



CHCDIS017

Facilitate community participation and social inclusion

**LEARNER
GUIDE**



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This Learner Guide

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>

About this Unit of Competency Introduction

As a worker, a trainee, or a future worker, you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

This Learner Guide Covers

Facilitate community participation and social inclusion

- I. Support the person to identify and engage in social networks within the broad community
- II. Assist with the development and implementation of a community support plan
- III. Develop strategies to minimise isolation for person with disability
- IV. Determine risks associated with supporting community participation and inclusion

Learning Program

As you progress through this unit of study, you will develop skills in locating and understanding an organisation's policies and procedures. You will build up a sound knowledge of the industry standards within which organisations must operate. You will become more aware of the effect that your own skills in dealing with people have on your success or otherwise in the workplace. Knowledge of your skills and capabilities will help you make informed choices about your further study and career options.

Additional Learning Support

To obtain additional support you may:

- Search for other resources. You may find books, journals, videos and other materials which provide additional information about topics in this unit.
- Search for other resources in your local library. Most libraries keep information about government departments and other organisations, services and programs. The librarian should be able to help you locate such resources.
- Contact information services such as Infolink, Equal Opportunity Commission, Commissioner of Workplace Agreements, Union organisations, and public relations and information services provided by various government departments. Many of these services are listed in the telephone directory.
- Contact your facilitator.

Facilitation

Your training organisation will provide you with a facilitator. Your facilitator will play an active role in supporting your learning. Your facilitator will help you at any time during working hours to assist with:

- How and when to make contact
- What you need to do to complete this unit of study
- What support will be provided.

Here are some of the things your facilitator may do to make your study easier:

- Give you a clear visual timetable of events for the semester or term in which you are enrolled, including any deadlines for assessments
- Provide you with online webinar times and availability
- Use ‘action sheets’ to remind you about tasks you need to complete, and updates on websites
- Make themselves available by telephone for support discussion and provide you with industry updates by email where applicable
- Keep in touch with you during your studies

Flexible Learning

Studying to become a competent worker is an interesting and exciting thing to do. You will learn about current issues in this area. You will establish relationships with other students, fellow workers, and clients. You will learn about your own ideas, attitudes, and values. You will also have fun. (Most of the time!)

At other times, studying can seem overwhelming and impossibly demanding, particularly when you have an assignment to do and you aren't sure how to tackle it, your family and friends want you to spend time with them, or a movie you want to see is on television.

Sometimes being a student can be hard.

Here are some ideas to help you through the hard times. To study effectively, you need space, resources, and time.

Space

Try to set up a place at home or at work where you can:

- Keep your study materials
- Be reasonably quiet and free from interruptions
- Be reasonably comfortable, with good lighting, seating, and a flat surface for writing.

If it is impossible for you to set up a study space, perhaps you could use your local library. You will not be able to store your study materials there, but you will have a quiet place, a desk and chair, and easy access to the other facilities.

Study Resources

The most basic resources you will need are:

- A chair
- A desk or table
- A computer with internet access
- A reading lamp or good light
- A folder or file to keep your notes and study materials together
- Materials to record information (pen and paper or notebooks, or a computer and printer)
- Reference materials, including a dictionary

Do not forget that other people can be valuable study resources. Your fellow workers, work supervisor, other students, your facilitator, your local librarian, and workers in this area can also help you.

Time

It is important to plan your study time. Work out a time that suits you and plan around it. Most people find that studying, in short, concentrated blocks of time (an hour or two) at regular intervals (daily, every second day, once a week) is more effective than trying to cram a lot of learning into a whole day. You need time to ‘digest’ the information in one section before you move on to the next, and everyone needs regular breaks from study to avoid overload. Be realistic in allocating time for study. Look at what is required for the unit and look at your other commitments.

Make up a study timetable and stick to it. Build in ‘deadlines’ and set yourself goals for completing study tasks. Allow time for reading and completing activities. Remember that it is the quality of the time you spend studying rather than the quantity that is important.

