

ORIENTATION
INFORMATION

Volunteer Book



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ORIENTATION BOOKLET

Interchange Outer East Volunteer Information Booklet

An introduction to your role as a recreation volunteer at Interchange Outer East. Information for you to take away and consider when caring for a person with a disability. If there are any questions please contact Interchange Outer East.

Introduction to Interchange



INTERCHANGE OUTER EAST

VISION

To assist people to achieve the life they want.

MISSION

To increase opportunities for people through an environment of learning, experience and enjoyment through:

- Becoming a person centred organisation.
- Working towards inclusion and community connectiveness for all people.
- Building connections between individuals, Interchange, community & private agencies.
- Developing opportunities for all community members to be involved.
- Being an active part of a service system for improving outcomes for all community members.
- Providing a range of quality respite care and support services to families of people with disabilities.
- Providing a range of quality recreation, social, attendant care and life skill services to people with a disability.
- Ensuring everybody involved in the organisation has fun.

WAYS WE WANT TO WORK

- To operate with dignity and respect for people.
- To provide services that strengthen individuals, families and the community.
- To respond to individual and family needs and wishes.
- To continually improve service systems.
- To be dependable.
- To provide a supportive and nurturing environment.
- To be innovative and constantly experiment to find the best approach.
- To focus on individual outcomes.
- To maximise flexibility to meet individual needs.
- To be open and publicly accountable.
- To provide a safe environment.

VALUES WE REQUIRE

Self responsibility	Dignity
Patience	Compassion
Honesty	Acceptance
Flexibility	Persistence
Creativity	



BENEFITS OF VOLUNTEERING AT INTERCHANGE OUTER EAST

FOR YOU

Fun, experience, confidence, and friendship. You develop new skills and get involved in the community.

FOR FAMILIES

Time with other siblings, a break, knowledge that their child is having a wonderful time.

FOR THE KIDS

Fun, friendship, new experiences and a break from mum and dad.

FOR INTERCHANGE

We wouldn't be able to run any activities or camps for kids without volunteers.

FOR THE WIDER COMMUNITY

It's greater awareness and education about children with disabilities, tolerance, understanding and acceptance of differences in people.

WHO CAN BE A RECREATION VOLUNTEER?

- If you're aged between 14 - 90 years.
- Good attitude towards people with a disability.
- An interest in working with people.
- An ability to have fun.
- An ability to provide safety, supervision & fun.

DESCRIPTION OF VOLUNTEER POSITION

POSITION: Recreation volunteer

REPORTING POINT:

- 1) Volunteer Coordinator at Interchange Outer East
- 2) Staff attending programs

JOB ROLE DESCRIPTION

To provide safety, supervision, fun and learning to participants with disabilities on recreation and Balance programs. Volunteers may be involved in the following programs: Youth Groups, School Holiday camps and activity days, Sibling Support, Balance, Children's Recreation, 10-13 Recreation Program and Family Support.

KEY RESPONSIBILITIES AND DUTIES

- To provide constant, competent supervision of children and young people with disabilities.
- To ensure a safe environment for children and young people with disabilities.
- To assist children and young people with disabilities to participate in community recreation programs.
- To conduct yourself in a manner that is beneficial to the needs of children and young people with disabilities, their families, Interchange Outer East, the general community and yourself.
- To ask questions, seek directions or raise issues of concern when unsure of any task during an activity.
- To attend training sessions and volunteer meetings as required.

SUPPORT STRUCTURES

- Volunteers at Interchange Outer East are required to work in a team situation. As a team member, each volunteer is encouraged to participate in decision making, issues of concern and abide by the decisions of the agency.
- Volunteers are encouraged to participate in training programs.
- Volunteers have a single contact person for the agency.
- Volunteers are able to access the Interchange Outer East Grievance Procedure to address issues of concern.

POSITION REQUIREMENTS

- A positive attitude to people with disabilities.
- Appropriate communication with people with disabilities and their families.
- Must be capable of working as part of a team, be energetic and enthusiastic.
- Satisfactory completion of a police check and referee checks.
- Satisfactory completion of working with children check if over 18 years.

