



CARE MATTERS
LEARNING & WELLBEING

Care Matters Resource on
Enabling

Good Lives

The Enabling Good Lives Approach in Action

www.carematters.org.nz



*"The intent of the Enabling
Good Lives approach
is for disabled people,
and their families,
to have control of their lives."*



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Introduction to SAMS

SAMS is a national organisation, governed by disabled people and families, who have been involved in the disability sector since 1979. Some of the core activities of SAMS is to:



- conduct developmental evaluations,
- facilitate family education and leadership development,
- conduct research focussing on the experiences of disabled people and whanau
- facilitating a diverse range of skill development opportunities.

For over 40 years, SAMS has actively explored sector and service development strategies. Since 2008, SAMS has worked with multiple organisations and created several resources to assist developments in the sector. SAMS was involved in the development of the Enabling Good Lives approach, has a good understanding of the Enabling Good Lives principles, what approaches work the best for families and an understanding of developments in New Zealand and internationally.

Introduction to Care Matters

CARE MATTERS
LEARNING & WELLBEING

CARE MATTERS is funded by the Ministry of Health and is the national learning and wellbeing resource service for the Carers of people with a disability in New Zealand.

Care Matters works throughout New Zealand connecting with networks of carers to deliver information, cultivate leadership and facilitate skill development courses.

Workshops connect Carers with a diverse network of experienced facilitators, who are family members, who ensure learning opportunities respond to local interests and needs.

Care Matters has an Advisory Board and e-Leadership Network, made up of family members, that provides advice and leadership about carer wellbeing and resource development

The Coalition



SAMS and Care Matters have worked with disabled people's organisations and allied family networks to create and support positive change.

In 2009, a coalition was formed to strategically progress this work.

As a united voice, the coalition successfully was a catalyst for change i.e., the development of the Enabling Good Lives approach.

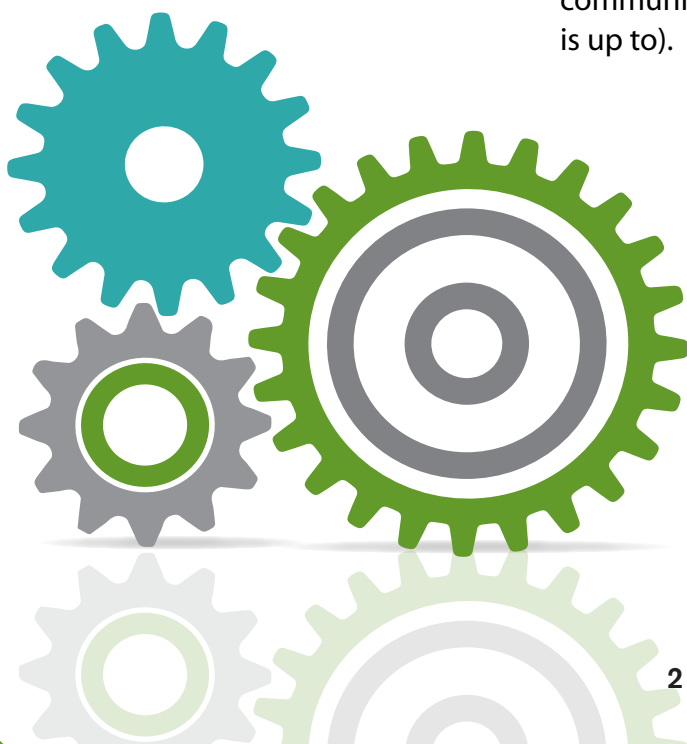
How to Use this Resources

This resource is designed to aid workshop discussion for multiple people and groups.

It can be used as a catalyst for discussions and the exploration of the Enabling Good Lives approach in any community (regardless of where system transformation is up to).

This resource is intended to assist discussion amongst interested people. EGL will be brought to life in different ways for different people. This is not intended as a standalone resource.

There are different approaches to successfully living a good life. This resource is simply intended as something that can start discussions about the Enabling Good Lives approach.



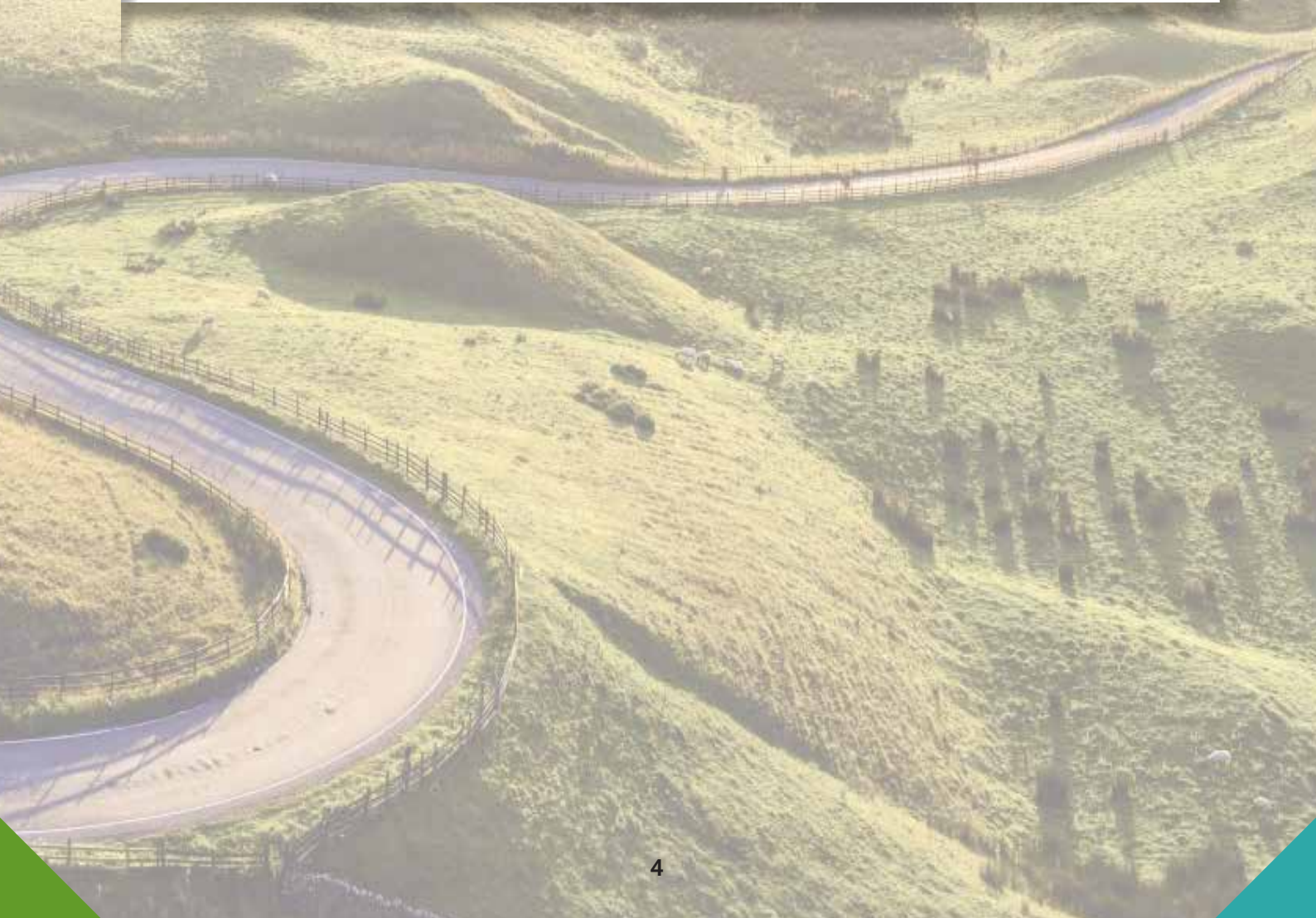
What is Enabling Good Lives Approach?

