



# Co-designing the transition of Accommodation Services

Created with people living in supported  
accommodation and those close to them

March 2019

***“I am in control of my choices through talking, being heard and I can make informed decisions”***

- Person living in supported accommodation



*Participants in the co-design sessions*

# Contents

We pay respect to the Traditional Custodians of all lands, past, present and future. Honouring our Elders and nurturing all young people.

Thank you to all the people living in supported accommodation and their family, friends and guardians who took part in interviews and co-design sessions.

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The Australian Centre for Social Innovation (TACSI) partners with government, not-for-profits, philanthropy and business to develop and spread innovations that change lives. We believe the best solutions emerge from working with the people facing the challenges we're trying to resolve.

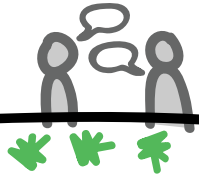


**Government of South Australia**  
Department of Human Services

The Department of Human Services (DHS) brings together a range of services, funding and policy responsibilities which together support safety, equality, opportunity and justice across South Australia.

**Project Start**  
*Early September 2019*

**Semi-structured Interviews**  
*Early October*



**Co-design Session 1**  
*Monday 5th November*



Synthesising and 'funneling' the information

**Co-design Session 2**  
*Tuesday 6th November*

Synthesising and 'funneling' the information



**Testing**  
Testing a draft transition framework with people



**Insights Report**

Critical Friends review



**Transition Framework**

Critical Friends review



**Co-design Session 3**  
*Monday 12th November*



**Co-design Session 4**  
*Tuesday 13th November*



**Influencer group**

*Established in preparation for the transition and first four meetings facilitated*

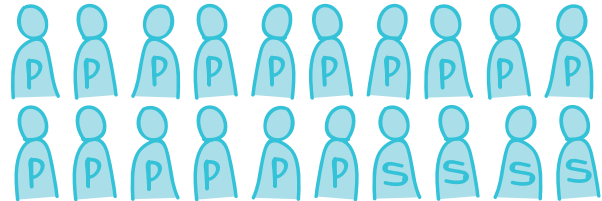
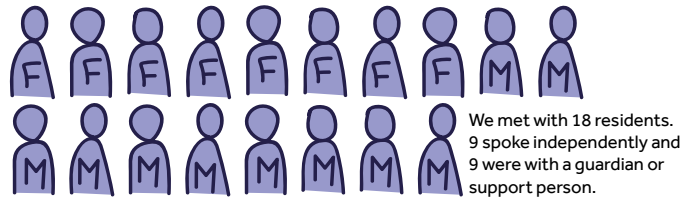


**Semi-structured Feedback**

*January and February*



We spoke to 44 people to learn about 24 different supported accommodation situations.



## 1. Semi-structured interviews

Semi structured interviews are often used in the social sciences as an interactive way to support people to share their experiences and ideas, and feel comfortable. TACSI and DHS staff met people at a place they choose (for example at home, a café or park) and spent 1.5-3 hours using questions and collaborative research tools to understand what good living, support, change and choice are for people.

TACSI and DHS synthesised the information people shared and developed a set of insights (see page 28) that describe good living, support, change and choice for people living with disability in supported accommodation homes.



## 2. Co-design sessions

The co-design group included people living in supported accommodation and a few already living in non-government supported accommodation. The group also included family of people living in supported accommodation and an Office of the Public Advocate representative. The group met, built on the research and refined insights, identified gaps and opportunities and collectively drafted what a good transition would look like for them, to guide the transition of Accommodation Services to NGO providers.

The transition framework (see page 18-26) was co-designed by this group and supported by TACSI to propose how good living, support, change and choice might be maintained and improved through the transition.

## 3. Semi-structured feedback interviews

After the co-design sessions, DHS requested that we shared key outputs with the people originally interviewed, to ensure the material reflected their perspectives. Their feedback was incorporated in the principles checklist, provider principles and transition framework.

## 4. Establishing an influencer group

This stage has been adjourned in order to spend more time understanding the needs of people living in supported accommodation throughout this transition. We recommend that when details of the transition are confirmed and preparation is underway, DHS establish this group as planned. This group plays an important role in the continuation of a commitment to co-design.

The influencer group would be made up of people living in supported accommodation and some parents and guardians who would work with DHS and their networks to continue to inform the transition of Accommodation Services, and the application of the Transition Framework. Over a period of months they would:

- Help DHS learn more and test ideas.
- Gather and share information with their networks and communities.
- Inform DHS decision making and transition.

*Participants in the co-design sessions*





*A participant in the co-design sessions*

## Commitment to co-design

Providers have significantly more influence and power than users of services in disability services. This means that efforts need to be taken to amplify the voices of people living in supported accommodation homes. In a co-design process it is important to balance the needs of users with the needs of the system and providers.

Social capital, or networks of trust and reciprocity, are essential to creating and maintaining a culture of co-design, as well as enabling people and families to become leading partners in their support system. Taking this draft transition framework forward into the testing and development phase with stakeholders will continue and strengthen emerging trust systems between people living in supported accommodation, those close to them and the department.

Through the process of 'trying out' and implementation, trade-offs can happen between the needs of people with lived experience, the needs of the service system, and the preferences of professionals. It is imperative the transition and ongoing service provision honours the people who gave their time to produce it, and who will invariably dedicate more time to testing and developing the model further, including in the influencer group.

A commitment to co-design requires recognition of the evidence generated through the research phase of this project. It also requires a commitment to innovation, trying something differently, and generating additional evidence about what works through learning by doing, not discussion.

*"I agree with everything that's been said, but I want to see action"*

- Ian Cummins, OurVoice

# Setting the scene for transition

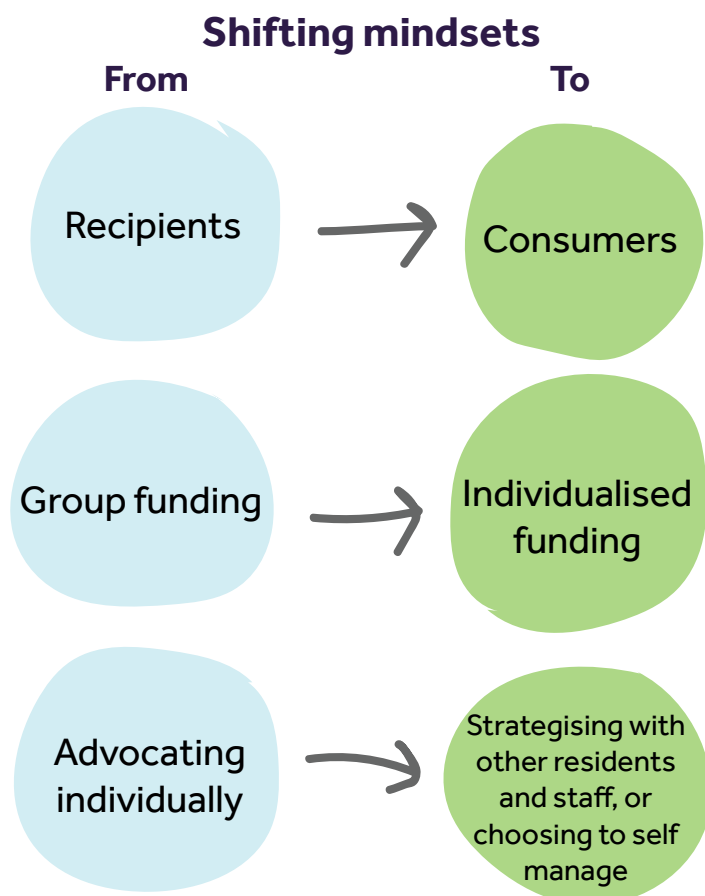
**For people living in supported accommodation and their family, friends and guardians, this transition is one step on a life-long journey.**

## History of disability services

The people we spoke to living in supported accommodation are aged in their mid-20s through to 60s. All residents have seen disability services change significantly in their lifetime, in line with attitudes toward and understanding of disability. For example, the United Nation Convention on the Rights of Persons with Disabilities (UNDRPD)<sup>1</sup> was established in 2006, only 12 years ago, and our approach to disability has changed from a medical model to a social model. Even the language we use to talk about people living with disability has progressed significantly<sup>2</sup>. Navigating this progress takes energy - for people and advocates to be calling for improvement during change and then adapting as it happens. It must be recognised that the transition is one more change in this journey. People we spoke to who have fought hard for a long time to get the supports that work for them, or their family member, are concerned that change means a continuation of that fight, and the possibility of losing what they've worked hard for.

## Moving toward choice and control - a mindset shift

Keeping in mind this history, asking people to exercise choice and control isn't as easy as it might sound. It's not an activity that people are practiced in, and can often find it overwhelming. This transition asks for more than one big shift in the way people think about themselves, their loved ones, their rights and needs and their approach.





