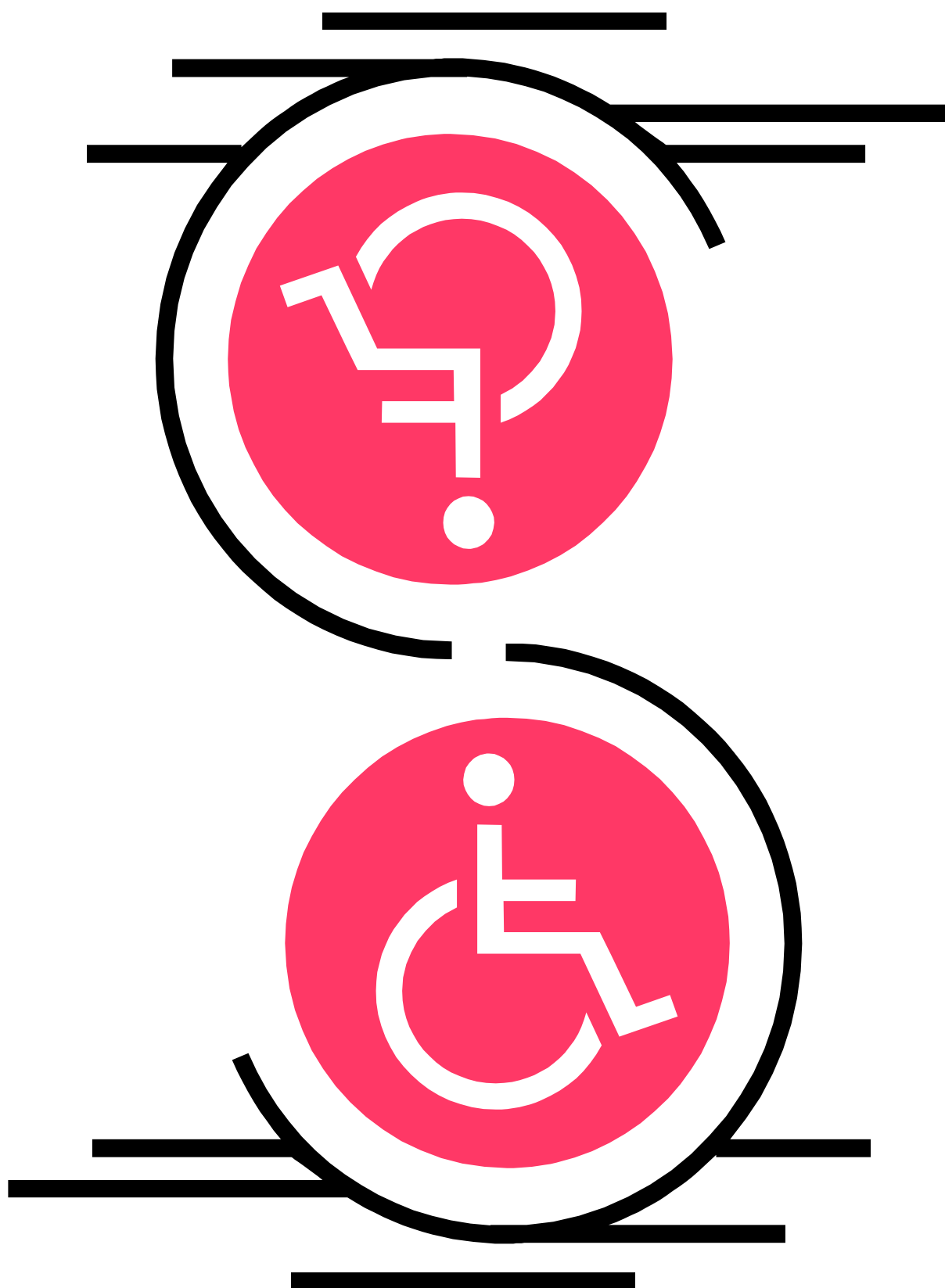


YOUNG PEOPLE WITH DISABILITIES METHODOLOGY HANDBOOK



INTRODUCTION

“Recognising and respecting differences in others and treating everyone like you want them to treat you will help make our world a better place for everyone. You don’t have to be disabled to be different!!”

Kim Peek, inspiration for the film “Rainman”

The aim of this handbook is to support youth work practitioners who work with young people aged 11-25 who have a disability, in a variety of settings in Wales. To give you an understanding of the wider diversity of disabled people, how to support in removing the negative barriers and give you some examples in planning a disability awareness session.

The content of this handbook has been developed by drawing together experienced practitioners from voluntary and maintained youth services, as well as gathering information and experiences from the wider youth work sector.

Perhaps the foremost contribution that youth work is making to young peoples’ lives is the ability by how youth workers forge meaningful, informal relationships with young people and give them the opportunity to increase their social and personal development.

Being familiar with the following information will hopefully be useful for youth work practitioners who are working with young people who have a significantly greater need than their peers. The handbook is intended to be a quick reference guide to accompany further resources and training available in Wales. Further information can be found by following the links and useful addresses included in the appendices.

The handbook has been developed to introduce, explain or expand on existing knowledge and experience in relation to working with young people with a disability. In seeking to meet the outcomes for young people focussed upon in the Youth Work Curriculum Statement for Wales and the National Youth Service Strategy for Wales, this document encourages consideration of how to develop opportunities to broaden the knowledge, understanding and life experiences of young people who engage with youth service provision in Wales.

The ideas and opinions expressed within this handbook are not intended to be a prescriptive way of developing activities for young people with a disability. Rather, the document contains suggested methods and approaches when considering the individual needs of young people with disabilities and how best to support them to reach their potential within an inclusive setting which considers the needs of all young people participating in activities.

Good youth work practice expects practitioners to adapt any model to best meet the needs of the individuals and where possible, to share with others new methodologies and practical ideas to benefit young people more widely.

The Youth Work Curriculum Statement for Wales states: “The purposes of youth work in Wales are...to encourage young people to develop knowledge, understanding, attitudes and values which enable them to make constructive use of their skills, resources and time.”

This document is part of a library of Good Practice Methodology Handbooks for Youth Work in Wales. You are encouraged to delve into the other handbooks to find a plethora of practical

resources and good practice theory to enhance your youth work practice and deliver the best possible outcomes for young people in Wales.

We wish you well as you seek to provide increased opportunities and experiences for young people.

DISABILITY - DEFINITION

Around 10% of the world's population or 650 million, live with a disability. It is the world's largest minority.

From 1st October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA) However the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. www.direct.gov.uk

In the Act a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect in their ability to perform normal day to day activities

Impairment: an injury, illness or congenital condition that causes or is likely to cause a long-term effect on physiological or psychological functions.

