

## How the National Outcomes Framework for disability services aligns with the Interim Standards New Directions and other systems

	<b>National Outcomes</b>	<b>Good practice literature</b> (Schalock et al)	<b>International practice 1</b> (National Core Indicators)	<b>International practice 2</b> (NDIS Australia)	<b>Quality systems</b> (POMS)	<b>HIQA residential standards</b>	<b>Interim Standards New Directions</b>	<b>UNCRPD articles</b>
<b>1</b>	<b>Living in the community</b>	Inclusion	Community inclusion	Home	Live in integrated environments; choose where, with whom they live	2.2 homely setting		Art 19 – living independently
<b>2</b>	<b>Choice and control</b>	Self-determination (personal goals, decisions, choice and control)	Choice/ decision-making	Choice and control	Live the life I want. Choose goals. Choose services. C	1.3 choice and control in daily life 1.6 makes decisions	<b>1.4 right to make decisions</b> <b>2.2 meaningfully involved in planning and delivery of services</b>	Principles – Art 3a – autonomy, choice, independence
<b>3</b>	<b>Social and civic participation</b>	Social Inclusion (civic and social participation, supports, roles)	Community inclusion	Social, community, civic	Interact with people in the community. Participate in life of community. Use environment	1.4 personal relationships and links with community	<b>1.6 support to use community facilities and develop relationships in community</b>	Art 19 – community inclusion; Art 29 – voting

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<b>4</b>	<b>Personal relationships</b>	Interpersonal relations	Relationships	Relationships	Have friends Have intimate relationships Connected to informal networks	1.4 personal relationships and links with community	<b>1.6 support to develop relationships in the community</b>	Art 23 – home and family
<b>5</b>	<b>Education and personal development</b>	Personal development (education, training, meaningful activity, assistive technology)		Lifelong learning	Realise personal goals	4.4 education, training and employment opportunities	<b>1.7 progress towards achieving goals, new experiences</b> <b>2.4 develop personal and social skills</b> <b>2.7 explore own creativity</b> <b>2.9 access education</b>	Principle Art 3e – equality of opportunity Art 23 – education Art 26 – habilitation
<b>6</b>	<b>Employment and valued social roles</b>	Material well-being, employment. Personal development – meaningful activity	Work	Daily activity/work	Perform social roles, choose where you work	4.4. education training and employment opportunities	<b>2.6 valued social roles</b> <b>2.11 access vocational training and employment</b>	Principle 3c – full and effective participation and inclusion; Art 27 - employment
<b>7</b>	<b>Quality of life</b>	Well-being	Satisfaction	Well-being		2.1 personal plan re quality of life	<b>2.8 health and well-being</b>	

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<b>8</b>	<b>Health and well-being</b>	Physical well-being, emotional well-being, access to health	Wellness, medical care, health	Health	Best possible health	4.1 promotion of health. 3.2 support to positive behaviour and emotional well-being	<b>2.8 health and well-being</b> <b>3.2 support to positive behaviour and emotional well-being</b>	Art 25 - Health
<b>9</b>	<b>Safe and secure</b>	Rights (advocacy, legal rights, equality, respect, dignity, safety)	Safety, respect		Free from abuse and neglect. Experience continuity and security	3.1 free from abuse or neglect. 3.3 no excess restraint	<b>3.1 protected from abuse</b>	Art 16 – freedom from abuse

Source: **National Disability Authority Paper on Outcomes for Disability Services** May 2016