



CHCDIS017

**Facilitate community
participation and social
inclusion**

**LEARNING
ACTIVITY
BOOKELT**



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Overview

CHCDIS017 – Facilitate community participation and social inclusion (Release 1)

This unit describes the performance outcomes, skills and knowledge required to develop and facilitate person-centred strategies for participation in various community settings, functions and activities to enhance the psychosocial wellbeing and lifestyle of a person with disability.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCDIS017>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide
- Volunteers to participate in a role play
- A copy of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) document

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person who is blind or has low vision.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disability have:

- The same learning opportunities as learners without disability, and
- The same opportunity to perform and complete assessments as those without disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disability in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in [Blue Underlined Text](#).

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for Mac users**.

Formative Activities

I. Support the Person with Disability to Identify and Engage in Social Networks Within the Broad Community

Activity 1.1

Matching Type

Listed below are the different individual needs represented by Maslow's Hierarchy of Needs.

- a. Love and belonging
- b. Self-esteem
- c. Physiological needs
- d. Safety and security
- e. Self-actualisation

Match each term to their description below. Write the letter that corresponds to your answer in the space provided.

Description	
	i. This need revolves around the desire to accomplish everything that the person can and to become the most they can be.
	ii. These are biological needs for a person's survival.
	iii. This involves human emotional needs to feel wanted and appreciated.
	iv. This relates to the person's sense of worth with regards to themselves and to how others perceive them.
	v. This is the sense of order and control in a person's life.

Activity 1.2

True or False

Review the statements below about facilitating active engagement in a social network with the person. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. When a person is actively engaged, other participants will be more aware of their presence.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Robbing a person of their dignity of risk hinders their learning and growth as well as worsens their quality of life.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. A person-centred practice means that the person living with disability is the centre of all decisions related to their life.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Active support is not essential during the person's active engagement and participation in various activities.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. When facilitating active engagement, you have to closely observe and monitor the progress and performance of the person, but it is not necessary to observe and monitor everyone else involved in the activities.

Activity 1.3

SCENARIO

You are a support worker who has been recently tasked to support Ted, a teenage person with disability, with his engagement with social networks. You want Ted to be at ease and active whenever you collaborate to identify his strengths, abilities, interests and support requirements. So, you try to make him comfortable around you through proper communication and rapport building.

The most comfortable place for a first meeting is Ted's home. So, you decide to visit him there for your first meeting. During this meeting, Ted is accompanied by his mother, Michelle. She says that she would like to keep watch in case Ted needs anything. Her presence may also help Ted feel more at ease with you.

Role Play Activity

Role play the scenario with two volunteers to identify the person's strengths, abilities, interests and support requirements while demonstrating the practical skills listed in the checklist below.

Perform this activity while being observed by your trainer. If your trainer is not available to observe you directly, you may video record the role play activity and submit the recording to your trainer.

Your role

For this activity, you will take the role of the support worker.

The volunteers' role

For this activity, the volunteers will take the role of:

- Ted
- Michelle

Role Play Checklist (For trainer's use only)

During the role play activity:	YES	NO
1. The learner speaks directly to the person with disability, especially when the topic or questions are about them. The learner does not use the person's mother as a go-between during the conversation.	<input type="checkbox"/>	<input type="checkbox"/>

Role Play Checklist (For trainer's use only)

During the role play activity:	YES	NO
2. The learner uses a normal tone of voice when speaking to the person with disability.	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner uses a normal speed of speech when speaking to the person with disability.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner is polite when talking to the person with disability. They reply with positive words.	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner is patient when talking to the person with disability. They wait for the person's response and do not cut them off in the middle of a statement.	<input type="checkbox"/>	<input type="checkbox"/>
6. The learner does not bring up the person's disability unless they are specifically talking about the person's struggles and needs that need to be resolved.	<input type="checkbox"/>	<input type="checkbox"/>
7. The learner does patronise the person with disability. The learner gently and respectfully lets the person know when there is a struggle in understanding one another.	<input type="checkbox"/>	<input type="checkbox"/>
8. The learner asks the person with disability and their support system what helps them communicate better and more comfortably.	<input type="checkbox"/>	<input type="checkbox"/>
9. The learner apologises properly and sincerely in case they mistakenly bring up topics that are uncomfortable to the person with disability.	<input type="checkbox"/>	<input type="checkbox"/>
10. The learner apologises properly and sincerely in case they mistakenly do things that are uncomfortable to the person with disability.	<input type="checkbox"/>	<input type="checkbox"/>

Trainer's overall feedback on the learner's performance during the role play activity:

II. Assist with the Development and Implementation of a Community Support Plan

Activity 2.1

Fill in the blanks

The following are statements about parts of an individualised plan. Review each and complete the statement by filling in the missing words/phrases.

i.	The _____ is a goal-directed and person-centred document that contains all guidelines for the community support, services, participation and activities that the person should follow.
ii.	Each part of the individualised plan tackles a certain factor that contributes to its flow and _____ as a whole.
iii.	The suitable participation and inclusion activities to include in the plan for the person with disability will depend on their _____, abilities, interests and _____.
iv.	Limitations are the end of your and everyone's capacities in performing _____ and accessing _____.
v.	Part of the plan is identifying _____ and preparing for them so that the person does not get _____ during the activity.

Activity 2.2

SCENARIO

Randy was recently hired as an office worker. He is someone who is hard of hearing because of a past accident. He is great at his work but has a hard time socialising with colleagues because of his hearing. He wears a hearing aid, and some people poke fun at it or joke about his disability in front of him. This impacts Randy's feelings negatively. He also does not hear others call out to him from a distance, even with the hearing aid. Because of this, his colleagues began to think that he was not interested in getting to know them. They have stopped making efforts to call out to him and have started ignoring him. Randy notices this change in their attitude but is oblivious to why it is happening. And so, he continues to struggle to socialise with his colleagues. This issue has been noticed by the management. But instead of asking Randy about the matter, they decided to warn him that he would receive low-performance scores for lack of teamwork if the issue were not resolved. They tell him that teamwork is an essential part of the working process and that he is on the way to failing at it.

Based on the case study, identify the three factors that contribute to Randy's struggles in the workplace.

i.
ii.
iii.

Access and review [Article 27 of the United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#). Identify four States Parties' responsibilities to safeguard and promote the realisation of the person with disability's right to work that are not being met in the situation indicated in the case study.

i.
ii.
iii.
iv.

III. Develop Strategies to Minimise Isolation for Person with Disability

Activity 3.1

Matching Type

Identify the Augmentative and Alternative Communication (AAC) tool being described in each statement below.

Augmentative and Alternative Communication (AAC) Tools
Closed-Captioning Software
Word Prediction Software
Noise-Cancelling Headphones
Eye Gaze
Pocket Magnifiers

Description	
	i. This aids the person with writing and spelling difficulties by recalling required words that can improve their grammar and sentence structure.
	ii. Compact lenses that allow the person to magnify reading materials physically.
	iii. An electronic device that allows the person to communicate by looking at words or commands on a screen.
	iv. These are devices that eliminate distracting background noises to prevent overstimulation.
	v. This software displays the text version of the spoken part of videos.

Activity 3.2

SCENARIO

George is a person with reduced mobility who now relies on a wheelchair to be able to move on his own. This is because he has lost both of his legs in a factory accident. While he can also use prosthetic legs, he feels that they are painful and uncomfortable, especially whenever he is out of the house for the whole day. After healing from the accident, he started working at a small shop as a cashier. The owner is a kind man who wants to help empower people living with disability in any way.

However, George has to travel by train to get to the shop from his house. And every day, he has to deal with issues at the railway station that result from his use of a wheelchair. The most common ones are the following:

- There are stairs he needs to climb to get to the station platform.
- The entrance to the train is slightly elevated from the ground.
- Many impatient people complain when he struggles to board the train.
- The staff in the station gives him a mean look when he asks for assistance.
- Other people often express complaints that his wheelchair takes up a lot of space on the train.

Even though George usually arrives at the shop safely and on time, these issues take a toll on him physically and mentally. After all, he has to deal with them daily.

List the five travel issues of a person with disability found in the case study and identify what type of issue each one is.

Issue	Type
i.	
ii.	
iii.	
iv.	
v.	

Based on the case study, list four steps you can take to identify strategies that can help George overcome his issues.

i.
ii.
iii.
iv.

IV. Determine Risks Associated with Supporting Community Participation and Inclusion

Activity 4.1

True or False

Review the statements below about risk assessment and mitigation. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Risk assessment is the process of identifying what could go wrong and deciding on an applicable countermeasure.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. When performing a risk assessment, only some sources of risk in the current situation have to be identified.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Generally, there are three steps in risk assessment.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. The process to remove or reduce harm towards the person is called risk mitigation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. The support worker themselves must develop a risk mitigation strategy for the person instead of guiding them and their support system to do it.

Activity 4.2

List all steps in risk assessment discussed in the Learner Guide.

i.
ii.
iii.
iv.
v.

End of Document