The intent of the Enabling Good Lives approach is for disabled people, and their families, to have control of their lives. This includes the 'say so' in how resources are used.



Whakapapa

Of Enabling
Good Lives



A foundation and ally - the Whānau Ora approach

There was a strong link between the material contained in the paper presented to the Government on Whānau-Centred Initiatives (2009), and the messages from the disabled people, families, and innovative providers in the early development of the Enabling Good Lives approach. In the early stages of the EGL approach, Whānau Ora was considered a core objective of EGL and Whānau Ora an approach that reflected similar aspirations held by many in the disability community.

Direct independent Guidance

Dame Tariana Turia was Minister for Disability Issues between 2009 – 2014. Before and after the initial Enabling Good Lives Report (2011), direct independent guidance from leaders within the disability sector, to the Minister for Disability Issues was a strong feature of the initial development of the EGL approach. This independent advice occurred in the following ways:



Period of influence



The coalition

An alliance of five organisations governed by disabled people and families (see timeline).

2009-2013



The working group

A group brought together by the Minister for Disability Issues to Consider a 'blue skies' approach to reform in the sector.

2011



Independent (informal) advisors to the Minister for Disability Issues

Small group, from the disability sector, have regular meetings with the Minister.

2011-2013



The National Enabling Good Lives Leadership Group

To provide the disability community and sector input into, and advice on current and future initiatives involving changes to the disability support system.

2013+

Who “leads” change becomes a catalyst for action

Within the disability sector, there were high expectations that the recommendations from the Social Services Select Committee Inquiry would result in disabled people and family members having leadership of new innovations ie. a shifting of authority to achieve increased choice and control. Several organisations and networks, governed by disabled people and families, who had been strong contributors to the Select Committee Inquiry were poised to action some of the approaches they had fought to have acknowledged through this process.

Disabled people’s organisations and family organisations anticipated they would be enabled to use their knowledge, networks, and skills to bring about increased choice and control for disabled people and their families. These organisations and networks were dismayed when, rather than their energy and experience being harnessed, the Ministry of Health appeared to “start from scratch”.

Under the banner “the New Model”, the Ministry of Health began to design how it interpreted calls from disabled people, families, and innovative providers. New advisory groups were formed, and new initiatives began. While some within the disability community agreed with some of the core elements being “trialled”, there was tension between officials and the community over who would “lead” this change. It was believed that there were considerably more effective and efficient ways to make it easier for disabled people and families to have increased choice and control.

While it was clear there was merit in some of what was being trialled, it was seen by many in the sector as costly and “ministry owned and driven”. Frustration at a lack of progress was a significant catalyst for the formation of the “Coalition” (2009) and ultimately the Enabling Good Lives report (2011).





VOICES OF DISABLED PEOPLE AND FAMILIES

There were **five** ways the voices of disabled people, families and providers directly influenced the development of the Enabling Good Lives approach:

1 The Independent Working Group

This group was made up of disabled people, family members, tangata whenua and providers.

2 The collective influence of the “Coalition”

An alliance of five national organisations governed by disabled people and families ie. the Disabled Person’s Assembly (DPA), People First NZ, Parent to Parent NZ, Standards Plus and SAMS (standards and Monitoring Services).

3 The Christchurch Plan

Material developed by nine independently facilitated community forums. There were parallel forums for disabled people, families and providers.

4 The Waikato Plan

Material developed by six independently facilitated community forums. There were parallel forums for disabled people, families and providers.

5 The EGL National Leadership Group

A leadership group, set up by the Minister for Disability Issues, with membership drawn from disability community to advise on change initiatives set up by the Minister for Disability Issues.

1. www.enablinggoodlives.co.nz/about-eg/enabling-good-lives-context/1-how-enabling-good-lives-started-the-august-2011-report/

2. One member of the group (Charmayne Te Nara Williams) provided a Whānau Ora perspective and Wendy Isaia provided a whānau whānau perspective.

3. www.enablinggoodlives.co.nz/about-eg/enabling-good-lives-context/the-canterbury-plan-june-2012/perspective/


4. www.enablinggoodlives.co.nz/about-eg/enabling-good-lives-context/the-beginning-in-the-waikato/

5. The providers, associated at this stage of the process, were: Interactions, Gracelands, Community Living Trust, Progress to Health, LIFE Unlimited and IDEA Services.

6. Current membership includes perspectives from disabled people, tangata whenua, pasifika, families and allies (seven of the 10 current members have a direct lived experience of disability).

The Enabling Good Lives (EGL)
Approach:
Foundation documents





In the future, disabled children and adults and their families will have greater choice and control over their supports and lives and make more use of natural and universally available supports.

Disabled people and their families, as appropriate, will be able to say:

- I have access to a range of support that helps me live the life I want and to be a contributing member of my community.
- I have real choices about the kind of support I receive, and where and how I receive it.
- I can plan based on my strengths and interests.
- I am in control of planning my support, and I have help to make informed choices if I need and want it.
- I know the amount of money available to me for my support needs, and I can decide how it is used – whether I manage it, or an agency manages it under my instructions, or a provider is paid to deliver a service to me.
- The level of support available to me is portable, following me wherever I move in the country.
- My support is co-ordinated and works well together. I do not have to undergo multiple assessments and funding applications to patch support together.
- My family, whānau, and friends are recognised and valued for their support.
- I have a network of people who support me – family, whānau, friends, community and, if needed, paid support staff.
- I feel welcomed and included in my local community most of the time, and I can get help to develop good relationships in the community if needed.

The Government will get better value for the funding it provides because:

the new approach will generally provide better quality of life outcomes for disabled people and their families (based on international evidence)

- less money will be spent on providers premises and more on support
- government agencies will work more closely together, for example using shared way to determine support needs, integrated funding, and contracts.

Enabling Good Lives Principles



SELF-DETERMINATION

Disabled people are in control of their lives.

BEGINNING EARLY

Invest early in families and whānau to support them; to be aspirational for their disabled child; to build community and natural support; and to support disabled children to become independent, rather than waiting for a crisis before support is available.

PERSON-CENTRED

Disabled people have supports that are tailored to their individual needs and goals, and that take a whole life approach rather than being split across programmes.

ORDINARY LIFE OUTCOMES

Disabled people are supported to live an everyday life in everyday places; and are regarded as citizens with opportunities for learning, employment, having a home and family, and social participation - like others at similar stages of life.

MAINSTREAM FIRST

Disabled people are supported to access mainstream services before specialist disability services.

MANA ENHANCING

The abilities and contributions of disabled people and their families are recognised and respected.

EASY TO USE

Disabled people have supports that are simple to use and flexible.

RELATIONSHIP BUILDING

Supports build and strengthen relationships between disabled people, their whānau and community.

1. SELF-DIRECTED PLANNING AND FACILITATION

All supports and services are led by the preferences, strengths, aspirations and needs of disabled people and their families. An aspiration-based personal plan is the central document to design, and measure paid supports. While the core components of plans may be similar, plans may take different forms.

Unique and changing aspirations are to be expected. Supports and services will need to continually adapt in the way they assist people to build and maintain a good life.

An Independent Facilitator (Navigator) can assist disabled persons and family/Whānau to consider existing options and create new possibilities. The degree of involvement an individual or family has with a Navigator is negotiated between the parties.



