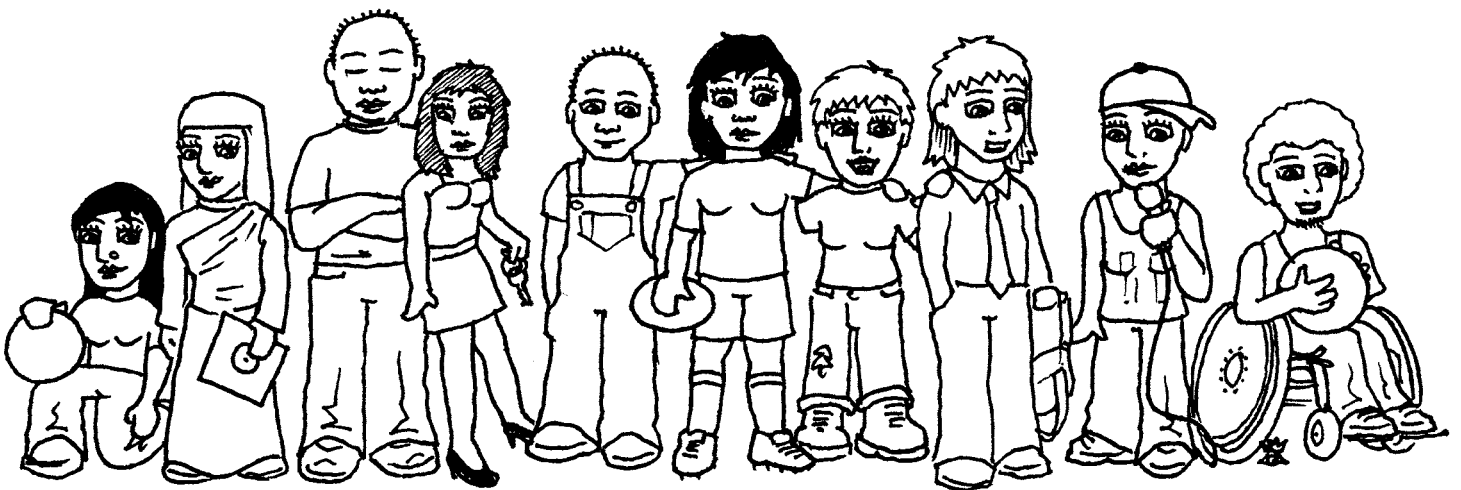


# Opening the doors

*A 'Do It Yourself' Access and Equity manual  
for working with young people*



*Produced by YAPA and the Access Project Reference Group  
for the Nepean Better Futures Strategy*

## Opening the Doors

This is one chapter of **Opening the Doors**. The other chapters are:

- What is Access and Equity?
- What does the law require me to do about Access & Equity?
- What does my funding body require me to do about Access & Equity?
- Young people with a disability
- Aboriginal and Torres Strait Islander young people
- Gay, lesbian, bi-sexual and transgender young people
- Early school leavers
- Rural and geographically isolated young people
- Young women
- Young parents
- Refugee and migrant young people
- Young people with mental health issues
- Young people involved with the juvenile justice system

**Opening the Doors** is only available online. You can:

- browse the publication in a series of web pages
- download individual chapters as PDF files
- download the whole publication as a PDF (large file: 2.4 MB – broadband recommended).

[www.yapa.org.au/openingdoors](http://www.yapa.org.au/openingdoors)

**Enquiries:** info@yapa.org.au (02) 9319 1100 or 1800 627 323

**Produced** by YAPA & the Nepean Access Project Reference Group for the Nepean Better Futures Strategy.

**Drawings:** Colin Stokes.

**Design:** Breakout Design & Print [www.breakout.net.au](http://www.breakout.net.au) 02 9660 9111

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**Disclaimer:** This manual is a general guide for NSW services designed specifically for the Nepean Region (Blue Mountains Penrith & Hawkesbury). The producers of the manual took reasonable care to ensure that all information was correct as of 2005. However government regulations, laws and standards are complex and do change over time. This document is not intended as legal advice. You should seek clarification on legal matters through other publications and authorities.

# How to use the checklists

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**We have developed some checklists to get you thinking about how your service is performing on access and equity issues.**

It is best if you can work through these activities with your management committee or staff team, but you can also do these activities by yourself.