Disability: the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.

The Equality Act includes special rules that ensure that people with HIV, cancer and multiple sclerosis are deemed to be disabled people effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

Due to the vast amounts of disabilities and categories out there, for the purpose of this handbook the recognised areas of disability will relate to the following categories;

- **Communication & Interaction:**

Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

- **Cognition & Learning**

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum.

<http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights>

Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs.

- **Behaviour, emotional and social development:**

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs.

- **Sensory and/or physical:**

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully socially causes significant emotional stress or physical fatigue. Sensory impairment is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, is no longer normal. Any impairment which limits the physical function of limbs or fine or gross motor ability is a physical disability.

- **Medical.**

A medical diagnosis or a disability does not necessarily imply additional needs. It is the young person's needs rather than a medical diagnosis that must be considered.

- **Hidden Disabilities**

Several chronic disorders, such as diabetes, asthma or epilepsy, would be counted as hidden disabilities, as opposed to disabilities which are clearly visible, such as using a wheelchair.

Category	Example of each Disability
Communication & Interaction	Autism Spectrum Disorder
Cognition & Learning	Downs Syndrome
Behaviour, emotional, social development	ADHD (Attention Deficit Hyperactivity Disorder)
Sensory & Physical	Deaf Blind, Cerebral Palsy
Medical	Cystic Fibrosis, M.E (Chronic Fatigue Syndrome)
Hidden	Diabetes, Epilepsy

Disability is the term used to define a restriction in the ability to perform a normal activity of daily living which someone of the same age is able to perform.

Some young people may often have two or more difficulties that can occur at the same time which can impact on their ability to function successfully. A range of difficulties can lead to young people having poor social and communication skills, poor understanding of consequences, increase risk taking, substance misuse and offending behaviour. More recently, in the British riots during August 2011, 66% of young people were classified as having some form of special educational need. This compares to 21 per cent of all pupils in maintained secondary schools. <http://www.guardian.co.uk/uk/2011/anger-police-fuelled-riots-study>

Rhian Beynon, Head of Policy and campaigns at Family Action, said the figures show that society has failed some of the poorest and most disadvantaged young people.

"These shocking figures make clear that the poverty, disadvantage and disaffection experienced by this group are root causes of the August riots – and now their futures will be blighted by criminal sentences," **Rhian Beynon Family Action..**

TERMINOLOGY

What is in a word?

The way we say something and how we say it can strongly influence young peoples' perceptions.

The language and some terminology used for disability and to describe disability have often communicated a negative message.

It is important to communicate positive attitudes and avoid terms which may cause offence or inaccurately portray diversity. Negative perceptions and terminology are there to be challenged.

Have you ever heard the terms, "retard" "spastic" and/or "mong"?

Retard: Still common in the USA for people with learning difficulties, from retarded or held back in development.

Spastic, Spazz,: People with Cerebral Palsy are subject to muscle spasms or spasticity. These offensive words are sometimes used in reference to this. People with this impairment wish to be known as people with cerebral palsy or disabled people.

Mong/Mongolian: Langdon Down, a doctor postulated that there a hierarchy of races (in descending order) European, Asian, African and Mongols. Each was genetically inferior to the group above them. This was a racist theory. People with Downs Syndrome find it extremely offensive. www.bfi.org.uk

Do you think young people understand this terminology?

Do you think they know any different?

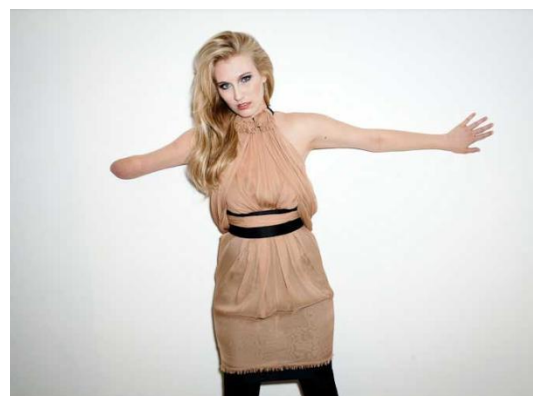
Do you think they know how that disabled person feels?

Negative terminology should be challenged at all times.

Children with disabilities are frequently the targets of discrimination and neglect, and denied essential services such as basic healthcare, education and other social welfare provisions. Negative societal attitudes also expose children with disabilities to greater risk of violence, abuse and exploitation. Tackling the discrimination that keeps children with disabilities on the margins of society is critical to including them as equal and active members of their communities.

The most disabling barriers are often not physical but are the negative attitudes expressed by others. Stereotyping, discrimination and prejudice can have the most long term and damaging effects on a young person. Highlighting the damaging effects that labelling can cause to a young person can be a good way to open up a discussion or dialogue with young people with whom you work.

Britain's Missing Top Model was a British reality modelling show aired on BBC Three. The première episode aired on 1 July 2008. The show followed eight young women with disabilities, who competed for a modelling contract (which included a photo shoot with Rankin and a cover photo in Marie Claire). Aired over a period of five weeks the girls lived together and competed in a series of challenges and photo shoots. Each week at least one contestant was sent home. The eventual winner was Kelly Knox, who was born without a left forearm. She is now a successful model and is represented in Canada by the Ben Barry agency.



The Medical Model

"Confined to a wheelchair"

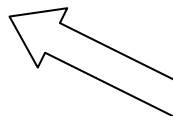
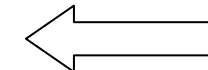
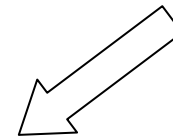
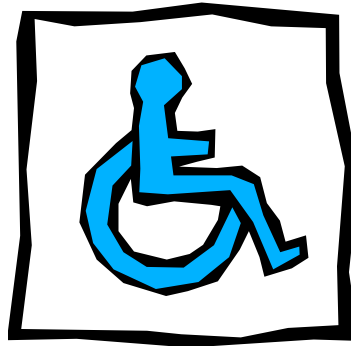
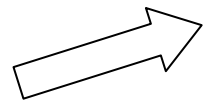
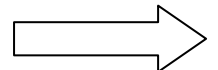
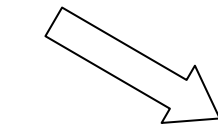
Can't climb stairs

Is sick

Needs constant help

Has a bitter attitude

Needs a cure



Is housebound

Can't use their hands

Can't walk

Can't talk

Needs a doctor

Can't see or hear

Needs Institutional care

The medical model says:

- * You are the problem
- * Your disability needs curing
- * You can't make decisions about your own life
 - * You need professionals to look after you
 - * You can never be an equal

