



# Host Information



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# Introduction to Interchange

Interchange programs provide respite for families who have a child or young person with a disability. Our two main areas of respite are recreational activities and hosting arrangements, where a host family or individual will take care of the child on a regular basis. Other programs offered may include youth groups, sibling support and school holiday camps.

Providing family support and social opportunities for a child or young person with a disability is key to programs offered by Interchange. We strive to develop meaningful relationships, exciting activities and provide a much needed break to families and carers.

## Our Vision

To be part of a community that shares the responsibility for the wellbeing of all, celebrates and promotes difference and strives for inclusiveness and choice.

## Our Mission

Interchange assists its members to build inclusive communities and to develop responsive services which enhance the quality of life for individuals and families impacted by disability.

## Our Values

*Integrity:* We are open, honest and accountable in all of our practices.

*Social Justice:* We contribute to and work with the broader community to bring about positive changes for individuals and society. We recognise that a fair community means that all people have the right to equal opportunities and justice and can participate fully within their communities.

*Quality:* We provide a supportive environment for the Board, staff, volunteers and partners to excel in the provision of services with standards and systems that support and build on our strengths.

*Positive Work Environment:* We value and promote a positive and safe work environment that supports diversity and values individual abilities and contribution.

*Sustainability:* We will aim to maximise our enterprise opportunities and undertake responsible financial management.



# HACC Service Standards

The Interchange Program is funded by Home and Community Care (HACC) and must adhere to the Community Care Common Standards. Interchange is committed to achieving the following standards which form part of the policy for consumer rights:

## **Standard 1: Effective Management**

The service provider demonstrates effective management processes based on a continuous improvement approach to service management, planning and delivery.

## **Standard 2: Appropriate Access and Service Delivery**

Each service user (and prospective service user) has access to services and service users receive appropriate services that are planned, delivered and evaluated in partnership with themselves and/or their representative.

## **Standard 3: Service User Rights and Responsibilities**

Each service user (and/ or their representative) is provided with information to assist them to make service choices and has the right (and responsibility) to be consulted and respected. Service users (and/or their representative) have access to complaints and advocacy information and processes and their privacy and confidentiality and right to independence is respected.

To find out more about HACC or to download the HACC manual please visit the website at <http://www.health.vic.gov.au/hacc/>



# Introduction to the Host Program

Welcome to Interchange and thank you for volunteering to become a Host! We hope that you can ask our program staff about any questions or concerns you may have about your role.

## Program Overview

The Host program is a regular planned respite program where a volunteer Host or Host Family cares for a child with a disability on a regular basis (generally) for a day or a weekend a month in the host's home.

The program provides:

- An opportunity for the family of a child with a disability to have a regular planned break from the full time care of their child.
- The child with a disability with opportunities for new social experiences
- Increased community awareness and participation for children and young people with disabilities.

## Key Responsibilities & Duties

### Host Duties

- To provide care to a child with a disability
- To cooperate with Interchange program workers to ensure all relevant assessment information is accurate.
- To undertake a host information session.
- To be clear and honest in your ability to commit to the program.
- Willingness to accept advice and support from Interchange coordinators.
- Acceptance of relevant policies of Interchange and an agreement to abide by them.
- Communicate with coordinators about any concerns with hosting.
- Regular contact with coordinators to discuss the progress of the match and give the hours of care you have provided.
- To inform Interchange of any changes to your living situation that has implications for hosting.

### Responsibilities to the family

- To regularly communicate with the family about the progress of the match and to arrange times for hosting.
- To ensure that all information received from Interchange is treated in a confidential manner.
- To respect the family's beliefs and practices concerning the care of their child.

### Care responsibilities

- To exercise due diligence and accept responsibility for the care of a child.
- To follow all medication schedules as detailed on the appropriate medication form or pack.
- To be aware of all special care needs of the child.
- To inform the family about any issues or concerns re the child's care needs.
- To seek advice from Interchange about any concerns or difficulties encountered while caring for the child.

# Host Job Description

**Please note this job description is a guide only - your local Interchange will provide you with a more accurate job description that is specific to the agency you are volunteering with.**

**Position Title:** Volunteer – Interchange Host

**Location:** In hosts home and throughout the community

**Classification:** Volunteer

## **Primary Objective:**

Interchange is a community based, not for profit program that provides regular respite and social support to families who have a child with a disability. Host carers provide support and respite care to a family with a child with a disability on a regular basis, usually one weekend a month. Host carers can be a family, a couple or a single person.