## **Steps**

1. Read through each checklist and answer yes or no to each question
2. You now have some guidelines for what you are doing well (your yes responses) and some goals for how you can improve (your no responses)
3. Prioritise each of your no responses
4. Choose 3 – 5 goals to work on in the next month and write a plan of how and when you will achieve them. You may want to include your plans in your work plan or strategic plan.
5. Once you have achieved one of your goals you can record your action as a new achievement and choose another goal from the remaining items on your list.
6. Keep other people, including your management committee, informed of your progress and share good ideas and examples with your colleagues and your youth network.

# WORKING WITH ... YOUNG PEOPLE WITH A DISABILITY

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## DEFINITION

When most people think of the word “disability” they immediately picture someone in a wheelchair. But there are many different types of disability.

People with a disability may include :

- people who are blind or partially sighted
- people with learning or intellectual disabilities
- people who are deaf or hearing impaired
- people with a physical disability
- people with long term illnesses
- people with mental health or psychological difficulties
- people with an acquired brain injury
- once existed but don't any more, for example, a person who has had a back injury, a heart attack or an episode of mental illness, or
- may exist in the future, for example, a person with a genetic predisposition to a disease, such as Huntington's disease or heart disease or a person who is HIV positive, or
- someone thinks or assumes a person has. <sup>26</sup>

According to the World Health Organisation, a disability is ...“any restriction or lack (resulting from any impairment) of ability to perform an activity in the manner or within the range considered normal for a human being” .<sup>26</sup>

A *disability* includes those that: are present, or

## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**



It is likely that some of the young people who already use your service are young people with disabilities.

### **DEMOGRAPHICS**

In NSW 8% of 15-24 year olds have a disability.<sup>2</sup>

However people with disabilities are under-represented in many services and activities.

### **TERMINOLOGY**

*“Language is critical in shaping and reflecting our thoughts, beliefs, feelings and concepts. Some words by their very nature degrade and diminish people with a disability”<sup>13</sup>*

The term *disabled young person* tends to convey a message that the only thing worth mentioning about a person is their disability. It is better to say *young person with a disability* as this emphasises the person first without denying the reality of the disability.

Terms such as *cripple, spastic, handicapped, invalid* are derogatory, offensive and you should avoid them.

Sometimes people with a disability are compared to *normal people*. This implies that the person with a disability is abnormal and ignores the fact that everyone has their own unique identity and abilities. For comparisons you could say *other people* instead.

### **OVERVIEW OF THE NEEDS AND ISSUES**

Young people with disabilities have many things in common with other young people. They like to go out, make friends, be independent and have fun.

Your service could offer many things for young people with disabilities.

Some young people with a disability may need some extra assistance to participate in your service, but so do some other young people who use your service, such as young people who are shy or those who are having problems at home.

Young people with a disability don't expect you to be an expert or have specialist training. In fact they may want to use your service because you are **not** a specialised disability service.

Many young people with a disability have limited social contact. They may go to a specialised school or workplace where their friends live far away from them, they may have difficulties with transport or their parents may be overprotective. A generalised service may be just what they are looking for.

Under the *Disability Discrimination Act 1992*, it is unlawful to discriminate against a person on the grounds of their disability in the provision of goods and services, education, sports, access to public facilities and accommodation.

If you look beyond a disability you will see an individual with feelings, emotions, hopes, dreams and abilities. You will find someone who has many things in common with you.

### **PRACTICAL TIPS**

The biggest barrier that faces people with a disability is often the attitudes of other people!

The most important thing to remember is to show respect, acceptance and dignity to all young people you work with, including young people with disabilities.

Here are some tips to help you communicate and work with people with a disability.



## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

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### **Be supportive**

Be supportive and welcoming. Remember that the young person may be feeling nervous if it is their first time in visiting your service. Try and reassure them and get them involved in group or team activities or introduce them to some of the other young people using your service.

If you normally shake hands with young people, then you can offer to shake hands with someone with limited hand use or an artificial limb, or shake their left hand. If the person cannot shake hands you can touch the person on the arm to welcome them.

### **Ask before you assist**

If you think someone needs help, ask them, don't assume that they need your help. If they say yes, ask them what they want you to do before you act. If they say no, accept their answer, rather than keep asking them, eg. "Are you sure? I don't mind."

### **Focus on the person**

When speaking with a young person with a disability who is accompanied by a parent, carer or friend speak directly to the young person with the disability. If you have a conversation for more than a few moments with someone in a wheelchair or sitting down, pull up a chair or squat down so you are communicating at eye level.