2. CROSS-GOVERNMENT INDIVIDUALISED AND PORTABLE FUNDING

Disabled people and family/Whānau have control of funding ie. bulk funding, according to service type, will be replaced with individualised funding where people can choose how they create a good life for themselves. All government funders will contribute to one funding pool that is determined through a simple process of self-assessment (or supported self-assessment) and confirmation.

Disabled people and family/Whānau will be able to move their funding as their preferences and needs change.

3. CONSIDERING THE PERSON IN THEIR WIDER CONTEXT, NOT IN THE CONTEXT OF 'FUNDED SUPPORT SERVICES'

Disabled people and family/Whānau belong to networks e.g., family, friends, and community. These networks are respected as being fundamental to identity, belonging and citizenship.

4. STRENGTHENING FAMILIES OR WHĀNAU

There is direct investment in the networks of disabled people and their family/Whānau . Resources are provided to assist understanding, educate, and promote increased knowledge of options and how to maximise choice and control.

5. COMMUNITY BUILDING TO DEVELOP NATURAL SUPPORTS.

Disabled people are active and valued citizens with an everyday life in everyday places. Enabling Good Lives supports people to achieve desirable outcomes such as education and training; employment; being with friends; having relationships and a family; and taking part in community and cultural activities. Community (generic, mainstream) opportunities and assets are educated and supported to be inclusive and valuing of diversity.

ELEMENTS

These are interdependent but can be implemented incrementally, either concurrently or separately in phases.



The five elements are:

1. BUILDING KNOWLEDGE AND SKILLS OF DISABLED PEOPLE

to ensure disabled people understand the direction for change, and can take up opportunities to have more choice and control over their supports

2. INVESTMENT IN FAMILIES

to assist families/whānau to best support their disabled family member to have a “good life” and help them develop a vision and aspirations for what can be achieved

3. CHANGES IN COMMUNITIES

to ensure communities, including businesses, workplaces, schools, and religious, cultural, sporting, and recreational activities, are accessible and welcoming. Communities also need to recognise the contribution that disabled people can make to enhance cohesion and well-being

4. CHANGES TO SERVICE PROVISION

to align organisational roles and functions, delivery models, workforce capability, accountability measures, monitoring and evaluation with the vision and principles of the transformed system

5. CHANGES TO GOVERNMENT SYSTEMS AND PROCESSES

to support the system redesign e.g., integrated contracting, individualised funding, flexible outcomes-focussed contracting, funding pooled from across Votes (may include Vote structure changes) and involving disabled people and families in governance.

KEY MESSAGES

CONTROL

The intent of the Enabling Good Lives approach is to make changes so that disabled people and their families have control of their lives. This includes having the “say so” in how resources are used.



DIVERSITY

A diverse group of people is included in the term “disabled people”. Disabled persons and their families require different supports, services, and approaches in order to achieve equity.

VALUE OF FAMILY/WHĀNAU

The Enabling Good Lives approach respects the central importance of family/whānau.

DIFFERENT COMMUNITIES

Enabling Good Lives recognises people live in varied communities. With the Enabling Good Lives approach, some things will be the same around the country (ie. principles, general outcomes, and monitoring processes) but some communities may need to do things differently to suit their specific circumstances and preferences.

INCREASED CHOICE

An objective of Enabling Good Lives is to increase choice and not eliminate existing options

CHANGE

Enabling Good Lives is both about a whole new way of doing things (ie. systems change) and about supports and services doing things in different ways (ie. service transformation)

A NEW “SYSTEM”

The Enabling Good Lives approach is based on the belief that for disabled people and family/whānau to experience real choice and control, complete system change is required ie. Enabling Good Lives is not an “add on” to the existing system

A UNIFIED APPROACH

Enabling Good Lives stresses the critical importance of change being across Ministries, ‘joined up’, strategic and consistent with the expectation and aspiration expressed by disabled people and family/whānau

KEY MESSAGES

JOINT GOVERNANCE

Disabled people, their organisations and family/whānau national networks must have key roles in both National and Regional Governance of the system's transformation and the new approaches that are created

INDIVIDUALISED FUNDING

When "system" transformation is completed all individuals and family/whānau will have individualised funding – people can choose to use this in multiple ways. All funding sources will contribute to the same pool of resource.

NEW ROLES

Many of the functions currently performed by Needs Assessment and Service Coordination organisations (NASCs) need to be replaced by two separate functions in distinct organisations ie. a simple assessment to determine and confirm funding levels and Independent Facilitation (navigation).

MOVE TO A FACILITATION BASED APPROACH

All supports and services will move towards an approach that makes it easier for disabled people and their families to create good lives for themselves in the community ie. towards 'facilitation' and away from 'provision'

COMMUNITY

A primary focus for services is to assist disabled people and families to access and contribute to community based (generic) options, supports and services

BUILDING A BETTER WAY

All Enabling Good Lives initiatives are developed with the reasonable expectation they can improve supports and services according to the perspective of disabled persons and their families ie. do no harm.



How to use the Enabling Good Lives Vision and Principles

We can now expect supports and services to be basing what they do on the EGL principles and working towards us experiencing the EGL vision.

Four ways to use the Enabling Good Lives Vision and Principles

1. PROVIDING A FOCUS
2. DEVELOPING A PLAN
3. NEGOTIATING WHAT WE WANT
4. SELF-REVIEW

a. Providing a focus

Providing a focus when meeting with other families e.g., select one EGL principle at each meeting and explore –

“What might this look like in action for me/our whanau”

“What this might look like for our community”

“What this might look like for our supports and resources”



b. Developing a plan

- A plan can take all sorts of forms. It doesn't matter how you do it – as long as it works for you.
- Thinking about the EGL vision and principles can help us think about different aspects of our lives and what we might want
- We can do a plan ourselves – or, invite a group of trusted people to help
- A plan is not a paper prison – we can change it when we want
- Making a plan helps us to gather our thinking and set a destination i.e., what we want to achieve
- Once we have an idea of what we want we can then break it down into smaller steps. We can then get clear about what we might need to do or what/who can help us achieve what we are wanting
- We can then be clearer about getting the things/supports we need
- Having a plan/goals can assist us work out what is working well (helping us achieve what we want) or what might need to be changed

A general process for Enabling Good Lives based personal planning



Step one

THE FOUNDATION

- Consider the EGL vision and principles.
What am I experiencing that is really good and what areas do I want to make changes/improvements?
- Map out my/our existing personal networks (family and friends)
- Identify and list what I/we have achieved in my life so far
- List personal and family strengths
- Get clear about my/our preferences (what I/we like and dislike)



Step two

THE DESTINATION

- What would be a great life for me/us?
- What do I/we want to achieve in my/our life (dream big)?
- How do I imagine my "best" future?



Step three

THE PATHWAY

- What are the steps that will help me/us get to my goals?
- Who can assist me/us to achieve our next steps (the first things that I need to do)?
- What supports or services, if any, do we need?
- How will I/we know we are moving towards achieving my/our goal?



Step four

CHECKING PROGRESS

- What is working well?
- What needs to be changed?
- Do I/we need support to think about this more

What effective approaches to

Personal Planning in a group have in common?

Some people find it easier to develop personal plans with a group of trusted friends and allies.

