



**Access
Easy English**

ABN 18 104 950 623

Access Easy English

P.O. BOX 3052

Mentone, 3194.

28 May 2015

Honourable Marcia Neave AO
Royal Commission into Family Violence
PO Box 535
Flinders Lane VIC 8009

Dear Commissioner,

Re: Submission to the Royal Commission into Family Violence May 2015

To provide a context for my submission, the following information is provided.

- I am a Speech Pathologist with over 27 years experience supporting clients with Complex Communication Needs and their families, in the development of supports for them, individually, via training and community inclusion supports.
- I am an internationally recognised expert in the development and writing of Easy English which is the process of writing information for people with low and/or non functional literacy.
- I own and operate my own business, providing specialist supports for people with Complex Communication Needs and also Easy English. My website is www.accesseasyenglish.com.au
- I attended a community consultation meeting for this Royal Commission on 30 April 2015.
- My personal resume is attached.

My submission addresses, in particular, questions 10, 18, 19 from the Issues paper

- 10) What practical changes might improve integration and co-ordination?
What barriers to integration and co-ordination exist?
- 18) What barriers prevent people in particular groups and communities in Victoria from engaging with or benefiting from family violence services? How can the family violence system be improved to reflect the diversity of people's experiences?
- 19) How can responses to family violence in these groups and communities be improved? What approaches have been shown to be most effective?

Access to meaningful written information for people with low literacy

Reading and literacy

In 2013 the latest adult literacy data was released, The Program for the International Assessment of Adult Literacy Competencies. www.abs.gov.au #4228. The data identified 44% or 7.3 million adult Australians has **non functional literacy**, which means these Australians have difficult accessing most day to day written information in the public domain. This is the broad literacy data statistics. The research also demonstrates people with non functional literacy have a higher prevalence of health issues and poorer health outcomes, have poorer financial management, poorer awareness regarding emergency services issues, higher incidence of interaction and recidivism in the justice system, higher workplace safety issues, and many other aspects of their day to day living.

In addition there is a high correlation between low literacy/non functional literacy and poor wages and low socio economic status. People with low literacy/non functional literacy may be the 'man or woman in the street' one's neighbour, work colleague or friend, or it may be the person with a diagnosed disability from lifelong disabilities such as Down Syndrome to Acquired Disabilities such as car accident, or stroke. People from the Deaf community and people with a hearing impairment are overrepresented in this cohort, as are people with poor educational attainment. In addition people who are time poor or highly stressed show higher levels of non functional literacy. All these individuals are people who could be seen in the Family Violence sphere.

People with low literacy are overrepresented among those living with a mental health issue, the unemployed, and underemployed, the homeless and the disabled. They have greater lengths of hospital stays and more likely to be involved in the justice system. People with English as a second language, as well as people from an Aboriginal or Torres Strait Islander background are also significantly overrepresented in this data.

In addition, the 2013 ABS data investigated both **numerical literacy** and **problem solving literacy in technology** based environments (on-line). Both these significant areas of reading in the 21st century, demonstrated even greater levels of non-functional skills and abilities.

Non functional numerical literacy in the Australian environment was interpreted at 52%. Numerical literacy involves the interpretation of numbers, time, and quantities to name a few needs in this area. This is critical literacy for the correct administration and adherence to taking medications, and understanding ones health literacy as well as adherence to legal documents and legal literacy, such as court attendances.

Non functional problem solving literacy in technology based information (use of online information) in the Australian environment was interpreted at 14% opted out of the tasks altogether, with a total of over 62% being non functional in use of technology for problem solving and information gathering. This is significant with regard to accessing services, phone apps or other technology. Additional research from Canada has also shown even those with higher computer literacy skills, are predominantly more capable in the social media sphere, compared with researching information, completing forms, and accessing services online, which is what is required in the current Digital/Computer Economy.

My work with people with low literacy/ non functional literacy has demonstrated again and again the value of information being written in Easy English. These adults are able to read and understand particular issues of import to themselves, and gain insight into how the information relates to themselves when it is written in Easy English. Significant barriers to information and life choice outcomes are removed. Consequently more meaningful decisions are made and acted upon.

It must be noted, people with low literacy are a significant cohort of people who are vulnerable and will not “reach out” for the support and assistance they need.

