In my shoes
Facilitator’s Guide

In my shoes
Acknowledgements

The production of the In my shoes kit was funded by Skills Victoria. It was undertaken by the Training Design Department and Disability Liaison Officers, Wodonga Institute of TAFE.

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Reprint 2008 Sponsored by the National Disability Coordination Officer Project

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Hello, and welcome to **In my shoes** — a professional development program for all staff working in educational organisations, aimed at developing positive communication with people with a disability.

In your folder you’ll find the following:

- a CD-ROM
- a Facilitator’s Guide (what you’re reading now)
- a PowerPoint presentation.

These are the key resources an educational organisation will need to deliver the program.

Why is the program entitled **In my shoes**? One of its features is the way it looks at the issues from different perspectives:

- What is the experience for the staff member?
- What is the experience for the person with a disability?
- What’s it like to be **In my shoes**?

But before you go any further, let’s take a step back. Why are you doing this program anyway?
Why are you doing this?

Did you know it’s estimated that around 18% of people in our community have a ‘disability’? (Australian Bureau of Statistics, quoted on www.adcet.edu.au [accessed 20.09.2005]) And more people acquire a disability during their life than are born with a disability? For example, due to our ageing population there is an increase in people with age-related conditions, such as sight or hearing impairment.

The statistics may come as a surprise, but you need to understand the definition of disability. It’s more than just the ‘obvious’ — the person who uses a wheelchair, the lady with the guide dog, the guy who has cerebral palsy and so on.

Disability, in relation to a person, means:

a. total or partial loss of the person’s bodily or mental functions; or
b. total or partial loss of a part of the body; or
c. the presence in the body of organisms causing disease or illness; or
d. the presence in the body of organisms capable of causing disease or illness; or
e. the malfunction, malformation or disfigurement of a part of the person’s body; or
f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

g. a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

h. presently exists; or
i. previously existed but no longer exists; or
j. may exist in the future; or
k. is imputed to a person.

Disability Discrimination Act (1992)
So, this means an anxiety disorder, or depression, or cancer, or heart palpitations, or colour blindness, or chronic fatigue syndrome and so on, all come under the definition of ‘disability’. That’s because the symptoms of these conditions can have an impact on a person’s ability to access and participate in everyday activities.

What does this mean for educational organisations? Two things:

1. It’s fair to assume that a significant percentage of current students have a ‘disability’. A person’s disability may have an impact on their ability to access services and information, and to participate in learning. If the organisation isn’t meeting their needs, there could be a number of frustrated, isolated and disadvantaged students out there.

2. It’s fair to assume that a significant percentage of potential students have a ‘disability’. Almost 20% is a large share of the market, and it’s a lost market share if services and information aren’t accessible to all.

It therefore makes sense that educational organisations would want their services and information to be accessible to people with a disability. But access goes beyond having physically accessible buildings … it’s the values, attitudes and the ability and willingness to respond flexibly to give people with a disability access to information and services.

These kinds of goals can be written into an organisation’s policies, procedures, mission statements, strategic plans … but in reality, organisational ‘values’ and ‘attitudes’ are difficult to implement. Staff members are individuals, who bring their own values, attitudes and experiences to the workplace.

That’s why a professional development program such as this is so important. It’s about explaining why access for everyone is important and, through the use of real-life examples, supporting staff to implement good practice and positive communication in their everyday activities. Changes that make organisations more accessible to people with a disability increase student independence, allowing intensive support to be phased out. These changes also result in practices that will create greater accessibility for everyone — not just people with a disability.
And besides, it’s the law

Providing access to people with a disability may seem like a ‘good thing’ to do, the ‘right thing’ to do. But underpinning the moral is the legal. Commonwealth and State legislation is in place to ensure people with a disability are accorded the same respect, rights and access to services and information as other people in the community. Examples include:

- Disability Discrimination Act 1992 (Commonwealth)

The fundamental objectives of such legislation are:

- to eliminate discrimination against people with a disability
- to ensure people with a disability have the same rights to equality as the rest of the community
- to promote recognition and acceptance within the community.

For the Vocational Education and Training sector, the obligations of such legislation are stated and clarified in the:

- Disability Standards for Education
- Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations.

Both of these sets of Standards inform and direct the policies and procedures of an educational organisation, which in turn inform and direct the staff who work there.
What does all this mean for educational organisations?

It means they have a legal obligation to ensure people with a disability are given equal opportunity for, and access to, full participation in education. As mentioned, this will be reflected in an organisation’s policies, procedures, strategic plan, etc, but again it comes down to the staff — they are responsible for implementation.
What’s the aim of this program?

If staff have a responsibility to ensure people with a disability are given equal opportunity for and access to full participation in education, what does this mean in practical terms? What should staff be doing in their day-to-day activities? And why — why is it important that they do it? These are good questions.

This program aims to raise awareness of staff obligations — to answer the why; and provide some practical advice on positive communication — to answer the what. For example, what should Yasmin, a teacher, do if she can’t understand what somebody with a speech impediment is saying?

The framework for the program is based on legislative requirements, as clarified in the Disability Standards for Education. However, the key messages and obligations of these Standards are embedded in the content, rather than being made explicit. It’s not a requirement that staff walk away from the program with an intimate knowledge of the Standards, or any relevant legislation. The aim is more practical — ‘doing’ rather than ‘reading about’. It’s developing an understanding of the key messages and obligations of the Standards, through practical demonstration of ‘best practice’ and ‘positive communication’ in the workplace.
What are the Disability Standards for Education?

The Disability Standards for Education were formulated under the Disability Discrimination Act 1992 (Commonwealth) in 2005. The Standards clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education without experiencing discrimination.

The Standards cover the following areas:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- elimination of harassment and victimisation.

Each area includes a statement of the rights, or entitlements, of students with a disability in relation to education and training, consistent with the rights of the rest of the community. There is also a description of the legal obligations, or responsibilities, of educational authorities, institutions and other education providers.

You can access a copy of the Disability Standards for Education via the Department of Education, Science and Training:

www.dest.gov.au
How do you deliver the program?

Basically, how you deliver the program is up to you. Participants can work through the program themselves, or it can be delivered in a class setting, with a facilitator. This flexibility is possible due to the design of the core products:

- **CD-ROM**
- **Facilitator’s Guide**
- **PowerPoint presentation.**

**CD-ROM**

The CD-ROM is central to the program. It is designed as a stand-alone, completely self-contained product. This means participants can work through the CD-ROM in their own time and at their own pace, and gain the key learning objectives of the program.

**Facilitator’s Guide**

The Facilitator’s Guide (what you’re reading now) provides general information about the program — its background and objectives. It also gives information about the CD-ROM — how it’s structured, what’s in it, and tips for facilitators wishing to use it in a classroom setting. These tips are examples of additional activities that facilitators could use in the classroom to customise the CD-ROM for their organisation’s needs.

**PowerPoint presentation**

The PowerPoint presentation is a snapshot of the program’s intent, to help promote it in an educational organisation. It outlines the structure of the CD-ROM, and also gives examples of how educational organisations are implementing the program. The PowerPoint presentation is particularly useful for people such as Disability Liaison Officers, who would like a quick overview of the program.
What’s on the CD-ROM?

As mentioned, the CD-ROM is the central product of the program. It has been designed to include the key messages and objectives of the Disability Standards for Education, through demonstration of ‘real-life’ scenarios and practical problem-solving questions.

The structure of the CD-ROM is as follows:
Key features of the CD-ROM include:

- Participants can click on a ‘Text’ button if they prefer to read text rather than listen to the words as audio. The ‘Text’ button is located in the bottom right-hand corner of the screen. Simply click on it, and scroll down to read the text.

- Participants have a choice of three (3) streams, ensuring the content is relevant to the requirements of their job. These are: Teachers, Administration Staff, Disability Support Staff.

- Sample scenarios (Flash sequences) are included, to engage participants and introduce key messages and objectives.

- Problem-solving questions at the end of each scenario, to develop awareness and reinforce best practice. Participants receive feedback on the answers they select — why or why not correct.

- Participants are only able to progress through the CD-ROM when they have successfully answered all questions in the stream.

- At the end of the CD-ROM there is a ‘Confirmation of Completion’ page. Participants can print this page as evidence of successfully completing the program.

It takes approximately 20 minutes to work through the CD-ROM, successfully completing one stream.

The following three (3) sections of this guide focus on each of the three (3) streams in the CD-ROM:

- Teachers
- Administration Staff
- Disability Support Staff.
Section 1

Taking the Teacher’s stream

The Teacher’s stream on the CD-ROM has been developed for staff directly involved in delivering courses and services to students and industry. This includes class-based teachers, online teachers, workplace trainers, consultants to industry, distance education tutors, and managers of teaching departments.

The Teacher’s stream is introduced by the character ‘Yasmin’. Yasmin is a trainer, and she is featured throughout this stream.
There are three (3) scenarios in the Teacher’s stream, covering:
- harassment and victimisation
- curriculum and assessment
- enrolment and participation.

(Note that the titles of the scenarios are the same as or similar to the Disability Standards for Education. This is to clearly identify what’s covered in the scenario and how it links back to the Standards.)

These scenarios are presented as short Flash sequences, with audio and animated characters. They show the main character ‘Yasmin’ in situations at work involving people with a disability.

At the end of each scenario is a series of multiple-choice questions, where participants are required to ‘problem-solve’ issues raised in the scenario. For example:
The purpose of this section is to show you what is in each of the scenarios for the Teacher’s Staff stream, and provide some delivery ideas for facilitators. Included are:

- the scripts for each scenario
- the problem-solving questions, which are at the end of each scenario
- delivery ideas for facilitators.

If you are delivering the program in a class situation, the importance of drawing on the participants’ life experiences cannot be over-emphasised. It’s also a reality that some participants may feel uncomfortable with or even fearful of working with students with a disability. This is mostly due to limited contact with or experience of working with people with a disability. These feelings should not be dismissed or overlooked — everybody needs to feel comfortable about participating in and implementing the program’s objectives.
In this scenario, Yasmin is in discussion with a colleague ‘Frank’, about a student falling asleep in class.
The script

[NARRATOR] Scenario 1, Harassment and Victimisation.

[YASMIN] Excuse me Frank. Do you have a minute?

[FRANK] Yeah, sure.

[YASMIN] Do you have Johnno Watson in any of your classes?

[FRANK] Sure do.

[FRANK — voice changes to ‘thinking to myself’ tone] Good old Johnno. What’s he done now?

[FRANK] Why? Is he causing problems?

[YASMIN] Not exactly. He just seems … I don’t know … a bit disinterested. This morning’s the second time he’s fallen asleep in class.

[FRANK] Well, you know he’s a schizophrenic, don’t you?

[YASMIN] Oh … no I didn’t. [Surprised tone, and a bit worried]

[YASMIN — voice changes to ‘thinking to myself’ tone, nervous sounding, ‘freaked out’] A schizophrenic!

[FRANK] Yeah, his drugs knock him around a fair bit. He’s always tired in the mornings, late to class. And he’s a shocker for getting assignments in on time.

[YASMIN] Oh, really?

[FRANK] Mmm Mmm [in agreement] You’ll have to keep reminding him. But be firm! You’ve got enough to do without spending all your time on Johnno.

[YASMIN] So, has he ever … ummm … been violent or anything?

[FRANK] No. I don’t think so. The biggest issues have been attendance and handing in work late.

[YASMIN] So, why is he still here?

[FRANK] Good question! Because we keep chasing him up! But I mean, you have to ask yourself … if he can’t keep up here, how’s he going to cope in the real world?
The questions

The questions for this scenario focus on:

- appropriate language to use when referring to a person with a disability
- maintaining a student’s privacy, dignity and respect.

Following are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
Question 1: Frank referred to Johnno as “a schizophrenic”. He should have said:

A  “A person with a psychiatric disability”
B  “A person with mental problems”
C  “A psychiatric patient”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOHNNNO] “Yes, I have a psychiatric disability, but I’m a person first.”
Correct. Language can be very powerful. Positive language has the power to give confidence, and remove barriers to participation. Here are some more examples of appropriate language to use when referring to somebody with a disability.