There are many different approaches to person directed planning, but in one-way or another, most “group” approaches involve similar kindsof steps:

- ▶ A group of people who know and care about the person agree to come together to plan and make things happen. They are people chosen by the person who is at the centre of the planning.
- ▶ The people in the group **shares their insights** and listen very carefully to what the person has to say. Some of the really helpful information includes – who is important to the person, what are the person's strengths and abilities, how does he or she make the lives of other people and the community richer, what are the person's desires and dreams for the future?
- ▶ Develop a **shared vision of what the future could look like** for the person. The vision is wide open. It also helps to focus on such key questions as how the individual and group sees things like: developing friendships/relationships, employment, living options, choices/rights and respect.
- ▶ **Identify barriers, obstacles and opportunities** that can stand in the way or help achieve the vision.
- ▶ **Come up with ideas and strategies** to overcome obstacles and take advantage of opportunities. This is the very practical action plan to move toward the vision. It is usually a good idea to have two different time frames for action – things that can be done now or soon to really move things along, and things that might take more time or occur in the long term.
- ▶ **Identify who does what** so that all the people involved know what their jobs are. This is the point where people in the group might make commitments to develop or offer supports. If not, other members of the group will make commitments to meet with supports and services to get such commitments.
- ▶ **Go for it!** Members of the group do what they said they would do.
- ▶ **Keep in touch** and focused. The group meets regularly to see how things are going, keep their focus, change direction if needed, and celebrate their accomplishments.



Negotiating what we want

The EGL vision and principles can be a basis for negotiation with supports and services e.g., when thinking about what you are wanting from services, reference this back to an EGL principle or when expression concerns (things you want improved or changed) link this back to an EGL principle



NEGOTIATE

The process of clarifying expectations, aspirations, and possible outcomes with the intention of all people potentially achieving what they want.

WHEN IS NEGOTIATION APPROPRIATE?

When you need to work something out with another person and there is the potential for conflict. It is sometimes wise to “negotiate” when making an approach in order to obtain something new or different.

AM I READY TO NEGOTIATE?

Do I:

- know what I want?*
- know why I want it?*
- feel ok about working co-operatively?*
- think I am able to listen to the other point of view?*
- have some ideas / strategies?*
- have a back-up if the negotiation is unsuccessful?*

SOME KEY POINTS

- Look for common ground. How can your needs and the needs of the other party can be met?
- Manage the process not the content, e.g., making sure everyone is heard, looking for what can be (not what isn't!).
- Be flexible and creative – this may mean new options can be discovered.
- Remember that the objective of negotiation is to maintain, or improve, your relationship and reach a mutually acceptable outcome.
- Keep your integrity - be honest about thoughts, feelings, and facts.



d. Self-Review

Reviewyou may want to check and see whether you are setting your goals and expectations high enough. Looking at these principles can give you a way of thinking about your experiences and what may need to be improved

Many disabled people, families and whānau are looking for supports that explore how they can:

- be principles based, ie, EGL Principles
- individualise their supports and services
- shift authority to enable individuals and families to have the "say so" in their lives
- use generic or universal (mainstream) community resources
- focus on assisting people to experience ordinary lives in ordinary places (rather than segregated services).

An effective self-review enables individuals and supports to:

- ▶ pay attention
- ▶ take responsibility to seek new knowledge
- ▶ commit to change
- ▶ discover allies
- ▶ share power and authority
- ▶ build trusting relationships.

All insights are good – but constructive action is the goal

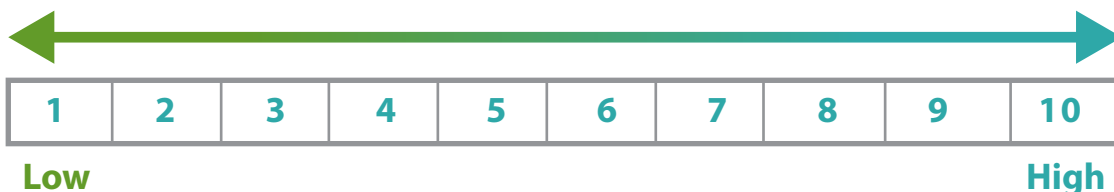
The value of any review or evaluation is that it paints a picture. A self-review can make sense of what is happening now and can provide insights that assist our:

- understanding about what is happening now. It can enable us to see the different views on the same thing
- appreciation of what is working well (a basis for celebration and a foundation for possible development)
- consideration of what needs to be worked on more (ie, ideas and practices that need to be changed or developed)
- building connections and channels of communication
- focussing on what different people/groups think is most important
- ability to measure where things are up to. When we repeat the process, we can see what has really changed
- being better informed so we can be more strategic about where we put our energy
- being creative and innovative.

PRINCIPLE 1 (worksheets)

Self-determination: disabled people are in control of their lives
e, disabled people have the “say so” over what they do in services.

Continuum (choose a point on the continuum that provides the best representation)



Other's control

I decide

Suggested questions/areas when reviewing Principle 1

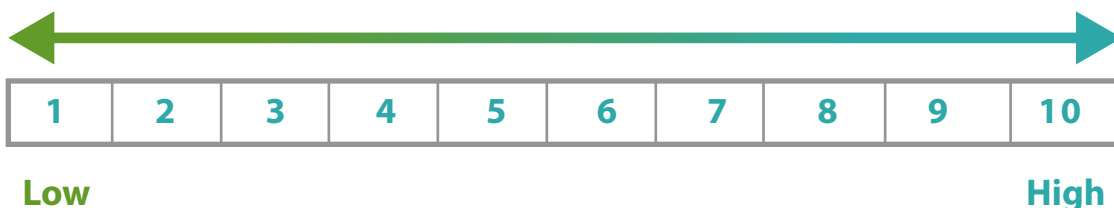
- Am I making key decisions?
- Are others assisting me to make decisions?
- Do others understand how I communicate and what I am expressing?
- Are the views of my whānau valued and supported?
- Do I have all the information I need to make informed decisions?

PRINCIPLE 2

Begin early: Invest early in disabled people and whānau to
maximise life outcomes and support options

le do not wait until there is a crisis, support people to become as independent as possible, support whānau resilience, build natural support networks and community

Continuum (choose a point on the continuum that provides the best representation)



REACTIVE

Too many barriers, delays,
inconsistencies and complexities

Clear and proactive

Suggested questions/areas when reviewing Principle 2

- Were options immediately made available?
- Do people talk with me to find out what I need?
- Was I provided with sufficient information to make choices?

PRINCIPLE 3 (worksheets)

Person-Centred: disabled people have supports that are tailored to their individual needs and goals, and that take a whole life approach rather than being split across programmes.

Continuum (choose a point on the continuum that provides the best representation)



Low

High

Supports are not customised

Supports are based on my goals

Suggested question when reviewing Principle 3

- I was listened to and understood?
- Are my supports based around what I really want and need?

PRINCIPLE 4

Ordinary Life Outcomes: disabled people are supported to live an everyday life in everyday places; and are regarded as citizens with opportunities for learning, employment, having a home and family, and social participation – like others at similar stages of life.

Continuum (choose a point on the continuum that provides the best representation)



Low

High

REACTIVE

- I/we are excluded from participating in the community
- Our primary involvement is with "specialised" or "segregated" services

RESPONSIVE

- I/we contribute to the community through a range of activities (ie, educational, social, recreational, employment and/or personal activities)
- As citizens, I/we have the same rights and responsibility as other members of the community

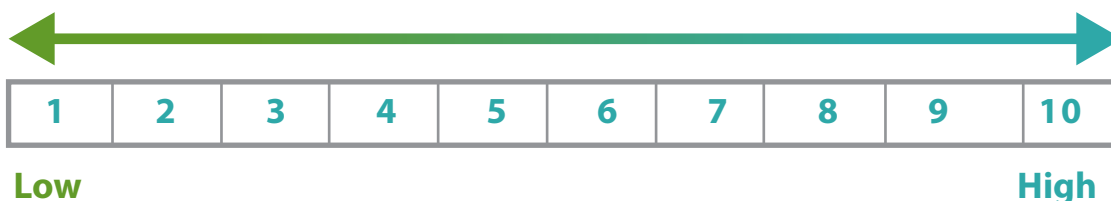
Suggested question when reviewing Principle 4

- Am I supported to be involved in my community?

