

NDS Quality and Safeguards Sector Readiness Project

Facilitators' Guide: Key Conversations - Upholding Human Rights in NDIS Supports and Services

What is a key conversation?

A key conversation is a short, structured conversation based around a simple scenario. Key conversations can be used as thought starters to raise awareness of small groups of workers during routine meetings or during planned training.

Who is this for?

This resource was developed to assist team leaders, managers or any person who facilitates group discussions.

Upholding Human Rights in NDIS Supports and Services

How to facilitate these key conversations

The goal of using this resource is to assist your workers to understand their role and responsibilities in upholding people's human rights. It aims to do this by increasing awareness and facilitating discussion around some of the challenges and expected responses.

This tool has facilitator instructions, answers key and tips on how to use the Power Point slides and the Team Workbook.

The facilitator's focus will be on creating opportunities for workers to explore and ask questions. Facilitators should ideally have the skills to:

- Facilitate open discussions
- Coach people to come up with solutions and answers

Facilitators should have knowledge of Human Rights and the relevant policies and procedures of their organisation.

In addition to this Facilitators Guide, to facilitate this key conversation you will also need:

- The Power Point Slides
- The Team Workbook

Preparation

In preparation for facilitating this key conversation, read through all the materials.

Outline:

This training is made up of five separate parts:

Title	Topic	Activity	Slides
Introduction	Setting the scene and introducing the NDIS Code of Conduct.	N/A	1-2
Where human rights come from	Exploring the history of the CRPD.	Group reflection on our own experience of human rights and video. Team Workbook- Group Activity 1, page 4	3-5

<p>How we think about disability</p>	<p>Exploring the different 'models' of disability: medical, charity, social and human rights.</p>	<p>Group discussion exploring how these models impact people with disabilities. Team Workbook- Group Activity 2, page 7</p>	<p>6</p>
<p>How human rights are implemented</p>	<p>How human rights are upheld through treaties, legislation and norms.</p>	<p>Group discussion exploring what this means for the people we support. Team Workbook- Group Activity 3, page 9</p>	<p>7</p>

General Tips

- Get familiar with all the resources before your presentation, so can adapt them to your presentation style and the training needs of your organisation.
- Take notes if there is anything that you need to follow up on after the session.
- Test the video on the Power Point slide 5 before your presentation.
- Depending on the size of the group, ask people to separate into groups of three to four as necessary for activities.

Tips for online presentations

- Ensure you are comfortable with the video conference program you will be using. This includes sharing your screen, sharing video and making sure that audio works.
- Share workbook resource with participants ahead of time.
- If you run breakout rooms, consider if it would be helpful for yourself to visit the rooms to facilitate the discussion or wait until participants in breakout rooms come back to share their key points of discussion.



The NDIS Commission have produced this [NDIS Code of Conduct Summary for Workers](#), you may choose to also provide this to your workers.



Power Point slides

Instruction for facilitators

The Power Point slides have a suggested script in the notes section that can be used and adapted by the facilitator. Use the Power Point presentation to guide your presentation and to introduce the activities of the Team Workbook.

Team Workbook

Instruction for facilitators

Refer to the Team Workbook for the instructions for each activity.

Group Activity 1

Introduce the activity

Refer the group to page 3 and 4 of their workbooks and introduce the activity. Possible script:

“In your groups, read through each question of activity 1, discuss as a group and record your answers, use Handout 2 - Human Rights of people with disability (page 3) to assist you.”

Set a time limit for the activity (suggested timeframe 10 minutes).

At the end of this time bring the groups back together and ask people to share some of their responses.

Facilitator Answer Key

This facilitator answer key provides information around the expected responses to the questions. It provides space for you as the facilitator, to note any areas where there may be gaps in learning or that require follow up in your training, plans, policies, or procedures.

1. Which of these rights are most important to you personally? What makes your life worth living?

Some expected responses

- Being able to work and support ourselves financially.
- Contributing to society and the community.
- Being acknowledged and valued for our contributions.
- Spending time with family and loved ones.
- Access to education and opportunities to learn.
- Participating in leisure and activities which we enjoy and/or are cultural important to us.
- Personal autonomy and independence.
- Feeling safe.
- Feeling respected in the community.

2. What do you think it would be like if these rights were infringed upon? How would that feel?

Some expected responses

- Isolated and disconnected.
- Powerless
- Without a voice
- Demeaned and devalued.
- Anxious and uncertain.
- Discriminated against and marginalized.
- Overlooked and forgotten.
- Trapped and confined.

3. Consider each of the scenarios below and discuss – Is this a breach of the person’s rights?

Scenario	Expected response
<p>A participant is at a friend's party. They have sensory issues, particularly around loud noises and so ask for the music to be turned down.</p>	<p>The participant has the right to ask for the music to be turned down, but ultimately the friend has the right to choose the volume of music in their home (within reason).</p>
<p>A participant is deeply involved in an online community, and so asks for their NDIS Plan to pay for their internet connection.</p>	<p>Free access to the internet is not a human right and so the participant cannot insist on their internet being paid for them.</p>
<p>A participant uses a device to help them communicate and asks their support team to always use this device with them.</p>	<p>The participant has the right to communicate, and if they need to use a device to help them communicate, the support team have a duty to use this device with them.</p>
<p>A participant is deaf and communicates with Auslan. At their NDIS meeting, the NDIS Planner says they don't know how to speak Auslan and didn't organise an interpreter, but they will email a copy of the plan to the participant after the Planning Meeting.</p>	<p>The participant has a right to actively engage in their NDIS Planning Meeting, and so the Planner has an obligation to organise an interpreter.</p>
<p>A participant is prescribed a medication by their GP but says they do not want to take this medication, as it makes them feel anxious.</p>	<p>Everyone has the right to make decisions around medical treatment they do – and do not – receive. The participant has the right to decline this medication, or to try an alternative.</p>
<p>A vision impaired worker is asking their employer to install special software so they can more easily read their emails.</p>	<p>The worker has the right to work and their employer has an obligation to make reasonable changes to the workplace as necessary.</p>

Group Activity 2

Introduce the activity

Refer the group to page 7 of their workbooks and introduce the activity. Possible script:

“In your groups, read through each question, discuss as a group and record your answers, using Handout 3 - Different Models of Disability (page 6) to assist you.”

