



COMMUNITY AWARENESS GRANTS

Open Your Mind, Count Us In Project Report

June 2007



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ETHNIC DISABILITY ADVOCACY CENTRE INC

320 Rokeby Road, SUBIACO WA 6008

Ph: (08) 9388 7455

Fax: (08) 9388 7433

Freecall: 1800 659 921

Email: admin@edac.org.au

Website: www.edac.org.au

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Sincere thanks go to the participants of the project. They have been actively involved in the series of workshops which required a significant number of hours from the participants. Thanks also to the staff members of EDAC for their support and their input. Special thanks to the project officers Amy Berson and Anita Lumbus with valuable support from our volunteer, Harry Pickett.

BACKGROUND

The Ethnic Disability Advocacy Centre (EDAC) is a community-based advocacy agency in Western Australia whose main service is to advocate and empower people with disabilities from culturally and linguistically diverse (CaLD) backgrounds advance their interests.

The Ethnic Disability Advocacy Centre (EDAC) was successful in receiving a grant in June 2006 to implement a project in support of the objectives of the Disabilities Services Commission (DSC) and ACROD WA (now known as National Disabilities Services) initiated campaign, *Open Your Mind. Count Us In*.

The main objectives of *Open Your Mind. Count Us In* are to promote inclusion of people with any given disability, not just a specific disability type, in the community, and promote an understanding that people with disabilities have the same rights as everyone.

The EDAC *Open Your Mind. Count Us In* project specifically aimed to facilitate social inclusion of people with disabilities from culturally and linguistically diverse (CaLD) backgrounds in various community activities, such as employment, education, recreation and community service access. People with disabilities from CaLD backgrounds face additional barriers to social inclusion, such as a lack of culturally appropriate and translated information available to them, factors relating to their cultural background, such as stigma and different attitudes towards disability, language barriers, and lack of culturally responsive services and staff (EDAC, 2005). They often have decisions made for them and are not given the chance to speak up about things that are important to them. This project aimed to empower the participants involved to overcome such barriers and achieve personal goals.

METHODOLOGY

Participants for the project were invited through information and notices to various ethnic and disability agencies followed by a special launch to inform the community of various events and projects conducted by EDAC. Various disability and ethnic agencies were contacted, including TAFEs and Universities and disability consumers to the project launch at the Subiaco Arts Centre.

Approximately 40 people attended the event. Presentations were made by two guest speakers with disabilities from culturally and linguistically diverse backgrounds about the right to inclusion and their experiences overcoming disability to achieve their goals. The first speaker was Lyn Lepore, Paralympics cyclist and medalist, who is of Italian background. The second speaker was Boris Turpin, an EDAC board member and artist. Both speakers were extremely well received by those present.

Appendix A includes promotional material and photos taken during the launch of the project.

A total of 10 participants registered for the *Open Your Mind. Count Us In* project. They had diverse disabilities such as physical, sensory, mental health and intellectual and also came from diverse cultural backgrounds, including Anglo-Indian, Peruvian, French and Fijian-Australian backgrounds.

Each participant was expected to choose an individual project as well as partake in a group project aimed at enhancing social inclusion. Each of the activities undertaken to implement the processes will now be expanded upon.

The first group meeting discussed the purpose of the project and the expected outcomes. It was found that the participants not only had diverse disabilities and cultural backgrounds but different levels of language, social and independent living skills and some had very little skills overall.

It was then decided that considerable input in skills training would be necessary to embark on individual small project undertaken by each participant as well as a group project.

Key training activities were planned which included the following:

- a series of structured workshops where all the participants are involved together
- support for each individual to assist with their project
- group outing and support

The following processes were also adopted:

- Initiation of ideas and strategies that arose from a lived experience of disability and migration settlement.
- Positive involvement of people with disabilities in implementation of the project.
- Learning about disability rights and gaining confidence
- Promoting rights and social inclusion by people with disabilities themselves.