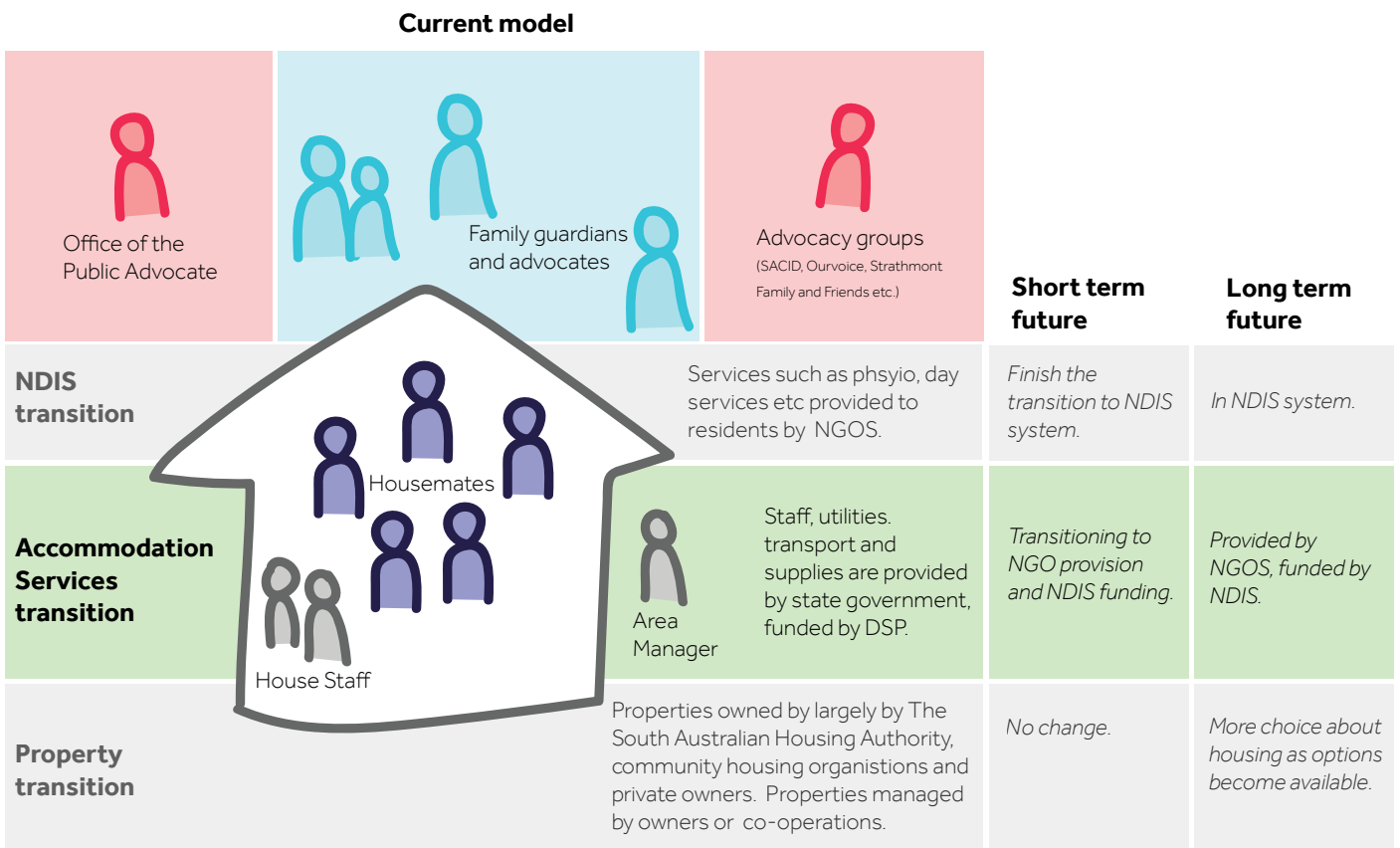
# Layers of change

The transition from government to non-government delivery of disability services is a change people must learn to navigate well in order to get the supports they need. However, it is one of many complex changes happening in the sector. The transition of accommodation properties to non-government management and the ongoing roll out of the National Disability Insurance Scheme (NDIS), facilitated by the National Disability Insurance Agency (NDIA) are other changes that people are navigating. People told us they feel the timing is making these changes overwhelming, and were often confused about which aspects of their supports are being affected by which changes.

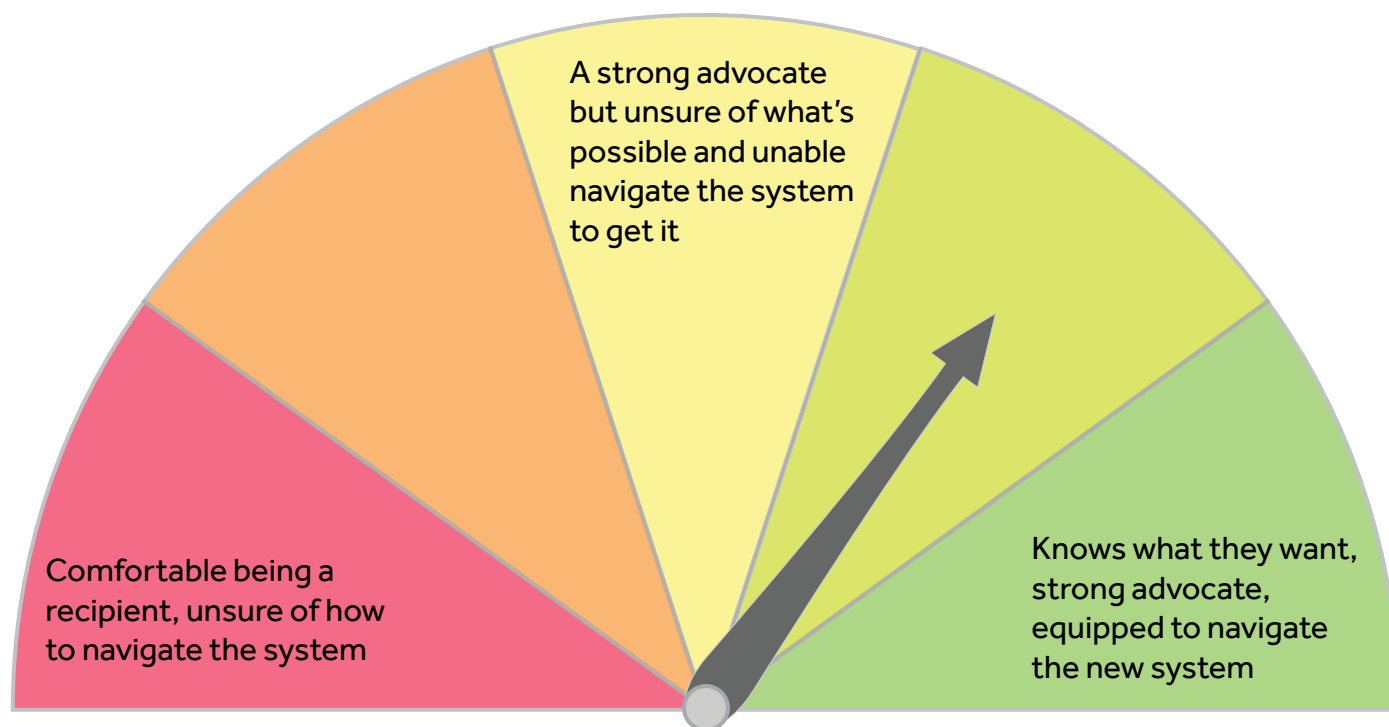
Change management is required in order to make these layers of change manageable and understandable for those experiencing it, while demonstrating how this change is a step toward better outcomes for them.

*"If there is change, it must be for the better"*

- Parent



## Shifting the dial toward strong navigation and advocacy capability



### Readiness and capability to navigate change

People living in supported accommodation, their friends, family and guardians have different experiences of and attitudes toward change. Some people see this transition as an opportunity to change their supports and improve their outcomes. Others have worked hard to create the best supports they've ever had and are afraid of losing it all. Some people are well equipped to speak up and fight for what they believe is good support, while others don't want to or can't play that role.

The dial above suggests a spectrum of capability that people might relate to when it comes to navigating change. At every stage of the transition, DHS and NGO providers should endeavour to support people to move closer to the green end of the dial.

This dial could be used as a guide to decision making and communication for those working in the transition. Ask yourself - will this activity support people to shift on this dial?

*"My human rights are important. I want to make my own decisions."*

- Person living in supported accommodation

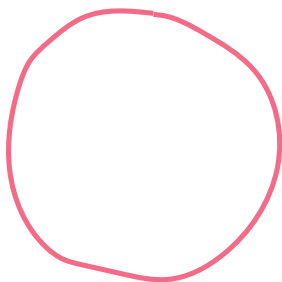
Participants in the co-design sessions



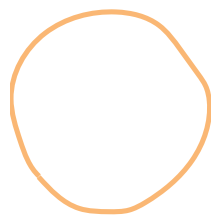
## A variety of supports required to navigate change

Knowing that people have a variety of approaches and levels of capability toward change, people require different levels of support. Providing people with options of supports may allow them to self-select the level of support that they need while supporting choice and creating efficiency.

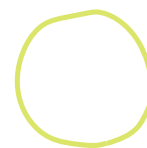
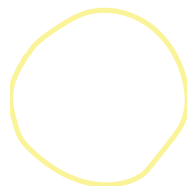
There are, however, some foundations people told us they need in order to most comfortably navigate change are outlined below. A strong change management process, such as Kotter's process for leading change<sup>3</sup>, will help facilitate these elements.