Study Strategies

Different people have different learning ‘styles’. Some people learn best by listening or repeating things out loud. Some learn best by ‘doing’, some by reading and making notes. Assess your own learning style and try to identify any barriers to learning which might affect you. Are you easily distracted? Are you afraid you will fail? Are you taking study too seriously? Not seriously enough? Do you have supportive friends and family? Here are some ideas for effective study strategies:

1. **Make notes.** This often helps you to remember new or unfamiliar information. Do not worry about spelling or neatness, as long as you can read your own notes. Keep your notes with the rest of your study materials and add to them as you go. Use pictures and diagrams if this helps.
2. **Underline keywords** when you are reading the materials in this Learner Guide. (Do not underline things in other people’s books.) This also helps you to remember important points.
3. **Talk to other people** (fellow workers, fellow students, friends, family, or your facilitator) about what you are learning. As well as help you to clarify and understand new ideas, talking also gives you a chance to find out extra information and to get fresh ideas and different points of view.



Using this Learner Guide

A Learner Guide is just that, a guide to help you learn. A Learner Guide is not a textbook. Your Learner Guide will:

1. Describe the skills you need to demonstrate to achieve competency for this unit.
2. Provide information and knowledge to help you develop your skills.
3. Provide you with structured learning activities to help you absorb knowledge and information and practice your skills.
4. Direct you to other sources of additional knowledge and information about topics for this unit.

How to Get the Most Out of Your Learner Guide

Some sections are quite long and cover complex ideas and information. If you come across anything you do not understand:

1. Talk to your facilitator.
2. Research the area using the books and materials listed under Resources.
3. Discuss the issue with other people (your workplace supervisor, fellow workers, fellow students).
4. Try to relate the information presented in this Learner Guide to your own experience and to what you already know.
5. Ask yourself questions as you go. For example, 'Have I seen this happening anywhere?' 'Could this apply to me?' 'What if...' This will help you to 'make sense' of new material, and to build on your existing knowledge.
6. Talk to people about your study. Talking is a great way to reinforce what you are learning.
7. Make notes.
8. Work through the activities. Even if you are tempted to skip some activities, do them anyway. They are there for a reason, and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the questions or instructions are phrased. Read the section again to see if you can make sense of it. If you are still confused, contact your facilitator or discuss the activity with other students, fellow workers or with your workplace supervisor.

Additional Research, Reading, and Note-Taking

If you are using the additional references and resources suggested in the Learner Guide to take your knowledge a step further, there are a few simple things to keep in mind to make this kind of research easier.

Always make a note of the author's name, the title of the book or article, the edition, when it was published, where it was published, and the name of the publisher. This includes online articles. If you are taking notes about specific ideas or information, you will need to put the page number as well. This is called the reference information. You will need this for some assessment tasks, and it will help you to find the book again if you need to.

Keep your notes short and to the point. Relate your notes to the material in your Learner Guide. Put things into your own words. This will give you a better understanding of the material.

Start off with a question you want answered when you are exploring additional resource materials. This will structure your reading and save you time.

Introduction



As of 2020, about 4.4 million people with disability live in Australia.

*Based on content from [People with disability in Australia](#), used under CC BY 4.0.
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This group includes children, older people or people of working age, both living independently or with their families. However, this demographic is not limited only to people who were born with disability. It encompasses people who were born without but experienced lasting injuries, as well as those dealing with mental health conditions.

The media has already raised much awareness about their needs and circumstances, but they are still prone to isolation because of others' various prejudices. This prevents them from fulfilling their social need—an essential part of psychological development. Without proper psychological development, their mental health declines. When that happens, people with disability become more likely to suffer. For example, they could develop chronic illnesses or sleep and eating disorders.

So, without proper socialisation, a person living with disability's quality of life can decline. Because of this, it is important to know how to facilitate their participation and inclusion in a community. This applies especially to workers tasked to work together with, support or take care of people with disability.