Workshops

Four one-hour workshops were conducted to provide for skills development of each participant before they embark on their individual project. The workshops aimed to build the skills and confidence of participants to promote their rights in order to achieve social inclusion. Each workshop concentrated on a different theme, outlined below:

Workshop 1: Overview of project, Goal setting, Overcoming Barriers

Workshop 1

The workshop included a group introduction, followed by an overview of the aims of the project, and an exercise on the rights of participants as CaLD consumers. During the workshop the group looked at barriers to access and inclusion they have faced, and activities that they would like to have participated in the past, but could not partake in due to perceived barriers. The final part of the workshop concentrated on goal setting. Participants watched an Open Your Mind DVD case study about a person named Ben, and a group discussion was conducted about Ben's goals, the barriers he faced, and support provided to him. The SMART approach (Specific, Measurable, Achievable, Realistic, and Timeframe) to goal setting was introduced by the facilitator, and participants were asked to think about an individual goal relating to access and inclusion. They were asked to think about the barriers to achieving their goal, their supports, and first steps needed to achieve their goal. They were also encouraged to make time to meet with the workshop facilitator to develop their goal setting action plan.

Workshop 2: Review of session one, Passive, assertive and aggressive communication, leisure options, Planning of individual project.

Workshop 2

One of the most successful aspects of Workshop Two was the exercise conducted on passive, assertive and aggressive communication. The participants took part in role plays whereby they practiced each style of communication. They then discussed why the assertive style of communication was the best approach.

Workshop 3: Review of session 2, Telephone calls, Goal setting for individual project, Companion Card.

Workshop 3

The content of Workshop 3 included a session on telephone calls at the specific request of participants, who felt this was a skill they needed to develop. The group participated in a telephone conversation role play and received a hand out on tips to making effective phone calls. This was followed by a session on planning to achieve individual goals, and a brainstorming exercise on planning for the group activity component of the project.

Workshop 4: Review of session 3, Planning for group project, Update on individual projects.

Workshop 4, involved further planning for the group outing to the Perth Cultural Centre and discussion on the progress of individual projects.

Session plans and handouts for each workshop have been collated in Appendix B.

Individual Projects undertaken

To encourage confidence and promote the right to be included, participants identified activities they wanted to undertake. The outcomes of each have been documented:

Participant A wanted to participate in football (Australian Rules). Plans were made for him to contact local clubs, with the support of his mother.. Information was also provided for the program at South Fremantle Football Club, for youth from culturally and linguistically diverse backgrounds. Although the timing was not suitable for the current program, Participant A is planning on being involved in this (or a similar) program in the future.

Participant B wanted to improve her access to the movies. Although she goes to the movies fairly regularly, she wanted to take more responsibility for the planning (e.g., of what movie to go to). Participant B therefore worked on her telephone skills and began calling cinemas to make enquiries before going to the movies, rather than relying on her parents to do this.

Participant C wanted to work on his communication skills, particularly in English which is his second language. This was something he worked on throughout the project and the improvements were evident when he began to volunteer to speak on behalf of the group during the group outing.

Participant D wanted to play soccer. He was able to find a community group, consisting of other members of his ethnicity, and began to play with them more regularly in a social/semi-competitive setting.

Participants E, F and G wanted to go horse riding. Participant E took the responsibility to source options for them to go and found a venue that was suitable for each participant and their disability. Participant E researched into public transport to the riding centre. She attended an initial class and would like to continue, but is looking into social groups which go together on a regular basis to horse riding classes.

Participants F and G plan to accompany her to future classes.

Appendix C includes photos from the horse riding project.

Participant H wanted to work on her assertiveness in order to speak up in her work environment. This was something that she did improve.

Participant I found that he was too busy (with a multitude of different activities) to commence a new activity. However, he proved to be a very valuable member of the group as he was able to motivate his peers and provide them with a role model.

Participant J withdrew from the program early on, due to mental health related problems.