Family members and support staff are additionally vulnerable when faced with large amounts of written information, and then other factors such as being time poor, and stressed. These influential members of an individual's support network also benefit highly from having written information provided in a more accessible manner. In addition people who live with other variable issues are known to often have variable functional literacy, due to the variable nature of their coping and management strategies.

Below are a number of recent examples of work I have completed in Easy English, which would be directly relevant to the Family Violence sphere. There are many other examples of information written in Easy English for other spheres of relevance. There are also numerous examples, particularly from the UK of documents written for Family Violence issues and Safety in the Community. Examples from the UK can be provided upon request.

Think Safe Act Safe. A document for men leaving court with an IO; See attached.

Voices against Violence, Book 7. Report on research completed in Victoria about Women with Disabilities, the prevalence and issues with regard to Violence.

<http://wdv.org.au/documents/Voices%20Agaisnt%20Violence%20Paper%20Seven%20Easy%20English%20Summary%20%28PDF%203MB%29.pdf>

There were 7 books released on this project.

<http://wdv.org.au/voicesagainstviolence.html#DownloadtheReports&sref>

Proof of Contact Receipt, Victoria Police

(i) **Questions About receipts**

(ii) **Receipts**

http://www.police.vic.gov.au/content.asp?Document_ID=43758 The Easy English is currently not available to the public.

Preparing to Leave – Emergency List of “What should I take” Copy unavailable.

Any written information can be developed into Easy English, from brochures and flyers, letters and fact sheets to training packages.

Other examples include

1. Information and supported self learning/preparation

Your Guide to Survival Country Fire Authority <http://www.cfa.vic.gov.au/about/easy-english-versions/>

2. Training support package NSW Boarding Houses New Laws and Rules 2013. Book 1- 4.
See attached 1 book (Book 4) Rights.

In my work with government departments and government funded organisations, I am also constantly confronted with the lack of awareness of the UN Convention on the Rights of Person with a Disability, 2006, by staff, and its implications for people who need to access written information from the government, and government funded organisations. In addition, I will often talk with clients who require information written in Easy English about this UN Convention, and what it should mean for them regarding their right to access written information in a way they can read and understand. Unfortunately, most complaints processes and forms are not presented in a way these particular clients can use, to raise their concerns about access to written information.

Australia was one of the first signatures to the UN Convention on the Rights of Person with a Disability(2006). Mandated in this is “access to written information in a meaningful way for the person so they can understand and make meaningful decisions” The Convention articles also state that it “needs to occur at the same time as standard materials,.... at no extra cost to the individual.” How is this going to be addressed and implemented in the Mental Health sector?

I developed the Australian guidelines for writing in Easy English. These are regularly refereed and cited, by organisations that use Easy English in their communications with clients, families and the public. I also regularly present papers at National and International conferences on this topic.

Communication for people with Complex Communication Needs

The Australian Bureau of Statistics in 2012 stated “The number of Australians with disability remained steady at 18.5 per cent of the population or 4.2 million people. Of these, 1.4 million Australians had a profound or severe limitation affecting their mobility, self-care or communication.” www.abs.gov.au #4430 Speech Pathology Australia states 13,000 Australians use electronic communication aids to communicate.

www.speechpathologyaustralia.org.au

With these damning statistics the needs of people with disability, but most particularly those with communication difficulties, and complex communication difficulties needs to be

addressed. These people are often the most vulnerable in our community, many requiring particular advocacy to assist them to speak up, or be supported in speaking up for themselves. Some people have Complex Communication Needs due to lifelong disabilities such as Cerebral Palsy or Autism, other from acquired disabilities such as stroke, car accident, mental health issues, others again from deteriorating conditions, such as dementia. All these individuals can and do have experience of Family Violence. Their Rights need to be addressed.

Some people with Complex Communication Needs can use literacy, to communicate, eg: a voice output device, where they can use word predict, and other features to create individualised messages for any situation. However people **without** literacy and with Complex Communication Needs are a far higher proportion. Some people use predominantly images to communicate others use signing or key word signing. Others again use less formal means of communication such as their gestures and behaviour and people knowing them, well to communicate. Irrespective of the person's means of communication, their messages need to be heard.

Barriers can be subtle for people, but many times the barriers to access to communication and their Rights is obvious.

