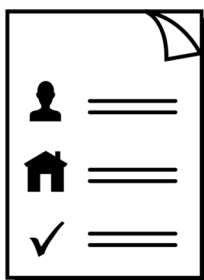# How to hear ideas
from people with disability

Good practice guidelines

Easy Read

About this booklet

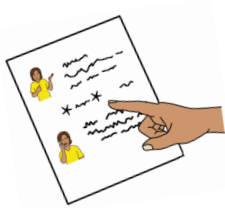This booklet is from the Department of Social Services.

In this booklet, **we** means the Department.

You can read more information about this topic on our website at disabilitygateway.gov.au/ads

This booklet is written in a way that is easy to understand.

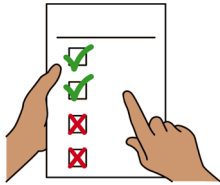We add a star before and after ***hard words***. Then we explain what the words mean.

You can ask someone to help you read and understand this booklet.

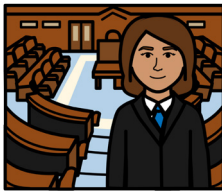Contact information is at the end of this booklet.

Good practice guidelines

We wrote *good practice guidelines* to help people run good activities with people with disability.

We will call them **guidelines**.

The guidelines help people who work in different organisations.

For example

- government

- businesses

- not for profit groups.

The guidelines are part of Australia's Disability Strategy from 2021 to 2031.

The guidelines can be used for different activities.

For example

- when doing *research*

- when testing ideas

- when making plans.

Research means we ask questions to learn more about something.

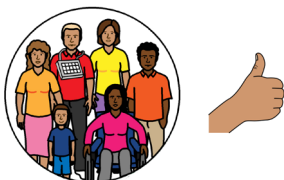## Why are the guidelines important?

People with disability should have a say about things that are important to them.

When people with disability share their ideas

- it makes products and services better

- it makes our community better.

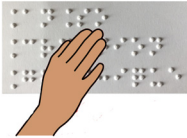The guidelines help make activities good for people with different needs.

For example, people who need help to
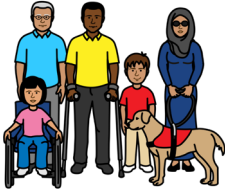
- move

- hear

- see

- speak

- understand

- remember.

How did we make the guidelines?

We talked to people across Australia.

For example

- people with disability

- people from disability groups
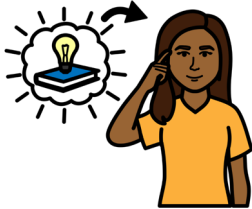
- people who give disability services.

We also did research and testing with people who might use the guidelines.

The guidelines were written by a team that included people with disability.

The guidelines have 5 main ideas

1. *Respect*

Respect means

- you want to learn from people and their experiences

- you want to hear ideas from people at different stages of a project

- you include people's ideas in your project.

2. *Responsibility*

Responsibility means

- you make sure activities work for people with different needs
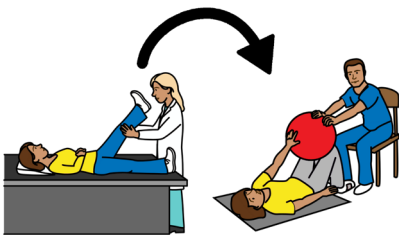
- you find ways to include everyone

- you learn from your mistakes and make things better next time.

3. *Flexibility*

Flexibility means you change activities to meet people's needs.

4. *Safety and trust*
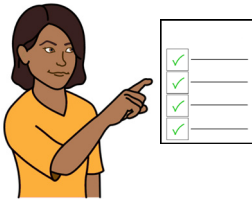
Safety and trust means

- you think about what people need and want

- you make sure people are heard.

5. *Follow up*

Follow up means

- you tell people how their ideas will make things better

- you tell people about next steps
  - for example, when people can read the final report

- you tell people if you do **not** use their ideas and why.

How to run accessible activities

The guidelines help people think about how to include people with different needs when they

- design the activity

- plan the activity

- do the activity

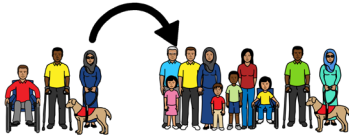- follow up after the activity.
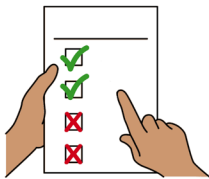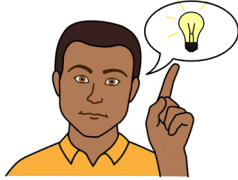
Design the activity

Think about

- what kind of activity will help you reach your goals

- how you can make the activity accessible

- how many people you want to do the activity

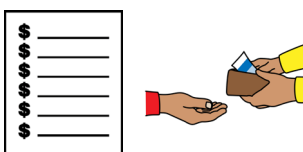- other groups that might help with the activity.