Group Project

For the group project component of this program, the participants decided to go on an outing to the Perth Cultural Centre, because it contains a number of free and interesting venues, such as the WA Art Gallery and Museum. The aim of the group project was to implement a number of skills that had been taught as part of the workshops, and also look at the accessibility of each building in the precinct. Different members of the group were responsible for different aspects of the activity, including:

- planning what we would do
- planning the timing of where we would go
- planning the phone calls and questions to ask of the three venues that we would visit (Art Gallery, State Library of Western Australia and WA Museum)
- calling the venues to ask these questions (e.g., disability access, group booking required, opening hours, etc.)
- planning how to get to the venues by public transport
- directing the group around each venue
- organizing somewhere to go for lunch

The outing took place on May 3, 2007, from 10am to 12.30pm. This outing proved to be a huge success as although time was limited and the group was unable to visit all exhibitions at each of the venues, it provided an introduction to the cultural

precinct that had the majority of the group planning to return. This outing was documented on DVD. . The production of a DVD was not a requirement of the project agreement but an additional documentation which could be used as a learning tool for future participants. A copy of the DVD was also requested by the Marketing and Events Manager of the Western Australian Museum, to assist with the Museum's reporting on disability access inclusion.

Project Information

The EDAC half an hour session (EthnicAbility) on 6EBA was used to publicized the project and inform the EDAC community on the progress and outcomes of the project. A more comprehensive reporting of this project is being prepared and expected to be aired soon.

EVALUATION

Evaluation undertaken for the *Open Your Mind, Count Us In* project included a group feedback session, and footage and interviews included on DVD during the group outing to the Perth Cultural Centre.

Group feedback session held 10 May 2007

Upon completion of the workshops and group outing, an evaluation session was held with the participants to obtain their feedback on the project. Ten participants attended and all of them reported that they had enjoyed the project. Below is list of questions that were asked during the feedback session, and a summary of their responses.

1. What did you learn through this project?

- How to make phone calls
- Learning to plan different activities
- Communication and different styles of communication

2. What did you enjoy about this project?

- Being with friends
- Learning new things

3. What could be improved with this project?

- The project could be longer – there was not enough time to get what I really wanted out of the project.

4. *What do you think of when you think of the saying 'Open Your Mind Count Us In'?*

- We should respect everyone regardless of their disability and what culture they come from.
- We are all equal and therefore should enjoy equal rights and be included in all societal events.
- We have a right to be included in the community.

5. *Do you have any other ideas for future projects?*

- Computing skills
- Job hunting skills
- Doing outings as a group – take photos and put in a newsletter
- Cooking
- Learning about different cultures, e.g., could go to a Spanish restaurant.
- Self esteem skills
- Sign language
- Creating a regular newsletter that everyone could contribute to.

Filmed group outing

Comments from participants were captured on film during the group outing to the Perth Cultural Centre. A DVD of the event is enclosed in Appendix D. (the DVD needs further editing and will not be available at this stage of the final reporting submission.)

OUTCOMES AND FINDINGS

Successes

One of the huge successes in the project was the evident improvement in self confidence of the participants. Over the duration of the project the participants became more and more confident and were willing to contribute more to discussions. The participants also became more vocal in speaking up about things they believe in and demonstrating assertive behaviours.

The other major success was the increased view of participants regarding opportunities available to them. The project made the participants stop and think about what recreational/leisure activities were available for them and willing to access different options.

Challenges

A major challenge involved targeting participants for this project. We ended up with people with disabilities who do not have the skills to engage socially in mainstream activities and thus have lesser opportunities for inclusion in community activities.

Another major challenge of the group was the irregular attendance of some participants, due to factors such as the distance from their home to EDAC, work and family commitments, and health related issues. This made it extremely difficult to progress individual projects and the group project.

A further challenge was the implementation of individual projects without being able to offer individual intensive support due to the nature of this project. We had not anticipated the intensity of support due to their lack of confidence, lack of social and verbal skills with some participants. This was attempted to be overcome by linking participants up with services that could assist them.

FUTURE IMPLICATIONS

Overall the project was a huge success and was enjoyed immensely by those who participated. Some participants gained additional skills in communication, such as making telephone calls to achieve desired outcomes, and visited places that they don't normally attend. As highlighted in the feedback above, the group would like to be involved in future EDAC activities of a similar nature in order to continue developing the skills they have developed and the friendships and support network they have formed.

APPENDIX A: PROMOTIONAL MATERIAL FOR LAUNCH

It's time to Speak Out!!

An invitation to
people with disabilities from culturally and linguistically diverse
backgrounds
to attend the launch of two exciting EDAC projects:
the EthnicAbility Radio Empowerment Project and
the Open Your Mind, Count Us In Project.



