RTO 46044

HARVARD
MANAGEMENT INSTITUTE

CHCDIS018

Facilitate ongoing skills development using a person-centred approach

LEARNING ACTIVITY BOOKLET

2

Copyright

Version Control & Document History

Date	Summary of Modifications	Version
11 January 2023	Version 1.0 released for publishing	1.0
24 August 2023	Version 1.1 endorsed for use Fixed wording issues	1.1
5 March 2024	Version 1.2 endorsed for use	1.2

Table of Contents

Overview

CHCDIS018 - Facilitate ongoing skills development using a person-centred (Release 1)

This unit describes the performance outcomes, skills and knowledge required to plan, implement and review formal and informal ongoing skills development, in collaboration with a person with disability and incorporate into the person's individualised plan.

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/CHCDIS018

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 disabilities 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 Individual Skill Development Needs

Activity 1.1

True or False

Review the statements below about person-centred strategies you may use to identify the needs of people with disability. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

☐ TRUE ☐ FALSE	i. To understand people with disability is to recognise that they are unique individuals. Each person has their own experience of how they interact with others and the world. Understanding this will help you determine what they need to improve the quality of their lives.
☐ TRUE ☐ FALSE	ii. For many people with disability, the built environment acts as a major barrier to their social inclusion. However, this does not limit their independence.
☐ TRUE ☐ FALSE	iii. The Universal Declaration of Human Rights and Convention of the Rights of Persons with Disabilities state that all people with disability must be supported. As a support worker, you must know and understand the rights outlined in both declarations and treaties.
☐ TRUE ☐ FALSE	iv. Short-term goals refer to the goals the person with disability wants to accomplish in the far future.
☐ TRUE ☐ FALSE	v. One of the principles of strengths-based practice is that the person with disability has a responsibility to maintain and improve their wellbeing.

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Activity 1.2

SCENARIO

Noa Summers is a ten-year-old girl with partial hearing loss. Noa's parents asks you if it is possible for her to use assistive technology to aid her in school.

After being assessed by her occupational therapist, Noa is recommended to use in-ear hearing aids.

Identify the specialist who can teach Noa how to use in-ear hearing aids.

| |
| |

Outline the six steps that should be followed to refer Noa to the specialist.

| i. |
| ii. |
| iii. |
| iv. |
| v. |
| vi. |

II. Plan Person-Centred, Ongoing Skill Development

Activity 2.1

Matching Type

Identify the learning strategies being described in each statement below.

Learning Strategies
Formal training
Modelling
Mastery learning
Roleplaying
Group learning

	Description
	i. This strategy is done by assuming a specific role to interact with other people in a simulated environment.
	ii. This strategy refers to a type of learning that is delivered in a structured way.
	iii. This strategy refers to learning in small groups.
	iv. This strategy encourages learning at the pace of the person as they progress towards their goals.
	v. This strategy involves demonstrating ideas using examples, experiments and hands-on activities.

Activity 2.2

SCENARIO

You have been assigned to be the disability support worker of Olivia Fields. Olivia is a young adult with autism who has difficulties with socialisation. During your planning session with Olivia, you learned that one of her strengths is sewing. One of the learning goals set during the session is for Olivia to make her own clothes.

As her disability support worker, you are tasked to find formal learning activities for Olivia that focusing on clothes making. During your research, you found that the local community centre has a group learning program for people with intellectual and developmental disability to learn how to make clothes and socialise with others. You learn the following information about the program:

- Each group has at least four members and two volunteer facilitators who are trained to aid the members.

- The program lasts for a month, in which each member learns how to create a clothing of their choice.

- Each member is required to bring their own sewing kits.

In your next meeting with Olivia, you bring up the group learning program as an option for Olivia to build her social skills. Olivia is excited by the idea and wishes to join the program. She hopes to design and create her own sundress during the program.

Shown on the next page are the templates for a profile and individualised learning plan. Complete the templates below using all the information provided in the scenario.