Set a time limit for the activity (suggested timeframe 10 minutes).

At the end of this time bring the groups back together and ask people to share some of their responses.

Facilitator Answer Key

This facilitator answer key provides information around the expected responses to the questions. It provides space for you as the facilitator, to note any areas where there may be gaps in learning or that require follow up in your training, plans, policies, or procedures.

1. Consider the scenarios below, discuss in your groups which model they belong to?

Model	Expected response
"The building is inaccessible because it doesn't have a ramp, not because she uses a wheelchair."	Social Model
"His autism makes it hard for him to be able to stay in class for extended periods of time. We're hoping this medication will enable him to stay in class, like the rest of his classmates."	Medical Model
"Let's host a fundraiser to help those poor people get the services they need."	Charity Model
"Employers must make reasonable accommodations because people with disabilities have an equal right to work."	Human Rights Model
"Public spaces must be accessible; it's a matter of civil rights, not special treatment."	Human Rights Model
"She can't walk because she has cerebral palsy; we need to focus on finding a cure or treatment."	Medical Model
"We should donate wheelchairs to them; it's the least we can do to help their unfortunate situation."	Charity Model

2. Putting yourself in the shoes of a person with disability, what would it be like to be seen by others in this way? Use Handout 2 as a prompt and discuss in your groups:

Model	How might this make a person feel to be supported in this way?
Medical Model	<ul style="list-style-type: none"> • "I'd feel broken, needing to be fixed." • "Like a problem, not a person." • "Reduced to my disability alone." • "Overlooked for who I really am." • "Constantly judged by my limitations." • "Stripped of my identity and individuality."
Charity Model	<ul style="list-style-type: none"> • "Like a burden, relying on others' kindness." • "Grateful for help, but it feels conditional." • "At the mercy of others' goodwill." • "Helped sometimes, ignored at others." • "Appreciative yet undervalued as a person." • "Supported sporadically, not systematically."
Social Model	<ul style="list-style-type: none"> • "Empowered, not defined by my disability." • "Seen for abilities, not just limitations." • "Challenges are societal, not personal flaws." • "Valued as equal, with unique contributions." • "Barriers exist in society, not within me." • "Acknowledged for who I am, not pitied."
Human Rights Model	<ul style="list-style-type: none"> • "Respected, with rights upheld." • "Treated as equal, with dignity." • "Supported consistently, not sporadically." • "My needs met as a societal duty." • "Not a favour, but a rightful claim." • "Empowerment, not charity."

Group Activity 3

Introduce the activity

Refer the group to page 9 of their workbook. Possible script:

“In your groups, read through each question, discuss as a group and record your answers, Use Handout 2 - Human Rights of people with disability (page 3) to assist you”.

Set a time limit for the activity (suggested timeframe 10 minutes).

At the end of this time bring the groups back together and ask people to share some of their responses.

Facilitator Answer Key

This facilitator answer key provides information around the expected responses to the questions. It provides space for you as the facilitator, to note any areas where there may be gaps in learning or that require follow up in your training, plans, policies, or procedures.

Below are some of the answers and information you might expect to hear from your workers. These are general answers, and the information is not a complete representation of the situation, your service, and the people you support. Use these as conversation starters or to highlight any missed information.

1. Look at Handout 2 again (list of rights). Why are people with disability more likely to have their rights breached?

Some expected responses

- The person:
 - May not understand their rights and may not know when they are being breached
 - May be reliant on others for support
 - May have a limited network of people who support them
 - May have complex communication needs
 - May need other support to advocate for their rights
- History – for example the way supports and services have been provided
- Discrimination, stigma or a lack of understanding from society
- A culture where these rights are viewed as inconvenient, difficult or time-consuming

- Services in the community are not set up to support access

2. Thinking about the people you support, what are some of the Human Rights you see being breached?

Some expected responses

- Choosing where they get to choose to live.
- The right to make bad choices and takings risks (e.g. diet, smoking, drinking alcohol).
- The right to make their own decisions – e.g. attending their own planning meeting, access to their own money, chemical restraints.
- The rights to privacy and dignity in personal care.
- Right to choose the food they eat and when they eat.
- Right to choose the people who support them.
- Right to choose the activities they want to do.
- Rights to relationships and sexuality.

3. What are some actions you should take when you see human rights being breached?

Some expected responses

- Advocate for their needs and rights.
- Ensure accessible and inclusive environments.
- Educate others about disability rights.
- Listen to and empower their voices.

- Challenge discriminatory attitudes and behaviours.
- Support their autonomy and choices.
- Provide informed and respectful care.
- Collaborate with them on decisions.

Please note: This resource was developed in January 2024 by the NDS Quality and Safeguards Sector Readiness Project. The resource is general in nature and is provided as a guide only. NDS believes that the information contained in this publication is correct at the time of publishing, however, NDS reserves the right to vary any of this publication without further notice. The information provided in this publication should not be relied upon instead of other legal, medical, financial, or professional advice. Please always refer to online documents for the latest versions including the NDIS Practice Standards and advice to providers on the Code of Conduct.