PRINCIPLE 5 (worksheets)

Mainstream First: disabled people are supported to access mainstream services before specialist disability services.

Continuum (choose a point on the continuum that provides the best representation)



REACTIVE

- I/we primarily access segregated services or specialist disability services.

RESPONSIVE

- I/we have access to mainstream services
- I/we have information to make informed decisions about supports.

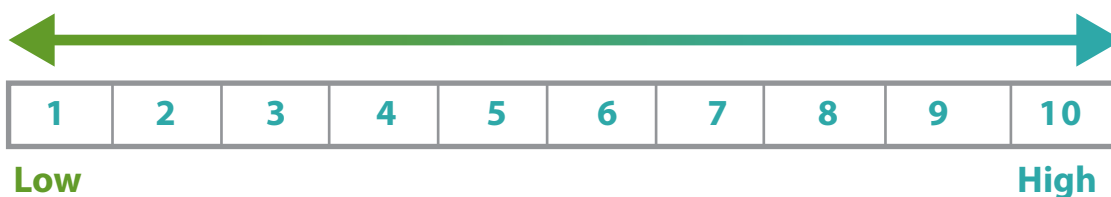
Suggested question when reviewing Principle 5

- What sort of networks/community services/groups have I been supported to make contact with?

PRINCIPLE 6

Mana Enhancing: the abilities and contribution of disabled people and their families are recognised and respected.

Continuum (choose a point on the continuum that provides the best representation)



REACTIVE

- No contributions from us are sought
- Contribution is tokenistic
- Contribution is sought but has limited authority
- A hierarchical approach to service provision

RESPONSIVE

- Our abilities and contributions are valued
- A partnership approach is central to how we experience services

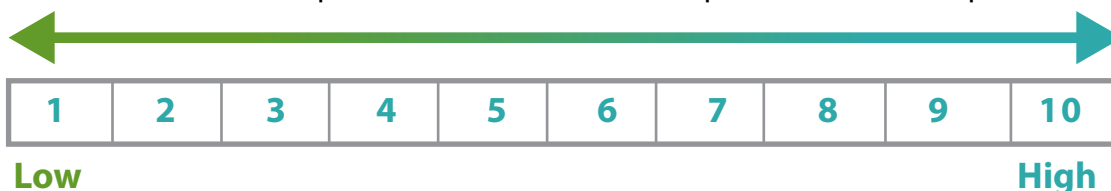
Suggested question when reviewing Principle 6

- Am I/we recognised for what we have to offer and respected for our contribution?

PRINCIPLE 7 (worksheets)

Easy to Use: disabled people have supports that are simple to use and flexible.

Continuum (choose a point on the continuum that provides the best representation)



REACTIVE

- Supports are complex and lack transparency
- I/we are "locked into" services.

RESPONSIVE

- I/we have a clear understanding of what supports are available and how to use them
- Supports can adapt to meet my/our changing needs

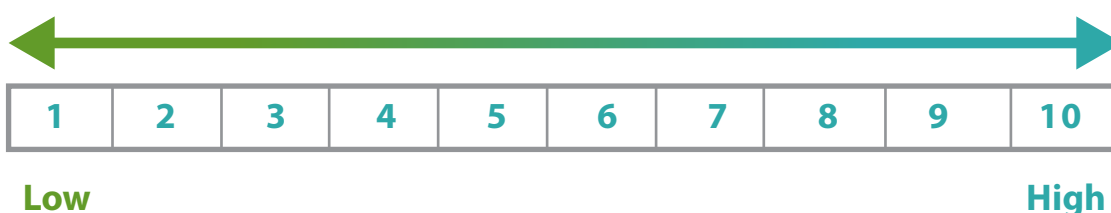
Suggested question when reviewing Principle 7

- Is it easy for me/us to get what we want, and do things change if our needs/wants change?

PRINCIPLE 8

Relationship Building: supports build and strengthen relationships between disabled people, their whānau and community

Continuum (choose a point on the continuum that provides the best representation)



REACTIVE

- I/we are isolated and have few relationships
- The importance of family/whānau is not recognised
- I/we have minimal opportunity to explore our culture and identity

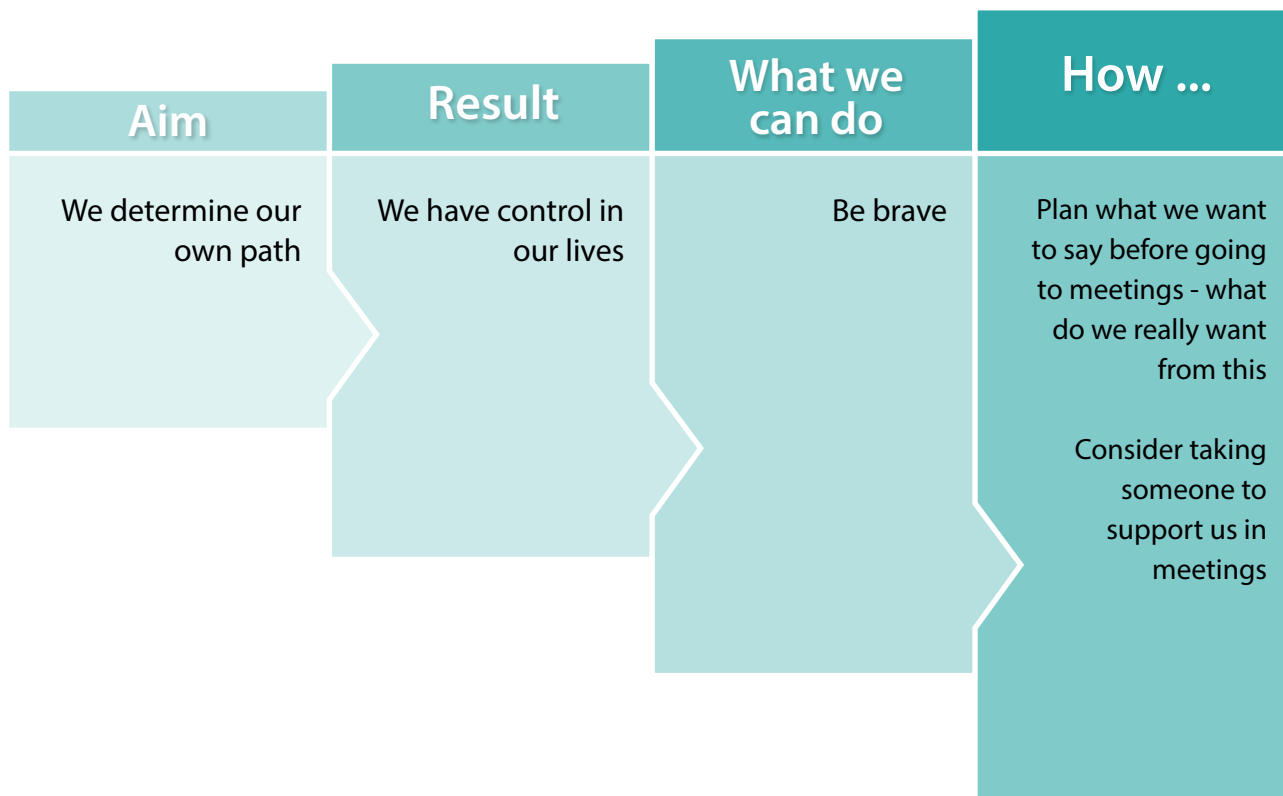
RESPONSIVE

- Supports operate in a manner that develops, strengthens, and maintains relationships
- I/we are able to pursue what is important to us