- Will require support to:
- understand own needs
  - understand choices they have
  - navigate the new system



- Will require support to:
- understand choices they have
  - challenge their perception of good living
  - navigate the new system



- Will require support to:
- navigate the new system



Levels and types of support needed

**Vision to improve outcomes**

**Communication and Information**

**Honouring self-determination**

Foundations of good change

# Principles Checklist

These principles were determined by people living in supported accommodation and their families, friends and guardians.

They are a set of rules to guide people working with people living in supported accommodation, and all principles must be 'checked off' in every moment of service delivery. The principles must be held even more strongly during this transition period.

The principles are the foundations of the transition framework (see page 18) and must be central to every stage of the final transition design and implementation.

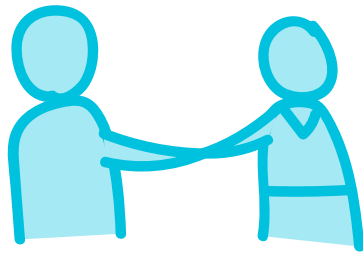


*Some of the participants of the co-design sessions, who worked on the principles checklist*





# Principles Checklist



## Nothing about me without me

Well recognised since the late 1990s<sup>4</sup>, this strong statement demands that any activities, discussions and decisions that might involve or affect a person should include that person.



## Supported accommodation is my home

Those delivering services in supported accommodation can become focussed on following process, risk management or getting the job done. We all need to remember that our homes are a place of security, being ourselves and doing what we want to do.



## Respect me and my team, include us, communicate with us and work with us creatively to get where I want us to go

We all need some support from and connection to others to live our best lives. This interdependence must be considered when working with people living with disability. Who is included and when is up to the individual.



## Respect and support my culture and identity

All services must be culturally appropriate and respectful, while creating cultural safety. Services should enable self-determination of Aboriginal and Torres Strait Islander people.



## **Understand what I want and need, don't tell me. Support my voice to be heard**

Never make assumptions about people living with disability. Operate from a strengths-based approach. Communicate in ways that work for people to understand what they want and need.



## **Acknowledge where I've been and help me get where I want to go. Support me to imagine new possibilities**

Understanding of and attitudes to disability have changed significantly in a short space of time, as has the service system. Many people have expectations that are based on what they have experienced in the past. We need to support people to look beyond this to imagine the future they want for themselves.



## **Respect my human right to:**

- **Quality, affordable and sustainable services**
- **Relationships I choose with my family and community**
- **Self-determination**
- **Dignity, equal treatment and being my unique and individual self**
- **Communication that works for me**
- **Health and wellbeing**

We all have the right to be respected and treated equally. These are some rights that are particularly important as they are often left behind for people living with disability.

# Provider principles

## DHS has the responsibility to make this transition a step toward better lives for people living with disability

In the transition to NGOs delivering Accommodation Services in South Australia, DHS has the responsibility to maintain and continuously improve the quality of services being delivered and being led by people living with disability in supported accommodation.

Participants in the interviews and co-design stages told us they would like to have choice in this transition, but also to have continuity of quality care.

Regardless of how providers are chosen, and by whom, people living in supported accommodation identified the following criteria as critical to ensuring the quality of supports provided.

DHS has the opportunity to leverage this transition. DHS must:

- Apply the Principles Checklist (page 12) to their work, including in decision making, processes, practices and further consultation.
- Include people living in supported accommodation, as they desire, in the transition process, safely and where appropriate.
- Establish a vision of the future for people living in supported accommodation, a vision created with people living in supported accommodation.
- Set the expectation for providers to rise to, and surpass, the expectations of people and those close to them in delivering supports that enable people to live their best lives.
- Support some mechanisms for holding providers accountable for delivering this level of quality support.
- Challenge providers to be innovative in how they deliver these services.
- Build on the experience and wisdom of people living in supported accommodation, those close to them, guardians, staff and providers and navigate the transition in partnership.



*A participant in the co-design sessions*



## Requirements for good providers

In the interviews and co-design working sessions, people were clear on their expectations of providers. Good providers:

- Embody the Principles Checklist (page 12)
- Deliver quality basics, as well as supports, relationships and environments that facilitate peoples best lives, certainly not supports that create obstacles
- Create spaces of belonging and security
- Foster a staff culture and expectation of good service
- Support staff to be creative and collaborative problem solvers to find what works best
- Balance risk management with supporting people to live their best lives
- Create safe ways for people living in supported accommodation and those close to them to provide feedback without being fearful of their support being affected
- Maximise presence of trusted staff who have good relationships with people, minimise presence of new or temporary staff who don't
- Include people's 'Circle' (see page 18) when and how they wish
- Involve people, where they would like, in the management of the supports - choosing and training staff, choosing and welcoming house-mates, staff schedules, house traditions and routines etc.

*At the heart of good service delivery is hospitality and respect. We call this the 'coffee and cake' factor, or in the words of a co-design participant -*



*"Coffee ice-cream!"*

*"Staff need to know more about mental health."*

*- Person living in supported accommodation*

## Requirements for good staff

In the interviews and co-design working sessions, people also told us that good staff:

- Embody the Principles Checklist (page 12)
- Listen to people and understand their immediate wants and needs
- Learn how people best communicate and support them to do so
- Communicate clearly and regularly with those close to the person (with the permission of the person)
- Are chosen by people and their team
- Care about people and the work that they do, and demonstrate this when they are at work
- Build relationships with people and those close to them
- Are aligned with people's goals and help them work toward them
- Continue to check-in and try new things and don't become complacent over time
- Can share some of their personal life with people, as people are sharing their personal life with them
- Have the combination of qualities and qualifications that enable them to deliver the supports needed.

*For more information on good supports, please see 'Insights to good support' on page 31.*

# Change management

## Guiding people and those close to them through change

Through the interviews, co-design working sessions and engagement with key stakeholder groups, we heard what people needed from an experience of change, and particularly what they expected from the transition of Accommodation Services.

- Apply the Principles Checklist (see page 12) to transition design, change management and decision making.
- Involve people living with disability and those close to them throughout the transition.
- Continue the co-design process throughout the transition.
- Acknowledge people's past experience in supported accommodation and prepare them for the future.
- Create security and ensure everyone has a place to belong. Address people's fear of losing good supports that they have fought hard for.
- Equip people for change, give them some control of the change and build their capability to navigate new systems. Provide capability building support that matches their needs.
- Maintain clear, accessible communication about the broad transition as well as a person's own transition.

For more information on good change, please see 'Insights to good change' on page 41.

*"[I am] a bit more relaxed now, since I have found out a bit more about the changes. Less anxious."*

- Parent

*"I know what I like and I want people to treat me like a human being."*

- Person living in supported accommodation



Supported accommodation  
is my home.

*A co-design session  
participant with one  
of the principles of  
good support*

# Proposed Transition Framework

This proposed transition framework was co-designed with people living in supported accommodation, their family, friends and guardians. It outlines the steps that people feel would create the best transition for people living in supported accommodation. While we know that not all aspects of the proposed framework will be feasible, it is important that compromises still embody the “Principles Checklist”.

While we facilitated the first stages of co-design, the constraints around the transition also became clearer. We are at this stage now where the co-designed ideas and the constraints must be brought together in order to progress.

## Applying the framework

This framework needs to be read with an understanding that two types of change are happening concurrently - transition of all supports for people with a disability into the NDIS and the gradual withdrawal of the South Australian government from direct service delivery of supported accommodation.

This framework describes the outcomes people seek to achieve through both transitions and describes preferred activities and interactions to facilitate good support and good change.

It is critical where preferred activities and interactions are not possible that the processes, activities and decisions that are applied should work towards increased choice and control so that the outcomes can remain the same.

Taking action on early stages of the transition

framework can begin immediately, as the more time people have to be informed and to articulate their wants and needs, the more prepared and confident they will be in the transition itself.

## Assumptions

DHS are in the process of co-designing what the transition will look like with people living in supported accommodation, their family, friends and guardians, staff and providers. At this time there are many unknown limitations and opportunities for the transition. As such, the transition framework is based on a number of assumptions, including:

- Everyone (who is eligible) will be able to access supported accommodation.
- People will have the option, individually or as a household, to choose their provider from those available.
- The transition will facilitate both stability and choice, prioritising one or the other according to people’s needs and preferences.
- Resources will be put into advocacy, particularly during this transition but hopefully ongoing.
- This transition is one step toward choice and control for people living with disability.



## Listening and responding to people's voice

People living in supported accommodation and those close to them don't feel that their voices are being heard or respected as they should be in the current disability service environment. Practicing the principles and following this transition framework where possible could change this experience.

People living in supported accommodation must be the strongest voice in conversations about their supports and any changes to them. A transition that is led by people living in supported accommodation will lead to a service system that people want, and one that meets their needs. Families, friends, guardians, providers and DHS are all responsible for supporting self-determination and being led by the voices of those living in supported accommodation.

