2000

Parliament of Tasmania

LEGISLATIVE COUNCIL SELECT COMMITTEE

Post School Options for Young Adults with Disabilities

Members of the Committee

Mr Tony Fletcher
Mrs Silvia Smith
Ms Lin Thorp

Mr John Loone
Mr Geoff Squibb (Chairman)

Secretary: Mrs Sue McLeod

Table of Contents

Executive Summary

The physical, emotional and financial difficulties experienced by families and carers of children with moderate-profound and multiple disabilities in supporting their children throughout their life, in some cases from birth to old age, are enormous. These difficulties are increased once the young adult has passed the age of formal education due to the added pressure involved in accessing alternative support services. The Committee has recommended an increase in the support provided to families and carers to enable these young adults with disabilities to achieve their maximum potential as members of the community.

The transition from school to adult life is an important phase for all students. For students with disabilities this process can be even more difficult unless proper support mechanisms are in place. Without access to places or programs the parents and the carers of these young adults are forced to remain home as full-time carers. Parents and carers do not want to see their children “regress socially and physically post school and home with mum … the only option”.[1] This considerably reduces the capacity of the young adults to progress their development as well as the capacity of parents and carers to have employment or career and leisure pursuits outside the home.

It is essential therefore that appropriate transitional planning be undertaken to ensure access to quality programs and services. In recognising the difficulty in finding the balance between an educational, recreational or social pathway, it is essential that planning take into account the widest range of options for the young person. There is also a need for a high level of co-ordination and co-operation between departments and agencies when developing quality programs.

To assist parents and carers to gain knowledge of the services and facilities available for young adults, the development of a system of local area co-ordination has been recommended. This will provide a point of contact and co-ordination between people with disabilities and their families or carers and the departments, service providers and the general community. It will also allow for greater access to and utilisation of some existing community facilities and programs.

The Committee received no evidence specifically dealing with service delivery at the East and West Coast centres of Tasmania but concludes that problems identified on the North West Coast of Tasmania were most likely also shortcomings or problems in other rural and remote areas. A great deal of evidence was received indicating that there are insufficient facilities currently available throughout the State to provide the range of options required to fulfil the needs of young adults with disabilities once they leave school. The North

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[1] Mrs Judi McCoy, Transcript of Evidence, 17/5/00, p. 4.

West region, in particular, lacks sufficient facilities. The time and costs involved in travel also precludes many young people with disabilities living in the North West region and rural and remote areas from utilising appropriate facilities.

As the normal range of services is not available in the major centres of the North West Coast, the Committee has recommended that at least one multi-purpose facility be provided which is managed by a group with representatives from service providers and users. This facility should provide for therapy services, specialised facilities, educational and recreational programs for individual clients, monitoring and evaluation of progress and general community access.

It was also evident that access to programs and facilities for many young people with disabilities is considerably reduced once they leave school due to the withdrawal of funding and access to such equipment as wheelchairs and computers. The Committee has recommended that funding be provided to ensure that this specialised equipment is available post school. The Committee further believes that there is a need for life-skills and other programs to continue once young adults reach the age of 18 years and that there should be greater flexibility in programming and funding.

Many parents and carers also have difficulty in accessing respite care. Although it is acknowledged that the Department of Health and Human Services commenced a review of respite services in April this year, the Committee has concluded that there is a need for additional respite services state-wide, and in particular on the North West Coast.

The Committee accepts that the per capita funding to support people with disabilities living in Tasmania was over 18% above the national average in 1998/99 and second only to Victoria. It also believes that service delivery in both the public and private sector is of a high standard. Despite these factors it is evident that funding for the support of Tasmanians with disabilities is inadequate and that the demand for services is greater than the supply of services.

It has been recommended that there be a continuing campaign aimed at convincing Governments, both state and federal, of the need to increase funding for the provision of care and support to people with disabilities. Further trials have also been suggested in an effort to determine the financial and social benefits of funding clients.

The Committee discussed with many witnesses the value of a central database to track the progress of people with disabilities. It was generally agreed that a database would be beneficial for planning the needs of people with disabilities over a 'whole of life' program. A database would need to be well coordinated through all agencies, i.e. clients, parents, Disability Services, Education, day services, respite care and accommodation. Particular emphasis should be on a 'whole of life' approach to enable the estimation of future funding needs and the protection of a client's confidentiality should be foremost in planning.

Although not specifically listed in its Terms of Reference, the Committee believes that it is important to recognise that employment opportunities are a worthwhile post school option for people with disabilities. A number of barriers currently exist which prevent people with disabilities from entering the workforce or undertaking vocational training. In order to alleviate some of these difficulties it has been recommended that work experience opportunities be provided at supported employment enterprises and that secondary colleges and TAFE ensure that all courses are accessible to students with disabilities. The Committee has also recommended that the Commonwealth Government review its requirements for supported employment enterprises to reach productivity targets.

Parliament House, Hobart
30 November 2000

Summary of Recommendations

The Committee recommends that:

Chapter 2

1. Support be increased for the families/carers of young adults with moderate-profound and multiple disabilities to enable them to achieve their maximum potential as members of the community – as recommended in more detail in the following chapters.

Chapter 3

2. Additional respite services be provided state-wide, and in particular on the North West Coast.

3. Additional day support service options and opportunities be provided.

4. The provision of services be more flexible to allow opportunities for the creative use of individual funding allocations (see Recommendation 14).

Chapter 4

5. As the normal range of services is not available in the major centres of the North West Coast, at least one additional multi-purpose facility be developed in the North West region.

This facility should provide -

- regular therapy services including occupational therapy and physiotherapy.
- Specialised facilities such as snoezelen rooms, spa, hydrotherapy pool and gymnasium.
- Staff appropriately trained to plan and implement individual client educational and recreational programs.
- Specific monitoring and evaluation processes to assess progress of each client.
- An emphasis on community access.

Such a facility should be located in an area which provides access to the greatest number of clients and be managed by a management group with representatives from service providers and user groups.

6. Existing community facilities such as gymnasiums, swimming pools, etc be made more accessible to people with disabilities.

7. Funding be provided to enable adults with disabilities to continue to have access to specialised equipment such as wheelchairs and computers once they leave school.

8. Departments take appropriate action and provide sufficient resources to ensure that transitional planning is undertaken.

9. Greater flexibility be incorporated in programming and funding.

10. Specific programs and services be provided, where appropriate, for clients with acquired brain injury.

11. A system of local area co-ordination be developed to provide a point of contact and co-ordination between people with disabilities and their families or carers and the Departments, service providers and the general community.

12. The State Government be supported in its efforts to have the Commonwealth Government accept responsibility for funding the care of people with disabilities once they become eligible for an aged pension.

Chapter 5

13. There be a continuing campaign aimed at convincing Governments, both state and federal, of the need to increase funding for the provision of care and support to people with disabilities.

14. Further trials be undertaken in an effort to determine the financial and social benefits of funding clients and that the Queensland model be the basis of any trial.

15. There be further investigation of the potential to coordinate established groups in rural and remote areas as a facilitator of service delivery.

Chapter 6

16. An investigation begin as soon as practicable to look at an appropriate method for data collection and that all interested parties be invited to have input and that it be a full consultative process.

17. There be an investigation into any similar methods of data collection in mainland states with the view to implementing aspects of those databases which will best suit the needs of our Tasmanian clientele.

Chapter 7

18. The Commonwealth Government’s requirements for supported employment enterprises to reach productivity targets be reviewed.

19. Work experience opportunities be provided at supported employment enterprises.

20. Secondary colleges and TAFE ensure that all courses provided are accessible to students with disabilities.

21. Employed partners of people with disabilities who do not have access to respite care have this additional hardship recognised with an increased sick leave entitlement.

Introduction

Chapter 1

1.1 APPOINTMENT AND TERMS OF REFERENCE

On Tuesday, 23 November 1999 the Legislative Council resolved that a Select Committee of Inquiry be appointed “to inquire into and report upon the provision of post school options for young adults with moderate-profound and multiple disabilities in Tasmania, with particular reference to :-

(1) The physical, emotional and financial difficulties experienced by families/carers of children with moderate-profound and multiple disabilities, in supporting young adults/dependants once they have passed the age of formal education.

(2) Current service provision of post-school options to young adults with moderate-profound and multiple disabilities, including :-

  (a) availability of, and access to, day support services;
  (b) availability of physio and occupational therapy services;
  (c) accountability and accreditation of current programs provided;
  (d) availability and access to additional respite services.

(3) The range of current and possible future post-school options for young adult clients, including :-

  (a) the current facilities that are utilised;
  (b) the potential need for specialised facilities, (eg snoezelen, gym and swim);
  (c) the formulation of specific and educationally based post school programs which ensure the continuity of individually designed programs and prevent regression due to sudden dramatic change post-school;
  (d) to determine inter departmental responsibilities in developing quality programs.

(4) The current funding model for post-school options, including :-

  (a) to review the outcome of funding being based with the service provider;
  (b) to examine the option of client based funding
  (c) to investigate non residential client funding;
  (d) to determine a need for transitional funding (16 to 18 years).

(5) Review progress on the introduction of an electronic data base program to track disabled clients from birth or onset of disability in order to allow for successful service provision and life long service access.

(6) And other matters incidental thereto."[2]

The Committee comprised five Members of the Legislative Council – Mr Fletcher, Mr Loone, Mrs Silvia Smith, Mr Squibb (Chairman) and Ms Thorp.

The Select Committee was dissolved due to prorogation on 21 March 2000. On Thursday, 30 March 2000 the Legislative Council resolved to reappoint the Committee :

> "and that the Membership of the Committee, and its terms of reference be those agreed to in the First Session of the Forty-Fourth Parliament and that the Minutes of Proceedings of, an evidence taken by, the Committee be referred to the Committee."

1.2 THE REASON FOR ESTABLISHING THE COMMITTEE

The Committee was established as a result of concerns expressed by members of the community, particularly on the North West Coast. These concerns related to the transition from school to adult life for students with moderate to profound and multiple disabilities and the lack of support services and programs available.

These matters were brought to the attention of some Members of the Legislative Council prior to the Committee's establishment. In supporting the establishment of the select committee, the Member for Paterson in the Legislative Council stated :

> "Particularly on the north-west coast I am aware that there are just not the facilities that are needed to help the families with children once they become adult, and post school age which this motion deals with in particular. …
>
> I regard it as a very important committee; it is a subject like some others that does not attract votes for governments. This makes it all the more important that it is investigated by such a committee to do justice to the people who need to have justice and help and compassion when struggling with the problems caused by the misfortune of the people who are multiply disabled and their families."[3]

The Committee was established therefore as a means of addressing these issues and to give the Tasmanian community an opportunity for input into the recommendations for future options.

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[2] Legislative Council Select Committee on Post School Options for Young Adults with Disabilities – Terms of Reference.

[3] Hon Don Wing MLC, Hansard, Legislative Council, 23 November 1999, pp. 22-23.

The Government also supported the appointment of the select committee as indicated by the Leader of the Government in the Legislative Council :

> "I look forward, as far as the Government is concerned, to assisting wherever we can to make sure that the committee's deliberations will benefit not only the parents and the carers and the people with disabilities but also to really give a guide to the Government and in association with what the Government is doing now".[4]

1.3 PROCEEDINGS

The Committee called for evidence in advertisements placed in the three regional daily newspapers and the local newspapers on the North West Coast. In addition invitations were sent to key stakeholder groups and individuals.

Twenty-two written submissions were received and verbal evidence given by twenty-two witnesses in Tasmania. A sub-Committee also investigated and visited support services and programs in Brisbane and Toowoomba in Queensland.

The Committee met on fourteen occasions. The Minutes of such meetings are set out in Attachment 4.

The witnesses are listed in Attachment 1. Documents received into evidence are listed in Attachment 3.

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[4] Hon Michael Aird MLC, Hansard, Legislative Council, 23 November 1999, p 18.

Physical, Emotional and Financial Difficulties

Chapter 2

> ***Dreams, hopes and ideas for the future are every individual's right, and I have come along to share mine with you for my son".***[5]

It is evident that the physical, emotional and financial difficulties experienced by families/carers of children with moderate-profound and multiple disabilities, in supporting young adults/dependants throughout their life, from birth in some cases until old age, are enormous. Once they have passed the age of formal education these difficulties increase with the added pressure to access alternative support services and specialised facilities and programs.

Many witnesses gave evidence of their personal struggles, including financial problems, and the stresses placed on the whole family in caring for their children.

Mrs Judi McCoy is married with three children. Her daughter Rebecca is nineteen years old and has severe and profound disabilities that require 24-hour nursing care.

