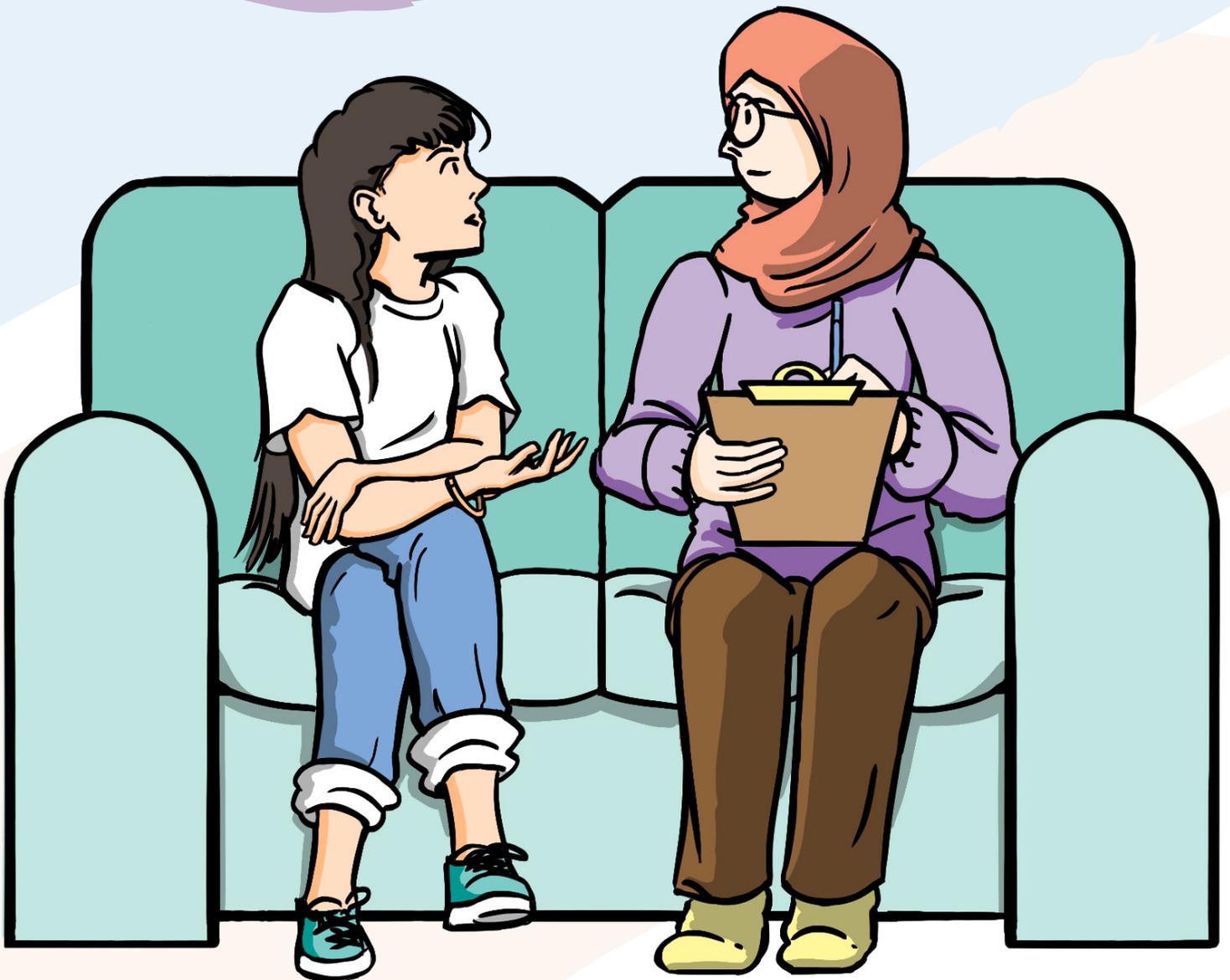


in & out

A resource for disabled young people and mental health workers using mental health services in rural Victoria.



in & out



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Your rights as a disabled young person

Everyone has rights

Rights are things that everyone should have. They tell us how people should be treated and what they should be able to do. Disabled young people have the same rights as everyone else.

For example, you have the right to:

- be safe
- be treated fairly
- be respected for who you are
- make choices and
- be part of your community.

Sometimes people face challenges when trying to access their rights.

For example, deaf students may struggle in school if lessons aren't taught in sign language. That's why some groups - like disabled people and young people - have special rights to help make things fair.

These groups don't have extra rights; they just have support to enjoy the same rights as everyone else.

Know your rights

Knowing your rights can help you make sure that you are being treated fairly.

Understanding these rights also gives you the confidence to speak up and ask for the support you need or raise concerns.



