THE

BECOMING A SELF ADVOCATE

TRAINING PROGRAM

VALID Inc.

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A curriculum resource for staff assisting people with intellectual disability to develop Self Advocacy skills

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The Becoming a Self Advocate Training Manual

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CONTENTS

Introduction IV
Working Together . . . . . Session 1
Making Choices and Decisions . . . . . Session 2
Learning About Self Advocacy . . . . . Session 3
Speaking Up . . . . . Session 4
Knowing Our Rights . . . . . Session 5
Respecting the Rights of Other People . . . . . Session 6
Expressing Your Feelings . . . . . Session 7
Being Assertive. . . . . Session 8
Speaking Assertively . . . . . Session 9
Being Passive, Aggressive or Assertive . . . . . Session 10
Expressing Your Opinions . . . . . Session 11
Making 'Life' Choices and Decisions . . . . . Session 12
Making Plans for Life. . . . . Session 13
Getting Involved in Your I.P.P. . . . . Session 14
Developing Your Support Networks . . . . . Session 15
Making Complaints . . . . . Session 16
Developing Community Networks . . . . . Session 17
Becoming a Self Advocate . . . . . Session 18
Running Your Own Meetings . . . . . Session 19
Running Your Own Client Council . . . . . Session 20
Video Resources List . . . . . Appendix 1
Who I Am . . . . . Appendix 2.1
My Likes and Dislikes . . . . . Appendix 2.2
The Self Advocate's Ten I.P.P. Guidelines. . . . . Appendix 2.3
Who's in My Support Network?. . . . . Appendix 2.4
Hand in Hand . . . . . Appendix 2.5
Self Advocacy Program Evaluation . . . . . Appendix 2.6
Client Empowerment Program . . . . . Appendix 3
The Rights Cartoons . . . . . Appendix 4
Advocacy & Review Group Brochures & Pamphlets . . . . . Appendix 5

INTRODUCTION

A VISION OF EMPOWERMENT

Becoming a Self Advocate was developed in response to the increased demands by the clients of Adult Training Support Services to have a greater say in their everyday lives and in the management of their services.

For the past four decades, A.T.S.S.s in Victoria have been generally at the forefront of change and progress on the intellectual disability scene. They have been responding to the needs of people with intellectual disability, opening doors into the community and supporting them to take their rightful place in the world. Many A.T.S.S.s have also taken a positive role in supporting the advocacy movement, by both championing the rights of people with intellectual disability and by assisting their clients to grow stronger and more effective as their own 'self advocates'.

The A.T.S.S. sector — comprising 140 services and approximately 4000 clients — has been generally keen to respond to the strengthening voice of their consumers. As a consequence, many agencies have been developing and supporting self advocacy programs and structures for several years.

Nonetheless, it has not been uncommon to hear concerns about self advocacy only being appropriate for 'some consumers', or of clients being placed on committees with little understanding of the issues under discussion, or of the views of clients being manipulated by those who support them. It is not uncommon to hear it said of self advocacy that, 'oh yes, we tried that but it failed'.

As Victoria's peak advocacy support agency for adults with intellectual disability, VALID is equally concerned about failure. We believe that it usually happens to people with intellectual disability when there is inadequate planning, insufficient support and unrealistic expectations. We also believe that the skills of self advocacy should be thought of as skills like any other — for instance, the same as the skills of crossing a road, going to the supermarket, or catching a tram. Most A.T.S.S. instructors know exactly how to go about supporting a person with intellectual disability to gain these skills, applying the techniques of task analysis, positive goal-setting and reinforcement. Most A.T.S.S. instructors also understand that the most important objective of all is the empowering of their clients to take control of their own lives and decisions. Sometimes, however, they struggle with how best to conceptualise and then teach these skills. Usually, there isn't a lot of time to stand back and objectively analyse self advocacy, much less prepare detailed lesson plans and activities to methodically guide their clients towards 'empowerment'.

This is reflected in the fact that few A.T.S.S. clients have Individual

Program Plans which specifically make mention of the need to develop the skills which make up self advocacy, such as assertiveness, choice and decision-making, expressing opinions, etc.

Hence, *Becoming a Self Advocate*. This manual provides staff and management in A.T.S.S.s with the necessary concepts, strategies and activities to effectively develop the self advocacy skills of individuals and to support the emerging voice of consumers within their agencies.

The need for services to provide strategies to effectively support consumer participation has been recently highlighted by the A.T.S.S. Consumer Satisfaction Survey, which sampled the views and concerns of A.T.S.S. clients. Whilst yielding positive satisfaction indicators, many consumers indicated that they did not know enough about self advocacy and wanted to have more say in the decision-making processes of their organisations. [1]

VALID strongly supports the right of people with intellectual disability to have a greater say in the way services are delivered. It is our experience that most A.T.S.S. communities are just as strong in this commitment. VALID's work with A.T.S.S.s has therefore been very much one of partnership, with our staff and the staff of A.T.S.S.s cooperating to discover the most meaningful and effective strategies for achieving our common mission — the empowerment of people with intellectual disability.

A FRAMEWORK OF SUPPORT

VALID is committed to establishing an advocacy framework which supports people with intellectual disability and families/carers to take control — of their lives, their services, of their position in the community and of their place in the world.

VALID believes that such a framework needs to be in place, providing support from the personal to the global levels, if the rights, interests and views of people with intellectual disability, families and carers are ever to be effectively realised and responded to.

For instance, an Australia-wide organisation such as the National Council on Intellectual Disability cannot be effective unless it has effective state structures supporting it and representing it; a statewide advocacy organisation such as VALID cannot be effective unless it has regional and national structures supporting it and representing it; regional advocacy groups cannot be effective unless they have local and service agency-related groups supporting them, as well as statewide groups representing and supporting them.

In the same way, a person with intellectual disability or a parent/carer

[1] The A.T.S.S. Consumer Satisfaction Survey conducted by KPMG Consultants, commissioned by the Department of Health and Community Services, 1995.

cannot be a fully effective advocate at the regional or statewide levels unless their own personal advocacy skills — their understanding of services and systems, their awareness of rights, and their ability to assert themselves effectively — are sufficiently supported and developed.

Moreover, people participating in the regional and statewide advocacy agenda cannot be fully effective until they have developed beyond a focus on their own personal plight, and are capable of representing the 'bigger picture'.

A strong and substantial advocacy support structure is required to represent, assist, train and empower people involved at every level. The *Becoming a Self Advocate* Training Program is designed to support this structure by focusing on the development of the Personal and Service-Related stages described in the following framework.

STAGES OF SELF ADVOCACY AND ADVOCACY DEVELOPMENT		
MY CHOICE	PERSONAL	• Development of basic choices and preferences • Understanding of Rights and development of Assertiveness and Skills • Development of Complex Choices – I.P.P.s and G.S.P.s
MY SERVICE	SERVICE RELATED	• Effective participation in Client Meetings • Participation and Representation on a Client Council • Participation and Representation in Management
MY LIFE	LOCAL	• Participation in Local Consumer Advocacy Networks
	REGIONAL	• Participation in Regional Consumer Advocacy forums
	STATEWIDE	• Participation in Statewide Consumer Advocacy forums
	NATIONAL	• Participation in Nationwide Consumer Advocacy forums

CONSULTATION

The research for *Becoming a Self Advocate* involved extensive consultation with both clients and service providers over a period of 12 months. Initially, meetings were held with A.T.S.S. staff to determine the need for this type of resource and what type of material may be required. Consequently a draft was developed which VALID staff trialed with four different agencies over a period of 6–11 months. The agencies were EDAR — Naroo Learning Centre, Gawith Villa A.T.S.S., WATCH A.T.S.S. and Nunawading A.T.S.S. Further independent trials took place with two A.T.S.S.s utilizing existing staff facilitators — Corilong FEAT and EDAR — Rochester Further Education Service. Evaluation and feedback from these trials yielded useful information which

was added to the document. Consultation with clients occurred both in the A.T.S.S. trial groups through discussion and evaluation as well as consultation with the members of the VALID Self Advocacy Sub-Committee.

WHY TEACH SELF ADVOCACY?

Being a Self Advocate helps you:

- identify concerns and problems
- know who to speak to and how, and
- be confident enough to speak up

Not being a Self Advocate leaves you:

- confused and insecure
- alone and isolated
- afraid and vulnerable

People who *are* Self Advocates are people who have:

- self confidence and self esteem
- independent control over their own life
- dignity and self respect
- strength to guard against exploitation and abuse
- power as an individual with rights

People who are *not* Self Advocates are people who:

- have no faith in themselves and feel bad about themselves
- allow others to control their lives
- are unable to protect themselves from exploitation or abuse
- have no understanding of, or faith in, their rights as a human being

Many people in the world are not Self Advocates. You don't have to have an intellectual disability to have a poor self-image or to be open to abuse or discrimination. It is a fact, however, that people with intellectual disability are more likely than others — as a result of the mixed consequences of social stigma, prejudice, community attitudes and the handicapping effects of disability — to go through life not as self advocates, but as victims, pawns, or as objects of other people's discretion and will.

For many people with intellectual disability, the lack of self advocacy skills limits their development as confident, effective individuals. Somewhere between *being* a Self Advocate and *not* being a Self Advocate, there is the process of *becoming* a Self Advocate. That's probably where most of us are at. We are constantly refining our skills, practising our strategies, trying to acquire increased control over our own lives, and trying to achieve the things we want from life. People with intellectual disability are also engaged in this life-long journey, from *not* being to *being* in control of the decisions which affect them, from *not* having to *having* influence over their own lives. This program is about assisting them in that journey.

PURPOSE OF THE PROGRAM

The purpose of this program is to provide a curriculum for staff working in the intellectual disability field, particularly A.T.S.S. instructors, who are teaching self advocacy skills. Each session has been specifically designed to meet the diverse learning needs of people with intellectual disability in a small group situation. Whilst participants are required to possess fundamental communication skills, the program provides a comprehensive framework within which the creative instructor may alter and adapt activities to match particular communication requirements and levels of understanding.

The document has been developed with staff time constraints in mind and is therefore designed as a resource which can be drawn from with minimal preparation requirements.

AIMS OF THE PROGRAM

Sessions 1–18 aim to provide strategies for developing the individual's:

- understanding and knowledge of self advocacy and what it involves
- awareness of rights
- assertiveness skills
- ability to speak up in appropriate ways
- knowledge of people/services/procedures to assist in speaking up
- confidence and decision-making skills
- sense of responsibility for areas of personal life
- sense of responsibility for the consequences of decisions and actions

Sessions 19 and 20 are optional sessions for participants who indicate a wish to become involved in an A.T.S.S. Client Council or Consumer Committee (also known in some agencies as a Workers' Committee). Sessions 19 and 20 aim to provide strategies for developing the individual's:

- understanding and knowledge of meetings procedures
- confidence and ability to speak up in meetings
- ability to influence agency processes and policies
- capacity to work effectively as part of a group

STRUCTURE OF THE PROGRAM

The program provides information for 20 two-hour sessions. These session times can be modified according to the group and time constraints. The sessions run in developmental sequence and are ideally delivered in this way. However a selection of sessions may be taught in isolation if deemed more appropriate. Some people may benefit from repetition of some sessions. The sessions are essentially discussion based and therefore the

number of participants should preferably be kept between six to ten. The sessions feature:

Work Plan Activities

Specific and practical strategies are provided for demonstrating and teaching key concepts. An important feature of the Work Plan is the Review and 'Check-Point' strategies, designed to constantly reinforce learning and understanding.

Script Notes

Direct information is provided to guide the facilitator through each session as smoothly as possible. The activities include regular scripting to the facilitator, to suggest and to demonstrate how an idea may be expressed. These script notes are always in italics, and can be modified according to interests and needs.

Videos

Extensive use is made of several videos throughout the program. It is essential that facilitators obtain and familiarize themselves with these materials before commencing the particular session. A complete list of all videos required can be found at Appendix 1.

Work Sheets

Work Sheets are provided to deal with specific topics or techniques. They are to be found in Appendix 2.

Group Posters

Participants are required to make posters throughout the program, providing a practical and fun activity which builds the skills of cooperative decision-making and 'working together'. This can be a very effective teaching tool especially for people with higher support needs. Place the posters that are developed in a prominent position to proudly display the group's progress.

Group Booklet

At the conclusion of each session information is added to the group's own '*Becoming a Self Advocate*' booklet. This booklet is designed to provide participants with a reference book of their own for future use. It is intended to reinforce the concepts discussed and provide participants with a resource they can independently access. If your group members would like their own copy, you will need to ensure each participant has a manila folder with proper binding attachments or similar.

Assessment Checklists

Checklists are regularly provided throughout the program. Copy the checklists to monitor the progress of each individual.

SUPPORT FOR THE PROGRAM

VALID has produced this program as a resource to be used primarily in the A.T.S.S. environment. All Sessions are ideally facilitated by a support worker independent of the A.T.S.S. agency, to minimize the potential for conflict of interest to arise.

However, given the fact that it's often difficult to fund and/or find independent facilitation, and the fact that much of the content of *Becoming a Self Advocate* is very much part of the empowering mission of the modern A.T.S.S., it is likely that many A.T.S.S. instructors will be called upon to deliver this program. Where this occurs, VALID urges agencies to allow their staff to undertake appropriate staff training before commencing the program. One of the options for appropriate training is offered by Box Hill Institute of T.A.F.E. through its 'Client Empowerment' program, a two day in-service activity for which staff release time can be negotiated (see Appendix 3). Other options may be also available, either through private consultancies or advocacy organisations.

Provided A.T.S.S. staff undertake such training, VALID considers it is entirely appropriate for Sessions 1–18 of *Becoming a Self Advocate* to be delivered as part of the typical A.T.S.S. program, as these sessions cover concepts and skills which are the common interest of both A.T.S.S. and advocacy agencies. Where the potential for conflict of interest arises is at the point when consumers or clients begin to meet not for the purposes of training, but for the purposes of speaking independently and perhaps critically about the processes and practices of the A.T.S.S. agency. It is at this point that the need for strictly independent facilitation is demanded, to avoid any suggestion of the instructor manipulating client opinions to 'have a go' at management, and to allow consumers every opportunity to speak freely about issues affecting them. In this program, we have identified this critical 'point of departure' in Sessions 19 'Running your own meetings' and Session 20 'Running your own Client Council'. These Sessions also suggest a movement away from the previous 'instructor/client' delivery style towards a proper meeting format, where consumers 'control' and support workers 'support'.

Agencies wishing to ensure independent facilitation for consumers embarking on Sessions 19 and 20 — and on the journey beyond these sessions — can contact VALID or other Statewide, regional or local advocacy organisations for information, advice and, hopefully, support.

VALID: Phone 03 9427 8299 **Facsimile 03 9427 8299**

Freecall 1800 65 5570

SESSION 1 WORKING TOGETHER

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Getting to know each other
2. Developing our group's rules
3. Developing a Group Poster
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Butcher's paper and felt-tip pens
- Blackboard and chalk/whiteboard and markers

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify group members
2. Identify the group's rules
3. Identify how to brainstorm an idea

WORK PLAN

ACTIVITY 1 GETTING TO KNOW EACH OTHER

- Encourage the group participants to set up their room according to their own design/needs.
- Introduce yourself if participants are not familiar with you and follow this with an explanation of what the course is about. *During this course you are going to learn about Self Advocacy. Self Advocacy is all about learning to speak up for yourselves, how to have a say and how to make your own decisions and choices.*
- Ask each group member to introduce themselves and to say what their interests are. Encourage them to remember these details. After everyone has introduced themselves ask each individual to re-introduce the person next to them and to say something about them. Make it fun!