### **Don't bombard them**

Don't overload them with too much information or questions. Pace yourself according to their level of comprehension and confidence.

### **Respect personal space and property**

Never lean on a wheelchair as it is the personal space of the owner. Never move personal

property such as a wheelchair or walking aid away from a person with a disability, as they will usually feel more comfortable if it remains within their reach. Don't offer to hand their equipment to them unless they request it.

### **Hearing impairment**

- Try and minimise noisy surroundings and distractions such as loud music when you are communicating.
- To get their attention tap the person lightly on the shoulder or wave your hand.
- Face the person and speak slowly. Don't eat, smoke or put your hands near your mouth when you are talking to them. Make sure you are in a lighted area.
- Remember that not all deaf people can lip read.
- Don't shout as this makes it harder to lip read and can interfere with the sound through a hearing aid.
- You can always write something down if you are unable to communicate.
- Consider whether a TTY phone system would be of benefit to your service. (A TTY phone system is designed for people who have a hearing or speech impairment. TTY works by sending typed messages between two people who have TTY phones).
- Have a website that is compatible with voice activated software. (This software audibly reads out written text on websites).

### **Visual impairment**

- Ensure your promotional material is printed on white paper in a plain font such as Arial and at least 12 point.

## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**



- Don't presume that someone with a visual impairment is completely blind. Ask them what they can see. For example they might not be able to recognise someone across a room but can see printed material when held very close.
- To guide someone in a particular direction always offer your arm, rather than grabbing their arm or pushing them in the direction.
- When meeting someone identify yourself and others who are in the room. When communicating in a group setting say their name before asking a question or speaking directly to them, so they know you are speaking directly to them.
- When purchasing computers for the use of your clients choose a larger monitor.
- For a first time visitor, describe your venue setting and the equipment and facilities that are available and their location in the room. For example "the kitchen is on your left hand side".
- Don't leave someone in an open area without saying that you are leaving and leading them back to a landmark so they know where they are.
- Guide dogs are specially trained to assist, they are not pets. Don't pat them or feed them while they are in their harness as this will distract them from their job. Make sure other young people in the group know how to treat the guide dog.

### **Speech impairment**

- Don't feel embarrassed or guilty if you can't understand the person you are speaking to. Don't pretend to understand them if you do not. The person with a disability has, most likely, experienced this before and

won't be surprised if they are sometimes not understood. Be patient and repeat what you have understood, their response will provide some guidance as to whether you were correct in your understanding.

- Be patient and wait for the person to finish what they are saying rather than interrupting and trying to guess what they are saying.
- If you are having trouble communicating try asking questions that require only a short answer, or use other communication methods such as writing or letter boards.

### **Learning disability or intellectual disability**

- Don't rush or overload the person.
- Use clear language and check that they have understood what you have said.
- Be patient and allow them extra time.

### **Brain Injury**

The Brain Injury Association of NSW provides the following advice to services who work with a young person with a brain injury: <sup>23</sup>

- If the young person has difficulty concentrating then provide a regular routine in your program, give verbal reminders and reduce distractions including noise distractions.
- If the young person has difficulty understanding other people's point of view or talks over other people in a conversation then verbally prompt them to consider the views of others and encourage them to take turns in conversations.
- If the young person behaves in inappropriate ways then provide clear,



## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

non-threatening feedback about the behaviour and suggest alternatives.

- If the young person loses their temper easily then encourage the person to walk away from what is making them angry and talk with the person about what may make them angry and help them work out how to avoid these things.
- If the young person finds it hard to remember appointments or the things people say then remind the person verbally, provide a regular routine at your program and encourage them to use a diary to remind themselves of tasks and events.
- If the young person gets tired quickly or takes longer to do activities then schedule in extra time for each activity or break the task into smaller sections and have regular breaks.

### **Mental illness**

For information on working with young people with a mental illness please see the separate section in this manual.

Sometimes people feel nervous or uncomfortable around people with disabilities because they don't know what to do or what might offend them. If you don't know what to do just ask. Let them know that you are available, approachable and willing to help. For example you can say 'If you need anything just let me know.'

Don't be embarrassed if you say the wrong thing that relates to their impairment such as "see you tomorrow" to someone who is blind. The person has probably heard this before and won't usually be offended.