People living with disability are likely to face hardships when it comes to engaging with a community. You must assist them with community participation and inclusion activities. In turn, this helps them assimilate into the community more easily.

Community participation involves joining activities that let people with disability be part of the social groups around them. Activities can be leisure, sports, education, work and anything connected to a person's way of life.

Community participation is about:

- Stepping out into the world
- Meeting new people
- Trying new things
- Overcoming the social barriers caused by disability



On the other hand, *social inclusion* is the process that focuses on improving the sense of belongingness of the person within their community or social circles. It is the process of improving a person with disability's ability, opportunity and dignity in taking part in society. In an inclusive society, people living with disability can join activities and live without being limited by their situation or others' prejudices.

With everything above considered, *facilitating* community participation and social inclusion means the following:

- Be an active part of the development of plans for participation
- Assist and encourage a person living with disability during participation and inclusion activities
- Ensure that these activities will successfully improve the person's social needs

This learner guide describes and explains the performances, skills and knowledge needed to create and facilitate person-centred strategies for varied settings of community participation to enhance the wellbeing of a person living with disability. This Learner Guide is for workers in these various disability settings whose roles:

- Demand well-established person-centred skills, discretion and judgement
- Require the worker to take responsibility for their actions and decisions

In this learner guide, you will learn how to do the following:

- Support the person to identify and engage in social networks within the broad community
- Assist with the development and implementation of a community support plan
- Develop strategies to minimise isolation for person with disability
- Determine risks associated with supporting community participation and inclusion

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



In this chapter, you will learn how to work with and assist a person living with disability in identifying different social networks for a successful engagement. This includes identifying the necessary elements to make the engagement effective. The skills and knowledge in this chapter are all focused on how to discover the different factors involved in creating community participation and social inclusion plan and what these factors are.

After all, it is likely many people living with disability need assistance in a complex process such as this. Assistance can be in the form of:

- Being someone they can brainstorm with
- Someone to approach for acquiring necessary resources
- Someone to rely on for developing foolproof strategies in line with legalities and procedures

Since people with disability face challenges and all sorts of barriers on their own when it comes to engaging in their social networks, having support will greatly improve their chances of succeeding.

The table below contains a list of important terms in this chapter:

Terminology	Meaning/Description
Social network	This is the collection of social interactions and personal relationships. This could include friends, acquaintances, co-workers, schoolmates and other interpersonal relationships.
Barriers	In this context, barriers pertain to the obstacles and challenges that a person may encounter because of their disability which keeps them from participating or thriving in social activities. These could come in different forms, such as physical, mental, institutional and social.
Active engagement	This phrase means that a person is actively involved and participative in an event or activity. It means the person will do the activities independently instead of watching or listening to others doing them from the sidelines.
Social devaluation	Sociologist Erving Goffman introduced this term, which pertains to the process of a person's social identity diminishing in value or significance because of a trait associated with societal stigma. In this case, that trait is the person's disability.

Without learning the skills and knowledge in this chapter, it may become a challenge for you to accomplish related tasks in a real workplace scenario, which risks putting the person you are supposed to support at a disadvantage. This means the person may be unable to break through the barriers related to community participation and inclusion, leading to continued isolation.

This can result in social devaluation, which seriously affects a person. For one, the associated stigma causes a lot of stress, anxiety or depression in a person. At the same time, if others refuse to recognise them simply because of their disability, people with disability become at risk of losing opportunities at work, school and other social settings. They become unable to do certain activities because of these barriers, making their skills and talents neglected.

But with your support, the possibility for a person's successful integration into a community becomes higher. The person living with disability may also be able to avoid social devaluation altogether.