The Interchange program aims to provide respite to families and to extend the child or young person's social contact and friendships while increasing community awareness about the needs and rights of people with a disability.

## **Duties and Responsibilities:**

### *Service delivery*

Volunteers in the Interchange Host Program will:

- Provide care to a child with a disability by attending to their physical and emotional needs in a safe, stable and appropriate environment.
- Provide specific care as outlined by the parents/carers in the care needs plan or pack.
- Follow all medication instructions as stated on the Interchange medication form and record administration of medication on the Host administration of medication record.
- Communicate with the family about the progress of the match and to arrange visit dates.
- Communicate with Interchange staff regarding the following:
  - Matters related to the care of the child
  - Visit dates
  - Progress of the match
  - Changes to contact details or living situation
  - Changes of circumstances which may affect their ability to commit to the match
- Attend a host orientation session and relevant training as requested by the program according to individual needs
- Complete relevant assessments and match documentation with an Interchange worker.

### *Relationships*

- To behave in a respectful and courteous manner to the child, the child's family and to Interchange staff
- To actively participate in meetings and training that are scheduled to support the hosting role.
- To respect the family's beliefs and practices concerning the care of their child

### *Organisational*

- Participate in activities to continuously improve the Interchange program
- Complete Host evaluations.
- Be aware of and comply with Occupational Health and Safety systems and processes. Use safe manual handling principles in work undertaken for the role.
- Report any incidents that occur while an Interchange child is in your care to Interchange program staff
- Be aware of and comply with policies and procedures
- Recognise and support cultural and spiritual diversity of service users
- Maintain confidentiality of information received and given

### **Qualifications:**

No qualifications necessary

### **Experience:**

No prior experience necessary

### **Other Requirements:**

- National Police Check
- Working with Children Check for all persons aged over 16 years
- Attendance at a Host Orientation session
- Medical reference
- Two referee checks

### **Key Selection Criteria:**

- A commitment to the values of Interchange and local agency
- A willingness and desire to host a child with a disability through the Interchange program
- Demonstrated communication skills
- Demonstrated understanding of the health and safety requirements of the role.





# Host Rights & Responsibilities

## RIGHTS

**As an Interchange Host Volunteer, you have the right:**

1. To be valued.
2. To be treated as an equal by everyone.
3. To be accepted for who you are.
4. To be shown respect.
5. For your opinions to be valued.
6. To be given responsibility.
7. To be given clear directions on your responsibility.
8. To receive the necessary training.
9. To receive the necessary support.
10. To receive feedback.
11. To feel ok to offer feedback.
12. To only have reasonable demands placed on you.
13. To say no to tasks you feel uncomfortable about.
14. To enjoy being a volunteer.
15. To job satisfaction.
16. To legal protection/insurance.
17. To a clear job description.
18. To ongoing supervision.
19. To be briefed on Interchange.
20. To know why, if you are seen to be unsuitable for a task.
21. To feel safe!





## RESPONSIBILITIES

### As an Interchange Host Volunteer, you are required:

1. To keep the child safe from foreseeable harm.
2. To be aware of all information about the person in your care – make sure you have read their 'personal care' information.
3. To ensure that whoever you are supporting travels safely in all vehicles.
4. To not under any circumstances use illicit drugs while hosting and keep alcohol to a reasonable limit. Ensure one person is sober at all times.
5. Not to smoke cigarettes in the presence of a child.
6. To use appropriate language when talking to a child.
7. To seek assistance and/or ask questions where required from family or coordinator.
8. To undertake orientation training.
9. To constantly supervise the person you are supporting.
10. To be mindful of the main reason for your participation – that is, supporting someone else.
11. To attempt to make the weekend as enjoyable as possible for the child.
12. To be patient.
13. To encourage independence in the child, within their capabilities.
14. To treat the child you are working with as you would like to be treated yourself.
15. To be reliable.
16. To be self-motivated.
17. To alert a staff member and the child's family of any issue - such as injury to yourself or the child you're hosting.
18. To accept constructive criticism and work at learning from all your experiences.
19. Not to overwork or over commit yourself.
20. To keep information confidential. Personal care files are highly confidential.
21. Don't use identifying information when talking about the child.
22. To respect the privacy of others.
23. To ensure that your actions cannot be interpreted as abuse ie, smacking or teasing.
24. To follow medication schedules for the child.
25. To regularly communicate with the family about the progress of the match and arrange times for hosting weekends.
26. To respect the family's beliefs and practices regarding care of their child.