ACTIVITY 2 DEVELOPING OUR GROUP'S RULES

- *Now we have got to know each other a little better let's look at developing a set of 'rules' that we can follow to make sure that our time together runs smoothly. What are some ideas for ways to make this happen?* If rules is not an appropriate word, feel free to use your own words such as 'guidelines' or 'expectations'.
- Introduce the concept of 'brainstorming' (see insert). Ask the

HOW TO CONDUCT A 'BRAINSTORM'

'Brainstorms' are a discussion technique whereby participants rely and draw on their own life experiences. It is very important in 'brainstorm' sessions to be very clear about the topic that you are 'brainstorming'. Stay on the point. Try to ensure that everyone participates and encourage quieter participants to speak up. Record all answers on butcher's paper or white/blackboard regardless of their relevance as this encourages individuals to feel comfortable speaking in a group setting.

The facilitator's role is to:

- Keep the group focussed on the topic
- Stimulate discussion by asking relevant questions
- Record the ideas generated
- Encourage all group members
- Review and discuss the ideas with the group

group to 'brainstorm' a set of rules, to help their time together run smoothly. Here are some suggestions to get your group going!

- Listen to each other
- Look at each other
- One person talking at a time — don't interrupt
- Stay in the room
- Tell somebody before you leave the room
- No touching, pushing, hitting, fighting etc.
- Ask if you are not sure what is being said
- Afternoon/morning tea goes for 10–15 minutes
- Come back to the room on time
- Stay on the topic, stay focused

• Accept all suggestions regardless of their relevance — this activity is about encouraging everyone to speak up and confirming the confidence of individuals to feel part of the group.

• Write all the suggestions given by the group onto the black/whiteboard.

• Ask the group to analyse each of the suggestions and identify the rules they think are most important. Ask the group to prioritize the order these should be in.

ACTIVITY 3 DEVELOPING A GROUP POSTER

• Once the rules have been determined, transfer these onto a large piece of paper to make your own Group Poster. Ask the group to find an appropriate name for their Group Poster — perhaps 'Ways to make our group work better'.

• Where appropriate introduce an enlarged graphic symbol — for example a Compic symbol — or a drawing to illustrate each rule. This will assist in reinforcing the concepts and allow for easy future reference.

• *We have now developed our own set of rules for our group. These will be used by the group each time we meet. They will help us to work well together.*

ACTIVITY 4 CHECK-POINT

• Check group members' recall of names. Play a game where people close their eyes and try to identify other members by their voices. Or perhaps compete to see how many names each person can remember. (This should only be fun, however, and not a serious competition which may be threatening to some members.)

• Check group members' recall of the Group Poster points. Play a game

where people close their eyes and try to identify as many of the rules as possible. Or perhaps the facilitator can lead a game of True or False, introducing funny or silly rules and asking the group to differentiate them from actual rules. For instance: 'In this group, we must always go to sleep. True or False?'

- Regular 'check-ups' of the Group Poster may be necessary. To assist in this, start creating individual *Becoming a Self Advocate* booklets. Make copies of the Group Poster to go on page one. Why not get a personal photograph to go on the booklet covers?

SESSION 2

MAKING CHOICES AND DECISIONS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Defining choices and decisions
3. Recognizing choices and decisions
4. Role-playing choices and decisions
5. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Butcher's paper and felt-tip pens
- Blackboard and chalk/whiteboard and markers

WHAT WILL BE ACHIEVED ACHIEVE IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify what a choice is
2. Identify what a decision is
3. Identify situations in which decisions and choices are made
4. Identify how to make a choice or decision
5. Identify difficulties that arise when making choices or decisions

WORK PLAN

ACTIVITY 1 REVIEW

- Review Session 1 concepts. Recall the names of group members, as well as the group rules. If necessary, replay the games suggested in Activity 4 of Session 1.

ACTIVITY 2 DEFINING CHOICES AND DECISIONS

- *Let's look at choices and decisions. What is a choice or a decision? Does anyone have ideas on what a choice or decision might be?* Respond to suggestions.
- *A choice is when you decide between two or more things. You choose the one you want. A choice is when you choose one thing instead of another. For instance, you might make a choice to do different activities, eat different food or be somewhere else.* Call for examples of 'choices' and discuss.
- *A decision is slightly different to a choice. A decision is when you make up your own mind about something and decide what you want. For instance, you might make a decision to do the dishes, go to the movies or stay in bed.* Call for examples of 'decisions' and discuss.

ACTIVITY 3 RECOGNIZING CHOICES AND DECISIONS

- *We have talked about what a choice or decision is. Now let's look more at when we make choices and decisions in our lives. When do you make choices and decisions?*
  Brainstorm ideas regarding choices and decisions. Prompt the discussion by asking:
  Do you make decisions or choices about —
  - *What programs you do?*
  - *What clothes you wear?*
  - *What you eat for lunch?*
  - *What clothes you buy?*
  - *Whether to take the bus?*
  - *Whether to come to this centre?*
  - *What you say at your I.P.P. Meetings?*
- Encourage group members to think about when they make choices and decisions in their lives. Write their examples down for all to see on a Group Poster. For instance, 'I decide what I eat for breakfast', 'I choose when I go to bed', 'I make a decision when I decide to do my work', etc.

- Encourage group members who are able to help write the poster. Other members can choose the colour of the felt-tip pens, symbols or pictures. Emphasize the fact that they are all 'making decisions'. It may be useful to place graphic symbols or magazine pictures beside the ideas. Display the poster in a prominent place for easy future reference.

ACTIVITY 4 ROLE-PLAYING CHOICES AND DECISIONS

- *We have looked at when we make decisions and choices in our lives. Now let's practise how we make decisions and choices. We will try some role-plays, where we can act out making our own choices and decisions* (see insert).
- Arrange scenarios involving the staff facilitator and volunteers from the group. For instance: The facilitator strongly imposes his/her wishes onto a volunteer. (Make sure it's someone who understands it's only a game!) Begin with a simple everyday situation. For instance, 'You will join a gardening program and no longer do cooking' or 'You will not have any sugar in your tea/coffee.' Encourage the volunteer to make his/her own choice or decision and to clearly express it. Choose topics likely to interest particular members.
- More complex situations may be proposed, where group members are asked to make choices/decisions that may need to be expressed more assertively. For instance: 'Let's imagine you go

ROLE-PLAYS

WHAT IS A ROLE PLAY?

Role-plays are a particularly enjoyable and effective teaching method where participants pretend to be someone else and act out a particular scenario or situation. Role-plays are generally very short. The advantage of role-plays is that by acting or through observing others performing a particular role participants can learn and discuss new ways of approaching a variety of life situations.

HOW TO CONDUCT A ROLE PLAY

1. Explain to the group what a role-play is, that it involves acting and pretending to be someone else in a 'pretend' situation.
2. The facilitator or group decide on a scenario for the role-play. Ensure that if the scenario has come from the personal experiences of a group member that their permission is given to use that situation.
3. Determine who will act in the role-play by asking for volunteers.
4. Create the roles – props are often beneficial and will assist individuals to relate visually to the character.
5. Provide an opportunity for actors to practise the role play scenario.
6. Facilitate the storyline of the role by prompting the individuals involved if needed, e.g., *Jane went to the shop to buy milk and the milk was off – what would you do? What would you say to the shopkeeper?* This provides instruction to the actors who respond accordingly and assists in achieving a definite response from the actors.

shopping for some new clothes with your house supervisor or your Mum and Dad. They select an item of clothing and tell you to try it on, however you don't even like the colour and don't want to try it on. What do you do?' Or: 'You have planned a holiday and saved for it for a year and when it is time to book the trip your house supervisor or Mum says you should spend the money on furniture. What do you do?' Or: 'You have decided to have your nose pierced but your boy friend says you can't. What do you do?'

- Encourage group members to describe and/or act out real life decisions and choices that they may need to be making soon. For example, buying new clothes, moving into a new house or changing jobs.
- *How did the actors make the decisions and choices in each role-play? Could you need to make decisions and choices like this? What difficulties did the actors have when making these choices and decisions? Is it okay to make these choices?*
- If you have the equipment, it may be useful to video these role-plays for the purpose of discussion and review.

ACTIVITY 5 CHECK-POINT

- Check awareness of the concepts covered in this session through an informal discussion, seeking to involve all group members. Reflect on some of the scenarios and on the difficulties which some situations presented. Check the understanding of members by posing the questions:

7. Ensure that the scenario remains focussed on the issue by keeping the scenes short.

8. On completion of the role play the facilitator should conduct a discussion about the scenario with the actors and other group participants. E.g.: What happened? Was Bob a good self advocate? What would you have done?

9. De-role by explaining to participants that the person they were playing was only a 'pretend' person and now they are back to being themselves. This can usually be done by giving a simple direction to the participants to leave their roles and be themselves again.

— What is a choice or decision?
— What choices and decisions do we make?
— When do we make choices and decisions?
— How do you make choices and decisions?
— What difficulties might you have making choices and decisions?

- Make a copy of the Group Poster on 'Choices and Decisions' to be included as page 2 of the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSION 1 & 2

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Identifies other group members	❑	❑	❑
2. Describes the group's rules/guidelines/ expectations	❑	❑	❑
3. Participates in brainstorming	❑	❑	❑
4. Explains what a choice is	❑	❑	❑
5. Explains what a decision is	❑	❑	❑
6. Describes situations when decisions and choices are made	❑	❑	❑
7. Makes a choice or decision in a role play situation	❑	❑	❑
8. Describes some of the difficulties that may arise when making choices or decisions	❑	❑	❑

Further Comments/Recommendations: .....

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SESSION 3

LEARNING ABOUT SELF ADVOCACY

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Defining Self Advocacy
3. Recognizing Self Advocacy
4. Relating Self Advocacy to Making Choices and Decisions
5. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'What is Self Advocacy' Video
- VCR/TV
- Blackboard and chalk/whiteboard and markers
- Butcher's paper and felt-tip pens

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Describe what the term 'self advocacy' means
2. Relate the concepts of choice and decision making to 'being an effective self advocate'
3. Identify appropriate issues to 'speak up' about.
4. Describe a situation where 'being a self advocate' is important

WORK PLAN

ACTIVITY 1 REVIEW

- Recall the concepts of choice and decision-making from the previous session. Involve the group in an informal discussion considering :
  - What choices and decisions do we make?
  - When do we make choices and decisions?
  - How do we make choices and decisions?
  - Is it our right to make choices and decisions?
  - What problems might we have making choices and decisions?

ACTIVITY 2 DEFINING SELF ADVOCACY

- *We have been talking about making decisions and choices for ourselves and having a say about what we want to do in our lives. This is part of what is known as Self Advocacy. Who has heard of the words Self Advocacy? What does it mean?*
- Ask the group to brainstorm ideas on the meaning of Self Advocacy. Suggest that the two words can be separately considered. Write the words 'Self' and 'Advocacy' at the top of two separate columns on the black/whiteboard or butcher's paper. Invite ideas about the meaning of the words and list them. For instance: Self = us, me, myself, I; Advocacy = helping, speaking up, fixing problems. Following discussion of these ideas, begin to put the concepts together. For instance: Self Advocacy = helping ourselves and speaking up for ourselves.
- Write the following definition: *'Self advocacy means speaking up for ourselves and making our own decisions and choices.'* Ask people to think about this definition. Are they happy with that statement, or do they think it needs to say more? Continue brainstorming until agreement on the definition is found.

ACTIVITY 3 RECOGNIZING SELF ADVOCACY

- *Now we are going to learn more about Self Advocacy and what being a self advocate involves. We are going to watch a video called 'What is Self Advocacy?' The video shows us some people being self advocates. We are going to see people who are:*
  - *Speaking up for themselves*
  - *Making choices and decisions for themselves*
  - *Doing things for themselves*
  - *Knowing their rights*
  - *Standing up for their rights*
  - *Being responsible for themselves*

- View the 'What is Self Advocacy' video beforehand to familiarize yourself with the content. During the session pause the tape at key points and discuss the situations that occur. Emphasize how each person acts as a 'good self advocate'. Ask the group questions about what occurred in each scene.
- Play the scenes 1, 2 and 3 dealing with the following issues:

  1. A Visit to the Doctor
  2. 'Diane' — Doing things for herself
  3. 'Colin' standing up for his rights

  Finish viewing at the conclusion of this scene. Fast-forward video to final scene for purpose of reviewing, as 'Colin' reflects on what he has learnt about self advocacy.
- Lead a discussion with the following prompts:

  1. *How are the actors in the video being good at self advocacy?*
  2. *How are the actors in the video not having their rights respected?*
  3. *What are the rights of the actors in the video and how do they stand up for them?*
  4. *How do the actors in the video do the incorrect thing and not act responsibly?*
  5. *What choices and decisions do the actors in the video make?*
- Following the discussion, reflect on what has been covered. *What did we learn from this video? What is Self Advocacy about? What can we add to our list of ideas/brainstorm on self advocacy?* Add their responses to the list developed from the earlier 'brainstorm' session. As this list is completed, suggest that they now develop a 'What is Self Advocacy' poster. Ask them to decide which ideas from the 'brainstorm' should go onto the poster. Encourage all group members to be actively involved in this activity as in previous poster making sessions.

ACTIVITY 4 RELATING SELF ADVOCACY TO MAKING CHOICES AND DECISIONS

- *We have learnt a lot about Self Advocacy in this session. Last session we looked at making choices and decisions. Is making choices and decisions a part of Self Advocacy?* Invite and accept responses. *I think it is. Let's look at the poster we made last session on choices and decisions. Let's see if making decisions and choices helps us to be a good self advocate.* Review the 'Choices and Decisions' Poster. Go through some or all of the choices and decisions listed and ask the group questions relevant to this. For example:
- *Would we be a good self advocate if we made a decision about where we live?*
- *Would we speak up for ourselves if we wanted to travel on public transport?*
- *Would we say what we wanted if we were asked about what work we wanted to do?*

ACTIVITY 5 CHECK-POINT

- Through an informal discussion, check group members' understanding of the following key concepts:

  What is Self Advocacy and what does it involve?
  How does Self Advocacy relate to making choices and decisions?
- Ask members to give an example of when they were being a 'good Self Advocate'.
- Make a copy of the 'What is Self Advocacy?' poster to go on page 3 of the *Becoming a Self Advocate* booklets.

SESSION 4

SPEAKING UP

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Learning to speak up
3. Learning why speaking up is important
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'What is Self Advocacy' poster
- 'Josie's story – Finding my feet' video
- VCR/TV
- Blackboard and chalk/whiteboard and markers

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Relate the concepts of choice and decision making to 'being an effective self advocate'
2. Identify appropriate issues to 'speak up' about
3. Describe a situation where 'being a self advocate' is important

WORK PLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the concepts covered in the previous session, particularly:

  What is Self Advocacy and what does it involve?
  How does Self Advocacy relate to making choices and decisions?

ACTIVITY 2 LEARNING TO SPEAK UP

- *Self Advocates speak up for themselves. There are many times in our lives when we can and should speak up for ourselves. We're going to look closely at some of these times. When do you think you should speak up for yourself?* Encourage the group members to identify times that they should speak up for themselves. Write these ideas down on a Group Poster. Refer to previously developed posters, videos, daily events etc. For instance:

  Self Advocates speak up for themselves —
  When deciding what programs/work they will do
  When choosing the food they eat, the clothes they wear
  When deciding where they will live
  When they decide what will be in their I.P.P.s (Individual Program Plans)

- *Let's practise our Self Advocacy skills and role-play some situations where we should speak up for ourselves.* Ask for volunteers to participate in the role-play (see insert: 'How to conduct a role play'). Ask for suggestions on possible scenarios. Also draw from these:

a) *You are in a meeting planning for next year and you are asked what programs/work you want to participate in. Your instructor says they have decided you will be doing _____ but you really would like to try _____. What do you do/say?*

b) *You are out shopping with your sister/mother/house staff for winter clothes. You go into Myer and before you know it a whole range of clothes has been selected for you without asking you whether you like them or not. You are at the counter and they are going to pay for these clothes with your money. What will you do/say? How will you speak up for yourself?*

c) *You have decided that it is time to move out of your parents' home into your own unit. You speak to your parents about this and they tell you that your Aunt and Uncle would love to have you live with them. This is not what you want. You want to live by yourself.*
What would you say to your Mum and Dad about where you really want to live?