> "Obviously nineteen years of physically, mentally and emotionally caring for Rebecca has taken its toll on us as a family, particularly my husband and myself. I am 46 years of age and my husband is 48. This is an age where some parents are able to see an end to their child rearing days but we know that our responsibilities to Rebecca will always be here. At least while Rebecca had school to go to during the day I had some time to look after myself. Now that school is ending I see no break for me during the day.
>
> I've had various health problems over the years, including back problems, and frankly I'm not sure what effects having to lift Rebecca all day every day will have on me. I am aware that by looking after my own health I can be sure of being physically able to best care for Rebecca. As it is now, when she's sick or in pain, as is often the case, I stay home to care for her. This means that my part-time job outside of the home is neglected.
>
> Without some day support service Rebecca's quality of life will be poor due to no social interaction with other people at school and the associated activities along with her physiotherapy programs et cetera.
>
> My husband and I have gone to considerable lengths to not just care for Rebecca but also to give extra attention to her sisters.

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[5] Mrs Joyce Langmaid, Association for Children with a Disability, Transcript of Evidence, 17/5/00, p. 2.

> We felt this was extremely important, that they had as normal life as possible under the circumstances. This in itself can be a strain emotionally and physically. It is upsetting at times for her sisters to see their parents coping on a day-to-day basis, let alone lobbying for services which appear to be a never-ending story.
>
> Financially, when school finishes Rebecca will not be eligible for funding of disability aids such as wheelchairs through the Education department via their equipment library. She will not have access to the other specific aids that are at her school. As she needed a new wheelchair last year and because of her age we had to find alternative funding with the community equipment scheme, which was the PADB scheme then, and due to their cutbacks we had to provide half the costs. My husband had to access his superannuation for this. The wheelchair cost $3,500".[6]

Mrs Andrea Stafford is the mother of a ten year old daughter with moderate-severe multiple disabilities and is also Chairperson of the Mersey Heights School. Mrs Stafford believes that :

> "The physical, emotional and financial difficulties experienced by families/carers of children with these disabilities is enormous even when the children are in formal education… Because of the burden of all these difficulties my health has deteriorated and the stresses became too much to cope with so now my daughter has gone to live with her father… I cannot imagine what it will be like when her formal education is finished because the idea of having relatively no where for her to go frightens me. Mostly we live from day to day and we don't focus so much on the future, but this post school options crisis is one we must focus on".[7]

Mrs Stafford also told the Committee that families who cared for their children with disabilities were disadvantaged compared to wards of the State when it comes to spending :

> "There was always no funding, no resources, 'Oh, you can't do that. You have to wait'. There's a waiting list. There's this, there's that. But if these children are made wards of the State it seems – and I don't know personally – that they do get a fairer slice of the pie, so to speak. Because they are looked after by the State, they seem to have first foot in the door."[8]

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[6] Mrs Judi McCoy, Transcript of Evidence, 17/5/00, p. 2.

[7] Mrs Andrea Stafford, Chairperson, Mersey Heights School, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 1.

[8] Mrs Andrea Stafford, Transcript of Evidence, 17/5/00, p. 6.

Mrs Joy Cairns gave evidence to the Committee on behalf of Aurora – Tasmanian Association of People with Disabilities and Their Advocates Inc and also as a mother of two young adults with disabilities. She described a day in her life caring for her thirty-one year old daughter and twenty-five year old son. The emotional and physical difficulties experienced by Mrs Cairns and her husband were evident :

> “From marriage vows and promises of a happy-ever-after existence, fate has dealt my husband and I the sort of blow from which we know we will never recover. We have had to renegotiate new terms for our personal and private lives, our family lives and bonds. Through agonising problems, harsh words spoken, watching tempers flare and rifts grow, the loss of privacy, the vulnerabilities, the constant responsibilities and demands of providing home care, stress, the physical effects, the constant guise to cover serious emotional and mental instability groping through crisis after crisis. We both suffer emotional bankruptcy, always supporting one another with an overwhelming desire to protect and preserve”.[9]

The financial difficulties experienced by Mrs Cairns and her family were also apparent :

> “… there are many extra medical costs associated, including particularly travel costs involved with taxi and time costs. I mean the time for travelling to and from but particularly more so, the actual time that you sit in doctors’ surgeries waiting to be seen. Taxis are costly yet essential in our children’s lives. There’s the prescriptions which are many and the weekly chemist costs are horrendous. I will mention the epilepsy monitoring machine for our son which we, as a family, have supported him obtaining. There is a machine available that was almost $1,000 and because he was on a disability support pension and we couldn’t obtain a loan for him, we purchased it outright because of the necessity of it”.

Mrs Kris Plummer is married with four children. Her son Sam is eighteen years old and has a severe intellectual disability, autism and challenging behaviour.

> “I’m not a bitter person and certainly do not wallow in self pity and I face my life challenge head on but I have to say the past four years have been the most draining, emotionally and physically. It has been a down hill roller coaster ride all the way. I have seen a young man struggle to maintain his dignity under extreme pressure from an inflexible education system that was in a rush to wash their hands of him…

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[9] Mrs Joy Cairns, Aurora - Tasmanian Association of People with Disabilities and Their Advocates, Transcript of Evidence, 22/5/00, p. 3.

> We are not an ordinary family, as a matter of fact we are quite extraordinary. Despite all the unreasonable expectations placed upon us, we have stayed a very strong unit supporting Sam and ensuring the quality of life for him. As you can see from this brief insight, disability within our family has been all consuming".[10]

Mr Graham and Mrs Gill Reardon are parents of a seventeen year old boy with intellectual disabilities. They were advised that as their son could be finishing school at the end of 2000 they should look at the various post school facilities available.

Mr and Mrs Reardon are totally committed to caring for their son and the importance of support programs and respite to enable them to continue this care was evident :

> "Jonathan lives at home with us and is transported by the school bus to Arthur Support School on a daily basis during term time. We provide him with 24-hour care, transport other than school, all entertainment, and total personal hygiene care. We are a one-income family, as Jonathan needs supervision after school, school holidays, and care when ill. Other family members have moved interstate or to Hobart so Jonathan shares in most of our activities and outings and gains many life skills".

Conclusions :

The Committee concludes that :

- The physical, emotional and financial difficulties experienced by families/carers of children with moderate-profound and multiple disabilities in supporting young adults/dependants throughout their life, from birth in some cases to old age, are enormous.
- These difficulties are increased once the young adult has passed the age of formal education due to the added pressure involved in accessing alternative support services.
- Society is the better for the introduction of programs such as inclusion and mainstream integration.

Recommendation :

The Committee recommends that :

1. Support be increased for the families/carers of young adults with moderate-profound and multiple disabilities to enable them to achieve their maximum potential as members of the community – as recommended in more detail in the following chapters.

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[10] Mrs Kris Plummer, Transcript of Evidence, 18/5/00, p. 2.

> ***"Day support needs to be responsive to client need and should compliment the activities conducted in other services. There is a need for a more effective approach to the personal planning process with day support services working much closer with residential support services to achieve the best possible outcomes for clients."*** [11]

(a) Availability of, and access to, day support services

Evidence provided to the Committee indicated that there was a need for increased day support services. In most cases however it was apparent that the current service providers could offer more placements if additional funding was made available.

Mrs Andrea Stafford, Chairperson of the Mersey Heights School stated that :

> "The availability of day support services is sadly lacking, with access almost non existent. We need these services especially for working parents".[12]

Mrs Judi McCoy of Turner's Beach believes that there are limited services available for young people with moderate to profound disabilities and that :

> "There are currently no suitable quality day support services for Rebecca in our area. The closest appropriate one was in Burnie, Our Place, which has recently closed. Rebecca currently sees a physiotherapist and occupational therapist regularly through her school. Post-school will be a different matter as we'll have to be on a waiting list which will prove to be frustrating for all concerned. The same continuity of care will not be possible".[13]

Mrs Cheryl Shuttleworth from the Association for Children with a Disability commented on the Government's role and also the responsibility of service providers, and believed that there was a need :

> "… for a clear and supportive system from Disability Services, and a need for a formal transition process with responsibilities

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[11] Department of Health and Human Services Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 21.

[12] Mrs Andrea Stafford, Chairperson, Mersey Heights School – Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 4.

[13] Mrs Judi McCoy, Transcript of Evidence, 17/5/00, p. 2.

> by post-school service providers to give support to the entire family, not just the disabled members".[14]

Mrs Shuttleworth further said :

> "The further north you come the harder it is to get services, I would say. Even our Hobart executive members on the committee are appalled at the difference between the service delivery in the south and the service delivery on the north-west coast".[15]

Mrs Sally Kohl from Forward Options indicated the difficulties in accessing day support services and the uncertainty for future arrangements :

> "At the moment I have day support but that's only until the end of June and then I don't know what's happening. Initially it was until the end of March and then it was extended to the end of June and now I don't know at the end of June".[16]

Mrs Kris Plummer supported this evidence :

> "Well, his day program isn't adequate, it's only three days a week".[17]

Evidence received from the Department of Health and Human Services indicated awareness of these issues and plans to improve these services.

As stated :

> "There are a number of day services providing support to people with a disability across the State. Many of these services offer a range of activities to the clients. Many of the activities are recreational based and provide little in the way of skills development. Most of the day support services are very inflexible in the type of support they offer and the times in which they can offer it.
>
> Day support needs to be responsive to client need and should compliment the activities conducted in other services. There is a need for a more effective approach to the personal planning process with day support services working much closer with residential support services to achieve the best possible outcomes for clients.

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[14] Mrs Cheryl Shuttleworth, Association for Children with a Disability – Transcript of Evidence, 17/5/00, p. 7.

[15] Mrs Cheryl Shuttleworth, op.cit., p. 18.

[16] Mrs Sally Kohl, Forward Options – Transcript of Evidence, 1/5/00, p. 3.

[17] Mrs Kris Plummer, Transcript of Evidence, 18/5/00, p. 3.

Possible Options for Day Support

- Develop three levels of day support services to offer support that is appropriate to the needs of clients and will provide opportunities for clients to maximise and maintain their full potential within the available resources.

- The first level of day support focuses on the development of skills and achieves a level of increased independence for their clients. This type of service should be time limited for clients and should result in clients being less dependent on government funded support services in the future. These services should be held directly accountable for the outcomes that they provide for clients.

- The second level of day support will offer flexible options for people that are aged and for those retiring from employment services.

- The third level of day support will provide a range of recreational and leisure type activities for clients. This type of service would form the majority of day support options for clients. This type of service could be much more flexible with the support hours offered. Programs could be offered at night or on weekends as well as through the daytime during the week.

- Explore the possibility of support staff working across day support and residential services to ensure that the personal planning process for clients is more effective. This could involve the development of "pure support" services that contract specialist support to organisations and would allow for that support to work across organisations. This would ensure that both residential and day support services are working together to achieve the same outcomes for clients."[18]

The Department of Health and Human Services has initiated a review of funded services. This is intended to provide stability and ongoing services to people with disabilities, with a view to developing a more viable model of service delivery.

(b) Availability of physio and occupational therapy services

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[18] Department of Health and Human Services Submission, op. cit., p. 21.

Concern was expressed that while services were available while students were in the Education system, deficiencies existed once school years were completed.

Mrs Judi McCoy stated :

> “Rebecca currently sees the Physiotherapist and Occupational Therapist regularly through her school. Post school will be a different matter, as we will have to be on a waiting list which will prove to be frustrating for all concerned”.[19]

Mrs Anne Shadbolt stated :

> “There is no Psychologist, Speech, Occupational or Physiotherapist employed by Disability Services on the North West Coast”.[20]

The submission from the Barrington Support Service called for an additional facility on the North West Coast, which would provide :

> “regular therapy services including occupational therapy and physiotherapy”.[21]

Mrs Shadbolt felt a solution to the perceived lack of trained therapists was :

> “train[ing] people to a certain degree so that they can actually carry out the programs so that we would need less of the actual physios, occupational therapists”.[22]

Ms Douglas described such an initiative – the “Physio and Occupational Therapy Assistant Program” and expressed regret that :

> “it wasn’t able to be extended in the way we had hoped”.[23]

She also stated :

> “That’s really unfortunate because the program had a lot of merit and it’s been I suppose a bit muffled because of the lack of resources, certainly not a lack of commitment on the part of the Department of Health and Human Services. I believe it was thoroughly a resourcing issue. The commitment was very strong.”[24]

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[19] Mrs Judi McCoy, Transcript of Evidence, 17/5/00, p. 2.

[20] Mrs Anne Shadbolt, Submission to Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 23 February 2000.

[21] Ms Toni Douglas, Barrington Support Service, Submission to Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 8 March 2000, p. 1.

[22] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 8.

[23] Ms Toni Douglas, Ibid., p. 1.

[24] Ibid., p. 14.

(c) Accountability and accreditation of current programs provided

Some courses that are TAFE recognised courses are accredited through TAFE. General accountability and accreditation of day-support and residential services is a separate issue.