# Role of the Interchange Worker

The Interchange worker's role is to facilitate a positive match experience for all parties involved in the program. The role includes the following:

- To contact the host regularly every few months to see how the match is going (more frequently when the match is new)
- To assist the host and the child's family in negotiating open communication
- To support the families involved for the duration of the match
- To facilitate an initial 6 month review
- To provide ongoing information and training in response to the needs of the families
- To ensure program standards are maintained and to comply with governmental guidelines (e.g recording hours of care)
- To receive referrals and assess the needs of the child / family so they can be matched appropriately



# Hosting FAQs

## Getting Started

### Who can be a host?

Just about anyone who is 18 years old or over. Hosts come from all different lifestyles and cultural and religious backgrounds, and can be single, in a couple or part of a family. The most important attributes to have are a positive and caring attitude to children, life and disability and an ability to make a commitment.

### What checks do I have to do before I become a Host?

All individuals interested in becoming a Host must undergo national police and working with children checks, as well as a home safety check and reference check. These checks are required for all people residing in your home that are over 18 years of age.

### Is there training involved?

Yes, the agency will provide all the information and free training you need to become a Host, including medical policies and what to do in an emergency.

### How do I get matched with a child?

After the screening and training process is complete, agency staff will work with you to find a suitable match. Compatibility is the key to the success of this program; Interchange carefully considers common interests, lifestyle and flexibility to ensure the successful development of the relationship between the young person and volunteer host.

### I'm young and single. Would a parent trust me to look after their child?

Looking after someone's child is a big responsibility, as is letting your child go to someone else. An important part of a match is the building of trust between all parties. Just because you are young doesn't mean you're not responsible, caring and trustworthy. Young people can bring a fresh new approach to a hosting relationship. It is attitude that is important.

### I'm retired. Do you think I am too old?

Older citizens can make excellent hosts. Obviously you need to be in good health and be matched to a child who suits your lifestyle and energy levels! You can share a lifetime of experiences with your host child ... and children keep you young at heart.

### Do I have to make any commitment?

Yes. We ask that you consider committing to at least one year from the time your match begins if possible, as it may take quite some time for everyone to feel comfortable and for the match relationships to develop. Of course circumstances may arise where this is not possible.

### Do I have to have a spare room?

No, you do not need a spare room to become Interchange hosts. It is quite suitable for a child to share a bedroom with another family member or even sleep on a mattress on the floor. If the host is able to provide a safe and comfortable environment, they will meet the general Interchange requirements. Of course, all matches are different and specific circumstances will always need to be taken into account.

(Continued over the page)



## Once you have a match

### How do I entertain our host child?

The idea of the program is that the host child/young person fits in with whatever you usually do. Whenever possible we try to match people who share a common interest, and meeting new friends and having different experiences are often entertainment enough.

Of course you can take your hosted person on special outings but remember the building of the relationship is more important than where you go.

Try to build up gradually so that you can work out what the child enjoys, what can overwhelm them and what you can handle.

You also need to keep in mind the individual abilities and interests of your matched child. For example, a child with some mobility difficulties may not enjoy a bush walk as much as you do.

You will find suggestions for some fun activities on p.18 of this booklet.

### Can I buy my Interchange child presents, clothes etc.?

Yes you can, but there is no expectation to. Ideally the child's parents will send them with everything they need for their visit.

Occasionally things are forgotten, or you may require extra items during a visit that the parents may not be aware of, like gumboots for example. It can also be handy to have a spare set of clothes, or a toothbrush etc. at your house for times when they may be needed, however you do not have to do this.

If the child is continually visiting you without everything they need please talk to the parent, or if you are uncomfortable in broaching this issue with the parent you can talk to your Interchange worker.

It is ok to buy the child a present on their birthday or for special occasions but again there is no expectation that you will. It is up to you.



### **Am I able to take the child I am hosting far from our home?**

There are no hard and fast rules about taking your host child on an outing away from home or about how far you can travel.

This is very individual and it depends on the parents' wishes, the particular child's needs and good open communication between the host and family.