How will you speak up for yourself?

ACTIVITY 3 LEARNING WHY SPEAKING UP IS IMPORTANT

- *We have talked about and practised being good self advocates by speaking up for ourselves. Now let's talk about why speaking up is important.* Lead a discussion on this issue, inviting ideas about why it's important for people to speak up for themselves. Link speaking up to making decisions and choices. For instance:

  We need to speak up for ourselves, especially when choices are being offered to us, and especially when decisions are being made about us. Learning about self advocacy and becoming a good self advocate is important. Lots of people with intellectual disabilities have had other people make their decisions and choices for them. They have not been given the chance to learn to speak up for themselves and be self advocates.

  There may be times when you have not been given the chance to speak up for yourself and make your own decisions and choices. This is not the way it should be. You should speak up and be a good self advocate because people need to hear what you have to say — and because it's your life they are talking about!

  Let's now look at one woman's story on being a self advocate and how she learnt to speak up for herself.

- Play the video 'Josie's Story — Finding my Feet', viewing only scenes 1, 2, 3, 4 dealing with the following issues:

  1. Josie and Janice in the workplace
  2. Buying new shoes
  3. Going out to dinner
  4. The taxi ride
  5. Conclusion

  Pause the tape and discuss the different situations Josie is in. Highlight how she speaks up for herself and is good at Self Advocacy. Fast-forward video to final scene 'Des and Josie at the Theatre Group' for purposes of review, as 'Josie' reflects on the meaning of Self Advocacy. Prompt a discussion by asking:

  1. How does 'Josie' stand up for herself?
  2. How is 'Josie' a good self advocate?
  3. What decisions does 'Josie' make?

ACTIVITY 4 CHECK-POINT

- Through an informal discussion at the conclusion of the session, check the understanding of group members regarding:

  When can we be self advocates?
  Why is self advocacy important to us?

- Copy the Group Poster 'Self Advocates speak up for themselves' from Activity 2 into the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSION 3 & 4

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Defines 'Self Advocacy' in following terms:	❑	❑	❑
• Speaking up for ourselves	❑	❑	❑
• Making choices and decisions	❑	❑	❑
• Doing things for ourselves	❑	❑	❑
• Knowing our rights	❑	❑	❑
• Standing up for ourselves	❑	❑	❑
• Being responsible	❑	❑	❑
2. Relates choice and decision making to being an effective self advocate	❑	❑	❑
3. Identifies appropriate times to speak up for ourselves. Specifically:			
• What work/programs we will do	❑	❑	❑
• What food we will eat	❑	❑	❑
• What work we will do	❑	❑	❑
• Where we will live	❑	❑	❑
• What will be in our I.P.P.s	❑	❑	❑
• Other	❑	❑	❑
4. Gives examples of the importance of being a good self advocate	❑	❑	❑

Further Comments/Recommendations: .....

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SESSION 5

KNOWING OUR RIGHTS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Do we have rights?
3. What are our rights?
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Butcher's paper
- Whiteboard and markers/blackboard and chalk
- The Rights Cartoons (Appendix 4)

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify the rights of individuals, which include
2. Identify these rights as belonging to themselves

WORKPLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the concepts covered in the previous session, particularly focusing on:
  When can we be self advocates?
  Why is self advocacy important to us?

ACTIVITY 2 KNOWING OUR RIGHTS

- *When we talk about self advocacy we talk about speaking up for ourselves, making our own choices and decisions. Self advocacy also includes standing up for our rights. What are our rights?* Ask the group to brainstorm their ideas on what their rights might be. Write these ideas onto a white/blackboard or butcher's paper. *We have come up with some ideas on what our rights are. Now let's look in detail at some of our rights.* Enter each of the following rights statements onto a Group Poster as the activity proceeds. You may choose to introduce your own rights statements wherever appropriate.

1. YOU HAVE THE RIGHT TO BE TREATED FAIRLY AND THE SAME AS OTHER PEOPLE — NOT DISCRIMINATED AGAINST

- Introduce Cartoon 1 depicting a range of people and ask the group whether these people should be treated differently from each other, or from us. Highlight that despite people's prominence or position of authority they do not have more rights than us and should not be treated differently. They may have special privileges, but not more rights. If cartoons are not appropriate you may choose to select pictures from magazines.

2. YOU HAVE THE RIGHT TO PRIVACY

- Brainstorm ideas on what privacy is and where you may need privacy, offering suggestions as appropriate. For instance, privacy is needed:
  When you are getting changed/dressed
  When you are in the shower/bath
  When you are in the toilet
  When you are in your bedroom
- Note that privacy also includes the concept of 'confidentiality'. For instance:

  Your letters should not be opened without your permission. You have the right to open your own mail.

  Information written about you in your file at the A.T.S.S. and maybe at home is private or confidential — it's just there for you and the people who need to know the important things about you. It's okay for you to say 'no' if you don't want other people to look at it.

- Introduce Cartoon 2 depicting the issues of 'privacy in your bedroom', and of having your file read by others. Hand out and discuss with the group what they might do in these situations.
- *People must respect your privacy and you must respect theirs. Others should not look in your bag or locker without your permission. You have the right to say 'no' if you don't want anyone invading your privacy.*

3. YOU HAVE THE RIGHT TO PARTICIPATE AND TO BE INVOLVED

- *You have the right to participate and to be involved in doing things. This means you have the right to be involved and included in activities within your community. You might get help to be involved in some of these activities and that is your right. You also have the right to choose not to get involved if you don't want to.*
- Ask the group members to brainstorm the places they like to go and the things they like to do, that they have the right to access. Introduce Cartoon 3 depicting the right to be involved in the community. Invite responses and discuss.

4. YOU HAVE THE RIGHT TO FEEL SAFE AND TO BE SAFE

- *You have the right to feel safe and to be safe.* Lead a discussion about what it means to feel safe and be safe. Introduce Cartoon 4 depicting the right to feel safe and be safe.

5. YOU HAVE THE RIGHT TO YOUR OWN OPINION AND TO HAVE A SAY ABOUT THE DECISIONS MADE FOR YOUR LIFE

- *You have the right to your own opinion and to have a say about the decisions made for your life. You have the right to feel and think and to be listened to. You have the right to make simple decisions like choosing your own clothes and what you will eat or whether or not to have an operation. You have the right to speak up and have a say about what will be in your I.P.P.*
- Introduce Cartoon 5, which emphasizes the right to choose and decide in a range of situations: buying clothes, going to the movies, or voting in a meeting.

6. YOU HAVE THE RIGHT TO POSSESSIONS

- *You have the right to your own possessions. Possessions are the things that belong to you. No-one should go through your things/possessions at home, unless you say it's okay Even if something has been stolen and staff want to check your bag, they cannot unless you say it's okay That's your right.*
- Introduce Cartoon 6 depicting someone walking away with your possessions. Lead discussion and invite people to list some of their important possessions.

7. YOU HAVE THE RIGHT TO BE TREATED WITH DIGNITY AND TO BE RESPECTED

- *You have the right to be treated with dignity and to be respected. This means you have the right to be treated as an adult, not as a little child.*

You have the right to be spoken to appropriately, not rudely or in 'baby talk'. You have the right to be called by your correct name.

- Introduce Cartoon 7 depicting a grown man being treated as a small child. Lead a discussion about the implications of this situation. Has it ever happened to them?

8. YOU HAVE THE RIGHT TO YOUR OWN FRIENDS.

- *You have the right to choose who you want to have as your friends. You can choose who you would like to have as a boy/girlfriend if you want one — as long as they choose you, too. You can choose who you want to have morning tea and lunch with, and who you want to spend time with.* Ask people to talk about their friends. Introduce Cartoon 8.

9. YOU HAVE THE RIGHT TO A SAFE WORK AND HOME ENVIRONMENT

- *Everybody has the right to a safe and healthy place to work and to live. Making a safe and healthy workplace or home involves a number of things. Can anyone think of any?* Brainstorm ideas on why a safe and healthy environment is important.
- Introduce Cartoon 9 depicting an unhealthy and unsafe work environment. Discuss all the dangers that it presents. For instance:

  the need for fire exits that are easy to access and not covered by rubbish
  the need for a fire drill known to all
  the need for the workplace or home not to be too hot or cold
  the need for floors and stairs not to be slippery

ACTIVITY 3 CHECK-POINT

- Display selected cartoons and check for recall of the issues depicted. Lead an informal discussion focusing on the questions:

  Do we have rights?
  What are our rights?

- Make copies of the Cartoons for inclusion in the *Becoming a Self Advocate* booklets, along with a copy of the Group Poster presenting the rights statements.

SESSION 6 RESPECTING THE RIGHTS OF OTHER PEOPLE

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Respecting the rights of other people
3. Being responsible
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Our Rights' Group Poster
- Copies of Cartoons from the previous session
- Blackboard and chalk/whiteboard and markers

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify the rights of individuals
2. Identify these rights as belonging to others, as well as to themselves
3. Define the concept of 'responsibility'
4. Identify our responsibilities to others

WORKPLAN

ACTIVITY 1 REVIEW

- Display Group Poster and cartoons and conduct a discussion to review the questions:

  Do you have rights?
  What are your rights?

ACTIVITY 2 RESPECTING THE RIGHTS OF OTHER PEOPLE

- *We have been learning about our rights and how important it is that our rights are respected. Now let's look at other people.* Do you think other people have rights? Invite responses and discuss. *Other people do have rights. Everyone here in this room has rights. I have rights, your families have rights, your staff have rights. Everyone has the same rights as each other. We all should be treated fairly and have our rights respected.*

- *If we all have the same rights, what could some of the rights of others be? Think about what we talked about in the last session.* Encourage the group members to think of what other people's rights might be. Ask the group to recall ideas from the previous session's brainstorm. Display the Group Poster on rights and refer to the Cartoon. Lead a discussion emphasizing that we all have rights and we all need to remember to respect other people's rights. *You have rights and so do other people. We need to respect other people's rights, as well as respect ourselves.*

- *Let's see if we understand about other people's rights:*

  Let's imagine John has lost his tape. He wants to look in Diane's bag for it. Should he look in her bag or should he ***respect*** *Diane's* ***privacy*** *and ask her permission?*

  Let's think about Wendy. She has the right to be treated with dignity and to be respected, doesn't she? She works with Jane and is her friend. But sometimes Wendy gets very annoyed with Jane and calls her names. Sometimes she even shouts at her. Do you think that Wendy is respecting Jane's right to be treated with dignity and respect?
  Improvise similar situations illustrating the need to respect other people's rights.

ACTIVITY 3 KNOWING OUR RESPONSIBILITIES

- *As well as having rights you have responsibilities. Have you heard of*

the word 'responsibility'? What does the word 'responsibility' mean? Invite responses and suggest: *Being responsible is when you respect the rights of others, and when you respect your own rights. It's when you act in the 'right way'. Acting in the right way means behaving in a manner which does not take away other people's rights, or which doesn't take away your rights. Acting in the right way helps us all get along together as responsible members of the community, or as responsible members of a family or group.*

- *Acting responsibly means being responsible for yourself. In what situations do you think you are responsible for yourself?* Brainstorm ideas and write them onto a black/whiteboard or butcher's paper. Ideas might include:

  Working well and responsibly in your workplace
  Obeying the rules at work
  Obeying the law
  Being on time to your job
  Paying your bills
  Paying for the things you want to buy
  Respecting your rights

- *Acting responsibly also means being responsible towards others. In what situations do you think you act responsibly towards others?* Brainstorm ideas and write them onto a black/whiteboard or butcher's paper. Ideas might include:

  Helping with the dishes
  Listening to your friend's problems
  Knocking on the door before entering someone else's room
  Respecting other people's rights

- *Do you see how responsibilities and rights go together? Everybody has rights and everybody has responsibilities. If we always remember that other people have rights then we will treat them fairly and responsibly, and hopefully people will always remember that about us and treat us fairly, too.*

ACTIVITY 4 CHECK-POINT

- Check understanding of the concepts of rights and responsibilities through an informal discussion, inviting individual members to reflect on what they have learned.
- Copy the Group Poster ideas about situations requiring 'responsibility' into the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSIONS 5 & 6

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Identifies that our rights include:			
being treated fairly and the same as other	❑	❑	❑
people, not discriminated against	❑	❑	❑
having privacy	❑	❑	❑
participating and being involved	❑	❑	❑
feeling safe and being safe	❑	❑	❑
having our own opinions and having a say	❑	❑	❑
about the decisions made for our life	❑	❑	❑
having our own possessions	❑	❑	❑
being treated with dignity and respect	❑	❑	❑
having our own friends	❑	❑	❑
having a safe work and home environment	❑	❑	❑
2. Identifies that other people have rights	❑	❑	❑
3. Defines the concept of responsibility	❑	❑	❑
4. Identifies a situation requiring responsibility			
— towards self	❑	❑	❑
— towards others	❑	❑	❑

Further Comments/Recommendations: .....

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SESSION 7

EXPRESSING YOUR FEELINGS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Knowing yourself
3. Knowing your feelings
4. Showing your feelings
5. Expressing your feelings
6. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Who I Am' Work Sheet (Appendix 2.1)
- Pens/pencils and paper for all group members
- Magazines
- Scissors
- Whiteboard and markers/blackboard and chalk

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify different characteristics of individuals, including themselves
2. Identify different kinds of feelings
3. Describe situations which arouse certain feelings
4. Relate 'expressing our feelings' to being a 'good Self Advocate'

WORK PLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the concepts covered in the previous session, particularly focusing on:

  Do other people have rights and what are their rights?
  What are our responsibilities?

ACTIVITY 2 KNOWING YOURSELF

- *Last session we talked about rights and responsibilities. It's important that we speak up about our rights. We should speak up for ourselves and say what we are thinking and feeling. In this session we are going to talk about our feelings, the way we feel. If we are able to recognize how we are feeling then we can speak up and tell somebody, we can let them know if we are happy or sad, and what we like or don't like. Do you know these things about yourself? Do you know the things that make you,* ***you?***
- Hand out a copy of the 'Who I Am' Work Sheet (Appendix 2.1) along with a pen/pencil. Ask group members to fill the worksheet out. Assist individuals as necessary. Encourage group members to identify responses to each of the questions either written or verbally. When the worksheets are complete assist the group members to discuss and compare their responses together. Highlight the different responses to assist group members to recognize the ways in which they differ from each other.
- *As you can see we had different answers from each other and that's okay We are all different to each other and have different likes and dislikes. What is important is that we all are very special and the way we feel is important to learn about. We need to learn to recognize what our feelings are so we can let other people know.*
- If appropriate, encourage members to make their individual 'ME' poster. Add photos, drawings, words as desired.