In this chapter, you will learn how to do the following:

- Identify the person's strengths, interests, abilities and support requirements
- Identify and connect with available services to explore community inclusion opportunities
- Identify services and networks that match the person's needs
- Identify support needs of the person during engagement in a social network
- Identify participation and inclusion barriers and develop strategies
- Identify and access appropriate resources with the person
- Inform the person and their support system about available options



1.1 Identify the Person's Strengths, Interests, Abilities and Support Requirements

A person's strengths, weaknesses and interests affect their engagement with various social networks. Unfortunately, many people living with disability have a hard time discovering these qualities about themselves. The nature of their disability can contribute to these difficulties, compounded by societal stigmas that create barriers (as mentioned in the Chapter 1 Opener). Your assistance, however, can help mitigate these barriers.

You can provide insight into their situation when you brainstorm with them. You can also offer advice as someone who works in the industry. This opens up more options and opportunities based on their circumstances.

You must learn the proper ways to communicate and work with a person living with disability and utilise their skills and interests to help them engage better.

Before moving on, here are some key terms you will encounter in this subchapter:

- **Collaborating with a person living with disability**

This means working closely together with the person, especially to create something. In this case, that 'something' pertains to their community participation and inclusion plans.

- **Assisting a person living with disability**

This means helping or supporting the person in fulfilling a task. You can accomplish this by doing a share of the work and providing them with their needs. When assisting a person, you do not perform the main task yourself. Instead, you are always present by the person's side to help only when they want or need you to.

- **Support requirements**

These are the person's needs that must be fulfilled for effective engagement with a social network. Some examples are moral, emotional and physical support and assistive technology/devices.



- **Assistive technology/device**

This is any gadget, equipment or system that the person can use to let them do certain tasks or actions more easily. This can be a tool that assists in daily living, such as modified eating utensils. It can also be for improving communication, such as hearing aids. Tools that help with movements, such as prosthetics and wheelchairs, also count as examples.



- **Social network**

This is the person's relationships, connections and interactions with other people.

1.1.1 Human Rights of People With Disability

Before collaborating with or assisting people living with disability, it is crucial to have a clear understanding of their rights. If you forget about them, any effort to improve their engagement with a social network will fail. After all, many people around people with disability already fail to consider or care about their rights. This leads to discrimination and various other reasons a person struggles to function and socialise. Any violation of a person's right reduces their quality of life. So, you must consider these rights in every possible situation.

Below is a list of the basics you need to uphold:

- Treat the person with dignity and respect.
- Recognise and promote the person's freedom of expression.
- Support active decision-making and individual choice.
- Provide fair support strategies based on minimal restrictive options.
- Establish preventive measures to ensure the person does not experience discrimination, exploitation, abuse, harm, neglect and violence.
- Address any breach of rights.
- Support the person with information and access to legal advice/advocacy.
- Recognise the role of families, friends, carers and advocates in securing the rights of people with disability.
- Keep personal information confidential and private.



Further Reading

The National Standards for Disability Services is a guide that contains a human rights framework for servicing and supporting people with disability. It encourages a uniform approach to enhancing the quality of services across Australia to cater to and improve the rights and outcomes of people living with disability. You may access it through the link below:

[National Standards for Disability Services](#)

1.1.2 Duty of Care

Aside from their rights, there are other frameworks to consider when working with and supporting people living with disability. These are legal and ethical frameworks relevant to them. These frameworks will guide you in responding to issues that may arise as you collaborate with the person. As such, they make up the guidelines behind the duty of care.



What Is Duty of Care?

Duty of care is the carer's legal duty to keep a person living with disability safe from harm, violence, neglect and abuse. This is because it is the person's right to live free of them. This duty exists when you are in a situation where your decisions and actions are likely to affect them during your service. It involves identifying risks to the person and taking care in dealing with these risks.

In this unit's context, it applies because your actions and decisions will affect the wellbeing of people living with disability. For example, how you communicate with and treat them will affect how well their planning will go.

These frameworks under the duty of care are published in various materials. Some are by the government and authorities for a uniform standard across a state or country. Some are unique to each organisation and company. This is because they make their guidelines to meet their circumstances.

