



**NDIS Quality
and Safeguards
Commission**

Working Together

How to talk to your support worker

Easy Read guide



How to use this guide



The NDIS Quality and Safeguards Commission (NDIS Commission) wrote this guide.

When you see the word 'we', it means the NDIS Commission.



We wrote this guide in an easy to read way.

We use pictures to explain some ideas.

Bold

We have written some words in **bold**.

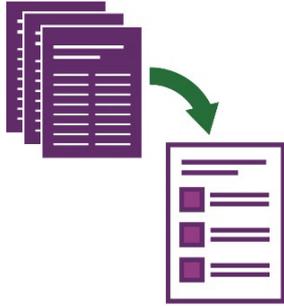
Not bold

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page 41.



This Easy Read guide is a summary of another guide. This means it only includes the most important ideas.



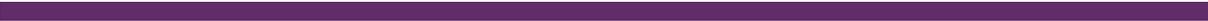
You can find the other guide on our website.

[workforcecapability.ndiscommission.gov.au/
tools-and-resources/supervision-capability](https://workforcecapability.ndiscommission.gov.au/tools-and-resources/supervision-capability)



You can ask for help to read this guide.

A friend, family member or support person may be able to help you.



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What's this guide about?



We wrote this guide for **participants**.

Participants are people with disability who take part in the NDIS.



As a participant, you can choose how you want your workers to support you.



You can also give **feedback** about workers.

When you give feedback, you tell someone what they:

- are doing well
- can do better.



This guide can support you to talk to your workers about:

- what you need
- how they can work with you.



It can also support you to talk to your **service provider** about what you need from your worker.



Service providers support other people by delivering a service.



In this guide we share examples and questions. They can help you think about what information:

- you need to know
- your worker needs to know.

Other versions of the guide



We created other versions of this guide for:

- workers
- service providers.



You can ask your workers and your service providers if they use this guide.

Why is it important to talk to your worker?

When you talk to your workers you can explain:



- how you want them to support you



- what you like



- what you don't like.



If you talk to your workers often, they will know how you want them to support you.



And you'll know your workers will listen to you when you give feedback.



You should talk to your service provider if you can't talk to your worker.

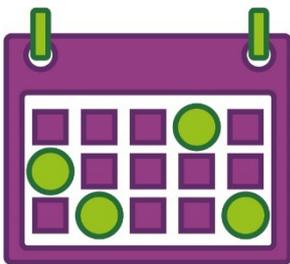
It's your service provider's job to make sure you feel safe and supported.

When should you talk to your worker?



You can talk to your worker at any time while they are supporting you.

But it's a good idea to talk to your worker:



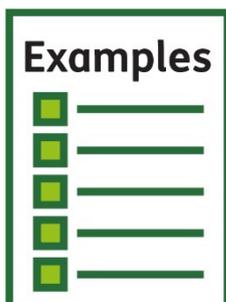
- often



- when they first start to support you



- when you want them to change how they support you.

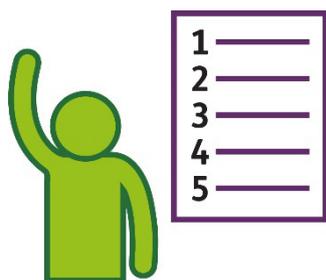


We wrote examples of when you might talk to your worker.

Getting a new support worker



David is about to start to receive support from a new worker.



David has documents that explain what sort of supports he needs.

These include his:



- NDIS plan



- **service agreement.**

A service agreement is a document that explains what you and your provider agreed to.



He asks his new support worker to read these documents.



But David also explains to his worker how he wants to receive that support.

Changing how you want support



Wanda has had the same support worker, Georgia, for the last 3 years.

She likes Georgia a lot.



Georgia supported Wanda to look for a new place to live.

They did this on the computer.



But Georgia did what she wanted to find a new place for Wanda to live.

And didn't listen to what Wanda wanted.



Wanda asked Georgia to:

- listen to her
- respect her
- work with her, not for her.



Wanda also asked if she could use the computer while she looked for somewhere to live.

She told Georgia to only help her when she asked for it.

Getting ready to talk to your worker



It's a good idea to think about what you want to say to your worker before you talk to them.