FREE TRAINING SESSIONS ARE AVAILABLE. CHECK YOUR LATEST VNEWS FOR DATES OR CALL INTERCHANGE.

INCLUDES: BASIC MAKATON, ADVANCED MAKATON, LEVEL 2 FIRST AIDE, GASTROSTOMY TUBE TRAINING, EPILEPSY INFORMATION



Attitudes towards people with a disability.

- ✓ Be yourself.
- ✓ Treat people according to their age.
- ✓ Talk directly to the person, even if mum and dad are there.
- ✓ If you don't understand what a person has said to you, ask them to repeat it, never pretend to understand.
- ✓ Ask if you can help before you just do a task for someone.
- ✓ Encourage independence.
- ✓ Appreciate the persons' abilities.
- ✓ Be considerate of any extra time it may take for a person to say or do things.
- ✓ Use the person's form of communication rather than yours. i.e. compic, makaton, gestures, short sentences.
- ✓ Always ask the person first for advice on how to best assist them!

FUNNY THINGS KIDS SAY...

“One day at lunch I asked my young son, what he wanted to eat. ‘A boy cheese’ he replied.

I didn't know what he meant until a few days later when I asked him again if he wanted a grilled cheese sandwich. ‘No’, he said exasperated. ‘I don't want a ‘girl’ cheese sandwich, I want a ‘boy’ cheese!’”

Volunteer Rights & Responsibilities

RESPONSIBILITIES

1. To keep the participants safe from foreseeable harm.
2. To constantly supervise the person you are supporting.
3. To attempt to make the activity / camp as enjoyable as possible for the participant.
4. To treat the people you are working with as you would like to be treated yourself.
5. To be enthusiastic and join in the activities with the person you are supporting. This helps motivate the participant and doubles the fun!
6. To be patient and encourage independence in all participants.
7. To be aware of all information about the person in your care – Make sure you have read their 'personal care' information.
8. To treat the family of the participant with respect and follow whatever instructions or advice they may offer.
9. To ensure that whoever you are supporting travels safely on all vehicles. Sit next to the participant on the Interchange bus, make sure their seatbelt is done up and make sure their limbs stay inside the windows!
10. On camp, remain responsible for the person you are supporting once they have gone to bed, by checking on them regularly and sleeping in the same room as them.
11. On camp, get enough sleep so that your performance isn't affected. You must be in bed by 2:30am at the latest.
12. Do not use alcohol or illicit drugs on any activities or camps – failure to comply will result in immediate dismissal.
13. Do not smoke cigarettes in front of any participant. If you need to smoke, ask a staff member to supervise the person you are supporting while you go.
14. Do not swear in front of participants. You are a role model to them and they will learn from you.
15. To seek assistance and/or ask questions where required.
16. To undertake training as a volunteer carer in order to perform this role more effectively.
17. To be mindful at all times of the main reason for your participation, that is, you are here to support someone else.
18. To be reliable. When you put yourself down for an activity, try to stick to it.
19. To ring up as soon as possible to let us know if you can't come on an activity.
20. To be punctual. Please try to arrive 15 minutes earlier than the departure time.
21. To be self motivated. We don't always stick together in the one big group and you won't always have a staff member telling you what to do and how to do it. Use your own knowledge and common sense.
22. To alert a staff member as soon as practically possible of any issue for yourself or the person you are supporting.
23. To alert a staff member as soon as practically possible of any injury to yourself or the person you are supporting.
24. To accept constructive criticism and work at learning from all your experiences.
25. Not to overwork or over commit yourself.
26. Have all your medication in a LOCKED bag or hand to staff to put in their locked medication bag.
27. To keep information confidential. Please do not let anyone other than a staff member or volunteer read any participant's personal care information. Don't use identifying information when talking about participants.
28. To respect the privacy of others.
29. Never show aggression towards participants either in your verbal or body language, tone of voice or physical actions.
30. Ensure that nothing you do could be interpreted as abuse. Sexually, emotionally, physically or verbally.