## Understanding and responding to people who communicate in their own way

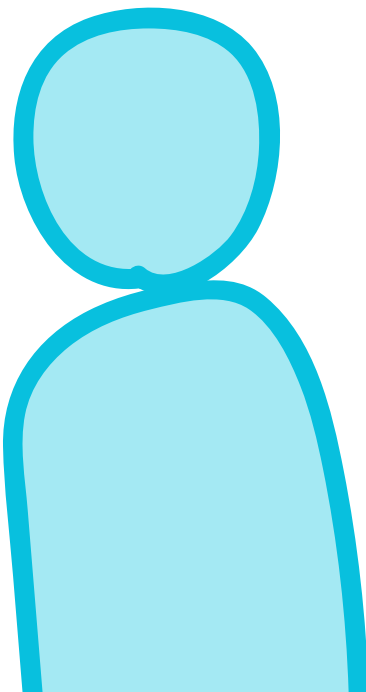
It is important that the wants and needs of those who have the highest communication support needs are acknowledged and self-determination is supported. There need to be tailored ways for people to express their needs and preferences through non-verbal and alternative communication. The engagement and support of their preferred advocates, supporters and interpreters is essential.

*"They need to listen to us."*

- Person living in supported accommodation

## What we mean by 'my Circle'

When we are going through times of transition, we all lean on others, often those we trust, to support us in various ways. It's important people living with disability can invite people they would like to support them to take part in this transition and be included in process, conversations and decision - be a part of their Circle. Including people's Circle must take into consideration barriers that may exist such as work hours, distance and access to information.



*Participants in  
the co-design  
sessions*



*"The advocate  
needs to be  
more than just a  
representative,  
they need to be  
someone who  
can answer the  
hard questions."*

*- Sibling*



*Taking part in a  
semi-structured  
feedback  
interview*

## Choice and stability

A variety of stakeholders in this transition means a variety of different wants and needs. While most are in the interest of people living with disability having the support needed to live their best life, some interests conflict.

For example, staff would like to be supported to deliver quality work with good working conditions, people living in supported accommodation would like to maintain stability while having choice and control and DHS would like to have transition that is viable, feasible and desirable.

Ideally, NGO providers that are the best fit for people are also the best fit for staff, allowing both to transition into their desired NGO. However, it is likely this won't always be the case.

In this situation, while many prioritise stability (particularly people living with intellectually disability and their parents) people strongly communicated that it should not be at the loss of choice. Both choice and stability are absolutely essential to a good transition and need to be maintained throughout the transition.

*“As long as they're a good provider with good supports, as long as they have transport, it wouldn't bother me who chooses them.”*

- Person living in supported accommodation

## Skilled advocacy and facilitation

Many people are finding the transition confusing. While they are keen to have improvements to their support many are concerned about how the transition might lead to this in reality. People living in supported accommodation and those close to them were clear that to navigate the transition to non-government delivery, facilitation and advocacy would be important.

When we shared the draft framework and the advocacy role embedded into the stages, people suggested that the facilitation would need to be provided by a neutral group, who have a deep understanding of supported accommodation, the NDIS and how to engage with people living with disability and their families.

Ideally people wanted this role to have continuity, where they could have one person guiding them through the process - a 'go-to' for understanding the landscape, asking questions and feeling someone is on their side.

For some, they trusted DHS management staff could fill this role, while others felt that it needed to be an external party who isn't tied to the department or service delivery NGOs.

*“We don't want someone making decisions for us”*

- Parent



Change narrative



An advocacy group visits Jo's house. They also invite her family, who join Jo and her house-mates to learn about their rights, and what they can do if they feel their rights aren't respected.



From this point, Jo and her Circle are included in all transition meetings.

**1. Being confident of my rights (if not already)** ★

**2. Including my Circle** ★

The goals of people living in supported accommodation



My family and guardians and I know what my rights are, what respecting my rights looks like and what to do if they aren't respected.

Those I trust and who know me best help me to navigate this change are included in the discussions when I want them to be.

The needs of people living in supported accommodation

I need to be enabled to:

- Understand my rights
- Have high expectations for myself
- Have high expectations of those supporting me
- Know that I am equal

I need to:

- Have my voice prioritised and heard
- Feel safe and supported to speak up
- Know I have people at the table who are on the same page as me

Activities to meet these needs

I want to do this by:

- A neutral person meeting me where I'm comfortable to discuss my rights
- Having a 'go-to person' to contact if I have questions or concerns

I want to do this by:

- Being asked who I would like to join me in any meetings, conversations, decision making etc.
- If I can't tell you, asking others who my Circle is and include them

Family, friends and guardians goals



I know how I can advocate for the rights of the person. I know that I need to place those rights at the centre of the transition.

Support the person to understand the change and the choices within it.

Role of DHS



Co-ordinate visits by advocacy groups, making sure everyone has the opportunity to learn about their rights.

Find out who a person's Circle is and invite them to take part in any stages of the process (with person's consent).

Role of NGO providers



Invite the Circle to take part in any stages of the process (with person's permission).

Role of staff



Be involved as people request it.




Role of Advocacy



Share information and hold discussions about human rights, in creative, participatory ways.

Be present as needed to ensure people feel in control, and comfortable. The Office of the Public Advocate could play a role for people who don't have a Circle.



 <p>Jo's NDIS plan has transitioned and she prepares with her favourite support staff and her dad to update her plan for the new year.</p>	 <p>Jo wants to be ready to get the best support from a new provider. Jo asks her dad to support her to do that. They discuss who Jo's 'Circle' is. She wants her favourite worker, Tess, on her Circle.</p>	 <p>DHS gives Jo a summary of the services they currently provide her.</p>
<p><b>3. Ongoing NDIS support</b> ★</p>	<p><b>4. Identifying my individual wants and needs</b> ★</p>	<p><b>5. Gathering information about my current services</b></p>

<p>I have increased choice and control and can ask for tailored services delivered by providers I choose. This could include my housing situation and supports in future.</p>	<p>I am supported to express my wants and needs. I know why it is important for the transition. I identify who can help me in this transition - my 'Circle'.</p>	<p>I can easily understand what services I need to live well, whatever that means to me.</p>
<p>I need to be able to:</p> <ul style="list-style-type: none"> <li>• Navigate the NDIS</li> <li>• Ask for what I need</li> <li>• Hold NDIS accountable for resourcing my essential supports</li> <li>• Expect quality service provision</li> </ul>	<p>I need to articulate:</p> <ul style="list-style-type: none"> <li>• How I need to be supported in order to achieve good living</li> <li>• What my values are (likes and dislikes)</li> <li>• How people can communicate with me</li> <li>• My routine</li> <li>• The importance of my culture</li> </ul>	<p>I need to know:</p> <ul style="list-style-type: none"> <li>• What supports I currently receive</li> <li>• What I like and want to keep or replicate from current services</li> <li>• What I don't like and want to change from current services</li> </ul>
<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• Having staff who are equipped to support me to navigate the NDIS</li> <li>• Knowing my avenues for requesting changes and advocating for myself</li> </ul>	<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• Supportive activities, such as 'My Health Matters' by the Centre for Intellectual Disability and various Helen Sanderson tools.</li> </ul>	<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• Building on my Care Plan</li> <li>• DHS giving me an Easy English profile of the supports they currently provide to me</li> </ul>
<p>I learn about the NDIS and increase my ability to support the person in navigating the new system.</p>	<p>Support the person to express their wants and needs. Identify my own wants and needs for them, and put theirs first.</p>	<p>Support the person to express their wants and needs. I express my own expectations as part of the person's Circle.</p>

<p><i>Note: the Quality and Safeguarding Commission must continue to hold providers to high standards of support and increasing self-determination.</i></p>	<p>Provide advice, facilitation and tools to help people express themselves. Train staff in how they can support people.</p>	<p>Share information about DHS services currently provided to people including Supported Independent Living quote, and supports DHS facilitates a connection to.</p>
<p>Train house staff and specialist staff in NDIS understanding and support, to help people to continue navigating change.</p>		
<p>Apply NDIS training to support people to exercise choice and control in the NDIS.</p>	<p>If person asks me to be on their Circle I explain why I can or can't take on that role.</p>	
<p>Advocate with and for people to get the supports they need in their NDIS package. Continue to support self-determination.</p>	<p>Advise DHS of useful tools for supporting the articulation and capture of wants and needs, if available.</p>	<p>Be present as needed to ensure people feel in control. Ideally with the same one or two people throughout.</p>

\*Having a profile of wants, needs and supports strengthens, rather than replaces face to face engagement

Change narrative



Jo asks her favourite staff member Tess to write down what she does to support her. They also write down how Jo likes changes to her supports to happen.



The house manager compiles this information into an 'About Me' folder for Jo. Jo uses this to communicate her needs without having to retell her story over and over.

**6. Gathering information about my day-to-day support details**

**7. Consolidating my wants and needs in a way that others can understand\***

The goals of people living in supported accommodation



I communicate the details of support that help me be me and live my best life, and the things that make life hard.

My information is gathered into a profile that supports my care plan and makes sense for me and for providers. I can better self-advocate with this information.

The needs of people living in supported accommodation

I need to:

- Express why some of my current staff are so important to me
- Articulate to providers what I need from staff (individually and as a Circle) in order to live well
- Keep private what I don't want to share

I need to:

- Own my profile
- Have it in a format that I understand, wherever possible
- Be able to share information in the profile with the people I choose, and not anyone else

Activities to meet these needs

I want to do this by:

- My trusted staff writing down what they do to support me day-to-day
- Reviewing and adapting this together with my Circle

I want to do this by:

- My house manager, family or advocates pulling all this information into one place
- Having it in a format that suits me or my guardian (e.g. Easy English)

Family, friends and guardians goals



Understand from the person and staff what supports help them live their best life.