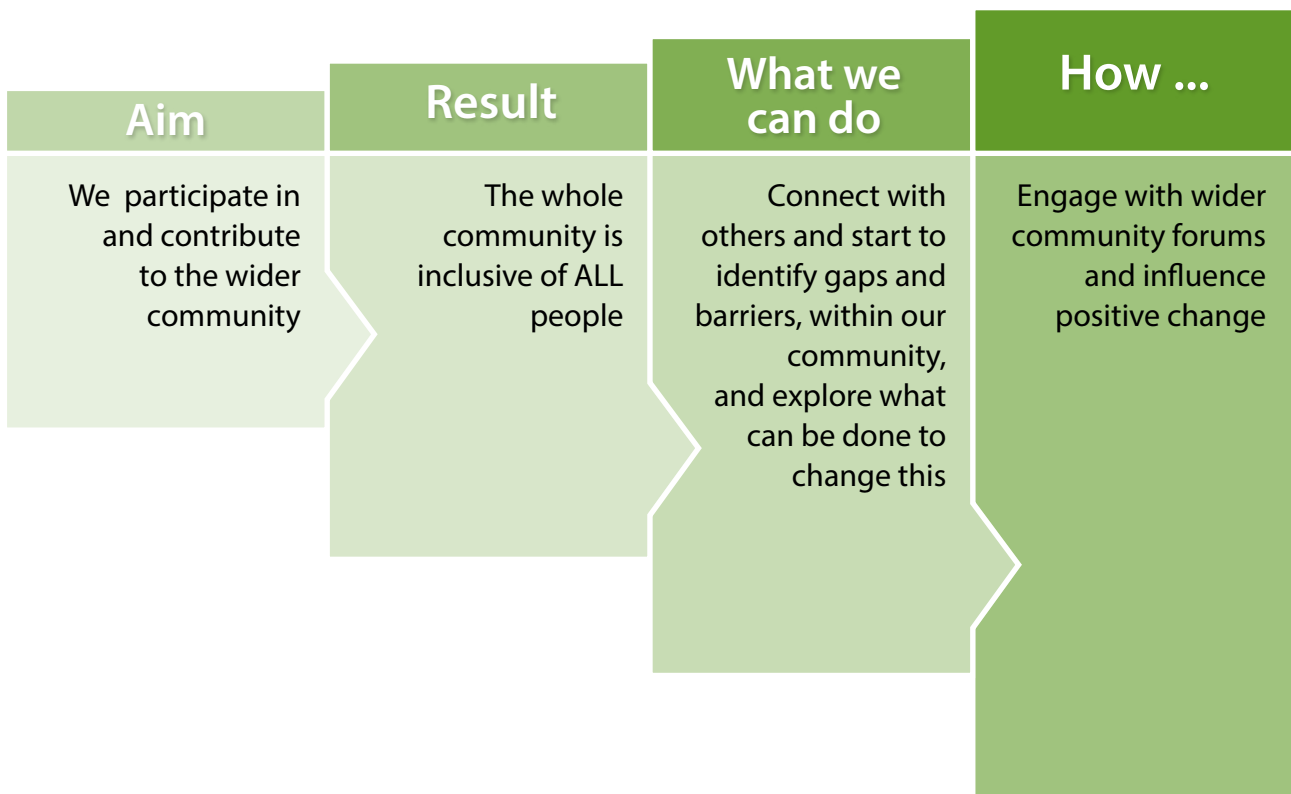
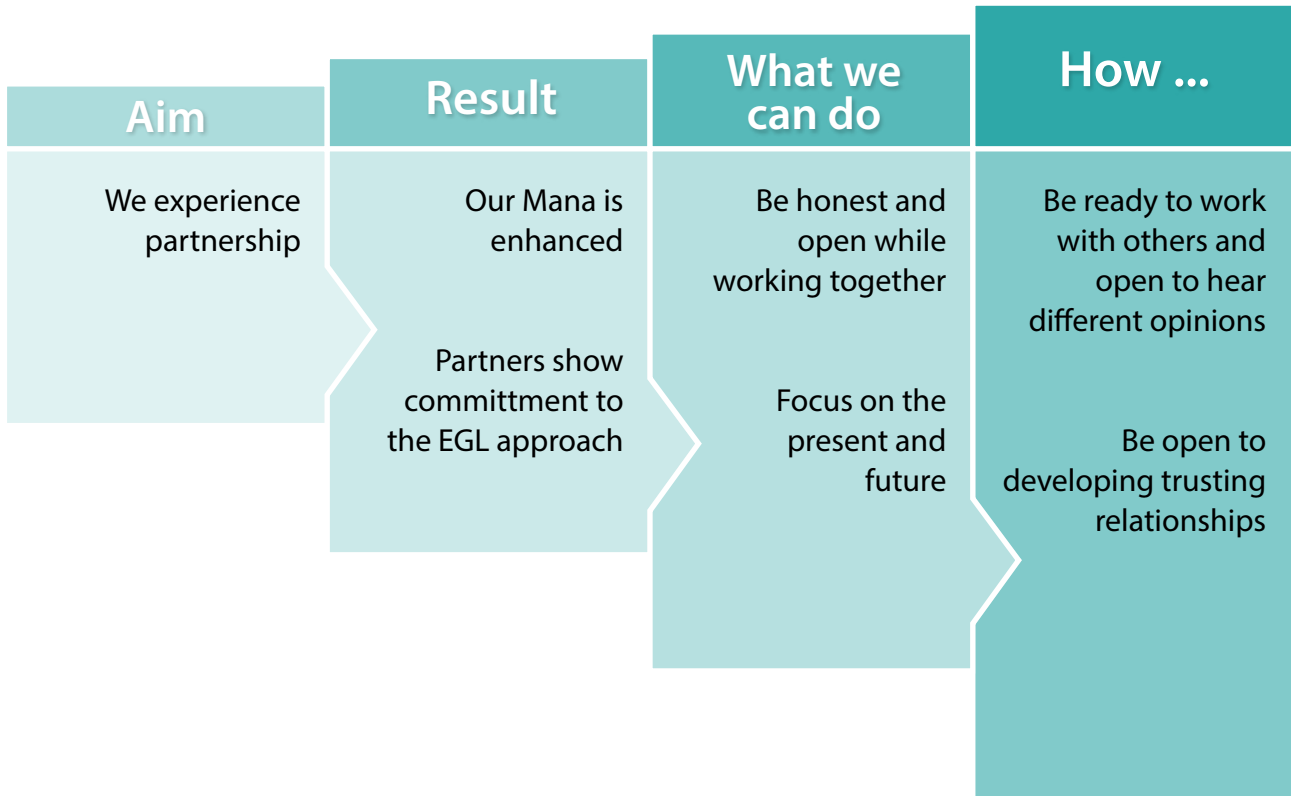
Suggested question when reviewing Principle 8

- Am I supported to keep in contact with family/friends or extend my networks?