Generally, we would suggest that in the early months of the match time should be spent fairly close to home, giving the child the chance to become familiar with your environment and local area.

As the match progresses, if you are wanting to take a day trip which you think the child would enjoy, we would encourage you to mention this to the parents and be guided by them. They know their child best and usually like to be kept informed.

Once the match is well established, we often hear really positive stories from hosts and parents of children having outings to different places, visiting host's family members in other districts and having lots of new experiences during their Interchange weekends.

### **Can I change my Interchange visit dates?**

Yes, one of the advantages of the program is that it can be flexible, and visits can be adapted to whatever suits you and the child's family.

If you have a care agreement (visit schedule) it is still possible to request to change these dates. You can change dates via your Interchange worker, or by contacting the family directly and then letting your worker know so that we can keep our records up to date.

While we understand that sometimes things can come up at the last minute, it is preferable to give your matched child's family as much notice as possible if you wish to change a date that has been set.

It is also important to remember that being flexible goes both ways – if the family needs to change dates for some reason we would also encourage them to request this.

### **How much contact will I have from Interchange?**

While you are all getting to know each other in the early stages of the match, the Interchange worker will communicate with you frequently, usually before and after each visit, to plan dates and times, provide support, answer any questions and assist with any concerns.

Once the match is more established and everyone involved feels comfortable and arrangements for regular visits have been agreed on, contact from the Interchange worker will be less often but usually every few months.

All our Interchange hosts, new and old, are encouraged to contact their Interchange worker at any time for whatever reason and we remind them that we are only ever a phone call or email away. We are always interested to hear the progress of their match and to know of any issues or concerns even if minor.

Other contact from Interchange will be via newsletters and invitations to the various Interchange events held throughout the year.

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### **What if the match isn't working?**

Ups and downs are a normal part of any relationship and it is important that we acknowledge this can be the case with Interchange matches. Interchange staff encourage hosts and families to keep in touch regularly. Often keeping the lines of communication open is enough to deal with any small issues as they arise.

Problems can arise from either the point of view of the host, the matched child or the parents. This is to be expected as the young person grows and changes and as the host's circumstances shift over time.

Sometimes however, challenges do come up and over time one party, or both, may decide that it is time to end the match. Please be open with your Interchange worker about this, so that a plan and process for finishing can be discussed.

### **What if I have a problem with my worker?**

If you feel you are having a problem with your Interchange worker, we would encourage you to try to approach it with your worker. If you do not feel comfortable or confident in doing this, please contact their manager to discuss the best course of action. We would encourage you to deal with any grievance in a prompt and respectful manner.

### **What happens with my Interchange match when the child turns 18?**

Your match is certainly able to continue after the child turns 18. Usually by this stage matches are well-established with strong relationships between the hosts, the young person and the family with great benefits for all.

However at this time there are some options to consider because the Interchange Program is only funded for children 0 -18 and new matches are not made for young people aged 18+.

Your Interchange worker will contact you and the child's family during the year before the child's 18th birthday to discuss those options.

### **What happens in an emergency situation?**

You are provided with all emergency contact numbers and an emergency procedure to follow. Agency staff can always be contacted via an emergency mobile number.



# Behaviour Strategies

Being able to draw a distinction between the child or young person and their behaviour is sometimes difficult. It is OK to find behaviour undesirable, unacceptable or even offensive. But this is only one aspect of the young person.

It is important not to generalise and not to make negative judgements about the young person based on one element of their behaviour.

All behaviours have a purpose. They actually represent ways that the young person has gained some control over their lives, in a world where they usually have less control than those around them. It is up to us to provide them with more acceptable and efficient means to have a say in what happens in their lives.

Our role is to identify the child's or young person's strengths, have positive expectations and provide them with opportunities to develop these strengths and skills. In turn the child has positive and valued experiences and also is provided with acceptable means to have their say!

## Rules Of Thumb...

- Remain calm
- Separate the behaviour from the person
- Focus on the present/future, not on the past. - What do you want the person to learn from this situation?
- Use the least restrictive method to stop behaviour - this allows the child as much responsibility as he/she can handle to control their own behaviour.
- Only give choices if you will accept the child's choice.
- Be consistent
- Avoid power struggles - If you can't avoid them use the least amount of power necessary.
- Follow through. If you can't follow through, then don't start.