<table>
<thead>
<tr>
<th>MISUSE OF LANGUAGE</th>
<th>APPROPRIATE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled person</td>
<td>Person with a disability</td>
</tr>
<tr>
<td>Handicapped person</td>
<td></td>
</tr>
<tr>
<td>Birth defect</td>
<td>Person with a congenital disability</td>
</tr>
<tr>
<td>Blind person</td>
<td>Person who is blind, or person with a visual impairment</td>
</tr>
<tr>
<td>Deaf</td>
<td>Person who is deaf</td>
</tr>
<tr>
<td>Epileptic</td>
<td>Person who has epilepsy</td>
</tr>
<tr>
<td>Schizophrenic, mental patient, lunatic, neurotic, psycho, psychotic</td>
<td>Person with a psychiatric disability</td>
</tr>
<tr>
<td>Confined to a wheelchair</td>
<td>Person who uses a wheelchair</td>
</tr>
</tbody>
</table>

Now try Question 2.

B  [JOHNNNO] “Mental problems? This sounds terrible, like I’m completely abnormal.”
This is an example of the type of language that has contributed to the myths attached to people who have a psychiatric disability. Try another answer.

C  [JOHNNNO] “The term ‘psychiatric patient’ sounds like I belong in a straight jacket in hospital.”
This is an example of the type of language that has contributed to the myths attached to people who have a psychiatric disability. Try another answer.
Question 2: Yasmin noticed that Johnno was falling asleep in class, and she is obviously concerned. She should:

A  Ask Johnno’s classmates if they know why he’s falling asleep.
B  Ask work colleagues, like Frank, if they know why he’s falling asleep.
C  Discuss the situation with Johnno, in private.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOHNNNO] “I wish she hadn’t asked my classmates. They think it’s a great joke. I think they told her I like to have a few drinks before class. Such comedians!”
   It’s inappropriate to ask Johnno’s classmates for information. In the first instance, they may not know. It may also bring unwanted attention to Johnno and his behaviour – perhaps even leading to increased isolation. Try another answer.

B  [JOHNNNO] “I told Frank about the schizophrenia in confidence. Why did he have to go and blab to all the staff? What do they think of me now?”
   Work colleagues are a good source of information and support. However, it’s not appropriate that Johnno’s situation is publicly discussed with colleagues, at least until it’s been discussed with Johnno himself. That way his privacy and dignity are respected. Try another answer.

C  [JOHNNNO] “Yasmin was good about it. I told her that I have some ‘issues’ to deal with, and she seemed keen to help me with my study.”
   Correct. Johnno is an adult and an independent person. If there are any issues or concerns in regard to his behaviour or learning, it’s important that these are raised with him, in private. Yasmin needs to express her concerns clearly, without judgement, and encourage Johnno to discuss any problems or issues he may be having. The outcome of this discussion will determine the next steps Yasmin should take, if any.
   Now try Question 3.
**Question 3:** Frank openly discussed Johnno’s psychiatric disability with Yasmin, and gave advice like “You’ve got enough to do without spending all your time on Johnno”. He should:

A  Continue giving such advice and information, as Yasmin has less experience than he does.

B  Provide this advice and information in a formal setting, such as a staff meeting.

C  Maintain Johnno’s privacy and dignity, by not discussing his disability in public.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Yasmin is unaware of Johnno’s psychiatric disability, so we can assume Johnno has not formally disclosed it. Whatever the situation, it’s inappropriate for Frank to discuss his disability, particularly in such a negative and unprofessional way. It does not respect Johnno’s privacy and dignity. Try another answer.

B  Because Yasmin is unaware of Johnno’s psychiatric disability, we can assume Johnno has not formally disclosed it. In this situation it’s not appropriate to discuss the person’s disability, even in a formal setting. It does not maintain Johnno’s right to privacy and dignity. Try another answer.

C  Correct.
Because Yasmin is unaware of Johnno’s psychiatric disability, we can assume Johnno has not formally disclosed it. If he had, the procedures to let her know would have been followed. Johnno has a right to privacy and dignity, and it’s inappropriate for Frank to discuss his disability, particularly in such a negative and unprofessional way. Attitudes like this are not constructive, and do not assist Johnno. Instead, Frank should be encouraging Johnno to disclose his disability, and get the assistance he needs to access information and services.
Now try Question 4.
Question 4: When Yasmin finds out Johnno is “a schizophrenic” she asks “Has he ever been violent?”

A This is a reasonable question, as people with a psychiatric disability can be violent.

B This question shows that Yasmin lacks knowledge about psychiatric disabilities.

C This is a question all staff should ask when they are told a student has a psychiatric disability.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A [YASMIN] “I’ve seen and heard heaps of stories in the media about people with schizophrenia doing violent things because of their ‘split personality’. It’s not unreasonable to be concerned, is it?”
There are many myths and misconceptions about psychiatric disabilities, like schizophrenia, which create a stigma in the community. These can be reinforced by stereotypes in the media, such as people with schizophrenia being violent. It’s important to develop an understanding of facts, rather than fiction.
Try another answer.

B [YASMIN] “I’ve never had a student with schizophrenia in my class before – well, not that I know of, anyway. I should find out a bit more about it, and what I can do.”
Correct. There are many myths and misconceptions about psychiatric disabilities, like schizophrenia, which create a stigma in the community. Stigma contributes to loneliness, distress and discrimination against people with a psychiatric disability. It's important to combat any fears and anxieties by improving knowledge and understanding.
Now try Question 5.

C [YASMIN] “As staff members, we need to know if a student who has a psychiatric disability is violent – it’s for our own safety.”
There are many myths and misconceptions about psychiatric disabilities, such as people with schizophrenia being violent. It’s not reasonable or appropriate to assume a person with a psychiatric disability is more likely to be violent than anyone else. Therefore, asking the question is neither reasonable nor appropriate. Try another answer.
**Question 5:** Frank says about Johnno “If he can’t cope here, how’s he going to cope in the real world?” He is:

A  Highlighting a problem with enrolment procedures. Students with a disability should not be enrolled in courses if they are unable to enter the workforce.

B  Making a good point. Teaching staff are wasting their time on students like Johnno.

C  Discriminating against Johnno. It’s not his role to pass judgment on Johnno’s suitability to study.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  This is a breach of the Disability Discrimination Act. A student’s suitability to study should not be based on work outcomes. Try another answer.

B  It’s a breach of the Disability Discrimination Act to determine a student’s suitability to study if it is based on work outcomes. If a student doesn’t appear to be coping, teachers should discuss the issue with the student in private, and/or with the Disability Liaison Officer if this is appropriate. Try another answer.

C  Correct.
It’s a breach of the Disability Discrimination Act to determine a student’s suitability to study if it is based on work outcomes. If Johnno isn’t coping with study, this should be discussed with him in private, and/or with the Disability Liaison Officer if this is appropriate. It may be that some simple changes or adjustments need to be made to ensure Johnno is able to access study, the same as other students.
Now go to Scenario 2.
Delivery ideas for facilitators

Delia

When Delia delivered this program she asked participants to share their experiences of interacting with students with a disability. How did the participants feel? Comfortable? Or out of their comfort zone? Delia acknowledged that some people feel uneasy, usually because they have not had the opportunity to become familiar with a person with a disability. But she emphasised that these feelings are a barrier to positive communication, and can be a barrier to student participation.

She then gave participants some scenarios on cards and asked them to decide, in groups, how they should respond. For example, a student whose speech is difficult to understand, a student accompanied by a dominating assistant, a student who finds it physically difficult to sign a form, a student who finds it difficult to understand what they are saying, a student who seems ‘out of it’.

She asked everybody to give feedback to the group, and to discuss the ‘best practice’ options for responding to the scenarios. She emphasised the importance of treating students with dignity and respect, as well as the rights of students with a disability to access information and services like any other student.

Paula

When Paula delivered the program, she wanted to spend time dispelling some myths and misconceptions about people with disabilities, particularly people with psychiatric disabilities.

She gave the participants some cards with a mix of ‘myths’ and ‘facts’ taken from the example below. She then asked the participants to work in pairs, and decide which of the cards are myths, and which are facts.

She asked everybody to give feedback to the group. She also asked if anybody could think of some more myths to add to the list. She emphasised the possible harm caused by myths and misconceptions, and the importance of knowledge — if the staff do not know enough about a disability, they should find out.
<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental illness is inherited.</td>
<td>Mental illness can be inherited, but not always.</td>
</tr>
<tr>
<td>There is a high incidence of violence in people diagnosed as schizophrenic.</td>
<td>People with schizophrenia are not more likely to be violent. This is a myth that has been reinforced by stereotypes.</td>
</tr>
<tr>
<td>Not many people experience mental health problems.</td>
<td>It’s estimated that one in four people experience mental health problems.</td>
</tr>
<tr>
<td>Learning disabilities do not really exist.</td>
<td>Learning disabilities are real. Recent research indicates neurological differences in brain structure and function.</td>
</tr>
<tr>
<td>Students identified with learning disabilities have below average IQ scores.</td>
<td>Students with learning disabilities can fall within the full range of intellectual ability, from average to superior intelligence.</td>
</tr>
<tr>
<td>Students with learning disabilities are slow learners.</td>
<td>Many students with learning disabilities can learn as rapidly as their counterparts. Their difficulties with academic skills (reading, writing, spelling) slow their intake and output of information if they are only using these media.</td>
</tr>
<tr>
<td>Students with a disability are more likely to drop out of courses than other students, even when given support.</td>
<td>Students with a disability may withdraw from study or training courses for the same range of reasons as other students, but they are no more likely to do so.</td>
</tr>
<tr>
<td>Science, medical, technological, business, and applied science courses are not suitable for students with a disability.</td>
<td>Students with a disability have the same right as others to aim for careers consistent with their goals, interests and abilities.</td>
</tr>
<tr>
<td>Students with a disability create substantial costs through the need to provide extra equipment and additional staff time.</td>
<td>Not all students with a disability will require assistive equipment or additional learning support staff. Site modifications, if necessary, are often simple and low cost.</td>
</tr>
<tr>
<td>People with disabilities will be less attractive to employers because they will be less efficient, less reliable or unsafe employees.</td>
<td>People with disabilities value their work role, have fewer injuries and many are more efficient and lose fewer work days than people working with them who do not have a disability.</td>
</tr>
</tbody>
</table>
Carol

When Carol delivered the program, she wanted a short activity to emphasise the importance of respecting people with a disability — ‘look at the person, not the disability’. So she gave her participants a list of well-known people, and asked them to write down what they are known for.

After getting feedback from the group, she asked the participants if anybody on the list has a disability. She revealed that all of them do/did — but we focus on their ability and achievements, rather than their disability. She made the point that this is what we should do for everyone — see the ability, not the disability.

- Tom Cruise (actor) — dyslexia
- Beethoven (composer) — acquired hearing impairment
- Buzz Aldrin (astronaut) — depression
- Sting (singer) — bi-polar disorder
- Katherine Hepburn (actress) — Parkinson’s disease
- Ray Charles (singer) — blindness
- Napoleon (military general) — epilepsy
- Susie O’Neill (swimmer) — anxiety
- ‘Magic’ Johnson (basketball player) — HIV
- Ronald Reagan (American President) — Dementia
- Marilyn Monroe (actress) — stuttering.

Carol also used this activity to introduce the scope of the definition of ‘disability’.

Ada

When Ada delivered the program, she gave the participants a definition of harassment and victimisation, taken from the Disability Standards for Education:

- includes an action taken in relation to the person’s disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

Ada asked the participants to:

- draw on their experience and give some examples of what may be seen ‘as harassment or victimisation’
- discuss their obligations in relation to ‘harassment and victimisation’ and the students with a disability.
Scenario 2: Curriculum and Assessment

In this scenario, a student can’t do a class test because the text is difficult to read on the paper.
The script

[NARRATOR] Scenario 2, Curriculum and Assessment.

[YASMIN — talking to entire class] OK everyone. Yesterday I said I’d be giving you a test today …

[ENTIRE CLASS INTERRUPTS — not overjoyed, and expressing that] ‘ooohh’

[YASMIN] Yes, I know, I know. We all love tests. [Class laughing/sarcasm] Anyway, I’m going to give you a sheet with 10 questions on it. I want you to read the questions carefully, and write your responses in the spaces on the sheet. And I’m giving you 20 minutes to do it. Any questions?

[Silence for a second]

[YASMIN] OK.

[YASMIN — voice lowered a bit, as one-on-one comment with student] Here you go Craig.

[CRAIG — voice in ‘thinking to myself’ tone] Oh, no. You’ve got to be kidding me. [Quietly frustrated]

[CRAIG — voice in ‘thinking to myself’ tone — stressed] How am I expected to read that? How is anybody expected to read that? Should I say anything? [apprehensive approach] Excuse me, Yasmin. It’s a bit difficult to read.