We can both use the 'About Me' folder to better advocate for what they need.

Role of DHS



Provide helpful advice, facilitation, tools and time to help valued staff members articulate their support they provide.

Allow time for staff to support the compilation of information, if desired.

Role of NGO providers



Role of staff



Work with person and family/guardian to articulate valued daily supports.

Compile information with the person and/or family, friends or guardians.

Role of Advocacy



Be present as needed to ensure people feel comfortable, and in control.

## Stage 2 of 4 Knowing my options and maintaining stability Navigating choice



A DHS representative or Advocate meets with Jo's house to explain what this transition means, and what structures of supports are available. Jo's Circle attend.



An advocate arranges appointments with Jo and her Circle, and another with her house-mates. They have afternoon tea and go through activities to discuss what they each want from the transition.



DHS works with providers to create provider summaries.

### 8. Knowing what types of support I can choose from

### 9. Planning what change I want ★

I understand the transition, and the different structures of support available to me. I understand how this transition is different to the NDIS and others.

My house-mates and I articulate what we want to change and what we want to stay the same when we transition to a new provider.

I've been in government services for a while, and in institutional supports before that. I'm not sure what might be possible for me.

I need to understand what support is available to me, such as:

- Transitioning current services
- Looking at my housing options (individual, group, with family etc.)
- Moving to self directed care
- NDIS and NGO supports available

I need to know:

- What my non-negotiables and priorities for supports are, and what I can compromise
- What I want to ask of a new provider
- That it's optional for me to meet with my house-mates

I want to do this through:

- Support to understand information from DHS
- Support to contact DHS or an Advocacy group with questions or requests

I want to do this by:

- Having an external, neutral party facilitate more than one conversation with my house-mates, my Circle and myself
- Having my questions answered

I understand the transition and the different structures of support available. I understand how this transition is different to the NDIS and other transitions.

Keep the person's wants and needs front and centre while planning for change.

Educate people, families and guardians about this transition, and the distinction between it and other changes\*.

Be clear with staff as to what their role is in these conversations - they should only be involved if invited.

Collect and distribute information about providers in a common template for easy comparison.

Be clear about what is possible in maintaining services and improving them.

Complete information template provided by DHS.

Be involved as people request.

Available to facilitate questions about what choices people can make in this transition.

Facilitate house conversations to prepare for having a new provider.

Support the accessibility of this information to people.

Change narrative



Jo gets a short-list of providers that have been matched to her 'About Me' folder, and high-level summaries of each. The summaries are in the same Easy English and detailed templates.



An advocate arranges a meeting with the providers at Jo's favourite cafe. After each meeting, Jo invites each provider to her home for lunch and the rest of the afternoon.

**10. Receiving information about a short-list of providers (where available)**

**11. Getting to know each other**

The goals of people living in supported accommodation



I have relevant options that could be a good fit for me. I get to know how they are different and how they fit with my needs. I am able to seek other options if I want.

Service providers get to know me and my wants and needs. I get to know their services and approach. I start to get a feel of whether they are a good fit.

The needs of people living in supported accommodation

I need to:

- Have an idea of potential providers before I really get to know them
- Hear about their in-home and community connection supports, costs, quality and communication approach.

I need:

- The importance of my wants and needs to be felt
- Providers to have a detailed understanding of my unique supports
- To have my questions valued and answered

Activities to meet these needs

I want to do this by:

- Receiving provider profiles in Easy English identical templates for easy comparison (similar to the profiles created for the Victorian transition, or created in the co-design workshops)

I want to do this by:

- Interviewing the provider
- Having a chat with them at a cafe
- Having them come to spend time with me in my home
- Meet provider's current people

Family, friends and guardians goals



I am informed about the options that might be a good fit. If they want me to, I support them to understand and weigh up the options, or seek other available options.

I support the person to get their full wants and needs across.

Role of DHS



Work with Advocacy group to recommend providers who might be a good fit based on person's profile and provider availability.

Coordinate meetings between providers and people, creating comfortable environments. "I'm the boss" by HCSCC is a resource that could help people prepare.

Role of NGO providers



**The number of available providers will vary depending on location. We need to facilitate choice and control within these constraints.**

To adjust the power balance and make sure people feel comfortable and safe to ask questions and share what's important.

Role of staff






Role of Advocacy



Collaborate with DHS to recommend 3 providers who might be a good fit based on person's profile.

Support the person to be in a position of comfort and power and get their full wants and needs across.

 <p>Jo and her dad both receive a tailored offer of services from the two providers.</p>	 <p>An advocate arranges one appointments with Jo and one with her house-mates. They sit down over afternoon tea with their Circles and go through some activities to discuss their needs and their collective options.</p>	 <p>Jo chooses a provider with help from her Circle. Her dad supports her to let DHS know her choice.</p>
<p><b>12. Getting one or more offers</b></p>	<p><b>12. Having house conversations (if making decisions with house-mates)</b> ★</p>	<p><b>13. Time to reflect and choose</b> ★</p>

<p>I receive tailored descriptions of how providers can support me to live well.</p>	<p>Understand where my house-mates and I have different wants and needs and negotiate what's best for us all without harming our relationships.</p>	<p>Submit a decision that I am satisfied will deliver on my wants and needs and allow me to keep the good things and let go of the bad things about current supports.</p>
<p>I need to have:</p> <ul style="list-style-type: none"> <li>• Clear, reliable and detailed offers of services from providers</li> <li>• Descriptions of how my needs and wants will be met or negotiated</li> <li>• Information presented in a way that's easily comparable</li> </ul>	<p>I need to know:</p> <ul style="list-style-type: none"> <li>• What I can and can't compromise on</li> <li>• What my house-mates can and can't compromise on</li> <li>• What our options are as a house</li> <li>• What my options are as an individual</li> <li>• The choices my preferred staff are making</li> </ul>	<p>I need to feel:</p> <ul style="list-style-type: none"> <li>• I've made the best choice for me</li> <li>• My Circle supports me</li> <li>• That this choice will maintain or improve my supports</li> <li>• I can maintain good relationships with my house-mates if I want to</li> </ul>
<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• The provider explaining their offer to me and answering any questions</li> <li>• Having a trusted person or advocate support me to understand where needed</li> </ul>	<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• Having an external, neutral party facilitate conversations with my house-mates, my Circle and myself</li> <li>• Having my questions answered</li> </ul>	<p>I want to do this by:</p> <ul style="list-style-type: none"> <li>• Letting my Circle and/or advocate know my choice</li> </ul>
<p>I understand the differences between the providers and can support the person to do the same.</p>	<p>Keep the person's wants and needs front and centre while negotiating with the house-mates and their Circles. Communicate with other families.</p>	<p>Feel the person is making the choice they want. Feel their choice will enable great living for them and support our relationship.</p>
<p>Collaborate with providers to have offers in a common template for easy comparison.</p>	<p>Be clear with staff what their role is in these conversations - they should only be involved if invited.</p>	<p>Receive all the decisions and plan with providers at a high level how to act on them.</p>
	<p>Be clear about what is possible in providing services as a house versus individual service provision.</p>	<p>Begin making preparations for a trial period.</p>
	<p>Be involved as people request.</p>	
<p>Available should support be required to understand the offers.</p>	<p>Facilitate house conversations to weigh up their collective and individual options.</p>	



## Stage 3 of 4 How I lead change Working toward better living and supports

### Change narrative



The new provider meets with Jo and her Circle to welcome them. Together they sit down and plan to transition smoothly. It includes relaxed visits from any new staff before they start work.



The new provider meets Jo and her Circle with a final transition plan. They talk through the detail and leave a visual map of what is happening and when.

### 14. Planning how change happens

### 15. Knowing what's changing and when

#### The goals of people living in supported accommodation



My Circle and providers know how I would like the change to the new provider to happen.

I know what is happening with my staff, house-mates and home. The pace, order and process of change allows the least disruption as possible.

#### The needs of people living in supported accommodation

I need to:

- Be supported to tailor the transition for me
- Feel and know that my voice is heard, respected and responded to
- Plan a change that works best for me

I need to know:

- What's happening with current staff, house-mates, home, disability support pension payments, community connection, communication, wellbeing supports etc.

#### Activities to meet these needs

I want to do this through:

- Meetings with the provider, supported by my Circle
- Providers responding creatively to my wants and needs

I want to do this by:

- Having a visual plan that explains what I can expect immediately and a bit later on

#### Family, friends and guardians goals



I'm informed about the change process and my role in it. My relationship and knowledge of the person is designed into the transition plan

I know what I can do to avoid or minimise person distress. The provider actively engages with me to work on this together. I know how the person is feeling.

#### Role of DHS



Work with the person, their Circle and the provider to create a transition plan that works best for the person.

Work with the provider to create a map of the transition for the person.

#### Role of NGO providers



Work with the person, their Circle and DHS to create a transition plan that works best for the person.

Work with DHS to create a map of the transition for the person.

#### Role of staff



Have a period without annual leave in order to maintain stability for the person.


#### Role of Advocacy




Help facilitate discussions where people might not feel comfortable.