RIGHTS

1. To be valued.
2. To be treated as an equal by everyone.
3. To be accepted for who you are.
4. To be shown respect.
5. For your opinions to be valued.
6. To be given responsibility.
7. To be given clear directions on your responsibility.
8. To receive the necessary training - orientation and ongoing.
9. To receive the necessary support.
10. To receive feedback.
11. To feel OK to offer feedback.
12. To only have reasonable demands placed on you.
13. To say 'no' to tasks you feel uncomfortable about.
14. To enjoy being a volunteer.
15. To job satisfaction.
16. To legal protection (public liability insurance, property insurance and personal).
17. To a clear job description.
18. To ongoing supervision.
19. To be briefed on Interchange Outer East.
20. To know the reason why, if you are seen to be unsuitable for a task.
21. To feel safe!

“Volunteering last weekend was amazing, I had the most fun I've had all year! I loved it so much that I would love to do it again soon, if it's not already full. It's a great after-exam stress release... Thanks!”

WHEN MEETING A PERSON WITH A DISABILITY.

Remember that I have many interests other than those associated with my disability. I'm a person like anyone else, I just happen to have a disability.

Be yourself. Treat me as you would anyone else you meet.

Respect my right to let you know what kind of help I need. Use good judgement on whether or not to ask if I need your assistance.

If I have a visual impairment, ask if you can help. If needed, let me take your arm for guidance.

Be considerate and patient with the extra time I might need to do or say things.

If I have a speech disorder, I may be hard to understand. So, ask me to repeat what I say until you understand or ask another person to help.

Talk directly to me not to the person who might be with me. And, if I'm in a wheelchair, try to put yourself at my eye level.

If I'm deaf, talk to me using a normal tone and rhythm of speech. If you speak rapidly you may need to slow down. Consider using a notepad and pencil.

When my service dog is in a harness, don't pet him. He's working and cannot play.

Never start to push my wheelchair without asking if you may do so. Let me tell you how to push my chair over inaccessible curbs or stairs.

If I am having trouble or am slow in saying things, please don't finish my sentences. Let me have a go at getting my message across.



BEHAVIOUR STRATEGIES

All behavior is about a person trying to communicate their wants or needs. If we listen and then act upon this communication, a child will be happier.

RULES OF THUMB

- Remain cool.
- Separate the deed from the person.
- Focus on the present/future, not on the past - what do you want the person to learn from this situation?
- Use the least restrictive method to stop the behaviour - this allows the child as much responsibility as he/she can handle to control their own behaviour.
- Don't nag.
- Only give choices if you will accept the child's choice.
- Be consistent.
- Avoid power struggles. - If you can't avoid them use the least amount of power necessary.
- Follow through. If you can't follow through don't start.

HELPFUL

DO

- Make sure you have the child's attention before you speak to him/her.
- Use simple, concrete language and short sentences, and show as well as tell what you require him/her to do.
- Take a positive approach.
- Give the child some advanced warning of what you will be asking him/her to do.
- Keep a special look out for co-operative behaviours and praise them enthusiastically.
- Make sure that you choose strategies and limits that work with the child with a disability.
- Be CONSISTENT.

DON'T

- Give any commands/threats that you have no intention of enforcing.
- Give more than one instruction at a time.
- Set unrealistic standards of behaviour.
- Use any unnecessary power struggle for coping with a minor misbehaviour.
- Use future treats, or extract promises of better conduct.
- 'Lecture' the child
- Fall into the 'short term benefit trap' - i.e: using a strategy which stops the undesirable behaviour for a short time, but also has some kind of undesirable effect.

HINTS

A WAY WITH WORDS...

Language is critical in shaping and reflecting our thoughts, beliefs, feelings and concepts. Some words by their very nature degrade and diminish people with a disability.