[YASMIN — polite and breezy, as if nothing’s wrong] Yes, sorry about that. The photocopier’s playing up a bit.

[CRAIG] Yes, but it’s the font size as well. It’s pretty small.

[YASMIN] Well, I’m sorry Craig. I had to fit a lot on one page. [Sounding a bit annoyed] Just do what you can this time, and I’ll increase the font size next time around. OK? It’s only a quick test — not your whole assessment. [sounding a bit dismissive of the issue]

[CRAIG — in his ‘thinking to myself’ voice, stressed] What can I do? I’m going to fail.
The questions

The questions for this scenario focus on:

- inclusive teaching practice
- providing information in appropriate formats
- maintaining a student’s privacy, dignity and respect
- developing assessment options.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
**Question 1:** Yasmin gave Craig’s class a test paper written in small font and with photocopier marks. She should:

A  Give the class extra time to complete it, because it may be difficult to read.

B  Ask if anybody finds it difficult to read. She can then decide whether or not to use the test.

C  Not use the test. It’s important that all information presented in class is clear and legible.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [CLASS] “Extra time doesn’t help. There are a few of us who find it difficult to read. It’s annoying! And unprofessional.”

This is not appropriate. Everybody in the class, including people with a disability, has a right to information that is clear and legible. Poorly presented information is unprofessional, and puts everybody at a learning disadvantage. Try another answer.

B  [CLASS] “Some of us would rather keep quiet than tell her that her class materials are poorly presented. Would you speak up?”

This question is inappropriate. It could place the students in an awkward position — they may find it embarrassing or intimidating to admit they are having difficulty reading the paper, particularly in front of the entire class. Try another answer.

C  [CLASS] “We’re here because we want to learn, so it’s great when class materials are well presented, for all of us.”

Correct. Everybody in the class has a right to information that is clear and legible. This is part of good, inclusive teaching practice. As a professional teacher, Yasmin should have made the test paper more legible, and used another photocopier if necessary. If this wasn’t possible, she should have postponed the test for another day.

Now try Question 2.
Question 2: Yasmin is a bit annoyed at Craig’s complaint about the paper. She says “It’s only a test, not an assessment”.

A  She’s right. Because it’s not an assessment, it doesn’t matter if some students, like Craig, find it difficult to complete.

B  She’s wrong. Everybody has a right to access all information provided in class — even ‘quick’ tests.

C  She’s right. Assessments are more formal and require better presentation than everyday class material.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [CRAIG] “It doesn’t matter if it’s only a test. I still want to do it — otherwise, why bother even coming here.”
   Everybody in the class, including people with a disability, has a right to access all the information that makes up a course. Yasmin may think Craig is ‘overreacting’ a bit, considering the ‘test’ is informal. However, Craig’s inability to access the information on the paper compromises his participation, and therefore puts him at a learning disadvantage. Try another answer.

B  [CRAIG] “That’s right. I want to do the best I can in this course — just like most of the others here.”
   Correct. All students have a right to information that is clear, legible and in a format that suits their needs, so they can fully participate in all aspects of a course. This includes course materials, handouts, informal ‘tests’ and formal assessments. Now try Question 3.

C  [CRAIG] “How am I going to do well in my formal assessments, if I can’t read the course material? It’s so frustrating?”
   It’s important that all students have access to information that makes up a course. Assessments are important, but so is the content of a course. Try another answer.
**Question 3:** What if Craig declared his disability at enrolment, and part of the ‘reasonable adjustment’ required to meet his learning needs is for material to be in a minimum font? Yasmin should have:

**A** Provided the test in the appropriate format, as required by the ‘reasonable adjustment’.

**B** Asked another student in the class to assist Craig with the test.

**C** Advised him that she will be lenient when marking his paper, as she is aware he is at a disadvantage in this instance.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

**A** [CRAIG] “Yes, thank you. It makes my life so much easier when staff follow the requirements of the adjustment.”
Correct. If Craig has been assessed as requiring certain adjustments, as his teacher, Yasmin would have been informed. It’s then her professional and legal responsibility to ensure these adjustments are implemented. In this case, she should have provided the test in a format that Craig can access. Now try Question 4.

**B** [CRAIG] “I can’t stand it when she gets someone to ‘help’ me. I’m perfectly capable of doing it on my own, if only she’d follow the adjustment requirements.”
Craig is an independent person and he has a right to information, the same as everybody else. It could be frustrating or embarrassing for him to be identified as needing another student’s ‘help’. Try another answer.

**C** [CRAIG] “I don’t need ‘special treatment’! I just want to complete the test and have it marked the same as everybody else in this class.”
It’s inappropriate that Craig’s paper is treated differently to that of the other students in the class. It may be frustrating or embarrassing for Craig, and it could also isolate him from the other students in the class. They may feel annoyed that he seems to be getting ‘special’ treatment. Try another answer.
Question 4: What if Yasmin was conducting a formal assessment? When assessing a student with a disability she should:

A  Conduct the assessment the same way, for everybody — that’s what equal opportunity is all about.

B  Consider the requirements of the course, and decide on an assessment option that takes into account the adjustments required for the student.

C  Make the assessment task a bit easier, so that the student has an increased chance of successfully completing it.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  It’s easy to think that equality is about treating every student exactly the same.
   It’s not. Craig has a right to demonstrate his abilities at assessment, the same as everybody else — but how he is able to do this may be different, because of his specific needs. For example, Craig’s assessor may produce the written assessment papers in a particular font size, or interview Craig and collect assessment evidence via oral questioning. Try another answer.

B  Correct.
   Like teaching methods, assessments can be modified to suit the particular requirements of a student with a disability. Alternative assessment strategies are not designed to give a student with a disability greater advantage, or reduce the integrity of the course — rather, they function to minimise the impact of a student’s disability on their assessment performance. Alternative assessment strategies should always:
   ●  be negotiated by the student and staff,
   ●  consider the individual student’s needs, and
   ●  maintain the integrity of academic standards.
   Now try Question 5.

C  Students with a disability have a right to access information and participate in courses, the same as all other students. It is not appropriate to reduce the inherent requirements of a course, simply because a student has a disability. Assessment strategies can be modified, but course integrity must be maintained. Try another answer.
Question 5: If Yasmin is unsure about developing assessment options for a student with a disability, she should:

A  Go with the basics, and give the student a time extension.
B  Check the relevant workplace policies and procedures, and/or speak to the Disability Liaison Officer for advice.
C  Give the student complete responsibility for determining how they are to be assessed.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  There is a range of alternative assessment strategies that can be implemented.
   It’s not a case of implementing something — what’s important is that the assessment strategy is appropriate to the content and suited to the student’s needs, and maintains the integrity of the course. Try another answer.

B  Correct.
   The policies and procedures of a workplace will outline requirements when modifying assessments for a student with a disability. If Yasmin has any questions, issues or training needs, the Disability Liaison Officer will also be able to assist her.
   Now go to Scenario 3.

C  If Yasmin were to give the student complete responsibility for determining assessment strategies, there is a risk they may request too much or too little support.
   Either way, genuine participation may be compromised. An alternative assessment strategy needs to be negotiated between staff and student, to maintain course integrity and meet student needs. Try another answer.
Delivery ideas for facilitators

Ben

When Ben delivered this program, he conducted an activity aimed at highlighting good teaching practice that would benefit students with and without disabilities. He gave the participants the following list and asked them to select examples of good teaching practice.

- face the class or students when you are speaking
- speak clearly and in plain English
- present content in a logical order
- outline expectations and requirements of the course of study
- ensure hand-written material is clear and legible
- ensure handouts are clear, legible and in a suitable font size
- present information in a variety of ways
- ask a student if assistance is required
- make book lists and course materials available to allow pre-reading and preparation
- arrange classroom furniture to meet class needs.

All of these are examples of good teaching practice that would benefit students with and without disabilities. Ben asked the group to contribute more ideas.

Frank

When Frank delivered this program, he arranged for the organisation’s Disability Liaison Officer (DLO) to come and talk about their role and responsibilities in the organisation. The DLO was also asked to discuss how they can be of assistance to teaching staff, particularly when it comes to issues related to delivery and assessment.
Liz

When Liz delivered the program, she wanted the participants to explore the process for deciding on appropriate assessment options for students with certain types of disabilities.

First of all, she gave the participants some performance criteria from the courses they were delivering. She asked the participants to work in pairs to identify the inherent requirements of the performance criteria — in other words, what they may ask a student to do to demonstrate they meet the requirements of the performance criteria.

She then gave the participants the following information about the possible effects of certain types of disabilities. She asked the pairs to brainstorm some ideas about assessment options for their performance criteria, choosing options that may be suitable for each. She then asked everybody to give feedback to the group.

A hearing disability may result in:
- using Auslan language
- minimal aural access to information
- full or partial dependence on lip reading.

A learning disability can affect:
- short-term memory
- ability to read text
- ability to write text — errors in grammar, punctuation, sentence structure, etc.

A mobility disability can affect:
- ability to lift or move objects
- physical access to buildings and learning spaces.

A visual disability can affect:
- ability to read printed material
- sensitivity to light
- mobility and orientation.

A medical condition may result in:
- chronic fatigue
- increased need to use toilets
- difficulty sitting for long periods.
A physical disability may result in:
- inability to sit for long periods of time
- inability to write for extended periods
- experiences of chronic pain
- restricted ability to write.

A psychiatric disability can affect:
- concentration
- memory
- cognitive processing.

Will

When Will delivered this program, he conducted a class in the computer laboratory. He asked the participants to have a look at the website for the ‘Australian Disability Clearinghouse on Training and Education’ www.adcet.edu.au

He then gave each participant a topic to research, such as:
- inclusive teaching practice
- assessing students with disabilities
- the Disability Discrimination Act and education
- ‘reasonable’ adjustments
- the impact of certain types of disabilities.

After 20 minutes, he asked each participant to summarise the information they had researched.
In this scenario, Yasmin is in discussion with a hearing impaired student.
The script

[NARRATOR] Scenario 3, Enrolment and Participation.

[YASMIN — *The sound of her voice is dull and muffled, making it difficult, but not completely impossible, to hear what she’s saying*] OK Mia. Before you do anything else, you need to complete an enrolment form. It’s pretty self explanatory, but it’s really important that you … [YASMIN’s voice is drowned out by background noise] … and attach a record of this to … [YASMIN’s voice is again drowned out by background noise] … and that will really help. Do you understand? Or do you have any questions? … Mia?

[YASMIN — *her voice is now crystal clear in sound, and now we are back observing the situation, without a hearing impairment*] Mia? … Mia, do you understand me?

[MIA — *responding quickly*] Oh, yes. Thank you. That’s great.

[YASMIN — *motherly tone*] I’ll be honest with you, Mia. Your hearing impairment concerns me. I hope you’ve thought carefully about how you’re going to cope. There are lots of lectures and group discussions in this course. Did you know that?

[MIA — *quietly, embarrassed*] Yes, I’ll be OK.

[YASMIN] OK then. Well, you’ll need to get an enrolment form from admin, so if you … [YASMIN’s voice is again drowned out by background noise] … at the end of the month. Thanks Mia. Good luck.
The questions

The questions for this scenario focus on:

- access to information, on the same basis as everyone else
- the concept of ‘equal opportunity does not mean treating everyone the same’
- maintaining a student’s privacy, dignity and respect.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
**Question 1:** Yasmin suspects that Mia is having difficulty hearing her. She should:

A **Write down all of the information for Mia.**
   “I’ll just write everything down for you, to make it easier.”

B **Continue asking “Do you understand?” after each piece of information.**

C **Suggest they move to a quieter environment. Then during the conversation ask Mia to rephrase the information, to confirm her understanding.**
   “So Mia, can you tell me what you’ve got to do to enrol in this course?”

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A **[MIA] “Why is she writing everything down? I know I have a hearing impairment, but I can still hear!!”**
   Mia is an independent person. Yasmin may feel that she is being ‘helpful’ by writing everything down, but Mia may not want this. To her, it may seem patronising. Yasmin should at least ask first, to find out if Mia would like the information written down.
   Try another answer.

B **[MIA] “She keeps asking me if I understand, but I’m too embarrassed to get her to keep repeating what she’s saying. I’ll ask my friends what I’m supposed to do later.”**
   Some people with a disability go to great lengths to ‘hide’ any problems they are having, for fear of stigma or rejection. Asking a Yes/No question like “Do you understand?” is ineffective. It does little to assist in determining if Mia has actually understood.
   Try another answer.

