

**41038****Recognise the lived experience and support considerations of people with intellectual disabilities**

<b>Kaupae   Level</b>	3
<b>Whiwhinga   Credit</b>	5
<b>Whāinga   Purpose</b>	<p>This skill standard is intended for learners working in or entering a disability support setting.</p> <p>Learners will recognise intellectual disability using inclusive and strengths-based terminology, recognise how intellectual disabilities may shape a person's lived experience, and identify person-centred, mana-enhancing strategies that support wellbeing, inclusion, access, and independence.</p> <p>This skill standard aligns with the New Zealand Certificate in Disability Support (Level 3) [Ref: 5561].</p>

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

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Recognise intellectual disabilities and their impact on a person's lived experience.	a. Define intellectual disability using inclusive, strengths-based, and current terminology.
	b. Identify how intellectual disabilities can present and conditions that may co-occur.
	c. Recognise how intellectual disability may impact a person's lived experience.
2. Identify person-centred strategies to support the wellbeing, inclusion and independence of a person with intellectual disability.	a. Identify person-centred, mana-enhancing, and culturally responsive approaches to support a person's holistic needs.
	b. Recognise support strategies that enhance access, independence, social inclusion, and personal wellbeing.
	c. Identify relevant services, supports, relationships, and community connections that enhance a person's wellbeing and inclusion.

**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, education support 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 disabilities, but some people may experience more than one. Many people with intellectual disabilities prefer the term learning disabilities.

**Lived experience** – the first-hand knowledge and understanding a person has gained from living with a disability, including the impact on their daily life, participation, wellbeing, and interactions with society and community.

**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** – depending on the context, other terms that may be used include disabled person, tāngata whaikaha, tāngata whai ora, client, consumer, resident, patient, tūroro, 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**

## 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.
  - congenital versus acquired disabilities.
- Common causes and types of intellectual disabilities (for example, Down syndrome, Fragile X syndrome).
- Co-occurring conditions or support needs:
  - Autism, Attention Deficit Hyperactivity Disorder (ADHD), Fetal Alcohol Spectrum Disorder (FASD), epilepsy, mental health conditions, sensory processing differences, neurodivergence, learning disabilities 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-centred support.
- Holistic needs: cognitive, emotional, physical, cultural, social, and spiritual.
- 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 profiles
  - brain-based support approaches
  - external structures, visual cues and environmental adaptations.
  - support roles (for example, Key Workers, Speech-Language Therapists, Psychologists).
- Strategies that uphold dignity, independence, and self-determination.
- Risk and safety –informed choice and dignity of risk while enabling participation.
- Tāngata whaikaha perspectives and cultural approaches to disability.

- The role of whānau in the lives of disabled people.
  - whānau as partners in support.
  - recognising and supporting whānau alongside the person.
- A person's support needs may be shaped by intersectional identities, such as being Māori, Pacific, LGBTQIA+, or part of a faith, cultural or neurodivergent community.
- Inclusive and mana-enhancing communication:
  - cultural responsiveness
  - plain language and supported communication (for example, Easy Read documents)
  - communication choices and accessibility preferences.

#### 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 for disabled people and whānau.
- Importance of community participation, whānau involvement, and culturally safe environments.
- Rights, legislation, and protections:
  - Code of Health and Disability Services Consumers' Rights
  - Human Rights Act
  - Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003
  - New Zealand Disability Strategy 2026–2030
  - Ngā Paerewa Health and Disability Services Standard (NZS 8134:2021)
  - Te Tiriti o Waitangi.
  - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).
- Services and supports available in Aotearoa New Zealand:
  - Needs Assessment Services Co-ordination (NASC) organisations
  - Disability Support Services (DSS)
  - intellectual disability support services
  - peer-led organisations (for example, People First NZ)
  - advocacy and legal services (for example, IHC)
  - residential and community-based support providers.

#### Rauemi | Resources

##### Recommended 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. (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. (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 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 2026–2030*. <https://www.whaikaha.govt.nz/about-us/our-work/new-zealand-disability-strategy-2026-2030/>. Retrieved November 5, 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.
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- 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.
- Whaikaha – Ministry of Disabled People. (2025, January 9). *Whaimana – Support My Decisions*. <https://www.supportmydecisions.nz/>.

### Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Community and Social Services > Health, Disability, and Aged Support > Supporting People with Disabilities
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	0024

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	18 December 2025	N/A
<b>Kōrero whakakapinga   Replacement information</b>	N/A		
<b>Rā arotake   Planned review date</b>	31 December 2030		

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