Social Model

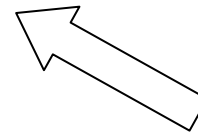
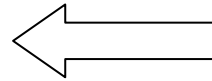
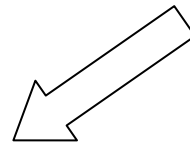
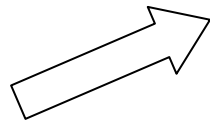
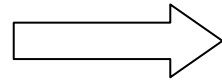
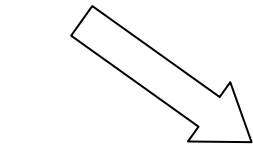
Badly Designed Buildings

Hypocrisy

No parking spaces

Segregated Education

Poverty & Low Income



Inaccessible Transport

Isolated Families

No Lifts

Prejudiced Attitudes

Poor Job Prospects

The Social Model says:

*** Disability is not an individual problem**

*** We can't compete on equal terms because there are too many barriers**

Disabled people have the same Rights as other citizens

Social Model in an ideal world

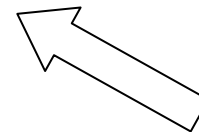
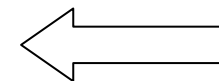
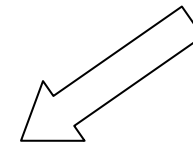
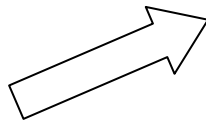
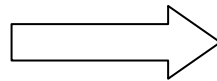
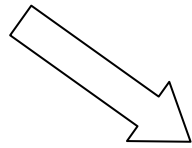
Good Designed Buildings

Parking facilities

Inclusive Education

Good Income

Support Workers



Accessible Transport

Part of the Community

Lifts

Positive/Inclusive Attitudes

Good Job Prospects

SAFEGUARDING

“All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.”

“Safeguarding Children’s Working Together Under the Children’s Act 2004”

Vulnerability of disabled children and young people.

Disabled children are:

- Often treated as different and are less likely to receive adequate sex education or information about their own bodies
- Generally more isolated, both physically and socially from mainstream facilities and services
- More likely to spend time in residential care and therefore have increased vulnerability to potential abusers
- At an increased risk of abuse because of using different systems of communication or may have restricted mobility
- More likely to rely on others for personal and intimate care

“Myers J 1996 Child protection awareness programme, Scope London

Brown K Davies C and Stralton P 1998 Early prediction and Prevention of child abuse, Wiley, Chichester

For further information please refer to your organisations Child Protection or Safeguarding Policy and the All Wales Child Protection Procedures.

HATE CRIME

“A hate crime is any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a person’s disability or perceived disability” True Vision.

An example of a disability hate crime could be: A person with a learning disability is physically assaulted by someone, who immediately before doing so makes offensive and hostile comments about people who have learning disabilities

“There have been news reports of people taking their own lives because they have been victimised, bullied, harassed or terrorised by groups of youths and it has been ignored by adults in the community” **Simon Weston OBE**

“Children with disabilities have the same hopes and dreams as all children, and the same right to make the most of their potential,” **Anthony Lake, UNICEF’s Executive Director**

“The denial of that right is a loss, not only for those children, but for our societies. And it is unconscionable. By strengthening the partnership between Special Olympics and UNICEF, we will help to protect this right for more children with disabilities, and in so doing, enable them to contribute even more to their communities and countries.” **Anthony Lake, UNICEF’s Executive Director**

Recorded Hate Crime for period of January to December 2010 (Association of Chief Police Officers)

Police Force	Number of Disability Hate Crime incidents recorded
Dyfed Powys Police	7
Gwent Police	15
North Wales Police	8
South Wales Police	103

Some quotes taken from “Hidden in Plain Sight”, Working together to tackle disability harassment

"We take it so often we don't think it is abuse, but it is"

“People might think that is nothing, it is a bit of joking, but it is devastating.”

"I cannot explain to you what a living hell it's been"

“We’ve had petrol poured round our vehicle, threats to fire bomb our home, the vehicle scratched... four lots of attacks with bricks, oil and creosote all over it and three bags of paint over our property.”

<http://www.equalityhumanrights.com>

<http://www.report-it.org.uk/home>

Police forces have an easy-to-read booklet for disabled people to use on the issue of hate crime. You can get a booklet by calling the Police on 101.

To report a hate crime, you can go online at www.report-it.org.uk

ACTIVITIES

Disabled people are not one homogenous group. Two young people with muscular dystrophy will not be the same their outlooks and experiences will be unique to them. We are all unique and individual.

Next are some resources you can use with young people in disability awareness sessions.

1. "Famous people and their disabilities" This can help to show young people that a disability shouldn't put up a barrier to what you want to achieve and believe in.

Use the famous faces and disabilities and ask the young people to match them up. Ask them what they learnt from this exercise and if any attitudes/perceptions have changed. To find further training in Disability Awareness for young people, contact the training department at SNAP Cymru via www.snapcymru.org

2. "Welcome to Holland" This is a poem about living with a disabled child. It can be shared with individuals or maybe displayed in your centre.
3. Facts and Figures Quiz – Answer True or False to the statements. You can use this exercise individually and also team based.



Speech Impairment
Tiger Woods



Aspergers
Dan Akroyd



OCD Obsessive Compulsive Disorder

David Beckham
Cameron Diaz
Leonardo DiCaprio



ADHD Attention Deficit Hyperactivity Disorder

Jim Carrey
Will Smith



Parkinson's disease
Michael J Fox



Motor Neurone Disease/Wheelchair user
Dr Steven Hawking



ASD Autistic Spectrum Disorder
Darryl Hannah
Dr Temple Grandin



Dyslexia & victim of bullying
Tom Cruise



Prosthetic Leg
Heather Mills



Blind
Stevie Wonder

**Welcome To Holland
by Emily Perl Kingsley**

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss.

But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.

Answer 'True' or 'False' to each of these statements

- Most disabled people are born with their impairments
- Most people have a disabled family member or friend
- Disabled people are as likely to be employed as non-disabled people
- Most disabled people are wheelchair users

Answers

1. Most disabled people are born with their impairments

False www.equalityhumanrights.com

2. Most people have a disabled family member or friend

True The 2001 census states that there are 11 million disabled people in the UK. That equates to around 1:5 of the adult population. www.statistics.gov.uk/census2001/census2001.asp

3. Disabled people are as likely to be employed as non-disabled people

False In 2006 there were 2.5 million disabled men and women in the UK without work. The number of disabled people claiming benefits has increased threefold since 1970 ***DWP The employment rates of disabled people – 2006***

4. Most disabled people are wheelchair users

False www.equalityhumanrights.com

PLANNING

The NAOMIE training model is just one that can be used when undertaking any form of planned activity. The use of this type of training model should be regarded as an aid to programming and not be regarded as a constraint to planning an activity.