C **[MIA] “Yes, I have a hearing impairment, but I can hear people one-to-one, in quiet spaces. If only there was less background noise!”**
   Correct. By making the suggestion to move to a quieter area, Yasmin is giving herself and Mia a better opportunity to communicate effectively. Then, by asking Mia to rephrase the information, Yasmin is ensuring that she has understood the information that Yasmin has given her.
   Now try Question 2.
Question 2: Yasmin says “Your hearing impairment concerns me. I hope you’ve thought carefully about how you’re going to cope.” She should:

A Recommend that Mia’s enrolment application is refused, because of concerns she won’t cope.

B Ask what she and other staff can do to assist Mia with her ability to learn.

C Tell Mia that she will give her some private lessons once a week.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A [MIA] “Refused?! Can she really do that? But she hardly knows anything about me!”

It’s a breach of the Disability Discrimination Act to refuse a student’s application to study, based on ‘concern’ about the impact of their disability. ‘Concern’ is another way of saying ‘assumption’, and assumptions are not based on fact. Try another answer.

B [MIA] “Yasmin’s been really helpful. I feel like she understands — and sees me for my ability, rather than my ‘disability’”. Correct. Yasmin’s attitude has changed for the better. She no longer views Mia’s hearing impairment as an obstacle to learning. Rather, she views it like a learning style, where staff can modify teaching and delivery strategies to meet Mia’s unique learning needs — just like they do for other students who have different or preferred styles of learning.

Now try Question 3.

C [MIA] “I don’t need private lessons! If I want private lessons, I’ll ask for them!”

Yasmin may feel she is doing the right thing to ‘help’ Mia, but it’s not Yasmin’s role to arrange private lessons without any consultation or formal assessment of the situation. Mia may not want or even require private lessons — and it may not be in Yasmin’s job description to even offer to conduct them. It would also be inappropriate to suggest private lessons are a condition of enrolment. Try another answer.
**Question 3:** Yasmin is aware that Mia has a hearing impairment. What if Mia told her this in confidence? Yasmin should:

- **A** Notify all relevant staff that Mia has a hearing impairment, because it will impact on their classes.
- **B** Encourage Mia to disclose her disability at enrolment, and undertake an assessment to determine if an adjustment is required.
- **C** Arrange for Mia to meet with the Disability Liaison Officer as soon as possible.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

- **A** [MIA] “I can’t believe she told my teachers! Isn’t that an invasion of privacy or something?”
  
  Mia has a right to privacy, dignity and respect. She is not required to formally disclose any disability at enrolment, even if it may have an impact on her ability to learn. Mia may have confided in Yasmin, but it is not appropriate for Yasmin to pass on this information to anybody else. That’s a decision for Mia. Try another answer.

- **B** [MIA] “Yasmin reckons I should tell them about my hearing. Perhaps she’s right. The staff will then be more understanding about what I need, to help with my learning.”
  
  Correct. In this situation Yasmin should encourage Mia to formally disclose her disability, so that the education provider can assist her to access services and information if required. It’s important to note that some people with a disability are reluctant to formally disclose their disability, due to fear of stigma or rejection. It’s therefore critical that education providers, through their policies, procedures and staff, reflect an inclusive and supportive environment. Now try Question 4.

- **C** [MIA] “Why is she sending me to the Disability Liaison Officer? Just because I have a hearing impairment doesn’t mean I need ‘special help’. It’s so frustrating!”
  
  Immediately referring all people with a disability to the Disability Liaison Officer does not display dignity or respect. It’s more appropriate to ask first. That way the person with a disability can choose whether or not to make contact with the Disability Liaison Officer. Try another answer.
Question 4: What if Mia discloses her disability at enrolment?

A Mia may be required to undertake an assessment, to determine if an adjustment is necessary to assist her with accessing the learning.

B Staff will be notified they need to provide her with lectures in written format, like they do for all other students with a hearing impairment.

C Mia will be told what the education provider is willing to do to support her. She can then make an informed decision whether or not to study there.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A Correct.
The education provider’s policies and procedures will outline what will happen when Mia discloses her disability. She may be required to undertake an assessment to determine what adjustments, if any, are required to assist her to access services and information. This assessment will involve her, the Disability Liaison Officer and relevant staff, and possibly independent experts.
Now try Question 5.

B Providing spoken lectures in written format may seem an appropriate adjustment for all students with hearing impairments. However, the type and extent of adjustment required will be different for each individual, even among people with the same kind of disability.
In Mia’s case, the impact of her impairment, and therefore the assistance required, may be very different to that of students with lesser or greater hearing impairment. It’s not appropriate to have a ‘one adjustment suits all’ approach. Try another answer.

C It’s not appropriate for education providers to have a limited range of adjustments that they are prepared to ‘offer’ students with a disability.
The type and extent of adjustment required will be determined by the outcomes of an individual assessment involving the student with a disability. The only requirement is that adjustments are ‘reasonable’ — in other words, they balance the interests of all parties affected. Try another answer.
Question 5: What if Mia undergoes an assessment and it’s determined that an adjustment is necessary to assist her to access services and information?

A  The education provider is required to implement any type of adjustment that Mia requests.

B  The education provider can implement any type of adjustment, as long as it is deemed as being ‘reasonable’.

C  The education provider is only obliged to implement the cheapest option.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Mia must be consulted during the assessment to determine if any adjustments are required. However, the final decision on what adjustments can or will be implemented is not up to Mia alone. Many factors need to be considered, to ensure adjustments are ‘reasonable’ for all parties concerned. Try another answer.

B  Correct. The education provider is obliged to implement a ‘reasonable’ adjustment. In assessing whether an adjustment is reasonable, the following need to be taken into account:

   a) The student’s disability;
   b) The views of the student or the student’s associate
   c) The effect of the adjustment on the student, including the effect on the student’s:
      i) ability to achieve learning outcomes; and
      ii) ability to participate in courses or programs; and
      iii) independence;
   d) The effect of the proposed adjustment on anyone else affected, including education provider, staff and other students;
   d) The costs and benefits of making the adjustment.

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C  The decision on which adjustment to implement should not be based on cost alone. Many factors need to be considered, including what’s best for Mia and staff. Try another answer.
Delivery ideas for facilitators

Claudia

When Claudia delivered this program, she gave the participants a research task. She asked them to find the relevant policies and procedures in their organisation related to ‘reasonable adjustments’. Participants had to answer the following questions:

- What is the procedure for assessing a student, to determine if adjustments are required?
- Who is involved with assessing the student?
- What are the criteria for deciding if an adjustment is ‘reasonable’?

Lia

When Lia delivered the program, she gave the participants the following handout, and asked them to highlight the correct scenario for each. As a group, the participants then discussed which scenarios are correct and, importantly, why.

<table>
<thead>
<tr>
<th>SCENARIO 1</th>
<th>SCENARIO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment information is available in a print-based format.</td>
<td>Enrolment information is available in a variety of formats, eg print-based, online, audio.</td>
</tr>
<tr>
<td>At enrolment, people are required to declare their disability.</td>
<td>At enrolment, people are not expected to declare their disability, for privacy reasons.</td>
</tr>
<tr>
<td>Education provider consults with prospective student about the impact of their disability, and if possible makes adjustments.</td>
<td>Education provider denies admission to a course, based on a person’s disability.</td>
</tr>
<tr>
<td>Enrolment requirements are accessible to everyone, and can be completed without undue difficulty.</td>
<td>Someone is available to assist a person with a disability complete their enrolment requirements.</td>
</tr>
<tr>
<td>The type of disability a person has determines whether or not they can enrol in a particular course.</td>
<td>A person with a disability is able to seek admission to a course on the same basis as everyone else.</td>
</tr>
</tbody>
</table>
When Ada delivered the program, she gave the participants information about ‘on the same basis’ in relation to access to student support services, taken from the Disability Standards for Education (2005).

(3) A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

Ada asked the participants to:
- discuss what ‘on the same basis’ means, in simple terms
- draw on their experience and give some examples of ‘on the same basis’ in practice
- discuss the impact of ‘on the same basis’ on the job they do.
Taking the Administration Staff stream

The Administration Staff stream on the CD-ROM has been developed for non-teaching staff. This includes reception staff and personal assistants, as well as staff working in finance, human resources, marketing, student support services, Help Desk, catering, cleaning and so on.

The Administration Staff stream is introduced by the character ‘Sue’. Sue works in student administration, and she is featured throughout this stream.
There are three scenarios in the Administration Staff stream, covering:

- harassment and victimisation
- enrolment and participation
- student support services.

(Note that the titles of the scenarios are the same or similar to the Disability Standards for Education. This is to clearly identify what’s covered in the scenario and how it links back to the Standards.)

These scenarios are presented as short Flash sequences, with audio and animated characters. They show the main character ‘Sue’ in situations at work involving people with a disability.

At the end of each scenario is a series of multiple-choice questions where participants are required to ‘problem-solve’ issues raised in the scenario. For example:
The purpose of this section is to show you what is in each of the scenarios for the Administration Staff stream, and provide some delivery ideas for facilitators. Included are:

- the scripts for each scenario
- the problem-solving questions, which are at the end of each scenario
- delivery ideas for facilitators.

If you are delivering the program in a class situation, the importance of drawing on the participants’ life experiences cannot be over-emphasised. It’s also a reality that some participants may feel uncomfortable with or even fearful of working with students with a disability. This is mostly due to limited contact with or experience of working with people with a disability. These feelings should not be dismissed or overlooked — everybody needs to feel comfortable about participating in and implementing the program’s objectives.
Scenario 1: Harassment and Victimisation

In this scenario, Sue has difficulty understanding a request made by a student whose speech is affected by cerebral palsy.
The script

[NARRATOR] Scenario 1, Harassment and Victimisation.

[KURT — slurred speech, as a result of cerebral palsy, but speaking in slow, purposeful manner, trying to make himself as clear as possible] Hi there. I’m new here, and I want information about parking permits. Do you have a pamphlet on the parking rules and regulations here?

[SUE — in her ‘thinking to myself voice’, sounding a bit anxious] Oh my … he’s really difficult to understand.

[SUE — sounding quite polite, but a little nervous] I didn’t quite catch all of that. Can you speak a bit slower? Are you talking about car parks?

[KURT — slow and purposeful speech] Yes. I just want some information about parking permits. Where I need a permit? How much are they? Things like that.

[SUE] Do you have a disability? Because if you do, you can park in the disabled spaces you know.

[KURT — starting to get a little annoyed] No, I just want an ordinary permit. Can I get them here?

[SUE] Yes, but you need to fill in a form. I’ll just go and get one for you.

[SUE] Well, this is awkward. I’m struggling to understand him! I’ll tell him to complete it at home and bring it in tomorrow.
The questions

The questions for this scenario focus on:

- effective communication techniques
- providing customer service to students with a disability
- maintaining a student’s privacy, dignity and respect.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
**Question 1:** Sue had difficulty understanding Kurt’s speech. She should:

A  **Get someone else in the office to deal with the query.**
   “I’m sorry, but I’m having difficulty understanding you. I’ll just go and get someone else to help.”

B  **Refer Kurt to a Disability Liaison Officer.**
   “I’m sorry, but I’m having difficulty understanding you. If you go to the Disability Liaison Officer, they’ll be able to help you out.”

C  **Ask Kurt to repeat what he said, then rephrase to confirm understanding.**
   “I’m sorry, but I’m having difficulty understanding you. Would you mind repeating that? ... So, you would like some information about car parking permits?”

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [KURT] “How embarrassing. Surely I’m not that difficult to understand. She hardly tried!”
   Sue is the appropriate person for Kurt to be talking to and, even if she feels uncomfortable, she can use different methods to help understand what he is saying. Try another answer.

B  [KURT] “I don’t need to go to the Disability Liaison Officer for ‘help’! I get so frustrated when people assume I need to see the Disability Liaison Officer for everything!”
   Kurt is an independent person and he has a right to information, the same as everybody else. Try another answer.

C  [KURT] “I know I can be difficult to understand, but she’s really listening to me. That’s great.”
   Correct. Sue should politely ask Kurt to repeat what he is saying, and then confirm that she has understood. Sue may feel uncomfortable asking Kurt to repeat himself, but it’s best to be honest.
   Now try Question 2.
Question 2: What if Sue asks Kurt to repeat himself a number of times, but she still can’t understand what he is saying? In this situation she should:

A  Ask Kurt to come back again at another time, with a friend or family member.
   “I’m sorry, I really can’t understand you. Why don’t you come back tomorrow with a friend or family member?”