Listed below are the different considerations for the duty of care and the guidelines for each:

Legal

- How does the law suggest you act?
 - National Standards for Disability Services (NSDS)
 - Australian Public Service Commission's Values (APS Values)
 - Australian Public Service Commission's Code of Conduct (APS Code of Conduct)
 - Different laws and guidelines per state/region

Ethical

- How do prevalent and personal morals suggest you act?
 - Personal values and morals
 - Established Australian values

1.1.3 How to Communicate and Work With a Person With Disability

Now that you recognise the person's rights and how you must act in their presence, you can move on to how you communicate with them directly. It is impossible to work with and assist a person living with disability if you cannot communicate with them in a way that encourages teamwork and productivity. So, the first step in working together is proper communication.

Here are some important pointers when it comes to communicating with the person:

- **Be polite and patient.**

People living with disability might experience communication challenges that differ from those commonly encountered. So, you have to be patient and allow them to finish expressing their thoughts. You must not show any negative reaction. Respect them and their ideas the same way you would do so for others.

- **Use a normal tone of voice.**

Some think that they have to slow down when speaking to a person with disability just because the person is struggling to talk. Some assume they need to use a higher-pitched tone to make the person understand better. However, this is not an ideal way to communicate with them as it not only gives more unwanted attention to their disability, it also infantilises them.

- **Speak directly to the person.**

Speak to them even if someone is accompanying them and even if they have difficulties communicating. This way, you treat them as individuals on the same level as everyone else. The end goal is to help the person engage with their community, so not talking to them contradicts that goal.

- **Only refer to the person's disability if necessary.**

The existing social stigma surrounding people living with disability already places undue emphasis on their disability. Unnecessarily highlighting their disability can make them feel different, singled out and even disconnected.



- **Avoid patronising the person.**

Do not pretend to understand them when you cannot. In the long run, this will only impede your communication and teamwork with one another. When you patronise them, and they realise it, you risk making them feel underestimated and even marginalised. This can be detrimental to their social progress. It is important to acknowledge your limitations and be honest if you are unfamiliar with their experiences.

- **Ask the person what helps with communication.**

If the person you are supporting is struggling, do not hesitate to ask them for anything they need or want to improve your communication. There are different ways to communicate, and if they are uncomfortable with speaking, you can resort to written and other methods that would be most comfortable to them.

- **Apologise when you have to.**

It is natural to make mistakes. Sincerely apologising is the best way to clear the air between you and the person involved. However, it does not stop there. You must also acknowledge your error and put in the effort not to repeat it, or else the person involved could question the genuineness of your intentions.

When you know how to communicate effectively with a person with disability, you are halfway through a successful collaboration with them. For the rest, all you have to know are the steps for effective collaboration. Here are some of the most important steps to follow:

- **Define your goal.**

In this case, the goal is to identify the person's strengths, abilities, interests and support requirements. Being clear on your goal keeps your and the person's ideas rooted in specific contexts to have a clear track of your progress.



- **Build trust with one another.**

It is difficult for you and the person to work with one another if there are doubts and distrust between you. For one, the person may not be willing to share necessary information if they do not trust you. Additionally, you may offend the person if you question their ideas and credibility during your collaboration. Finding common ground

and being friendly goes a long way to building trust, among many other options you can do.

- **Set up a conducive environment.**

The person can work better in a creative and participative environment. It is an environment that removes causes of anxiety and adds those that make them feel comfortable. This will help in building a successful collaboration.

- **Pay attention and always clarify.**

When you work closely with a person, you must pay attention to and respect their ideas, feedback, opinions and thoughts. Otherwise, they will feel ignored and useless, defeating this task's whole purpose. You cannot identify their strengths, interests and support requirements without paying attention to what they have to share.

- **Encourage being active but be patient and understanding.**

Some people are reserved and quiet by nature. These people usually prefer to listen in to collaborations than contribute ideas themselves. In this case, it is up to you to encourage them to provide more input into collaborating. Help them understand that it is important for them to put in that effort. After all, you are working together to improve their engagement with their social networks. Still, you must be patient and understanding in case they are having difficulties. Forcing them to do things they do not want to do will only worsen their reclusiveness.