Subtle barriers can include:

- Not allowing time for the person to communicate;
- Workers being unaware of how to communicate with someone who does not talk. This may be because workers have never met someone who communicates in this way before;
- Dismissing changes in behaviour as being insignificant;
- Dismissing communication unless it is done using literacy.

Less subtle barriers can include:

- Not using the person's communication system;
- Many people may not have the specific language/images/objects/signs as part of their communication system – these would need to be taught;
- Excluding whole groups of people from any Rights based or Community Safety training. Consequently their general knowledge and information about what is OK and not OK is diminished.

With my expert knowledge and insight into Easy English, I would be interested in pursuing further dialogue with the Royal Commission about how to implement Easy English as part of Family Violence guidelines.

I would be pleased to share my expert skills and knowledge about communicating with people with Complex Communication Needs with the Royal Commission, their needs and worker needs for these important but very marginalised people in our community.

I thank you for this opportunity to submit comment to the Royal Commission into Family Violence.



Cathy Basterfield

Speech Pathologist

Owner, Access Easy English.



Further attachments and links

Access Easy English website <http://accesseasyenglish.com.au/>

Access Easy English Blog <http://accesseasyenglish.blogspot.com.au/>

Personal Resume. May 2015. (following pages - from page 9)

References

K Bloomberg, H Johnson - Augmentative and Alternative 1990. A statewide demographic survey of people with severe communication impairments

www.accesseasyenglish.com.au

admin@accesseasyenglish.com.au

Communication Impairment in Australia

http://www.speechpathologyaustralia.org.au/library/2013Factsheets/Factsheet_Communication_Impairment_in_Australia.pdf

Disability, Ageing and Carers, Australia: www.abs.gov.au #4430

Program for the International Assessment of Adult Literacy Competencies data.

www.abs.gov.au #4228.

Personal Resume May 2015**Cathy Basterfield**

Internationally recognised expert writer in Easy English

Expert and dynamic trainer

Consultant Speech Pathologist

Expert skills and knowledge in Augmentative and Alternative communication

Expert skills in mealtime management for people with dysphagia

Medico- Legal Consultant in use of Augmentative and Alternative Communication

Personal Details

Name: Cathy Basterfield

Address: available on request

Business Address:

P.O. Box 3052, Mentone East 3194.

Phone:



Email:



Qualification: Bachelor of Applied Science (Speech Pathology) 1988

Years of Experience: 27 years.

Professional Affiliations

Speech Pathology Australia

AGOSCI – (formerly Australian Group on Severe Communication Impairment)

Key Word Sign Australia (Vic)

PLAIN – International Plain Language Association

Awards

2011 Victorian Government Ethel Temby scholarship.

Employment History

Owner & Operator

Access Easy English

2009 – current

See website www.accesseasyenglish.com.au

Develop and write documents of all types tailored for the end user, in particular people with limited or non functional literacy.

Private consultant with consumers and clients specialising in Augmentative and Alternative Communication.

Invited plenary panel speaker to the 2013 International PLAIN conference. Vancouver, Canada.

2005- 2013

Consultant and Senior Clinician, Speech Pathologist. Part-time position.

Coordinator, Accessible Information Service, Communication Resource Centre. My primary achievements and ongoing roles included

- Raising awareness and building capacity in government and non-government sector in the area of Accessible Information, in particular Easy English;
- Identifying and managing partnership opportunities;
- Identifying key network frameworks, and working with them;
- Driving strategic change within the organisation and with external partners;
- Coordinating and maintaining quality writing processes;
- Coordinating complex and multiple projects;
- Managing the day to day team environment;

www.accesseasyenglish.com.au

admin@accesseasyenglish.com.au

- Working within budgetary guidelines;
- Identifying research opportunities;
- Developing training packages.
- Other achievements
- Supporting the implementation of the Communication Access Symbol;
- Developing new and dynamic training packages for various audiences in all aspects of Augmentative and Alternative Communication;
- Presenting regular workshops for support staff or undergraduate students;
- Peer mentoring.

June 1996 – February 2002

Contract work

- Private Consultant – Carronbank School – now Aurora School
- Private referrals
- Data Collection Officer – Spastic Society,
- Senior Clinician, Speech Pathologist, Functional Communication Outreach Service.
- Member of Makaton/Key Word Sign and Gesture Victorian Committee
 - Organising committee and Mentor for new Makaton Presenters 1999 -> ongoing.