You can:



- write down what you want to say



- have someone with you to support you, like a friend or family member.



You can think about the questions below.



How do you want to talk to your worker?

For example, over the phone.



What do you need to talk to them?

For example, a friend to support you.



Do you know who to contact if you have a problem with your worker?

Do you know how to contact them?

For example, your service provider.



Is there anyone else who might be part of the relationship between you and your worker?

For example, someone who helps you manage your NDIS plan.

Building trust



It's a good idea to build trust between you and your worker.



You can think about the questions below.



Are there other people that your worker should know about?

Or who they might work with?

For example, other support workers.



Have you both agreed on the kinds of information you are happy for your worker to:

- find and use?
- share with others?

Examples
1
2

We created 2 examples of how these questions could help you build trust between you and your worker.



Example 1:

Effie is a person with disability.

She explained to her worker and service provider that her **privacy** is very important to her.



Privacy means people must keep your information:

- private
- safe.



Effie's service provider worked with her to respect her privacy and keep her information safe.



They agreed on the information her worker needed.

As well as who her worker could share that information with.



Example 2:

Nam wanted his workers to work as a team.

So he asked if each worker was okay with sharing their phone numbers with each other.

They agreed to share their phone numbers.



Nam also explained he was comfortable for them to share information about his health with:

- each other
- his partner.

He told them to ask him if they needed to tell someone else about his health.



You can learn more about building a relationship of trust with your worker on our website.

[workforcecapability.ndiscommission.gov.au/
framework/level#gen_ourRelationship_0_0](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0)

Making sure your worker respects you



It's important to make sure your workers respect:

- who you are
- your **culture**.

Your culture is:



- your way of life
- how you think or act now because of how you grew up
- your beliefs
- what's important to you.



For example, you might be an Aboriginal or Torres Strait Islander person.

Or you might be **culturally and linguistically diverse (CALD)**.



CALD people:

- come from different backgrounds
- speak languages other than English.



You might also be **LGBTIQ+**.

The letters LGBTIQ+ stand for lesbian, gay, bisexual, transgender, intersex, queer or questioning and asexual.

The '+' is for people who are part of the LGBTIQ+ community but don't talk about themselves using a word from this list.



We made the NDIS Workforce Capability Framework.

It helps to explain what skills and **attitudes** a worker needs to respect:

- who you are
- your culture.



Your attitudes are what you think, feel and believe.



You can learn more about making sure your worker respects you and your culture on our website.

workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0

What you can talk to your worker about



You can talk to your worker about anything that will help them support you better.



You can talk about:

- your supports
- what's important to you.



You can use the NDIS Workforce Capability Framework to find more information about:

- talking to your worker
- what you can find out by talking to your worker.



You can find the Framework on our website.

[workforcecapability.ndiscommission.gov.au/
framework](http://workforcecapability.ndiscommission.gov.au/framework)

Getting the support you want



It's a good idea to talk about how you want your workers to support you.

This includes times when you might want to take a risk.



You can think about the questions below.



How do you want your worker to support you?



How do you want your worker to manage risk?

Examples

1

2

We created 2 examples of how these questions could help you get the support you want.

Example 1:

Angelo lives with **autism**.



Autism affects how you:

- think
- feel
- communicate
- connect and deal with others.



Angelo told his worker, Rex, that he wanted to meet new people.



But he doesn't like noisy or bright places.



Angelo made a plan with Rex and his service provider about how he could:

- feel confident going out
- tell his worker if he felt stressed.



Example 2:

Aliya is blind.



She had a worker to support her with making meals.

But she likes to do as much as she can herself.



At the start of each shift, she asked her worker about any risks they could see.



If they found a risk, they worked together to decide how to make it safer for Aliya to cook her meals.



You can learn more about getting support on our website.

workforcecapability.ndiscommission.gov.au/framework/level#gen_supportMe_0_0

Making sure your worker can support you well



It's a good idea to make sure that your worker will support you well.



You can think about the questions below.



How will you know if your worker can support you well?



You might get a new worker who needs to learn how to do a task in your home.

Do you want to explain the task to them?

Or do you want someone else to explain the task to them?