ACTIVITY 3 KNOWING YOUR FEELINGS

- *Let's talk about feelings now. What are the feelings we have. What are some feelings we know?* Encourage the group members to brainstorm the feelings they may have/had. Write these ideas onto a white/blackboard. To assist discussion of feelings it may be useful to prompt the group by writing up the headings HAPPY, SAD, ANGRY, SCARED onto the board and asking the group to suggest alternative words for these headings. For instance:

HAPPY	SAD	ANGRY	SCARED
glad	lonely	mad	nervous
excited	disappointed	furious	frightened
friendly	jealous	hate	worried
loving	upset	disgusted	afraid

- If appropriate, collect pictures from magazines that demonstrate the different feelings we have, i.e., happy, sad, angry, fear/scared, and make up a poster for each 'feeling'.

ACTIVITY 4 SHOWING YOUR FEELINGS

- *We have talked about the different feelings we may have. Now let's look at how we might look when we have these feelings. When we feel a certain way it often makes us look a certain way. For example, if I am sad I may show this by crying or having my head and mouth turned down. Let's brainstorm how we might look when we have certain feelings.* Refer back to the list of feelings and ask group members to describe how their faces and bodies might look when they are experiencing these feelings. Point out that the way we look usually changes according to how we feel. Write their ideas down and 'act out' the mood accordingly. For instance:

HAPPY	SAD	ANGRY	SCARED
smiling	crying	eyes narrowed open	eyes wide
eyes open	head down	mouth pouting	body crunched up
laughing	shoulders slumped	arms flailing about	mouth wide open

ACTIVITY 5 EXPRESSING YOUR FEELINGS

- *It's very important that we learn to know how we are feeling and how other people around us are feeling so that we can speak up and express this. If we are feeling unhappy or angry about something we can recognize this and tell somebody. This is part of Self Advocacy — speaking up for yourselves and letting people know what you want so that they can help you to get the things you want. Let's have a look at some situations to practise expressing your feelings.* Ask the group members to listen to the following scenarios and to think about how it might make them feel and what they might say or do if they were being good self advocates:

1. *You share a room with Megan who smashes your favourite CD/tape accidentally. How do you feel? What do you say?*

2. *It's your birthday and you are given a CD/tape of your favourite pop star and tickets to their next concert. How do you feel? What do you say?*
3. *You have decided you no longer want to share your bedroom with _____. You have spoken to the house staff and your parents and no one seems to be listening. How do you feel? What do you say?*

ACTIVITY 6 CHECK-POINT

- Lead an informal discussion encouraging group members to respond thoughtfully to the following questions:

  Who are you? What makes you, you?

  What are your feelings?

  How do you show your feelings?

  Why is it important to know how you are feeling?

- Include copies of the 'Who I Am' Work Sheet and the Group Poster 'Feelings' in the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSION 7

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Identifies other group members	❑	❑	❑
1. Identifies differences in individuals	❑	❑	❑
2. Describes a situation to match certain feelings:			
Happy	❑	❑	❑
Sad	❑	❑	❑
Angry	❑	❑	❑
Scared	❑	❑	❑
3. Makes a face to express certain feelings:			
Happy	❑	❑	❑
Sad	❑	❑	❑
Angry	❑	❑	❑
Scared	❑	❑	❑
4. Identifies 'expressing our feelings' as a part of 'good Self Advocacy'	❑	❑	❑

Further Comments/Recommendations: .....

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SESSION 8

BEING ASSERTIVE

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Defining Assertiveness
3. Recognizing Assertiveness
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Assertiveness' Video Tapes 1 and 2
- VCR/TV
- Whiteboard and markers/blackboard and chalk

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Link the concept of assertiveness to speaking up and standing up for your rights
2. Identify situations in which people are being assertive

WORK PLAN

ACTIVITY 1 REVIEW

- Use these prompts to review the issues covered in the previous session:
  Who are you?
  What makes you 'YOU'?
  What are your feelings?
  How do you show your feelings?
  Why is it important to know how you are feeling?

ACTIVITY 2 DEFINING ASSERTIVENESS

- *Another part of being a good self advocate involves speaking up for ourselves clearly and in the right way. We need to do this so that we can tell people how we are feeling and thinking and so that they will listen to us. Speaking up for ourselves in the right way is called 'being assertive'. What does being assertive mean? How might we act when we are being 'assertive'?* Brainstorm ideas on what the word 'assertive' might mean, and how assertive people might behave. Write these onto a black/whiteboard or butcher's paper. For instance:

  Being assertive means...

  speaking up about what we want or need clearly and in the right way
  standing up for your rights in a direct and honest way
  standing up for your beliefs, opinions and feelings directly
  remembering to respect the needs, feelings and rights of other people

ACTIVITY 3 RECOGNIZING ASSERTIVENESS

- *Sometimes you may not speak up and tell people what you want or need. You may not say 'no' when you want to. This can make you feel bad, because you're not speaking up for yourself. This may make you become upset or even angry. It may even make you feel like you want to yell or scream. However, you don't need to feel this way. You can speak up for yourself and say what you want by being assertive. Let's have a look at a video that shows people who are practising being assertive, who are speaking up for themselves and saying what they think or feel.*
- Play the Assertiveness Video Tapes 1 and 2, which present a variety of situations, including examples of 'passive' and 'aggressive' behaviour. Discussion of the videos at this stage should remain on highlighting assertive behaviour. Recommended sections for viewing are entitled:

TAPE 1	TAPE 2
'A big change'	'Neighbours'
'Living together'	'The taxi ride'
'The surprise'	
'The wrong change'	
'Going out'	

- Be sure to view these videos beforehand to familiarize yourself with the content. Pause frequently to prompt relevant discussion. For instance:

How are the actors in the video being assertive?
How do the actors in the video feel after they have been assertive?
Do the actors in the video speak up for themselves and act as good self advocates?
How do the actors in the video speak up for themselves and act as good self advocates?
How do the actors in the video help each other to be good self advocates?
Do the actors make their own decisions?
What decisions do the actors make?
How do the actors in the video achieve their rights?

ACTIVITY 4 CHECK-POINT

- Following video session, turn off TV and lead a discussion focusing on the questions:

  What is assertiveness?
  What does being assertive involve?
- Copy ideas from 'Defining Assertiveness' activity into the *Becoming a Self Advocate* booklets.

SESSION 9

SPEAKING ASSERTIVELY

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Speaking Assertively
3. Asserting your likes and dislikes
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Assertiveness' Video Tapes 1 or 2
- VCR/TV
- Copies of 'My Likes and Dislikes' Work Sheet for each group member (Appendix 2.2)
- Pen/pencils

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify people who are speaking assertively – i.e. not too loud, not too soft, expressing their likes/dislikes or views/opinions
2. Identify situations in which speaking assertively is appropriate
3. Speak assertively in expressing their likes/dislikes or views/opinions

WORK PLAN

ACTIVITY 1 REVIEW

- Conduct an informal discussion focusing on the questions:
  What is assertiveness?
  What does 'being assertive' mean?

ACTIVITY 2 SPEAKING ASSERTIVELY

- *When you want to be assertive and speak up for yourself, it's very important that you do this in the right way. Yelling or shouting or getting angry is not the right way and people may not listen to you. When you are being assertive you need to speak appropriately, not too softly and not too loudly. Also you may need to interrupt, so it's important that you do this correctly and not in a rude way.*
- Replay one or two scenarios from either of the Assertiveness Tapes. Discuss the ways in which the actors behave in an assertive manner. *Do you notice that people speaking assertively speak not too loudly and not too softly? If we speak up too loudly people may be frightened by us or not want to listen. If we speak too softly they may not hear us. Or they may think that we don't really mean what we are saying because we are whispering.*
- *Let's practise speaking in the right way — speaking assertively.* Demonstrate the ways to speak assertively — not too softly and not too loudly. Ask each group member a simple question and ask them to answer it either too loudly, too softly or in 'the right way'. For instance:
  What would you like for dinner?
  What did you do on the weekend?
  Would you like to go on holidays or stay at home this holiday season?
- *We are all adults and we all have different feelings and ideas. We often want to do and say different things. For instance, we may choose to live or work in different places. That's okay. You can speak up for yourself and tell people how you are feeling. You can tell people, 'Everything's good. I don't want to change things.' Or you can tell people, 'I'm not happy with this. I want something different.' Speaking assertively means telling people what you really think — not saying things just to please other people.*
- *But speaking assertively doesn't mean being rude. Sometimes when we want to be assertive we may need to interrupt. We may need to say something when others are talking. If this happens it's important that we do not interrupt rudely as this may make people not listen to us. For instance, what if your instructor/parents were talking about what work*

you should be doing, but didn't ask you what you think? If something like this happened you could interrupt and say, 'Excuse me, I'd like to have a say about what I am going to be doing.' When we are being assertive and being a good self advocate we speak in the right way, not too softly, not too loudly. If you need to interrupt do it politely and say 'Excuse me...'

- Demonstrate how to interrupt appropriately and in a polite manner using the words 'Excuse me...' Ask two group members to have a discussion about something they are interested in and then demonstrate how you would interrupt appropriately. E.g.: Wait for a pause in the conversation and interrupt by saying, 'Excuse me, I think...' Encourage other group members to engage in similar exchanges and facilitate a third group member to 'interrupt' in the appropriate manner. Allow an opportunity for each group member to practise interrupting.

ACTIVITY 3 ASSERTING YOUR LIKES AND DISLIKES

- *When you assert yourself you are letting people know what you want or don't want. You are also letting them know what you like or don't like. Let's do an activity that looks at what our likes and dislikes are. Part of being assertive means speaking up about what we like and don't like, even if it is different to other people's ideas.*
- Give each group member a copy of 'My Likes and Dislikes' Work Sheet (Appendix 2.2) and a pen or pencil to fill it out with. Ask group members to think about what they like and dislike and fill out the Work Sheet. Assist individuals as required. If group members are unable to write, work through the questions on the Work Sheet with each individual and assist them to write the answers. Once group members have completed the Work Sheets facilitate a discussion comparing the answers and seeing how we differ from each other. Highlight the fact that having different opinions and ideas is fine and that we should feel free to express these even if they are different to others.
- *We have looked at how we have different likes/dislikes. Remember to always let people know what you like. You need to be assertive and say what you want or think. Let's practise asserting our likes and dislikes.*
- Conduct a Role-Play situation which calls on members to speak assertively about their list of likes and dislikes. For instance, ask one member to read out his/her list. Imagine that one 'dislike' is having to do the dishes at home. Ask this person to pretend that you are her boss and that you have lined up a new job for her — washing dishes all day! What does she say? How does she say it? Or conduct a conversation with one person regarding another member. Make comments about what he or she likes to do, but get it wrong. Listen for the 'Excuse me, but...' Make it fun!

ACTIVITY 4 CHECK-POINT

- Check the understanding of participants regarding 'assertiveness' through an informal discussion focusing on:
  How do you speak when you are being assertive?
  What kinds of things are you assertive about?
  How do you assert yourself in the 'right way'?
- Include 'My Likes and Dislikes' Work Sheet in the *Becoming a Self Advocate* booklets.

SESSION 10

BEING PASSIVE, AGGRESSIVE OR ASSERTIVE

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Defining 'passive' and 'aggressive'
3. Recognizing 'passive', 'aggressive' or 'assertive'
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Assertiveness' Tapes 1 or 2
- VCR/TV
- Video camera and blank video tape (optional)
- Whiteboard and markers/blackboard and chalk

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify the meaning of the terms 'passive' and 'aggressive'
2. Identify the differences between 'passive', 'aggressive' and 'assertive'
3. Relate 'not speaking up for your rights' to being passive
4. Relate 'not respecting other people's rights' to being aggressive
5. Relate 'speaking up for your rights' to being assertive

WORK PLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the issues covered in the previous session. In particular, address the questions:

  How do you speak when you are being assertive?
  When should you be assertive?

ACTIVITY 2 DEFINING 'PASSIVE' AND 'AGGRESSIVE'

- *Last session we talked about being assertive and speaking up in the right way. Speaking not too softly and not too loudly, but in the right way. Now let's look at speaking up assertively and not being passive or aggressive. Who has heard of the words passive or aggressive? What do you think they mean?* Ask the group to brainstorm ideas on what the words 'passive' and 'aggressive' might mean. Deal with the two words separately and write any ideas onto black/whiteboard or butcher's paper.

  For instance:

Passive	**Aggressive**
quiet	angry
say nothing	yelling

- *Being passive is when you stay quiet, you don't say anything, you don't speak up for yourself even if someone is doing or saying something you don't like. Sometimes you may not speak up and hope that what is bothering you will go away. You may be too scared to speak up because you think things may get worse or you may get into trouble. Being passive means you don't stick up for your rights.* Discuss situations in which people may have behaved passively. Ask why they did so, and how they felt behaving like that.
- *Being aggressive is when you start yelling or saying nasty things or maybe pushing other people around. You shout and don't listen. You get angry and don't respect the other person's right to have a different view or opinion. You want it all your own way and will push your way onto other people. It is okay to get angry, but it is not okay to behave aggressively. Being aggressive means you don't respect the rights of other people.* Discuss situations in which people may have behaved aggressively. Ask why they did so, and how they felt behaving like that.
- *Being assertive is when you speak in the right way, without yelling or getting angry. You say what you are thinking without being rude or aggressive. Being assertive is also when you speak up for yourself and say what you want without being afraid or shy. Being assertive means speaking up for your rights.* Discuss situations in which people may

have behaved assertively. Ask why they did so, and how they felt behaving like that.

ACTIVITY 3 RECOGNIZING 'PASSIVE', 'AGGRESSIVE' AND 'ASSERTIVE'

- Read out the following scenarios and ask the group members to consider the manner in which the person reacted. Was it passive, aggressive or assertive? Emphasize the correct responses.

  1. *Helen's mother says she broke the video, but Helen didn't. Even though Helen knows she didn't, she doesn't say anything. What is Helen being? (Passive)*
  2. *You are in a coffee shop and the waiter brings you your food and drink. You notice the food is a little bit burnt. You say, 'You're crazy if you think I'm going to eat this, you can keep your stinking meal!' How are you reacting? (Aggressive)*
  3. *David has been looking forward to watching a special T.V. program all week. Just as he sits down to watch it, someone comes in and turns the channel to another show. David says, 'Right, that's it. If you don't change the channel back I'm going to punch you in the nose.' How is David reacting? (Aggressive)*
  4. *A friend of Sarah's wants to borrow Sarah's special hat which she only wears on sunny days, because Sarah knows it will get ruined in the rain. It looks like it's going to rain but Sarah says to her friend, 'Well I suppose you can borrow my hat, I really hope it doesn't rain.' How is Sarah reacting? (Passive)*
  5. *Someone in your house keeps turning the music up too loud while you are trying to sleep. You go into their room and say, 'Your music is up very loud and is stopping me from sleeping. Would you please turn it down?' How are you reacting? (Assertive)*
  6. *Jack bought a can of drink at the shop and gave the shopkeeper $5.00 but the shopkeeper didn't give him any change. Jack says, 'Excuse me, I gave you $5.00 for this can of drink. I would like my change please.' How is Jack reacting? (Assertive)*

- You may wish to pre-tape the above scenarios on audio tape with the person's responses clearly audible and exaggerated so that the group members simply listen to the tape and don't have to rely on the facilitator's acting ability!