1993-1996

Grade II Speech Pathologist, Functional Communication Resource Centre

1990 – 1993

Grade II Speech Pathologist, Nepean Special School

1989-1990

Speech Pathologist, Dandenong Valley School

Speech Pathologist, Cranbourne – Narre Warren School Support Service

Private Speech Pathologist, Early Intervention Program, South Melbourne Special Developmental School

Volunteer position related to professional role.

1996 – current

Member Victorian Executive Key Word Sign Australia (Vic), formerly

Makaton Australia (Vic)

Some key achievements

- Publications (see below);
- Biannually plan and manage a 3 ½ day conference;
- Planned and developed a public community launch of “The Footy Book “at Etihad Stadium, for over 100 people, including 50 people with a disability.
- Active planning and development in activities such as
 - Developing Memorandum of Understanding;
 - Marketing;
 - Developing and managing the Key Word Sign Victoria website
<http://keywordsignvictoria.org/>
 - Professional development updates;
 - Managing the organisations movement to an Incorporated organisation;
 - Conference presentations;
 - Peer mentoring;
 - Resource planning and development;
 - Developing Best Practise for training new trainers, and the teaching of community members.

Positions held – public officer, vice chairperson.

Current Publications

- Basterfield and Starford (2014) Plain Language for Access to Democracy and Citizenship. Clarity.
- Basterfield (2009) Raising awareness of the importance of functional literacy skills. Australian Communication Quarterly Vol. 11 No. 2
- Images for Easy English (2008), Scope.
<http://scopevic.org.au/index.php/cms/frontend/resource/id/194>
- Easy English Writing Style Guide (2005, 2007), Scope.
<http://scopevic.org.au/index.php/cms/frontend/resource/id/193>
- Let’s Play with Sign (2006) Brownlie, Basterfield and Bloomberg

Other Publications

- Consultant to InterAACTon manual (2004) – Scope
- Joint Editorial Coordinator – Key Signs – A Supplement to the Makaton Vocabulary – Auslan Edition (2002)
- Editorial Panel – The Makaton Vocabulary – Auslan Edition (2001)

Conference Presentations

2014

1. Speech Pathology Australia Conference. May 2014.

Connections in our Communities. What happens when consumers have non functional literacy?

2. Having A Say Conference, Geelong. February 2014.

Basterfield. “Why information must be accessible.

The case for Easy English.”

2013

International PLAIN conference Vancouver, Canada

Basterfield, Cathy and Starford. “Plain Language for Democracy and Engagement”

<http://www.slideshare.net/2013PLAINConference/plain2013-democracy-engagement-c-basterfield-m-starford>

2012

2nd World Congress on Adult Guardianship. Guardianship and the United Nations Disabilities Convention: Australian and International Perspectives, Melbourne.

Basterfield. Poster – “I don’t understand what it says. What do I do now?”

Basterfield. “Access to information. Everyone’s human right.”

2011

1. International PLAIN Conference, Stockholm, Sweden

Basterfield. "Where is the Framework? A synopsis of research when writing for people with limited literacy."

Basterfield. "Plain language, Easy English. Is this part of the framework?"

2. AGOSCI Conference, Adelaide

Basterfield and Rezzani. "Ask Consumers? Absolutely!"

Basterfield and Caithness "Key Word Sign – a community launch of a football resource."

2010

1. ISAAC, Barcelona

Rezzani and Basterfield. "How to achieve effective community engagement through consumer testing."

2. International World of Footballs Conference, Melbourne

Basterfield. "Football – let's talk about it....."

2009

1. International Plain Language Conference, Sydney

a. Basterfield & Lang. "Making Written Information Accessible. Voting in Victoria."

b. Invited speaker. Basterfield & Stephens. "Access is a Human Right" Dialogue presentation.

2. Disability and Justice Conference, Melbourne

Basterfield. "I don't understand what this says...Making Written Information Accessible. Everyone's Human Right."

3. Speech Pathology Australia, Adelaide

Basterfield. "I don't understand what this says...Making Written Information Accessible."

4. AGOSCI Conference, Canberra

Basterfield. "Powerful Easy English research."

Basterfield. "Easy English is Powerful."

2008

1. Australian Council of Adult Literacy, Gold Coast

Basterfield. "Reading for today... Planning for tomorrow.

