3.6 Apply rights-based and person-directed approaches to support a disabled person

Kaupae | Level	3
Whiwhinga | Credit	10
Whāinga | Purpose	This skill standard is for learners providing disability support. It enables learners to apply disability-specific knowledge and person-directed, rights-based approaches to promote a person's wellbeing, independence, participation, and self-determination.
	Learners will demonstrate inclusive and culturally responsive support that upholds the mana, identity, and preferences of a disabled person. Learners will also support community participation, advocacy, and relationships in ways that align with rights-based practice and Enabling Good Lives principles.
	This skill standard aligns with the outcomes of the New Zealand Certificate in Disability Support (Level 3).

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

Hua o te ako | Learning outcomes	**Paearu aromatawai | Assessment criteria**
1. Integrate disability-specific knowledge when supporting a person.	a. Work with a person to understand how their disability or co-occurring conditions shape their support needs.
	b. Provide individualised support in response to a person's lived experience and holistic needs.
	c. Support a person according to their preferences.
2. Apply person-centred and rights-based approaches to support a person's goals, independence, and wellbeing.	a. Work in partnership with a disabled person to understand their goals and preferred ways of being supported.
	b. Provide appropriate support that upholds a person's autonomy, cultural identity, and right to make decisions.
	c. Support a person to develop or maintain their independence in everyday life.
3. Support meaningful community participation.	a. Identify opportunities for a person to engage in social environments, activities, networks, or groups that are important to them.

Hua o te ako	Learning outcomes	Paearu aromatawai	Assessment criteria
	b. Support a person to access social environments, activities, networks, or groups in line with their preferences.
	c. Promote a person's right to inclusion, choice, and connection within their community.
4. Support a person to build and maintain safe and respectful relationships.	a. Identify the characteristics of safe and respectful relationships.
	b. Recognise signs of unsafe or disrespectful relationships.
	c. Support a person to form or maintain relationships that are important to them.
	d. Identify services and supports available to support a person with building and maintaining safe and respectful relationships.
5. Support advocacy and self-advocacy in a disability support context.	a. Describe the difference between advocacy and self-advocacy.
	b. Support a person to express their views, preferences, and rights.
	c. Recognise when and how to advocate for a person, or refer to an advocate, in line with organisational procedures.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

For assessment purposes:

- Learners must demonstrate clear application of the Code of Rights principles in their role - including informed consent, informed choice, active participation, supported decision making, dignity, and privacy.
- Learners must demonstrate clear application of Enabling Good Lives (EGL) principles.
- For the purposes of this skill standard, disability includes a wide range of lived experiences, such as physical, sensory, intellectual, learning and neurodivergent experiences. This also includes Deaf people and people with co-occurring conditions. Not all people with these lived experiences will identify with the label "disabled person."

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:

- *Community* – the people, places, and networks that are meaningful to a disabled person. This can include physical environments such as neighbourhoods, workplaces, or recreational spaces, marae, as well as online or virtual communities. A person's community may be shaped by shared interests, culture, identity, location, or lived experience, and should reflect where they feel a sense of connection, belonging, and participation.
- *Independence* – refers to a person's ability to make informed choices, exercise control over their life, and manage day-to-day activities in ways that align with their values, preferences, and goals. It includes recognising and supporting interdependence — the reciprocal relationships, cultural connections, and community networks that enhance a person's wellbeing, autonomy, and participation. This definition is informed by the principles of Enabling Good Lives (EGL), which promote self-determination, inclusion, and the right to live an ordinary life with dignity and purpose.
- *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.
- *Meaningful community participation* – involvement in activities, relationships, and environments that are chosen by and important to the disabled person. It reflects a person's interests, values, goals, and identity, and promotes a sense of purpose, belonging, and connection. Meaningful participation is more than being present — it includes being valued, included, and supported to contribute in ways that matter to a person.
- *Person / disabled person* – refers to someone accessing support services. In Aotearoa New Zealand, people receiving support may identify in a range of ways depending on their personal and cultural context. Terms may include disabled person, tāngata whaikaha, tāngata whaiora, tāngata turi, neurodivergent person, client, consumer, resident, patient, tūroro, or individual. A disabled person refers to a person whose physical, sensory, intellectual, learning, neurodivergent, or mental health experience may shape how they interact with environments, systems, and communities. For the purposes of assessment, this includes Deaf people, who may identify as part of a distinct cultural and linguistic community, and neurodivergent people, whose diverse ways of thinking, processing, or communicating are recognised as part of natural human variation. Not everyone who belongs to these communities or experiences will identify with the label "disabled person".
- *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

Could include, but is not limited to:

Disability knowledge and inclusive practice

- Types of disabilities including physical, sensory, intellectual, learning, neurodivergence, and mental health experiences.
- Co-occurring conditions and how they may influence support needs.
- Understanding that every disabled person has their own strengths, preferences, identities, and support approaches.
- Respecting disability cultures and individual experiences of disability (e.g. Deaf culture, neurodivergence)
- Applying the social model of disability, and recognising how environments, systems, and attitudes can disable people.