The Department of Health and Human Services submission outlines its intent to "establish an accountability mechanism which allows for the assessment and reporting of individual client outcomes".[25] This is part of a strategy to "ensure services provided to individual consumers and their families enhance their independence and are delivered in a sensitive, coordinated and timely manner."[26]

(d) Availability and access to additional respite services

Many submissions and much evidence given referred to a perceived lack of appropriate respite care throughout the State.

Mrs Judi McCoy stated :

> "The respite service at Latrobe controlled by Disability Services was used by us on an overnight and after-school basis but due to government cutbacks the centre now closes during the week".[27]

She went on to say :

> "Family-based Respite Service is another service I contacted because I had a carer for them to employ with us for a few hours per week. Their guidelines have now changed and they do not employ people on our recommendation who are not already employed by them".[28]

Mr Albert Stolp of Vincent Industries said :

> "There is a need for respite, always has been. We've never been able to accommodate, we've never gone down the track of supplying it, but there certainly is a great need for respite from both sides of the fence, if you like – from the carers and from the individual."[29]

Mrs Cheryl Shuttleworth from the Association for Children with a Disability, said in regard to provision of respite care :

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[25] Department of Health and Human Services Submission, op.cit., Attachments, p. 9.

[26] Ibid.

[27] Mrs Judi McCoy, op.cit., p. 3.

[28] Ibid.

[29] Mr Albert Stolp, Vincent Industries, Transcript of Evidence, 17/5/00, p. 21.

> "…there needs to be a funding formula set up, …it needs to be weighted with such things as individual needs, geographic locations, availability of services…"[30]

Ms Silvia Godman from the Wyndarra Centre expressed concern that services were not available locally :

> "…respite is away from the community. Small advances have been made in the areas of in-home respite, which is obviously more frequently available but there are still flaws and problems because that has to be booked up well in advance".[31]

Ms Sue Hodgson from Brain Injury Association of Tasmania said :

> "…there's very, very limited respite. It's almost impossible to get respite services that are affordable for any period of time, and for the family member to get out and do things is just not a possibility…so I think that flexibility in those available options is pretty important".[32]

And further :

> "Unfortunately if you have high support needs there are no options really, apart from a facility owned by the MAIB run by Eskleigh, which I would consider to be an age appropriate and suitable respite option, but the cost is outside the availability for people. …cost-wise the only alternative for people is an aged care nursing home. …If you can imagine being any age from 18 to 65, being shut in with probably eleven or twelve or up to fourteen other people who are demented in a position where you physically can't get yourself out, it's the sort of place that most families wouldn't accept for respite. It's not an option".[33]

Mrs Gill Reardon gave evidence that :

> "Basically there has not been much change since last year apart from the respite services. We were told, I understood that we had four hours occasional respite a month, and its now been reduced to virtually zero. I can't get it from family-based care; its from another bucket of money in family-based care. It's another carer respite centre I can get the money from but it's very hard to get respite. Apparently there is a lack of funds and they are having to juggle everybody around and are finding it very hard. This is respite provided by family-based care".[34]

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[30] Mrs Cheryl Shuttleworth, op.cit., p. 18.

[31] Ms Silvia Godman, Wyndarra Centre, Transcript of Evidence, 17/5/00, p. 2.

[32] Ms Sue Hodgson, Brain Injury Association of Tasmania, Transcript of Evidence, 1/5/00, p. 6.

[33] Ibid., pp. 6-7.

[34] Mrs Gill Reardon, Transcript of Evidence, 18/5/00, p. 1.

The Department of Health and Human Services submission states that Respite Care Services are provided under the CSDA. Tasmania has been offered $1.3 million in 2000/2001 and a further $2.6 million in 2001/2002. A draft priority in the first year of funding is "Respite" - targeting people with acquired brain injury, and in the second year "Increase to respite".[35]

In April 2000 Disability Services commenced a review of the "demand and availability of respite services for children aimed at ensuring better availability and equity of access for consumers".

Mr Harvey from Disability Services said in his evidence :

> "…respite is available as centre-based respite for adults in each of the three regions … certainly looking at a wider range of respite options. It may be that we need to look at weekend holiday-type respite for a client so that we actually can take them away from the home and give them the life experience, also give parents and carers that respite…through the reform process let's look at the flexible option as far as respite. Not everyone wants to go to a respite centre and spend their time with six people they don't know for a night or 2 nights or a week."[36]

Mr Harvey also said :

> "…yes, we could do with some more respite services. I don't necessarily think that we need more respite centres. I think we have to look at how we provide that respite … family based care, community based support, offer in-home respite, out-of-home respite."[37]

Conclusions :

The Committee concludes that :

- There is a need for additional respite services state-wide, and in particular on the North West Coast.
- There is a lack of opportunities and options available in the provision of day support services.
- Increased flexibility in the provision of resources would provide opportunities for the creative use of individual funding allocations.

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[35] Department of Health and Human Services, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, March 2000.

[36] Mr Scott Harvey, Department of Health and Human Services, Transcript of Evidence, 1/5/00, p. 13.

[37] Ibid., p. 14.

Recommendations :

The Committee recommends that :

2. Additional respite services be provided state-wide, and in particular on the North West Coast.

3. Additional day support service options and opportunities be provided.

4. The provision of services be more flexible to allow opportunities for the creative use of individual funding allocations (see Recommendation 14).

Current and Possible Future Post-School Options Chapter 4

> ***"There should be a wide range of further education training programs and work options available which enable the young adult with disabilities to reach their full potential in life. For students with disabilities, deliberate and purposeful planning is a prerequisite to accessing the fullest range of post-school options".[38]***

(a) The current facilities that are utilised

Evidence presented to the Committee suggested that there were insufficient facilities currently available with the range of options required to fulfil the needs of young adults with disabilities. Mrs Shadbolt gave evidence of the "inappropriateness of current services and the lack of facilities available in the Devonport area".[39]

Mrs Joyce Langmaid also referred to the disability-unfriendly and expensive facilities :

> "The current social club opportunity that exists in the Devonport region is one night per week in a dilapidated old church with minimal funding and minimal opportunities.
>
> Current gym facilities only exist at the hospital and are difficult to access for many of us.
>
> I believe that future programs for the disabled should always be placed on existing public bus routes so that our young adults do not face exorbitant financial rip-offs by service providers that just ensure that their workers all drive round in new cars".[40]

Mrs Andrea Stafford, Chairperson of the Mersey Heights School also believes that the current facilities are inadequate :

> "Most of the current facilities provide programs but are certainly not of the quality a parent would expect to send their children to. Staff at these facilities are trained but are mostly respite carers, nurses etc".[41]

Ms Toni Douglas, Manager, Barrington Support Service indicated that :

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[38] Mrs Cheryl Shuttleworth, op.cit., p. 7.

[39] Mrs Anne Shadbolt, op.cit., p. 5.

[40] Mrs Joyce Langmaid, Association for Children with a Disability, Transcript of Evidence 17/5/00, p. 6.

[41] Mrs Andrea Stafford, Chairperson, Mersey Heights School, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 4.

> "On the North West Coast of Tasmania there are only two options for young adults with severe, profound and multiple disabilities, for continuing education and training – Devonfield Enterprises in Devonport and Miranbeena in Burnie. These two facilities currently have no places, or have extremely limited places available for new clients".[42]

Mrs Kris Plummer also referred to the inconvenience of travelling :

> "I can speak for my son and I say, yes, that type of program – the only thing was the travel, he had to travel from Devonport to Burnie daily and return which is a big thing actually sitting on a bus and travelling there and back daily".[43]

(b) The potential need for specialised facilities

The Committee notes that there was a great weight of evidence from the North West Coast with many witnesses outlining the need for specialised facilities such as a snoezelens (multi-sensory rooms), gyms, swimming pools, etc. and gave evidence of their value to their children. Mrs Judi McCoy believes that these facilities would be invaluable :

> "Sensory stimulation is a major part of Rebecca's life. Examples of this are stories read to each client that are age and gender appropriate, not just a story read to a wide variety of clients not particularly suited to them all. Again, individual music programs using music that is wide and varied considering the client's age.
>
> We would like to see more innovative programs using such things as make-up application and discussion which is a worthwhile sensory experience for someone of Rebecca's age, gender and disabilities. A hydrotherapy pool at the service would be an invaluable physical experience for most clients as well as a snoezelen. This list is endless".[44]

Mrs Andrea Stafford of the Mersey Heights School supported the need for specialised facilities :

> "The addition of snoezelen, gym and swim would be of great benefit and a welcome addition to the overall management of these children".[45]

The Brain Injury Association of Tasmania Inc. also indicated a potential need for these specialised facilities :

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[42] Ms Toni Douglas, Manager, Barrington Support Service, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 8 March 200, p. 1.

[43] Mrs Kris Plummer, op.cit., p. 5.

[44] Mrs Judi McCoy, op.cit., p. 3.

[45] Mrs Andrea Stafford, op.cit.

> "There is a statewide need for specialist facilities, as illustrated in the swimming arena. People with ABI generally benefit from hydrotherapy but the water temperature needs to be higher than normal, and the pool needs hoist access. In Hobart the St. John's Rehabilitation Centre has a suitable pool but access is only available for people with ABI one hour per week, once their formal rehabilitiation program has finished. In Launceston people have been denied access to the (apparently suitable) Roman Baths as their hoist has a very low weight capacity. St. Giles pool is available but is very small. Finding suitable facilities is an added burden for families".[46]

Mrs Anne Shadbolt believed that these specialised facilities would be suitable for a range of clients :

> "I think you'd be very surprised at how many would use it. We took Stephen up to a multi-sensory therapy room at one of the schools in Launceston and, even though his use of things was limited, the things that he did use he would find really terrific value from. There are people in rehabilitation who could use that kind of thing and probably I would see a gym situation in it as well".[47]

Mrs Joyce Langmaid wanted to see the community take on a true commitment to the disabled :

> "Current gym facilities are largely disability-unfriendly and expensive. Year-round swimming facilities only exist at the hospital and are difficult to access for many of us". [48]

Ms Toni Douglas emphasised the benefits of socialising which would be obtained from a centre which provided a range of services :

> "…but I think it's also important for students with severe, profound and multiple disabilities to be able to socialise with other students and therefore it's important to provide an opportunity for those students to socialise with each other and therefore a building that would provide the opportunity for them to access these things would be an ideal and probably a preference".[49]

Several witnesses also called for the provision of multi-purpose facilities. Mrs Joyce Langmaid suggested that post-school services be provided in general community facilities :

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[46] Brain Injury Association of Tasmania Inc., Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 2.

[47] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 11.

[48] Mrs Joyce Langmaid, Association for Children with a Disability, Transcript of Evidence, 17/5/00, p. 6.

[49] Ms Toni Douglas, Barrington Support Service, Transcript of Evidence, 17/5/00, pp. 10-11

> "My vision for the future is that post-school educational services exist within the general community facilities such as TAFE colleges, Adult Education and community centres. Components of learning should be provided by the Education department that comes from their specialised skill work base. The general community has clubs that meet their individual needs. Everyone has a golf club, a service club, a football club, and I believe that we have a right to a club of our own. I believe we should team with the current request in our region for an aged social club facility and have our needs jointly met, and have a community centre that is constructed for communal use. Bingo, indoor bowls, sing-alongs and dances, they all have a role to play in the lives of our disabled members just as they have a role to play in the part of our aged community. I believe we could bring them together".[50]

Several witnesses referred to the need for specialised equipment and aids. Mrs McCoy advised that assistance ceased with schooling :

> "Financially, when school finishes Rebecca will not be eligible for funding of disability aids such as wheelchairs through the Education department via their equipment library. She will not have access to the other specific aids that are at her school…
>
> Other financial expenses include continence aids which are provided for six months of the year under the CES scheme. Tubes and syringes for…feeding, bathchairs, medicines et cetera. Of course, due to government cutbacks, schemes such as the Community Equipment Scheme will contribute only certain amounts towards these things".[51]

Mr David Gordon, representing the Tasmanian Visually Impaired Children's Support Group gave examples of just how important specialised equipment is for visually impaired young people when they complete their formal education.

> "The worst part about it at the moment is once these students actually reach the age of eighteen, the equipment is resourced back into the equipment library and if they're going on into further education, the equipment is not available to them at that stage…".[52]

Mr Gordon went on to say :

> "The worst part about it is once you have that technology, the availability of that technology, our kids will go ahead in leaps and

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[50] Mrs Joyce Langmaid, op.cit., p. 6.

[51] Mrs Judi McCoy, op.cit., p. 2.

[52] Mr David Gordon, Tasmanian Visually Impaired Children's Support Group, Transcript of Evidence, 2/5/00, p. 2.

> bounds, but what happens at the end of the day is you take that technology away from them and it's like taking a wheelchair away from a person who can't walk".[53]

(c) The formulation of specific and educationally based post school programs which ensure the continuity of individually designed programs and prevent regression due to sudden dramatic change post-school.

