

CHCDIS011

Contribute to ongoing skills development using a strengths-based approach



**LEARNING
ACTIVITY
BOOKLET
(TRAINER COPY)**

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Version Control & Document History

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Overview

CHCDIS011 - Contribute to ongoing skills development using a strengths-based approach (Release 1)

This unit describes the performance outcomes, skills and knowledge required to assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individual plan and using a positive, strengths-based approach.

This unit applies to individuals who work with people with disability in various community services and health contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect 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/CHCDIS011>

Trainer 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 learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

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

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).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

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 activity

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 disabilities 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 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.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

Formative Activities

I. Contribute to Skills Assessment

Activity 1.1

Matching Type

Listed below are the stakeholders involved in the provision of disability support.

- a. Support worker
- b. Supervisor
- c. Carer
- d. Family member
- e. Health professionals

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

Mapping: CHCDIS011 PC1.2 (p), KE3.1 (p), KE3.2 (p), KE3.3 (p), KE3.4 (p), KE3.5 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1

Description of the stakeholder's role	
b	i. This stakeholder provides mentoring and share knowledge practice.
a	ii. This stakeholder assists with domestic tasks and chores.
e	iii. This stakeholder diagnoses health issues relevant to the client's disability.
d	iv. This stakeholder provides support, love and care for the client.
c	v. This stakeholder provides medications based on the medication record and schedule.

Activity 1.2

Complete the table by:

- Identifying the four criteria your documentation must have to be useful to anyone who may need access to them.
- Describing the importance of each criterion.

Mapping: CHCDIS011 PC1.3 (p), KE21.1 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 1, Subchapter 1.3

Marking guide

The learner must complete the table by:

- Identifying the four criteria your documentation must have to be useful to anyone who may need access to them.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the given model answers below (in no particular order.)

- Describing the importance of each criterion.

Responses will vary. For a satisfactory performance, their response must be:

- Consistent with the identified criterion.
- A description of the importance of the criterion.

Model answers are provided below for the trainer's reference.

Criteria	Importance of each criterion
i. Timely	Having timely records is important to keep track of important dates and times relevant to providing the necessary service for the client.
ii. Accurate	Having accurate records ensures information is correct and authentic.
iii. Objective	Having objective records is important to get an exact explanation of what happened during events that involve the client.
iv. Detailed	Having detailed records is important for support workers to see important matters that they need to consider in service provision.

II. Assist With Ongoing Skills Development

Activity 2.1

Matching Type

Identify the tools and equipment used in the learning process being described in each statement below.

Tools and Equipment
FM systems
Notepads
Audiobooks
Autocomplete
Sensory regulators

Mapping: CHCDIS011 PC2.4 (p), KE12.0 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.1

Description	
Autocomplete	i. This feature can help predict words that a person with disability may type.
Notepads	ii. These allow the person with disability to communicate with others through writing.
Sensory regulators	iii. These allow the person with disability to cope with lowered or heightened senses.
FM systems	iv. These are wireless devices that use radio signals to connect a microphone to hearing aids or receivers.
Audiobooks	v. These are recordings of print materials that are read out loud.

Activity 2.2

True or False

Review the statements below about prompting and motivating. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCDIS011 PC2.6 (p), KE16.0 (p), KE19.0 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 2, Subchapter 2.6, Section 2.6.1

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. Gestural prompt refers to verbally telling the person with disability a command of what they need to do.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Verbal prompt refers to letting the person with disability follow what is being demonstrated.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Using too many prompts may create <i>prompt dependency</i> , wherein the client will wait for the prompt before acting.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. When family members are involved in their learning, the client becomes motivated as they feel supported.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Internal motivation refers to external rewards such as praise and approval used as motivators.

Activity 2.3

SCENARIO

Sam is a 12-year-old who has Trisomy 21, a type of Down Syndrome where each cell in the body has 3 separate copies of chromosome 21 instead of the usual 2 copies.

Sam really likes eating. She eats different fruits, vegetables and snacks from the groceries. However, she often gets constipated and experiences abdominal pain, fatigue and irritability due to having coeliac disease. This happens every time she accidentally eats food with gluten.

One of the goals Sam set during the skills development planning meeting is to be aware of gluten-free diet. The skill development strategies developed to meet this goal include:

- Providing her with visual supports that will teach her awareness of gluten-free diet
- Having her design a 'reminder board' that contains information about gluten-free diet.

After three weeks, there are major improvements with Sam. She has been eating healthy food and makes sure to read the labels before eating snacks from the groceries. The family posted pictures and displayed Sam's 'reminder board' to remind her of the food that she must and must not eat. She can still enjoy her favourite bread and pasta because her sister was able to prepare them gluten-free. However, there are still times when she becomes constipated. She is having difficulty finishing her water tumbler and just drinks half of it.

