

3.3 Recognise the lived experiences and support considerations of people with intellectual disabilities.

Kaupae Level	3
Whiwhinga Credit	5
Whāinga Purpose	<p>This skill standard is for learners working in a support setting. Learners will be able to describe intellectual disability and how it may have an impact on a person's daily life, recognise a range of key support considerations for a person with intellectual disability, and identify ways to promote access, social inclusion, and wellbeing for a person with intellectual disability.</p> <p>This skill standard aligns with the outcomes of the New Zealand Certificate in Disability Support (Level 3).</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Describe intellectual disability and how it may have an impact on a person's daily life.	a. Define intellectual disability using inclusive, strengths-based, and current terminology.
	b. Identify how intellectual disability can present for a person.
	c. Examine how intellectual disability may impact a person's daily life.
	d. Identify conditions that can co-occur with intellectual disability.
2. Recognise a range of key support considerations for a person with intellectual disability.	a. Identify person-centred approaches that support a person's holistic needs.
	b. Describe support strategies that enhance access, independence and wellbeing.
	c. Examine how mana-enhancing and culturally responsive approaches can support a person's identity, preferences, and self-determination.
3. Identify ways to promote access, social inclusion, and wellbeing for a person with intellectual disability.	a. Acknowledge societal and environmental barriers that can affect access, inclusion, and wellbeing.
	b. Identify services, supports, and networks that promote access, inclusion, and wellbeing.

	c. Examine how relationships, networks, and community connectedness support access, inclusion, and wellbeing.
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Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

For assessment purpose evidence provided for the assessment of this skill standard must be gathered:

- in a disability support setting.
- in accordance with workplace or organisational policies and procedures.

Definitions:

- *Disability support setting* – any environment where a disabled person receives support to meet their needs and goals. This may include, but is not limited to, residential support, home-based support, day services or centre-based support, community-based services, or through individualised funding models that enable the person to direct their own support.
- *Intellectual disability* – refers to a lifelong experience that affects a person's thinking, learning, and understanding. It may influence communication, decision-making, and how a person processes information or learns new skills. People with intellectual disabilities may take longer to learn or need support to understand, communicate, or navigate systems. Each person has their own strengths, preferences, and ways of participating. Intellectual disability is distinct from neurodivergence and learning differences, but some people may experience more than one.
- *Mana* - a Māori concept that refers to a person's inherent dignity, authority, and spiritual power. Mana comes from whakapapa (genealogy), personal integrity, and how a person is treated by others. In disability support, upholding a person's mana means recognising their value, supporting their autonomy, and promoting respect in all interactions.
- *Organisational policies and procedures* – are the policies, procedures, and methodologies of organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in organisational health and safety plans, contract work programmes, quality assurance programmes, policies and procedural documents.
- *Person* – a person accessing disability support services. Depending on the context, other terms that may be used include disabled person, tāngata whaikaha, tāngata whai ora, client, consumer, resident, patient, tūroto, or individual. Wherever possible, terminology should reflect the person's identity, preferences, and the principles of the social model of disability.
- *Support* – should aim to maximise a person's independence by utilising existing strengths and appropriate resources; but may include providing assistance to enable a person's health and wellbeing needs to be met.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content

Understanding intellectual disability

- Definitions of intellectual disability, including inclusive and strengths-based terminology.
- Characteristics and diversity of intellectual disability:
 - Range of cognitive, adaptive, and developmental differences.

- Lifelong nature and variability in support needs.
- Common causes and types of intellectual disabilities (e.g., Down syndrome, Fragile X syndrome, fetal alcohol spectrum disorder).
- Differences between intellectual disability, learning disabilities, and neurodivergence.
- Co-occurring conditions and co-morbidities:
 - Autism Spectrum Disorder (ASD), ADHD, epilepsy, mental distress, sensory impairments, and physical health conditions.
- The impact of intellectual disability on:
 - Communication and understanding
 - Learning and decision-making
 - Daily living skills and independence
 - Relationships and social participation
 - Access to education, employment, and community life.