What is Easy English?"

2. Workplace , Employment Language and Literacy Conference, Sydney

Basterfield. "Writing in Easy English. An Introduction."

3. CP Australia, Brisbane.

Poster – "State Government Elections. Accessible Information Service and Victorian Electoral Commission."

4. ISAAC, Montreal

Poster – "State Government Elections. Accessible Information Service and Victorian Electoral Commission."

2007

1. AGOSCI Conference, Melbourne

Basterfield and Mauritzen. "Easy English and the Internet. An introduction."

2. Human Rights and Equal Opportunity Conference, Melbourne

Invited to Panel discussion. "Access to Information. "

Other

1. 2009 - National Disability Service – invited to attend one day forum on Accessibility and Communication, Canberra.

2. 2007, 2011 – Presented to the Electoral Matters Committee, Victorian Parliament, Melbourne.

NSW Boarding Houses

New laws and rules 2013



Book 4

Rights.



The New South Wales Government
made this book.



Council for
Intellectual Disability

The New South Wales Council
for Intellectual Disability

and



some people who live in Boarding Houses
helped make the book.

2014 The book was made in 2014.



If you need help to read this book, you can ask

- a worker
 - an advocate
- or
- someone else you trust.



This information is based on a new NSW law.

The law is the **Houses Act 2012** and **Boarding Houses Regulation 2013**.

Your Boarding House must follow this law.

Laws are like rules.



There are 4 books you can read.



This is book 4.

All the information you read in these books is
about your Rights. Like, you have the Right to



- your own bedroom

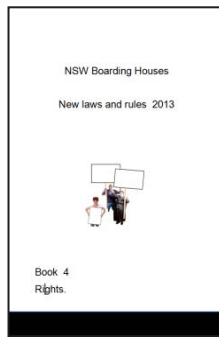


- healthy food.



This book tells you about all your **other** Rights.

?



What is in Book 4 ?



1. Stay Well

page 8



2. Stay Safe

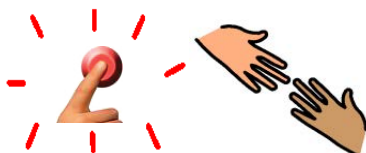
page 10



!

3. Say **no** to abuse and neglect

page 12



4. Emergency help

page 16



5. Make choices

page 18



6. Boarding House workers

page 22



7. Your personal information

page 24



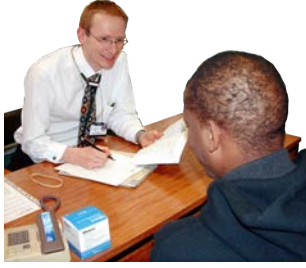
8. Privacy

page 29



9. Make a complaint

page 31



1. Stay Well



You have the Right to have regular health checks



See your doctor if you see any change in your health. A worker can sometimes see this, like you have a bad sore. It is not getting better.

He may say you need to see your doctor.

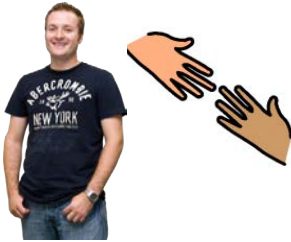


You can choose

- your doctor
- your dentist
- the chemist
- any other specialist, like an eye doctor.

The workers will write this information in your file.

The workers can help you



- make appointments
- help you **plan** how to get to appointments.



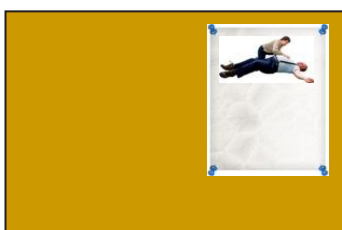
Accidents can happen at home, like

- you have a nose bleed
- or
- slip over in the bathroom.



Workers must give you First Aid.

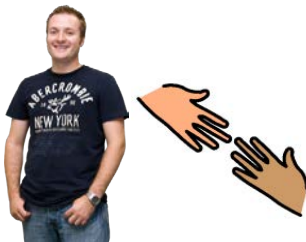
Workers must call an ambulance, if needed.



A poster about 'How to **Resuscitate** you'
must be on the wall.



2. Stay safe



The workers must help you be safe.



You have a key for your bedroom door.