OUR VOICES ARE
VALID



Artwork by Callani

“I’m Callani, a disabled, queer, neurodivergent, chronically ill teen. My main message from this artwork is if you have something to say, say it! Your voice and opinion are valid.”

Your rights as a disabled young person

As a disabled young person, you have rights. Laws protect your rights. Laws are rules about how people should behave.

Here are some examples of the rights you have.



Equality and non discrimination

You are just as important as everyone else under the law. No one should treat you unfairly because of your disability. You should get the support you need to be part of life and your community.

Freedom from exploitation, violence and abuse

No one should hurt or take advantage of you. This includes physical, verbal, sexual, emotional harm, neglect, or discrimination. You have the right to be safe.

Live independently and be included in the community.

You should be able to live how you want and be part of your community. The supports you get should help you live your life in the way that works best for you.

Freedom of expression and opinion, and access to information

You should get information in a way that you can understand. You have the right to share your thoughts, give feedback, or make complaints. Information should be made accessible. For example, in Easy Read or Auslan.

Privacy rights

You have the right to keep your personal information private. This means you should know how organisations will use any information you share with them. Personal information means information or opinion about an individual, whether or not the information is true



Rights when speaking up

No one is allowed to treat you badly because you made a complaint.

This is called 'protection against retaliation'. Retaliation is when a person or organisation treats you unfairly because you spoke up.

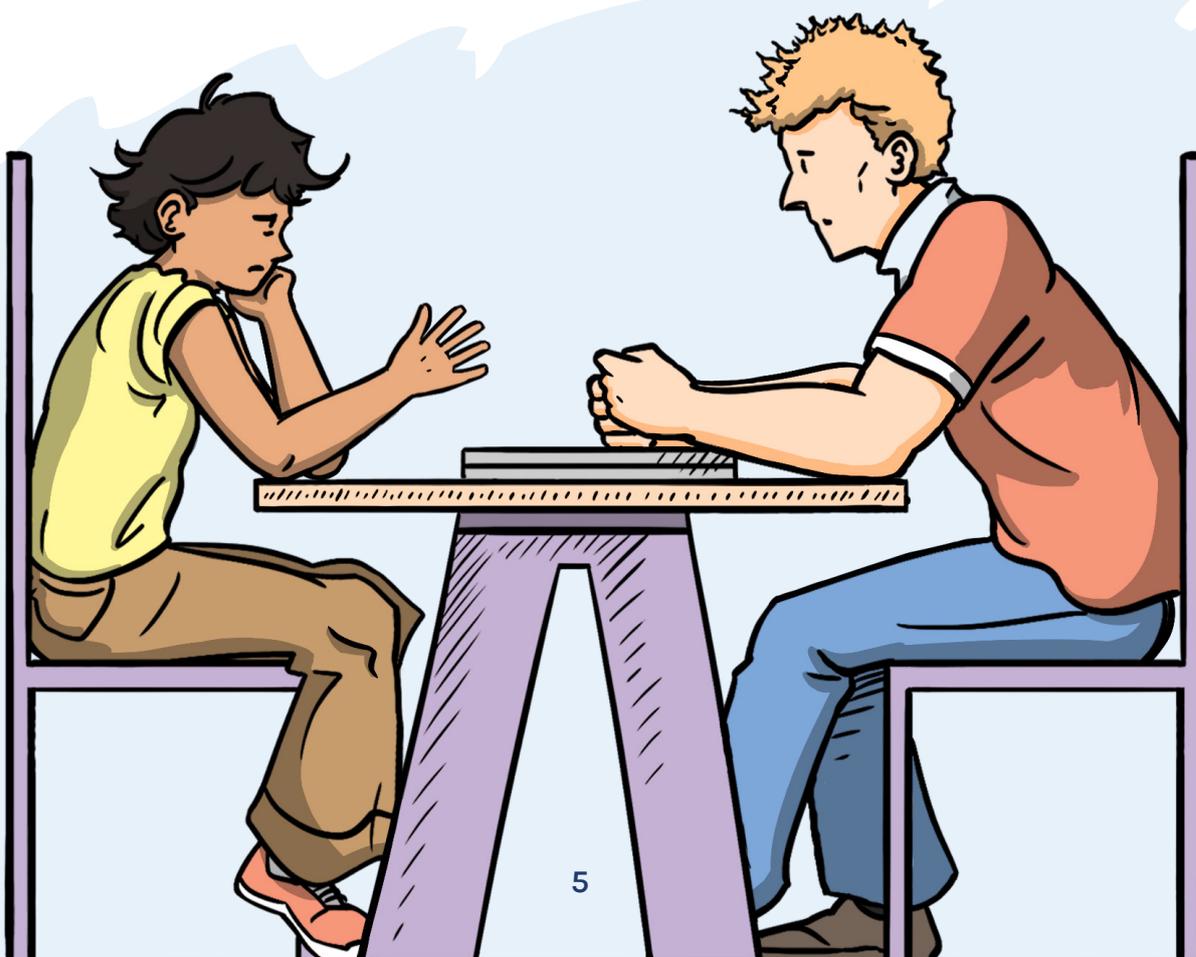
Retaliation is against the law.