B  Ask Kurt to write down what he is saying.
   “I’m sorry, I really can’t understand you. Please write down your question on this piece of paper.”

C  Suggest that she and Kurt move to a quieter area, then ask if he feels comfortable repeating again or if he would prefer communicating in another way.
   “I’m sorry, I’m still having difficulty understanding you. How about we move into this office, where it’s quieter … Would you mind repeating what it is you want to know again, or would you find it easier to write your query down?

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [KURT] “I don’t need my friends to help me out! I just need someone to listen to me! It makes me so angry.”
   Kurt is an independent person and he has a right to information, the same as everybody else. Try another answer.

B  [KURT] “I don’t like writing things down. I’d rather be heard.”
   It may seem appropriate to get Kurt to write down his query, but Kurt may not want to do this, or he may find writing difficult. Try another answer.

C  [KURT] “I know my speech is difficult to understand at times… it frustrates me too. But at least she is listening to me.”
   Correct. By making the suggestion to talk in a quieter area, Sue is giving herself and Kurt a good opportunity to communicate effectively in a more private environment. Then asking Kurt how he would prefer to communicate gives him the option to choose what he feels most comfortable doing.
   Now try Question 3.
Question 3: Sue asked Kurt “Do you have a disability? Because if you do, you can park in the disabled parks.” She should have:

A  Avoided asking this question and given Kurt information about all car parks, including the disabled parks.
   “We have lots of car parks on campus, including allocated parks for students who have council disabled parking stickers.”

B  Given Kurt information about disabled parks, as it’s obvious he has a disability.
   “We have a number of parks for people with disabilities. All you have to do is display your council disabled parking sticker.”

C  Asked for proof that he really does have a driver’s licence.
   “Can I see your driver’s licence please? … Isn’t it great that you’re able to get your licence.”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

   Correct. Kurt has a right to information, the same as everybody else. It’s up to him whether or not he uses the disabled parks. Now try Question 4.

B  [KURT] “Just because I have a disability doesn’t mean I have to, or even want to, use the disabled parks.”
   Kurt is an independent person. Try another answer.

C  [KURT] “I reckon she doesn’t believe I can drive! I get that all the time...very frustrating.”
   Sue should only ask to see Kurt’s driver’s licence if that is part of the permit procedure for all students. It’s also completely inappropriate to make comment on his ability to get a licence. Sue may feel she is being supportive and encouraging, but comments such as this do not respect Kurt’s abilities. Try another answer.
Question 4: Because Sue felt uncomfortable with Kurt’s speech, she wanted to give him the parking permit form and “... tell him to complete it at home and bring it in tomorrow.” She should have:

A  Offered to fill in the form for Kurt, there and then.
   “I’ll help you fill this in right now if you like. Just speak slowly and I’ll write everything down.”

B  Explained what Kurt needs to fill in and where he needs to return the form.
   “All you need to do is fill in the top part of this form and return it here. We’ll then issue you with a parking permit. Is there anything else you need to know?”

C  Asked if there was a friend or family member who could help him fill in the form.
   “Here’s the form. Perhaps a friend or family member could help you fill it in, then you can bring it back here.”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [KURT] “I know she’s trying to be helpful, but I can do it myself!”
   Sue may feel she is being helpful and offering good customer service, but she has assumed (without asking) that Kurt either needs or wants assistance. Try another answer.

B  [KURT] “Great information and service. I’ll get this form filled in as soon as possible.”
   Correct. Kurt is an independent person and he has a right to information, the same as everybody else. Sue has provided good customer service by asking Kurt if he has any questions or queries (something she should do for everybody). This gives Kurt the opportunity to ask for anything else he needs.
   Now go to Scenario 2.

C  [KURT] “I don’t need to ask my friends or family for help! I can do it myself. It makes me so angry.”
   Kurt is an independent person. Sue should not assume that he needs assistance filling in the form. Try another answer.
Delivery ideas for facilitators

Delia

When Delia delivered this program she asked participants to share their experiences of interacting with students with a disability. How did the participants feel? Comfortable? Or out of their comfort zone? Delia acknowledged that some people feel uneasy, usually because they have not had the opportunity to become familiar with a person with a disability. But she emphasised that these feelings are a barrier to positive communication, and can be a barrier to student participation.

She then gave participants some scenarios on cards and asked them to decide, in groups, how they should respond. For example, a student whose speech is difficult to understand, a student accompanied by a dominating assistant, a student who finds it physically difficult to sign a form, a student who finds it difficult to understand what they are saying, a student who seems ‘out of it’.

She asked everybody to give feedback to the group, and discuss the ‘best practice’ options for responding to the scenarios. She emphasised the importance of treating students with dignity and respect, as well as the rights of students with a disability to access information and services like any other student.
Bernie

When Bernie delivered the program, he wanted to emphasise that good communication techniques not only benefit people with a disability, they benefit everyone. He acknowledged that some people get anxious about communicating with people with a disability, but mostly what’s required are the good communication techniques his participants would use for any student.

He gave his group of participants the following list, and asked them to select the practices that would benefit students with and without disabilities.

- Face the student when you are speaking to them.
- Listen carefully to what the student is saying.
- Clarify or confirm what you have heard by rephrasing or repeating back to the student.
- Speak clearly and in plain English.
- Present information in a logical order.
- Make sure any hand-written material is clear and legible.
- Make sure printed materials are clear, legible and in a suitable font size.
- Ask if the student has any questions or requires any further assistance.

All of these are examples of positive communication techniques that would benefit everyone. Bernie asked the group to extend this list.
Scenario 2: Enrolment and Participation

In this scenario, a student finds the enrolment form difficult to read.
The script

[NARRATOR] Scenario 2, Enrolment and Participation.

[CRAIG — very politely] Excuse me. I’m after an enrolment form for next semester. I’m doing the Certificate IV in Management. Do you have them here, or do I need to get it from the department?

[SUE] No, you can get them here.

[SUE] Here’s one for you. Just fill it in and drop it back either here or at the department.

[CRAIG] Thanks.

[CRAIG — in his ‘thinking to himself voice, sounding stressed’] How am I expected to read that?

[CRAIG] Umm, excuse me. My eyesight’s not that good, and the print on this form is really small. Do you have it in large print?

[SUE — polite, but blunt] No, sorry.

[CRAIG] Or is it available online, with screen reader software?

[SUE — slight mocking tone, but she’s also trying to be polite, her suggestion of taking the form home is a sincere suggestion, not intended to seem patronising] Screen reader software? Never heard of it!! [slight laugh] If you find it difficult, why don’t you take it home and get someone to help you fill it in. It doesn’t have to be in until next Friday.

[CRAIG — sounding frustrated, and a bit angry at the suggestion of getting ‘help’] But I want to fill it in today — without ‘help’!
The questions

The questions for this scenario focus on:

- access to information, on *the same basis as everyone else*
- the concept of ‘equal opportunity does not mean treating everyone the same’
- providing customer service to students with a disability
- maintaining a student’s privacy, dignity and respect.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
Question 1: When Craig asks Sue if the enrolment forms are available in large print, she bluntly replies “No, sorry”. She should have:

A  Suggested that a friend or family member could help him fill it in.
   “No, sorry. Perhaps a friend or family member could help you with it.”

B  Directed him to the Disability Liaison Officer for assistance.
   “No, sorry. If you go to the Disability Liaison Officer in Building C, they should be able to help you out.”

C  Offered alternative assistance, such as photocopying to A3 size.
   “No, sorry. But I can photocopy it to a larger size if you like.”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [CRAIG] “I don’t need to ask my friends for ‘help’! I just need larger fonts, that’s all. It makes me so angry.”
Craig is an independent person and he has a right to information, the same as everybody else, in a format that makes it accessible to him. Try another answer.

B  [CRAIG] “I don’t need to go to the Disability Liaison officer for ‘help’! I just need larger fonts, that’s all. It makes me so angry.”
Craig is an independent person and he has a right to information, the same as everybody else, in a format that makes it accessible to him. Try another answer.

C  [CRAIG] “Clever thinking. Now I’ll be able to fill it in today. Great service.”
Correct. Craig has a right to information, the same as everybody else. Education providers should have information in a variety of formats, so that it is accessible for everyone. In this situation, even though Sue cannot meet Craig’s request for a large print version she still provides good customer service by offering a simple option — photocopying the enrolment form to a larger size.
Now try Question 2.
Question 2: Sue knows that enrolment forms and information are available in a print-based format but she is not sure about other formats. She should:

A  Only offer students print-based enrolment forms and information, because that is what’s in her office and what she’s familiar with.

B  Learn about the alternative formats offered by her workplace, and where these are available.

C  Only offer enrolment forms and information in alternative formats to students with a disability.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Education providers need to have information available in a variety of formats, for example print, online, audio. Even if Sue only deals with print-based information, she needs to know what alternative formats are available to students. Try another answer.

B  Correct. Education providers need to have information available in a variety of formats, for example print, online, audio. This ensures information is accessible to everybody, so that all students can make informed choices. To provide good customer service, Sue should know what formats are available and how students can access them. Now try Question 3.

C  Education providers need to have information available in a variety of formats, so that information is accessible to everybody. Alternative formats are not only for people with a disability. For example, having enrolment forms or information available online may be the preferred format for students with and without a disability. Try another answer.
Question 3: Craig said: “My eyesight’s not that good.” Because he revealed this to Sue, she should:

A  Notify all of his teaching staff that he has a vision impairment.

B  Make a note in his file that he has a vision impairment.

C  Use this information to help her fulfill his request, in a private and respectful way.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [CRAIG] “I can’t believe she told my teachers! Isn’t that an invasion of privacy or something?”
Even though Craig’s eyesight may have an impact on his ability to learn, it is his choice whether or not he formally discloses this to his teachers. It is not Sue’s role to comment on or report this. Try another answer.

B  [CRAIG] “I can’t believe she put that in my file! Isn’t that an invasion of privacy or something?”
Even though Craig’s eyesight may have an impact on his ability to learn, it is his choice whether or not he formally discloses this to anyone. It is not Sue’s role to make a record of this informal conversation. Try another answer.

C  [CRAIG] “I really don’t want my teachers to know. I’m managing just fine in class, so no reason for them to know.”
Craig has a right to privacy, dignity and respect. He is not required to formally disclose any disability at enrolment, even if it may have an impact on his ability to learn. Sue’s role is to provide good customer service, so she needs to listen to his current needs and then meet them in a respectful way — the same as she does for everybody else. She is not required or permitted to disclose his vision impairment to anybody else.
Now try Question 4.
Question 4: Later in the day, Sue’s supervisor tells her that Craig has complained about her customer service. Sue’s response is: “I gave him a printed enrolment form, the same as I would for anybody else. Isn’t that what equality is all about?”

A  Sue is correct. She is required to give information to everybody in the same way. This means she is treating everybody equally.

B  Sue is incorrect. She needs to treat everybody with the same level of respect and dignity, but she is required to give different responses as a result of different needs.

C  Sue is incorrect. She should recognise when somebody has a disability, and refer them to the Disability Liaison Officer. In this way she is achieving equality — people who need help, get help.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  It’s easy to think that equality is about treating everybody exactly the same.
It’s not. Craig has a right to information, the same as everybody else — but how he is able to access this information may be different, because of his specific needs. Sue needs to be aware it is a legislative requirement that information is accessible to everybody.

B  Correct.
It’s easy to think that equality is about treating everybody exactly the same. It’s not. While Sue needs to treat everybody with the same level of respect and dignity, achieving equality means she is required to respond differently to people, according to their needs. For example, Craig has a legal right to access enrolment forms and information, the same as everybody else — but how he is able to access this information may be different, because of his vision impairment. In order to achieve equality, Sue needs to respond to Craig’s request a little differently, ensuring that the forms and information are accessible to him.
Now go to Scenario 3.

C  People with a disability have a right to access the same services as everybody else, and may not necessarily require any ‘help’ or assistance.
Referring all people with a disability to the Disability Liaison Officer does not display dignity or respect, and is not a way of achieving equality. Try another answer.
Delivery ideas for facilitators

**Tania**

When Tania delivered this program, she gave the participants a handout that was blurred, with very small font. She waited for the participants to complain … and they did! She emphasised the frustration people (including people with a disability) feel when they can’t access information. It’s important that information is clear and in a suitable format.