The provider agrees to an eight week review period, so they get to know if it's a good fit. Jo and her dad have weekly meetings with the provider at the local cafe to talk about the services. Tess has a separate meeting.



Jo and her dad tell the advocate that they were hoping for more outings. Tess and the provider plan a solution with Jo. Jo and her dad are happy and decide to continue with this provider after the trial.



Jo and her dad tell the advocate that they were hoping for more outings. Tess and the provider can't offer a solution. Jo and her dad are unhappy seek another provider. It takes time but they find one.

**16. Having a review period**



**17A. Deciding it's a good fit**

**OR 17B. Deciding it's not a good fit**

My Circle and I adjust to the change, get to know any new staff, routines etc. I have opportunities to let the provider know what I like, don't like and am getting used to.

I am able to continue with the supports I'm happy with, staff I know and house-mates I like.

I am supported to find a situation that is a better fit, either for me alone, or with my house-mates.

- I need to:
- Adjust to changes as they happen
  - Retain a feeling of safety and belonging
  - Make sure this provider is right for me
  - Feel comfortable providing feedback
  - Have quality controls in place

- I need to:
- Be able to continue with what's working
  - Retain stability

- I need to:
- Be able to change my mind
  - Expect flexibility

- I want to do this by:
- Having a period of up to six months where I can change my mind
  - Being given explicit permission to share feedback in a way and place that I choose

- I want to do this by:
- Meeting with my advocate to let them know my experience with the provider
  - If I decide to continue with this provider, I am supported to finalise the agreement

- I want to do this by:
- Meeting with my advocate to let them know my experience with the provider
  - I am supported to choose a new provider and have another trial

I have regular communication with the person, Circle and staff. I know how the change is progressing and can provide feedback.

I join the person to support them in structured feedback meetings.

**As a parent, I want to know how I can advocate in this new service setting.**

I join the person to support them in structured feedback meetings.

Negotiate review periods with providers.

Check in with providers and advocates after a trial period in order to ensure quality and person satisfaction with services.

Check in with providers and advocates after a trial period in order to ensure quality and person satisfaction with services.

Facilitate a review period with people, including openly and actively seeking feedback.

Take on board feedback and make adaptations, continue delivering services if trial is successful.

Take on board feedback and make adaptations, support people until they begin a trail with another provider.

Connect regularly with provider to check on trial progress.

Facilitate feedback meetings where needed during the review period.

Facilitate final, end-of-trial meeting.

Support people to identify alternative providers and provide information about how to navigate a new trial.

Change narrative



The staff Circle regularly ask what Jo would like as they provide her daily supports. Every four months they have a meeting with Jo and her dad to check on her needs and goals and plan any adaptations to her supports.

**18. Ongoing communication and adaptation**

The goals of people living in supported accommodation



I am always included in discussions and actions that affect me, and I can lead these if I want. Staff and I work creatively to adapt my supports and routines as needed.

The needs of people living in supported accommodation

I need to be:

- Included as a leading partner in my supports
- Supported to have my voice heard, always
- With staff and house-mates who are a good fit for me

Activities to meet these needs

I want to do this by:

- Having informal and structured ways to communicate my changing needs
- Delivering feedback safely to providers and to advocates
- Providers upholding the principles

Family, friends and guardians goals



I feel informed and connected to the person and staff. I can communicate with them and be involved in decision making in with the person's consent.

Role of DHS



Work in partnership with providers to ensure quality supports under the NDIA Quality and Safeguarding Commission

Role of NGO providers



Always include people as a partner in their own supports, create ongoing avenues for feedback and adaptation.

Role of staff



Actively check in with people about small and big choices.

Role of Advocacy



Provide a variety of ways for person to feedback, including the option of anonymity. Ongoing market review.

*A co-design session  
participant with one  
of the principles of  
good support*



# Communication

A common theme when people living in supported accommodation and their families, friends and guardians spoke about communication, is a feeling they are missing important information. Clearer, more frequent communication would settle some nerves and increase confidence in the outcomes.

## What people want to know

### **What is the vision that is guiding this process?**

What ambition does the government have for the future of people living with disability, and how are we moving toward that?

### **What is the time-line that goes alongside the vision?**

People aren't sure what decisions they'll need to make when, and how much time they'll have to plan.

### **How will advocates and guardians be involved?**

Particularly, family guardians would like to know how they will be included in decision making when a person might not have capacity to make independent decisions. How will family supports be included in the process if they are not the legal guardians? Parents and guardians that we've spoken to felt they haven't been involved as much

as they would like in supporting their loved ones to receive and understand information.

### **How will the collective experience and wisdom of people living in supported accommodation, their family and staff be continuously included?**

### **How can people ask questions and get answers about this process?**

People would like to know how they can share their perspective right now in this process – where or who they can direct their questions, concerns and ideas.

### **What is overlapping with the NDIS and what is remaining separate?**

There are multiple transitions occurring simultaneously, with overlap between each. There is confusion about where funding will come from for homes versus staff, where transport fits in and so on.

### **What is certain and what is still being decided?**

For things that haven't yet been decided, people would still like to know that they are still being deliberated.

*"I'm trying to understand [the transition] so I can choose where he goes"*

- Sibling



## How people would like to receive information

**More communication is better than less.** People feel they haven't been kept informed and would like information more regularly. People are happy to receive communication even if there isn't a lot of new information to communicate, or the update is that things haven't changed. It will help them decide if they have to take action or not.

**Following the format of newsletters people are familiar with in advocacy groups.** Newsletters could be digital or postal, depending on the preferred contact details. Regular newsletters would help people feel they are up to date and informed - perhaps communication could be monthly.

**Leverage existing organisations and networks.** SACID, Our Voice, Strathmont Family and Friends and Office of the Public Advocate can share information with their networks. For example, if there is a newsletter make sure the organisation leaders are also receiving it, and are encouraged to inform their members, or check that they are informed.

*Participants in the co-design sessions*



# Insights

## Insights

After holding 24 semi-structured interviews, DHS and TACSI together analysed the information that had been gathered. We synthesised what we heard into a series of insights.

Insights are summary statements drawn from human-centred research that identify a particular way to understand something and open a door to potential responses.

Insights are actionable expressions of behaviours, motivations, or responses.

## How to use insights

People working with those living in supported accommodation can keep these insights in mind when meeting with people, making decisions, designing communication and more. They can be used for this transition but also in an ongoing way.

People living in supported accommodation homes might use insights to recognise that there are many people with different perspectives, including many that share their own concerns, questions and philosophies. They might use insights to support advocacy or connection.

# Insights to good support

*"I need workers that listen to me"*

- Person living in supported  
accommodation

Insights theme 1.0

# Broadening the basics and getting them right





## 1.1 Having safety, a roof and a bed are human rights, and having quality relationships is what people really care about

- People don't get excited about having their own space or a house that suits their need. These are basics that they expect from a service.
- People and their family and guardians value good relationships. With each other, staff and housemates.

Good relationships have been described as built on:

- Mutual respect and care
- Choice
- Complimentary personalities
- Clear and transparent communication.

*"I don't want things to happen to her that shouldn't happen."*

- Parent

*"My brother knows I am happy here. I am safe."*

- Person living in supported accommodation

*"She felt equal if she knew about them and they knew about her."*

- Guardian

## 1.2 People should be able to rely on the continuity of quality support

- For some people, the best support is provided when staff know them well, can communicate and almost predict their needs.
- For these people, changes to staff can be disruptive and take a long time to recover from.
- People need to know who to go to when they want things to change.
- Teaching professionals about their needs shouldn't get in the way of people living their life.
- People have found ways to make changes easier.

*"We want regular staff to stay with him. They are like family."*

- Parent

*"Staff from the daily replacement office don't know enough about clients."*

- Parent

*"I am worried that I will not be able to continue this."*

- Person living in supported accommodation [discussing a positive relationship with a carer]

*"Here is the guide I created to tell the doctors what she needs."*

- Parent

*"I want to live with my friend I live with now."*

- Person living in supported accommodation

Insights theme 2.0

# A team aligned to your goals

*Participants in the  
semi-structured  
interviews*



## 2.1 Staff can be obstacles or enablers of good living

- Some people in the disability service system have approaches that are residual from times of institutionalism, while others are continuously adjusting their approach as they learn.

Staff can be one or more of the following:

- an obstacle
- a means to an end
- an ally
- just doing their job
- part of the family and/or
- holders of power and control.

*"Staff are the boss of me."*

- Person living in supported accommodation

*"Shelly [staff] helps me with money and banking."*

- Person living in supported accommodation

*"Staff are someone who you depend on."*

- Person living in supported accommodation

*"Some staff are on their phones and on their arse."*

- Person living in supported accommodation

## 2.2 People measure staff quality by their qualifications and the 'care factor'

- The priority for some is that staff have education and safety certifications, experience and understanding of disability.
- For others, it's all about the 'care factor' and how they approach their job, regardless of qualifications.
- While people have their preferences, generally a mix of both is important.