The Committee heard from several witnesses who indicated that many of the programs available during the formal school years were no longer accessible once the young adult reached the age of 18 years. Many were fearful that without a continuation of programs post school all the skills that had been learned would be lost.

Mrs Anne Shadbolt was strongly opposed to opportunities ceasing when a person reached 18 years of age :

> "My other kids have all gone through uni, why does Stephen's training education stop when he reaches eighteen?"[54]

Many support services offered programs for clients based on their individual needs. Mrs Shadbolt believes however that the education system needs to provide more information to service providers regarding the programs and skills to be maintained post school :

> "…there aren't any guidelines for day support centres and people coming out of school. People comment that coming out of school all of the skills that they've had should be maintained but the schools don't have a curriculum … so they don't come out with anything, they often don't come out with even a profile. It's really difficult for a day support service to pick up and provide an adequate support service when that happens".[55]

And further :

> "…the Education department needs to get away from its focus on academic subjects because that's not what these people need, they need communication skills and living skills and physical programs. If these things were in place in the schools you'd have people coming out who were a lot more capable than the ones who are coming out".[56]

Mr and Mrs Reardon believe that their son :

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[53] Mr David Gordon, op.cit.

[54] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 10.

[55] Ibid., p. 15.

[56] Ibid.

> "… needs a stimulating but stable and consistent environment preferably amongst people of a similar age group where he can partake in programs similar to school and where he can still improve (eg. Computer programs – not available elsewhere) and not regress, which has happened to other clients".[57]

Ms Toni Douglas, Manager of the Barrington Support Service outlined in her written submission the type of facility that she envisages would enable young adults with disabilities to continue their education and development post school. This facility included :

> "A case management team for each client to ensure interagency/interdepartmental and parent/carer input into management of program planning and delivery [and] specific monitoring and evaluation processes to assess progress of each client".[58]

In giving verbal evidence to the Committee Ms Douglas stated :

> "I was modelling it really on taking elements out of their current educational programs at Mersey Heights and in regular schools where some of them are included and creating something that would be a really good option for them to continue their education and their development physically and intellectually beyond school – the equivalent of a TAFE or university for students. I hadn't imagined that it would be a live-in centre but there's no reason why, apart from resourcing, that that could not be an option".[59]

The Tasmanian Visually Impaired Children's Support Group supported the need for facilities and equipment to be available for their clients after they reach the age of eighteen. Computer and technical equipment is provided throughout the formal school years for visually impaired and blind students to provide equity with their peers.

> "The dilemma is when they leave school the equipment must be returned to the equipment library leaving a huge hole in their lives. Many of these young people wish to continue their studies and suddenly find themselves without the means to access print materials and output the required information".[60]

The Department of Education indicated that TAFE "offers courses to meet the specific needs of a limited number of young people with severe disabilities in a

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[57] Mr and Mrs Reardon, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 21 February 2000, p. 2.

[58] Ms Toni Douglas, Manager, Barrington Support Service, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 8 March 2000, p. 1.

[59] Ms Toni Douglas, Manager, Barrington Support Service, Transcript of Evidence, 17/5/00, p. 10.

[60] Tasmanian Visually Impaired Children's Support Group Inc., Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 29 February 2000, pp. 2-3.

supportive setting".[61] There are also limited day support services available that offer programs for people with disabilities. The Committee visited a number of these facilities across the State and heard of the difficulties encountered by the service providers in meeting the demands for flexibility.

It was also clear to the Committee that there were people with a range of disabilities that required flexible programs, once again designed to suit individual needs. The Brain Injury Association of Tasmania Inc. requires flexibility for their clients who can acquire a brain injury at any stage in their life and who require services for varying periods of time :

> "It [acquired brain injury] can occur at any age from a variety of causes, and the outcomes are wide ranging, dependent on the severity of the injury and the areas of the brain which have been damaged. However, the most common period for acquiring traumatic brain injury is between 16 and 30. These traumatic injuries leave in their wake people who are unable to return to their former lifestyles and who need appropriate options and support for the rest of their lives".[62]
>
> "I think it's broad and not just the post-school program, et cetera, but our system needs to be able to accommodate people coming in and going out of the system".[63]

And further :

> "There appears to be a major problem here with no evidence of effective transition lifestyle planning. This is of particular concern to the ABI population as there are so few knowledgeable services to become involved in this process, and the person may well have suffered a complete change to their abilities during the high school period".[64]

Mr Scott Harvey, Manager, Disability Services, Department of Health and Human Services, in evidence also supported the need for greater flexibility :

> "What we're trying to do at the moment is squeeze people into our model. What we have to do is find something that actually meets the needs of the individuals instead".[65]

(d) To determine inter departmental responsibilities in developing quality programs.

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[61] Department of Education, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 4.

[62] Brain Injury Association, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 1.

[63] Mr Darren Osborne, Brain Injury Association of Tasmania, Transcript of Evidence, 1/5/00, p. 14.

[64] Brain Injury Association Submission, op.cit., p. 3.

[65] Mr Scott Harvey, Manager, Disability Services, Department of Health and Human Services, 17/5/00, p. 10.

The importance of appropriate transitional planning was evident. The submission from Forward Options, a parent group of teenagers with a disability, stated :

> "There needs to be planning and support given well before school finishes to minimise stress for families.
>
> As parents we presented a proposal but it was turned down on the basis that the Post School Options program was funding individuals not groups. As it has turned out a group has now been funded to attend TAFE for three days per week.
>
> No other options were put forward other than TAFE. It seems to be the only age appropriate placement available, again showing the lack of services. We feel that a specifically designed program should include life skills – work experience – transport training (long term)".[66]

Mrs Cheryl Shuttleworth supported the need for transition planning :

> "Transition planning, which should start at the age of fifteen, should focus on the preference and needs, the skills and abilities of individuals and should aim to assist students with disabilities to achieve, as far as possible, their desired outcomes".[67]

She went on to say :

> "There needs to be a lot more cooperation and communication between those two departments [Education Department and Disability Services]".[68]

The Department of Education advised the Committee that transition planning is an area of development in the department and that each district support service received funding in 1997 to commence the implementation of the transition planning process. Ms Kate Shipway from the Department stated :

> "… the aspect of transition planning that is important and is worth talking about here is that it must include all the key stakeholders, and that particularly means the parents and carers, as well as the student. It must occur across a period of time, preferably around about grade 9, or even grade 8, so that the parents and the students can really start thinking. … the better planning and the better coordination of that planning that

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[66] Forward Options, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, 3 March 2000, p. 2.

[67] Mrs Cheryl Shuttleworth, Association for Children with a Disability, Transcript of Evidence, 17/5/00, p. 7.

[68] Ibid., p. 18.

> we can provide, the better options will be taken up by the parents and their children”.[69]

The Department of Health and Human Services acknowledged that there have been problems in the past in planning the appropriate path for students with disabilities to take post school. The Department also indicated that steps have been taken to ensure that effective transition planning now occurs and that it is followed through.

> “… we’ve now got access to education and they know now what we need as far as planning the future for the children who are leaving school they are actually a lot more active in planning the transition, in doing the documentation and following through. … I think the links are really being established …
>
> … quite often a lot of planning did go into what was going to happen post-school but the plan is probably still sitting at the school. So it’s part of that, so that we’re actually making those connections so that we’re planning, we’re looking at what happens in the post-school and following through”.[70]

On the matter of departmental responsibilities for developing quality programs in general, the Committee received a great deal of evidence suggesting greater co-ordination and co-operation within agencies. Ms Silvia Godman and Ms Sonya Ollington of the Wyndarra Centre, Smithton agreed with the need for a local co-ordinator :

> “One of the questions you’ve got here is determining interdepartmental responsibilities in developing quality programs. Part of the problem with Sonya and Marj, the parents will say is, ‘How do we get information, who gets the information’ and when I ring up the carer resource centre there’s this bit and when I ring family-based carers, it’s this bit…”[71]
>
> “They need to work together. I find sometimes services don’t seem to work together. One hand doesn’t know what the other one’s doing. I suppose it’s hard, like it comes back to this ownership of client. You have this one department working against the other department and it’s almost like, ‘Well, we own this person and we have this funding for’, you know, and I find that a bit discerning actually”.[72]

The Hon. Judy Jackson, MHA, Minister for Health and Human Services advised the Committee of the anomaly which occurs in Commonwealth/State funding arrangements :

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[69] Ms Kate Shipway, Department of Education, Transcript of Evidence, 1/5/00, p. 8.

[70] Mr Scott Harvey, Department of Health and Human Services, Transcript of Evidence, 9/8/00, p. 15.

[71] Ms Silvia Godman, Wyndarra Centre, Transcript of Evidence, 17/5/00, p. 18.

[72] Ms Sonya Ollington, Wyndarra Centre, Transcript of Evidence, 17/5/00, p. 18.

> "But the Commonwealth says that once you're a disability client always a disability Client, even if you're 85 you're not an aged person's client. This is something we really need to put a lot more pressure on because this is ridiculous and I spoke about this last week".[73]

And further :

> "Normally – and I don't want to make this sound mean – but normally people when they are aged become a cost burden on the Commonwealth; they go into a nursing home and the Commonwealth pays. What is happening now, we're still having to pay for people with an intellectual disability who are aged".[74]

Conclusions :

The Committee concludes that :

- There are insufficient facilities currently available throughout the State to provide the range of options required to fulfil the needs of young adults with disabilities once they leave school.

- The North West region, in particular, lacks sufficient facilities.

- Young people with disabilities living in the North West region and rural and remote areas are unable to utilise many facilities due to the time and cost involved in travel.

- Access to specialised facilities such as snoezelens, gyms and swimming pools is urgently needed in the North West region.

- Access to programs and facilities for many young people with disabilities is considerably reduced once they leave school due to the withdrawal of funding and access to such equipment as wheelchairs and computers.

- There is a need for life-skills and other programs to continue once young adults reach the age of 18 years.

- There should be greater flexibility in programming and funding.

- Appropriate transitional planning is important.

- Individuals who have acquired brain injury have specific needs as their injuries can occur later in life and manifest for varying periods of time.

- There needs to be co-ordination and co-operation between departments and agencies when developing quality programs.

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[73] Hon Judy Jackson, op.cit., p. 9

[74] Ibid.

- There is an anomaly in Commonwealth/State funding arrangements where the State is responsible for aged disabled persons.

Recommendations :

The Committee recommends that :

5. As the normal range of services is not available in the major centres of the North West Coast, at least one additional multi-purpose facility be developed in the North West region.

This facility should provide -

- Therapy services which include physiotherapy and occupational therapy.
- Specialised facilities such as snoezelen rooms, spa, hydrotherapy pool and gymnasium.
- Appropriately trained staff to plan and implement educational and recreational programs for individual clients.
- Processes to specifically monitor and evaluate the progress of each client.
- Community access to programs.

Such a facility should be located in an area which provides access to the greatest number of clients without access and be managed by a group with representatives from service providers and users.

6. Existing community facilities such as gymnasiums, swimming pools, etc be made more accessible to people with disabilities.

7. Funding be provided to enable adults with disabilities to continue to have access to specialised equipment such as wheelchairs and computers once they leave school.

8. Departments take appropriate action and provide sufficient resources to ensure that transitional planning is undertaken.

9. Greater flexibility be incorporated in programming and funding.

10. Specific programs and services be provided, where appropriate, for clients with acquired brain injury.

11. A system of local area co-ordination be developed to provide a point of contact and co-ordination between people with disabilities and their

families or carers and the Departments, service providers and the general community.

12. The State Government be supported in its efforts to have the Commonwealth Government accept responsibility for funding the care of people with disabilities once they become eligible for an aged pension.

> ***Regarding the amount of $18,000 - "It was set at that level about ten years ago and all that provides now on a direct level is twenty one and a half hours contact time…"***[75]

The Department of Health and Human Services provided written evidence to the Committee indicating :

> "Tasmania spends just under $58 million on services for people with a disability. This represents just over 2.8% of the total national expenditure and is a slight reduction on 1997-98 of just over $1.3 million. This reduction is due to the large reduction in administrative expenditure. Expenditure of direct support has actually increased from $51.163 million in 1997-98 to $55.302 million in 1998-99, an increase of $4.139 million.
>
> Close to two-thirds (66.19%) of Tasmania's expenditure on people with a disability is allocated to accommodation support services. Tasmania also has one of the lowest proportions of funding allocated to administration expenditure with just over 4.5% of the available funding allocated for this purpose".[76]

The Commonwealth has allocated $150 million nationally ($50 million in 2000/2001 and $100 million in 2001/2002) to assist in the areas of unmet need. Tasmania has been offered $1.3 million in 2000/2001 and $2.6 million in 2001/2002.

> "The offer of funding from the Commonwealth is specifically tied to meeting the in-home support and respite care needs of people with a disability who have ageing carers".[77]

The draft priorities for utilising the Commonwealth funds are as follows :

> "*First Year funding - $1.3m*
>
> 1. Increase support for carers of people with disabilities aged 60 years plus – provision of in-home respite/in-home support

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[75] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 3.