This method of programme planning may be used for various types of activities as well as participation such as, pool matches, cookery, residential training or outdoor pursuits.

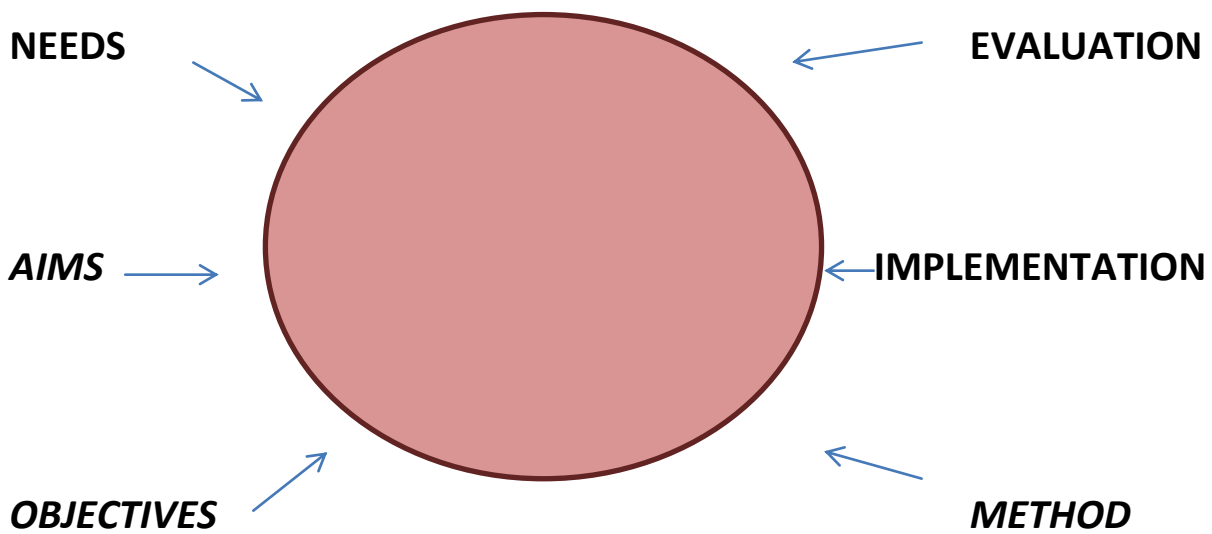
When planning an activity/event, consultation with young people is a central part of effective youth work (in order to improve provision, programming, activities etc) and some young people may rely on communication aids and/or other people who know how they communicate in order to participate. In circumstances like these youth workers need to remember that:

- Effective methods of communication might include signs, symbols, body language and behaviour, facial expressions and eye pointing, gestures and objects of reference, use of art, non-verbal vocalisation and other physical movements.
- Communication is a “two way street”. It is simply not enough for workers to observe and understand – the need to pass information back in a manner that the young disabled person will understand.
- Workers also need to advertise accessibility and facilities as if these are not clearly stated, some disabled young people may not risk coming because of previous difficulties or cause of embarrassment or being isolated.

“Expect the best, plan for the worst and prepare to be surprised” – Beyonce



<http://twitter.com/@beyonce>



Example:

<p>NEED: Of the young person Of the group Of the staff Of the organisation</p>	<p>Raise awareness of disability discrimination.</p>
<p>AIM: What progress do I want to make? Why? What exactly do I want? Why?</p>	<p>To increase young people's knowledge of disabilities and how it can affect others.</p>
<p>OBJECTIVE (Learning Outcome) How will success be measured? What will be the ends result</p>	<ul style="list-style-type: none"> • Include young people with disabilities on projects. • Plan projects that will increase level of young people with disabilities to get involved • Raise awareness of disability issues • Gain knowledge to challenge discrimination •
<p>METHOD: What resources do I need Should I work with pairs or groups? How much time do I have?</p>	<p>Agree an agenda that is suitable for all. Group discussions for getting their views and voices heard, role play, games and puzzles.</p>

<p>IMPLEMENTATION Get on with it.</p>	<p>Flipcharts, mind maps, scenarios, word of mouth, internet resources for statistics and websites for research, role play, games, quizzes challenges. Resources to convert information to Braille, different language to suit the needs of the learners.</p>
<p>EVALUATION What went well What difficulties occurred What new needs have been identified?</p>	<p>Young people evaluation sheets on the activity and how the activity was delivered, what can be improved, would they like to know more about the subject, how they could include disabled young people in their future projects.</p>

When planning an event for young people who have a disability MENCAP have a “Make It Clear” guide to making easy read information. Here are some hints and tips to use when advertising activities or events for young people.

The words you use

- Use words that we use all the time
- Use numerals for numbers not words. 23 instead of twenty three.
- Write in short, clear sentences. Just have 1 idea in every sentence.
- Use **active verbs**. Verbs are doing words. They describe what someone does.
- Use full stops. Try not to use other punctuation
- Use bullet points for examples and instructions.
- Do not use abbreviations. Use **for example** and **do not**. Not **e.g** and **don't**

Where to put words on the page

- Do not split words over 2 lines.
- Use page numbers
- Avoid columns they are confusing. It is easier to read straight across the page.
- Keep everything about a subject on the same page. If you have to use more than 1 page for a subject, start each new page with **more about** whatever the subject is.

How to use pictures

- Be consistent. Use the same picture to mean the same thing in your document.
- Pictures on the left, words on the right because we read from left to right
- Do not float text on top of or across a picture
- Show times with clocks. Times should be in 12 hour format.
- Charts are often difficult to understand. Try not to use them.
- Some pictures in a cartoon style can be confusing or childish.
- Using a pretty picture on a poster will not help if it does not make it clear what the information is about.

Choosing the type of writing and type of paper

- Text should be at least 16 point or bigger
- Make sure headings are clear
- Green is not a good colour for paper
- Make sure the writing stands out against the colour of the paper
- Shiny paper makes it harder to see the words and pictures.

Making it easier for everyone to understand

- Information that you can read like a book is easier to follow than lots of sheets
- Make it available in other ways if you can like CD or DVD
- Use **bold** to highlight important words. Italics and block capital letters change the shape of the words and can make them harder to read.
- What would you rather read? Something that is full of jargon jumps about from 1 topic to another and makes you work hard to find out what you really need to know.
- **Or** something that is clear, well-structured with all the key points and information.
- Every day we are faced with challenging words that we need to spell and using predictive text on mobile phones or spell check on the computer can only make the matter worse. Face those challenges.