*"Staff need to know what they are here for, they are here to assist a disabled person."*

- Parent

*"Good staff are friendly, original and real with a good soul."*

- Parent

*"Care factor - they've either got it or they don't."*

- Parent

*"I like staff to sit and talk with me."*

- Person living in supported accommodation

*"He was a good bloke, he'd show me his car"*

- Person living in supported accommodation

## 2.3 Good support feels like a good team - everyone is on the same page working toward the same outcome

- People living in supported accommodation, their staff and guardians are all key players in them living their best lives.
- Knowing what 'living your best life' looks like for a person is the first step.
- Within this high level goal, each player has their own roles to play.
- When everyone is on the same page the team can work smoothly.
- People told us examples of when the team was working well, and when it wasn't.

*"He (staff) always replies to my texts."*

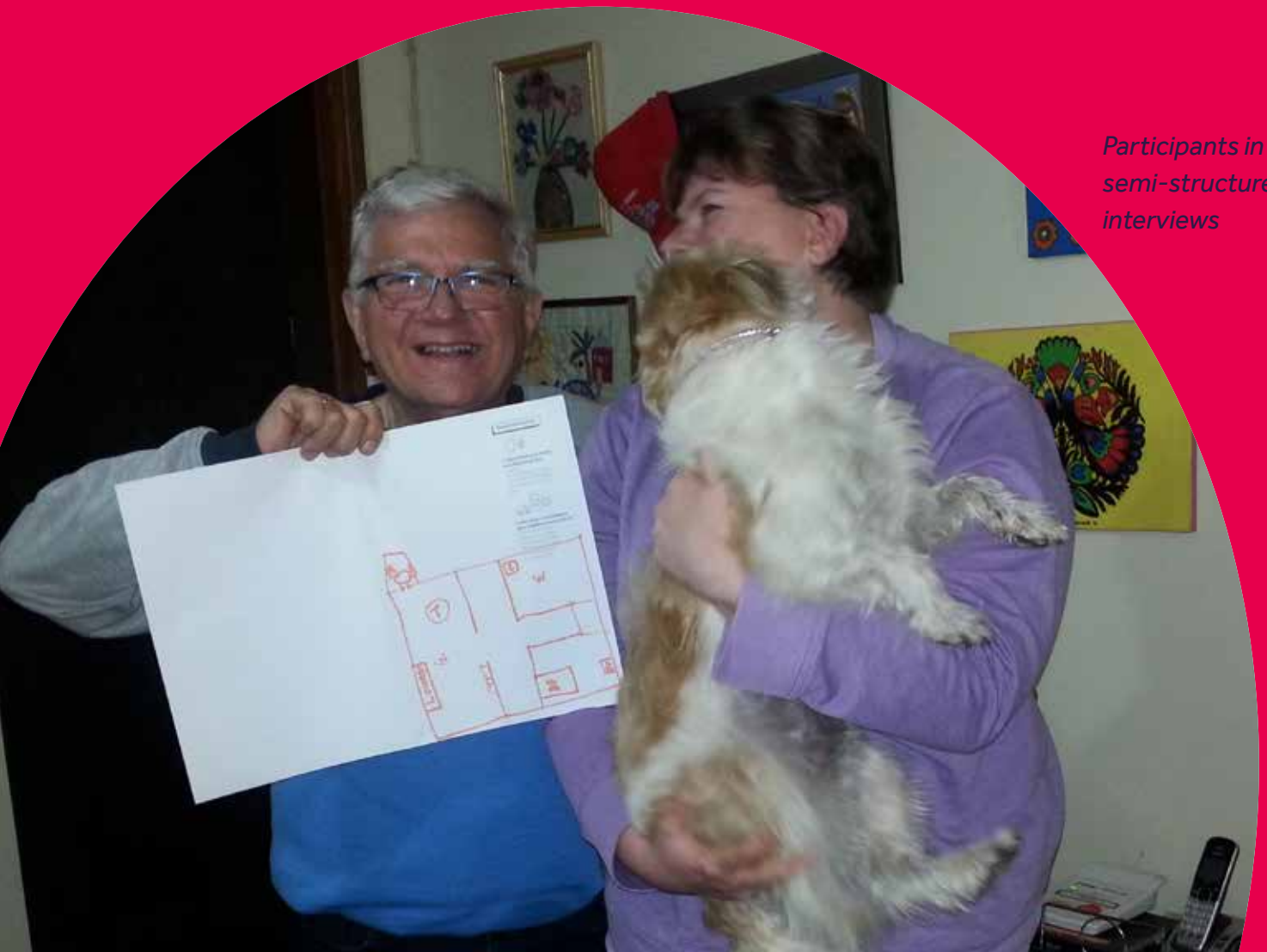
- Parent

*"If I can't go to the hospital, she (staff) knows what my daughter needs."*

- Parent

Insights theme 3.0

# Finding a good fit, like a share house



*Participants in the  
semi-structured  
interviews*



### 3.1 Good support is having a good fit, facilitated by having choice.

People look for a good fit in:

- Where they live
- Who they live with (housemates)
- Who supports them (staff)
- How they spend their time
- Decision making (which decisions, how they are made and who is involved).

People look for housemates that:

- They get along with
- Respect their boundaries
- Can enjoy in-house activities with them
- Aren't disruptive or scary.

*"We want the right mix of people in the house."*  
- Sibling

*"I'm with neighbours who I can talk to, and that's important to me."*  
- Person living in supported accommodation

*"Sheila [staff] told me I needed to live here."*  
- Person living in supported accommodation

*"Do a trial of staff - throw them in the deep end."*  
- Person living in supported accommodation

*"I want to choose my staff."*  
- Person living in supported accommodation

### 3.2 Support should change as needs and wants change, and allows for trial and error and change of mind

- Some people have found a great fit, while others are still searching.
- Things might not work the first time. It may take a few attempts and some creative problem solving to get it right.
- People can sometimes agree even if something isn't what they want, or say no because it's unfamiliar. It may take a few goes before finding something that works.
- People change their mind. There should be room for supports to work around this.

*"I want to keep my neighbour."*  
- Person living in supported accommodation

*"I had a 3 month trial to see if I liked it... In less than 1 1/2 months, I went back to my old place and said 'see you later guys, I'm out of here'."*  
- Person living in supported accommodation

*One person told us she moved house to be closer to her community.*

Insights theme 4.0

# Creating opportunities and supporting growth



*A participant in the semi-structured interviews*

## 4.1 Good support is having opportunities, having a community, doing interesting things and being able to grow

- Support can't be all about risk management and procedure. It needs to be human, and allow people the space to try new things, make mistakes, learn and grow.
- In some cases, good support shows people that 'better' is possible. That they don't have to settle for what they have.
- Goals and dreams need to inform support. Including helping people work toward, achieve and celebrate their goals.

*"Staff that engage James and keep him active."*  
- Parent

*"I want to study and I want to work...I want to feel challenged."*  
- Person living in supported accommodation

*"I need workers that listen to me."*  
- Person living in supported accommodation

*One person told us she loves getting a bargain online, and the lady at the antique store down the street tells her what a good price is.*







*Participants in the semi-structured interviews*

*"I get advice from my dad. He gives lots of options and supports me to make my own decisions. And he reassures me that it's okay if doesn't work out and I have to try something new."*

- Person living in supported accommodation

# Insights to good change



Insights theme 1.0

# Understanding where people are coming from

## 1.1 People are shaped by their own experiences, and the history of disability awareness and disability services

- People and their families can be change fatigued as they have been part of the system for a long time and they have seen a huge evolution in disability services.
- Some people have fought hard to make things better and are afraid more changes might mean losing it all.
- Other people see the transition as an opportunity.
- Understanding of disability has changed over time and people have different approaches to disability.

*“We want people to guide us through the bureaucracy.”*

- Parent

## 1.1 Many people are comfortable with government’s supported accommodation services, even if they’re not happy

- Being a recipient of government services is what many people are used to.
- There are some residual philosophies from institutionalism, where people might feel they don’t have control or decision-making power and lean on staff or government.
- The department has decades of experience delivering disability services. Some people believe NGOs won’t be able to deliver the same level of quality.
- Some people see that things need to improve, others are happy that it’s the best it’s ever been.

*“We know who to go to [in the current system]. We know how to correct it. You bring in a whole new system, it’s like having to start from zero. It’s going to have a massive implication on everyone, including the families.”*

- Parent

*“Change when things are finally settled. Have had to fight for 50+ years.”*

- Parent

*“What if it doesn’t work out?”*

- Parent

## 1.2 People are afraid of losing affordable, quality services and transportation

- People living in supported accommodation and guardians alike were concerned that equivalent services would be more expensive.
- There is concern that individualised funding will mean losing some efficiencies such as shared transport. Transport is a vital tool to connect people to the outside community.
- Some people told us they are worried about the quality of services declining.

*“Will board and lodging change?”*

- Person living in supported accommodation

*“I’m worried about losing my taxi vouchers because this is how I do activities that connect me to my community.”*

- Person living in supported accommodation

*“My house has a bus - not all houses have their own bus. I don’t want to lose this.”*

- Person living in supported accommodation

Insights theme 2.0

# Equipping people for change

*Participants in the  
semi-structured  
interviews*



## 2.1 People want to know the transition is in their best interest, feel equipped to navigate it, and have some control

- This transition is part of a journey, and people would like to know that this step is taking them toward a better life for people living with disability.
- Some people feel that if the department shares their vision for the future, it will help them understand the motivations behind the decision.
- People are trying hard to understand the transition and to prepare themselves for change, but feel they don't know enough.

