

**FACT SHEET - OFFICE OF THE SENIOR PRACTITIONER  
DECEMBER 2021**

# Impact Statements

## Background

The rights of people with disabilities are enshrined in the United Nation's *Declaration on the Rights of Mentally Retarded Persons 1971*, the United Nation's *Declaration on the Rights of Disabled Persons 1975*, and the United Nations *Convention on the Rights of Persons with Disability 2006*. If a restrictive intervention needs to be used to keep a person and/or others from harm, the intervention must be authorised to ensure that its impact on the person's rights is the least restrictive possible.

Another consideration in assessing whether to approve the use of a restrictive intervention is the impact that the restriction will have on other people who don't have the behaviour of concern (BoC) - usually those living with the person. One way to uphold the rights of those being affected by the use of a restrictive intervention is to develop Impact Statements.

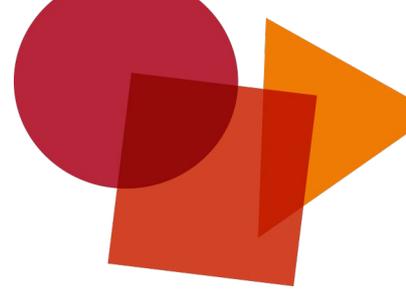
## What is an Impact Statement?

As mentioned above an Impact Statement is an important tool for considering the impact of one person's restrictive intervention on another within a group or residential setting. Impact Statements are individualised to each person. They should be concise, person-centred, and should clearly articulate the arrangements in place to ensure that the restriction of another person's behaviour of concern does not impact on other people within the group. The Impact Statement should be written by the service provider.

Impact Statements should include the following:

- The restrictive intervention being used
- Why the restrictive intervention is needed
- What is the impact of the restriction on the individual who doesn't have a BoC and
- What strategies need to be used to reduce this impact.

Example of an Impact Statement can be found on Page 3 of this fact sheet.



## How do I contact the Senior Practitioner?

The Senior Practitioner is available to discuss any issues or concerns relating to the use or potential use of restrictive interventions on the contact details listed below.

Telephone: (03) 6166 3567 Mobile: 0428 197 474

Email: [seniorpractitionerdisability@communities.tas.gov.au](mailto:seniorpractitionerdisability@communities.tas.gov.au)

Web: [www.communities.tas.gov.au/disability/office-of-the-senior-practitioner](http://www.communities.tas.gov.au/disability/office-of-the-senior-practitioner)

Further information about Restrictive Interventions can be found on the RISET Tas link below.



**Access practice resources and restrictive intervention information via RISET-TAS online: [RISET-Tas Link](#)**



# Appendix I – Example of a Restrictive Intervention Impact Statement

Practice note:

The Impact Statement should be concise but detailed enough so that staff have a clear understanding of how they can reduce the effect of the restriction on a person without the behaviour of concern. If there are skill deficits that prevent the person from accessing strategies designed to lessen the impact of the restriction, a skill development program based on good assessment should be designed, implemented and referred to here.

**– Name of person –**

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## Restrictive Interventions

The restrictions include: Eg Environmental restraint - Locked pantry

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## Impacts

### Locked Pantry

(person) is unable to access the pantry because it is locked due to another participant's behaviour of concern.

Describe here what the impact is on the other resident rather than how you think that person perceives the restriction.

Eg:

- (person) is unable to access the pantry independently and is reliant on staff to open and access the pantry

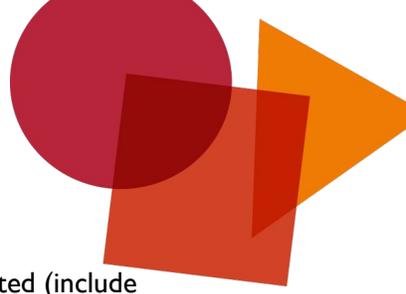
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## Strategies to Manage Impacts

What are the specific strategies for the person to lessen the impact of the restrictive practice on their lives?

Eg:

- Staff are reminded that (person) has a right to access the pantry even though its locked
- (person) will have access to snacks of their choice throughout the day freely accessible



- (person) is being taught how to ask staff to open the pantry when needed/wanted (include specific skill building strategies or reference where these can be found)
- Staff periodically ask (person) if they want to access the pantry
- If (person) indicates they wish to access the pantry, staff are to support the person ASAP
- Is the person able to keep their own personal food in an area that they alone have access to?

**Developed by (on date):**

**Approved by (on date):**

**To be reviewed by (name and date):**