## Do...

- Make sure you have the child's attention before you speak to him/her.
- Use simple, concrete language and short sentences, and show as well as tell what you require him/her to do
- Take a positive approach
- Give the child some advanced warning of what you will be asking him/her to do.
- Keep a special look out for co-operative behaviours and praise them enthusiastically
- Make sure you choose strategies and limits that work with the child.
- Be CONSISTENT

## Don't...

- Give any commands/threats that you have no intention of enforcing
- Give more than one instruction at a time
- Set unrealistic standards of behaviour
- Use any unnecessary over reactions for coping with minor misbehaviour
- Use future threats, or extract promises of better conduct
- 'Lecture' the child
- Fall into the 'short term benefit trap' - ie: using a strategy which stops the undesirable behaviour for a short time, but also has some kind of undesirable effect.

# Disability Information

**The following is general information on some of the most common disabilities our Host Volunteers will encounter. For further reading and more detailed information, please refer to our list of useful websites on page 21.**

## CEREBRAL PALSY

Cerebral palsy is a developmental disability that results from damage to or dysfunction of the developing brain. The impairments associated with cerebral palsy are non-progressive but permanent. Varying degrees of disability related to functional mobility (movement and posture), daily living skills, and communication / socialisation skills results from these impairments.

Cerebral refers to the brain. Palsy can mean weakness or paralysis or lack of muscle control. Although Cerebral Palsy is a permanent condition, as a person learns and grows and practices skills, more control over movement may be achieved. No two individuals are affected in the same way ... some people may have minor motor skill problems, while others may be totally physically dependent.

With effort it is possible to maximise function and minimise the disadvantage a person experiences as a consequence of disability or society and create new opportunities for greater participation and enhanced quality of life for people with cerebral palsy.

How does Cerebral Palsy affect the body?

Usually, there is a tension or 'tone' in the muscles, enabling us to stand or move our bodies freely. This 'tone' is controlled by messages from the brain. Cerebral palsy distorts messages from the brain to cause either increased muscle tension (called hypertonus) or reduced muscle tension (called hypotonus). Sometimes this tension or 'tone' will fluctuate, becoming more or less obvious. Similarly, messages sent from the brain can be out of time, sent to the wrong muscle, or not at all.

## DOWN SYNDROME

Did you know?

- This is one of the most common genetic birth conditions.
- About one in every 660 babies are born with Down syndrome
- Down syndrome is the result of an extra chromosome 21 in every cell, but the cause is unknown.
- People don't suffer from Down syndrome. It is a condition, not an illness. There is no pain or distress involved, however some may have associated medical problems.
- Down is the surname of the English physician who first categorized the particular group of characteristics belonging to the syndrome in 1866.

Down syndrome affects people of all ages, races and economic levels. It is one of the most frequently occurring chromosomal anomalies found in humans, occurring once in approximately every 660 babies born throughout the world, male and female alike. It is one of the most common known causes of intellectual disability. Down syndrome is caused by an extra copy of chromosome 21 (d21). It is a chromosomal accident, not caused by anything the parents may have done before or during pregnancy.

Down syndrome is recognisable at birth because of some typical physical characteristics and diagnosis will be confirmed by chromosome analysis. While people with Down syndrome do have features in common, they also closely resemble their parents and family. Many characteristics are attributed to Down syndrome, but any one person will have only some of them.

Each person is an individual, with a unique appearance, personality and set of abilities. The extent to which each child shows the physical characteristics of the syndrome is no indication of his or her intellectual capacity.

## **INTELLECTUAL DISABILITY**

Intellectual disability means that a child learns more slowly than other children of the same age and has difficulties learning the range of skills that will be needed to live and work in the community independently.

These include communication, self-care, social and personal safety skills.

Children with an intellectual disability will have limitations in thinking skills, including the ability to reason (working things out) and remember.

They will have difficulties with attention and organising information.

Children with an intellectual disability have trouble seeing how things or how events relate to each other. For example, they may find it difficult to understand that forks, knives and spoons all belong to a bigger category called cutlery.

In order to learn effectively, children with an intellectual disability will need certain types of structure and support.

## **AUTISM**

In Autism the impairments in the social and communication areas are severe and sustained and clearly present before the age of three years. The child is often anxious, has poor attention and motivation, responds unusually to many different stimuli and is observed as being 'different' from other children.

