



Commissioner for Children and Young People
Western Australia



Caring for the future growing up today

Involving Children and Young People with Disability

When	What	Who
09:30	Welcome and Housekeeping	Caron Irwin
09:35	Role of the Commissioner	Caron Irwin
09:40	Overview of <i>Involving children and young people: Participation Guidelines</i> and <i>Speaking out about disability</i>	Caron Irwin
10:00	Guest presentation and Q & A	Steve Watson, Vanessa Vlajkovic & Amy Neill WAIDE
10:30	Break	
10:50	Guest presentation and Q & A	Celine Windsor, Therapy Focus
11:20	Sharing session	All
11:50	Wrap Up and close	Caron Irwin
12:00	Evaluation sheets	All

Goals and expectations for today's seminar

"Us kids with disabilities are strong. I'm a 14 year-old girl with dreams and hopes like any other 14 year old except I was wired in a different way. It doesn't make me any less of a person. I'm just different, but aren't we all unique?" 14 year-old girl

Commissioner for Children and Young People

- *Commissioner for Children and Young People Act 2006*
- Priority and special regard to:
 - Aboriginal children and young people
 - Children and young people vulnerable or disadvantaged s.20(1)(a)
- Independent statutory office that reports directly to Parliament
- Convention on the Rights of the Child s.20(1)(b)

Participation - Commissioner's responsibilities

- Promote the participation of children and young people s.19(b)
- Encourage agencies to seek the participation of children and young people s.19(b)
- Develop participation guidelines to be used by agencies s.20(1)(d)



Involving children and young people – Examples

High-level consultation
with children and young people:

- Federal Cyber-Safety inquiry (2010)
- Federal Inquiry into 'fly-in,
fly-out' workforce
practices (2011)

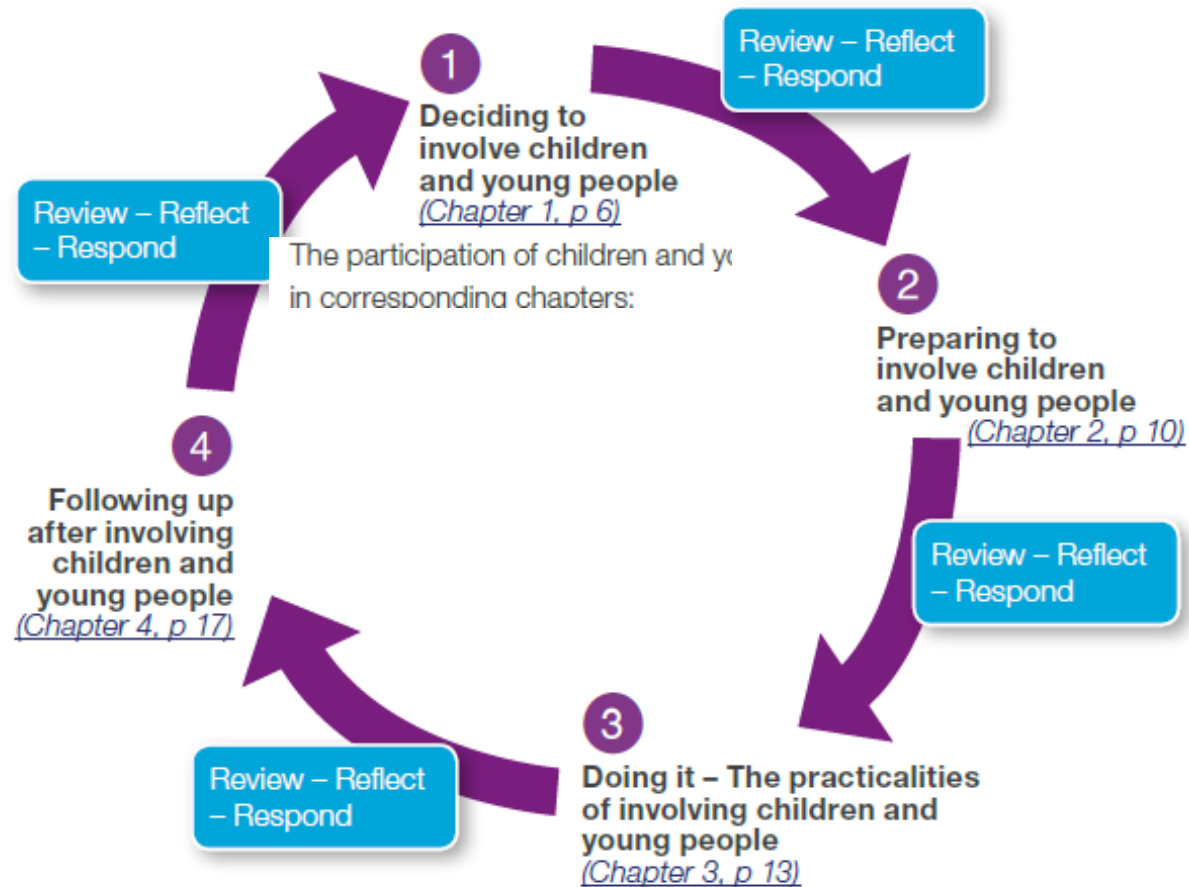


Involving children and young people – Examples

Involvement in local projects and on committees:

- New Children's Hospital Project YAC
- Review of the *Commissioner for Children and Young People Act*
- Commissioner's Advisory Committees
- Participation [examples](#) published on the CCYP website – from a range of agencies

The Participation Cycle



The Participation Cycle in action: *Speaking out about disability consultations*

Step 1: Deciding

Have a clear idea of what you want to achieve and the extent of children and young people's involvement:

- Are you looking to improve a program?
- Do you want to consult with children and young people to inform policy development?
- Are you looking for a creative or innovative perspective?
- What sort of timeline or budget do you have?
- What action will you take as a result?

Step 2: Preparing

Consider:

- Which children and young people will you involve – Those directly affected by your services? Future members? An organised pre-existing group (eg. a sporting team or school class)? All children of a particular age group?
- Do you have the support of adult coordinators that work with these groups? And do they have the capacity to assist you?
- How will your methods and activities be appropriate to the age, capability, background, interests of the participants?

Consultation questions

- What are some of the good things in your life?
- What are some of the things that you find difficult in your life?
- What would you like to tell the Commissioner about children and young people with disability?
- What are the most important things you need to have a happy and healthy life?
- Is there anything you need to help you share your views and ideas with other people?
- What are your hopes and dreams for the future?
- Is there anything else you would like to tell the Commissioner

Step 3: Doing it

Consider:

- Adapting to children and young people's way of working
- Tell children and young people what will happen as a result of their participation and what their actual influence will be
- Ensure that all your paperwork is done – permission forms, photo consent forms
- Make sure all participants know who will be looking after them, and who to go to if they have a concern
- Ensure the experience is rewarding - challenging but achievable - and that appropriate recognition occurs.

Organisations involved:

- Reference Group
- Testing of questions
- Advocacy Southwest
- Association for the Blind WA
- City of Rockingham
- Edge Employment Solutions
- Inclusion WA
- Kalparrin (Parents of Children with Special Needs Inc)



Organisations involved cont . . .

- Ngaanyatjarra Pitjantjatjara Yankunytjatjara Women's Council
- Senses Australia
- Springboard Youth and Autism Community Centre
- Therapy Focus
- Unitingcare Crossroads
- Wheatbelt Individual and Family Support Association.



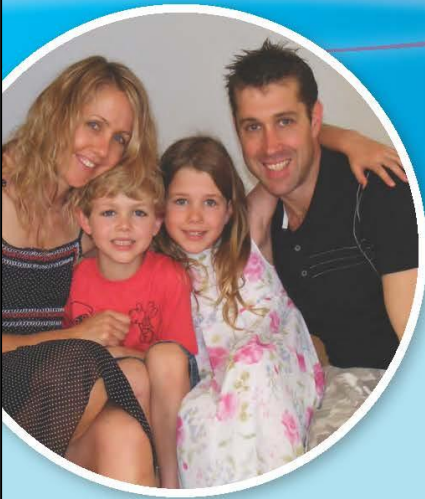
Step 4: Following up

- Review and evaluate the project for your own purposes
- For the participants, acknowledge all the elements of their participation – attendance, contribution, achievements, outcomes
- Acknowledge young people personally, but also publicly through your newsletters or websites if possible
- Take on board any feedback or concerns from the children and young people involved
- Make sure you have delivered on your initial promises.

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Speaking Out About Disability

November 2013

The views of Western Australian children and young people with disability

Love and support from their families

"Having a disability affects the whole family. My family get tired and need a break. My needs come first every day because I need so much help." 13 year-old boy

"When I am in hospital or bedridden, I love it when I see my brother. He always makes me laugh." 15 year-old girl



Enjoying the company of their friends

"Talking with friends always brightens my mood." 15 year-old boy

"The variety youth choir is special to me because I have lots of friends. I am also vocalist in a band." 16 year-old girl



"[Difficult things in my life are] not having the friendships like my siblings do, not having a supported friendship group like pre-schoolers/school leavers with disabilities do." 10 year-old boy

Wanting to be involved and included

"We are smart but some of us [are] just trapped ... but we have thoughts, feelings and opinions." 10 year-old girl

"Listen to our stories – there is no such thing as normal." 14 year-old girl



"[To have a healthy and happy life, I need] acceptance, inclusion, to be seen as a person with potential and for help to reach that potential." 12 year-old boy