The Speak Out Launch will be taking place on Wednesday 7th February
from 4-5:30pm at the Subiaco Arts Centre,
180 Hamersley Road Subiaco.

The launch will include:

- Motivational presentations by Lyn Lepore, Australian Paralympic cyclist and Boris Turpin, artist and EDAC board member
- Information about the new projects and the chance to sign up to be a part of them
- The opportunity to Speak Out and share your ideas
- Nibbles and tea/coffee

Please RSVP by Monday 5th February to admin@edac.org.au or
9388 7455.

If you are unable to attend the Launch but would like to register your interest for one or both of the projects, please contact EDAC as soon as possible.

Launch Photos



APPENDIX B - WORKSHOP PLANS AND HANDOUTS

I: PLAN FOR WORKSHOP ONE

Introductions

- Everyone to introduce themselves
- Overview of project
- Importance of inclusion
- Go through meeting times – last session
- Folder for handouts, etc

Rights

- we all have lots of rights
- some specific ones – handout
- have you heard of these?
- Rights to access and inclusion
- Would anyone like copies of these documents?
- Why should you speak up for your rights?
- When is it difficult to speak up?

Open Your Mind DVD

- Ben

Group Discussion

What was his goal?

What could have been some barriers?

What could have been some of his supports?

Goals should be SMART

Specific

Measurable

Achievable

Realistic

Timeframe

Step by step approach – sometimes a rollercoaster

Think of an individual goal that relates to access and inclusion

HANDOUT

What are some barriers?

What are some supports?

What is the first step you can take to achieve this goal?

What are some barriers?

What are some supports?

Make time to meet with Amy to develop further action plan

Start to brainstorm ideas for group project

- any common barriers within the group?
- Any common supports required?
- Any awareness-raising we could do?

II: HANDOUT FOR WORKSHOP ONE

My Goal:

Supports:

Barriers:

My first action:

Support:

Barrier:

III: PLAN FOR SESSION 2 - OPEN YOUR MIND

- 4:05 Start and (re)introductions
Everyone to introduce themselves and their favourite colour
Quick overview of Project
- 4:10 Recap of last session
Ask those who were there to input
Talk about goal setting
Small steps
Short term, mid term and long term goals
Sometimes there are barriers
Any questions
- 4:20 Focus of this week - Passive, Assertive and Aggressive Communication
Has anyone heard of these before?
Handout with definitions
Demonstrate each one - going to EDAC and asking to speak to Amy
Discuss differences
Practice body language with a partner - partner has to guess (no speaking)
Activity - go to the movies and asking for a ticket - in three different styles
Discuss why assertive is best
Can anyone think of examples where they have been assertive? Or aggressive? Or passive?
- 4:40 Individual projects
Handout for goal setting for individual project
Discuss with neighbour some ideas you have
Can see Amy after the session to talk about or to make a time to see me
- 4:50 Group project
Discuss ATE option
Other ideas
Last session - social activity - any ideas? - order food - go out for coffee?
- 5:00 Finish
Reminder of next meeting
- ** If extra time - talk about support
- who can provide support

IV: HANDOUT FOR WORKSHOP TWO

AGGRESSIVE

Repeatedly interrupts the group; cuts people off mid-sentence; gives orders as if he/she was the boss; puts down other group members and their ideas when he/she disagrees with them.

a) PASSIVE

Does not participate in discussions; goes along with whatever is happening; adds nothing new to the group; is bossed around by other group members, even if this doesn't help the group.

V: SCORE SHEET

Name _____ Due date _____ Test score _____/100

AIM HIGH, AS HIGH AS THE STARS

Two-week Goal (This counts as a TEST on goal setting)

Scoring

- _____/15 Rough draft
- _____/10 Neatly transfer the rough draft to steps on the reverse side
- _____/20 Complete the Daily Progress sheet
- _____/05 Guardian initials at the top and bottom of the goal sheets
- _____/40 Questions (the score is not based on goal completion, but on question answers. Put some thought into them)
- _____/10 Guardian signature (at the bottom of the questions)

ROUGH DRAFT

Write down a goal that you can accomplish in 14 days.

