

ACE DisAbility Network

We're here to help

News

A newsletter of the ACE Disability Network

March 2013

Website:

[www.acedisability.org.au](http://www.acedisability.org.au)



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## 2013 News and Training Calendar

We have been working hard on delivering our 6 month Training Calendar (see page 4). So far we have held 4 workshops with several more on the drawing board. Please note we are still happy to run tailored courses other than those on the calendar for organisations and networks.

In addition we have a big new project: the "Online Training Modules Project" funded by Learn Local. The aim of this is to make our training more accessible particularly to those in Rural and Regional communities by developing and uploading online training with a focus on working with adults in an educational or work setting.

We have also been boosted by the appointment of two new highly experienced and knowledgeable Co-ordinating Committee members: Ron McGlynn- EdLinks Coordinator from **Karingal Community Living** and Debra Parker who is Manager Quality & Continuous Improvement for **Gippsland Lakes Community Health**. We have also gained a Volunteer Marketing Person. All in all we've had a good start to the year.

### This edition

We are focussing this newsletter on a topic we are frequently asked about – Managing Behaviours of Concern.

Behaviours of concern can be a difficult issue for both staff and learners and may be present in any person- with a disability or not.

Good practice and specific strategies to address this from the outset can ensure a comfortable learning environment for all.

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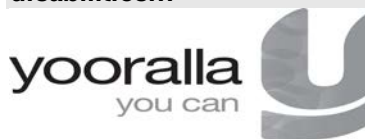
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## Behaviour management and Disability in the Classroom

**“Presence without participation can be more isolating than no presence at all”  
(Quass and Fraser; Beyond the Ramp 1994)**

Having people with disability in a class does not mean that there will be disruption, nor is unusual behaviour, such as fidgeting, necessarily always disruptive. Consider first how disruptive the behaviour really is - e.g. Loud and disruptive behaviours may not be acceptable in a yoga class, but this type of behaviour may be hardly noticeable during a walking group or dance class.

### Preventative strategies

- a) If the student has been referred from a disability service, ask if there is a behaviour management plan or communication plan. If you are concerned about confidentiality you should ask them if there are any factors which might cause a person to experience difficulties in class, and what they suggest to address this.
- b) Ask the student if they have anything they need to support their learning, prior to classes commencing ideally. E.g. Large print, visual or verbal cues, volunteer.
- c) Make your expectations regarding student behaviour clearly understood from the outset. **This is where a code of conduct or setting of ground rules can help** (see December 2012 newsletter).
- d) Be aware of where a student may be having difficulties and intervene early
- e) Understand triggers of aggression (see page 3) and try to divert the behaviour early.
- f) Be aware of where you can get support. Either via other staff on site or from other sources

### Minor Incident response

- a) If they have a Behaviour Support Plan or other plan, refer to this.
- b) State your concern about the behaviour to the person and explain how you would like it to change
- c) Remind the person of class rules and the need to think of other learners
- d) Listen to the learner and acknowledge their feelings- ask them to suggest ways for them to control their own behaviour.
- e) State that you are flexible about the issue and suggest time out and an opportunity to discuss their concerns privately later

***(Remember the issue is the behaviour not the disability -which may have nothing to do with the behaviour)***

### If the incident escalates

- a) Ensure safety of yourself, other students and the person concerned. If this means evacuating the room and leaving the person alone remember that people are more important than property
- b) Use a “squeaky door” technique to get someone to leave (this requires you to repeat “Please leave” over and over until they comply – surprisingly they usually do!)
- c) Call security or the police
- d) Allow all involved space to debrief and offer counselling.

Document any incident (confidentially) and what your response was and report to the Board or Committee of Management.