*"I want to control my own money."*  
- Person living in supported accommodation

*"I'm trying to understand [the transition] so I can choose where he goes."*

- Sibling

## 2.2 Capability to be a consumer and navigate new systems is varied

- The transition asks people and their families to make philosophical shifts, including from being a recipient to a consumer.
- Some people, often younger people and guardians, are comfortable being a consumer whereas others would like to be provided the support they need without their involvement.
- Some people are strong self-advocates, or advocates for their loved ones, while others trust the department to act in their best interest.
- Guardians may need to be "social directors" and managers, roles that some would rather not have.

*"If I go with Minda..."*  
- Person living in supported accommodation

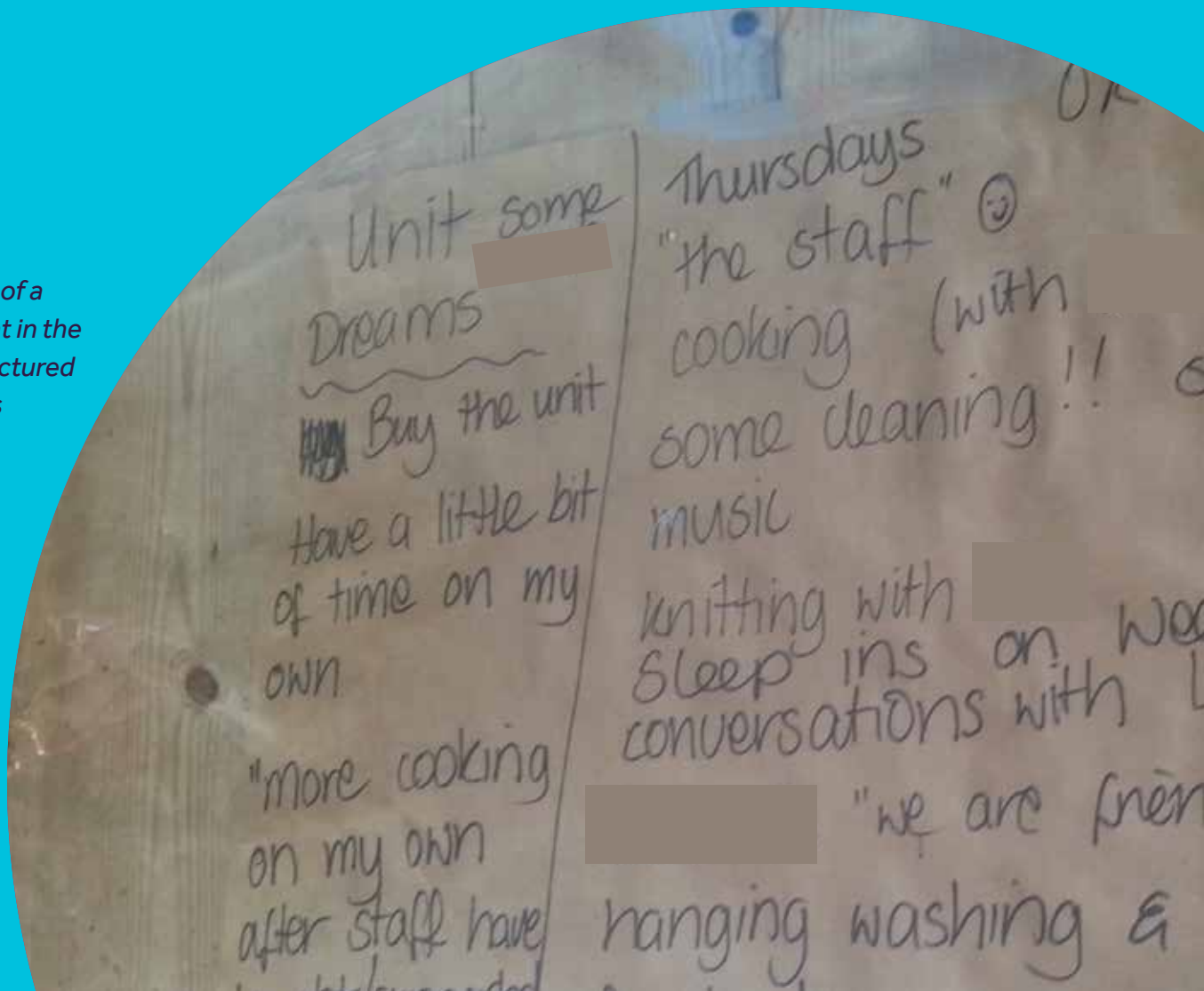
*"Choice is good under certain conditions - where there is not too much choice and we have all the right information."*  
- Parent

*"Why can't they (the department) give us the packages for my son and we can choose?"*  
- Parent

*"I was looking forward to having a more normal relationship with my son, now I'll need to be involved in the system."*  
- Parent

# Supporting self-determination

The goals of a participant in the semi-structured interviews





### 3.1 Decision making relies on good communication. It can help to have creativity, familiarity and time.

- Everyone communicates differently. Decision making should be tailored to the person living in supported accommodation.
- Decision making could take different attempts over time, to make sure it's right.
- Non-verbal people let others know what they want and don't want, often quite clearly.

*"I'm the best person to speak about me."*  
- Person living in supported accommodation

*"She sings when she's happy"*  
- Parent [about Person living in supported accommodation]

*"There is no choice too small to be made by me."*  
- Person living in supported accommodation

*"People don't show the respect of me being able to have my own choices."*  
- Person living in supported accommodation

*"Greg gave me a dog. I said I can't have it here, you keep it at your place. Sometimes I buy treats for the dog."*  
- Person [demonstrating decision making and compromise]

*"I have years of experience picking up body language."*  
- Person living in supported accommodation

### 3.2 Those who know people best can be supporters of, or barriers to, self-determination.

- Family, friends, staff or guardians who know people best often know how to best communicate with them.
- Some people have created unique ways to facilitate decision making that works for the Person living in supported accommodation, such as placing 3 choices in front of them, or letting them know what's on sale and what isn't.
- Some guardians and staff have different ideas of what a person should choose. They might talk for a Person living in supported accommodation, or override their decisions.
- Facilitating self determination needs to create ways for people to express themselves without being obstructed or unhelpfully influenced

*"I don't always get the choice, my mum makes decisions without me."*  
- Person living in supported accommodation

*"If I put the banana there, she will choose the banana."*  
- Staff

*"I might set up my own NGO with the staff."*  
- Parent

*"I get advice from my dad. He gives lots of options and supports me to make my own decisions. And he reassures me that it's okay if doesn't work out and I have to try something new."*  
- Person living in supported accommodation

*"I don't want all the control."*  
- Sibling

*"I trust you guys [department staff] have Issac's best interests at heart."*  
- Parent

*This person has their goals written on the wall (left) so they can stay central for her and her staff.*

Insights theme 4.0

# Making change worthwhile

## 4.1 Change has to make things better, otherwise it's just disruptive

- Changes to better support has transformed people's lives in the past. It has helped people feel more themselves, less anxious and stressed and more able to do things they enjoy.
- When change leads to something better, a little disruption is worth it.
- It is important to tailor change to the individual. Some people adjust easily to change, for others it can take months to be comfortable again.
- For those less comfortable with change, gradual and progressive change can help. People told us that when moving from institutions, having visits to the new house and keeping staff the same helped people adjust slowly.

*"Big change is okay for Lindon. If you change little things, he'll move it back."*

- Parent

*"If there is change, it must be for the better."*

- Parent

*"Change might not be better."*

- Parent

*Participants in the semi-structured interviews*



# Next steps

This report summarises the work of the first three stages of the co-design work, and concludes TACSI's involvement in the transition planning.

DHS's response to this report will start to bring what we've heard in the co-design process together with other considerations in order to work toward a transition that is most desirable, feasible and viable for all stakeholders.

In these next steps, it is essential to keep people living in supported accommodation and those close to them at the centre of decision making.

As preparation for the transition begins, establishing the influencer group is one way to continue co-design. Many people are passionate about being involved in this process moving forward, and are seeking opportunities to follow the principle 'nothing about me without me'.



*'The big story of good living' was created during the co-design sessions and summarised in 'The little story of good living' - a resource for those developing and implementing the transition. If you think one of these resources would be helpful to you, please make a request to DHS by emailing [AccomFeedback@sa.gov.au](mailto:AccomFeedback@sa.gov.au).*





*Some of the participants in the co-design sessions*

# References

**1. United Nation Convention on the Rights of Persons with Disabilities (UNDRPD) (2006)**

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**3. 8-step process for leading change** (accessed 2018) <https://www.kotterinc.com/8-steps-process-for-leading-change/>

**4. Healthcare in a land called PeoplePower: Nothing about me without me** (2001) Delbanco, T., Berwick, D. M., Boufford, J. I., Edgman-Levitan, S., Ollenschläger, G., Plamping, D., & Rockefeller, R. G. *Health Expect*, 4, 144–150.

## **Photo permissions:**

All photos in this report are from the interview, co-design and feedback stages of this project. The photos were taken and now shared with the permission of the people they depict.





*Participants in the  
co-design sessions*

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