Be yourself. Talk about the same things as you would with anyone else.

### **Confidentiality**

Young people with a disability have the right to access your service without having to share unnecessary personal information such as details about their disability.

A person with a disability can experience discrimination, or simply be sick of being constantly asked about their disability, so they may be unwilling to provide you with details about their disability.

If you feel you **need** to know about a disability to improve the way that you provide your service or activity you can ask the young person directly.

For example you may need to know about physical barriers that could prevent them from participating in a particular activity and whether any extra assistance or support is required.

## WORKING WITH ... **YOUNG PEOPLE WITH A DISABILITY**



You should respect the privacy rights of people with a disability.

At the same time you don't need to ignore the disability or pretend that it does not exist.

### **COMMON MYTHS**

#### **Myth 1: People with disabilities are helpless**

Don't assume that someone with a disability needs your help. A young person who doesn't need help may (understandably) feel very frustrated that other people are constantly trying to take over tasks that they can do themselves. If you think someone needs help, ask them first. If they say yes, ask them what to do before you act.

Most young people with a disability want opportunities to be independent and have control over their own life. They want to be able to look after themselves rather than be looked after.

*"I know that a lot of people feel they should do everything for people because they feel sorry for them ... but I would rather do things for myself than have other people do them for me and then be expected to be grateful even if I do not like the way they were done"*

- Stephen, a young person with a disability

*"Some people can be patronising, even condescending or are too helpful. I've been referred to in the past as a poor handicapped boy. Some go out of their way to aid me and often embarrass me in the process"*

- Paul, a young person with a disability

*"I hate it when people treat me specially because I look different. I don't want to be treated specially. I just want the same deal as everybody else. I did not want people to fuss over me, only do what I asked and leave it at that. Fussing just makes me feel either useless or angry, and getting the message across without being rude isn't easy".*

- Peter, a young person with a disability

Just because someone has a disability doesn't mean they don't have abilities. On you might be surprised to learn that they have talents and abilities that other people might not have.

Don't assume that someone with a disability cannot get involved or is not interested in getting involved with your program.

#### **Myth 2: People with disabilities need sympathy**

People with disabilities do not need sympathy or pity. They also don't need to be told that they are brave or courageous for living with a disability. Some young people with disabilities are brave, some are not, just like everyone else. People with disabilities do not need to be treated as children, they need opportunities to maximise their independence.

#### **Myth 3: People with disabilities are sick**

A disability is not necessarily a sickness. Many people with disabilities are healthy and free of disease.



**Myth 4: People with a physical disability also have an intellectual disability**

Just because someone has a physical disability doesn't mean that they have an intellectual disability as well. Less than one third of people with a physical disability also have an intellectual disability.

Just because someone has difficulty speaking to you does not mean that they have difficulty understanding what you say. It can be really frustrating for someone with a physical disability who has average or above average intelligence to be constantly spoken down to or be spoken to in "baby talk".

**Myth 5: People with disabilities have trouble hearing**

Some people yell or raise their voices when talking to someone who is blind, in a wheelchair or have some other sort of physical disability. When communicating with someone with a disability speak in a normal tone of voice unless they ask you to speak louder.

**Myth 6: All disabilities are obvious**

Not all disabilities are obvious. In fact it is likely that some young people using your service have a disability that you don't know about. Don't assume that you need to know if someone has a disability.

**Myth 7: People with disabilities only want to hang out with each other**

The reason most of us make friends with particular people is because we get along well with each other and have common interests. People with disabilities are no different. Most like to have a range of friends including those with and without a disability.

**Myth 8: People with disabilities aren't interested in or cannot have sex**

Adolescence is a time when young people develop an interest in sex and become more aware of their sexuality. This is normal for all young people, including young people with a disability. Many people (and some parents) treat young people with a disability like children, and are shocked when they are interested in or have a girlfriend or boyfriend.

There is no reason why having a disability means that someone does not have an interest in relationships or sex!

**Myth 9: All people with disabilities are the same**

People with disabilities are individuals. Not all individuals are the same. Not all disabilities are the same. For example two people with a visual impairment may have different needs and abilities. Partly this will be as a result of the cause of the disability, their particular impairment, upbringing, experience and ability. The effects of disability differ from person to person.

Even if you know someone else with the same disability don't assume that you know how a person thinks, feels or acts.

**Myth 10: People with disabilities are conservative**

This is a stereotype. People with disabilities have different values, tastes and styles just like everyone else. Some are conservative and some are not.

# WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**



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# Young people with a disability

## How accessible is your service?

**Use this checklist to identify how you can improve your service for young people with disabilities**

### Physical access to your venue

- People can be dropped off and picked up from your venue, close to the entrance of your venue. . . . .  Yes  No
- There is a clear path to your venue, which is well maintained, free of hazards and lit at night . . . . .  Yes  No
- There are designated accessible car spaces located close to the entrance of your venue . . . . .  Yes  No
- Designated car spaces are marked with the international access symbol . .  Yes  No
- Your service ensures that the designated car spaces are only used by people with a disability . . . . .  Yes  No
- Your venue is wheelchair accessible . . . . .  Yes  No
- The main entrance or the accessible entrance is obvious or clearly signposted . . . . .  Yes  No
- Hand rails are provided on all ramps and stairs. . . . .  Yes  No
- Ramps and stairs are well lit at night . . . . .  Yes  No
- Ramps are built according to disability standards, ie. not too steep. . . . .  Yes  No
- Stairs are slip resistant. . . . .  Yes  No
- Doorways are a minimum of 850mm in width . . . . .  Yes  No
- Your venue and venue entrance is free of hazards that block pathways (such as bikes, school bags, brochure stands, pot plants) . . . . .  Yes  No
- Floor surfaces are even and slip resistant . . . . .  Yes  No
- Your venue uses colour differentiation between ceilings, walls, doors and floors.  Yes  No
- Door handles, door bells, brochures and promotional material are at the right height for wheelchair users . . . . .  Yes  No
- There are designated accessible toilets and change rooms . . . . .  Yes  No
- Accessible toilets have a grab rail next to the toilet and there is enough room for a person to manoeuvre themselves from the wheelchair to the toilet.
- Taps and handrails are within reach of wheelchair users . . . . .  Yes  No
- Signs indicate all important features such as the reception, toilet . . . . .  Yes  No
- Signs use symbols rather than words whenever possible. For example a symbol of a woman, rather than the word “women” on a toilet door. . . .  Yes  No
- Signs use dark writing or symbols on a white background.
- Any writing is in a plain font such as Arial and is in a large point size. . . .  Yes  No
- If people need to wait for your service, seating is provided . . . . .  Yes  No

## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**



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You use warning signs for entertainment events that use strobe lighting or smoke machines .....  Yes  No

Your service has transport arrangements for young people who have difficulty in getting to your service.....  Yes  No

*Making your service more accessible is likely to make it safer and more accessible for other people who visit your service such as young parents with prams, or people who cannot read English. It could also help you meet your public liability and workplace safety responsibilities.*

### **Promoting your service**

Promotional flyers use a dark coloured print on a light background, pictures, symbols and diagrams, a plain font such as Arial, at least 12 point font size (minimum for people with a visual impairment) .....  Yes  No

Promotional flyers are easy to read, use basic English and no jargon.....  Yes  No

Photos and drawings of young people in promotional material feature a range of young people, including young people with disabilities. Consider including graphics designed by a young person with a disability. .  Yes  No

Promotional flyers state if you have wheelchair access .....  Yes  No

You network with, and provide promotional material to, a wide range of services, including disability services .....  Yes  No

Young people can phone, SMS (text), email or fax your service, or your service has a TTY phone system. (A TTY phone system is designed for people who have a hearing or speech impairment. TTY works by sending typed messages between two people who have TTY phones)..  Yes  No

Your website meets disability standards .....  Yes  No



## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

### **Staff and volunteer awareness**

Staff and volunteers have been trained in basic disability awareness . . . . .  Yes  No

Staff and volunteers know how to communicate with a young person

who has a hearing impairment . . . . .  Yes  No

visual impairment . . . . .  Yes  No

speech impairment . . . . .  Yes  No

learning difficulty or intellectual disability . . . . .  Yes  No

brain injury . . . . .  Yes  No

mental health issue . . . . .  Yes  No

Staff and volunteers have strategies in place for promoting friendships

among young people attending programs, such as group and team activities . .  Yes  No

You consider employing a specialist disability worker . . . . .  Yes  No

### **Partnerships and networks**

You have a referral list of disability services for young people and their families  Yes  No

Your service works in partnership with disability services to

make your service accessible . . . . .  Yes  No

You provide information about your service to disability services . . . . .  Yes  No