**“Learners don’t want to be singled out, over protected or discriminated against; they just want a fair go.”**

## Possible Aggression Triggers and Disability-In a Learning Environment

<ul style="list-style-type: none"><li>▪ <i>Communication difficulties e.g. inability to express needs verbally to tutor/others</i></li><li>▪ <i>Health problems e.g. physical illness, pain</i></li><li>▪ <i>Fear e.g. not being informed of changes</i></li><li>▪ <i>Environment e.g. amount of people, noise levels, room temperatures</i></li><li>▪ <i>Emotional, psychological, psychiatric e.g. feelings of frustration or depression</i></li><li>▪ <i>Poor self-esteem</i></li><li>▪ <i>Experience of abuse or Neglect</i></li></ul>	<ul style="list-style-type: none"><li>▪ <i>Limited knowledge or lack of information provided to staff about triggers for individual client</i></li><li>▪ <i>Unsuitable workplace practices e.g. class often organised for group management rather than individualised activities and leading to, for instance, set times for meals, activities with little flexibility, and no opportunity for client choice</i></li><li>▪ <i>Poor match between staff skills and client needs.</i></li></ul>
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Verbal cues include:

- Raised voice
- Threats
- Repetitive statements by the client
- Racist, sexist and other types of verbal abuse
- Withdrawal

Non-verbal cues include:

- Agitated movements
- Threatening gestures
- Eye to eye staring
- Standing very close
- Banging on the furniture
- Clenching of fists
- Towering posture
- Excessive fidgeting

***Remember the earlier potentially aggressive behaviour is identified the greater likelihood of successfully de-escalating the situation.***

### Request from Pakenham

Living Learning Pakenham deliver a number of nationally recognised training courses, including Certificates III in Aged Care and Home and Community Care. They also offer the Certificate IV in Disability. They are looking for a trainer to develop assessment tools and identify resources for this course, and then to deliver it. Suitable candidates would need to have a Cert IV in Disability, or similar with current workplace experience as well as the TAE certificate IV in Training and Assessment.

Interested applicants should contact Karen Todd, Training Manager either by phone on: (03) 5941 2389 or email: [karen@livinglearning.org.au](mailto:karen@livinglearning.org.au)

## Calendar of ACE DisAbility Network courses to July 2013

Date	Course	Duration	Venue	Cost pp
<b>February</b>				
Thurs 21st	<b>Learning and Teaching Students with Cognitive Disability</b> In partnership with Inclusion Melbourne. For trainers and teachers, classroom aides and volunteers	4 hours	Armadale	\$200
<b>March</b>				
Tues 12	<b>Disability Awareness and Communication</b> Strategies and techniques to improve awareness and communications with a range of disability cohorts	2 hours	Bendigo Region	\$120
Tues 12	<b>Access Issues</b> How do people with disability access your facilities with dignity and safety	2 hours	Bendigo Region	\$120
<b>April</b>				
Tues 2 am	<b>Managing volunteers with disability</b> How to ensure volunteers with disability are able to contribute meaningfully to the organisation	2 hours	CBD	\$120
Tues 2 pm session	<b>Partnerships for Inclusion</b> Successful inclusion is often the result of well-planned partnerships between disability service and education organisations.	2 hours	CBD	\$120
<b>May</b>				
Thurs 9	<b>Learning and Teaching Students with Cognitive Disability</b> In partnership with Inclusion Melbourne. For trainers and teachers, classroom aides and volunteers	4 hours	Armadale	\$200
<b>June</b>				
Tues 11 am session	<b>Disability Awareness and Communication</b> Strategies and techniques to improve awareness and communications with a range of disability cohorts	2 hours	Barwon Region	\$120
Tues 11 pm session	<b>Managing volunteers with disability</b> How to ensure volunteers with disability are able to contribute meaningfully to the organisation	2 hours	Barwon Region	\$120
<b>July</b>				
Thurs 4 am session	<b>Disability Policy Development</b> How to develop policy within the meaning and spirit of the Disability Discrimination Act	2 hours	CBD	\$120
Thurs 4 pm session	<b>Disability Awareness and Communication</b> Strategies and techniques to improve awareness and communications with a range of disability cohorts	2 hours	CBD	\$120
Tues 16 am session	<b>Duty of Care and Dignity of Risk</b> What is duty of care? Who is responsible? When? And how can we allow dignity of risk and still be responsible?	2 hours	Armadale	\$120

**For Bookings or Further information contact:**

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**Olympia on 03 9916 5821 or email: [olympia.tzanoudakis@yooralla.com.au](mailto:olympia.tzanoudakis@yooralla.com.au)**