- *We have seen how people can react passively or aggressively when they should be assertive. It is important to let people know what we are thinking and feeling and what we want and we should do so by being assertive. There are lots of times in our lives when we need to speak up for ourselves and be a good self advocate. Times when we need to be assertive and not passive or aggressive. Let's have a look at a video of people doing these behaviours and then we will pretend we are in some different situations and see how we would act.*

- View 'Assertiveness' Tape 1 or 2 and play some of the scenarios highlighting where the characters act in an assertive, aggressive or passive manner.
- Facilitate role plays. Encourage group members to select the role they will play, practise the scene and then perform for the wider group. Some suggestions:
  1. *A friend of yours offers you a cigarette. You don't like smoking, it hurts your eyes and the smell is not nice and you know it's not good for you. You say, 'No thanks'. Your friend says, 'You are just scared you'll get into trouble. You're a wimp'. What do you say?*
  2. *You are in a restaurant and the waitress brings you something you don't want, instead of what you ordered. What do you say?*
  3. *You are on the phone to a friend but want the conversation to end as you have other things to do. What do you say?*
  4. *Your mother or father or house staff are going out and say that you have to go too. You want to stay at home and think that you can manage on your own. What do you say?*
  5. *You are undressing in your bedroom and someone comes into your room without knocking. What do you say?*
  6. *Your Mum or Dad or house staff decide to rearrange your room for you without asking you. What do you do?*
- Make the role plays fun and enjoyable, encouraging exaggeration and humour. After each role play, discuss the scenarios and the lessons learned. If you have access to a video camera, try recording these role plays as a confidence-building and fun exercise. Also, try turning the volume down and look at the body language, and discuss whether it demonstrates assertive, passive or aggressive behaviour.

ACTIVITY 4 CHECK-POINT

- Lead an informal discussion to check understanding of the concepts:
  Being Passive
  Being Aggressive
  Being Assertive

- Copy the ideas from Activity 2 regarding the meaning of 'Passive' and 'Aggressive' into the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSIONS 8, 9, 10

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Identifies assertive behaviour	❑	❑	❑
2. Identifies passive behaviour	❑	❑	❑
3. Identifies aggressive behaviour	❑	❑	❑
4. Speaks assertively in role play situation	❑	❑	❑
5. Speaks assertively to express likes/dislikes in informal conversation	❑	❑	❑
6. Identifies situations requiring assertiveness	❑	❑	❑
7. Relates 'not speaking up for your rights' to being passive	❑	❑	❑
8. Relates 'not respecting other people's rights' to being aggressive	❑	❑	❑
9. Relates 'speaking up for your rights' to being assertive	❑	❑	❑

Further Comments/Recommendations: .....

.....

.....

.....

SESSION 11

EXPRESSING YOUR OPINIONS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Recognizing the difference between facts and opinions
3. Expressing your opinions
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Pen

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify the difference between 'facts' and 'opinions'
2. Relate 'having an opinion' to 'having likes and dislikes'
3. Relate 'giving an opinion' to 'speaking up' and 'being assertive'

WORK PLAN

ACTIVITY 1 REVIEW

- Conduct an informal discussion to review the concepts covered in the previous sessions. Prompt review by asking:

  What does being passive and being aggressive mean?
  When should you be assertive rather than passive or aggressive?

ACTIVITY 2 RECOGNIZING THE DIFFERENCE BETWEEN FACTS AND OPINIONS

- *In the last session we talked about being assertive and speaking up for yourselves and saying what you want and think. When you say what you think you are giving your 'opinion'. In this session we are going to be talking about our opinions. Remember — you have the right to have your own opinions, to say what you are thinking and feeling. Has anyone heard of the word 'opinion'?* Facilitate a brief discussion on what group members understanding of opinions is.
- *An opinion is when you say what you think or feel about something. We all may have different opinions. That's okay because we are all different and we all have different likes and dislikes — remember? Sometimes we might agree and then we share the same opinion, but other times we mightn't agree. It depends on what you think and what I think. You see, we get our opinions from knowing what we like and don't like, or what we want and don't want.*
- *Opinions are different to facts. Who knows what a fact is?* Discuss responses briefly, then suggest: *A fact is something you can see, hear, feel, touch, taste or smell. It's something which everyone should agree about. It's not just an opinion. A fact is real. Let's look at some facts and opinions and how they are different to each other.*
- Hold a pen up for all to see. Ask: *What are the facts about this pen?* Prompt discussion with some factual observations:
  It is plastic and metal
  It is blue
  It writes on paper
  It has white writing on it
  State: *These statements are facts about the pen.*
- Hold up the pen again. Ask: What are our opinions of this pen? Prompt discussion with some personal opinions:
  I don't like the colour of this pen
  I like the way it writes
  It feels good
  It smells nice
  State: *These statements are opinions about the pen.*
- *Some things we talk about are facts. They are true and are not about*

what we feel or think. When we talk about what we feel or think, we are talking about our opinions and we have the right to our own opinions. Let's do another activity that looks at our opinions.

- Present the group with a list of things that they can express their opinions on. Read out the word and ask a group member to give their opinion. Encourage group members to say why they like or dislike each item. Remind them that they are entitled to their opinions and that there is no right or wrong. Ideas for the list include:

tomatoes	watching the football
brussels sprouts	vacuuming the carpet
going to the beach	having a bath
watching 'Home and Away'	shopping for new clothes
going horse riding	visiting family
washing your clothes	going to the pictures

  Encourage group members to see that they do not always agree and that this is okay. Ask:
  Did we all agree with each other?
  Did we all have the same opinion?
  Is it okay to have different opinions?

- *We have listened to people's opinions about the things on this list. Now, let me tell you some facts about some things on this list. For instance, 'Going to the pictures' costs money. 'Washing your clothes' makes them wet. 'Shopping for new clothes' is done at the shops. Do we all agree with these statements? Of course we do, because they are all true statements. They are facts about these things. They are not opinions. Do you see the difference between facts and opinions?* Encourage discussion by calling for further factual statements.

ACTIVITY 3 EXPRESSING YOUR OPINIONS

- *We are all adults and we are entitled to say what our opinions are. We can have different opinions to other people. Do you think you should always agree with your house staff, your parents, your friends, your boss? Should you always agree with their opinion?* Facilitate a discussion on whether we have to agree with the key people in our lives. Name other key people as deemed appropriate. *You don't have to always agree with these people. It's okay to express your own opinion. For example, someone may think it's a good idea for you to have all your hair cut off, but you may not want that. Your choice is to keep your hair. Your opinion is that you are happy with your hair the way it is. It's okay for you to speak up and not agree with that person and say, 'I want to keep my hair, thank you very much'.*
- *There are lots of times in our lives when we need to speak up and express our feelings. We might be in a meeting or at work or with friends and we need to say what our opinion is. Let's practise saying our own opinions.* Ask the group members to consider the following situations and express their views:

1. *Debbie has a new job packing in a factory. She loves the job. Her friend, Diane, works in a shop. Diane tells Debbie that working where she works in a shop is a much better job and that Debbie's job in the factory is horrible.*
   - *Who is right?*
   - *Which job is better?*
   - *Does it matter that they have different opinions?*
2. *Jason barracks for Collingwood and goes to the football each Saturday. At the football he meets a man called Alan who says Collingwood are hopeless and only donkeys like them. He prefers to support Carlton.*
   - *Who is right?*
   - *Which team is better?*
   - *Is it okay for them to have different opinions?*

- *Throughout this session we have talked about having our own opinions. It's important to remember that you have the right to express your own opinions. That's part of being assertive. When you express your opinion, you're being a good self advocate. It's important to say what you want, what you think or feel.*

ACTIVITY 4 CHECK-POINT

- Check the understanding of participants through an informal discussion focusing on the questions:

  What is the difference between facts and opinions?
  When should we express our opinion?

- Copy the definitions of 'opinion' and 'fact' into your *Becoming a Self Advocate* booklets.

SESSION 12

MAKING 'LIFE' CHOICES AND DECISIONS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Recognizing 'Life' Choices and Decisions
3. Making 'Life' Choices and Decisions
4. Role-Playing 'Life' Choices and Decisions
5. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Whiteboard and markers/blackboard and chalk/butcher's paper
- Video camera and tape/VCR/TV (optional)

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Identify the difference between an 'everyday' and a 'life' choice or decision
2. Describe the process of making an informed 'life' choice or decision
3. Identify the meaning of 'options' and 'consequences'
4. Identify their rights in making choices and decisions

WORK PLAN

ACTIVITY 1 REVIEW

- Conduct an informal discussion to review the concepts covered in the previous session. In particular, ask:
  What is the difference between a 'fact' and an 'opinion'?

ACTIVITY 2 RECOGNIZING 'LIFE' CHOICES AND DECISIONS

- *Last session we talked about having your own opinions. You learnt that it's okay to have your own opinions. You have the right to express your own opinions. In this session we are going to look at why it's important to express your opinion about the things that affect your lives. We are going to look at why it's important for you to be involved in making your own 'life' choices and decisions.*
- *In Session 2, we talked about making choices and decisions. We role-played different situations in which people make choices and decisions. Do you remember any of those situations?* Call for suggestions, referring back to Session 2 to remind group of the issues role-played. *Some of the choices and decisions we talked about and role-played then were what I call everyday choices and decisions. Things like, whether I have sugar in my coffee or not and choosing the colour of my clothes are choices and decisions that I make every day, and they are important to the way I live. But not as important as some of the big, 'life' decisions I make about my life from time to time. The decision to leave home or to stay at home, to get married or to stay single, to get a job or go back to school — these are all the important 'life' choices and decisions I have had to make. What about you? What are some of the important 'life' choices and decisions that you have been faced with?*
- Make a Group Poster. Ask the group to brain-storm their ideas on what might be the 'life' decisions that they make in their lives. Write the ideas onto a black/whiteboard or butcher's paper. Prompts for discussion include:

  Whether to change living situation
  Whether to get married
  Whether to buy something very expensive
  Whether to work
  Whether to have sex

ACTIVITY 3 MAKING 'LIFE' CHOICES AND DECISIONS

- Lead a discussion by asking 'How should we go about making important choices and decisions?' Facilitate discussion using the following ideas:

1. *Get all the information and facts on what your choices and decisions could be. What information is needed to make the choice? This is called finding out what your 'options' are. Remember — it's okay to ask questions, and you have the right to know all the options open to you.*
2. *Think about what might happen as a result of the choice or decision you have made. Who else will be affected by your choice or decision? What is likely to happen? This is called thinking about the 'consequences'.*
3. *Talk through your options with someone you can trust. Talking about the situation with someone you can trust helps you be clear about what option you should choose. Think about people in your support network who might listen to you, and help you understand both the options and the consequences. Remember, you have the right to take time to understand the information*
4. *Get other people's advice. As well as talking to someone you trust, ask others what they might do if they were faced with a similar choice or decision to make. You never know, they may come up with a brilliant option you hadn't considered.*
5. *If possible, look for a 'trial period' before making your final decision. Give the option a try and see how it feels. If it seems the right choice, you can then confirm the decision. If it feels wrong, you can try something else.*
6. *Be clear and consistent once you have made your choice or decision. Stand by your decision. Don't change your mind just to please the person you might be talking to. Let everyone know this is the choice or decision you have made, so they can help support your wishes.*
7. *Don't be afraid to make a mistake. No one ever makes the right decisions all the time. We all make mistakes, either with small decisions or big, 'life' decisions.*
8. *Be prepared to change your mind if the choice you made turns out to be wrong for you. But don't change your mind just to please other people.*
9. *Even though you may have a lot of people around you who can help you to make decisions, it is up to you to choose and decide. Remember, that's your right. If you're not happy it's okay to say 'no'. Sometimes you may find that people may want to make decisions for you. They may want to decide what you do with your life. However, you should speak up even if you don't agree with them — even if your decisions are different to theirs.*
10. *Sometimes we are in situations where we say 'yes' to someone when we would like to say 'no'. Can you think of such a situation?* Call for responses. For instance:

    when someone asks if you are okay and you're really not
    when someone asks you to do something for them you don't really want to do

when you are invited to go out somewhere you don't really like

11. *There are times in life where we have to do things we don't like even if we don't want to. However there are other times when it's okay to say 'no'. Saying 'no' is not necessarily a bad thing. You have the right to say 'no' and you have the right to say what you want for yourselves and to make 'life' choices and decisions.*
12. *Remember, however, that it is your responsibility to think through all the options and the consequences to ensure you make choices and decisions which respect your own rights and the rights of others. This often means listening to other people's ideas and opinions, to help you make up your own mind.*

ACTIVITY 4 ROLE-PLAYING CHOICES AND DECISIONS

- Facilitate a Role-Play that highlights the processes of decision making. For instance, *Bob is living with three other people and is supposed to be paying his share of the rent. He is spending his money on the Pokies and never has enough left to pay the rent. What are the things he needs to be thinking about? What are his options and what might the consequences be? What are his responsibilities to himself and to others?* Call for volunteers to play the part of Bob, the other residents, Bob's parents, the house staff. Ask for the likely attitudes they might present, and for everyone to identify Bob's options and their consequences.
- Call upon group members to share or role-play their personal 'life' choices and decisions, if appropriate.
- As an optional activity, arrange for a number of scenes from a popular TV show to be videotaped. Show scenes that depict characters having to make their own 'life' choices and decisions. Call for discussion on their options and consequences.

ACTIVITY 5 CHECK-POINT

- Conduct an informal discussion to check the understanding of group members regarding:

  Are all the decisions you make small and everyday decisions?
  How should you make big 'life' decisions?
  Is it okay to say 'no'?
- Make copies of Activity 2's 'Making Life Decisions' Group Poster to include in the *Becoming a Self Advocate* booklets.

SESSION 13

MAKING PLANS FOR LIFE

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Making plans for life
3. Making the General Service Plan
4. Having a say in your G.S.P.
5. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Magazines
- Scissors
- Butcher's paper
- Glue
- Felt-tip pens

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Define the purpose of a General Service Plan
2. Identify some of the ten life areas covered by the G.S.P.
3. Identify the importance of having their say in the G.S.P. meeting

WORK PLAN

ACTIVITY 1 REVIEW

- Review concepts covered in the previous session, focusing particularly on the questions:

  Are all the decisions we make small?
  How should we go about making big, 'life' decisions?
  Is it okay to say 'no'?

ACTIVITY 2 MAKING PLANS FOR LIFE

- *In previous sessions we have talked about the right to make our own choices and decisions, and the responsibilities that go along with that right. The choices and decisions we make today often make a big difference to what happens in our lives tomorrow, or next week, or in the future. That's why it's important to think carefully about these choices and decisions — because you are making plans which will affect your life. Making plans for life is one of the most important things you will ever do.*

  As a person with intellectual disability attending an Adult Training Support Service, there are two very important kinds of 'life plans' which you are likely to be involved in. The Victorian Government has a law — the Intellectually Disabled Person's Services Act — which says that you have the right to be involved in making your own General Service Plan (or G.S.P.) and your own Individual Program Plan (or I.P.P.). Both of these are plans for the way you live your life. Both of these are plans in which choices and decisions are made for what will happen in your life. In the next session we will talk about the Individual Program Plan (or I.P.P.). In this session, we will look more closely at the General Service plan (or G.S.P.).

ACTIVITY 3 MAKING THE GENERAL SERVICE PLAN

- Conduct a brain-storm using the following prompts:

  Who knows what a G.S.P. is?
  Who has heard of a G.S.P. before?
  Who's been involved in a G.S.P. before?
  What happened at the meeting?
  What happened before the meeting?
  Did you speak up and make your own decisions?

- *The Victorian Government has a law which says that you have the right to a General Service Plan. The General Service Plan is usually talked about in a meeting between you, someone from the Department of*

Human Services (the Government) and the people who care for you and who are important in your life, such as your parents, your house staff, your A.T.S.S. staff and possibly your guardian or advocate. In this meeting, choices and decisions are made with you about your life, and goals are set for your future. For instance, one of the decisions might be that you need more help to learn more skills. So, the goal of the G.S.P. will be to get you the support you need to learn more skills. Or one of your choices might be that you want to get involved in a social club. The goal might then be to find a social club that you can go to.