Wanting to participate in activities

"I'm kinda loving the fact I get to play basketball and I'm glad I got a scholarship for that. I also love singing and music."
15 year-old girl

"Sailing. The people that we do it with are understanding of our needs and will make the marks bigger, large buoys with different contrast." participant

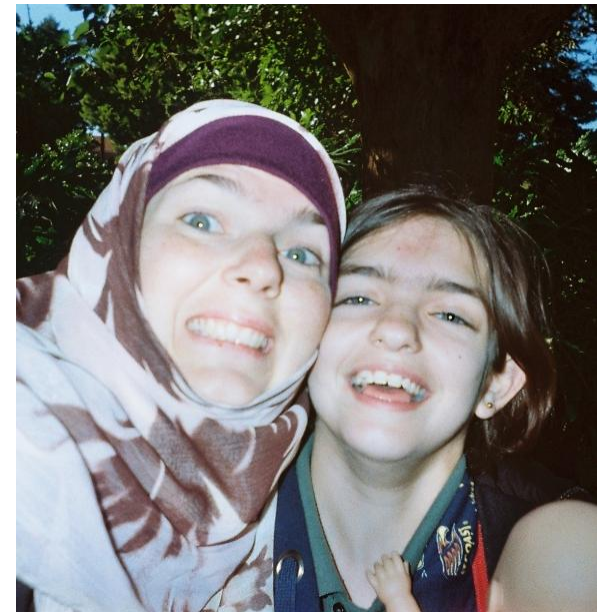


Being connected to the community

"My community now recognises me as a person, not a condition." 18 year-old boy

"It's a lovely community [that I live in] there [are] great people in the neighbourhood." 11 year-old boy

"I would like to say there needs to be more programs or organisations where youth with disabilities can participate in activities within the community so they can reach their full potential." 18 year-old girl

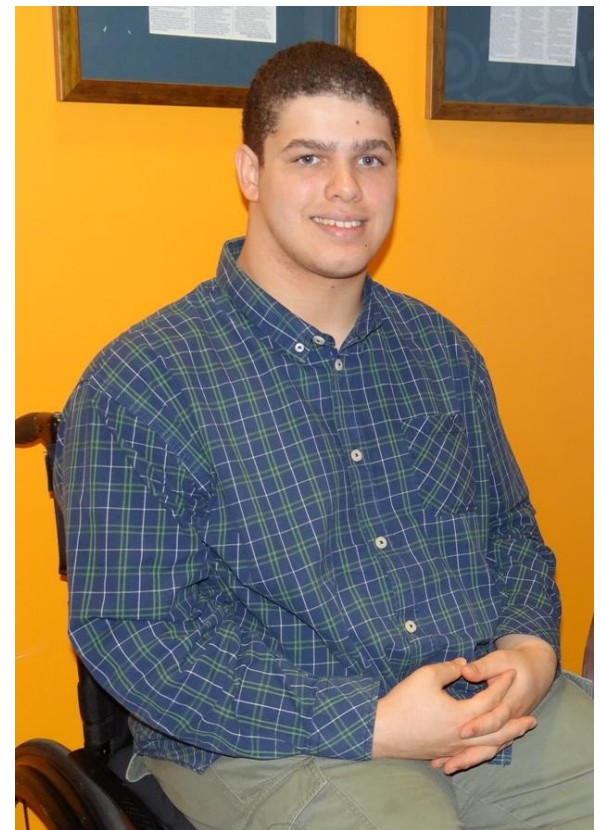


A desire to be independent

"Make more time to listen to [young people with disability], not our parents or carers or support workers or people who are not us." 18 year-old girl

"Have my own home, build a house for myself, be a carer." 13 year-old boy

"My laptop is my life, I can't live without it." 15 year-old girl



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contents



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Are you listening?

Guidelines for making complaints processes accessible
and responsive to children and young people

Developed in collaboration and with the support of

Equal Opportunity Commission



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CONTENTS



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Improving legislation and policy for children and young people

Updated January 2013

Guidelines for assessing the impact
of proposed legislation and policy
on children and young people



Guest presentation

Steve Watson
Vanessa Vljakovic and Amy Neill
WAIDE Youth Advisory Council

Break

30min

Guest presentation

Celine Windsor

Therapy Focus

Sharing Session

- Do you have questions about the application of any of the guidelines?
- Discuss a positive example of involving children and/or young people. Why did this succeed?
- Share a challenging experience – how did you learn from this?

Useful resources

- NSW Commission for Children and Young People: several publications
- Youth Affairs Network Queensland: *Involving Young People with Disability*
- Participation Workers Network for England: *The Effective Involvement of Children and Young People: A Resource Pack*

Thank you for attending

Please leave completed evaluation forms at the outside desk.

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