As her support worker, you must meet with Sam and her sister to monitor the effectiveness of the strategies and see if there are areas where Sam needs further support.

Role Play Activity

Role play the scenario with two volunteers to monitor the effectiveness of the strategies and provide Sam and her sister constructive feedback, 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 Sam's support worker.

The volunteers' role

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

- Sam
- Sam's sister

Mapping: PC2.9 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 2, Subchapter 2.9, Section 2.9.1

Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed below and while being observed by the trainer. The trainer must use the checklist below to evaluate the learner's performance during the activity.

Role Play Checklist (For trainer's use only)

During the role play activity:	YES	NO
1. The learner discusses the strategies implemented.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner discusses the goal being addressed by each strategy (i.e. to be aware of gluten-free diet).	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner asks Sam and her sister if the goal was achieved by each strategy.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner asks Sam and her sister how each strategy helped in achieving the goal.	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner asks Sam and her sister their thoughts if a strategy did not help achieve the goal.	<input type="checkbox"/>	<input type="checkbox"/>

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

III. Support Incidental Learning Opportunities to Enhance Skills Development

Activity 3.1

Fill in the blanks

The following are statements regarding providing encouragement in real-life situations. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCDIS011 PC3.1 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 3, Subchapter 3.1

- i. **Informal learning** refers to absorbing knowledge via daily life experiences. A person can learn by observing the people around them and how they interact with the environment. Through this observation, the person will be able to learn by **imitating the actions they see**.
- ii. **Potential learning** refers to situations where a person may develop their skills. Informal and potential learning opportunities are intrinsically linked. This is because both opportunities stem from a person's **daily life experiences**.
- iii. **Incidental learning** refers to any unintended learning. Incidental learning allows the person to learn while **engaging** in a task or an activity.
- iv. **Daily living** refers to the activities people do every day to keep themselves safe, healthy and feeling good. These activities are usually done in the **home of the person with disability**.
- v. **Community education** emphasises all community members can enjoy lifelong learning. Joining community education programs enables clients to **maintain their independence** and improve their skills to thrive.

Activity 3.2

Outline the four steps in the experiential learning process.

Mapping: CHCDIS011 PC3.3 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 3, Subchapter 3.3, Section 3.3.2

Marking guide

The learner must outline the four steps in the experiential learning process.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer (in the order specified below).

i.

Concrete Experience: Actively engaging with the experience.

ii.

Reflective Observation: Analysing what happened and viewing it from different angles.

iii.

Abstract Conceptualisation: Connecting ideas to understand the meaning of the experience.

iv.

Active Experimentation: Planning and testing out what was learned.

IV. Complete Documentation

Activity 4.1

SCENARIO

You are a disability support worker in a community centre.

This afternoon at 3:00 pm, Luis had an incident in the shared TV room. He was sitting on a couch with another resident named Mary. Luis was teasing Mary while she was watching her show on the TV. Mary expressed annoyance and asked him to stop. You also told Luis to stop teasing as it was upsetting Mary.

Luis continued to tease Mary until she began yelling at him and calling him rude. Another support worker interfered and spoke to Mary to calm her down.

You told Luis to get up and move to another table. Before we could separate them, Mary threw the TV remote and hit Luis in the face. Luis then threatened to hit Mary back. You and the other support worker separated the two and brought them to different rooms in the community centre.

You asked Luis if he was hurt and checked him for injuries. The incident did not leave a mark on his face. He also expressed that he was not hurt. When asked why he provoked Mary, Luis responded that he was just having fun.

Identify what kind of workplace report you must complete for this scenario.

Mapping: CHCDIS011 PC4.1 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 4, Subchapter 4.1

Marking guide

The learner must identify what kind of workplace report they must complete for this scenario.

For a satisfactory performance, their response must be consistent with the benchmark answer below.

Incident report

List down six important details that must be included in the workplace report.

Mapping: CHCDIS011 PC4.1 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 4, Subchapter 4.1

Marking guide

The learner must list down six important details that must be included in the workplace report.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer (in any order below).

i.
Who was involved in the incident.

ii.
What happened in the incident.

iii.
Where did the incident happen.

iv.
When did the incident happen.

v.
Why did the incident happen.

vi.
How did the incident happen.

Activity 4.2

Matching Type

Listed below are examples of workplace documents.

- a. One-page profile
- b. Learning log
- c. Communication profile and chart
- d. Progress notes

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

Mapping: CHCDIS011 PC4.2 (p)

Learner guide reference: CHCDIS011 Learner Guide, Chapter 4, Subchapter 4.2

Description	
b	i. This document is used to communicate the client's skills development.
d	ii. These documents record the progress of skill development from planning to implementation.
a	iii. This document contains vital information about the client on a single sheet of paper to be quickly shared with others.
c	iv. These documents are used to understand how a client converse with others.

End of Document