Disability Etiquette

- Do not make assumptions about an individual's ability to do certain things. Disabled people develop their own methods of overcoming the everyday problems they encounter.
- Treat disabled people as you would treat any other person, i.e., as a woman, as a man, as a parent, as a worker.
- Do not be embarrassed if you use common expressions such as "see you later" or "Can I give you a hand?", then realise they may obliquely relate to a person's impairment.
- Do not assume that an offer of assistance will automatically be welcome. Offer it and wait until your offer is accepted. Even then, do not assume you know the best way of helping. Instead, listen to what the disabled person says about their support needs.
- People are often tempted to address the disabled person's assistant (e.g. "Does he take sugar?"). This is insulting to the disabled person, so talk directly to them.
- Do relax, speak normally and stand in front to allow eye contact to be made, in the same way you would when talking to anyone else.

INCLUSION

“Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people”

The council for disabled children state that their inclusion policy is based on six key principles that we believe to be crucial to the development of inclusion. Those principles are:

- Inclusion is being welcome
- Inclusion is going where you want to go
- Inclusion is being a part, not apart
- Inclusion is being actively involved
- Inclusion is people expecting you
- Inclusion is getting help when you need it.

C4EO, (Centre for Excellence and Outcomes in Children & Young People’s Services) looks at disabled children’s and young people’s views on the positive activities on offer in their area. The key messages from this research, is as follows:

- Children and Young people value the social aspects of taking part in positive activities.
- Disabled children and young people are less likely to be taking part in positive activities that their non-disabled counterparts.
- Children and young people with learning difficulties, autism and multiple impairments are least likely to be participating in positive activities.
- Disabled children and young people want more choice in the positive activity opportunities available to them, this is especially the case for older children and teenagers,
- Supportive staff with good disability awareness, accessible provision and affordable activities can facilitate disabled children and young people participating in positive activities.
- Raising children, young people and families’ awareness of positive activities on offer is important. Information needs to be accessible and available in a range of formats. For some children, taster sessions are the only effective way of providing information about an activity.

The Real Opportunities, SEN transition into employment project funded by WEFO, use Peer Mentoring to support young people aged 14-19 who have severe and complex needs, including a learning disability and or autistic spectrum disorder. Peer mentoring is a process whereby an individual supports another through an important transition to achieve their goals and reach their full potential, or someone who would like support with certain areas of their life, for example, socially, educationally. Mentors will offer encouragement so that the mentee will feel inspired, have a heightened confidence and will benefit from personal growth. A mentor will be a positive role model to the mentee who will share their knowledge, experiences and skills.

If you know a group of young people who would like to become Peer Mentors then please contact the Real Opportunities team in your local area who will provide FREE accredited training.

Most of us could do with some extra support at some point in our

Top Tips for Participation!

lives.

www.c4eo.org.uk

Council for Disabled Children, Making Ourselves Heard

RESPECT US!

“Trust us – we need to trust you”

“If you give us respect we will give you respect.”

INVOLVE US FROM THE START!

“You can find out what is best for us by involving us”

“Do not guess what we want”

BE OPEN AND HONEST WITH US!

“It’s frustrating when you don’t tell us stuff”

“We all make mistakes”

“We ask you questions to help us understand our world and grow as people”

MAKE SURE WE GET SOMETHING OUT OF IT.

“Participation is a great way to help us learn how to make decisions and understand the choices we may face in the future”

“Give us new skills”

“Empower us”

GIVE US TIME

“I know what I want to say – give me time “

“Give me time to get my message ready”

“Help us make decisions by giving us your time-enough time”

SUPPORT US TO MAKE OUR OWN DECISIONS

“I want more choice”

“If you listen to us you can help us get a positive outcome”

INVOLVE ALL OF US

“I want more choice”

“If you listen to us you can help us get a positive outcome”

LISTEN TO US.

“If you don’t listen to what we want-how can you give us what we want?”

“Listen to me, no one else, listen to me. Its my body. Listen to me, it’s my life, listen to me”

INVOLVE ALL OF US

“I want more choice”

MAKE IT FUN

ACCREDITATION

There are many opportunities for young people to obtain recognition for their achievements:

These can include:

Duke Of Edinburgh Award	Bronze, Silver and Gold Award
Record of Achievement	RoA
Agored Cymru (OCN)	Previously Open College Network
Youth Achievement Awards	YAA
Key Skills Award	
Millennium Volunteers	MV

Recognising achievement via accredited learning opportunities in informal learning environments, such as youth centres is an excellent way of demonstrating learning outcomes, helps raise confidence and self-esteem for all young people, and is of particular benefit to young people who are at risk of being identified or are already identified as disaffected by formal learning.

The Youth Service will promote achievement through the delivery of learning at the learners pace, recognising achievements in stages through awards such as Agored Cymru (OCNs) building towards achievements in more recognised awards such as the Duke Of Edinburgh or Youth Achievement Awards.

Below is an example of teaching strategies you could use for a sexual health awareness workshop with young people who have disabilities.

Effective teaching strategies

- Drama and role play
- Discussion of case studies/real-life scenarios: possibly from TV or magazine photo-stories
- Story-telling, poems and songs
- Use of puppets and dolls (www.me-and-us.com)
- Pictures and story-boards
- Videos and photographs: including TV adverts, clips from soap operas
- Art activities including collage and poster making

YOUTH WORK CURRICULUM STATEMENT FOR WALES

The Youth Work Curriculum Statement for Wales sets out the overall strategy for youth services and is based on four underpinning pillars:

- Educative
- Expressive
- Participative
- Empowering

These principles are used as a guide for implementing participative activities with intended positive outcomes for young people. Youth work through its voluntary relationship with young people should offer opportunities for learning that are:

Educative	Enabling young people to gain skills, knowledge, understanding attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally and internationally.
Expressive	Encouraging and enabling young people to express their emotions and aspirations through creative sporting and challenging opportunities which raise an awareness of: * Cultural identity * Bilingualism and value of one's own language * Heritage * Respect for diversity * Citizenship and respect for others
Participative	Where young people are encouraged to share responsibility and to become equal partners, fundamental to the learning processes and decision making structures which affect their own and other people's lives and environments.
Empowering	Encouraging and enabling young people to understand their rights and responsibilities so that they are able to act on the personal, social and political issues which affect their lives and the lives of others, as responsible citizens of the communities of which they are a part of.

EXTENDING ENTITLEMENT

Extending entitlement is the Welsh Government's flagship policy for youth services in Wales. It includes all services, support and opportunities for young people between 11 and 25.

It is important for youth work practitioners to consider how their work relates to the extending entitlements by building aspects of their work where appropriate. These entitlements are important to help young people make the best choices and to gain personal development and enjoyment and to lead fulfilling lives. A young person in Wales is entitled to:

- Your Rights
- Being Heard – Your voice, your choice
- Feel Good
- Education and employment
- Taking part/getting involved
- Being individual
- Easy access
- Health and Wellbeing
- Access to Information and guidance
- Safety and Security

The key purpose of youth work is to:

“Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.”