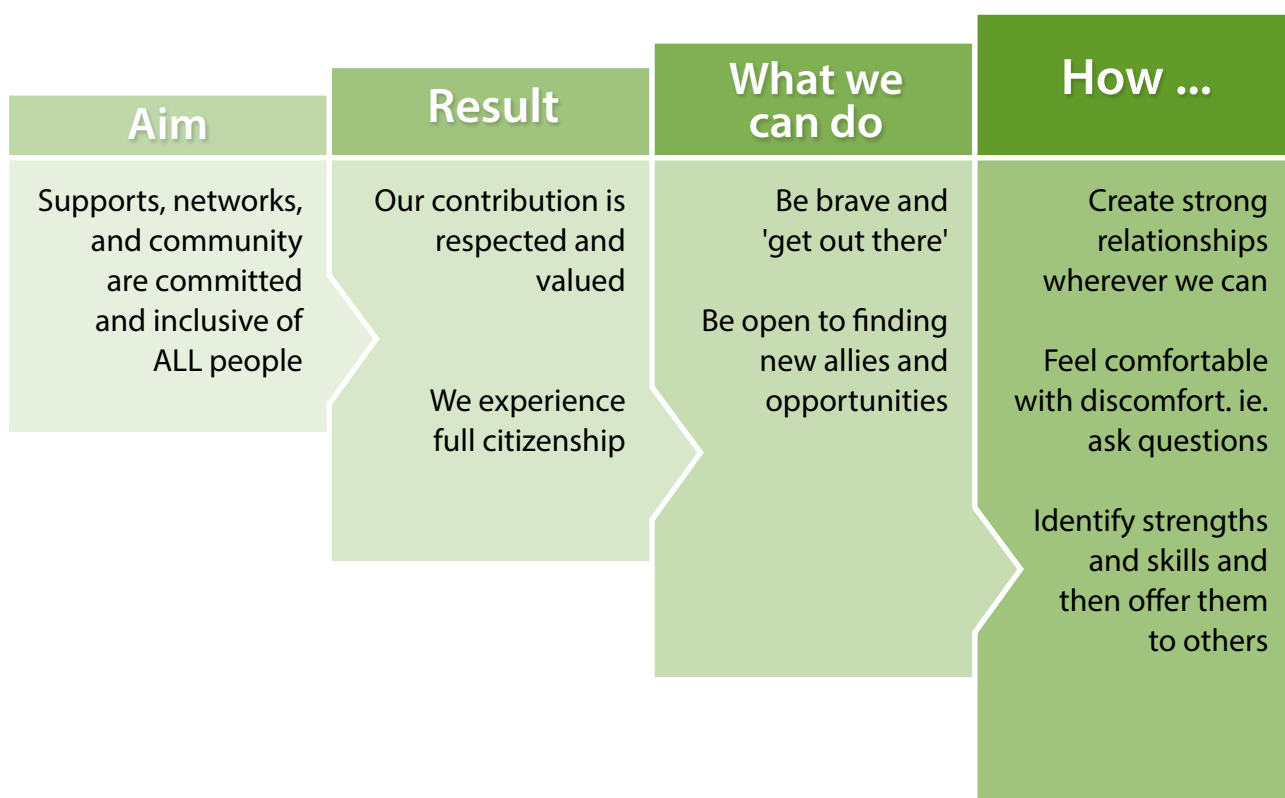
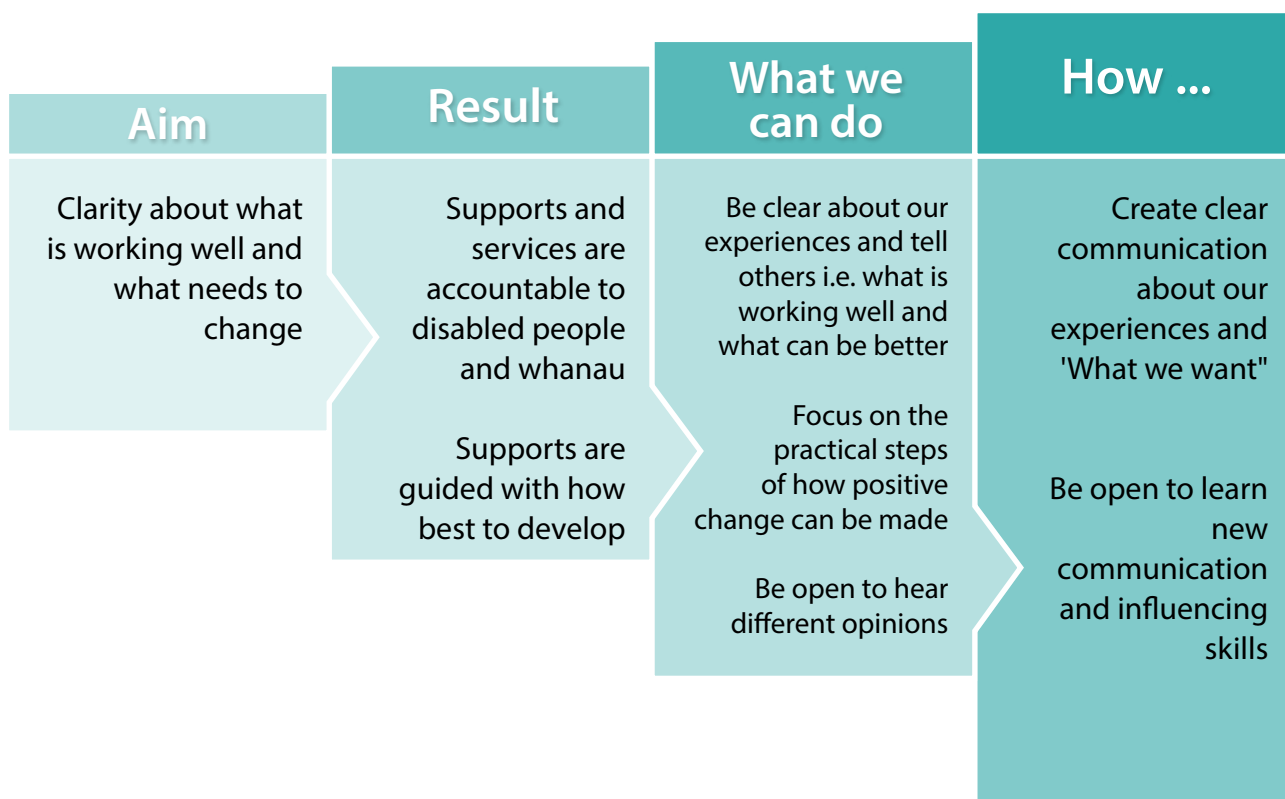
How we can make the Enabling Good Lives approach real in our lives