1.1.4 How to Identify the Person's Skills, Interests and Support Requirements

You must help the person you are supporting identify their strengths, abilities, interests and support requirements to engage with a social network successfully. The table below explains each of these traits.

Traits	Details
Strengths	<p>These are the things that the person is naturally good at. You can think of these as their talents and innate skills.</p> <p>Examples include the following:</p> <ul style="list-style-type: none"> ▪ Karl can communicate fluently in Mandarin, Italian and French, aside from English. ▪ James' co-workers compliment him for his honesty and respectfulness when dealing with people.

Traits	Details
Abilities	<p>These are the things the person can do and tasks they can complete independently.</p> <p>Examples include the following:</p> <ul style="list-style-type: none"> ▪ Evelyn started to have vision problems after she turned 65. But she can still cook and do housework without any trouble. ▪ Louie has ADHD, but he is a smart child who excels in math and science.
Interests	<p>These are the person's likes, preferences and hobbies.</p> <p>Examples include the following:</p> <ul style="list-style-type: none"> ▪ Chelsea prefers to stay indoors to read novels and watch movies. ▪ Luca loves cooking and baking to relax his mind.
Support requirements	<p>These are anything the person needs for effective engagement in a social network.</p> <p>Examples include the following:</p> <ul style="list-style-type: none"> ▪ Riley needs her dog Chase to feel at ease when going outside. ▪ Victoria uses a hearing aid to improve her hearing.

These traits will help identify your options later on once you and your client start building your plans and strategies. So, how do you help them identify these traits? You can do the following:

- **Keep a journal.**

During the entire process, ensure to keep a journal or a gadget where you will record all your notes. Remember always to ask permission from your client first. They have to be comfortable with you recording your observations and discussions.

- **Ask the person directly.**

Usually, people have enough self-awareness to recognise their own qualities and needs. Asking them about it is the most direct way to identify them.

- **Ask other questions that will help identify unexplored matters.**

There may be aspects to the person they have not yet discovered. You can add more details to your inference later by asking indirect questions. However, you must remember to be careful when asking these questions by ensuring they are not sensitive topics for the person.



You can ask the following questions:

- ‘What do you like about yourself?’
- ‘What are some unusual talents you have?’
- ‘What are the things you are proud of about yourself?’
- ‘What compliments do you get often?’
- ‘What is your disability, and how does it affect you mentally, emotionally and physically?’
- ‘What are the stigmas about you that you have encountered?’
- ‘Have you experienced not being allowed to enter certain establishments or participate in certain activities? If so, what were their bases for doing so?’

- **Discuss their education, training, employment and other past experiences.**

These details will help you learn about what skills and abilities the person has learnt in the past. These include their natural talents and those they learnt through studying and practice.

- **Discuss with other knowledgeable people surrounding the person.**

Examples of these people are the person’s family, carer and friends. Even though the person is self-aware, there may be aspects about them that they have not noticed. So, this is a great method to explore that possibility. You may ask the same questions to these people as the ones listed in the previous points above.

- **Observe their performance during your interactions.**

The person may display certain qualities that have not been discussed. They may have forgotten to mention it or may not be aware of it. Observe them closely for such attributes, and note down your findings. These qualities will affect the person's engagement with their community and social networks.

- **Observe the person's performance in their daily routine.**

This is for the same reason as the previous point. Do this only if the person allows it and is comfortable with it. Watching them in their natural routine will help you see how they perform daily.

- **Consider their disability and its impact on their performance.**

Different disabilities will have varying impacts on a person's life. The person will also need other support requirements depending on where and how they struggle. Take note of these details, especially if they have not been discussed during your conversations. You may factor them in when compiling the person's strengths, abilities, interests and needs.