CASE STUDIES

Innovative Charity Provides a Unique Therapy Programme

Touch Trust provides a unique therapy programme for individuals and groups with complex needs.

“Touch Trust came to my attention through the endorsement of families and carers. In fact from those with the most medically complicated children and clients. The organisation offers a very high quality professional input”. (Mike Kerr, Professor of Epilepsy and Learning Disability)

Touch Trust is a pioneering charity and one of eight ‘Resident Arts Organisations’ based at the Wales Millennium Centre in Cardiff Bay. Group and one to one sessions are offered daily in the purpose built facilities. The programme can be adapted to suit the needs of many service user groups including those with: Complex Needs; Multi-Sensory Impairment; Learning Disabilities; Profound Autism; Behaviour that challenges; Brain Injuries; Babies at early diagnosis stage; Dementia.

The holistic programme is unique as it combines movement, music, sensory stimulation and intensive interaction with educational principles. The programme has a simple and effective structure and each session has a clear focus. Using a person centred approach the programme supports the individual to reach their full potential in a nurturing and positive environment.

Many of our ‘guests’ have experienced wonderful developmental results. These have included social and emotional development, cognitive development and physiological development. The work with babies has been outstanding. The results happen much faster when we begin working with the person from a young age. There is significant research to show that early development up to age 3 is the most critical period of human growth. During the Touch Trust Sessions the babies are exposed to a range of experiences that support them to reach their full potential. This includes developmental movement, encouraging the use of voice and sound making and building positive and meaningful relationships.

Touch Trust creates individually tailored programmes for individuals who have brain injuries. The holistic supportive approach allows freedom of expression and ‘guests’ have commented that they feel much happier and are now moving on with their lives with an improved sense of health and well-being.

Touch Trust is working alongside health professionals to ensure that people are getting the best possible service, and most importantly, the best possible quality of life. The work of Touch Trust is spreading throughout Wales and the UK and also on an International level. There is, however, much more to be done to ensure that it continues to spread and meet the high demand.

One family said, *“The only sadness I feel in respect of Touch Trust is that it is not more widely available so that other families who face the same rock face that we did can feel that same sense of homecoming and freedom to be the family they should be.”*

True Story - Marianne French

Marianne has very complex needs which limit her in nearly all aspects of her life. She has been

attending Touch Trust for several years, initially with school and now (she attends for one to one sessions) independently.

Marianne has benefitted hugely from the sessions and this has been noted by both her parents and care staff. She is now able to communicate more and will ask for attention with eye contact. Her social skills have also developed and she now initiates interactions with others. These interactions include sharing her feelings. She now uses her voice and sings to show that she is happy and also (uses her voice) to show when she is in discomfort or unhappy with something. Marianne has also developed choice-making and recognition and will clearly show her preferences. Her ability to focus has also improved a great deal. Stacey Koseoglu (Touch Trust Session Leader) says, *"This is opening up a new world for Marianne and giving her an overall confidence in her daily life"*.

The Touch Trust Team and 'guests' want to thank RCGP Wales for making us their chosen charity for 2010.

Touch Trust, Wales Millennium Centre, Bute Place, Cardiff Bay, CF10 5AL Tel:

02920 635660

Making an impact: Ysgol Penmaes - Powys

As part of Ysgol Penmaes' development of the 14-19 Learning Pathways measure, a number of young people expressed a desire to undertake their D of E. To date the SEN School has had 39 completions 26 at Bronze and 13 at Silver. This year the group have furthered themselves with 4 pupils working towards completing the prestigious Gold Award.

The centre works with young people who have special needs and the commitment from the centre's D of E co-ordinator ensures that the participants are given all the support that they require, in what ever way that they need.

The group of young people at Ysgol Penmaes were extremely keen to participate in the D of E Award Programme. They were so eager to complete their Expedition that despite the challenge, each one of them undertook it with a smile on their faces. The young people within the group gained a huge amount from achieving their Bronze and Silver Awards, from learning about looking after the environment for their volunteering section, to camping outdoors on their Expedition. The Expedition provided many of the young people with the first experience of staying away from home, a new challenging experience for any young person.

The D of E has provided the school with a framework for recognising and accrediting informal learning and the development of wider skills and activities such as community work, volunteering helping others and working on fitness abilities and levels. This year Penmaes offered their Silver group the opportunity to complete their Expedition in canoe, which not only was the first Canoe Expedition for a group within Powys, but was also highly successful in enabling personal development for the young people.

Ysgol Penmaes was the first SEN school within Powys to offer D of E to their Pupils, and following on from their success, the other two SEN schools within Powys now too run the Duke of Edinburgh's Award with their pupils.

This confirms the ethos of the Duke of Edinburghe Award is inclusive, accessible and achievable by all.

How has it made an impact:

"The D of E has built self confidence, independence and discipline. It has given the students a sense of achievement and responsibility for their own learning. It has also improved their attitude towards team work and their ability to develop a new skill"

Hanna Morgan - D of E Co-ordinator Ysgol Penmaes

"After completing Bronze and Silver, and the challenges of the Expedition, I wanted to progress to Gold and achieve as much as I can within D of E. It has inspired me to do more activities outside school that I would not have done before." **Rob Gore Gold Participant**

St Christopher's School is a truly a Community Focused School

St Christopher's is the largest Special School in Wales. We moved to the Stockwell Grove site during the summer of 2000. The school recycled their old school bringing many items to the new site.

The school has developed close links with the local community by developing many enterprise activities. We have a school Hair Salon, Beauty Salon, Café, Car Valet business, Charity Shop, Furniture Shop, Environmental Eco Centre with its own Shop and Café, Logging business, Market Garden and numerous other small businesses all making our curriculum interesting and innovative.

Cuts and Curls

Our working Hair and Beauty Salon is open to the local community. The salon is part of the college enrichment programme used by children from the 14-19 Learning Partnership. We offer accreditation and qualification up to Diploma level.

Stockwell Café

Stockwell Café is a fully functional café open to the general public. The café also offers outside catering. Learners can gain Food Hygiene certification as well as Catering qualifications.

Fair Trade Shop

Our Fair Trade shop again offers our children the opportunity to develop skills whilst learning about trading fairly.

St Christopher's Millennium Eco Centre

The Centre hosts many interesting facilities to promote environmental education within Wrexham. Learners are educated about sustainable issues. Last year the Centre received over 16,000.00 visitors.

Environmental Task Force

Over fifty learners go into the local community on a weekly basis helping senior citizens, schools or disabled people do small environmental tasks within the local area. Again all work is accredited.