- *The G.S.P. is reviewed or looked at every 12 months. If there is anything you want changed you can ask for a G.S.P. review meeting earlier than that. The G.S.P. is a plan for all areas of your life. There are ten main life areas which it can look at.* Make up a Group Poster detailing the ten different life areas of the G.S.P.. Work through each of the life areas, promoting discussion of each area with appropriate prompts.

THE TEN LIFE AREAS OF THE GENERAL SERVICE PLAN (G.S.P.)

1. LIVING SITUATION

   Where would you like to live?
   In a Community Residential Unit?
   In a flat?
   With mum and/or dad?
   With friends?
   By yourself?
   In a house?

2. EDUCATION

   What would you like to learn more about?
   How to use the local library?
   How to improve your writing and reading skills?
   New ways to relax?

3. VOCATION

   What do you want to do during the day?
   Continue coming to this A.T.S.S.?
   Get a job with more money?
   Get trained for another kind of job?

4. ADVOCACY SUPPORT

   Do you want support to help you speak up for yourself?
   Someone to act as your advocate?
   More training so you can be your own self advocate?
   Meetings with other self advocates?

5. COMMUNICATION

   Do you need support to express and communicate yourself enough?
   A communication board?

An electronic aid?
Speech therapy?
Time to say what you want?

6. HEALTH

Could you be healthier or fitter?
Do you see the doctor regularly?
Are you eating good food?
Are you happy with your weight?

7. FINANCES

Would you like to have more control over your own money?
Do you do your own banking?
Do you manage to save money to buy things you want?

8., 9.
& 10. COMMUNITY ACCESS/LEISURE/TRANSPORT

Would you like to access the local gym?
Would you like to access your local neighbourhood house?
Would you like to learn how to travel with your friend on a Saturday afternoon?
Would you like to go out on a Saturday night?
Would you like to learn how to travel to your A.T.S.S. independently on public transport?

- Following discussion, encourage group members to cut out pictures from magazines that illustrate each area to go into the *Becoming a Self Advocate* booklets. It may be difficult to cover all of the ten life areas in one session, therefore you may like to discuss 3–4 areas in detail depending on the group's requirements. Alternatively you may wish to allocate another session on this important topic to ensure each of the ten life areas are understood.

ACTIVITY 4 HAVING A SAY IN YOUR G.S.P.

- *We have learnt about the importance of speaking up. We have also learnt about the importance of speaking up about the choices and decisions that are made about your life. So you can see now why speaking up in your General Service Plan is very important. Your G.S.P. is one of the main chances you get to choose and decide what you want to happen in your life. If you don't speak up or make your opinions known somehow, other people will make the decisions for you.*

  However, you should not feel that you are on your own in your G.S.P.. There are other people who can help you and who will come to your G.S.P. meeting if you want. You may like to have your parents with you, or your house staff, your A.T.S.S. staff or Director, or an advocate who can help you say what you want or need. It is your right to say who you would like to have at your meeting. Let's practise being at a G.S.P. meeting.

- Encourage group members to participate in a Role-Play. Invite suggestions on possible scenarios. For instance:

  'M' lives in a Community Residential Unit but is not happy because she has to share her room with someone she doesn't get on very well with. She wants to move out and get a flat of her own. M's parents are against it because 'M' can't look after herself and may be at risk on her own.

  Select and practise the scenario before performing it for the wider group. Invite staff members and group members to take a part in the Role-Play, including the roles of the consumer/client, the parent/s, the staff member, the government department representative/ Chairperson.
- Following the Role-Play, summarize and discuss the issues that arose. If time allows, encourage other group members to practise being in a 'mock' G.S.P. meeting.
- Where possible, videotape the Role-Plays.
- *The G.S.P. is an important time to make plans for your life. So it's important to be a good self advocate in your G.S.P. meeting — to speak up for yourself and be assertive.*

ACTIVITY 5 CHECK-POINT

- Check the understanding of participants regarding the concepts and issues covered, by asking:

  What is a General Service Plan?
  What areas of life are looked at in your General Service Plan?
  Who might be involved in your General Service Plan meeting?
- Include a copy of the Group Poster on the G.S.P. life areas in the *Becoming a Self Advocate* booklets.

SESSION 14

GETTING INVOLVED IN YOUR I.P.P.

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Making the Individual Program Plan
3. Having a say in your I.P.P.
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'The Self Advocate's Ten I.P.P. Guidelines' Work Sheet (Appendix 2.3)
- Whiteboard and markers/blackboard and chalk
- Butcher's paper and felt-tip pens

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Define the purpose of an Individual Program Plan
2. Identify some of the areas in which an I.P.P. may be developed
3. Identify the importance of having a say in their I.P.P.
4. Describe some of the ways to get involved in their own I.P.P

WORK PLAN

ACTIVITY 1 REVIEW

- Conduct an informal discussion reviewing the concepts covered in the previous session, particularly focusing on the questions:
  What is a G.S.P.?
  What might be included in your G.S.P.?
  Can you speak up in your G.S.P.?

ACTIVITY 2 MAKING THE INDIVIDUAL PROGRAM PLAN

- *Last session we talked about General Service Plans and how important it is to speak up in your G.S.P. meeting. In this session we are going to talk about I.P.P.s, or Individual Program Plans. This is another time when we should speak up and make our own decisions. Who knows what an I.P.P. is?*
- Conduct a brain-storm using the following prompts:
  Have you ever been to your I.P.P. meeting?
  What happened before the meeting?
  What happened during the meeting?
  Did you speak?
  Did you make your own decisions?
- *As with G.S.P.s, the Victorian Government has a law which says you must have an Individual Program Plan if you live in a C.R.U. or Training Centre or other government-funded residential service, or if you go to a day service like this A.T.S.S. An I.P.P. is a plan that looks at one area of your life in more detail than the G.S.P.. For instance, an I.P.P. might look at the things which need to be done at your A.T.S.S. to help you get the job you want. Or an I.P.P. might look at the things which need to happen at your C.R.U. home to help you become more independent. The I.P.P. should talk about the goals for you in a particular area of life, as well as the way these goals are supposed to be achieved over the next six months or so.*
- *The I.P.P. is a plan which is prepared at a meeting chaired by someone from your service provider agency (e.g. your residential service or your A.T.S.S.) Just like the G.S.P., you need to be there, and so do the other important people in your life The I.P.P. is your plan, so it should be based on what you like to do, as well as what you may need to do. You have the right to decide who attends your I.P.P. meeting. If you do not want someone to attend you have the right to say so. A good self advocate gets involved in all the decisions being made in his or her I.P.P.*

ACTIVITY 3 HAVING A SAY IN YOUR I.P.P.

- Make a Group Poster drawing from the following guidelines, pausing to discuss and explain each area appropriately.

THE SELF ADVOCATE'S TEN I.P.P. GUIDELINES

To make sure you are involved in your I.P.P. meeting, you should:

1. Talk beforehand with the staff member who will be helping develop the plan
2. Decide beforehand who you want to have at the meeting
3. Decide beforehand what you would like to have in your I.P.P. based on your likes and dislikes, as well as your strengths and weaknesses
4. Speak up during the meeting
5. Listen to other people's views about your strengths and weaknesses, and their opinions about what you could be doing
6. Think about the ideas being talked about and see if they suit you
7. If you're not happy with what is being suggested for you, speak up assertively, not passively or aggressively
8. If you're still not happy with what is being suggested, you may need to ask for the help of people in your Support Network to come up with something you are happy with
9. When you are satisfied with what is being suggested as goals for you, work out who is going to be responsible to help you to achieve them
10. Help to set up a review date for your I.P.P. — a time to look and see whether the goals have been achieved, or if other things should be happening.

- Organize for some of the group members to Role-Play an I.P.P. meeting. Select a scenario relevant to the group. For instance, *'J' wants to learn to travel by tram. How can 'J' be helped?*
- *Your I.P.P.s and G.S.P.s are the times when plans are made for your life. They are very important ways for you to make choices and decisions about your life, so it's really important that you take the opportunity to speak up for yourself, to say what you think and feel.*

ACTIVITY 4 CHECK-POINT

- Check the understanding of participants by asking:
  What is an Individual Program Plan?
  How can you have a say in your I.P.P.?
  Why should you speak up and participate in your I.P.P.?
- Include a copy of the 'The Self Advocate's Ten I.P.P. Guidelines' Work Sheet (Appendix 2.3) into the *Becoming a Self Advocate* booklets.

COMPETENCIES CHECKLIST SESSIONS 12, 13, 14

Group member .....

Assessment Checklist
(Tick ✔ one only)

1 Independent

2 Has some understanding

3 Needs further work

	1	2	3
1. Identifies the difference between an everyday decision and a life decision	❑	❑	❑
2. Identifies a process for making an informed life decision	❑	❑	❑
3. Identifies the meaning of 'consequences' and 'options'	❑	❑	❑
4. Identifies his/her rights in making decisions, including the right:			
to make mistakes	❑	❑	❑
to ask questions	❑	❑	❑
to take time over decision making	❑	❑	❑
to change his/her mind	❑	❑	❑
to say 'no'	❑	❑	❑
5. Identifies the difference between a General Service Plan and an Individual Program Plan	❑	❑	❑
6. Identifies some of the ten life areas covered by the G.S.P.	❑	❑	❑
7. Identifies the importance of having his/her say in the G.S.P. meeting	❑	❑	❑

8. Identifies some of the areas in which an I.P.P. may be developed ❑ ❑ ❑
9. Identifies the importance of having a say in his/her I.P.P. ❑ ❑ ❑
10. Identifies some of the ways to get involved in his/her own I.P.P. ❑ ❑ ❑

Further Comments/Recommendations . . . . . .

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SESSION 15 DEVELOPING YOUR SUPPORT NETWORKS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Feeling powerless
3. Feeling powerful
4. Feeling supported
5. Feeling safe
6. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- 'Who's in my Support Network?' and 'Hand in Hand' Work Sheets (Appendices 2.4 and 2.5)
- Whiteboard and markers/blackboard and chalk
- Pens

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Describe the factors which make it hard to 'speak up'
2. Identify people in their personal support networks
3. Identify people or services in their emergency networks

WORK PLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the issues covered in the previous session. In particular, address the questions:

  What is an I.P.P.?
  How can you participate in your I.P.P.?
  Why should you speak up and participate in your G.S.P. and I.P.P.?

ACTIVITY 2 FEELING POWERLESS

- *We all know that it is very important to speak up for ourselves to let others know what we feel or want. However sometimes it can be hard to speak up for ourselves. We might find it difficult to say what we are thinking and feeling. Has anyone ever felt it was hard to speak up about what they wanted? What makes it hard? What worried you about speaking up? What did you feel?* Brainstorm the reasons which make it hard to speak up. Write the ideas onto a white/blackboard or butcher's paper to structure the discussion. For instance:

  Feel scared *Shy* *Don't want to make trouble*
  It won't get me anywhere *No one can understand what I say*

- *All of these are reasons which make it hard for some of us to speak up about what we want. These are things which stop us from being good self advocates. Instead, we end up feeling bad about ourselves. We feel weak because we don't have any say about our own life. We feel like we don't have any rights. We feel powerless. We feel lonely and isolated. Isolated means being on your own. Like no one understands who you are or what you think. If you can't speak up, then no one ever gets the chance to get to really know you, so you keep on feeling isolated. Do you see how this happens?* Encourage discussion. On a whiteboard, draw the following cycle:

You feel *isolated* (arrow to) You *don't speak up* (arrow to) So *no one listens* (arrow to) No one gets to know you so you *don't get what you want* (arrow to) You end up feeling more *isolated and powerless!*

ACTIVITY 3 FEELING POWERFUL

- *It feels bad when you're alone and powerless. Feeling shy or feeling scared. Feeling like you don't matter, that you're not important. We all feel like that sometimes. I'm lucky, though. When I feel like that, I have someone to talk to. I talk to... and explain how I'm feeling. When I share my feelings with someone else, I speak up* (point to board and erase *'don't'* from *'don't speak up'*). *Because I speak up,* (point to board and erase 'No one' from 'No one listens' and replace with the name of your 'friend'.) *Because I have explained how I am feeling and what I want, I often get what I want.* (Change 'Don't get what you want' to 'Get what I want'.) *Because I have spoken up, and because my friend has supported me to get what I want, I end up feeling supported and powerful.* (Change 'alone and powerless' to read 'supported and powerful'.)
- *When I feel supported and powerful, I feel like I have something important to say. I don't worry if people laugh at me or ignore me, because I know I am important and I do have important things to say. When I start to doubt this, and when my confidence in myself is feeling weak, I look for the support of my friend again. To share my feelings. To talk about what I want. To have my feelings listened to. And then I usually feel strong enough to keep going. So you see, there are two ways you can feel. Write the words on the board as you speak them. Alone and Powerless Or Supported and Powerful. Which way do you think feels best?* Encourage discussion.

ACTIVITY 4 FEELING SUPPORTED

- *It's important to have someone to talk to. If I didn't have... to talk to, I'd be feeling pretty low about myself all the time. My friend helps me to speak up. So now I am going to ask you an important question: Do you have someone to talk to?* Encourage responses, and take the discussion further by asking: *Is that someone who listens to what you want to say? Is that someone who helps you get what you want? Is that someone who makes you feel supported and powerful? Is that someone who makes you feel good about yourself?*

- *It's important to feel supported. We all need people to support us. Everyone needs people to support them. Even the Prime Minister. He has friends and advisers who he talks things through with. They listen to him and give him ideas to support him getting what he wants. He has his wife and family, too. They support him. Most people need support. If someone doesn't have anyone else to talk to or to give support, that person is going to be a very sad and lonely person, who doesn't have much confidence in himself, and doesn't enjoy life very much at all.*
- *So let's think about who are the people who support you. They are important people in your lives. Let's brainstorm ideas about the people in your 'support network'. Let's start with you.* Write the word 'you' in the middle of the whiteboard. *Who are the people who support you?* Write all suggestions around the word 'you'. Likely responses include: *staff/housestaff, friends, instructors, parents and family,* but also accept more personal responses such as Bob, Anne, etc. As the words build up around 'you', begin to tie them together with net-like lines. *This is your safety net. Your network of support.*
- *Your support network is made up of people you can talk to and who will help you to speak up for yourselves.* Hand out copies of the 'Who is in my support network?' Work Sheet (Appendix 2.4). Encourage each individual to identify people in their support network. If any member has difficulty thinking of any 'supporter', try to determine whether there may be either a genuine lack of a support network, or whether this person genuinely feels the absence of a reliable or trustworthy network. In either case, refer this issue for further, individual follow-up. Once the Work Sheets are completed encourage people to compare and share.

ACTIVITY 5 FEELING SAFE

- *Most of us were able to think of people who could help us to speak up and to feel good about ourselves. These are the people in our personal support networks. There are other sorts of networks that we should know about. These are called Emergency Networks. People in these networks are people who we can ask for help from if a serious emergency happens to us. An emergency might be when we feel frightened or scared because we think someone is going to hurt us, or if there is a fire, or if we have an accident. Knowing who is in your Emergency Network helps you feel safe. Who do you think we should include in your Emergency Network?* Brainstorm and record responses. Likely responses include:

Police	Fire brigade
Ambulance	Doctor

Discuss each of these responses and talk about the reasons you might have to contact them and how you would do it. Also ask for descriptions of any emergency experiences.

ACTIVITY 6 CHECK-POINT

- Hand out copies of the 'Hand in Hand' Work Sheet (Appendix 2.5). Encourage participants to identify the five most important people in their network and write their names in the spaces provided. Encourage participants to recognize that the people in their support network are important to them and that having a strong support network is also an important part of being a 'good self advocate'.
- Include copies of the Work Sheets 'Who is in my Support Network?' and 'Hand in Hand' in the *Becoming a Self Advocate* booklets. Also include a copy of the 'Feeling Powerful' diagram from Activity 3.