**David**

When David delivered this program he wanted to demonstrate all of the formats in which information in the participants’ workplace is available. The aim of this was to educate the participants on what is available in the organisation, so they would be more informed if asked by a student. He demonstrated online material, audio material, screen reader software, etc.

**Jenni**

When Jenni delivered the program, she asked the group to discuss, in pairs, the phrase ‘Equal opportunity does not mean treating everyone the same’. Everyone then gave feedback to the group.

To reinforce this concept, she asked the group to draw on their experience of giving information to people. What if there was an urgent message, and they needed to notify all staff immediately? What would they do? Send emails? Put a message over a broadcasting system? Make telephone calls? Drop off notes? Jenni made the point that ensuring everyone gets the message means it may have to be sent in different ways.
When Zara delivered the program she gave the participants copies of the organisation’s policies and procedures that related to enrolment. She asked them to read the policies and procedures in groups of three, and then respond to the following scenarios.

**Scenario**

A student is told enrolment information is only available in a print-based format.

At enrolment, a student is asked to declare their disability.

A student is told that they can’t enrol in a course because they have a disability.

A student with a disability is asked to take an enrolment form home and get help to fill it in.

Students with a disability are given priority placement in courses.

The entire group then discussed why the scenarios are inappropriate, and what’s really required according to the policies and procedures of the organisation.

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**SECTION 2**

Taking the Administration Staff stream
When Carol delivered the program, she wanted a short activity to emphasise the importance of respecting people with a disability — ‘look at the person, not the disability’. So she gave her participants a list of well-known people, and asked them to write down what they are known for.

After getting feedback from the group, she asked the participants if anybody on the list has a disability. She revealed that all of them do/did — but we focus on their ability and achievements, rather than their disability. She made the point that this is what we should do for everyone — see the ability, not the disability.

- Tom Cruise (actor) — dyslexia
- Beethoven (composer) — acquired hearing impairment
- Buzz Aldrin (astronaut) — depression
- Sting (singer) — bi-polar disorder
- Katherine Hepburn (actress) — Parkinson’s disease
- Ray Charles (singer) — blindness
- Napoleon (military general) — epilepsy
- Susie O’Neill (swimmer) — anxiety
- ‘Magic’ Johnson (basketball player) — HIV
- Ronald Reagan (American President) — Dementia
- Marilyn Monroe (actress) — stuttering.

Carol also used this activity to introduce the scope of the definition of ‘disability’.
Scenario 3: Student Support Services

In this scenario, Sue tells a colleague about an upsetting experience she’s just had involving a person with a disability.
The script


[SUE] I had an interesting experience the other day, Brad.

[BRAD] Really? What?

[SUE — she’s discussing with Brad, not sounding malicious when she says ‘that woman’, just a term to describe her] I know you work with people with disabilities, but sometimes I find it really hard to deal with them. I had a run-in with that woman in the wheelchair.

[BRAD] Yeah, that’s Jocelyn. What happened?

[SUE — sounding a little upset] Well, she came to reception wanting information about accommodation, and I told her to go and talk to the Disability Liaison Officer. Anyway, she got really annoyed, and asked me why she couldn’t go straight to accommodation services.

[BRAD] Really?

[SUE] Yeah. She wasn’t happy at all — gave me a mouthful! But I thought the Disability Liaison Officer would be able to help her, given her obvious disability. What do you think?

[BRAD] Well, some people are a bit sensitive about things like that, but you probably suggested the right thing. I honestly don’t know if accommodation services has much experience in finding places for people with disabilities. If she comes in again, tell her to see me. I’ll help her out.
The questions

The questions for this scenario focus on:

- access to information and services, on the same basis as everyone else
- providing customer service to students with a disability
- maintaining a student’s privacy, dignity and respect.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
**Question 1:** Sue referred to Jocelyn as “that woman in the wheelchair”. She should have said:

- **A** “the woman who uses a wheelchair”
- **B** “the woman who is confined to a wheelchair”
- **C** “the disabled woman who uses a wheelchair”

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

**A** [JOCELYN] “Yes, I use a wheelchair. It gives me mobility. It doesn’t define who I am or what I can do.”

Correct. Language can be very powerful. Positive language has the power to give confidence, and remove barriers to participation. Here are some more examples of appropriate language to use when referring to somebody with a disability.

<table>
<thead>
<tr>
<th>MISUSE OF LANGUAGE</th>
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<td>Epileptic</td>
<td>Person who has epilepsy</td>
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<tr>
<td>Schizophrenic, mental patient, lunatic, neurotic, psycho, psychotic</td>
<td>Person with a psychiatric disability</td>
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<tr>
<td>Confined to a wheelchair</td>
<td>Person who uses a wheelchair</td>
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</table>

Now try Question 2.

**B** [JOCELYN] “Gosh, confined sounds like I’m completely restricted from doing anything, forever and ever!”

This is an incorrect assumption, being reinforced by language. Try another answer.

**C** [JOCELYN] “I hate being called a ‘disabled woman’. I’m a woman first — my disability does not define who I am.”

“Woman with a disability” or “woman with a mobility disability” is more appropriate. Try another answer.
Question 2: When Sue tells Brad she suggested that Jocelyn visit the Disability Liaison Officer for information on accommodation services. She should have:

A  Given Jocelyn a choice.
   “You can either go to accommodation services down the corridor, or see the Disability Liaison Officer in Building C.”

B  Offered to call accommodation services on Jocelyn’s behalf.
   “I’ll call accommodation services for you if you like, and ask them if they can help out someone with a disability.”

C  Given Jocelyn information about accommodation services, the same as everybody else.
   “Accommodation services will be able to assist you. Just go down the corridor and it’s the second door on your right.”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOCELYN] “I don’t need to go to the Disability Liaison Officer for ‘help’! I get so frustrated when people assume I need to see the Disability Liaison Officer for everything, just because I use a wheelchair.”
   Jocelyn is an independent person, and she has a right to information the same as everybody else. Try another answer.

B  [JOCELYN] “I know Sue’s trying to be nice, but I do know how to use a phone!”
   Jocelyn is an independent person. Sue should only call if Jocelyn requests it. Try another answer.

C  [JOCELYN] “That’s the information I was after — the same as what all the other students would get.”
   Correct. Jocelyn is an independent person, and she has a right to information and services, the same as everybody else.
   Now try Question 3.
Question 3: After this experience, Sue feels unsure about the role and responsibilities of the Disability Liaison Officer. She should:

A  Check the relevant workplace policies and procedures, and/or speak to the Disability Liaison Officer for advice.

B  Ask a person with a disability to explain the role of the Disability Liaison Officer.

C  Ask a work colleague.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Correct.
The policies and procedures of Sue’s workplace will outline the role and responsibilities of the Disability Liaison Officer. If Sue has any questions, issues or training needs, the Disability Liaison Officer will be able to assist her.
Now try Question 4.

B  This is not appropriate or effective.
The person may be insulted by the assumption that all people with a disability know about the Disability Liaison Officer. And if they do know the Disability Liaison Officer, they may not be fully aware of their role and responsibilities. Try another answer.

C  Work colleagues may know something about the role and responsibilities of the Disability Liaison Officer, but there is always a risk that they do not completely know or understand. Try another answer.
Question 4: Sue said “... but sometimes I find it really hard to deal with them (people with disabilities).” She should:

A  Keep doing what she’s doing as she’s trying her best — and that is what’s most important.

B  Check the relevant workplace policies and procedures, and/or speak to the Disability Liaison Officer for advice.

C  Ask family and friends for advice.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Sue is feeling uncomfortable about communicating with people with a disability. “Trying her best” is not good enough. People with a disability have a right to expect good customer service from Sue, the same as everybody else. Try another answer.

B  Correct.
The policies and procedures of a workplace will outline customer service requirements as well as the legal obligations in relation to people with a disability. If Sue has any questions, issues or training needs, the Disability Liaison Officer will also be able to assist her.

C  Family or friends may know something about communicating with people with a disability, but there is always a risk that they do not completely know or understand. They may not have had any training or experience, so their advice may be inappropriate or misinformed. Try another answer.
Delivery ideas for facilitators

Frank
When Frank delivered this program, he arranged for the organisation’s Disability Liaison Officer (DLO) to come and talk about their role and responsibilities in the organisation. The DLO was also asked to discuss how they can be of assistance to administration staff.

Ada
When Ada delivered the program, she gave the participants information about ‘on the same basis’ in relation to access to student support services, taken from the Disability Standards for Education.

(3)  A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

Ada asked the participants to:
- discuss what ‘on the same basis’ means, in simple terms.
- draw on their experience and give some examples of ‘on the same basis’ in practice.
- discuss the impact of ‘on the same basis’ on the job they do.
When Rob delivered the program, he wanted to discuss the power of positive language. He made up card sets. The cards contained examples of inappropriate use of language, such as 'Handicapped person,' and examples of appropriate use of language, such as 'Person with a disability' (See table below). He asked participants to work in pairs and match up the examples of inappropriate and appropriate use of language, and then record why — for example, why is it inappropriate to refer to someone as a 'handicapped person?'

He asked the pairs to feed back their thoughts to the whole group. He emphasised how attitudes and values are reflected in our use of language, and reinforced the important concept of person first. A person with a disability, a person who is deaf, etc.

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<th>APPROPRIATE LANGUAGE</th>
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<td>Disabled person</td>
<td>People are much more than their disability — they are a person first</td>
<td>Person with a disability</td>
</tr>
<tr>
<td>Handicapped person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abnormal</td>
<td>Negative term that implies failure to reach perfection</td>
<td>Specify the disability</td>
</tr>
<tr>
<td>Birth defect</td>
<td>We are all people first</td>
<td>Person with a congenital disability</td>
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<td>Schizophrenic, mental patient, lunatic, neurotic, psycho, psychotic</td>
<td>This language has contributed to myths attached to people who have a disability</td>
<td>Person with a psychiatric disability</td>
</tr>
<tr>
<td>Confined to a wheelchair, wheelchair bound</td>
<td>A wheelchair provides mobility, not restriction</td>
<td>Uses a wheelchair, or is a wheelchair user</td>
</tr>
<tr>
<td>Cripple, crippled, deformed</td>
<td>Conveys a negative image of a twisted, ugly body</td>
<td>Has a physical or mobility disability</td>
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</tbody>
</table>
The Disability Support Staff stream has been developed for staff directly involved in supporting students with a disability, such as participation assistants, note-takers, and tutors for students with a disability.

The Disability Support Staff stream is introduced by the character ‘Brad’. Brad is a classroom assistant, and he is featured throughout the Disability Support Staff stream.
There are three (3) scenarios in the Disability Support Staff stream, covering:

- participation
- harassment and victimisation
- student support services.

(Note that the titles of the scenarios are the same or similar to the Disability Standards for Education. This is to clearly identify what’s covered in the scenario and how it links back to the Standards.)

These scenarios are presented as short Flash sequences, with audio and animated characters. They show the main character ‘Brad’ in situations at work involving people with a disability.

At the end of each scenario is a series of multiple-choice questions, where participants are required to ‘problem-solve’ issues raised in the scenario. For example:
The purpose of this section is to show you what is in each of the scenarios for the Disability Support Staff stream, and provide some delivery ideas for facilitators. Included are:

- the scripts for each scenario
- the problem-solving questions, which are at the end of each scenario
- delivery ideas for facilitators.

If you are delivering the program in a class situation, the importance of drawing on the participants’ life experiences cannot be over-emphasised. It’s also a reality that some participants may feel uncomfortable with or even fearful of working with students with a disability. This is mostly due to limited contact with or experience of working with people with a disability. These feelings should not be dismissed or overlooked — everybody needs to feel comfortable about participating in and implementing the program’s objectives.
Scenario 1: Participation

In this scenario, Brad suggests that he knows more than the teacher.
The script

[NARRATOR] Scenario 1, Participation.

[YASMIN — speaking to entire class] And so, by following these instructions, you can create a shortcut to the program you’re wanting to use. Have a go at doing this now, and you’ll find … [Yasmin’s voice continues as background noise]

[BRAD] I tell you what, I reckon I know a quicker way of doing this. Let’s try pressing the Shift key and …

[KURT — interrupts Brad. He has cerebral palsy, and his speech is slurred and slow but purposeful. He’s sounding a bit concerned at Brad’s suggestion] You sure? She said you need to do it by …

[BRAD — interrupts Kurt, he’s trying to be ‘helpful’, sounding bright and breezy, like what he’s doing is ‘helping’ Kurt with his learning] Yeah yeah, I’m sure. There’s all different ways of doing things. That’s the joy and frustration of using computers!