As part of a community focused initiative we decided we wanted to develop our students' community involvement even further. Many students on the 14-19 Learning Partnership were requesting to work with cars. Unfortunately the college courses that were available were far too academic. After discussions with groups of learners Stockwell Car Shine was launched. Stockwell Car Shine was developed to enable a new curriculum area to be offered to our learners. Firstly, we built the car wash area and purchased the necessary materials needed. We

then established a regular customer base including school staff cars, parents, police, taxis and bus companies together with staff from other schools and organisations. We worked with the Local Authority to ensure our facilities would meet Health and Safety regulations. We publicised the facility ensuring our pricing was operative. Staffs appointed to the facility were trained so that they would be able to deliver accredited courses to our young people. It was decided that the facility would be part of the 14-19 Learning Pathway offering student courses so that all Wrexham Secondary schools had access to our facility. We continually evaluate the project and introduce new initiatives.

We recycle bicycles as part of our involvement with the Police Force. The Police use our facilities bringing their patrol cars to be washed and they also allow us to attend the Police Station to wash cars. On one of our visits to the Police Station we saw a 'mountain' of bicycles which had been collected by the Police. After negotiation with the Police we were given all the bicycles which we rebuild during our Key Stage 3 Technology lessons. Subsequently Estyn thought this aspect of our Key Stage 3 curriculum was innovative and have highlighted it in their 'good practice guide'.

Since the opening of Stockwell Car Shine we have now opened a Charity Shop, a Logging Business and a Furniture Recycling Business. Again, we offer accreditation certificate, award and diploma.

Our second community focused grant was a joint project with other local schools where a Forest Leader was trained. This leader now offers her services as part of our work of "Unlocking the Potential of a Special School". This training has enhanced what our school can offer at the Millennium Eco Centre.

St Christopher's won the National Teaching Award for Enterprise during 2009. We went on to win the Times Educational Award for Outstanding Special School and more recently in 2011 have just won the Aggregates Levy Education Award for Wales. None of these awards would have been achieved without our community focused enterprise activities being an integral part of our curriculum.

Dynamic

Dynamic is a Wrexham based charity and a unique resource that provides out of school activities for children and young people with special needs.

The children have a range of disabilities from physical, intellectual or sensory impairments and emotional problems, to life limiting illnesses.

Supported by Social Services, the Health Service staff and volunteers, Dynamic works in partnership with statutory agencies, the voluntary sector and the community. The aim is to provide a lively, safe and just environment in which children and young people with special needs, their carers, families and friends can benefit from an enhanced quality of life and the young people be empowered to help themselves.

Dynamic currently supports over 100 youngsters by holding 7 weekly after school groups, Club 19 – 25 and a Saturday drop-in group, activities during the school holidays and a major Summer programme.

Link www.dynamicwrexham.com

Young Advocates at the Beijing Paralympics Flintshire Youth Service (Flintshire)

One key message

“I feel that if any young person has the opportunity to experience something new and exciting, whether it’s going to other countries to experience other cultures, or being involved in a project that develops new skills working on projects in their own communities, it is really worthwhile. From the look on the young advocates’ faces when they arrived back at Heathrow, and the stories of friendships formed, it really was worth all the hard work.”

What did you do?

‘Word on the Street Advocacy Service’ sent four young advocates to join the Chinese Youth Forum in a Youth Advocacy Programme at the Beijing Paralympics in September 2008. The aim of the programme was to promote the Paralympics spirit. Through the Young Advocates Programme, approximately 240 disabled and able bodied young people from around the world who demonstrated the ability, commitment and capacity to take on a volunteer leadership role to promote the Paralympics Spirit – the ideals of inspiration, determination, fair play, equality, sustainability and dynamism - and the inclusion of young people with disabilities in sport. The young advocates were provided with the training, support and encouragement to make their advocacy a reality. The programme included workshops in training in cultural and disability awareness, communication skills and gaining knowledge and an insight into the Paralympics movement and ideals.

We worked with the British Council and the China Disabled Person’s Federation and the Cultural and Education Section of the British Embassy in Beijing, supported by the Beijing Organizing Committee for the 2008 Olympic Games.

Outcomes

The ambition of the Young Advocates Programme was to ensure that its legacy is sustained for the 2012 London Paralympics and beyond. The key achievements were to develop advocacy with young people in the format of various workshops:

- The 100 words workshop was designed to encourage young advocates to expand their knowledge into cultural similarities and differences through language.
- Leadership and Organisational skills workshop. The young advocates had to develop leadership, event management and organisational skills. The end result was to develop a mini Paralympics sports event with the young advocates, all from mixed abilities and all coming together in true team spirit.

Young Advocates in Beijing

- ‘Communication through Creativity’ workshop - the young advocates were trained to use communication skills through creativity and non-verbal expression.
- ‘Digital Media’ workshop - young advocates were provided with practical skills in media production. They produced a high quality short promotional film. The final production from each workshop was showcased on their last day in Beijing.
- The four young advocates stressed that everyone worked so well together regardless of colour, race, disability or gender, they were all friends and they all had an unforgettable experience in Beijing. Through these young advocates, disseminating information and training in their school, college and communities, millions of people have become aware of the potential of sport to benefit a diverse range of people in the community and the active role young people with a disability can play in society.

Challenges and solutions

We had six weeks to organise the visit. It was a logistical nightmare. The young advocates needed passports, visas and various identity documents, there were forms for every conceivable event. They were attending the opening ceremony in the Birds Nest Stadium so they needed to complete four forms to gain entry. It just went on and on. The visas were returned to us five days before they were to depart, the British Council had sent us old forms and the new ones from China were all printed in Chinese, but we completed them in time. We then had to raise £2000 for their air fares so a lot of fund raising was organised such as bag packing, sponsored walks and car washes. We overcame every challenge that faced us by a lot of hard work and determination. We managed to send every document off to China and finally deposit the young advocates at terminal 5 Heathrow heading for Beijing and an experience of their lives.

Quotes

“I felt so privileged and proud to be part of the Paralympics and being there at the opening ceremony and the spirit of what it means ‘One World One Dream’ I smiled to myself thinking I was actually there and my family were back home watching it at the same time on the telly”

Faye Calvert, young advocate

“Just to be there in China and to see all the different cultures and smells and colours was out of this world. I will never forget it ever”

Zoe Mcallion, young advocate.

Next Steps

The four young advocates attended a reunion in Colwyn Bay where they met up with all their new friends and they still keep in touch through Facebook. They attended an event in Edinburgh where one of the four became the secretary for the young advocates programme for the Paralympics Spirit. The ambition of the Young Advocates Programme is to ensure that its legacy

is sustained for the Paralympics in London 2012 where they will become involved once again with the Paralympics movement.