### **Participation in decision making**

Young people with a disability are involved in decision making,

such as having input about how services are run, being involved in

informal consultations, the youth committee or management committee. . .  Yes  No

# WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

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# Contact services

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## Services in the Nepean

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### Penrith Disabilities Resource Centre

**Phone:** (02) 4732 2363  
**Fax:** (02) 4722 8168  
**Address:** 114 – 166 Henry St, Penrith  
**Email:** [pdrc@pdrc.org.au](mailto:pdrc@pdrc.org.au)  
**Web:** [www.pdrc.org.au](http://www.pdrc.org.au)

**Description:** Provides a local disabilities information, referral and advocacy service for people with all types of disabilities, their families, carers and advocates. works with local residents with disabilities to raise issues and concerns that affect them.

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### Nepean Area Disabilities Organisation

**Phone:** (02) 4731 3330  
**Fax:** (02) 4721 1333  
**Address:** 114 – 166 Henry St, Penrith  
**Email:** [bsirocic@nado.org.au](mailto:bsirocic@nado.org.au)  
**Web:** [www.nado.org.au](http://www.nado.org.au)

**Description:** Services include *Keen Teens* – social programs and flexible respite for teenagers with disabilities.

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### Penrith Association for People with Disabilities (PATH)

**Phone:** (02) 4721 0866  
**Fax:** (02) 4721 0805  
**Email:** [path@pnc.com.au](mailto:path@pnc.com.au)

**Description:** Provides information, support and advocacy for children, young people and adults with disabilities and their carers, families and friends. Assists children and young people with disabilities to take part in community recreational activities.

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### NOVA Employment

**Phone:** (02) 4721 3335  
**Fax:** (02) 4721 3992  
**Email:** [novapenrith@novaemployment.com.au](mailto:novapenrith@novaemployment.com.au)  
**Web:** [www.novaemployment.com.au](http://www.novaemployment.com.au)

**Description:** Assists young people with a mild to moderate intellectual disability in locating and obtaining open employment, Offers a support program once clients are employed.

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### Blue Mountains City Council, Community Development / Disability Support Officer

**Phone:** (02) 4780 5000

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### Hawkesbury City Council, Aged and Disability Officer

**Phone:** (02) 4560 4444

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### Penrith City Council, Disability Officer

**Phone:** (02) 4732 7777

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### Bridges Disability Services Hawkesbury Inc

**Phone:** (02) 45 87 0222  
**Fax:** (02) 45 87 0200  
**Email:** [tracey.mckinnon@peppercornservices.asn.au](mailto:tracey.mckinnon@peppercornservices.asn.au)

**Description:** Recreational and respite programs for children and adults with moderate to severe disabilities in the Hawkesbury LGA. An ATLAS program for school leavers with moderate to severe disabilities.

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### Anglicare, Outer West Regional offices

**Phone:** (02) 9832 2300  
**Fax:** (02) 9832 1934  
**Address:** 20 Westminster St,  
Rooty Hill 2766

**Email:** [rootyhill@anglicare.org.au](mailto:rootyhill@anglicare.org.au)

**Description:** Westlink services include peer support (for 14 – 18 yrs) and vacation camps (10 – 18yrs)

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### Commonwealth Rehabilitation Service

**Phone:** (02) 4723 7711  
**Fax:** (02) 4723 7710  
**Address:** Level 1, 95 Henry St, Penrith  
**Web:** [www.crsrehab.gov.au](http://www.crsrehab.gov.au)

**Description:** Assists people with a disability or injury to obtain and maintain employment.

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## WORKING WITH ... **YOUNG PEOPLE WITH A DISABILITY**

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### **The Spastic Centre of NSW, Penrith Centre**

**Phone:** (02) 4732 2700  
**Fax:** (02) 4732 2803  
**Address:** 252 High St, Penrith 2750  
**Web:** [www.thespasticcentre.org.au](http://www.thespasticcentre.org.au)  
**Description:** A range of services to children aged to 18 years with cerebral palsy or similar disability.

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### **West Club**

**Phone:** (02) 4721 8187  
**Fax:** (02) 4721 1892  
**Email:** [westworks@pnc.com.au](mailto:westworks@pnc.com.au)  
**Description:** Social and recreational club for people with a mental illness.