[76] Department of Health and Human Services Submission, p. 7.

[77] Ibid., p. 14.

> 2. Increase support for carers of adults with disabilities – targeting 30 years plus of caring
> 3. Increase of personal support packages – targeting rural and remote areas
> 4. Extension to Day Support hours (to 5.00 pm) – targeting people with high support needs
> 5. Respite – targeting people with acquired brain injury
>
> *Second Year funding - $1.3m* [+ first year funding of $1.3m]
>
> 1. Creation of new day support places – targeting people with medium support requirements
> 2. Increase to weekend and holiday respite services – targeting weekends, public holidays and school holidays
> 3. Further increase to day support hours
> 4. Increase of personal support packages
> 5. Increases to respite”[78]

(a) To review the outcome of funding being based with the service provider

Evidence was provided by the Day Support Services Forum that Community Integration Program (CIP) clients need to be registered with the Department and are then allocated a case manager. Disability Services then makes an assessment for funding depending on their needs and the availability of a placement.

> “With CIP we’re allocated so many places which might be 50 or 55 places. If someone leaves our service one of those places goes with that person to the new service they go to and then funding is transferred in relation to that, so when a new client is coming into a CIP service they’re coming in at an assessed funded level. Now that funding level varies between $7,500 to $18,000. The majority of people who would be allocated placements these days are on the higher level of support needs because that’s the only priorities that’s able to be picked up.
>
> With the CSDA services … we are allocated so many dollars and we are asked to provide x amount of services for those

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[78] Department of Health and Human Services, op. cit.

> dollars and so we actually gatekeep so it's a block grant for this amount of money".[79]

In relation to the provision of day services for young people post school, Mr Tubb from the Day Support Services Forum stated :

> "Currently a number of the day services are contracted on a fees-for-service basis around post-school options where maybe they're supporting a number of people to attend TAFE. … a number of people have picked up packages upon leaving school under CSDA funding, aged carers' bilateral agreement. ... there's a variety of sources that are picking up young people as they're leaving school and … day services have been involved with assisting young people through transition since inception really".[80]

Tasmania has a combination of both client-based funding and funding to service providers. Mr Scott Harvey, Director of Disability Services believes that there is no preferred option, but :

> "… it depends on the particular program that we're looking at. Certainly things like the post-school option have been done on the basis of a per client allocation generally. We have looked at the client, what are the client's needs? That money is probably channelled through a service provider and we pay the service provider direct. It is around the client and what the client needs that we have done the assessment. Our day support services generally are again based around the client needs. We look at the client needs, we have a range of funding levels depending on the assessed client support needs which we then pay to a service provider to provide that level of support".[81]

There was further evidence to suggest that the level of funding to service providers was inadequate and that it was causing a shrinkage of services. Evidence from representatives of The Towers Incorporated indicated that with the introduction of the Commonwealth-State Disability Agreement the money usually received was no longer targeted :

> "… and while it came from Commonwealth education, all of a sudden $58,000 just went out of our grants overnight, which left us with quite a huge hole to fill. We've managed to survive but only by just cutting back and cutting back; we're at the stage where we can no longer cut back any further without just closing".[82]

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[79] Mr Alex Tubb, Day Support Services Forum – Transcript of Evidence, 22/5/00, p. 4.

[80] Mr Alex Tubb, op.cit., p. 6.

[81] Mr Scott Harvey, Director of Disability Services, Department of Health and Human Services, Transcript of Evidence, 1/5/00, p. 22.

[82] Mrs Margaret Colville, The Towers Incorporated, Transcript of Evidence, 1/5/00, p. 1.

(b) To examine the option of client based funding

In most instances the funding for people with disabilities goes directly to a service provider. There are currently some clients however who have funding allocated to them individually from the Department of Health and Human Services.

Mrs Kris Plummer receives funding directly for her son. She believes that by doing the administration herself enables the full value of the $18,000 provided to be utilised :

> "…whereas if it went through a service provider, the value would be $14,000 worth of service delivery …"[83]

Mrs Anne Shadbolt also receives direct funding for her son and questioned the adequacy of the amount of $18,000.

> "It was set at that level about ten years ago and all that provides now on a direct level is twenty one and a half hours contact time and that doesn't allow for any overheads for any brokerage fees for anything else at all".[84]

Representatives from the Wyndarra Centre suggested the establishment of a resource, information, support centre for people with sufficient common needs to sustain a coordination role. It was envisaged that the clients would be directly funded and that the centre would assist in sourcing out in the local community for joint projects.[85]

Some witnesses were supportive of the idea of client based funding. During discussion on the issue of transitional funding, Ms Lea Brady from the Speak Out Association of Tasmania believed that :

> "… I just think for parents to say, 'I need $20,000 a year for my child to be able to do this', to give it to parents. And I know people say , 'Ah, but they'll spend it on the wrong thing', but I just think we need to trust families more than that, that 99.9 per cent of families have got the best interests of their people at heart".[86]

The Hon Judy Jackson MHA, Minister for Health and Human Services was apprehensive about client based funding :

> "You've got to be very sure that if you give the money to the client that it's not going to be – well, for a better word – ripped off them, that they are not going to get done either by the carer, the

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[83] Mrs Kris Plummer, Transcript of Evidence, 18/5/00, p. 14.
[84] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 3.
[85] Wyndarra Centre, Transcript of Evidence, 17/5/00, p. 12.
[86] Ms Lea Brady, Speak Out Association of Tasmania, Transcript of Evidence, 2/5/00, p. 17.

> person who is brokering the service or by the person that provides …”[87]

The Minister went on to outline the Department’s view :

> “What we are trying to do, I suppose, is go half way. … so that we actually provide a funding package for the person but it’s flexible to meet the needs of that person. … to make the package flexible for the individual rather than, in most cases, giving the person the money and saying, ‘Well, here’s some money, you go off and buy whatever you want or whatever you can’ because there is a lot of work in that for the individual and most people wouldn’t be in a position to be able to do that”.[88]

The Brain Injury Association of Tasmania Inc. also believed that client based funding could cause problems :

> “Clients are very likely to go ‘service shopping’ (usually wishing to return to the first service in a short space of time). Such a process may result in individualised funding being wasted on administration, with nothing left to purchase services. The other concern is that the (very limited) services would not be viable with unknown or fluctuating incomes. However, without client based funding, penalties may need to be applied to services where clients are not supported to achieve goals”.[89]

Mrs Andrea Stafford, Chairperson of the Mersey Heights School stated :

> “I expect client based funding and non residential funding are options, but service provider funding would be a sound option”.[90]

Mr Brian Treanor from Parkside Leisure gave evidence of a brokerage model that had been trialed in New South Wales which was predominantly for a post-school options program. The money goes directly to the family and the family is then able to choose a service suitable for their child.

> “The interesting thing there is that they have a minimum number of hours that have to be provided for the money. Often they’ve found a difficulty has been that the services have only been provided at the minimal level rather than the maximum level. So although someone might require 30 or 35 hours a week of day support, I think on the brokerage model people have ended up with 20 hours which is the minimum.

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[87] Hon Judy Jackson MHA,, Minister for Health and Human Services, Transcript of Evidence, 9/8/00, pp. 21-22.

[88] Hon Judy Jackson, op. cit., p. 22.

[89] Brain Injury Association of Tasmania Inc., Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 3.

[90] Mrs Andrea Stafford, Mersey Heights School, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 4.

> There are savings that can be made from having a small group of people pooling their money because you might be able to support two people with disabilities with one support worker but if an individual was purchasing a service you would require one support worker for one person. Those are some of the disadvantages of the brokerage model but there are advantages too, in that it is more client focussed but there's pitfalls with every model".[91]

Some members of the Committee had discussions with officers from Disability Services Queensland. The Department's Family Support and Moving Ahead programs allocate funding directly to the families involved. A local area co-ordination program (LAC) is also being trialed in Queensland which directly funds individuals.

Mrs Lyn Farrell from Disability Services in Queensland believes that their system has been a bit nervous about some of the more innovative funding approaches that have been developed in Queensland in the last couple of years, LAC, and also some family support programs as well where funding is provided directly to families to do their own purchasing. The whole financial accountability system is very nervous and in the early stages demanded quite a high level of accountability. Mrs Farrell believes that it is a bit of an assumption that if families are able to get money to buy their own things that they will go and squander it and do silly things, whereas in fact the research shows the complete opposite. The research around the world shows that families are far more frugal with dollars that are available than services and governments are and in fact families give money back and say we really didn't need this.[92]

Mrs Farrell stated that some people might waste money but usually that does not happen and the Department can actually stop it. Disability Services Queensland does not allocate a large amount of money into somebody's account, periodic payments are made into somebody's account and require acquittal of funds before they are actually allocated. People can buy anything they like within the plan which is required because of having to support someone with a disability or to do with their disability, so you can be very creative.[93]

(c) To investigate non residential client funding

Some witnesses believed that there was a need for non residential day support which used client funding, particularly on the North West Coast :

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[91] Mr BrianTreanor, Day Support Services Forum – Parkside Leisure, Transcript of Evidence, 22/5/00, p. 5.

[92] Mrs Lyn Farrell, Disability Services Queensland, Transcript of Meeting, 18/7/00, p. 4.

[93] Mr Alan Grimsley, Disability Services Queensland, Transcript of Evidence, 18/7/00, p. 4.

> "We want a quality day support service using client-based funding in the Devonport area which I can access quickly should the need arise due to health issues".[94]

(d) To determine a need for transitional funding (16 to 18 years)

Many witnesses believed that there was a need for transitional programming to be undertaken. Evidence was received from the Department of Education that :

> "Commonwealth and State special education funds are allocated by a DoE Departmental Central Coordinating Committee, which includes parent and union representatives, to support the education of students with disabilities in regular and special schools. Allocations are based on individual needs as delineated in an Individual Education Plan (IEP).
>
> The IEP is an outline of the student's current abilities, intended outcomes, goals and strategies to enable students to achieve the desired outcomes. A team involving the student, teachers, parents or carers develops the IEP. Every student on the Category A register has a working IEP and support is allocated on this basis. For students 16-18 years old, transition planning should be incorporated into the IEP and supported accordingly. … the extent to which this occurs varies across the state".**[95]**

The Brain Injury Association of Tasmania Inc. believed that the :

> "Definition of 'post school' could include all those leaving school from 15 years of age. The need (or otherwise) for earlier transitional funding would then become apparent".[96]

There appears to be a need for funding for more case managers or transitional officers to assist people to understand what services are available.

Mrs Reardon was concerned more about access to information regarding the transitional period, post 18 years.

> "I rang my case manager up and all she said was that she couldn't understand the guidelines and criteria but she hoped to be able to talk to somebody later on. She's really snowed under with work".[97]

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[94] Mrs Judi McCoy, op.cit., p. 3.

[95] Department of Education, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 7.

[96] Brain Injury Association of Tasmania, Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities, p. 3.

[97] Mrs Gill Reardon, Transcript of Evidence, 18/5/00, p. 9.

Mrs Joyce Langmaid from the Association for Children with a Disability also questioned the adequacy of transitional funding :

> "The current transitional programs are based on what each family can squeeze from the system at the end of their educational time. We need formal funding processes beginning at the age of fifteen for those students who aren't included in regular school settings. These should be teamed up with a range of transitional and flexible residential respite settings so as to ensure a longer and more successful part-time residence in their family home".[98]

The Tasmanian Visually Impaired Children's Support Group also questioned the adequacy of funding in relation to the provision of equipment for students once they reach the age of eighteen years :

> "The worst part about it at the moment is once these students actually reach the age of eighteen, the equipment is resourced back into the equipment library and if they're going on into further education, the equipment is not available to them at that stage, though there has been a decision made where families may depending on the devaluation of the actual component they have been using over the years, be able to actually purchase that piece of equipment, depending on how much service life it actually has left going for it".[99]

Conclusions :

The Committee concludes that :

- The per capita funding to support people with disabilities living in Tasmania was over 18% above the national average in 1998/99 and second only to Victoria.

- Funding for administrative expenses in Tasmania, expressed as a percentage of the total funding for people with disabilities is among the lowest in the nation.

- Service delivery in both the public and private sector is of a high standard and benchmarks indicate efficiency.

- Despite the above conclusions funding for the support of Tasmanians with disabilities is inadequate and the demand for services is greater than the supply of services.

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[98] Mrs Joyce Langmaid, Association for Children with a Disability, Transcript of Evidence, 17/5/00, p. 5.

[99] Mr David Gordon, Tasmanian Visually Impaired Children's Support Group, Transcript of Evidence, 1/5/00, p.2.

- The Commonwealth has recognised the level of unmet need and has provided $1.3 million in 2000/2001 and a further $2.6 million in 2001/2002.