Flintshire Youth Service

Flintshire County Council

County Hall

Mold

Flintshire

CH7 6NB

Tel: 01352 704032

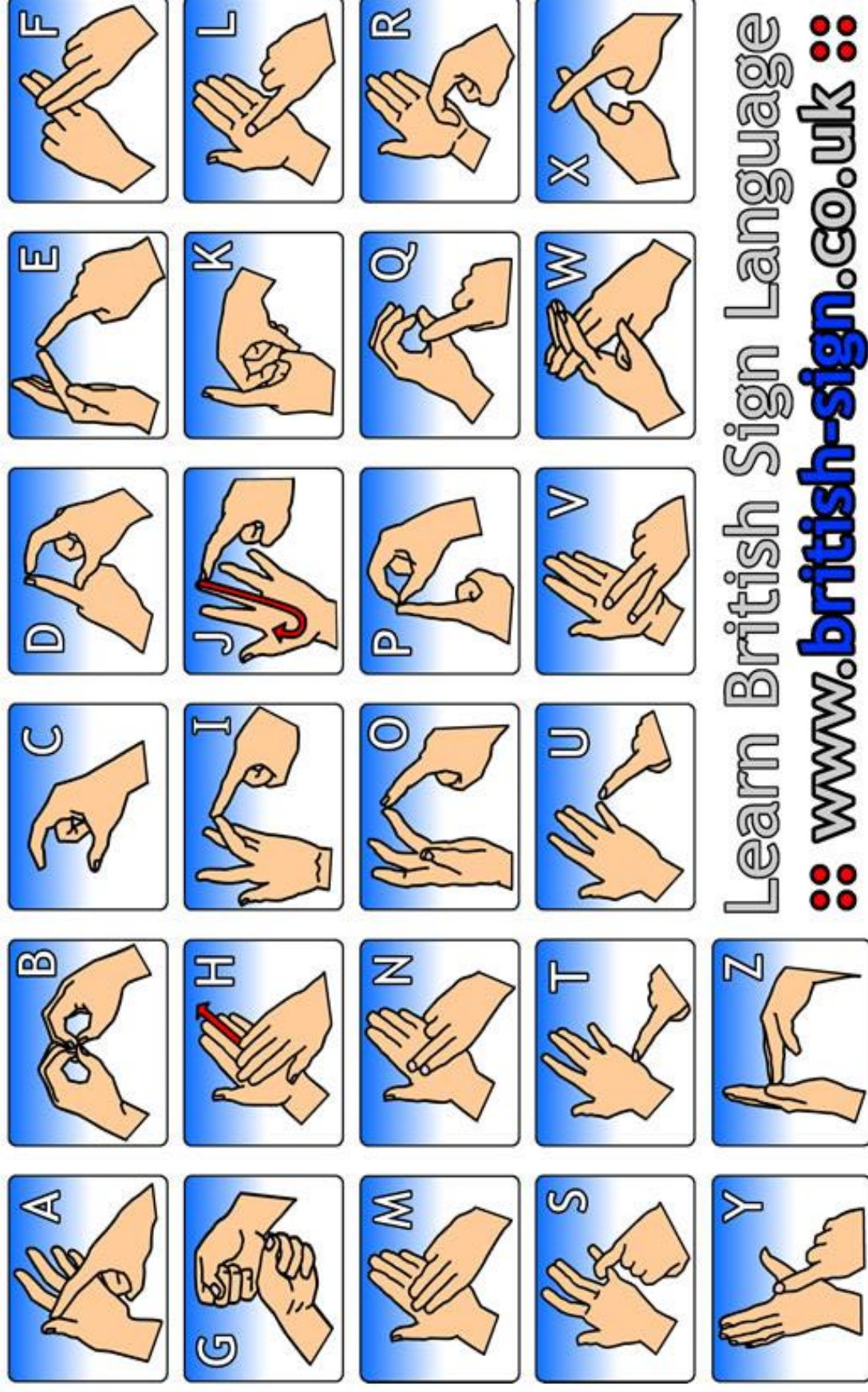
USEFUL WEBSITES, CONTACTS AND RESOURCES FOR YOUNG PEOPLE WITH DISABILITIES

Youth Forums – details of youth forums and their co-ordinators can be found on the relevant local authority websites

Funky Dragon – the children and young people’s assembly for Wales	01792 450000 or www.funkydragon.org
Children In Wales: Is the national umbrella organisation for those working with children and young people in Wales.	www.childreninwales.org.uk
CLIC – Is the national information and advice website for young people in Wales.	www.cliconline.org www.meiccymru.org
SCOPE: Our vision is a world where disabled people have the same opportunities to fulfil their life ambitions as non-disabled people	www.scope.org.uk
EDCM – Every Disabled Child Matters	www.edcm.org.uk 020 7843 6082
Autism	http://www.theautismdirectory.com/Cardiff.html
Learning Disability Wales	http://www.learningdisabilitywales.org.uk/ 0808 800 0300
Duke Of Edinburgh	http://www.dofe.org/
Downs Syndrome	http://www.downs-syndrome.org.uk/about-us/wales-office.html
Viva Project Working with Young People in Rhondda Cynon Taff.	http://www.vivaproject.co.uk/
Disability Sports Wales	http://www.disability-sport-wales.org/clubdirectory.html

British Deaf Association Talking Hands	www.signcommunity.org.uk www.dyac.co.uk 01639 882585
MENCAP - Vision	www.mencap.org.uk
Institute for Citizenship	www.citizen.org.uk/
Changing Faces	www.changingfaces.org.uk
PHAB - Physically Handicapped and Able Bodied	http://www.phab.org.uk/wales.php
Contact A Family	www.cafamily.org.uk
Epilepsy	http://public.epilepsy-wales.org.uk/
Cardiff and Vale Coalition	www.cvcdp.org/disability
Whizz Kids	http://www.whizz-kidz.org.uk/
Cerebra	www.cerebra.org.uk
Barnardos	http://www.barnardos.org.uk
Disability Alliance	http://www.disabilityalliance.org/links6.htm
Disability Equality Duty and involvement.	www.drc-gb.org 08457 622 633
SEN Transition into Employment	http://www.merthyr.gov.uk
Bendrigg Trust - Residential Outdoor activity centre	http://www.bendrigg.org.uk/
MEIC Information for your life.	http://www.meiccymru.org
Elite supported employment	http://www.elitesupportedemployment.co.uk
Local Authorities	http://www.direct.gov.uk/localauthorities

BSL Fingerspelling Alphabet



Learn British Sign Language
:: www.british-sign.co.uk ::

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www.cwvys.org.uk

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