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### **Westworks**

**Phone:** (02) 4721 8187  
**Fax:** (02) 4721 1892  
**Email:** [westworks@pnc.com.au](mailto:westworks@pnc.com.au)  
**Description:** Transitional supported employment and other work related activities for people with mental illness or psychiatric disabilities.

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## **Statewide services**

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### **Physical Disability Council of NSW**

**Phone:** (02) 9552 1606  
**Freecall:** 1800 688 831  
**Fax:** (02) 9552 4644  
**Email:** [pdcnsw@pdcnsw.org.au](mailto:pdcnsw@pdcnsw.org.au)  
**Web:** [www.pdcnsw.org.au](http://www.pdcnsw.org.au)

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### **Brain Injury Association of NSW**

**Phone:** (02) 9749 5366  
**Freecall:** 1800 802 840  
**Fax:** (02) 9749 5608  
**Email:** [mail@biansw.org.au](mailto:mail@biansw.org.au)  
**Web:** [www.biansw.org.au](http://www.biansw.org.au)

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### **Royal Blind Society of NSW**

**Phone:** (02) 9334 3333  
**Freecall:** 1300 134 560  
**TTY:** (02) 9334 3260,  
TELEBRAILLE (02) 9334 3466  
**Fax:** (02) 9747 5993  
**Email:** [clientliaison@rbs.org.au](mailto:clientliaison@rbs.org.au)  
**Web:** [www.rbs.org.au](http://www.rbs.org.au)

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### **Blind Citizens Australia, NSW Branch**

**Phone:** (02) 9744 7366  
**Email:** [sydney@bca.org.au](mailto:sydney@bca.org.au)  
**Web :** [www.bca.org.au](http://www.bca.org.au)

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### **The Spastic Centre**

**Phone:** (02) 9451 9022  
**Freecall:** 1300 888 378  
**Fax:** (02) 9451 4877  
**Email:** [scnsw@tscnsw.org.au](mailto:scnsw@tscnsw.org.au)  
**Web:** [www.thespasticcentre.org.au](http://www.thespasticcentre.org.au)

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### **Disability Complaints Service**

**Phone:** (02) 9319 6549  
**Freecall:** 1800 424 007  
**TTY:** (02) 9318 2138  
**Fax:** (02) 9318 1372  
**Email:** [pwd@pwd.org.au](mailto:pwd@pwd.org.au)  
**Web:** [www.post-polionetwork.org.au/dcs.html](http://www.post-polionetwork.org.au/dcs.html)

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### **NSW Disability Discrimination Legal Centre**

**Phone:** (02) 9310 7722  
**Freecall:** 1800 800 708  
**TTY:** (02) 9310 4320, 1800 644 419  
**Fax:** (02) 9310 7788  
**Email:** [info@ddlcnsw.org.au](mailto:info@ddlcnsw.org.au)  
**Web:** [www.ddlcnsw.org.au](http://www.ddlcnsw.org.au)

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### **Deafness Resources Australia**

**Phone:** (02) 9895 2970  
**Freecall:** 1800 555 201  
**TTY:** (02) 9895 2971, 1800 555 203  
**Fax:** (02) 9895 2972  
**Email:** [dra@deafnessresources.net.au](mailto:dra@deafnessresources.net.au)  
**Web:** [www.deafnessresources.net.au](http://www.deafnessresources.net.au)

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## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

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### **Deaf Society of NSW**

**Phone:** (02) 9893 8555  
**Freecall:** 1800 893 855  
**TTY:** (02) 9893 8858  
**Fax:** (02) 9893 8333  
**Email:** [info@deafsociety.com](mailto:info@deafsociety.com)  
**Web:** [www.deafsocietynsw.org.au](http://www.deafsocietynsw.org.au)

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### **Deaf Education Network**

**Phone:** (02) 8845 9444  
**TTY:** (02) 8845 9411  
**Fax:** (02) 8845 9455  
**Email:** [den@deaf.nsw.edu.au](mailto:den@deaf.nsw.edu.au)  
**Web:** [www.deaf.nsw.edu.au](http://www.deaf.nsw.edu.au)

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### **Association of Genetic Support of Australasia (AGSA)**

**Phone:** (02) 9211 1462  
**Fax:** (02) 9211 8077  
**Email:** [agsa@ozemail.com.au](mailto:agsa@ozemail.com.au)  
**Web:** [www.agsa-geneticsupport.org.au](http://www.agsa-geneticsupport.org.au)

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### **Spinal Cord Injuries Australia**

