

CHCDIS012

Support community
participation and social
inclusion



LEARNING ACTIVITY BOOKLET

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Table of Contents

Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Identify Opportunities for Community Participation and Social Inclusion	8
Activity 1.1	8
Activity 1.2	9
Activity 1.3	10
II. Implement Strategies for Community Participation and Inclusion.....	11
Activity 2.1	11
Activity 2.2	13
Activity 2.3	14
III. Identify, Address and Monitor Barriers to Community Participation and Social Inclusion.....	15
Activity 3.1	15
Activity 3.2	17

Overview

CHCDIS012 - Support community participation and social inclusion (Release 1)

This unit describes the performance outcomes, skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial wellbeing and lifestyle in accordance with the person's needs and preferences.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct, indirect or remote supervision.

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/CHCDIS012>

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

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 with vision impairment.

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 disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

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 persons 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.

Formative Activities

I. Identify Opportunities for Community Participation and Social Inclusion

Activity 1.1

True or False

Review the statements below about consulting with persons with disability to determine their support requirements for engaging with a social network. 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. Preferences refer to what ideas and activities that the client wants to learn and participate in.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Manner of participation refers to how persons with disability will interact with others within their social networks and communities.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. When a person with an impairment interacts with society, they often experience discrimination. Discrimination is the unfair treatment of people on various grounds.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Active citizenship refers to being earnestly involved with one's community. This matters for persons with disability, as they also want to work with others with the same interests, goals and preferences like everyone else.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. You do not need to follow the principles of person-centred practice to ensure that your clients' opinions are heard and they will be happy with your service.

Activity 1.2

Matching Type

Listed below are the community participation options.

- a. Resources
- b. Programs
- c. Agencies
- d. Services
- e. Aids and Equipment

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
	i. These refer to organisations that provide specific services for persons with disability to aid them in participating in their community.
	ii. These refer to sources of information on how persons with disability can participate in their community.
	iii. These refer to activities and initiatives conducted by different organisations with the goal of supporting persons with disability in community participation.
	iv. These refer to assistive technologies (AT) that help persons with disability fully participate in their communities.
	v. These refer to transport services and health services that are relevant to supporting persons with disability in participating in their community.

Activity 1.3

SCENARIO

You are a disability support worker from a community centre in Victoria. One of your clients is Maggie Summers, a ten-year-old girl with full vision loss. She loves being in the water and is a big fan of the Paralympics. She shares with you that her biggest dream is to be a Paralympic athlete. Maggie wants to learn how to swim.

Maggie's parents want to support Maggie's interest in swimming, but they are worried about her safety around water. Maggie has only been in shallow pools where the water only reached up her knees. They are also worried about the availability of sport programs for children who have full vision loss.

List down two pieces of community information about swimming programs that you can provide to Maggie and her parents.

i.

ii.

Explain how you can ensure Maggie will get the resources she need to swim.

II. Implement Strategies for Community Participation and Inclusion

Activity 2.1

SCENARIO

You have been assigned to be the disability support worker of Becky Fields. Becky is a young adult with autism who has difficulties with socialisation. During your discussion with Becky regarding her individualised plan, you learn that Becky loves activities that involve books.

As her disability support worker, you are tasked to find social activities for Becky that focus on reading. During your research, you found that the local library has a book club program for people with intellectual and developmental disabilities to read, learn and socialise with others. Each club has at least four members and two volunteer facilitators who are trained to engage readers of all levels.

In your next meeting with Becky, you bring up the book club program as an option for Becky to build her social skills. Becky is excited by the idea and wishes to join the program. She will need your support in accessing the option.

Role Play Activity

Role play the scenario with a volunteer to support the person with disability in accessing community participation program 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 directly observe you, 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 disability support worker

The volunteers' role

For this activity, the volunteer will take the role of the client.

Role Play Checklist (For trainer's use only)**During the role play activity:****YES****NO**

1. The learner contacts the person/organisation who can provide the program.
2. The learner provides the client with online links related to the program.
3. The learner assists the client in filling out documents required to access the program.

☐☐☐☐☐☐

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

Activity 2.2

Matching Type

Identify the assistive technology for communication being described in each statement below.

Assistive Technology for Communication
FM Systems
Eye Gaze
Audiobooks
Memory Aids
Noise-Cancelling Headphones

Description	
	i. These are recordings of print materials being read out loud.
	ii. These wireless devices use radio signals to connect a microphone to hearing aids or receivers.
	iii. These eliminate distracting background noises to prevent overstimulation.
	iv. These devices assist the person in recalling information or steps to accomplish activities.
	v. An electronic device that allows the person to communicate by looking at words or commands on a screen.

Activity 2.3

Fill in the blanks

The following are statements on strategies to address negative attitudes expressed by stakeholders community participation and social inclusion. Review each and complete the statement by filling in the missing words/phrases.

i.	Find out _____ behind the negative attitude. The person concerned may have _____ which causes the negative attitude.
ii.	Focus on the behaviour of the person concerned when discussing the negative attitude. Keep your emotions _____. Do not use the discussion as a cover for judging or critical of the person concerned. Judgement is only your _____ of the person's character and is not neutral. Make sure to pause and think about where the feedback is coming from and how positively the person can receive it.
iii.	Be specific and precise. Addressing the negative attitudes should be _____ and to the point. Offering general and vague comments can leave the person confused about what they have to work on. Provide _____ of the action in question.
iv.	Make conversations a two-way street. Take time to engage with the person concerned and check for their understanding. Let the person respond to what you said and allow them to ask _____. This shows your _____ for the person's opinions. It can also clear any misunderstandings you might have about their attitudes.

III. Identify, Address and Monitor Barriers to Community Participation and Social Inclusion

Activity 3.1

Matching Type

Listed below are some of the common barriers to community participation and social inclusion.

- a. Physical Barriers
- b. Systemic Barriers
- c. Personal Barriers
- d. Skill Barriers
- e. Structural Barriers
- f. Resource Barriers
- g. Psychological Barriers
- h. Stigma
- i. Self-stigma
- j. Discrimination

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
	i. These barriers may involve the family or cultural background of the person with disability.
	ii. These barriers are structural obstacles that can affect one's ability to move freely. These barriers are found in the person's environment.
	iii. These barriers are related to the person with disability not having enough training opportunities to develop their skills because of stigma against persons with disability.
	iv. These barriers may occur when there are simply no available resources that can meet the needs of the person with disability.
	v. These barriers are related to laws or policies that discriminate against persons with impairment. These contribute to the individual and emotional obstacles a person may experience.
	vi. These barriers may take place when the person with disability does not have a complete understanding of the services that are available.
	vii. This barrier arises when people focus on the person rather than focusing on their illness.
	viii. These barriers include personal perception, lack of self-confidence, low self-esteem, negative body image and perception of others.
	ix. This barrier happens when a person with a disability is poorly treated or does not get the same opportunities as others in the same situation.
	x. This barrier is the result of internalising stigma and other negative attitudes.

Activity 3.2

Identify and describe:

- i. Two strategies for systemic advocacy
- ii. Two strategies for individual advocacy

Strategies for systemic advocacy	Description
i.	
ii.	
Strategies for individual advocacy	Description
i.	
ii.	

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