1. Write down your goal

2. Teacher's approval/initials _____

3. Make a list of things you need to do in order to achieve your goal

4. Answer the following questions:

What days are you going to work on your goal?

How long will you work on your goal each day?

When (what time of day) will you work on your goal?

Where (place/room) will you work on your goal?

What improvement will you see from the beginning of your goal to the end?

What will you do to help you remember to work on your goal?

How will you know you have reached your goal?

Teacher's initials _____

Neatly fill in the steps on the next page.

VI: STEPS TO HELP ME REACH MY 2-WEEK GOAL

Transfer your goal information from the rough draft to the steps below.

“Failure is only a temporary change in direction to set you straight for your next success.”
Dennis Waitley

GOAL:

“Reputations are made by searching for things that can be done, and then doing them.” Joe Paterno

What will I do to help me remember to work on this goal?

6

“The greatest waste of our natural resources is the number of people who never achieve their greatest potential.” Joe Paterno

Tell the number of times you will increase (example: doing 10, increase to 18)

5

“One who fears failure limits his activities. Failure is only the opportunity to begin again more intelligently.”
Henry Ford

Give the days of the week it will be done and how many times per week.

4

Give length of time you will practice, study or work, etc.

3

State what will be done or tell how many times you will do something

2

Where I am right now with this goal

1

Now you are ready to keep track of your progress toward your goal. Turn to the next page.

This is part of the test on goal setting.

VII: CHECKING SHEET

Use the box below to verify what the current status is before working on the goal and what the end results are at the end of 2 weeks. The signature is to be the adult who supervised you as you worked on your goal.

DATE		DATE	
Where I am at the beginning of the goal	Signature	Where I am at the end of the goal	Signature

VIII: YOUR RESPONSE

40 points of your grade come from the questions below and a guardian's signature.
Think about your answers.

1. Did you reach your goal? YES NO Why? (What helped you attain the goal or what hindered you?)

If you answered YES, how can you continue your improvement? If you answered NO, what do you need to change in order to reach your goal?

2. List the people who benefited from your goal.

Why or how?

3. Was this a realistic goal for you to reach in 14 days? YES NO Why?

4. What did you learn about yourself by working on this goal?

5. What difference did it make in your life or the lives of others?

6. A time in your future that you look forward to is

7. You hope one of your greatest successes in life will be

8. Your most important goal for the future is

9. What is one thing you learned about setting goals?

“It must be borne in mind that the tragedy of life doesn’t lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn’t a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is a sin.”

Quotable Quotes of Benjamin E. Mays

PARENT/GUARDIAN SIGNATURE

(Worth 10 points)

IX: PLAN FOR SESSION 3 – OPEN YOUR MIND

Focus: Individual Projects

Skills focus: telephone calls

Seeking information

Identifying support needed

Introduction

- recap of last 2 weeks, passive, assertive and aggressive communication
- anyone find out activities in their area?

Telephone Calls

- handout
- role plays – practice conversations

Plan for Goals

- Who to contact
- What to ask
- Practice with partner
- Companion card?

Brainstorm for group session

Conclusion

- next week come back to report to group

*Props

- white pages
- yellow pages

X: Telephone Calls

Sometimes one of the first steps in achieving a goal will be to find out more information by making telephone calls.

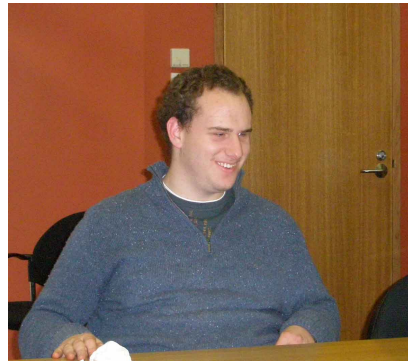
Some tips to making effective calls include:

- Preparing what you want to say before you make the call
- Being polite and introducing yourself
- Being clear and concise
- Asking the person to repeat anything that is unclear
- Making notes as you go



Planning your Call

APPENDIX C: PHOTOS OF SOME OF THE PARTICIPANTS



APPENDIX D: DVD OF GROUP OUTING

The DVD is now expected to be ready by end of July
due to unforeseen circumstances.
Shall be delivered once received.