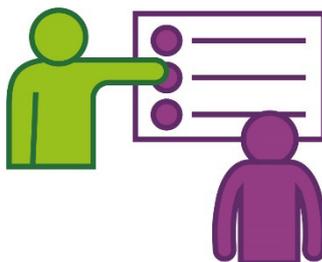
Here is an example of how you could check that your worker can support you well.



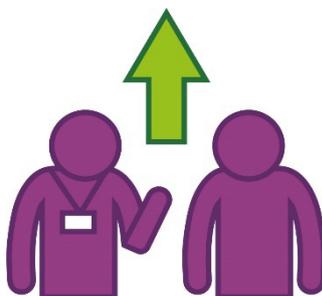
Gina's daughter lives with a disability.
She gets her food through a tube.



Her daughter's support workers all get training in tube feeding before they start.



But when a new worker started to support Gina's daughter, Gina wanted to train them.
She wanted to make sure they knew exactly how to do it.



Gina worked with her service provider to give the worker some more training.
Once she was happy the worker knew what to do, she asked the service provider to check how they were going.



They also used the High Intensity Support Skills Descriptors from our website.

This helped them check that the workers were doing what:

- Gina expected
- the rules say.



You can read about the High Intensity Support Skills Descriptors on our website.

It tells you what skills workers need to support people with high daily personal needs.



www.ndiscommission.gov.au/providers/registered-ndis-providers/provider-obligations-and-requirements/ndis-practice-standards-1#paragraph-id-2721



You can learn more about checking your worker's skills and attitudes on our website.



workforcecapability.ndiscommission.gov.au/framework/level#gen_yourImpact_0_0

Understanding what's important to you



It's a good idea to talk to your worker about:

- yourself
- your goals
- what's important to you.



If your worker knows these things, they can help you do what you want in life.



Here is an example of how explaining what's important to you can help you reach your goals.



Maya is an Aboriginal woman living in Perth.



She has high health care needs.



She explained to her worker that she wanted to get back to country and her family.



Maya's worker and service provider talked with her about who could support her with this.



Maya chose some people from her community. Together, they planned how to make this work with her:

- health needs
- community on country.



You can learn more about explaining to your worker what's important to you on our website.

workforcecapability.ndiscommission.gov.au/framework/level#gen_supportMe_0_0

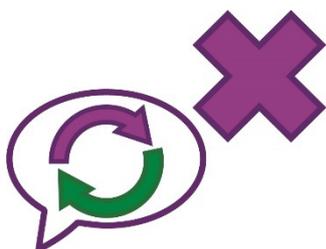
Sharing feedback



It's a good idea to give feedback to your worker about any problems you have.



Sometimes giving feedback can be hard.
Your worker might get upset.



But you don't need to change what you say.



Let them know you understand they are upset.
It can also help to stop and come back when
you're both feeling better.



It's a good idea to tell your worker what they are doing well.

It can help them do more of that in the future.



It's a good idea to agree with your worker about what you:

- expect from each other
- must do to meet those expectations.



You can:

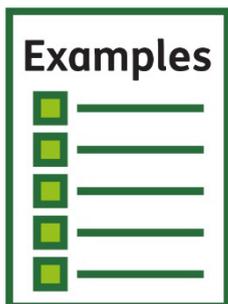
- ask your worker if they have any questions
- find a way to agree with each other.



You might also want to follow up with your service provider.

For example, if your worker needs to learn a new skill to support you better.

Using examples in your feedback



When you give feedback to your worker, it's a good idea to use examples.

Examples help people know what:

- to keep doing
- needs to change.



You could say:

'I like the way you support me.'

But it's better to give an example.



You could say:

'It was good the way you checked with me before serving lunch.'

'If I stopped my game then, I would have ruined my score.'



You could say:

‘You never turn up when you say you will.’



But it’s better to give an example.



You could say:

‘You were half an hour late on Friday.

It’s a problem if I don’t know when you’re coming.
I missed my appointment.

Could you let me know well before if you can’t
make it on time?’

After you talk to your worker



You shouldn't just talk to your workers:

- once
- when you have a big problem.

