

41041**Apply rights-based and person-centred approaches to support a disabled person**

Kaupae Level	3
Whiwhinga Credit	10
Whāinga Purpose	<p>This skill standard is intended for learners working in or entering a disability support setting.</p> <p>This skill standard enables learners to have the knowledge and skills to apply disability-specific knowledge and person-centred, rights-based approaches to support a disabled person’s wellbeing, independence, and self-determination. Learners will also support meaningful participation, relationships, and advocacy in ways that uphold mana and reflect a person’s cultural identity and preferences.</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

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Apply disability-specific knowledge, person-centred and rights-based approaches to support a disabled person.	a. Work with a person to understand how their disability and lived experience shape their support needs.
	b. Provide individualised support that respects a person’s rights, preferences, autonomy, cultural identity, and holistic wellbeing.
	c. Support a disabled person to develop or maintain independence in daily life.
2. Support meaningful participation and inclusion in community and relationships.	a. Identify and support opportunities for a disabled person to engage in social, cultural, or community activities that are important to them.
	b. Promote a disabled person’s right to choice, connection, and inclusion in their community.
	c. Support a disabled person to build and maintain safe, respectful, and meaningful relationships.
	d. Identify services and supports that help a disabled person form or maintain safe, respectful and meaningful relationships.

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
3. Support advocacy and self-advocacy to uphold rights and preferences of a disabled person.	a. Describe the difference between advocacy and self-advocacy.
	b. Support a disabled person to express their views, preferences, and rights.
	c. Recognise when to advocate for a disabled person, or refer to an advocate, following 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.
- Disability includes a wide range of lived experience, such as physical, sensory, intellectual, learning and neurodivergent disabilities. 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.

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.

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.

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.

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 – 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, tūrora, 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

Disability knowledge and inclusive practice:

- Types of disabilities including physical, sensory, intellectual or 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 (for example, 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 (for example, New Zealand Sign Language (NZSL), Augmentative and Alternative Communication (AAC), visual aids, Easy Read, braille, 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-centred support:

- Working in partnership with disabled people to understand their goals, preferences, and decision-making rights.
- Enabling Good Lives

- Rights, legislation, and protections:
 - Code of Health and Disability Services Consumers' Rights (1996)
 - Human Rights Act
 - 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).
- 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.
- Knowledge of historical and systemic abuse in care of disabled people in Aotearoa New Zealand, and its ongoing impacts on rights, trust, and safety in relationships (for example. Abuse in Care Royal Commission).
- 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 fealofa'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 (Code of Health and Disability Services Consumers' Rights) Regulations 1996. (1996). *New Zealand Legislation*. <https://www.legislation.govt.nz/regulation/public/1996/0078/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 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	CMR 0024

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

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.