Speech is delayed, or largely absent. A strong reliance on routine is apparent, and the child can have a range of ritualistic behaviours such as toe walking, hand flapping and finger gazing.

The child/adult with autism may also be intellectually disabled. Sometimes, clinicians will refer to Classic Autism or Kanner Autism. This is because they believe the child fits the early descriptions of Autism published by Dr Leo Kanner in the 1940's.

## **HIGH FUNCTIONING AUTISM**

High Functioning Autism is a loosely used term (not defined in the diagnostic criteria) to describe a child or adult who meets the criteria for a diagnosis of Autism, but is not as severely affected as the more classically autistic person.

## **ANOTHER THING...**

Irrespective of the diagnosis or where they fit on the spectrum, each child or adult diagnosed with an Autism Spectrum Disorder is developmentally delayed, has significant difficulties participating in day-to-day life and requires sensitive understanding and specialist support and intervention.



# Activity Ideas

## WHY NOT TRY...

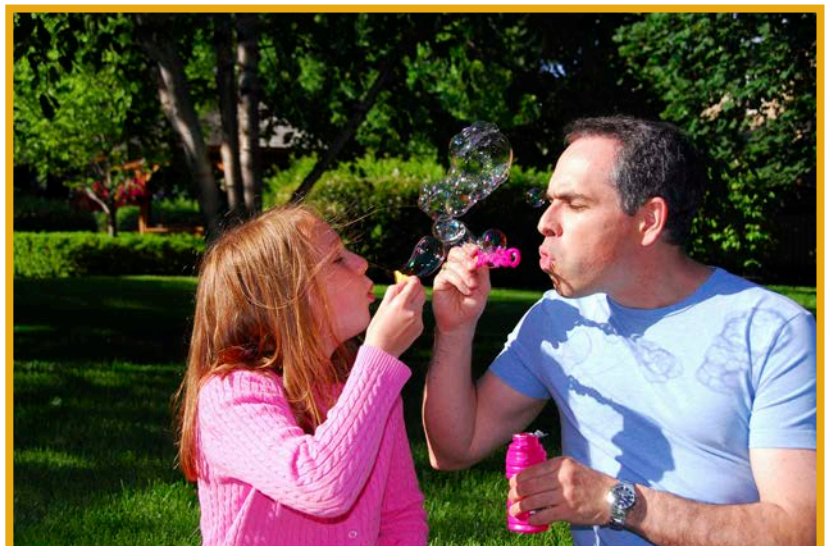
- Walks in the park / bush
- Fossicking for natural materials – pine cones, leaves, shells
- Going for a picnic – at the park, beach, pool
- Make a kite and fly it
- Pot a seedling or a bulb
- Make a small garden bed
- Plant a tree and watch it grow over the year
- Play skipping rope or hopscotch
- Have a water fight on a hot day
- Play under the sprinkler

## HOW ABOUT...

- Freeze fruit on a stick for a great snack
- Bake some bread or make cookies or a cake
- Make cards and wrappings for those gifts
- Make bubbles in the backyard
- Invent your own scarecrow for the garden or a bird feeder
- Pack a lunch and eat outside – Anywhere!
- Put on some music and dance
- Have a family concert

## AND WHY NOT...

- Have some friends over for a “dress up” party
- Turn a meal into a BBQ and cook outside
- Plan regular ‘get togethers’ with friends/family and share the catering
- Have a game of marbles or jacks
- Visit antique stores and craft markets for a browse.



**Your options are only limited by your imagination!**

# How to Make Play Dough

## Cooked salt dough

- 1 cup salt
- 2 cups flour
- 4 teaspoons cream of tartar
- 2 tablespoons cooking oil
- 2 cups water
- Powder paint or food colouring
- Saucepan

### Method

Mix ingredients in saucepan. Add colouring. Cook on medium heat for 3-5 minutes, stirring constantly until it becomes stiff. Store in airtight container in refrigerator. It will last for a quite a while and has the consistency of commercially prepared play dough. Additionally colour may be worked into dough.



## Uncooked salt dough

- 2 cups flour
- 1 cup salt
- 1 tablespoon cooking oil
- 1 cup water
- Powder paint or food colouring
- Bowl
- Spoons

### Method

Mix powder paint with flour and salt. Add oil and water. Knead. Children will like to use rollers, biscuit cutters and toothpicks with dough. Store dough in plastic bags. If it becomes sticky, add more flour. Dough will keep for more than a week, even longer if it's kept in a refrigerator but it has a tendency to crumble. Small shapes of this mixture can be baked in a 225 degree oven for 45 mins to make them hard.