Person-centred support considerations

- Principles of rights-based and person-directed support.
- Recognising holistic needs: cognitive, emotional, physical, cultural, social, and spiritual.
- Supporting identity, autonomy, and communication preferences.
- Enabling Good Lives principles.
- Common adaptations and supports, such as:
 - Supported decision-making tools
 - Visual aids, plain language, and alternative communication strategies
 - Behavioural support plans and sensory accommodations
 - Support roles (e.g., key workers, speech-language therapists, psychologists)
- Strategies that uphold dignity, independence, and self-determination.
- Risk and safety – supporting informed choice and dignity of risk while enabling participation.
- Understanding and respecting tāngata whaikaha perspectives and cultural approaches to disability.

Promoting access, inclusion, and wellbeing

- Social and environmental barriers to access and inclusion:
 - Stigma, ableism, inaccessible systems, and lack of understanding.
- Impacts of exclusion on mental health, confidence, and sense of belonging.
- Role of social networks, peer support, and trusted relationships in wellbeing.
- Importance of community participation, whānau involvement, and culturally safe environments.
- Rights, legislation, and protections:
 - NZ Disability Strategy 2016–2026
 - Code of Health and Disability Services Consumers' Rights
 - UNCRPD

- Human Rights Act
- Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003
- Te Tiriti o Waitangi.
- Services and supports available in Aotearoa New Zealand:
 - NASC organisations
 - Intellectual disability support services
 - Peer-led organisations (e.g., People First NZ)
 - Advocacy and legal services
 - Residential and community-based support providers.
- Inclusive and mana-enhancing communication:
 - Cultural responsiveness
 - Use of plain language and supported communication
 - Respecting communication choices and accessibility preferences.

Rauemi | Resources

- New Zealand Government. (2003). Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003. <https://www.legislation.govt.nz/act/public/2003/0116/latest/DLM224578.html>. Retrieved July 25, 2025.
- Enabling Good Lives. *Enabling Good Lives*. <https://www.enablinggoodlives.co.nz/>. Retrieved July 25, 2025.
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- New Zealand Government. (1993). *Human Rights Act 1993*. <https://www.legislation.govt.nz/act/public/1993/0082/latest/whole.html>. Retrieved July 25, 2025.
- Ministry of Health. (2016). *New Zealand Disability Strategy 2016–2026*. <https://www.whaikaha.govt.nz/assets/About-us/Disability-Strategy/pdf-nz-disability-strategy-2016.pdf>. Retrieved July 25, 2025.
- New Zealand Ministry of Justice. *Convention on The Rights of Persons with Disabilities (CRPD)*. <https://www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/human-rights/international-human-rights/crpd/>. Retrieved July 25, 2025.
- Standards New Zealand. (2021). *Ngā Paerewa Health and Disability Services Standard (NZS 8134:2021)*. <https://www.standards.govt.nz/shop/nzs-81342021>. Retrieved July 25, 2025.
- Waitangi Tribunal. (n.d.). *Māori and English versions of the Treaty*. Retrieved May 28, 2025, from <https://www.waitangitribunal.govt.nz/en/about/the-treaty/maori-and-english-versions>. Retrieved July 25, 2025.

Pārongo Whakaū Kouna | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Health, Disability, and Aged Support > Supporting People with Disabilities
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0121

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	DD MM YYYY	N/A
Kōrero whakakapinga Replacement information	This unit replaces: <ul style="list-style-type: none"> • Demonstrate knowledge of intellectual disability and the support needs of a person with an intellectual disability [16870] • Demonstrate knowledge of the impact of mental illness on a person with an intellectual disability [23373] • Describe law in relation to intellectual disability and high and complex needs and legal services available to people [23372] 		
Rā arotake Planned review date	31 December 2029		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaiora.nz to suggest changes to the content of this skill standard.