Also think about

- how you will tell people about the activity
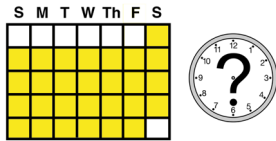
- how to find people for the activity

- the costs and how to pay people in a fair way.
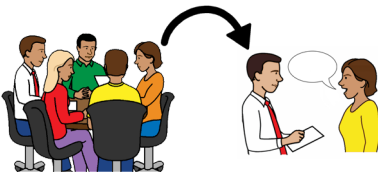
Accessible design

Think about

- where you might run the activity

  – for example, online or in person

- when you might do the activity

  – for example, the day and time

- how much it might cost people to be part of the activity

- how the activity might work

  – for example, meet with people in a group or by themselves.

Make the activity good for people with disability

Think about

- how to hear ideas from everyone

- how to make people feel welcome

- how to thank people for doing the activity.

Follow *ethical standards*

Ethical standards are guides to make sure people with disability are safe and happy when they do the activity.
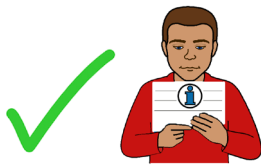
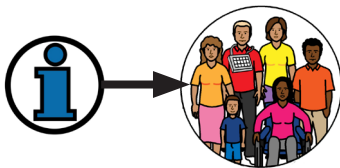For example, guides about how to keep personal information safe.

Plan the activity

Think about what you need to do to get ready for the activity.

Find people to do the activity

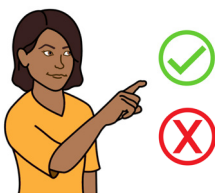Write clear information about your activity and who you want to hear from.

Send the information to lots of groups to hear from different people.
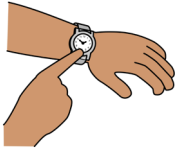
Meet people's needs

Ask people what they need and try to meet their needs.

Tell people about different ways you can support them to do the activity.

Also tell people what you **cannot** do.

Plan how the activity will run

Make sure there is enough time to run the activity well.

Give people enough time to ask questions during the activity.

Make sure everyone can do the activity.

Give people choices about how they can be part of the activity.

Information before the activity

Give people clear information **before** the activity.

For example, information about what people will need to do.

Accessible places

Think about the place where you might run your activity.

Make sure people can get to the activity and do the activity.

For example, make sure

- the place is close to public transport

- the place has good access to the building

- the place has accessible spaces and toilets

- the place has good **technology**.

Technology might mean things that help people hear, talk, see and understand.

Make sure people

- can move around the place

- can be part of the activity

- can take breaks when they need them.

Information during the activity

Check all information is accessible.

For example

- presentations

- handouts
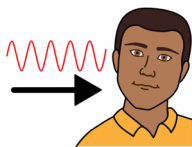
- forms

- pictures and videos.

Do the activity

Think about what you need to do on the day of the activity.
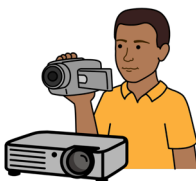
Be ready

Set up the activity early.
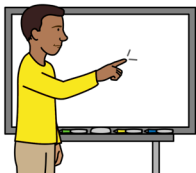
Check everything is ready and working well.

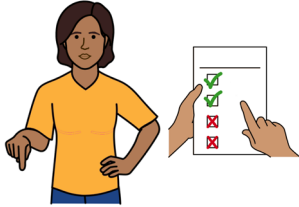For example, test the

- sound

- camera

- presentation.

Make sure people can contact you if they have access problems.

Include everyone

Make sure it is a good activity for everyone.

For example

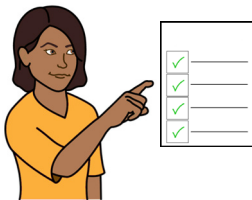- be clear about what you need people to do

- check to see if people know what to do and help them if needed.
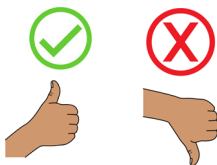
Follow up after the activity

At the end of the activity

- thank people for their ideas

- tell people how their ideas will make your project better.

Ask people what they thought was good and bad.

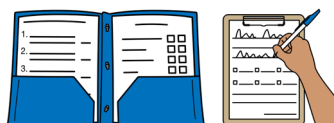Think about how to make things better next time.

Tools to help

We have made tools to help you run good activities.

For example

- ***examples***

  – stories about real activities and tips about how to run good activities

- ***templates***

  – documents you can use for your activities, such as forms.

More information

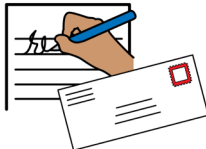For more information contact the Department of Social Services.

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