Checkpoint! Let's Review



1. You must always consider the person's rights in every situation to secure their quality of life.
2. Proper communication is key for a successful collaboration with a person living with disability.
3. Knowing how to identify the person's strengths, abilities, interests and support requirements will help once you start building your plans and strategies for the person's effective engagement with a social network.
4. Duty of care is the carer's legal duty to keep a person living with disability safe from harm, violence, neglect and abuse. It involves identifying risks to the person and taking care in dealing with these risks.

1.2 Identify and Connect With Available Services to Explore Community Inclusion Opportunities

Appropriate services for exploring community inclusion opportunities differ from person to person. It depends on their strengths, abilities, interests and support requirements. With the skills you learnt in the previous subchapter, you can move on to supporting the person in researching, identifying and networking with these services to explore community inclusion opportunities that meet the person's needs.



The points to be discussed in this subchapter will teach you how to go through that process. However, you must let the person participate actively and make the final decisions for every step.

Here are the relevant terms for the rest of the discussions in the subchapter:

- **Needs of the person**

This refers to all the support requirements that the person needs to engage in a social network.

- **Community inclusion opportunities**

These are programs designed to help the person engage with and integrate into a community through activities or events that require active participation from all attendees.

- **Services**

These are all appropriate assistance or advice that can be hired or commissioned to help with the person's community inclusion.

- **Research**

It means to investigate and discover systematically through relevant materials and sources to find available services appropriate to the person.

- **Identify**

It is to recognise and pick out various services appropriate for the person's needs and separate them from those that are not.



- **Network**

This means building connections, associations and active communication with people/groups offering appropriate services to know more about their offers and hire or commission them.

1.2.1 Appropriate Services

When researching appropriate services, you must look at how the services match the person's qualities and needs. This applies especially concerning social inclusion. The services have to help improve the following aspects of their lifespan development:



Lifespan development is the concept that explores how humans learn, mature and adapt to varying situations across different stages of life. These stages include conception, infancy, childhood, adulthood and death. A person can become happy and fulfilled or lonely and distressed depending on how they develop through these stages. The factors that affect that development are their needs under the previously mentioned aspects. If they are fulfilled, they will experience as little distress as possible. If not, then the person will have many negative experiences in their life.

How a person develops over time correlates to who they become and how they behave. If a person experiences positive development during their early years, they could grow up as a healthy and happy adult. They will also have a positive outlook on life. But if they experience poor development, they may grow up with a negative mindset. They are likely to have trauma or other unwanted traits. This reduces their quality of life, preventing them from participating in various kinds of activities.

A person living with disability often experiences difficulties engaging with their community and social networks. Therefore, they need access to services that will help them improve their sociological, emotional, behavioural and psychological needs that may have been previously neglected or are currently at risk of being neglected. An example of such needs is acceptance from others or building trust and connections.

1.2.2 How to Research Services to Explore Community Inclusion Opportunities

Researching services to explore community inclusion opportunities has become more accessible thanks to technology. It will only take a short time to look for and into appropriate services.

1. Search available resources in your workplace.

Your workplace may already have a list of organisations and individuals you can call for services. Create your copy of the list and note their offers, identity as a group or individual and contact details.



2. Browse services online.

You can look for community inclusion services through search engines such as Google and Bing. You only have to type in your query; in this case, you are looking for ‘community inclusion services’. The most relevant results will show up on the first page of the search results. Note down these links to read them in more detail later on. If needed, you may specify more details to your searches, such as the locality where the person you are assisting lives or other custom factors.

3. Look for services through traditional means.

People or organisations may prefer to advertise their services on printed materials. In this case, you may also browse through directories, newspapers, magazines and catalogues if you have access to them. You may also tune in to the radio or television to find out if they also have advertisements for appropriate services.

4. Identify the group/individual and their services.

Read up on the organisations or individuals you found. If available, you can find their information through their online or printed listings, websites and social media pages. These materials provide details that will help you and the person determine if the services match the person’s requirements.

Below are some of these details:

Goals	Visions	History
Achievements	Organisational structure	Service areas
Client demographic	Client reviews	Schedule
Address		

Always remember to collaborate with your client at every step when researching services. Doing so ensures you are securing their best interest at all times. When you support them to perform the process instead of doing it yourself, you encourage active participation from the get-go. This greatly helps in their preparation for community inclusion.