SESSION 16

MAKING COMPLAINTS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Making a complaint
3. Making a complaint at your A.T.S.S.
4. Guest Speaker
5. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Butcher's paper and felt-tip pen
- Group Poster on rights

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Describe what a complaint is
2. Identify situations in which complaints may be made
3. Describe the appropriate way to make a complaint in several situations
4. Describe the appropriate way to make a complaint in your agency
5. Describe the process of addressing a complaint in your agency

WORK PLAN

ACTIVITY 1 REVIEW

- Lead an informal discussion reviewing the concepts covered in the previous session. In particular, focus on:

  Why do you need a support network?
  Who is in your support network?
  Why do you need an emergency network?
  Who is in your emergency network?

ACTIVITY 2 MAKING A COMPLAINT

- *Last session we looked at getting support to speak up for yourselves. Sometimes, you might have something to speak up about because something has bothered you or upset you. Maybe you went to a restaurant and the waiter was rude to you. Maybe you were in a taxi and the driver tried to keep your change. You have the right to speak up about situations like that. Or maybe you told your instructor that you didn't want to be treated like a baby, but she still kept talking to you as if you were. You have the right to make a complaint about that sort of thing, too. Has anyone heard of the word 'complaint' before? Has anyone ever made a complaint?* Encourage discussion using following prompts:

  What is a 'complaint'?
  Has anyone ever made a complaint?
  What type of things could you complain about?
  What happened when you made the complaint?
  How did you feel after you had made the complaint?

- *You might have reason to make complaints about many things, and it's important to know the right way to make the complaint . Let's see if you know how to make a complaint in the following situations:*

  A waiter is rude to you. Who should you tell?
  You buy something at a shop but it's broken. Who do you tell?
  You get a bill for the electricity but it's for a lot more than usual. Who should you tell?
  You want to stay in bed on Saturday mornings, but the house staff won't let you. Who should you tell?
  Brainstorm ideas and encourage other scenarios for discussion.

ACTIVITY 3 MAKING A COMPLAINT AT YOUR A.T.S.S.

- *We have looked at how you can make a complaint in some situations.*

Now, how do you go about making a complaint about something that happens in your day program or A.T.S.S.? Be specific to the location. *You may make a complaint about any issues connected to the A.T.S.S. which you go to. The government says that you have the right to raise these issues and make a complaint so that you can have them resolved, or fixed. For instance, if you think your rights as a person working in the A.T.S.S. have been neglected, or the standard of your service is not meeting the standards set out by the government, then you have the right to make a complaint. What type of things do you think people might want to make a complaint about?* Encourage the group members to think of issues or concerns that occur which they may complain about. Refer back to the Group Poster on 'rights' in order to identify possible 'violations' and to facilitate discussion. *For instance, you might complain:*

if your rights were being taken away
if you felt you were being treated unfairly by a staff member
if another client at the service made you feel unsafe
if something of yours was taken without your permission

- *The Victorian Government says that your A.T.S.S. should:*
  - *— make sure you know how to make complaints*
  - *— make sure all clients at the service feel free to bring up complaints without worry*
  - *— make sure complaints are resolved in the least formal manner, the friendliest way*
  - *— treat all complaints seriously*
  - *— make sure privacy and confidentiality are respected*
  - *— make sure you are told the important things about your centre, like how much the fees are and what the fees are used for*
  - *— make sure you and your family can get support in having the complaint listened to*
  - *— make sure a record of all complaints is kept*
- If you want to make a complaint because something at your A.T.S.S. is bothering you:

1. *Firstly see if you can get help to fix the problem from your instructor or key worker*
2. *If this does not help you should talk to your Director*
3. *The Director will then attempt to solve the issue by talking with you and any other people involved to see if you can fix things up that way*
4. *If the complaint is about the Director, then someone from the Committee of Management will help to resolve the problem*
5. *If the Committee of Management person is unable to resolve the problem then a panel of members from the Committee will be set up to fix it*

ACTIVITY 4 GUEST SPEAKER

- Invite the Director of this group's A.T.S.S. to come into the session to explain this agency's Complaints or Grievances Procedure. The

Director may like to provide:

—a consumer version of the Complaints or Grievance Procedure document

—an explanation of how to use the Procedure

—examples of when to use the Procedure

—standards the service should be providing and what consumers should expect

ACTIVITY 5 CHECK-POINT

- Lead an informal discussion regarding the matters raised, including:
  What is a complaint ?
  When to make a complaint ?
  What happens if you make a complaint?
- Make copies of the Complaints Procedure (hopefully, a consumer version) to include in the *Becoming a Self Advocate* booklets.

SESSION 17

DEVELOPING COMMUNITY NETWORKS

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. Finding advocacy support
3. Guest Speakers
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Brochures and pamphlets for the major statewide advocacy organizations, including: VALID; Villamanta Legal Service; STAR; Attendant Care Coalition; Action Resource Network (copies in Appendix 5)
- Brochures and pamphlets for the most relevant statutory advocacy and review bodies: Office of the Public Advocate; Intellectual Disability Review Panel (copies in Appendix 5)
- Brochures and pamphlets for the main local and regional advocacy groups and networks (obtained prior to this session).

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants should be able to:

1. Describe the role of advocacy organizations
2. Identify the major statewide, regional and local advocacy support organizations
3. Give an example of the reasons for seeking support from such an organization
4. Identify how to make contact with such an organization

WORK PLAN

ACTIVITY 1 REVIEW

- Check understanding of concepts raised in the previous session, particularly asking:

  What is a complaint?
  Do you have the right to make a complaint?
  How do you make a complaint?
  What happens when you make a complaint?

ACTIVITY 2 FINDING ADVOCACY SUPPORT

- *We have talked before about having your personal support network. The people in this network are the people you talk to if you need support in making a complaint, as well as support in getting the things you want. But what if you have a complaint and they cannot help you? If it's an emergency situation, then you should contact someone in your emergency network. But what if it's not an emergency? What if it's something that the police, the fire brigade or the doctor cannot really help you with? For instance, what if you want to change your work program. Let's say you are sick of washing dishes all day. You tell people in your support network, but they think you're just being a whinger so they don't help you. You tell your instructor and the Director, but they say they need you to keep washing the dishes. What do you do now? Do you think the police can help? Or the ambulance? No, that's not an emergency situation. It might be serious for you because your hands have gone all soggy, but it's not really an emergency complaint, is it?*

  Maybe this is the time you need the support of an advocacy organization. An advocacy organization is there to support you to have your say and to be heard. An advocacy organization is there to make sure people take you seriously. There are different kinds of advocacy organizations and it's a good idea to learn something about each of them.
- *Firstly, there are statewide advocacy organizations. The people working in these organizations give advice and support to people with intellectual disability all around Victoria. Does anyone know of an advocacy organization? Has anyone sought help from one of these organizations?* Encourage responses and lead a discussion with the following prompts:

  What was the name of the organization?
  What sort of help did you get?
  Did they help you?
  Would you ask for help from them again?
- *Let's look at some of the organizations and learn more about them.*

Table and discuss copies of pamphlets for a range of relevant statewide advocacy organizations, including:

VALID
Villamanta Legal Service
STAR
Action Resource Network
Attendant Care Coalition
AMIDA

- *In addition to these advocacy organizations which are run by community groups of people with disability and/or family members, there are also agencies established by the Government to protect your rights. Let's look at a couple of important ones.* Table and discuss pamphlets for:

  Office of the Public Advocate
  The Intellectual Disability Review Panel

- *These were all statewide advocacy organizations, and you can call on them to give support when you need it. There are also local and regional advocacy organizations that you can call upon. Let's look at some of them.* Table and discuss pamphlets for any local and regional advocacy groups which are appropriate.

ACTIVITY 3 GUEST SPEAKERS

- Arrange a presentation by an advocacy group representative, or possibly a panel of representatives. Urge the representatives to present real-life scenarios to illustrate when their support might be needed, and also to describe exactly how to go about getting their support.

ACTIVITY 4 CHECK-POINT

- Check the understanding of participants through an informal discussion focusing on:

  What is an advocacy organization?
  How do you contact an advocacy organization?
  What kinds of problems or complaints can an advocacy organization help you with?

- Make copies of the advocacy organization pamphlets to include in the *Becoming a Self Advocate* booklets.

SESSION 18

BECOMING A SELF ADVOCATE

WHAT THE GROUP WILL COVER IN THIS SESSION:

1. Review
2. The Review Quiz
3. Looking back at what we have learnt
4. Check-Point

WHAT YOU WILL NEED TO CONDUCT THIS SESSION:

- Self Advocacy Quiz questions
- Chairs/tables to be arranged into small groups
- A 'bell' or similar to act as a 'buzzer' during the quiz.
- Copies of 'Self Advocacy Program Evaluation' Work Sheet for each member (Appendix 2.6)
- Butcher's paper and felt-tip pens

WHAT WILL BE ACHIEVED IN THIS SESSION:

At the conclusion of this session, participants will have completed the Becoming a Self Advocate Training Program. The Self Advocacy Review Quiz presented in this session reviews all the concepts covered in previous sessions.

WORK PLAN

ACTIVITY 1 REVIEW

- Check the recall of members regarding the last session, by asking:
  What are the names of some of the advocacy organizations we learnt about?
  What sort of support can these organizations give you?
  What kind of problem or complaint might you take to them?
  How do you go about contacting these organizations?

ACTIVITY 2 THE REVIEW QUIZ

- *This session is our last session on Self Advocacy. We will be doing a review of all the topics we have covered in this program. Self Advocacy is all about learning to speak up for ourselves. It is about making choices and decisions, learning about our rights and responsibilities and being assertive. In this session we will try and remember all that we have learnt by doing a quiz. The quiz is a fun way of remembering all the things we have learnt.*
- Divide the group into teams of 3-4 people. Ask the questions and allow time for the 'teams' to respond. Provide each 'team' with a 'bell' or similar (e.g., a spoon on a plastic container) to signal with. The 'team' who responds quickest to the question is given the opportunity to answer. An adjudicator/judge is helpful to determine which team responded quickest and to make final decisions on answers. One point is awarded per correct answer. The team with the most points wins. You may like to provide a simple prize to the winning 'team', but try to keep the quiz fun and not overly-competitive.
- Note: Change the Self Advocacy Quiz Question to suit the needs of your group

SELF ADVOCACY QUIZ QUESTIONS

Choices and decisions

1. Name a choice you made today
2. What decisions have you made today?
3. What is Self Advocacy?
4. How would you be a good self advocate in the following situations?

a. Your roommate is always messy and has not done the dishes all week. You feel very annoyed about it. What do you do?

b. It's your birthday on Monday and you would really like to go out just with your girl or boyfriend, however your house staff have organized

for you to go to the local 'Pizza Hut' with the residents from your house. What do you do?

Rights and responsibilities

5. Name some of your rights.
6. Is it okay for you to look through someone else's bag? Why not?
7. Do you have the same rights as the Prime Minister?
8. You want to stay up late and listen to your music very loudly, but you live in a C.R.U. with four other people who want to go to bed. What are your responsibilities?

Feelings

9. How would you feel if you won Tattslotto?
10. How would you feel if you lost $50?
11. How would you feel if you were going on a holiday?
12. How would you feel if a friend borrowed your favourite CD and lost it?
13. How would you feel if you had saved to go and see a film and when the night comes the film is cancelled?

Assertiveness

14. What does the word 'assertive' mean?
15. How would you be assertive in the following scenarios?
    a. The owner of the restaurant asks you to leave his premises. What would you say?
    b. You buy a loaf of bread from the shop, but the shopkeeper does not give you enough change. What do you do?
16. Am I being Assertive, Aggressive or Passive when I...?
    - Yell out, 'Give me my drink!'
    - Whisper in a very soft voice, 'Please...drink...please...'
    - Say, 'Could you please pass me my drink? Thanks, mate.'

Facts and opinions

17. Hold up an object, e.g., a pen, and say:
    'This is a pen. Fact or opinion'
    'This pen is horrible. Fact or opinion?

I.P.P.s and G.S.P.s

18. What is an I.P.P.?
19. Should you attend your I.P.P. meeting?
20. What would you talk about at your I.P.P.?
21. What is a G.S.P.?

22. What are some of the areas in your life you would talk about at your G.S.P.?
23. Why are your I.P.P. and G.S.P. very important?

Support Networks

24. Name some people in your 'networks'.
25. If you had a question about your centre who would you speak to?
26. If you wanted to make a complaint who would you speak to?
27. Are there organizations in the community who could help you to speak up for yourself?
28. Name one of these community organizations.
29. How could you get in contact with these community organizations?
30. Is speaking up for yourself, making your own choices and decisions important? Why?

ACTIVITY 3 LOOKING BACK AT WHAT WE HAVE LEARNT

- *To finish this program on Self Advocacy I would like to ask you what you thought of these sessions so that we can work on ways to make the program better.* Hand out the 'Self Advocacy Program Evaluation' (Appendix 2.6) to each group member. Go through each question and assist individuals as required.

  OR

- It may be more appropriate for your group to conduct a 'brainstorm' to evaluate their views of the Self Advocacy program. Use the 'Self Advocacy Evaluation' Work Sheet questions as a prompt for discussion and write the ideas/comments onto a piece of butcher's paper.

ACTIVITY 4 CHECK-POINT

- Finalize *Becoming a Self Advocate* booklets and ask participants to nominate a place where they can be constantly available to remind them of what being a Self Advocate is all about.

THE END AND THE BEGINNING

Although this marks the end of the *Becoming a Self Advocate* Training Program, it is by no means the end of the self advocacy journey. Successful completion of Session 18 simply marks entry into the next phase, during which the strengthening voice of consumers will continue to grow, and continue to grow in its influence over the policies, processes and decisions which affect their lives.

Sessions 19 and 20 are intended to prepare consumers who may have indicated, in response to the Self Advocacy Evaluation questions, a desire to participate in meetings of a Client Council or Consumer Committee (also known in some agencies as the Worker Committee). Such groups can provide an effective mechanism for supporting consumers to continue along the road to 'empowerment', by assuring that their views and opinions are responded to by management.

However, before embarking on Sessions 19 and 20 and before taking any steps towards formal self advocacy group meetings, VALID urges that:

1. The decision to participate in Client Council meetings should be the clear and firm choice of the individual. The response to Session 18's Self Advocacy Evaluation questions 6–8 should be regarded as a preliminary response only; further explanation and discussion of the role of the Client Council and time to consider the decision should be provided.
2. The clear commitment of the agency management and staff to support and respond to the 'voice' of self advocates should be assured. A regular time for group representatives to meet with management should be established, and a regular place on the Committee of Management agenda for the 'Client Council Report' should be established.
3. The facilitation and support to group meetings should, from this point on and wherever possible, be independent of the A.T.S.S. agency in order to reduce the potential conflict of interest arising from a self advocacy support worker also being responsible to agency management.

Whereas Sessions 1–18 have been directed to the 'instructor/client' relationship appropriate to the A.T.S.S. environment, the journey from this point demands greater consumer control over the proceedings, and the freedom to express opinions and views without fear or favour. Sessions 19 and 20 present the concepts which VALID considers important preliminary information to base future Client Council meetings upon; decisions regarding the style of delivery, however, should be in the hands of group participants, with the facilitation of an independent support worker. A range of options are available for obtaining independent support to these meetings, and for resourcing the continuing self advocacy journey.

For further advice, information and support, contact VALID or other statewide, regional or local self advocacy or advocacy organisations (refer to brochures in Appendix 5).