[YASMIN — sounding a bit peeved, her voice is such that it’s directed at them, quietly, not as though she’s talking loudly to the rest of the class] Guys. Is there a problem?


[YASMIN — restrained, but sounding a little annoyed, trying to establish her authority in the classroom, but she’s still talking quietly, like it’s a private conversation, and not for the rest of the class] Well, not right now, please. It’s really important you follow my instructions, because it will help with the next step.

[YASMIN — sounding very frustrated, in ‘thinking to myself’ voice] He’s at it again! Undermining my teaching.

[BRAD — sounding a bit surprised, bruised ego, in ‘thinking to myself’ voice] She gets so uptight! I’m only helping!

[KURT — sounding frustrated with Brad, and what he’s doing, in ‘thinking to myself’ voice] I wish he’d just let me do what I’m supposed to!
The questions

The questions for this scenario focus on:

- access to information, on the same basis as everyone else
- role and responsibilities of support workers
- maintaining a student’s privacy, dignity and respect.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted.

The learner is asked to click on the best answer for the question.
**Question 1:** Brad tells Kurt “I reckon I know a quicker way of doing this”. He should have:

A  | Told the teacher and the rest of the class that he knows a quicker way.
B  | Said nothing, and gone on helping Kurt to follow the teacher’s instructions.
C  | Written a note for Kurt, giving him instructions on what to do.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  | [KURT] “I wish Brad would keep quiet — I’m the student in this class, not him.”
   As a support worker, Brad’s role is to assist Kurt. Brad is not an active participant in the class. Try another answer.

B  | [KURT] “Brad’s here to assist me, because I find some things physically difficult to do.”
   Correct. Brad’s role is support worker, not teacher. He needs to respect the teacher’s role and responsibilities. Brad doesn’t know what the teacher has planned in the learning process, and so offering alternative ways to do things may be disruptive as well as detrimental to Kurt’s learning.
   Now try Question 2.

C  | [KURT] “Brad’s notes are annoying. I know he’s trying to help, but he seems to forget that he’s not the teacher.”
   As a support worker, Brad’s role is to assist Kurt. Brad is not the teacher, and so writing instructions without the teacher’s knowledge or approval is not appropriate. Try another answer.

**SECTION 3**

*Taking the Disability Support Staff stream*
Question 2: When Brad says to Kurt: “I reckon I know a quicker way of doing this. Let’s try pressing the Shift key and …” he is:

A  Giving inappropriate support to Kurt.
B  Giving the right support to Kurt.
C  Not giving enough support to Kurt.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [KURT] “I really wish Brad would stop taking over. I’m here to learn from the teacher in this class, and every time Brad tries to ‘teach’ me something I lose track of what I’m really supposed to be doing!”
Correct. Brad thinks he’s giving fantastic additional support to Kurt by showing him ‘quicker’ ways of doing things. But as a support worker, Brad is there to facilitate the learning process for Kurt, not to come up with the answers or try to teach.
Now try Question 3.

B  [KURT] “Brad’s supposed to be assisting me, not act like he’s the teacher. It’s really frustrating.”
Brad’s there to facilitate a positive learning environment for Kurt, rather than come up with the answers or try to teach.
Try another answer.

C  [KURT] “I think Brad’s got his role all mixed up — he thinks ‘assisting’ means acting like a teacher.”
The only ‘assisting’ Brad should be doing is what’s required in his role as support worker for Kurt.
Try another answer.
Question 3: Both Brad and Yasmin feel that their roles are being undermined. They should:

A Sit down together, in private, and discuss the teacher/support staff relationship.

B Ignore each other in the classroom.

C Acknowledge that it’s up to Kurt, the student, to decide who he’ll listen to.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A Correct.
Open communication is best. Clearly understanding their own and each other’s roles as support worker and teacher and their respective professional relationship to the student is important for the student’s success. If issues cannot be resolved, Yasmin and Brad should consult with the Disability Liaison Officer who will clarify the organisation’s policies and procedures, and the role of the support worker.
Now try Question 4.

B It is completely inappropriate and unprofessional for Yasmin and Brad to ignore each other.
Any issues must be resolved, so that the student (Kurt) and the remainder of the class are not disadvantaged by this conflict.
Try another answer.

C It’s not up to Kurt to decide who he’ll listen to.
Kurt has enrolled ‘the same as’ every other student in a class, with a designated teacher. The teacher has been employed, as a subject matter expert, to teach this group of learners. As a support worker, Brad should never enter into dialogue or actions that will detract from the student/teacher relationship.
Try another answer.
Question 4: If Brad isn’t sure of his role as a support worker to Kurt he should:

A  Ask Kurt (the student) to outline what he wants Brad to do.
B  Ask the Disability Liaison Officer to clarify the duties.
C  Ask a work colleague.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Brad’s role will be determined by the assessment of Kurt, undertaken by the Disability Liaison Officer.  
   If Brad were to ask Kurt what he wants him to do, there is a risk that Kurt may request too much or too little support. Either way, genuine learning for Kurt may be compromised. 
   Try another answer.

B  Correct.  
   Brad’s role will be determined by the initial assessment of Kurt, undertaken by the Disability Liaison Officer, and will be in accordance with any ‘reasonable adjustment’ that may be required. If Brad has any questions, issues or training needs, the Disability Liaison Officer will be able to assist him. 
   Now go to Scenario 2.

C  Work colleagues may know something about the general role and responsibilities of the support workers.  
   However, they probably won’t know the specific requirements of Brad’s role as a support worker to Kurt. That’s because each student with a disability has a different set of learning needs and must overcome barriers to participation that are unique to their own situation. Try another answer.
Delivery ideas for facilitators

Peter
When Peter delivered this program, he asked the participants to discuss the following:

- What are the role and responsibilities of support workers?
- What is the support worker/teacher relationship?

Peter then gave the group a copy of the organisation’s policies and procedures in relation to support workers. He asked them to check and see if they were correct in their understandings of the roles and responsibilities of support workers.

Claire
When Claire delivered the program, she wanted to emphasise the importance of support workers assisting students, as required by the assistance assessment. To do this, she asked the Disability Liaison Officer of the organisation to come in and discuss the assessment process, and the possible consequences of students receiving too much or too little assistance.

Jose
When Jose delivered the program, he gave the participants a series of scenarios, and asked them to discuss what the support worker should do. Examples included:

**Scenario**

A student asks the support worker for more assistance than determined by initial assessment.

A student asks the support worker to talk to the teacher on their behalf.

A student and a support worker have a personality clash and find it difficult to work together.

A support worker disagrees with what or how the teacher is teaching.

A student asks the support worker for further assistance, out of hours.
When Carol delivered the program, she wanted a short activity to emphasise the importance of respecting people with a disability — ‘look at the person, not the disability’. So she gave her participants a list of well-known people, and asked them to write down what they are known for.

After getting feedback from the group, she asked the participants if anybody on the list has a disability. She revealed that all of them do/did — but we focus on their ability and achievements, rather than their disability. She made the point that this is what we should do for everyone — see the ability, not the disability.

- Tom Cruise (actor) — dyslexia
- Beethoven (composer) — acquired hearing impairment
- Buzz Aldrin (astronaut) — depression
- Sting (singer) — bi-polar disorder
- Katherine Hepburn (actress) — Parkinson’s disease
- Ray Charles (singer) — blindness
- Napoleon (military general) — epilepsy
- Susie O’Neill (swimmer) — anxiety
- ‘Magic’ Johnson (basketball player) — HIV
- Ronald Reagan (American President) — dementia
- Marilyn Monroe (actress) — stuttering.

Carol also used this activity to introduce the scope of the definition of ‘disability’.
Scenario 2: Harassment and Victimisation

In this scenario, Brad sees a student from the class accusing a person with a disability of getting ‘special treatment’.
The script

[NARRATOR] Scenario 2, Harassment and Victimisation.

[JOCELYN — lowered voice] Brad, can you please make sure you note down the web site address she mentioned?


[JOCELYN] Good. I also need to make a note of next week’s assessment. I’ve been given extra time to do it … but … I need to find out where I’ve got to be.

[MARK — sounds peeved, in ‘thinking to myself’ voice] Extra time, heh? Have you really been given extra time for next week’s assessment?

[JOCELYN] Yes, I have …

[MARK — sarcastic] Well, well, well. Aren’t you lucky! Someone to help you do your work, extra time for assessments …

[JOCELYN] Excuse me?

[MARK — sarcasm continues] Nothing, nothing. I’m sure it’s all legit. I think they call it positive discrimination, don’t they?

[MARK — in ‘thinking to myself’ voice, sarcastic, angry] Too bad about the rest of us!

[JOCELYN — in ‘thinking to myself’ voice, upset and surprised] What is his problem?

[BRAD — in ‘thinking to myself’ voice, surprised and defensive] How bloody rude!!

[BRAD — in lowered voice, to Jocelyn, trying to make her feel better] Don’t worry — just ignore him, Jocelyn.
The questions

The questions for this scenario focus on:

- responding to harassment and victimisation
- maintaining the dignity and respect of people with a disability.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
Question 1: Mark, the student, is angry. He thinks Jocelyn is getting ‘special’ treatment. Brad should:

A  Tell Mark to mind his own business.
B  Ignore Mark.
C  Discuss the situation with the class teacher.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOCELYN] “Brad’s a nice guy, and I can appreciate that he feels like he’s doing the right thing … but he’s not helping me by doing this.”
   By telling Mark to ‘mind his own business’, Brad can put Jocelyn in an awkward situation. She may be embarrassed or angry about Brad’s comment, which in turn can isolate her further from Mark and the rest of the class. Try another answer.

B  [JOCELYN] “Ignoring these types of comments doesn’t help. In fact, it usually makes things worse. People fear what they don’t understand. Trust me, I know that from experience!”
   Mark’s anger stems from ignorance and a lack of information. Like everybody else, Jocelyn has a right to live without harassment or victimisation, and this right is protected by law. If she is being harassed or victimised, something needs to be done so that her rights are protected. Try another answer.

C  [JOCELYN] “The teacher’s been great. She held a class meeting, and things have improved. Everybody seems to be more understanding … even Mark.”
   Correct. In this situation, Mark’s anger stems from ignorance and a lack of information. Brad should discuss the situation with the teacher, in private, alerting her to the feelings being expressed in the class. The teacher then has an opportunity to ease the tensions, or take matters further if necessary.
   Now try Question 2.
Question 2: Brad told Jocelyn “Don’t worry — just ignore him.”
Brad is:

A  Giving good advice. If Jocelyn confronts people like Mark, it will only make matters worse.
B  Giving good advice. It’s Brad’s role to speak to Mark on Jocelyn’s behalf.
C  Giving poor advice. It is unacceptable for Jocelyn to be harassed by another person. She should not just ‘ignore it.’

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOCELYN] “Why should I ignore this? Don’t I have a right to feel comfortable in the classes I attend? … or anywhere else for that matter!”
Like everybody else, Jocelyn has a right to live without harassment or victimisation. Her feelings should not be ignored or silenced. It sends the wrong message to her, to Mark, and to the rest of the class. Try another answer.

B  [JOCELYN] “I realise Brad has good intentions — but I’m an adult, not a child. He doesn’t need to act like my ‘representative’ to Mark.”
It’s not Brad’s role to speak to Mark on Jocelyn’s behalf. He should only do so if he is asked. Try another answer.

C  [JOCELYN] “That’s right, I don’t have to put up with this. Would you? Ignoring situations like this sends the message that it’s OK.”
Correct. Like everybody else, Jocelyn has a right to live without harassment or victimisation, and this right is protected by law. If she is being harassed or victimised, something needs to be done so that her rights are protected.
Now try Question 3.
Question 3: If Brad is not sure what to do if a student is being victimised he should:

A  Consult with the Disability Liaison officer.
B  Ask friends or family.
C  Get advice from a colleague.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Correct.
The Disability Liaison Officer can clarify what harassment, victimisation and discrimination is — so Brad will know if what he has observed is victimisation. The Disability Liaison Officer will also know the relevant policies, procedures and the legal obligations of the organisation, so they can advise on or assist with an appropriate course of action.
Now try Question 4.

B  Family or friends may not have had any formal training or experience in the legal aspects of harassment and victimisation, so their advice may be inappropriate or misinformed.
Try another answer.