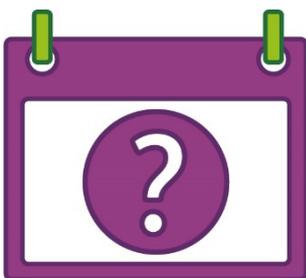


It's a good idea to regularly talk with your worker about how things are going.

This can fix small problems before they become big problems.



You can think about the questions below.



When will you check in with your worker?

For example, once a week.



Do you have any feedback you want to give?

For example, because they supported you to look for a new place to live, it was much less stressful.



Do you feel comfortable to give feedback to your worker?

If not, what makes it hard to do this?



Are there ways your worker or service provider can support you to give feedback?

For example, by asking you for feedback.



Here is an example to show how answering these questions could help you.



Rhonda is a person with disability who has a support worker called Nan.



Rhonda noticed that Nan was spending lots of time on her phone.

Rhonda didn't want to upset Nan, so she didn't tell her service provider straight away.



Rhonda and Nan agreed to talk every 2 weeks about how things are going.

They do this over a cup of tea.



At their next talk, Nan explained that her daughter was sick.

She used her phone to check that her daughter was okay.



Nan also understood that she had to stop using her phone so much at work.

So she asked the childcare centre to call her partner if there was a problem with her child when she was at work.



You can learn more about checking in with your worker on our website.

[workforcecapability.ndiscommission.gov.au/
framework/level#gen_checkIn_0_0](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_checkIn_0_0)

Writing down what you talked about



It's a good idea to write down what you talked about with your worker.

You don't have to write it all down.

You only need to write down the main information.

This includes:



- what you talked about



- things you didn't agree about



- things you did agree about.



Make sure you share what you write down with your:

- worker
- service provider.



It means everyone can look back on what you talked about.



You should agree about the best way to do this so you can all find what you wrote down.

For example, you could put the main points in a:



- note on the fridge for you and your workers to see



- shared folder that stays with your service provider.

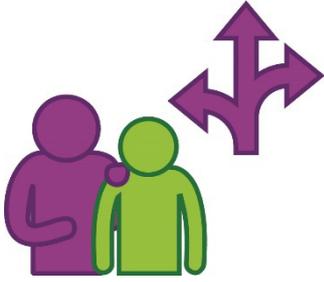


You can put everything you talked about into a text message or an email.

When you send it, everyone will have a copy.



Here is an example of how writing down what you talked about could help you in the future.



Sanjay wanted his worker to support him in a different way.



So he and his worker found the agreement they wrote together.

It talked about:

- what they expected from each other
- how Sanjay wanted his worker to support him.



They talked and created a new agreement about:

- what they expect now
- how Sanjay wants his worker to support him now.

Word list

This list explains what the **bold** words in this document mean.



Attitude

Your attitudes are what you think, feel and believe.



Autism

Autism affects how you:

- think
- feel
- communicate
- connect and deal with others.



Culturally and linguistically diverse (CALD)

CALD people:

- come from different backgrounds
- speak languages other than English.

Culture

Your culture is:



- your way of life
- how you think or act now because of how you grew up
- your beliefs
- what's important to you.

Feedback



When you give feedback, you tell someone what they:

- are doing well
- can do better.

LGBTIQA+



The letters LGBTIQA stand for lesbian, gay, bisexual, transgender, intersex, queer or questioning and asexual.

The '+' is for people who are part of the LGBTIQA+ community but don't talk about themselves using a word from this list.



Participant

Participants are people with disability who take part in the NDIS.



Privacy

Privacy means we must keep your information:

- private
- safe.



Service agreement

A service agreement is a document that explains what you and your provider have agreed to.



Service providers

Service providers support other people by delivering a service.

Contact us



You can call us from 9am to 5pm,
Monday to Friday.



If you live in the Northern Territory, you can
call us from 9am to 4.30pm.



You can call us.

1800 035 544



You can send us an email.

contactcentre@ndiscommission.gov.au



You can write to us.

NDIS Quality and Safeguards Commission
PO Box 210
Penrith
NSW 2750



You can go to our website.

[workforcecapability.ndiscommission.gov.au/
framework](https://workforcecapability.ndiscommission.gov.au/framework)



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