How we can make the Enabling Good Lives approach real in our lives



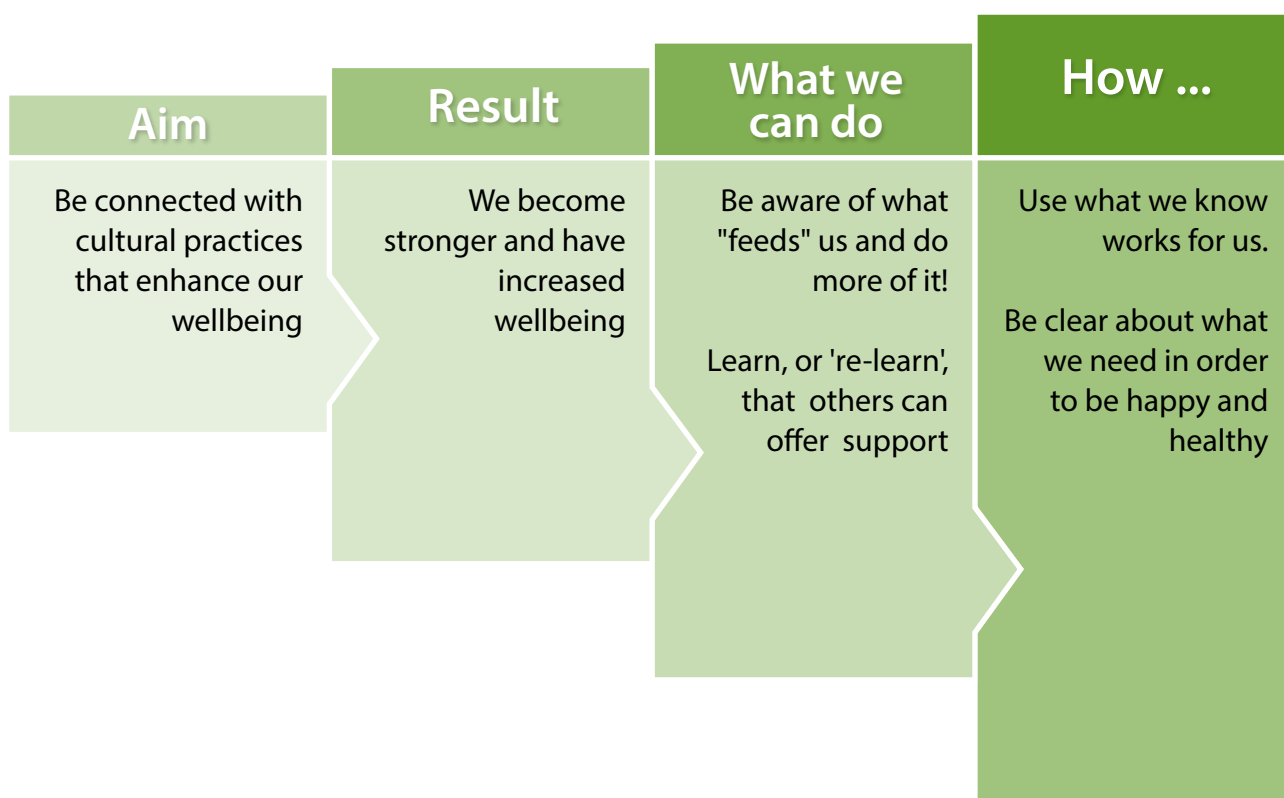
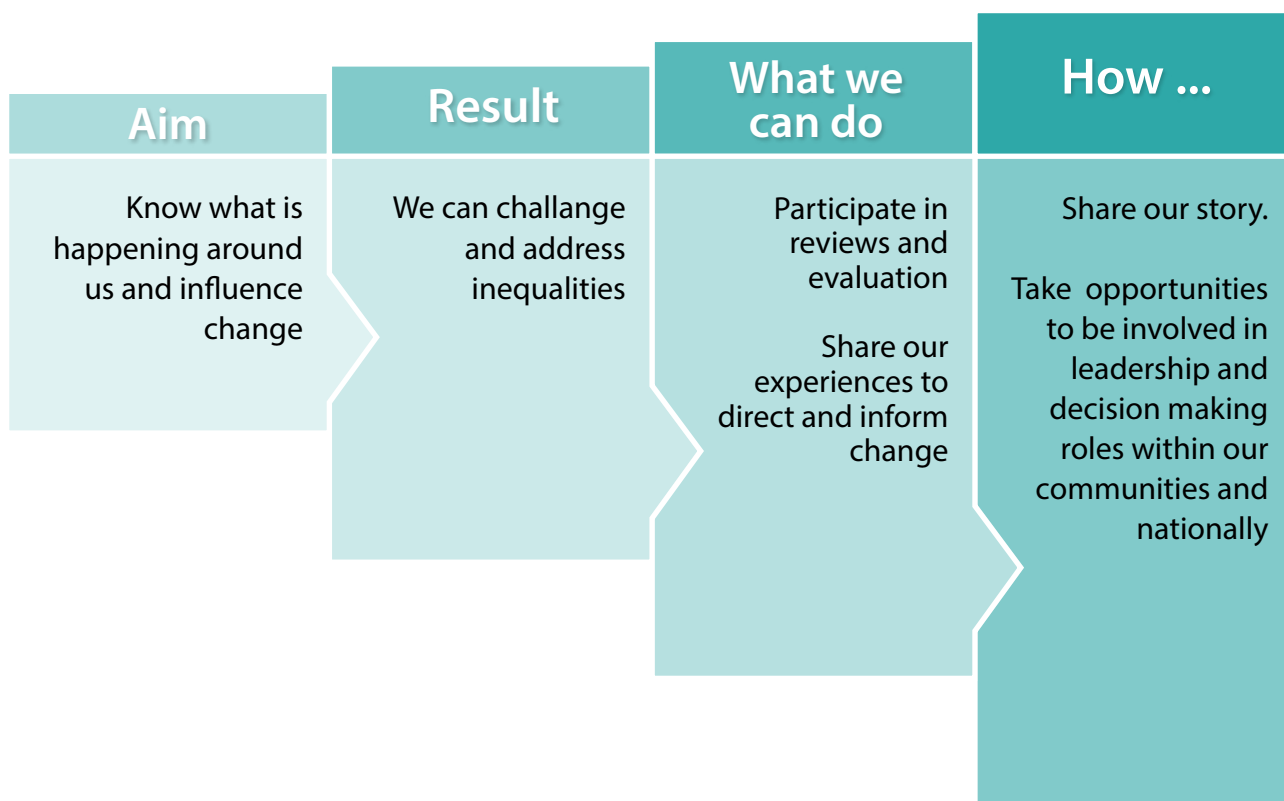
How we can make the Enabling Good Lives approach real in our lives



How we can make the Enabling Good Lives approach real in our lives



How we can make the Enabling Good Lives approach real in our lives



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SELF DETERMINATION

(I can determine what I want in my life, when I want it, and how I want this to look)

What could this principle look like?

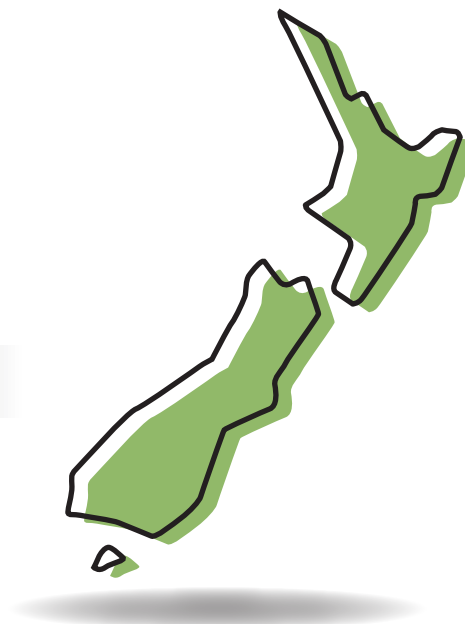
BEGINNING EARLY

(I have information at the beginning of my journey)

What could this principle look like?

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PERSON CENTRED (person directed)

(I decide)

What could this principle look like?

ORDINARY LIFE OUTCOMES

(I have the same opportunities as all citizens in my community)

What could this principle look like?

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MAINSTREAM FIRST

(I have access to ALL things in my community)

What could this principle look like?

MANA ENHANCING

(I am admired and respected for who I am)

What could this principle look like?

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EASY TO USE

(I can easily access what I want)

What could this principle look like?

RELATIONSHIP BUILDING

(Positive, respectful, and reciprocal relationships are experienced)

What could this principle look like?



"Disabled people are supported to live an everyday life in everyday places; and are regarded as citizens with opportunities for learning, employment, having a home and family, and social participation - like others at similar stages of life"



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LEARNING & WELLBEING

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