The following is a basic guide to some acceptable alternatives:

Don't say, "suffering from" or "victim of" or "afflicted with" instead say, "he/she has (the disability)".

Avoid "wheelchair bound" or "confined to a wheelchair". Do say "uses a wheelchair (a wheelchair provides mobility not restriction)".

Don't say "the handicapped" or "the disabled", say "person with a disability".

Avoid "mentally retarded/defective/handicapped". Instead use "person with an intellectual disability".

Don't say "Mongol". Instead say "has Down syndrome".

Avoid "spastic". Say "person with cerebral palsy".

Don't say "the blind", but "person who is blind or visually impaired".

Avoid "deaf and dumb". Say, "person who is deaf or hearing impaired".

It can be difficult to change the language habits of a lifetime. Indeed, we very often don't even realise we are causing offence.

There is a danger also in going too far to be "politically correct". It is best to avoid terms like "physically/intellectually challenged" or "differently abled", as these can seem to be ridiculous euphemisms.

A simple rule of thumb when you're unsure is person first, then the disability. For example, John has Cerebral Palsy, and Sue has an intellectual disability.

"A way with words" was adapted from a handout produced by the Community Disability Alliance of



PLAYING WITH CHILDREN

Playing...

Children learn through play - pretend play, playing games or active playing. When children are having fun they are open and interested. Children learn through play because they are engaged in what they are doing.

One of the 3 most important responsibilities of our volunteers is to attempt to make the activity / camp as enjoyable as possible for the participants. Join in with the kids - that doubles the fun!

Play fuels all aspects of healthy development.

Running, kicking and throwing balls helps develop balance and coordination.

Singing and rhyming games help with language development.

Puzzles and problem solving games help intellectual development.

Turn-taking and sharing in play helps develop important relationship skills and self control.

Play is an important way that children can express and work through their feelings. You can gain insight into how a child is feeling and thinking through watching them play.

NEEDS OF A CHILD

LOVE

- Children with disabilities need to be loved just as all children need affection.
- They need someone to talk with them and someone to listen.
- They need someone to recognise they are communicating
- They need someone to play with.
- They need smiles.

ACCEPTANCE

- Every child needs to be accepted, to belong and feel part of a group.

DIGNITY

- All children have a need for self respect, praise and achievement.
- Allowing dignity means many things including: asking for permission before invading their space, such as lifting them, not talking about children in front of them and respecting their privacy.

INDEPENDENCE

- It is important to encourage independence in children.

INDIVIDUALITY

- Everyone has the right to be different! Encourage this and provide children with opportunities for choice.

COMMUNICATION

- Every person has a need to express their needs and wants. There are many different ways of communicating - always take the time to understand a child's communication. This will make for a much happier individual.

What is intellectual disability?

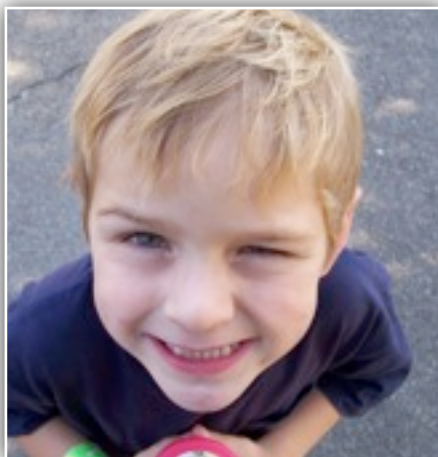
Intellectual disability means that a child learns more slowly than other children of the same age and has difficulty learning the range of skills that will be needed to live and work in the community independently. These include communication, self-care, social and personal safety skills.

Children with an intellectual disability will have limitations in thinking skills, including the ability to reason (working things out) and remember.

They will have difficulty with attention and organising information.

Children with an intellectual disability have trouble seeing how things or how events relate to each other. For example, they may find it difficult to understand that forks, knives and spoons all belong to a bigger category called cutlery.

In order to learn effectively, children with an intellectual disability will need certain types of structure and support.