You know how to tell a worker if someone

- hurts you
- makes you feel bad
- does bad things to you.

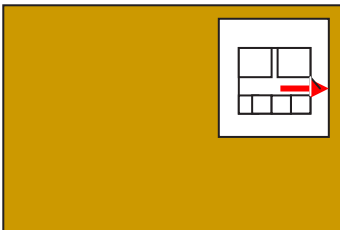


Fire Drills



You know where to go in a **fire drill**.

This will help you get out quickly.



There is a map of the Boarding House

The map

- is on the walls

and

- easy to read.



Everyone in the Boarding House must practise the fire drill lots of times. Then, everyone will know what to do if there is a fire.



3. Say no to abuse and neglect



Abuse is when somebody

- hurts you
- or**
- makes you feel bad.



Neglect is when people do **not** care
for you properly



You must **not** be abused or neglected in any way.



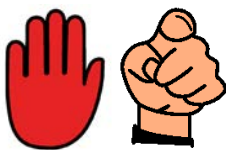
Tell another person if someone



- hits you
- yells at you
- threatens you
- swears at you
- makes you feel unsafe or scared.



Tell another person if someone



- stops you eating what you want
- stops you seeing who you want
- stops you doing what you want to do
- uses or breaks your stuff when you said **no**.



You must tell another person if someone



- locks you up

or



- makes you take drugs or medicines.

These are **not** drugs or medicines from your doctor. You do **not** want to take these other drugs.



You can tell



- a case worker
- an OCV or Official Community Visitor
- a Home Care worker

or

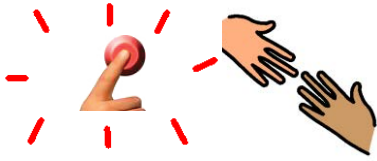


- a friend
- advocate
- your ALI worker
- someone else you trust.



The Manager and workers must **not** hurt you.

They must help you. You can tell another person if the Manager or worker hurts you or does **not** help you.



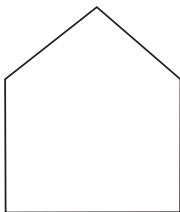
4. Emergency help



An emergency is when you need help right **now!**



There must be an easy way for you to call for help. This can be a **Call Bell**.



There must be a call bell in

- all bathrooms
- the kitchen
- all living rooms.

Other rooms you use can also have a Call Bell.



The Call Bells must work all the time.



The Manager must check the Call Bells work.



5. Make choices



You decide what you do each day.



You cannot be forced to do things.

Workers do **not** choose for you.



Your family and friends can visit you or talk to you anytime.

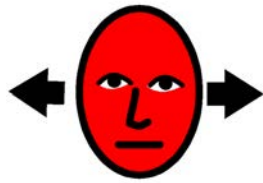
You choose your own friends.



Workers must **not** stop you making friends.



Work in the Boarding House



You can **not** be forced to cook or clean or
do washing



But



You can do this if you do want it.
This is OK.



Do you need help to make choices
and decisions?



Yes.



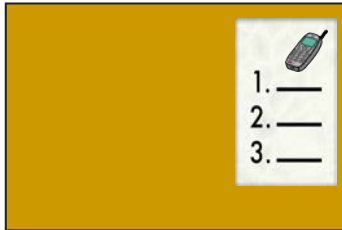
Workers must **help** you get the help you need.

You can use

- an advocate
- guardian



- a support service.



Your Boarding House must give you information about advocates and other services.

This may be phone numbers.



The numbers are

- near the phone
- and**
- easy to see.



Workers can help you find the numbers.

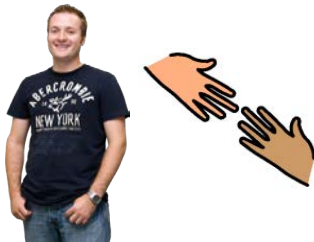
or

Workers must find someone who can help.

This can be advocates or OCV's.



6. Boarding House workers

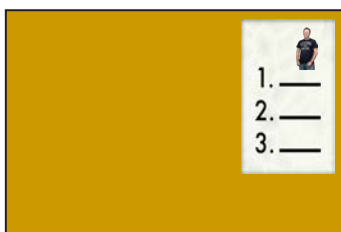
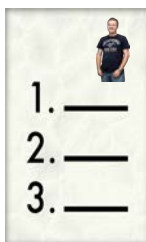


Boarding House workers are there to help you.