- The CSDA funding is fundamentally important in financing the unmet need but it does not absolve the state from an extra effort in this area.

- Participants in the CIP program have been assessed for support need prior to leaving the institution and are funded according to their level of need. The funding levels range from a minimum of $7,500 per annum for those with the lesser need to a high of $18,000 per annum for those of greatest need.

- In the great majority of cases service providers are funded to meet the needs of people with disabilities.
- In a relatively small number of cases clients are funded directly.

- There is a reticence to move the funding model more towards the client and away from the service provider.

- Although there is limited evidence from interstate, the Queensland trials in funding clients is believed to be delivering positive outcomes.

Recommendations :

The Committee recommends that :

13. There be a continuing campaign aimed at convincing Governments, both state and federal, of the need to increase funding for the provision of care and support to people with disabilities.

14. Further trials be undertaken in an effort to determine the financial and social benefits of funding clients and that the Queensland model be the basis of any trial.

15. There be further investigation of the potential to coordinate established groups in rural and remote areas as a facilitator of service delivery.

Electronic Data Base Program

Chapter 6

> ***"There is … an urgent need to immediately develop and maintain the database providing information on current placements available, current level and type of unmet need and perhaps more important, estimates for future need".***[100]

Many parents/carers and services providers believed that the establishment of a central database to track the progress of people with disabilities was essential. It was suggested that information from birth could be recorded to enable service providers to be able to plan for the needs of the individual client at each stage throughout their life.

Mrs Kris Plummer believed that :

> "…a database would be one of the most vitally important things in providing service for people with disabilities within this State. You can have a projection of needs so you can fund for those needs, you can match people with services that they require so that they are not being doubled up with other services who may be providing a similar type of thing. The options from a central database, they are just so many and varied".[101]

Mrs Anne Shadbolt supported these views :

> "It would be wonderful. We could look five years down the track and say, 'Wow, we've got a group of autistic kids, we'll need these services', or 'We've got a group of CPs coming through, we'll need those services'. …
>
> 'We'll have ten severely multi-disabled people coming into post-school options, let's plan' instead of us getting there and it's a disaster because there's nothing else".[102]

Mrs Judi McCoy commented that provision of a database would be beneficial for tracking people with disabilities.

> "I think it's a good thing because I think at least you would be approached more….a bit like Centrelink letters- 'We notice she is now such and such age' ".[103]

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[100] Mrs Joyce Langmaid, Association for Children with a Disability, Transcript of Evidence, 17/5/00, p. 8.
[101] Mrs Kris Plummer, Transcript of Evidence, 18/5/00, p. 11.
[102] Mrs Anne Shadbolt, Transcript of Evidence, 18/5/00, p. 17.
[103] Mrs Judi McCoy, Transcript of Evidence, 17/5/00, p. 15.

Mrs Gill Reardon also agreed that a database would help with long term planning.

> "It would help with future planning for future needs. I think it would definitely be a great help… Easier to plan long term for supported accommodation, all sorts of things coming up ahead."[104]

Mr Donald Richards from the St Michael's Association also supported the idea of a central database, but indicated that there were funding and other issues involved in its establishment :

> "… this is something that we've tried to work with the Disability Services as well but it is a cost factor in how to go about doing it and especially having a database on who's coming up the line for services would help the funding agreements so much and we would know where we were going from one year to another. Definitely, there is a huge need for that".[105]

Mrs Linda Farrington, Coordinator of the Launceston Student Workshop outlined her views in relation to the establishment of an electronic database :

> "I think this would be absolutely wonderful. It's what we've always tried to do as an organisation but there is no funding for that kind of thing to track your own people. We've tried to do that because that gives you a long-term idea of whether your training is valuable, not just for the here and now and whether they go on to a job or they go on to college but in 20 years' time, where are these people and how much has the training that you've given helped or assisted them. So I think that database would be invaluable in looking at the outcomes for programs long term and helping programs, too, with their own planning".[106]

Mr Scott Harvey, Director of Disability Services in the Department of Health and Human Services had some concerns :

> "The difficulty I have is … the recording of people with a disability when they're born and then trying to maintain that. I think we have to recognise that there is some degree of choice that people can exercise as to what they access and what they don't the privacy and confidentiality.
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> … I think that we will be building on that information and the available information to assist us in our planning, to assist in planning for individual needs as well as the system needs. So

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[104] Mrs Gill Reardon, Transcript of Evidence, 18/5/00, p. 8.

[105] Mr Donald Richards, St Michael's Association, Transcript of Evidence, 16/5/00, p. 18.

[106] Ms Linda Farrington, Coordinator, Launceston Student Workshop, Transcript of Evidence, 16/5/00, p. 11.

> that will be developed, whether you establish a disability database or not I have some concerns with that".[107]

Many witnesses discussed the issue of privacy in relation to the database. The collection of this personal information to enable the provision of appropriate services was the most important focus and the privacy issues could be addressed as part of the process. Ms Toni Douglas, Manager of Barrington Support Services supports the establishment of a database :

> "I believe that's vital. It depends how it's used and how the privacy provisions are implemented around that and we look at our files and always discuss with parents and carers the contents of those files. …But we would be lost without such databases.
>
> …if it's going to better address the needs of the person – the individual, the person with the disability and their family – in the long term then it's a good thing".[108]

Mr Donald Richards, Manager of the St Michael's Association also showed concern about the confidentiality of information gathered into a database :

> "I think if you put somebody's name into a database like that people should sign a contract …"[109]

He further agreed that it should be centralised in one area and access negotiated to protect a client's confidentiality :

> "… if its in the Disability Services you've got all that [information] there and people understand it much clearer than probably in the private organisation or even in the Education department situations". [110]

The Minister for Health and Human Services, the Hon. Judy Jackson MHA, agreed that there was a need to have an indication of "how many will need particular things like supported accommodation, which is quite a big cost, and at what stage".**[111]** The Minister believed however that the Department already has the basic information which gives a reasonable idea of client needs :

> "… we have got basic information on files but now with technology, for planning purposes … we do need that information but it can change too, you can have it all and it changes. We have a reasonable idea because we do know how many clients are registered with us. We know exactly all that

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[107] Mr Scott Harvey, op.cit.,Transcript of Evidence, 9/8/00, p. 17.
[108] Ms Toni Douglas, Manager, Barrington Support Service, Transcript of Evidence, 17/5/00, pp. 15-16.
[109] Mr Donald Richards, St Michael's Association, Transcript of Evidence, 16/5/00, p. 19.
[110] Ibid.
[111] Hon Judy Jackson MHA, op.cit., p. 18.

> and we know they are all case managed so we've got a good idea of what their needs are at this point in time".[112]

A sub-Committee was appointed to meet with Disability Services in Brisbane and Toowoomba, Queensland during July this year to gather information in relation to service provision and related matters. Discussions in relation to data collection and its implications were of particular interest.

Officers from Disability Services in Toowoomba indicated that there was some concern regarding data bases and believed that there was also a degree of wariness from the public and clientele about the type of information that might be held. Although Queensland has recently developed a database for the Adult Lifestyle Support package, there has only been very patchy local records kept and no statewide database.

The officers also commented on the profusion of local based data systems and the State push to bring these under one system in the next couple of years and also stated that it would be a costly exercise but seemed to consider it worthwhile. They believed that as programs have been developed in Disability Services Queensland (DSQ) each program has developed its own database. There is a family support database, a post school services database and 11 or 12 other different databases which over the next couple of years will be amalgamated into one information source which will be called DIS (DSQ Information System).

It will be quite costly to develop the database, with a cost factor of approximately $10 million over five years just for the DSQ component. The grants management database as well as the information system will cost $25 million over a five year period.

In the Queensland example however registration will only be on a voluntary basis and this will inevitably result in people not getting services if they fail to register, or if they are unaware of the process or ability to register. The registration will be the first point of contact in DIS, the name for the new disability purpose Queensland information system and people will be able to register a need for support at any time in their lives.

It was acknowledged that databases could be used for mailing purposes where appropriate but coordination of all information was paramount, with the focus on the client and the services they need as a total package across the whole of their life. The client will be the single focus and all the programs and services they receive will come from an individual record on a database rather than the other way around which will enable more coordination of support, forms and policies.

At the moment people have to go through hoops at various stages. This change will support the Department's move in the direction of having a more

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[112] Hon Judy Jackson, op. cit., p. 18.

seamless approach and focus on a community support type of approach as well.

It may therefore be possible to assume that other states could be similarly placed with fragmented local records or department based records and possibly little state wide coordination of information that would enable a more holistic and whole of life approach to giving support to people with disabilities.

Conclusions :

The Committee concludes that :

- It is generally agreed that a database would be beneficial for planning the needs of people with disabilities over a 'whole of life' program.
- A database would need to be well coordinated through all agencies, i.e. clients, parents, Disability Services, Education, day services, respite care and accommodation.
- Particular emphasis should be on a 'whole of life' approach so as to be able to estimate future funding needs.
- Protection of a client's confidentiality should be foremost in planning.

Recommendations :

The Committee recommends that :

16. An investigation begin as soon as practicable to look at an appropriate method for data collection and that all interested parties be invited to have input and that it be a full consultative process.

17. There be an investigation into any similar methods of data collection in mainland states with the view to implementing aspects of those databases which will best suit the needs of our Tasmanian clientele.

Matters Incidental **Chapter 7**

At the time the Committee was established the term ‘post-school options’ was meant to refer to the options and opportunities available to young people after they finished formal education and the years beyond. The reference therefore is much broader than the criteria for the Tasmanian Post School Options Project which commenced early in the 2000 calendar year.

Although not specifically listed in the Committee’s Terms of Reference, employment opportunities and vocational training were raised by a number of witnesses as other post school options.

Mr Albert Stolp, Manager of Vincent Industries advised the Committee of the options available to young people with disabilities living on the North West Coast :

> “In this particular area, they have three options. They have an option to go on a day-service-type program, which is a recreation-type program – that’s if you can get in there, mind you, I mean all of these things are not that easy to get into but that’s the option you have on this end of the coast – you have that option. You have an option of going into a TAFE course for anything up to two or three years, depending on the individual themselves and then they have a vocational option which is divided into two, one is a so-called full time open employment option and the other one is what we now call business service option.
>
> They are the four options that a person with intellectual disability has got post school or the fifth option, stay home. There are no other options”.[113]

Mr Stolp felt that assessment should be carried out at least two years before a person with a disability left school :

> “It isn’t job related and I honestly believe that what we should be doing is having a good look at people with disabilities two years before they leave school and then make some assessment [of] them as to what their potential is for further education”.[114]

And further :

> “So from the time they are 16 they should then come into services, whatever those services may be, be they services like ours or other disability employment-type services but what we should do is do some assessment then as to whether that

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[113] Mr Albert Stolp, Vincent Industries, Transcript of Evidence, 17/5/00, p. 16.

[114] Ibid., p. 4.

> person has actually got real capacity for further education and if that person has got real capacity, meaningful capacity for further education, that's the way they should be streamed.
>
> If they haven't got real capacity, then they should be streamed in some vocational system and in doing that we send them into a work experience program so they can have some of that experience while they are still at school. It is not just for them, I might add. In 99.9 per cent of the cases it is also for their parents and their extended families because you have to convince them that the move you are making is the correct one".[115]

Mr Stolp also advocated a return to work experience opportunities :

> "We used to have a very good system in place between what is now called Arthur's Support School, what used to be called West Park School, where in the two years prior to school leavers' leaving age, they used to come to us for work experience. It was a great set up between the teachers and ourselves and kindred-type organisations".[116]

Mrs Linda Farrington, Co-ordinator, Launceston Student Workshop advised the Committee that students with disabilities were being discriminated against as they were being denied places in VET courses :

> "My concerns primarily, I guess – I am not quite sure how to put this – are that the legislation that is in place as far as non-discrimination against people with disabilities moving into employment is very difficult to police. I think that the legislation is in place; I think the policing of it is very difficult and I am looking particularly at vocational education and training. I think that many students who have disabilities have the ability to transfer into vocational education and training courses.
>
> There are employers who are quite prepared to take on students with disabilities and look at their abilities rather than their disabilities but the missing link is the training. I'm very concerned that, as far as the Tasmanian Training Authority is concerned, the legislation is definitely in place to allow it to, I guess, have teeth as far as the Disability Discrimination Act is concerned, but it doesn't seem to be happening in practice. Many students are finding that they are denied places in VET courses, primarily because the excuse is that the VET courses are administered by employer-based committees and it is the employers who are saying we wouldn't be giving people with disabilities a job so we don't want them to be trained in this area.

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[115] Mr Albert Stolp, op.cit., p. 4-5.

[116] Ibid., p. 1.