Communication and relational practice

- Using inclusive and accessible communication styles: NZSL, AAC, visual aids, Easy Read, supported decision-making, and plain language.
- Listening actively, validating a person's experiences, and adjusting support approaches to meet communication needs.

Rights-based and person-directed support

- Working in partnership with disabled people to understand their goals, preferences, and decision-making rights.
- Rights-based approaches to support, including alignment with:
    - Enabling Good Lives (EGL) principles.
    - Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights)
    - New Zealand Disability Strategy 2016-2026
    - Te Tiriti o Waitangi
    - The New Zealand Disability Strategy
    - The UN Convention on the Rights of Persons with Disabilities (UNCRPD).
- Supported decision-making and dignity of risk.
- Upholding mana, cultural identity, privacy, autonomy, dignity, and preferences in all aspects of support.
- Understanding interdependence — supporting autonomy while valuing relationships, community, and reciprocal support networks.
- Independence and wellbeing.
- Supporting a person to develop or maintain skills for daily living and personal goals.
- Recognising and affirming the role of interdependence, adaptive tools, supports, and assistive technologies.
- Building on a person's existing strengths, interests, and aspirations to support participation and wellbeing.

Community participation and social inclusion

- Exploring what 'community' means to a person: could include cultural, spiritual, peer, online, geographic, or interest-based communities.
- Supporting participation in iwi, hapū, marae, church, school, clubs, volunteering, employment or online networks that matter to a person.
- Identifying and addressing barriers to participation including transport, access, attitudes, or information availability.
- Recognising that meaningful participation is chosen by a person and upholds their identity, safety, and belonging.

Respectful and safe relationships

- Characteristics of respectful and safe relationships: respect, mutuality, boundaries, communication, consent, trust.
- Different types of relationships: whānau, aiga, friends, romantic, sexual, online, community, support workers, peers.
- Supporting a person to form, maintain, and safely navigate these relationships, including online safety.
- Identifying signs of exclusion, disrespect, or harm — and knowing how to respond in ways that uphold a person's rights, safety, and mana.

- Awareness of organisations that support safe relationships and safety, for example: TOAH-NNEST, RespectEd Aotearoa, Youthline, Netsafe, Sexual Wellbeing Aotearoa, and InsideOUT.

Advocacy and self-advocacy

- The difference between advocacy and self-advocacy, and when each may be needed.
- Behaviours that support self-advocacy: active listening, confidence building, encouraging assertiveness, information sharing, and enabling choice.
- Responding to concerns or risks in a timely and respectful way, following escalation procedures.
- Supporting a person to express their rights, needs, and preferences.
- Supporting a person to access external advocates, peer support, or trusted allies if needed.
- Challenging discrimination, stigma, or disabling environments through allyship and rights-based action.
- Awareness of advocacy organisations including: People First New Zealand, IHC Advocacy, Disabled Persons Assembly (DPA), Health and Disability Advocacy Service, local community advocacy networks, and kaupapa Māori advocacy providers such as Te Roopu Waiora and Kapo Māori Aotearoa.

Culturally responsive and mana-enhancing support

- Supporting tāngata whaikaha Māori through practices grounded in manaakitanga, rangatiratanga, whanaungatanga, and wairuatanga.
- Affirming Pacific worldviews and values such as vā fealoa'i, tautua, and talanoa.
- Recognising the cultural identity and preferences of a person as central to support practice.
- Embedding inclusive practice that reflects a person's whānau, aiga, hapori, and spiritual or cultural values.

Rauemi | Resources

Recommended resources:

- Enabling Good Lives. *Enabling Good Lives*. https://www.enablinggoodlives.co.nz/. Retrieved July 25, 2025.
- Health and Disability Commissioner. (1996). *Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996*. https://www.hdc.org.nz/your-rights/about-the-code/code-of-health-and-disability-services-consumers-rights/. 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 Government. (1990). *New Zealand Bill of Rights Act 1990*. https://www.legislation.govt.nz/act/public/1990/0109/latest/whole.html. Retrieved July 25, 2025.
- New Zealand Government. (1993). *Human Rights Act 1993*. https://www.legislation.govt.nz/act/public/1993/0082/latest/whole.html. Retrieved July 25, 2025.
- New Zealand Government. (2001). *Health and Disability Services (Safety) Act 2001*. https://www.legislation.govt.nz/act/public/2001/0093/latest/DLM119975.html. 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.

- Te Reo Hāpai. *Te Reo Hāpai: The language of enrichment*. https://www.tereohapai.nz/. Retrieved July 25, 2025.
- Waitangi Tribunal. *Māori and English versions of the Treaty*. https://www.waitangitribunal.govt.nz/en/about/the-treaty/maori-and-english-versions. Retrieved July 25, 2025.

Pārongo Whakaū Kounga | 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	N/A		
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.