Examples of retaliation include:

- **Being denied services:**
This makes it harder for you to get the supports you need.
- **Unfair treatment:**
You are treated differently or unfairly because you spoke up about something, raised a concern or made a complaint.
- **Harming your reputation:**
People spread false stories or lies to make others think badly of you.

Remember: Retaliation is against the law.

If anything mentioned above happens to you, you have the right to report it and get help.



Knowing your rights helps you speak up.

If you don't know your rights, it can be harder to tell when something is unfair or when you should say something.

When you connect a problem to human rights, you can help push organisations to change.

Workers:

Try and find the information listed on the 'Intake Checklist' and send it either before the person arrives for their stay, or have it ready on the day!

Young people:

Ask for this information as soon as you know you have to stay, or request it on the day.



Intake checklist



Explain the **young person's rights and responsibilities** during their stay.

Explain the **worker and service's responsibilities** to the young person.

Explain **confidentiality**. This should include a young person's rights, when and how confidentiality might need to be broken, and how the young person will be involved in that process.

Explain when and how a young person can include a **support person, external health** or **support provider**, and what information can and cannot be shared.

Explain that disabled people have a right to **receiving information in accessible ways**, and how they can be made aware of and involved in sharing information between themselves and the service.

Explain **consent**. What a young person gives consent to, and how to give or withdraw consent, including any limitations.

Give the young person a **self-advocacy fact sheet or resource** so they can be independently equipped with tools to advocate for themselves.

Gather the young person's **Access Needs** by asking them and filling it out together.

Explain the **types of support offered** at the service, don't assume they know.

Explain what to do **if the young person can't attend**. This could include no shows, rescheduling, disengaging/reengaging, or withdrawing from the service.

Explain **how appointments will run**. This includes length, goals, the total number of sessions, etc.

Provide options for **support outside of this service**, including both emergency and non-emergency options.

Provide your organisation's **"How to make a complaint or give feedback"** page.

Access needs



Name:

Pronouns:

Communication

The best way to contact me is:

Email

Text

Call

Post

Other:

I need more time or support with communicating when:

Reading

Writing

Thinking/remembering

Talking

Will you speak or communicate verbally during your visit?

Yes

No

Sometimes

With support of:

I would like to use these supports to communicate:

Auslan or Keyword sign - I need an interpreter for

Interpreter -language and dialect

Written communication - for example
an app, typing, pen and paper

Please share your access needs:

Add as much details as you want

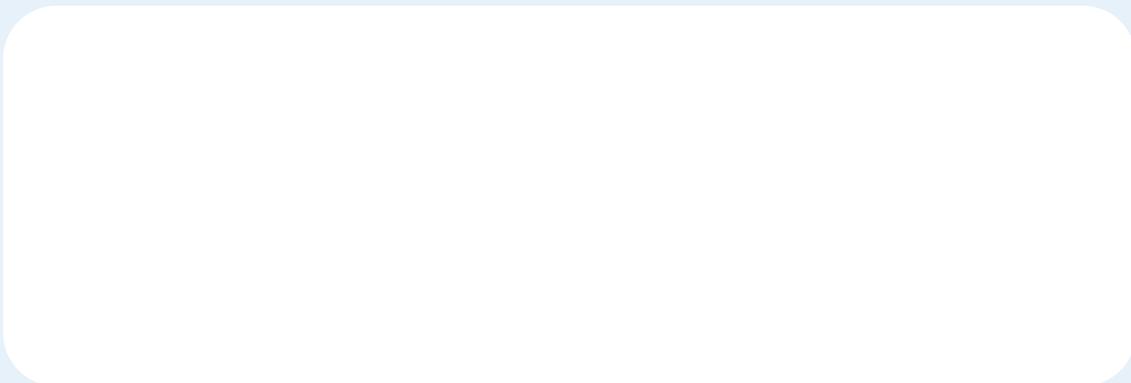
Sensory access - including scents, textures, sounds:



Breaks - including movement breaks, pain management, brain breaks:



Bathroom access - for example a large accessible bathroom for a power chair, with a certain door width or grab bars on left or right:



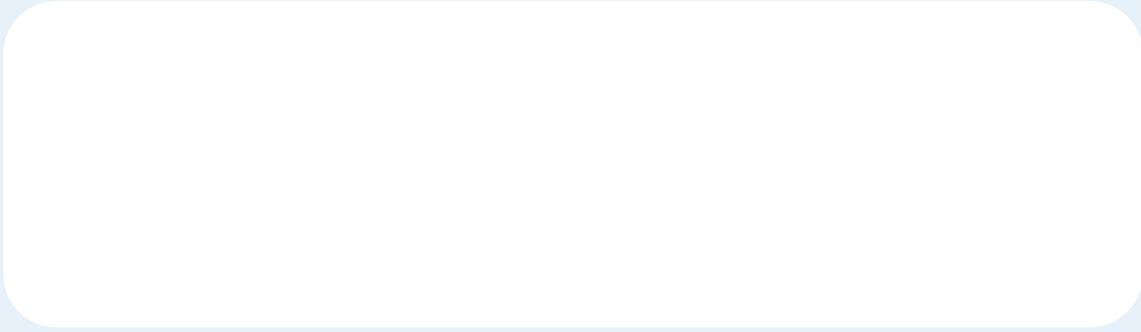
Workers:

You can use this form to ask disabled young people about their access needs.

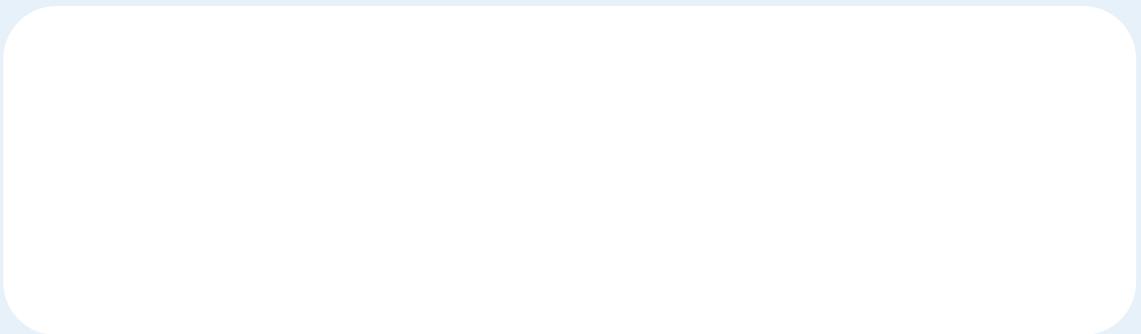
Young people:

You can fill this form out and bring it to make it easier to explain your access need.

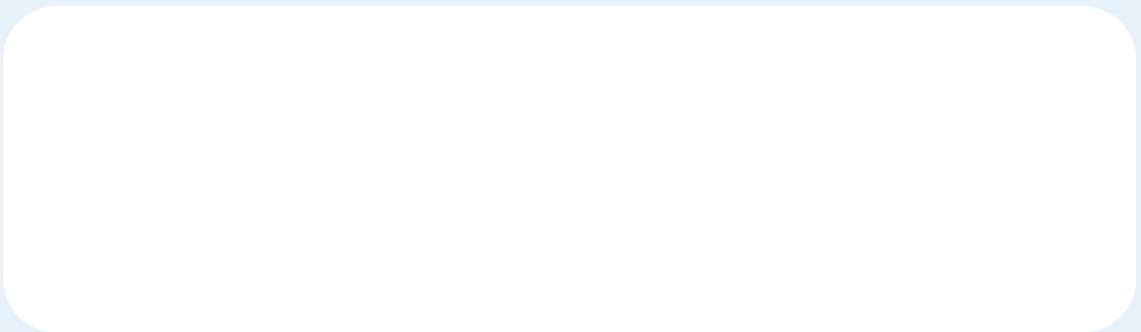
Room set up – including lighting, chair positions, space for mobility devices:



Information – including digital, printed, Easy English:



Support person – support worker, family member, or advocate:



Online access – live captions, avoiding lights/flashing:



Words I use to describe myself and my identity – that you are welcome to use to describe me:

For example: Queer, Black, D/deaf, Disabled, Aboriginal, Autistic, Intersex, Wheelchair user, specific health diagnosis like Ehler’s Danlos Syndrome etc.

What helps me when I’m feeling distressed:

Note: Any of these answers may change.

Please keep checking in on me so we stay on the same page.

**Use this space to write notes
or reminders for yourself.**



A large, empty white rectangular area with rounded corners, intended for writing notes or reminders. It is framed by a light orange border.

Remember, you can always send more information or ask questions later!



ydas 

Youth Disability
Advocacy Service

Youth Disability Advocacy Service

Can support you to be safe and supported.

info@ydas.org.au

www.ydas.org.au



With thanks to the Victorian
Government for supporting
this project.

Disclaimer:

This resource is a proof of concept. It draws from existing resources, language and imagery designed for different contexts. You are welcome to use it but know that YDAS cannot guarantee it will be effective in the field. We recommend you seek your own advice first.



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