> It’s my experience that that’s not the case – that employers are quite prepared to give students a go, provided they meet the criteria necessary for that employer to produce their business quite profitably”.[117]

Several witnesses also expressed concern that supported employment opportunities, or business service options as they are now called, were being forced by the Federal Government to place too much emphasis on productivity rather than the experience and opportunity it provided for the person with a disability :

> “This is another issue too because of course the Commonwealth, for example, now with this welfare – I’ll just diverge for a moment – but the welfare reform, the paper went to their cabinet yesterday, and this also came out at the ministerial conference we went to last week that they are going to insist or they are insisting that supported employment, or what was called sheltered workshops, have to reach certain productivity levels and if they don’t the people basically get the sack. This is frightening stuff and all the States, Liberal and Labor, were totally opposed to this. What it’s going to mean, apart from the fact that these people, some who have worked there for 20 to 25 years who can’t meet the grade, will be sent home and of course we’ll be having to pick these people up in day programs and so forth. We are pretty annoyed about this. I don’t know what we’re going to do about it, apart from being annoyed and saying that we oppose it.”[118]

Mr Albert Stolp, Vincent Industries summarised his feelings :

> “We have been through that situation with governments – I am talking Commonwealth – where things have changed dramatically in our industry, where we have come from a service to a business”.[119]

The Committee also heard from Mrs Nanette Rattray some of the problems and financial hardship found by mature-aged persons with disabilities and their families :

> “Sick pay for the primary income earner has to be shared with the disabled partner because there is no provision in the carer’s leave to come from a separate fund instead it was taken from the carer’s sick pay entitlement, which means they have half the sick pay entitlements as their counterparts, as they share theirs with their disabled partner”.[120]

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[117] Ms Linda Farrington, op.cit., pp 1-2.

[118] Hon. Judy Jackson, op.cit., p. 6.

[119] Mr Albert Stolp, op. cit., p. 5.

[120] Mrs Nannette Rattray, Transcript of Evidence, 11/7/00, p. 1.

Conclusions :

The Committee concludes that :

- Access to meaningful and appropriately rewarded employment is the right of all persons including those with disabilities.

- The following barriers currently exist which limit people with disabilities from entering the workforce or undertaking vocational training :

  - There is a lack of work experience opportunities;
  - Disabled students are sometimes denied places in VET courses because they are administered by employer-based committees who believe that people with disabilities will not be employed and there is no point in training them; and
  - The Commonwealth Government has placed an emphasis on productivity rather than experience for those in supported employment.

Recommendations :

The Committee recommends that :

18. The Commonwealth Government's requirements for supported employment enterprises to reach productivity targets be reviewed.

19. Work experience opportunities be provided at supported employment enterprises.

20. Secondary colleges and TAFE ensure that all courses provided are accessible to students with disabilities.

21. Employed partners of people with disabilities who do not have access to respite care have this additional hardship recognised with an increased sick leave entitlement.

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Rattray, Mrs Nannette, *Transcript of Evidence*, 11 July 2000.

Reardon, Mr and Mrs, *Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities,* 21 February 2000.

Reardon, Mrs Gill, *Transcript of Evidence*, 18 May 2000.

Richards, Mr Donald, St Michael's Association, *Transcript of Evidence,* 16 May 2000.

Shadbolt, Mrs Anne, *Transcript of Evidence*, 18 May 2000.

Shadbolt, Mrs Anne, *Submission to Legislative Council Select Committee on Post School Options for Young Adults with Disabilities,* 23 February 2000.

Shipway, Ms Kate, Department of Education, *Transcript of Evidence,* 1 May 2000.

Shuttleworth, Mrs Cheryl, Association for Children with a Disability, *Transcript of Evidence*, 17 May 2000.

Stafford, Mrs Andrea, Chairperson, Mersey Heights School, *Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities.*

Stafford, Mrs Andrea, *Transcript of Evidence*, 17 May 2000.

Stolp, Mr Albert, Vincent Industries, *Transcript of Evidence*, 17 May 2000.

Tasmanian Visually Impaired Children’s Support Group Inc., *Submission to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities*, 29 February 2000.

Treanor, Mr Brian, Day Support Services Forum – Parkside Leisure, *Transcript of Evidence*, 22 May 2000.

Tubb, Mr Alex, Day Support Services Forum, *Transcript of Evidence*, 22 May 2000.

Wing MLC, Hon Don, *Hansard*, Legislative Council, 23 November 1999.

Wyndarra Centre, *Transcript of Evidence,* 17 May 2000.

List of Witnesses

Attachment 1

Association for Children with a Disability

Barrington Support

Brain Injury Association of Tasmania

Day Support Services Forum

Department of Education

Department of Health and Human Services

Forward Options

Jackson, MHA, Hon. Judy

Launceston Student Workshop

Livingston, Mrs Sue

McCoy, Mrs Judi

Mersey Heights School

Plummer, Mrs Kris

Reardon, Mr and Mrs G

Shadbolt, Mrs Anne

Speak Out Association of Tasmania

St Michael’s Association

Tasmanian Association of People with Disabilities and Their Advocates (Aurora)

Tasmanian Visually Impaired Children’s Association

The Towers Incorporated

Vincent Industries

Wyndarra Centre

Written submissions taken into evidence **Attachment 2**

Association for Children with a Disability (Tas) Inc.

Barrington Support Service

Brain Injury Association of Tasmania Inc.

Forward Options

Launceston Student Workshop Inc.

Livingston, Mrs Sue

McCoy, Mrs Judi

Mersey Heights School

Minister for Education

Minister for Health and Human Services

Plummer, Mrs Kris

Reardon, Mr GF and Mrs GS

Shadbolt, Mrs Anne

Speak Out Association of Tasmania Inc.

St Michael’s Association

Tasmanian Association of People with Disabilities and their Advocates Inc.

Tasmanian Visually Impaired Children’s Support Group

The Towers Incorporated

Vincent Industries

Wyndarra Centre Inc

Documents taken into Evidence **Attachment 3**

Additional Submission – The Towers Incorporated

Transition Education for Students with Intellectual Disabilities – What are the choices?

Proposal to establish pilot transition program

QT News – April 2000 – Article on TAFE NSW Courses

Submission by Judi McCoy

Association for Children with a Disability – Presentation Notes

Giant Steps Tasmania – General Information

Giant Steps Tasmania at a Glance

Giant Steps Consultancy Service

The “Taste of Giant Steps Tasmania” program

Brochure – A Taste of Giant Steps

Letter – Your chance to make a difference to a child with Autism Spectrum Disorder

Form – Giant Steps Tasmania – Sponsor a Child

Stephen’s Oro-Motor Sessions

Timetable for Stephen Shadbolt

Daily Progress Record

Sensory Program

Letter dated 26 March 1999 to Disability Services from Our Place Inc regarding Miranbeena Day Support Service

Open letter dated 13 July 1999 – What is the problem at Miranbeena Day Support?

Letter dated 13 October 1997 to Devonfield Enterprises from Anne Shadbolt regarding the William Street Day Service

Mersey Heights School Development plan 1999-2001

Employment Services Entry Skills Assessment

Transition Education Plan

Student Educational Plan Overview 2000

Joy’s Story

Aurora Services

History of Aurora Services

“What education should be doing for our children” – Mrs Joy Cairns OAM – 21 May 2000

Statements of Public Interest

ACROD – Tasmanian Day Support Services Charter

A Report presented to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities

Oak Day Services Brochures

Transcript of meetings – Toowoomba and Brisbane (17/18 July 2000)

Disability Services Queensland - Local Area Co-ordination

Disability Services Queensland – Moving Ahead

Disability Services Queensland – Options Plus

Disability Services Queensland – Interstate Comparisons

Moving Ahead Post-School Services – Newsletter April 2000

Moving Ahead Correspondence and Registration Form – Service Provider

Moving Ahead Correspondence and Registration Form – Applicant

Registration of Need – Adult Lifestyle Support Funding – Forms

Overview of Research Paper – Access and equity issues pertain to Moving Ahead Post School Services Program in rural and remote areas of South West Queensland Region

Disability Services Queensland Strategic Plan 2000-2005

Evaluation of Moving Ahead Post-School Services Program – Ernst & Young

Minutes of Proceedings **Attachment 4**

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 30 NOVEMBER 1999

The Committee met at 2.10 pm in Committee Room No. 3, Parliament House, Hobart.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Th

Order of Parliament

The Order of the Parliament appointing the Committee dated 23 November 1999, having been circulated, was taken as read.

Election of the Chairman

Mr Squibb was elected Chairman and took the Chair.

Business

Resolved :

(a) That witnesses be heard under Statutory Declaration.

(b) That evidence be recorded verbatim unless otherwise ordered by the Committee.

(c) That so much of Standing Order No. 257 be suspended as would prevent strangers being admitted when the Select Committee is examining witnesses, unless the Committee otherwise resolves.

(d) That advertisements calling for submissions be inserted in the three daily Tasmanian newspapers on Saturday, 4 December 1999, 29 January 2000 and 19 February 2000, and that receipt of written submissions be conditioned for closure on Friday, 3 March 2000.

(e) That the Secretary send invitations to make submissions and/or verbal presentations to relevant official groups as advised by Disability Services in the Department of Health and Human Services.

(f) That Members of the Committee provide the Secretary with a list of people/organisations to be sent invitations.

(g) That informal discussion groups be held in locations around the State during late February, early March 2000.

(h) That a letter be written to the Minister for Education and the Minister for Health and Human Services advising of the establishment of the Committee and seeking their co-operation.

At 2.25 pm the Committee adjourned until a date to be advised.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

THURSDAY, 13 APRIL 2000

The Committee met at 10.33 o'clock am in Committee Room No. 3, Parliament House, Hobart.

Members Present : Mr Fletche

Order of Parliament

The Order of the Parliament reappointing the Committee dated 30 March 2000, having been circulated, was taken as read.

Election of the Chairman

Mr Squibb was elected Chairman and took the Chair.

The Minutes of the meeting held on Tuesday, 30 November 1999 were accepted as a true and accurate record and confirmed.

Submissions :

Resolved, That the following submissions be received –

(1) Judi McCoy
(2) Kris Plummer
(3) Tasmanian Visually Impaired Children's Support Group
(4) Vincent Industries
(5) Anne Shadbolt
(6) GF and GS Reardon
(7) Brain Injury Association of Tasmania Inc.
(8) St Michael's Association
(9) The Towers Incorporated

(10) Launceston Student Workshop Inc.
(11) Sue Livingston
(12) Association for Children with a Disability (Tas) Inc
(13) Forward Options
(14) Wyndarra Centre Inc
(15) Speak Out Association of Tasmania Inc
(16) Minister for Health and Human Services
(17) Barrington Support Service
(18) Mersey Heights School
(19) Tasmanian Association of People with Disabilities and their Advocates Inc
(20) Minister for Education

Correspondence :

Resolved, That the following correspondence be received –

- Letter dated 21 February 2000 from Paul Byrne, Chief Executive, Oakdale Services Tasmania, advising that Oakdale Services is not directly involved with the provision of post school options.

Tasmanian Association of People with Disabilities and Their Advocates Inc requesting an extension to provide a written submission or an opportunity to present verbal evidence. (Reply sent advising that an extension could be provided and/or an opportunity to present verbal evidence). (19)

- Roseanne Fowles requesting feedback from the submissions. (Reply sent advising that a copy of the report would be forwarded when it had been tabled in Parliament). (20)

Future Program :

Resolved,That hearings and visits to appropriate sites (including educational facilities) be ar

Resolved,That the Parliamentary Research Service be requested to provide information on

At 10.55 o'clock am the Committee adjourned until Monday, 1 May 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

MONDAY, 1 MAY 2000

The Committee met at 9.52 o'clock am in Committee Room No. 2, Parliament House, Hobart.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Th

The Minutes of the meeting held on Thursday, 13 April 2000 were accepted as a true and accurate record and confirmed.

Witnesses :

ALISON JACOB, KATE SHIPWAY AND ANNE FRENCH, on behalf of the Department of Education were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Suspended at 11.35 o'clock am.
Resumed at 11.43 o'clock am.

SCOTT HARVEY AND INGRID HANLEY, on behalf of the Department of Health and Human Services were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Suspended at 1.00 o'clock pm.
Resumed at 2.33 o'clock pm.

MARGARET COLVILLE AND MARGARET DODDRIDGE on behalf of The Towers Incorporated were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

SUE LIVINGSTON was called, made the Statutory Declaration and was examined.

The witness withdrew.

The Committee discussed general issues.

BELINDA SMITH, SALLY KOHL AND LYNETTE JACKSON on behalf of Forward Options were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Documents Tabled :

Additional Submission (9)
Transition Education for Students with Intellectual Disabilities – What are the choices? (9)
Proposal to establish pilot transition program (13)

Future Program

The Committee discussed its future program.

At 5.13 o'clock pm the Committee adjourned until 8.45 o'clock am on Tuesday, 2 May 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 2 MAY 2000

The Committee met at 8.55 o'clock am in Committee Room No. 2, Parliament House, Hobart.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb.