SESSION 19

RUNNING YOUR OWN MEETINGS

This session is an introduction to meeting procedures to be conducted with those people who have chosen to become members of an A.T.S.S. Client Council (a.k.a. Consumer or Worker Committee). It is recommended that participants watch selected scenes from the 'Meetings' Video Tapes 1 and 2 (see Appendix 1), pausing at intervals to focus discussion upon the key components of a meeting, including the following areas.

The Role of the Chairperson

The Chairperson is elected by members of the group. He or she is usually also the person who will represent the group's views and decisions to management. It's important that the Chairperson is someone who listens to what other people think. It's also important that he or she is confident to speak up assertively. The Chairperson's role is:

- to guide people through the meeting
- to make sure everyone has their say
- to make sure the discussion stays on the point
- to represent the views and decisions of the group

The Purpose of an Agenda

An agenda is a list of things that are going to happen in the meeting. It's important that a meeting has an agenda to make sure everyone talks about the same things, and that decisions can be made. The agenda is also very important because gives the meeting a structure to follow, i.e., A beginning, a middle and an end. There are separate items on the agenda. The typical agenda has the following items:

- *Welcome and Confirm Agenda*
  The chairperson thanks people for coming and makes them feel welcome. The Chairperson also asks if everyone has seen the agenda for this meeting and whether there are any items or issues which people would like to be added.
- *Present and Apologies*
  The names of people who are there and the names of the people who have apologised for not coming are written down.
- *Minutes*
  Someone reads out what happened at the last meeting. If people have questions about what happened this is the time to ask them. If any mistakes were made in the minutes of the last meeting this is the time to correct them.
- *Business (or Matters) Arising*
  Were there things to be done from the last meeting? Is there any information following on from items in the minutes? Is there anything left to do? This is the time to talk about these matters!
- *Correspondence*
  What letters have come in to your group? What letters have gone out from your group? This is the time to look at any letters or correspondence.
- *Reports or Items*
  This is the time when reports are given by members on things that have been happening, or things that they have done. These reports should have to do with the business of the group. Discussion should take place about the reports and any actions need to be decided upon by the group.

- *General Business*
  This is the time when members can talk about issues which they think the group might be interested in, and maybe should be taking action on. Again, discussion should take place and any actions can be decided upon.
- *Meeting Closes*
  The Chairperson closes the meeting and sets the date and time of the next meeting. The Chairperson thanks everyone for participating.

The Role of the Secretary

The Secretary is elected by the group to take notes about what goes on in the meeting. The Secretary also makes sure that any decisions or actions are written down or recorded. These notes about the meeting are called the Minutes. It's the Secretary's role to:

- make sure everyone gets a copy of the Minutes to read before the next meeting
- make sure everyone gets a copy of the Agenda for the next meeting
- make sure everyone gets a copy of any Reports that need to be looked at before the next meeting

The Way Issues are Raised

Members can raise issues that they wish discussed by asking for them to be put on the agenda. This can be done either at the beginning of the meeting when the Chairperson asks for 'any new business', or when the meeting gets to the 'General Business' stage.

The Importance of Speaking Up

People who come to meetings have usually got a lot to say! So if you don't speak up, often you will get left out. It's the Chairperson's responsibility to make sure everyone gets a say, but it's your responsibility to speak up and contribute to the meeting. So, this is the time to practise your assertiveness skills. Be confident. Know that your information and opinion is important, not just for yourself but for the group. The meeting — and the group — needs you!

The Way Decisions are Made

Sometimes the group will want to do something about an issue and it will be clear that everyone wants the same thing. The group will decide to take action and this decision will have unanimous support. This means everyone wants to do the same thing.

Sometimes, not everyone will want to do the same thing. When this happens, the Chairperson will say what the choices or options are and ask the group to make a decision. The Chairperson might ask for people to

show their support for a particular option (either by putting up their hands or saying 'aye'). If most people support the option (or motion), then that option will be the group's decision. If most people say they are against that option (usually by saying 'nay'), then that option will not be the decision of the group. Maybe another option can then be discussed and decided upon.

SESSION 20

RUNNING YOUR OWN CLIENT COUNCIL

It is up to you how you want to run your own Client Council. It is up to you what you call it – you might not like the term Client Council. Think of another one that you do like. The last session talked about how to run a meeting. It talked about having an agenda, a chair person, minutes and other important parts of a meeting – but that is not the end of it. That is just the beginning! You can have all the parts of a meeting but the real 'heart of the meeting' is you. What you bring to the meeting, what you contribute to the meeting, what you do for the group and what the group does for you. These are the really important things.

All the things that you have learnt through the *Becoming a Self Advocate* Program will help you make sure your meetings have a strong and lively heart. In this session why not go over the things that you have covered in the *Becoming a Self Advocate* Program and lay down some guidelines for how your Client Council should operate. Use this session to draw up your list of guidelines which might include:

1. Work Together

- Listen to other people's views
- Respect other people's rights
- Share your ideas

2. Speak Up for Yourself

- Know how you feel
- Know what you want
- Say what you want and what you feel
- Be assertive, not passive or aggressive
- Assert your rights

3. Be Responsible

- Respect other people's views and ideas
- Support group decisions and activities
- Show your feelings appropriately

What are the guidelines that will help your group become a strong self advocacy group? Develop your guidelines and keep coming back to them. With the support of your group you will be well on your way to being a strong self advocate!

APPENDIX 1 VIDEO RESOURCES LIST

- 'What is Self Advocacy?'
- 'Josie's Story — Finding My Feet'
- 'Assertiveness Tapes 1 and 2'
- 'The Meeting Tapes 1 and 2'

All available from Self Advocacy Sydney, 110 Harris St., Harris Park, 2150. Ph. (02) 6872130

APPENDIX 2.1 WHO I AM

WORK SHEETS

My name is . . . . . .

I live at . . . . . .

I work at. . . . . .

The colour of my hair is. . . . . .

The colour of my eyes is . . . . . .

My favourite music is . . . . . .

My favourite food is. . . . . .

My favourite football team is . . . . . .

My favourite sport is . . . . . .

I have a pet(s) called . . . . . .

On the weekends I like to . . . . . .

On my holidays I like to go to . . . . . .

I have . . . . . sister(s) and . . . . . .brother(s)

My favourite programs at work are . . . . . .

. . . . . .

APPENDIX 2.2

MY LIKES AND DISLIKES

WORK SHEETS

My name is . . . . . .

I like to eat . . . . . .

My favourite colour is . . . . . .

My favourite TV program is . . . . . .

My favourite sport is . . . . . .

I like playing . . . . . .

I barrack for . . . . . .

My favourite program at work is . . . . . .

My best friend is . . . . . .

I don't like eating . . . . . .

I don't like wearing . . . . . .

I don't like going to the . . . . . .

I don't like doing . . . . . .

. . . . . .

. . . . . .

APPENDIX 2.3 THE SELF-ADVOCATE'S TEN I.P.P. GUIDELINES

To make sure you are involved in your I.P.P. meeting, you should:

1. Talk beforehand with the staff member who will be helping develop the plan
2. Decide beforehand who you want to have at the meeting
3. Decide beforehand what you would like to have in your I.P.P. based on your likes and dislikes, as well as your strengths and weaknesses
4. Speak up during the meeting
5. Listen to other people's views about your strengths and weaknesses, and their opinions about what you could be doing
6. Think about the ideas being talked about and see if they suit you
7. If you're not happy with what is being suggested for you, speak up assertively, not passively or aggressively
8. If you're still not happy with what is being suggested, you may need to ask for the help of people in your Support Network to come up with something you are happy with
9. When you are satisfied with what is being suggested as goals for you, work out who is going to be responsible to help you to achieve them
10. Help to set up a review date for your I.P.P. — a time to look and see whether the goals have been achieved, or if other things should be happening.

APPENDIX 2.4 WHO'S IN MY SUPPORT NETWORK?

WORK SHEETS

NAME:. . . . . .

Who would you talk to if you had a problem? . . . . . .

Who would you talk to if you were having trouble speaking up for yourself?

. . . . . .

Who would you ask for help? . . . . . .

FAMILY Who in your family could you talk to? . . . . . .

. . . . . .

Who in your family could help you speak up for yourself?

. . . . . .

FRIENDS What friends do you have who you could talk to? . . . .

. . . . . .

What friends do you have who could help you speak up for yourself? . . . . . .

WORK Who can you talk to at work? . . . . . .

Who at your work could help you speak up for yourself?

. . . . . .

NEIGHBOURS: Which of your neighbours could you talk to? . . . . . .

. . . . . .

Which of your neighbours could help you to speak up for yourself? . . . . . .

CHURCH: Who can you talk to at church? . . . . . .

Who in your church could help you to speak up for yourself? . . . . . .

OTHER: Is there anyone else you could talk to? . . . . . .

Is there anyone else who could help you speak up for yourself? . . . . . .

APPENDIX 2.5

HAND IN HAND

PEOPLE WHO WILL HELP ME TO SPEAK UP FOR MYSELF

Select the five (5) most important people in your network, the people who could help you to speak up for yourself.

APPENDIX 2.6 SELF ADVOCACY PROGRAM EVALUATION

1. How did you feel about doing the self advocacy program?
   Comment .....Yes/No/Unsure

2. Did you like the activities?
   Brainstorm
   Role Play
   Videos
   Group Posters
   Booklet
   Worksheets
   Guest Speakers
   Comment .....Yes/No/Unsure

3. Did you speak up during this program?
   Comment .....Yes/No/Unsure

4. Do you feel happier about speaking up for yourself now?
   Comment .....Yes/No/Unsure

5. Do you want to continue becoming a self advocate?
   Comment .....Yes/No/Unsure

   For consumers answering yes to questions 4 and 5 explain:

   A Client Council is a meeting of workers or clients, such as yourself. They get together regularly to talk about the things that are happening in their programs and service. They speak up about their views and opinions. They tell the director and the committee what they think about the way things are being done for them. They ask for changes to be made. Being part of a Client Council is another way of helping you to become a good self advocate.

6. Would you like to become involved in a Client Council (use appropriate term)?
   Comment .....Yes/No/Unsure

7. Would you like to have more of a say about the things that happen in your A.T.S.S.?
   Comment .....Yes/No/Unsure

8 Would you like to attend the next meeting of the.....Client Council (use appropriate term)?
   Comment .....Yes/No/Unsure

APPENDIX 3 CLIENT EMPOWERMENT PROGRAM

BOX HILL INSTITUTE OF T.A.F.E.

Purpose

This two-day workshop is intended to enhance participant skills and knowledge in assessing clients to empower themselves.

Context

People with disabilities have the same right as other members of Australian society to participate in the decisions which affect their lives (*Disabilities Services Act*, 1986). Making decisions is an integral part of empowerment. The development of choice and decision-making skills is also an important part of being an individual and respected as a person. Whether decisions are minor or major, or somewhere in between, making them enables people to have control over their own lives. People with a disability have often been denied the right to make decisions about issues that affect their life. The impact being that access to the empowerment process has been halted. Establishing a framework and process which assists individuals to become empowered is viewed by many as the basis for the design and development of training and services provided by an agency. Adoption of an empowerment framework by service providers should determine to a larger extent the experiences and opportunities that will be available to the service users both within the agency and the broader community.

Outcomes

On completion of the workshop the participant should be able to:

- display an awareness of the principles of client empowerment and its relevance to clients within their agency
- describe the legislative and social context of client empowerment and how this impacts on agencies
- determine strategies and appropriate responses related to individual, programmatic and group empowerment processes
- explain the critical factors in creating empowering relationships, supports and personal networks for clients
- identify and utilise relevant resources in supporting clients to become empowered.

Delivery

The delivery mode of this workshop is based on adult learning principles, with a strong emphasis on practical application and concrete exercises. The use of Direct Service Workers' experiences will be drawn upon (within the boundaries of privacy and confidentiality).

Target Group

Staff employed within A.T.S.S. organisations.

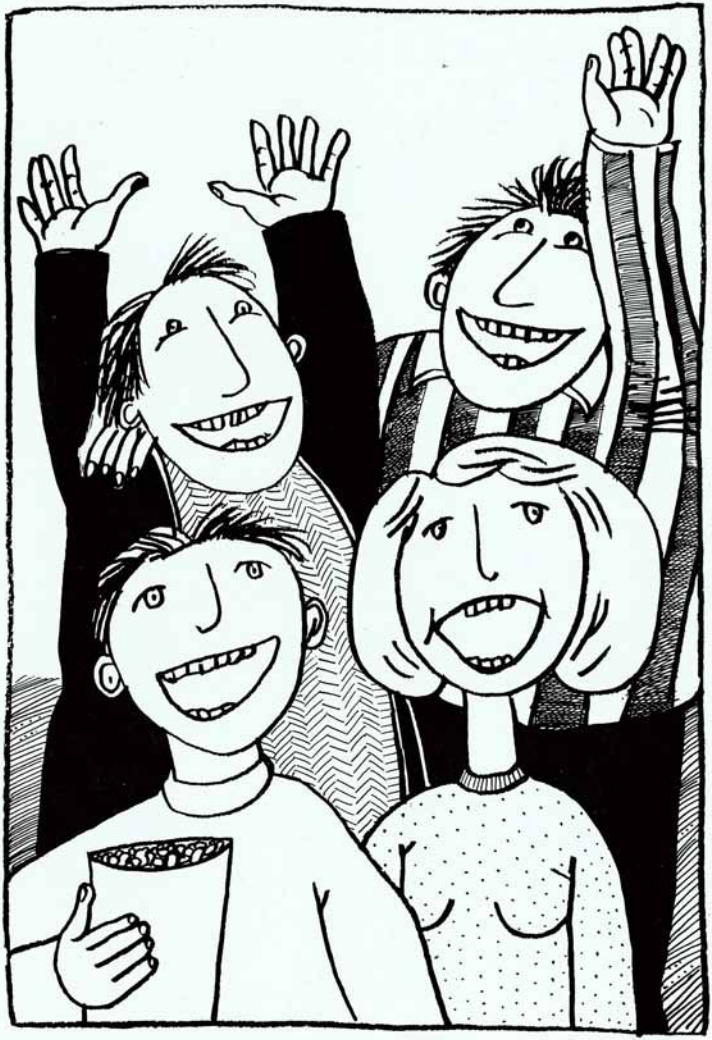
Course Details

Course information about location, times and dates can be obtained from:

A.T.S.S. Staff Development Unit
Box Hill Institute of T.A.F.E.
PO Bag 2014
BOX HILL VIC 3128
Fax: (03) 9286 9100

1. You have the right to be treated the same as other people.

2. You have the right to privacy and confidentiality.



3. You have the right to participate.

4. You have the right to feel safe.

5. You have the right to make decisions.

6. You have the right to your own possessions.

7. You have the right to be treated with respect.

8. You have the right to your own friends.

9. You have the right to a safe environment.

BECOMING A SELF ADVOCATE

The Becoming a Self Advocate Training Program is a curriculum resource for staff assisting people with intellectual disability to develop Self Advocacy skills. It is aimed directly at staff working with people with intellectual disability in an Adult Training and Support Service environment, and features:

- Twenty easy-to-follow session plans, to be covered over a typical ATSS term period
- Competency checklists throughout, ensuring ongoing evaluation of individual progress
- Fully scripted activities, providing staff with simple language prompts to teach otherwise complex concepts
- A developmental approach to the teaching of self advocacy skills, beginning with basic self-awareness concepts and

moving on to the complexities of G.S.P.s and I.P.P.s.

This program is designed to support the development of Client Council / Consumer Committees within ATSS's, but does not assume that every ATSS client will become involved in such groups. However, this program does assume that the skills of self advocacy are important for everyone to develop, and that the journey towards empowerment can even be fun!

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