Makes enough for six children.

# Choc Chip Cookies Recipe

- 125g unsalted butter, softened
- 1 ¼ cups tightly packed brown sugar
- 1 teaspoon vanilla essence
- 1 egg, lightly beaten
- 1 ½ cups plain flour
- ½ teaspoon baking powder
- 2 bags of cooking chocolate chips  
(1 x white + 1 x milk)

Preheat the oven to 180°C.

Place butter and sugar in a large bowl and beat until light and creamy.

Add vanilla and egg and stir to combine.

Stir in sifted flour and baking powder until just combined.

Fold through choc chips.

Place in the fridge until firm.

Place spoonfuls of mixture on a lined baking tray, allowing room for spreading (don't flatten spoonfuls).

Cook for 15-20 mins, until they turn pale gold.

Allow to cook on the tray for 5 mins before placing biscuits on a wire rack to cool further.

Eat and enjoy!





# Useful Websites

Interchange	<a href="http://www.interchange.org.au">www.interchange.org.au</a>
HACC	<a href="http://www.health.vic.gov.au/hacc/">www.health.vic.gov.au/hacc/</a>
VMIA – insurance	<a href="http://www.vmia.vic.gov.au/">www.vmia.vic.gov.au/</a>
Disability Information Victoria	<a href="http://www.disability.vic.gov.au">www.disability.vic.gov.au</a>
Australian Human Rights Commission	<a href="http://www.humanrights.gov.au/disability_rights/">www.humanrights.gov.au/disability_rights/</a>

## Disability specific

Autism Victoria	<a href="http://www.autismvictoria.org.au">www.autismvictoria.org.au</a>
Down Syndrome Victoria	<a href="http://www.dsav.asn.au">www.dsav.asn.au</a>
Cerebral Palsy	<a href="http://www.cpaustralia.com.au">www.cpaustralia.com.au</a>
Able Australia (formerly deaf/blind association)	<a href="http://www.ableaustralia.org.au">www.ableaustralia.org.au</a>

## Health specific

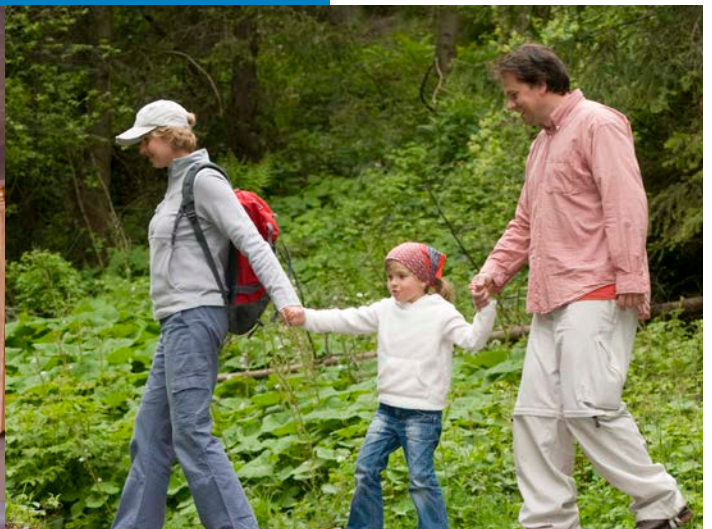
Asthma Foundation	<a href="http://www.asthma.org.au">www.asthma.org.au</a>
Epilepsy Action Australia	<a href="http://www.epilepsy.org.au">www.epilepsy.org.au</a>

## Other

Royal children's hospital safety centre	<a href="http://www.rch.org.au/safetycentre">www.rch.org.au/safetycentre</a>
Raising children network	<a href="http://www.raisingchildren.net.au">www.raisingchildren.net.au</a>
Kidsafe Victoria	<a href="http://www.kidsafevic.com.au">www.kidsafevic.com.au</a>
Association for Children with a Disability	<a href="http://www.acd.org.au/">www.acd.org.au/</a>
Carers Victoria	<a href="http://www.carersvic.org.au/">www.carersvic.org.au/</a>



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