C  Work colleagues may know something about the legal obligations in relation to harassment and victimisation, but there is always a risk that they do not completely know or understand.
It’s important that Brad gets it right. Try another answer.
**Question 4:** After class, Mark asks Brad to explain why Jocelyn has a time extension on her assessment. Brad’s explanation should be:

**A**  All people with a disability are allowed time extensions, to give them a better chance to complete assessments.

**B**  Jocelyn has had a tough life, and she needs all the help she can get. The time extension will build her confidence.

**C**  Because one of the effects of Jocelyn’s disability is a restricted ability to write, the extended time will allow Jocelyn the same opportunity as the other students to succeed with the assessment.

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

**A**  This is incorrect.
- Not all people with a disability require time extensions on assessments. Jocelyn’s time extension is an example of a ‘reasonable adjustment’ — it’s designed to give her an equal opportunity, not a ‘better chance.’ Try another answer.

**B**  Jocelyn is an independent person.
- The suggestion that she gets special or additional assistance because we should feel sorry for her is insulting and patronising. Try another answer.

**C**  Correct. Jocelyn’s time extension is an example of a ‘reasonable adjustment’.
- Reasonable adjustments are the actions that an organisation must implement to ensure people with a disability have access to opportunities and choices, the same as everybody else. In Jocelyn’s case, her mobility disability restricts her writing ability. The time extension will give her the opportunity to undertake the assessment, like everybody else. The decision to allow additional time is the result of a thorough assessment, and has been agreed to by the teacher.
- Now go to Scenario 3.
Delivery ideas for facilitators

**Tayla**

When Tayla delivered this program, she asked participants to draw on their experience and share any examples of where a student with a disability has been harassed or victimised. How did the student feel or respond? Was it reported or resolved?

She then asked participants to research the policies and procedures of the organisation, and provide feedback on what a support worker should do if they observe a person with a disability being harassed or victimised.

**Ada**

When Ada delivered the program, she gave the participants a definition of harassment and victimisation, taken from the Disability Standards for Education (2005):

‘*Harassment and victimisation includes an action taken in relation to the person’s disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.*’

Ada asked the participants to:

- Draw on their experience and give some examples of what may be seen as harassment or victimisation.
- Discuss their obligations in relation to ‘harassment and victimisation’ and the person they are supporting.
When Bernie delivered the program, he wanted to emphasise that good communication techniques can maintain open channels of communication, and help to avoid misunderstandings.

He gave his group of participants the following list, and asked them to select the practices that reflect good communication techniques — for people with and without a disability.

- Face the student when you are speaking to them.
- Listen carefully to what the student is saying.
- Clarify or confirm what you have heard by rephrasing or repeating back to the student.
- Speak clearly and in plain English.
- Present information in a logical order.
- Make sure any hand-written material is clear and legible.
- Make sure printed materials are clear, legible and in a suitable font size.
- Ask if the student has any questions or requires any further assistance.

All of these are examples of positive communication techniques that would benefit everyone. Bernie asked the group to extend this list.
Scenario 3: Student Support Services

In this scenario, a colleague tells Brad about an upsetting experience she’s just had with a person with a disability.
The script


[SUE] I had an interesting experience the other day, Brad.

[BRAD] Really? What?

[SUE — she’s discussing with Brad, not sounding malicious when she says ‘that woman’, just a term to describe her] I know you work with people with disabilities, but sometimes I find it really hard to deal with them. I had a run-in with that woman in the wheelchair.

[BRAD] Yeah, that’s Jocelyn. What happened?

[SUE — sounding a little upset] Well, she came to reception wanting information about accommodation, and I told her to go and talk to the Disability Liaison Officer. Anyway, she got really annoyed, and asked me why she couldn’t go straight to accommodation services.

[BRAD] Really?

[SUE] Yeah. She wasn’t happy at all — gave me a mouthful! But I thought the Disability Liaison Officer would be able to help her, given her obvious disability. What do you think?

[BRAD] Well, some people are a bit sensitive about things like that, but you probably suggested the right thing. I honestly don’t know if accommodation services has much experience in finding places for people with disabilities. If she comes in again, tell her to see me. I’ll help her out.
The questions

The questions for this scenario focus on:

- access to information and services, on the same basis as everyone else
- providing customer service to students with a disability
- maintaining a student’s privacy, dignity and respect
- using positive language when referring to a person with a disability.

Here are the questions from the CD-ROM for this scenario, with the correct answer highlighted. The learner is asked to click on the best answer for the question.
**Question 1:** Sue referred to Jocelyn as “that woman in the wheelchair”. She should have said:

A  “the woman who uses a wheelchair”
B  “the woman who is confined to a wheelchair”
C  “the disabled woman who uses a wheelchair”

**Feedback:** These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  

[JOCELYN] “Yes, I use a wheelchair. It gives me mobility. It doesn’t define who I am or what I can do.”

Correct. Language can be very powerful. Positive language has the power to give confidence, and remove barriers to participation. Here are some more examples of appropriate language to use when referring to somebody with a disability.

<table>
<thead>
<tr>
<th>MISUSE OF LANGUAGE</th>
<th>APPROPRIATE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled person</td>
<td>Person with a disability</td>
</tr>
<tr>
<td>Handicapped person</td>
<td>Person with a disability</td>
</tr>
<tr>
<td>Birth defect</td>
<td>Person with a congenital disability</td>
</tr>
<tr>
<td>Blind person</td>
<td>Person who is blind, or person with a visual impairment</td>
</tr>
<tr>
<td>Deaf</td>
<td>Person who is deaf</td>
</tr>
<tr>
<td>Epileptic</td>
<td>Person who has epilepsy</td>
</tr>
<tr>
<td>Schizophrenic, mental patient,</td>
<td>Person with a psychiatric disability</td>
</tr>
<tr>
<td>lunatic, neurotic, psycho, psychotic</td>
<td></td>
</tr>
<tr>
<td>Confined to a wheelchair</td>
<td>Person who uses a wheelchair</td>
</tr>
</tbody>
</table>

Now try Question 2.

B  

[JOCELYN] “Gosh, confined sounds like I’m completely restricted from doing anything, forever and ever!”

This is an incorrect assumption, being reinforced by language. Try another answer.

C  

[JOCELYN] “I hate being called a ‘disabled woman’. I’m a woman first — my disability does not define who I am.”

“Woman with a disability” or “woman with a mobility disability” is more appropriate.
Question 2: Brad thinks Sue ‘probably suggested the right thing’ when she advised Jocelyn to visit the Disability Liaison Officer for information about accommodation services. In fact, Sue should have:

A  Given Jocelyn a choice.
   “You can either go to accommodation services down the corridor, or see the Disability Liaison Officer in Building C.”

B  Offered to call accommodation services on Jocelyn’s behalf.
   “I’ll call accommodation services for you if you like, and ask them if they can help out someone with a disability.”

C  Given Jocelyn information about accommodation services, the same as everybody else.
   “Accommodation services will be able to assist you. Just go down the corridor and it’s the second door on your right.”

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOCELYN] “I don’t need to go to the Disability Liaison Officer for ‘help’! I get so frustrated when people assume I need to see the Disability Liaison Officer for everything, just because I use a wheelchair.”
   Jocelyn is an independent person, and she has a right to information the same as everybody else. Try another answer.

B  [JOCELYN] “I know Sue’s trying to be nice, but I do know how to use a phone!”
   Jocelyn is an independent person. Sue should only make the call if Jocelyn requests it. Try another answer.

C  [JOCELYN] “That’s the information I was after — the same as what all the other students would get.”
   Correct. Jocelyn is an independent person, and she has a right to information and services, the same as everybody else.
   Now try Question 3.
Question 3: Sue said “... but sometimes I find it really hard to deal with them (people with disabilities)”. Brad should advise her to:

A  Keep doing what she’s doing as she’s trying her best — and that is what’s most important.
B  Check the relevant workplace policies and procedures, and/or speak to the Disability Liaison Officer for advice.
C  Ask family and friends for advice.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  Sue is feeling uncomfortable about communicating to people with disabilities.
   “Trying her best” is not good enough. People with a disability have a right to expect good customer service from Sue, the same as everybody else. Try another answer.

B  Correct.
   The policies and procedures of a workplace will outline customer service requirements, as well as the legal obligations in relation to people with a disability. If Sue has any questions, issues or training needs, the Disability Liaison Officer will also be able to assist her.
   Now try Question 4.

C  Family or friends may know something about communicating with people with disabilities, but there is always a risk that they do not completely know or understand.
   They may not have had any training or experience, so their advice may be inappropriate or misinformed. Try another answer.
Question 4: Brad sees Jocelyn later that afternoon. As a support staff member, he should:

A  Take Jocelyn to accommodation services, to help her get what she wants.
B  Offer to give her the details of a real estate agent he knows, because he's not sure if accommodation services has much experience in finding places for people with a disability.
C  Refer her to accommodation services, like any other student.

Feedback: These are the pieces of feedback the learner will see on screen when they choose the corresponding answer.

A  [JOCELYN] “Who does he think he is?! I'm quite capable of doing it myself!”
   This is not appropriate. Brad should at least ask if Jocelyn requires any assistance. Try another answer.

B  [JOCELYN] “Why is he doing this? He's either being too nice, too nosy … or maybe he gets some sort of commission.”
   This is not appropriate. As a support worker, Brad needs to maintain a professional relationship with students. He also needs to remember that Jocelyn has a right to access the services offered by the organisation, the same as other students. Try another answer.

C  [JOCELYN] “It was good that Brad pointed me in the right direction. The people in accommodation services have been really helpful.”
   Correct. Brad understands that Jocelyn has a right to access services, like accommodation services, the same as other students. He can ask her if she needs any assistance accessing services and information. But he must ask. This gives her the option to request assistance, if she wants to.
Delivery ideas for facilitators

Frank

When Frank delivered this program, he arranged for the organisation's Disability Liaison Officer (DLO) to come and talk about their role and responsibilities in the organisation. The DLO was also asked to discuss how they can be of assistance to disability support staff.

Ada

When Ada delivered the program, she gave the participants information about ‘on the same basis’ in relation to access to student support services, taken from the Disability Standards for Education.

A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

Ada asked the participants to:

- discuss what ‘on the same basis’ means, in simple terms.
- draw on their experience and give some examples of ‘on the same basis’ in practice.
- discuss the impact of ‘on the same basis’ on the job they do.
Rob

When Rob delivered the program, he wanted to discuss the power of positive language. He made up card sets. The cards contained examples of inappropriate use of language, such as ‘Handicapped person’, and examples of appropriate use of language, such as ‘Person with a disability’ (See table below). He asked participants to work in pairs and match up the examples of inappropriate and appropriate use of language, and then record why — for example, why is it inappropriate to refer to someone as a ‘handicapped’ person?

He asked the pairs to feed back their thoughts to the whole group. He emphasised how attitudes and values are reflected in our use of language, and reinforced the important concept of person first. A person with a disability, a person who is deaf, etc.

<table>
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<th>WHY?</th>
<th>APPROPRIATE LANGUAGE</th>
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<tbody>
<tr>
<td>Disabled person</td>
<td>People are much more than their disability — they are a person first</td>
<td>Person with a disability</td>
</tr>
<tr>
<td>Abnormal</td>
<td>Negative term that implies failure to reach perfection</td>
<td>Specify the disability</td>
</tr>
<tr>
<td>Birth defect</td>
<td>We are all people first</td>
<td>Person with a congenital disability</td>
</tr>
<tr>
<td>Blind person</td>
<td>We are all people first</td>
<td>Person who is blind, or person with a visual impairment</td>
</tr>
<tr>
<td>Deaf</td>
<td>We are all people first</td>
<td>Person who is deaf</td>
</tr>
<tr>
<td>Epileptic</td>
<td>We are all people first</td>
<td>Person who has epilepsy</td>
</tr>
<tr>
<td>Schizophrenic, mental patient, lunatic, neurotic, psycho, psychotic</td>
<td>This language has contributed to myths attached to people who have a disability</td>
<td>Person with a psychiatric disability</td>
</tr>
<tr>
<td>Confinement to a wheelchair, wheelchair bound</td>
<td>A wheelchair provides mobility, not restriction</td>
<td>Uses a wheelchair, or is a wheelchair user</td>
</tr>
<tr>
<td>Cripple, crippled, deformed</td>
<td>Conveys a negative image of a twisted, ugly body</td>
<td>Has a physical or mobility disability</td>
</tr>
</tbody>
</table>
Appendix

Useful resources

Australian Disability Clearinghouse on Education and Training, www.adcet.edu.au [accessed 06.12.05].


