



CHCDIS018

**Facilitate ongoing skills
development using a
person-centred
approach**



**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**

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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>

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 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.

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.

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.

Mapping: CHCDIS018 PC 1.1 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 1, Subchapter 1.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> 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.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> 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.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Short-term goals refer to the goals the people with disability wants to accomplish in the far future.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. One of the principles of strengths-based practice is that the people with disability has a responsibility to maintain and improve their wellbeing.

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.

Mapping: CHCDIS018 PC1.4 (p), KE4.0 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2

Marking guide

The learner must identify the specialist who can teach Noa how to use in-ear hearing aids.

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

Assistive technology technician

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

Mapping: CHCDIS018 PC1.4 (p), KE4.0 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2

Marking guide

The learner must outline the six steps that should be followed to refer Noa to the specialist.

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.

Identify what support Noa needs.

ii.

Develop a list of available specialist programs and services.

iii.

Present the list of available specialist services to Noa.

iv.

Once Noa agrees to a specialist service, contact the specialist service on their behalf with a warm referral.

v.

Define the role of the specialist service.

vi.

Record and report the referral.

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

Mapping: CHCDIS018 PC2.2 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1

Description	
Roleplaying	i. This strategy is done by assuming a specific role to interact with other people in a simulated environment.
Formal training	ii. This strategy refers to a type of learning that is delivered in a structured way.
Group learning	iii. This strategy refers to learning in small groups.
Mastery learning	iv. This strategy encourages learning at the pace of the person as they progress towards their goals.
Modelling	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.

Mapping: CHCDIS018 PC2.3 (p), PC2.4 (p)

Learner guide reference:

- *CHCDIS018 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2*
- *CHCDIS018 Learner Guide, Chapter 2, Subchapter 2.4*

Marking guide

The learner must complete the profile and individualised learning plan using the information provided in the scenario.

Benchmark answers are provided below for the trainer's reference in evaluating the learner's performance.

PROFILE			
Name:	Olivia Fields		
Needs:	Has difficulties with socialisation	Strengths:	Sewing
Goals:	To make her own clothes	Timeframe to Achieve Goals:	One month

INDIVIDUALISED LEARNING PLAN			
Learning Objective:	To design and create a sundress		
Formal Learning Activity	Timeframe of Activity	Resources Needed	Required Personnel Assistance
Group learning program	One month	Sewing kit	None

III. Implement Person-Centred, Ongoing Skills Development

Activity 3.1

Fill in the blanks

The following are statements about working with the person with disability to implement strategies in a manner that is respectful, motivating and empowering. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCDIS018 PC3.1 (p), KE1.1 (p), KE1.2 (p), KE1.4 (p), KE1.7 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 3, Subchapter 3.1

- i. You must know how to **respect, motivate and empower** when working with people with disability. Not doing so can affect your **relationship** with the people under your care.
- ii. **Image enhancement** seeks to improve the chances of others positively responding to the person with disability. **Competency enhancement** seeks to improve the skills of the person for them to assume positive roles in society.
- iii. **Self-determination** 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 themselves. This feeling of freedom, in turn, enhances a person's **internal motivation**.
- iv. **Active support** is the practice of providing the appropriate amount of support that can empower the person. The method encourages the person to **do things for themselves**, when possible, rather than having someone else do it on their behalf.
- v. The **human rights framework** is vital to empowering people with disability when providing care. Remember that empowerment involves recognising that all people can **make decisions** for themselves.

Activity 3.2

List down three ways you can support colleagues and other stakeholders to implement person-centred ongoing skills development.

Mapping: CHCDIS018 PC3.2 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1

Marking guide

The learner must list down three ways they can support colleagues and other stakeholders to implement person-centred ongoing skills development. For a satisfactory performance, although the wording may slightly vary, their response must be three of the following:

- Use plain language.
- Encourage open and honest communication.
- Use closed-loop communication.
- Facilitate training for colleagues.

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

Mapping: CHCDIS018 PC4.1 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 4, Subchapter 4.1

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 with Erik and his mother the strategies implemented.	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner asks Erik and his mother how the strategies helped in achieving the goal.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner discusses the improvements in Erik's performance.	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner discusses the areas where Erik needs continuous support.	<input type="checkbox"/>	<input type="checkbox"/>
6. The learner asks Erik and his mother about areas where Erik needs further support.	<input type="checkbox"/>	<input type="checkbox"/>
7. The learner discusses new issues or concerns that arose after the implementation of strategies.	<input type="checkbox"/>	<input type="checkbox"/>

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.

Mapping: CHCDIS018 PC4.3 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 4, Subchapter 4.3

Description	
a	i. This involves tracking what works and does not work well.
c	ii. This type of learning may be more effective for the person with disability who understands best in a group than by themselves.
b	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

Mapping: CHCDIS018 PC5.1 (p)

Learner guide reference: CHCDIS018 Learner Guide Chapter 5, Subchapter 5.1

Description	
Games	i. This situation disguises learning of skills that a person might resist in traditional learning environment.
Daily Living	ii. This situation includes activities people do everyday to keep themselves safe, healthy and feeling good.
Community Education	iii. This situation includes activities and programs provided by the community.
Self-Study	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.

Mapping: CHCDIS018 PC5.4 (p)

Learner guide reference: CHCDIS018 Learner Guide, Chapter 5, Subchapter 5.4

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.

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