Apologies : Ms Thorp

Witnesses :

LINDA GLOVER AND LEA BRADY, on behalf of Speak Out Association of Tasmania were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Suspended at 10.15 o'clock am.
Resumed at 10.23 o'clock am.

DAVID GORDON, JUNE MARTIN AND PHIL HORNE on behalf of the Tasmanian Visually Impaired Children's Association were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

SUE HODGSON AND DARREN OSBORNE on behalf of the Brain Injury Association of Tasmania were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Papers Tabled :

QT News – April 2000 – Article on TAFE NSW Courses. (3)

Suspended at 12.30 o'clock pm.
Resumed at 12.35 o'clock pm.

Future Program :

The Committee discussed the options for the North and North West hearings and visits.

At 12.48 o'clock pm the Committee adjourned until Tuesday, 16 May 2000 in Launceston.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 16 MAY 2000

The Committee met at 10.10 o'clock am in Committee Room A, 2nd Floor, Public Buildings, 53 St John Street, Launceston.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Th

Witnesses :

LINDA FARRINGTON on behalf of the Launceston Student Workshop was called, made the Statutory Declaration and was examined.

The witness withdrew.

PAMELA MERRINGTON AND DONALD RICHARDS on behalf of St Michael's Association were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

The Minutes of the meetings held on Tuesday, 1 May and Wednesday, 2 May 2000 were accepted as a true and accurate record and confirmed.

Correspondence :

Resolved, That the following correspondence be received –

- Letter dated 3 May from Oak Services requesting an opportunity to give verbal evidence to the Committee.

At 12 noon the Committee adjourned to visit Giant Steps in Deloraine and until 8.45 o'clock am on Wednesday, 17 May 2000 in Wynyard.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

WEDNESDAY, 17 MAY 2000

The Committee met at 9.05 o'clock am in Meeting Room No. 2, Wynyard Community Centre, Little Goldie Street, Wynyard.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

Witnesses :

ALBERT STOLP AND LOUISE PRIEST on behalf of Vincent Industries were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

SYLVIA GODMAN, MARJORIE ELLIOT, MARGARET ODGERS AND SONYA OLLINGTON on behalf of the Wyndarra Centre were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Suspended at 11.15 o'clock am to visit Vincent Industries

Resumed at 2.33 o'clock pm in the Committee Room, Council Chambers, Devonport.

Witnesses :

TONI DOUGLAS on behalf of Barrington Support was called, made the Statutory Declaration and was examined.

The witness withdrew.

ANDREA STAFFORD on behalf of the Mersey Heights School was called, made the Statutory Declaration and was examined.

The witness withdrew.

JUDI MCCOY was called, made the Statutory Declaration and was examined.

The witness withdrew.

CHERYL SHUTTLEWORTH AND JOYCE LANGMAID on behalf of the Association for Children with a Disability were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Documents Tabled :

Submission by Judi McCoy (1)
Association for Children with a Disability – Presentation Notes (12)
Giant Steps Tasmania – General Information
Giant Steps Tasmania at a Glance
Giant Steps Consultancy Service
The “Taste of Giant Steps Tasmania” program
Brochure – A Taste of Giant Steps
Letter – Your chance to make a difference to a child with Autism Spectrum Disorder
Form – Giant Steps Tasmania – Sponsor a Child

At 6.55 o’clock pm the Committee adjourned until 8.15 o’clock am on Thursday, 18 May 2000 to visit Burnie TAFE, Mersey Heights School and Don College and for further hearings in Devonport.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

THURSDAY, 18 MAY 2000

The Committee met at 1.30 o’clock Pm in the Committee Room, Council Chambers, Devonport.

Members Present : Mr Loone, Mrs Smith (Windermere) and Mr Squibb.

Apologies : Mr

Witnesses :

MR GRAHAM AND MRS REARDON were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

ANNE SHADBOLT was called, made the Statutory Declaration and was examined.

The witness withdrew.

KRIS PLUMMER was called, made the Statutory Declaration and was examined.

The witness withdrew.

Documents Tabled :

Stephen’s Oro-Motor Sessions (5)
Timetable for Stephen Shadbolt (5)
Daily Progress Record (5)
Sensory Program (5)
Letter dated 26 March 1999 to Disability Services from Our Place Inc regarding Miranbeena Day Support Service (5).
Open letter dated 13 July 1999 – What is the problem at Miranbeena Day Support? (5)
Letter dated 13 October 1997 to Devonfield Enterprises from Anne Shadbolt regarding the William Street Day Service (5)
Mersey Heights School Development plan 1999-2001 (18)
Employment Services Entry Skills Assessment (18)
Transition Education Plan (18)
Student Educational Plan Overview 2000 (18)

Other Business :

The Committee discussed its future program.

At 4.15 o'clock pm the Committee adjourned until 3.15 o'clock pm on Monday, 22 May 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

MONDAY, 22 MAY 2000

The Committee met at 3.20 o'clock pm in Committee Room No. 2, Parliament House, Hobart.

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

The Minutes of the meetings held on Tuesday, 16 May, Wednesday, 17 May and Thursday, 18 May 2000 were accepted as a true and accurate record and confirmed.

Witnesses :

JOY CAIRNS on behalf of the Tasmanian Association of People with Disabilities and Their Advocates (Aurora) was called, made the Statutory Declaration and was examined.

The witness withdrew.

LORRAINE WILTSHIRE, PETER GARD, ALEX TUBB AND BRIAN TREANOR on behalf of the Day Support Services Forum were called, made the Statutory Declaration and were examined.

The witnesses withdrew.

Documents Tabled :

(a) Joy's Story (19)
(b) Aurora Services (19)
(c) History of Aurora Services (19)
(d) "What education should be doing for our children" – Mrs Joy Cairns OAM – 21 May 2000 (19)
(e) Statements of Public Interest (19)
(f) ACROD – Tasmanian Day Support Services Charter (22)

(g) A Report presented to the Legislative Council Select Committee on Post School Options for Young Adults with Disabilities (22)
(h) Oak Day Services Brochures (22)

At 5.50 o'clock pm the Committee adjourned until 9.00 o'clock am to visit Claremont College.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 20 JUNE 2000

The Committee met at 4.05 o'clock pm in Committee Room No. 3, Parliament House, Hobart.

Members Present : Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

The Minutes of the meeting held on Monday, 22 May 2000 were accepted as a true and accurate record and confirmed.

Correspondence :

Resolved, That the following correspondence be received and that an acknowledgement be sent to Jenny Sheehan.

- Letter dated 23 May 2000 from Jenny Sheehan regarding disability recipients.

- Letter dated 1 June 2000 from Alice Gaffney enclosing documents relating to the Oval Program.

- Letter dated 17 May 2000 from the Acting Minister for Education enclosing *Rewards and Challenges : Inclusion and Practice* and *Bridging Pathways – Blueprint for Implementation – From 2000 until 2005*.

Future Program :

The Committee discussed its future program.

Resolved, That a sub-committee visit services and talk to Departmental Officers in Towoomba and Brisbane in July.
Mr *Fletcher* took his place.

Resolved, That, if appropriate, the Committee inspect the following facilities in Tasmania :

- Oak Services
- Hazelwood
- Parkside Group Home
- Hobart TAFE
- Aurora
- Kalista
- Cosmos
- Launceston Student Workshop
- St Michael's Association
- Newstead Heights School
- Newstead College
- Mirranbeena
- Devonfield
- North West Residential
- Mrs Nanette Rattray

At 4.22 o'clock pm the Committee adjourned until Friday, 30 June 2000 for southern inspections.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

WEDNESDAY, 9 AUGUST 2000

The Committee met at 11.23 o'clock am in Committee Room No. 2, Parliament House, Hobart

Members Present : Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

Apologies : Mr I

The Minutes of the meeting held on Tuesday, 20 June 2000 were accepted as a true and accurate record and confirmed.

Documents Received :

Resolved, that the following documents be taken into evidence –

- Transcript of meetings – Toowoomba and Brisbane (17/18 July 2000)
- Disability Services Queensland - Local Area Co-ordination
- Disability Services Queensland – Moving Ahead

- Disability Services Queensland – Options Plus
- Disability Services Queensland – Interstate Comparisons
- Moving Ahead Post-School Services – Newsletter April 2000
- Moving Ahead Correspondence and Registration Form – Service Provider
- Moving Ahead Correspondence and Registration Form – Applicant
- Registration of Need – Adult Lifestyle Support Funding – Forms
- Overview of Research Paper – Access and equity issues pertain to Moving Ahead Post School Services Program in rural and remote areas of South West Queensland Region
- Disability Services Queensland Strategic Plan 2000-2005
- Evaluation of Moving Ahead Post-School Services Program – Ernst & Young

Future Program :

The Committee confirmed that it had now completed all hearings and visits.

Committee suspended at 11.32 am
Committee resumed at 11.40 am

Witnesses :

HON JUDY JACKSON MHA, MINISTER FOR HEALTH AND HUMAN SERVICES AND MR SCOTT HARVEY were called and were examined.
The witnesses withdrew.

Report Writing :

Resolved, that each Member prepare a draft paper on a term of reference, as follows –

Term of Reference	
1	Hon John Loone
2	Hon Lin Thorp
3	Hon Geoff Squibb
4	Hon Tony Fletcher
5	Hon Silvia Smith

At 1.22 o'clock pm the Committee adjourned until 12 noon on Tuesday, 5 September 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

WEDNESDAY, 25 OCTOBER 2000

The Committee met at 9.45 o'clock am in Committee Room No. 2, Parliament House, Hobart

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

The Minutes of the meeting held on Wednesday, 9 August 2000 were accepted as a true and accurate record and confirmed.

Correspondence :

Resolved, That the following correspondence be received –

Letter dated 14 August 2000 from Jackie Witt, Cosgrove High School enclosing 'thank you' letters from the students who had lunch with the Committee at Parliament House.

Report Deliberations :

The Committee considered Draft Report No. 1. Discussion took place on the need to emphasise the areas of service provision that are inflexible and require expansion.

It was agreed that the amended sections of the Draft Report be provided to the Secretary by Tuesday, 7 November to enable distribution prior to the next meeting.

At 10.20 o'clock am the Committee adjourned until 11.00 o'clock am on Tuesday, 14 November 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 14 NOVEMBER 2000

The Committee met at 11.10 o'clock am in Committee Room No. 3, Parliament House, Hobart

Members Present : Mr Fletcher, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

Apologies : Mr I

The Minutes of the meeting held on Wednesday, 25 October 2000 were accepted as a true and accurate record and confirmed.

Report Deliberations :

The Committee considered Draft Report No. 2.

It was agreed that the Chairman and the Secretary draft the Executive Summary and that the amendments to Chapter 4 and Chapter 5 be provided to the Secretary by Friday, 17 November to enable distribution prior to the next meeting.

At 11.40 o'clock am the Committee adjourned until 10.30 o'clock am on Tuesday, 21 November 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

TUESDAY, 21 NOVEMBER 2000

The Committee met at 10.35 o'clock am in Committee Room No. 3, Parliament House, Hobart

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

The Minutes of the meeting held on Tuesday, 14 November 2000 were accepted as a true and accurate record and confirmed.

Report Deliberations :

The Committee considered the Final Draft Report .

It was agreed that the Secretary make the necessary amendments and provide copies to Members prior to the next meeting.

At 12.00 o'clock noon the Committee adjourned until 10.00 o'clock am on Wednesday, 22 November 2000.

LEGISLATIVE COUNCIL SELECT COMMITTEE

POST SCHOOL OPTIONS FOR YOUNG ADULTS WITH DISABILITIES

MINUTES

WEDNESDAY, 22 NOVEMBER 2000

The Committee met at 10.03 o'clock am in Committee Room No. 3, Parliament House, Hobart

Members Present : Mr Fletcher, Mr Loone, Mrs Smith (Windermere), Mr Squibb and Ms Thorp.

The Minutes of the meeting held on Tuesday, 21 November 2000 were accepted as a true and accurate record and confirmed.

Report Deliberations :

The Committee considered the amended pages of the Final Draft Report .

The Committee agreed with the amendments on pages 4, 5, 6, 7, 8, 15, 21, 23, 25, 30, 34, 35 and 36.

The Committee agreed to pages 3, 33 and 53 with further minor amendment.

Other Business :

Resolved, That -

- The Report be tabled on Thursday, 30 November and notice be given of a motion to note the Report.

- A press release be prepared and that a press conference be held on Thursday, 30 November at 1.00 pm.
- Reports be sent to all witnesses with a letter advising of the Committee's intention to promote debate on the Report at a later time.
- Key witnesses be notified of the date for tabling the Report.

The Minutes of the meeting held today, Wednesday, 22 November 2000 were accepted as a true and accurate record and confirmed.

At 10.30 o'clock am the Committee adjourned *sine die*.