**Phone:** (02) 9661 8855  
**Freecall:** 1800 819 775  
**Fax:** (02) 9661 9598  
**Email:** [information@spinalcordinjuries.com.au](mailto:information@spinalcordinjuries.com.au)  
**Web:** [www.spinalcordinjuries.com.au](http://www.spinalcordinjuries.com.au)

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### **PARAQUAD NSW**

**Phone:** (02) 8741 5600  
**Freecall:** 1800 424 096  
**Fax:** (02) 8741 5650  
**Email:** [paraquad@paraquad.nsw.asn.au](mailto:paraquad@paraquad.nsw.asn.au)  
**Web:** [www.paraquad-nsw.asn.au](http://www.paraquad-nsw.asn.au)

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### **The Northcott Society**

**Phone:** (02) 9890 0100  
**Freecall:** 1800 506 071  
**Fax:** (02) 9683 2827  
**Email:** [enquiry@northcott.com.au](mailto:enquiry@northcott.com.au)  
**Web:** [www.northcott.com.au](http://www.northcott.com.au)

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### **Autism Association of NSW**

**Phone:** (02) 8977 8300  
**Freecall:** 1800 069 978  
**Fax:** (02) 8977 8399  
**Email:** [contact@aspect.org.au](mailto:contact@aspect.org.au)  
**Web:** [www.autismnsw.com.au](http://www.autismnsw.com.au)

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### **Carers NSW**

**Phone:** (02) 9280 4744  
**Fax:** (02) 9280 4755  
**Email:** [contact@carersnsw.asn.au](mailto:contact@carersnsw.asn.au)  
**Web:** [www.carersnsw.asn.au](http://www.carersnsw.asn.au)

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### **DeafBlind Association NSW**

**Phone:** (02) 9744 0160  
**TTY:** (02) 9334 3260  
**Fax:** (02) 9334 5993  
**Email:** [dbansw@gpo.com.au](mailto:dbansw@gpo.com.au)

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### **Accessible Arts**

**Phone:** (02) 9251 6499  
**Fax:** (02) 9251 6422  
**Email:** [info@aarts.net.au](mailto:info@aarts.net.au)  
**Web:** [www.aarts.net.au](http://www.aarts.net.au)

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### **NSW Council for Intellectual Disability**

**Phone:** (02) 9211 1611  
**Freecall:** 1800 424 065  
**Fax:** (02) 9211 2606  
**Email:** [mail@nswcid.org.au](mailto:mail@nswcid.org.au)  
**Web:** [www.nswcid.org.au](http://www.nswcid.org.au)

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### **Down Syndrome NSW**

**Phone:** (02) 9683 4333  
**Fax:** (02) 9683 4020  
**Email:** [admin@dsansw.org.au](mailto:admin@dsansw.org.au)  
**Web:** [www.dsansw.org.au](http://www.dsansw.org.au)

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### **Intellectual Disability Rights Service**

**Phone:** (02) 9318 0144  
**Freecall:** 1800 666 611  
**Fax:** (02) 9318 2887  
**Email:** [info@idrs.org.au](mailto:info@idrs.org.au)  
**Web:** [www.idrs.org.au](http://www.idrs.org.au)

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## WORKING WITH ...**YOUNG PEOPLE WITH A DISABILITY**

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### **Multicultural Disability Advocacy Association of NSW (MDAA)**

**Phone:** (02) 9891 6400  
**Freecall:** 1800 629 072  
**TTY:** (02) 9687 6325  
**Fax:** (02) 9635 5355  
**Email:** [mdaa@mdaa.org.au](mailto:mdaa@mdaa.org.au)  
**Web:** [www.mdaa.org.au](http://www.mdaa.org.au)

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### **Auslan (sign language) Interpreting Services**

**Freecall :** 1800 893 855  
**TTY:** (02) 9833 8858  
**Web:** [www.deafsocietynsw.org.au](http://www.deafsocietynsw.org.au)

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### **NSW Sport and Recreation, Disability Education Program**

**Phone:** (02) 9006 3700  
**TTY:** (02) 9006 3701  
**Email:** [info@dsr.nsw.gov.au](mailto:info@dsr.nsw.gov.au)  
**Web:** [www.dsr.nsw.gov.au](http://www.dsr.nsw.gov.au)

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### **Mental health services**

Contact details for mental health services are located in the mental health section of this manual.

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