The Boarding House must have

- the right number of workers for everyone that needs help
- rules. Workers must know what to do, like
 - what is a healthy meal
 - how to help you leave in a fire.



The rules are on a poster on the wall.



There must always be a worker in the
Boarding House who

- knows how to do first aid



- knows what to do in a fire.



All workers must have the right skills
to do their job.



The Manager must check the workers

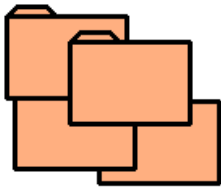
- have the right skills
- are doing their jobs
- have **not** been in trouble with the law before.



7. Personal information



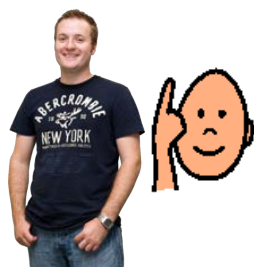
Your Boarding House must keep clear information about you. Sometimes this is called **your personal file** or **your file** or **your records**.



Everyone else who lives in the Boarding House has a file too.

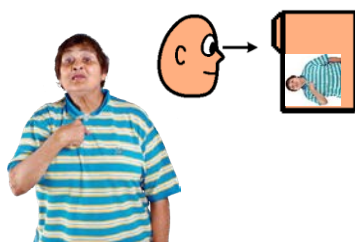


This information must be kept private.
It must be kept in a safe place.

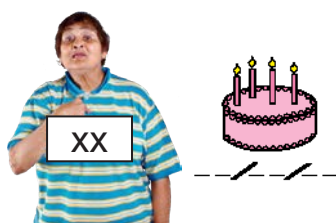


Your personal information helps the workers to

- make sure you get the help you need
- know who to call if you are sick
- know what you want to do in the future.



You can read your personal file.

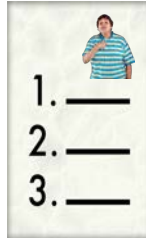


Your file will have

- your name
- date of birth

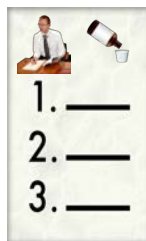


- pension number
- Medicare number.



Your file will have a list of all the things you own

- when you came to the Boarding House
- new things you have.



It will have your health information. This can be

- your doctors name and phone number
- what medicines you take
- history about your health
- any food that makes you sick.



Workers must write in your file

when you get hurt or get sick. It will help them,
if you are sick another time.



Your file will say

- when you started at the Boarding House

and



- any tests you did then.
- your answers to the questions then.



Your file will also say what help you need to

- shower or go to the toilet
- dress or undress
- eat or cook meals
- take your medicine
- do things in the community
- make choices
- do any other things.



Your file will have information about people in your life. This can be

- your next of kin. This is the person in your family who is close to you, like your mum or sister.
- your advocate
- support services you use
- the person who looks after your money, if any
- your guardian.



You can write down anyone else who is important in your life. Like, a friend, or people you used to live with.



8. Privacy



Information about you must stay private.

Workers must **not** talk about you to others without your say so.



Your file must be kept in a safe place.

Like, a locked filing cabinet.



Boarding Houses can have a private room.



You can talk without other people hearing you.

You can talk to

- your advocate
- anyone else you want to talk to.



9. Make a complaint



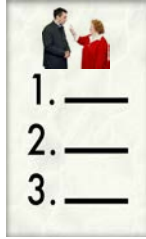
A complaint is speaking up when things are **not** right.



It is OK to make a complaint.



Information about your complaint must be private.



Your Boarding House must have rules to help you

- make your complaint
- listen to a complaint
- make any changes after a complaint.



?

The Manager must check you know how to make a complaint.



You must get the help you need to make a complaint.



Your advocate or guardian can help you too.



The Manager must decide about
any complaint in a

- fair way for everyone
- short time.



After you make a complaint you

- **cannot** get into trouble from anyone
- **cannot** be made to leave the Boarding House.

This is against the law.



The Manager must keep records of

- when people complain
- what he did to fix things.



Sometimes a complaint is something very serious.

Like,



- abuse
- neglect
- sexual assault
- a big accident when help is needed.



Other people need to know about the big complaint. Like

- police
- and
- ADHC.



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