Key Conversations – Upholding Human Rights in NDIS Supports and Services: Team Workbook

This resource was developed by the NDS Quality and Safeguards Sector Readiness Project and is funded by the Government of Western Australia Department of Communities.

# 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 Key Conversations workbook should be used alongside the facilitator guide. Depending on whether you are meeting online or face to face, it could be printed or emailed to support workers prior to training.

# Handout 1 – Where do human rights come from?

* UN Declaration of Human Rights in 1948
* Convention for the Rights of People with Disabilities (CRPD) was developed and opened for signatures on March 30, 2007
* 198 countries are signatories to the CRPD, with Australia being one of the first.

[An Introduction to Human Rights | Australian Human Rights Commission webpage](https://humanrights.gov.au/our-work/education/introduction-human-rights) and

[Status of Ratifications to the CRPD webpage](https://www.un.org/disabilities/documents/2016/Map/DESA-Enable_4496R6_May16.jpg)

# Handout 2 – Human Rights of people with disability

The CRPD sets out how human rights and freedoms apply to people with disability, including the right to:

* **Access the physical environment, transport, information and communications, and other facilities and services**
* **Live independently and be included in the community**
* **Equal opportunity and inclusion in education**
* **The highest standard of health and access to health and rehabilitation services**
* Equal right of people with disability to work, including support for reasonable adjustments to be made to the work environment
* **An adequate standard of living, including access to housing and to assistance with disability expenses**
* **Equal recognition before the law and access to justice**
* **Respect for privacy and family relationships**
* **Be free from cruel, inhuman or degrading treatment**
* **Freedom of movement and personal mobility.**

[**Human Rights and People with Disability Australian Human Rights Commission webpage**](https://humanrights.gov.au/sites/default/files/content/letstalkaboutrights/downloads/HRA_disability.pdf)

# Group Activity - 1

## Team Response

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.

1. **In your groups, look at the Handout 2.** **Discuss in your groups what rights are particularly important to you and why?**

**Rights:** Access to physical environments, transport, information and communications, and other facilities and services

**Notes:**

**Rights:** Live independently and inclusion in the community

**Notes:**

**Rights:** Equal opportunity and inclusion in education

**Notes:**

**Rights:** Highest standard of health

**Notes:**

**Rights:** Employment

**Notes:**

**Rights:** Adequate standard of living

**Notes:**

**Rights:** Equal recognition before the law

**Notes:**

**Rights:** Privacy and family relationships

**Notes:**

**Rights:** Live free from cruelty

**Notes:**

**Rights:** Freedom of movement

**Notes:**

1. **What do you think it would be like if these rights were breached? How would that feel?**

**Notes:**

1. **Consider each of the scenarios below and discuss – Is this a right?**

**Scenario:** 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.

**Is this a right? Why?**

**Scenario:** A participant is deeply involved in an online community, and so asks for their NDIS Plan to pay for their internet connection.

**Is this a right? Why?**

**Scenario:** A participant uses a device to help them communicate and asks their support team to always use this device with them.

**Is this a right? Why?**

**Scenario:** 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.

**Is this a right? Why?**

**Scenario:** 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.

**Is this a right? Why?**

**Scenario:** A vision impaired worker is asking their employer to install special software so they can more easily read their emails.

**Is this a right? Why?**

# Handout 3 - Different Models of Disability

## Medical Model

**View of disability: Medical pathology.**

**Example:** Viewing medication as the only option, rather than looking holistically at the person, their needs and environment.

**Focuses on:** What is 'wrong' with the person.

**Goals:** 'Fix' or 'cure' the person with the disability so they will 'fit in'

## Charity Model

**View of disability: Unfortunate. A burden.**

**Example:** Having to use crowd funding to buy a wheelchair, so that a person can access the community.

**Focuses on:** Treating people with disability with sympathy and pity.

**Goals:** Provide support and help – out of kindness

## Social Model

**View of disability: Inability to take part in everyday activities due to barriers caused by society.**

**Example:** If a person cannot access a building, it is because the building is not accessible.

**Focuses on:** The different ways in which our society is not set up for the person.

**Goals:** Addressing and fixing unjust systems, processes and attitudes

## Human Rights Model

**View of disability: People with disability have the same set of rights and freedoms as anyone.**

**Example:** To fully participate in a planning meeting, the right supports are in place to assist them to communicate their choices and make decisions.

**Focuses on:** The different ways in which people with disability are at risk of having their rights breached.

**Goals:** Ensure we and others fulfil our obligations to meet the human rights of people with disability.

# Group Activity 2

In your groups, read through each question, discuss as a group and record your answers. Use **Handout 3 - Different Models of Disability (page 7)** to assist you.

## Team Response

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

**Model:** "The building is inaccessible because it doesn't have a ramp, not because she uses a wheelchair."

**What model is this?**

**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."

**What model is this?**

**Model:** "Let's host a fundraiser to help those poor people get the services they need."

**What model is this?**

**Model:** "Employers must make reasonable accommodations because people with disabilities have an equal right to work."

**What model is this?**

**Model:** "Public spaces must be accessible; it's a matter of civil rights, not special treatment."

**What model is this?**

**Model:** "She can't walk because she has cerebral palsy; we need to focus on finding a cure or treatment."

**What model is this?**

**Model:** "We should donate wheelchairs to them; it's the least we can do to help their unfortunate situation."

**What model is this?**

1. **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 3 as a prompt and discuss in your groups:**

**Model: Medical Model**

**How would this feel and / or what impact could this have?**

**Model: Charity Model**

**How would this feel and / or what impact could this have?**

**Model: Social Model**

**How would this feel and / or what impact could this have?**

**Model: Human Rights Model**

**How would this feel and / or what impact could this have?**

# Group Activity 3

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.

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

**Notes:**

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

**Notes:**

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