EPILEPSY

www.epilepsy.org.au

Epilepsy is a neurological condition, which affects the nervous system. An epilepsy episode can also be known as a *seizure*. A sudden, excessive discharge of nervous-system electrical activity that usually causes a change in behavior. It is usually diagnosed after a person has had at least two seizures that were not caused by some known medical condition like alcohol withdrawal or extremely low blood sugar.

DOWN SYNDROME

www.dsav.asn.au

This is one of the most common genetic birth conditions. About one in every 660 babies are born with Down syndrome. Down Syndrome is the result of an extra chromosome 21 in every cell, but the cause is unknown. People don't suffer from Down Syndrome. It is a condition, not an illness. There is no pain or distress involved, however some people may have associated medical problems. Down is the surname of the English physician who first categorized the particular group of characteristics belonging to the syndrome in 1866.

CEREBRAL PALSY

www.cpaustralia.com.au

Cerebral palsy is a developmental disability that results from damage to or dysfunction of the developing brain. The impairments associated with cerebral palsy are nonprogressive but permanent. Varying degrees of disability related to functional mobility (movement and posture), daily living skills, and communication / socialisation skills results from these impairments. Cerebral refers to the brain.

Palsy can mean weakness or paralysis or lack of muscle control. Although Cerebral Palsy is a permanent condition, as a person learns and grows and practices skills, more control over movement may be achieved. No two individuals are affected in the same way. With effort it is possible to maximise function and minimise the disadvantage a person experiences as a consequence of disability or society and create new opportunities for greater participation and enhanced quality of life for people with cerebral palsy.



AUTISM

In Autism the impairments in the social and communication areas are severe and sustained and clearly present before the age of three years. The child is often anxious, has poor attention and motivation, responds unusually to many different stimuli and is observed as being 'different' from other children.

Speech is delayed, or largely absent. A strong reliance on routine is apparent, and the child can have a range of ritualistic behaviours such as toe walking, hand flapping and finger gazing.

High Functioning Autism is a loosely used term (not defined in the diagnostic criteria) to describe a child or adult who meets the criteria for a diagnosis of Autism, but is not as severely affected as the more classically autistic person.

ANOTHER THING...

Irrespective of the diagnosis or where they fit on the spectrum, each child or adult diagnosed with an Autism Spectrum Disorder is developmentally delayed, has significant difficulties participating in day-to-day life and requires sensitive understanding and specialist support and intervention.

VOLUNTEER ORIENTATION...

We hope that this booklet gives you a good introduction to volunteering with Interchange Outer East. Obviously, there will be many questions along the way but if you can remember the most important three words you'll be fine...

SAFETY - SUPERVISION - FUN

FUTURE OPPORTUNITIES...

- Great references for other positions, university and TAFE courses.
- Casual paid work with Interchange or other services.
- A career in recreation, disability, teaching or child care.

**Recreation
volunteers are
welcome to attend
any training
sessions. These
can be found in
VNEWS.**



INTERCHANGE OUTER EAST

Interchange Outer East is a community based, non profit organisation that provides support to families, who have a child or a young person with a disability, living in the outer eastern region of Melbourne.

Established in 1982 as a single respite care service for 15 families, Interchange Outer East has grown to support over 700 families in 2007.

Interchange's core function is the provision of support to children and young people with disabilities and their families. Through volunteering Interchange also creates an opportunity for community members to meet people with mixed abilities, enhance their skills and develop a connectedness to their community.



DID YOU KNOW?

In January 2007, if Interchange had to pay casual carers for all the jobs that recreation volunteers did on camps and day activities it would cost over \$100,000?

Please read the newsletter and remember that as a volunteer you are welcome to attend any training sessions you are interested in.

WHAT IS VNEWS?

Once you've signed up to be a volunteer you will receive the Interchange Outer East volunteer newsletter. It comes out 4 times a year and you can get it through the post, email or download it on our website www.ioe.org.au - the choice is yours.

For more information on Volunteering or Interchange Outer East please give us a call on (03) 9758 5522.

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