12	**PROFILE**		
Name:			
Needs:		**Strengths:**	
Goals:		**Timeframe to Achieve Goals:**	

INDIVIDUALISED LEARNING PLAN			
Learning Objective:			
Formal Learning Activity	**Timeframe of Activity**	**Resources Needed**	**Required Personnel Assistance**

III. Implement Person-Centred, Ongoing Skills Development

Activity 3.1

i.	You must know how to _____ when working with people with disability. Not doing so can affect your _____ with the people under your care.
ii.	_____ seeks to improve the chances of others positively responding to the person with disability. _____ seeks to improve the skills of the person for them to assume positive roles in society.
iii.	_____ refers to a person's ability to make their own choices, actions and decisions. This involves providing specific needs to allow a person to feel free in directing themself. This feeling of freedom, in turn, enhances a person's _____.
iv.	_____ is the practice of providing the appropriate amount of support that can empower the person. The method encourages the person to _____, when possible, rather than having someone else do it on their behalf.
v.	The _____ is vital to empowering people with disability when providing care. Remember that empowerment involves recognising that all people can _____ for themselves.

Activity 3.2

i.	
ii.	
iii.	

IV. Evaluate Skills Development and Review Plan

Activity 4.1

SCENARIO

You are assigned as the disability support worker of Erik Taylor. Erik is a 16-year-old teenager diagnosed with spastic diplegia, a type of cerebral palsy (CP) that causes stiffness and contraction in a person's limbs. This condition has affected Erik's legs. He has extreme difficulty walking and moving around. He has a wheelchair at home but is now training to use his walkers.

One of the goals Erik set during the skills development planning meeting is to improve his mobility as soon as possible. The skill development strategies developed to meet this goal include:

- Encouraging Erik to use his walker

- Walking beside him in his activity room

- Reminding him on Monday, Wednesday and Friday morning that he needs to exercise at 9:00AM.

After two weeks of the skills development planning meeting, Erik is doing better. He is using his walker more often to help his mother at home. He's back to arranging stuff in their home, including the groceries that his mother bought. His mother now has more time for her own hobbies. Also, Erik is trying his best to walk more often when his family members are walking with him. However, it is still a challenge for Erik to wake up early in the morning, and he often misses his exercise routines.

As his support worker, you must meet with Erik and his mum to monitor Erik's improvement and see if there are areas where he needs further support.

Role Play Activity

Role play the scenario with two volunteers to monitor Erik's development and provide him and his mother 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 Erik's disability support worker.

The volunteers' role

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

- Erik
- Erik's mother

Role Play Checklist (For trainer's use only)		
During the role play activity:	**YES**	**NO**
1. The learner discusses with Erik and his mother the strategies implemented.	☐	☐
2. The learner discusses with Erik and his mother the goal being addressed by each strategy (i.e. improving Erik's mobility as soon as possible).	☐	☐
3. The learner asks Erik and his mother how the strategies helped in achieving the goal.	☐	☐
4. The learner discusses the improvements in Erik's performance.	☐	☐
5. The learner discusses the areas where Erik needs continuous support.	☐	☐
6. The learner asks Erik and his mother about areas where Erik needs further support.	☐	☐
7. The learner discusses new issues or concerns that arose after the implementation of strategies.	☐	☐
Trainer's overall feedback on the learner's performance during the role play activity:		

Activity 4.2

Matching Type

Listed below are ways to identify opportunities for ongoing skills development.

a. Review evaluation results

b. Provide means for self-study

c. Encourage group learning

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

		Description
	i.	This involves tracking what works and does not work well.
	ii.	This type of learning may be more effective for the person with disability who understands best in a group than by themself.
	iii.	This form of study encourages the person with disability to go beyond what is being taught by their instructors.

V. Identify and Implement Incidental Learning Opportunities to Enhance Skills Development

Activity 5.1

Matching Type

Identify the potential situations for informal learning being described in each statement below.

Potential Situations for Informal Learning
Daily Living
Community Education
Self-Study
Games

Description	
	i. This situation disguises learning of skills that a person might resist in traditional learning environment.
	ii. This situation includes activities people do everyday to keep themselves safe, healthy and feeling good.
	iii. This situation includes activities and programs provided by the community.
	iv. This situation involves a person studying at their own pace without any supervision.

Activity 5.2

Outline the four steps in the experiential learning process.

i.	
ii.	
iii.	
iv.	

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