes they need support to do this. The government can give workplaces money to help this happen. Sometimes a job agency helps people learn how to do the job.</p>	
Physiotherapy	<p>A person who helps your body get strong and working well.</p>	
PWID	<p>This means People with Intellectual Disability or Person with an Intellectual Disability.</p>	
Rights	<p>Everyone has rights. They are about the things everyone should be free to do. These are in laws. An example is the right to vote.</p>	
Self Advocacy	<p>This is about learning your rights. It's about speaking up for yourself. There are some groups that help you to learn how to 'speak up'.</p>	
Sensory Disability	<p>A sensory disability is blindness, deafness, or a severe vision or hearing impairment.</p>	

Social Educator	Someone who can help you to learn life skills.	
Submission	When people or groups put together their views and give them to the government. It is a way for the government to hear lots of different voices.	
Super (Superannuation)	Money saved up by you and your work. It is put in a Super Fund. It's a bit like a bank account. You get the money when you retire from work.	
Support	People or places that you can go to and get help to do the things you want. These people or places are called supports.	
Supported Employment	Are work places that mostly employ people who have a disability. They usually do not get a paid much money. These are also called business services. They used to be called sheltered workshops.	
Systemic Advocacy	Is speaking up about big issues that affect a lot of people. Making the system better improves the lives of many people.	
Transitions	Moving from one thing to another. Example: School to work, or changing houses.	



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