1.2.3 How to Identify Appropriate Services to Explore Community Inclusion Opportunities

With a pool of information at hand, you and your client can look closer at the details to determine whether the service providers and their offers apply to your goals.

The following are some guidelines on which ones to choose:

1. Consider the person's strengths, interests, abilities and support requirements related to community inclusion.

Collaborate with your client to create a checklist. This checklist must consist of their strengths, interests, abilities and support requirements. You must also include their physical, behavioural, psychological, sociological and emotional needs. Check off each satisfying factor for every service and service provider you have compiled. You will learn more details in Subchapters 2.1 and 2.3.

2. Identify a locality that is easily and conveniently accessible to the person.

This answers the question, ‘Which places does the person want to go to for community inclusion? Which places can they go to without trouble?’ This could mean the neighbourhood they live in or specific settings they can visit, such as the park, community event halls or sports venues. Use a checklist for this process, noting down all the relevant localities and specific settings that the person can go to. Then, match which groups or individuals provide services to those locations.

3. Consider the details about the organisation/individual and their services.

These are the details listed in Section 1.2.2. Talk it over with the person and discuss whether they find the information you have gathered to their liking. For example, if an organisation hosts cooking classes as community inclusion activities, but the person has difficulty or anxiety towards knives, then you cannot consider that service. Always prioritise the person’s preferences and respect their decision.

4. Consider the person’s culture and other individual needs.

These are sensitive elements of a person’s lifestyle. You must consider them when choosing services and activities. This ensures that the tasks involved will apply to them and will not offend them. Talk about these factors with the person and note them down so you can discuss them in detail with service providers later. More details will be explained in Subchapter 1.3.



5. Determine which services are suitable for the person.

You can answer the following questions to guide you:

With whom would the person enjoy spending time?

Where could the person make a difference?

Who could add to the knowledge and experience the person has?

What roles could the person take?

Is there someone who would be able to support the person?

6. Note down questions.

List all unclear details about the service providers and their programs on your notes. This is so you can ask about them once you start communicating with them.

1.2.4 How to Network With Services to Explore Community Inclusion Opportunities

After doing the steps from the previous subchapter, you must establish a connection with the service providers. This is so you can confirm the details you have gone over with the person. In this process, you will ask them for the information you did not find on their websites and other materials. Here are the following steps to do so:

1. Secure contact information and addresses.

The organisations you will have found have their contact information on their websites and listings. These pieces of information may include phone numbers, email addresses and physical office or PO box addresses. Secure your copy of these by noting them down in a notebook or saving them on your gadget.

2. Start initial contact.

Once you have a list of contact information, start communicating with the organisations you found. You can ask for more details about them and their services in this step. You must also ask for other pieces of information that are not found on their websites and listings. This applies especially if the person has special circumstances or specific requests.

3. Confirm schedules and set appointments.

After finding out which services and service providers match the person's preferences and requirements, secure your connection with them as you communicate through calls, messages or emails. This is because these are the most appropriate and effective ones that could help with the person's community inclusion. They are likely who you will hire later on.

Ask them about their schedules and how you and the person can get into a meeting or discussion with them. Note all the details and instructions they will give you.



4. Proceed with the appointment.

Follow the agreed time of previously set appointments and instructions you may have been told. This appointment can be an onsite meeting and a video or phone call. The main difference between this step and your initial contact is that you can assume they have set aside enough time for you and the person. So, you can expect to have at least one representative's full attention.

In this step, you can ask more detailed questions and clarifications that have not been answered yet. But more importantly, this is the time for the service provider to know more about the person and explain in detail how they will proceed with their services concerning the person's specific case.

You can ask them the following:

- How can the person apply their strengths and abilities through their service?
- How will they integrate the person's interests and preferences?
- How will they fulfil the person's support requirements?
- How will they satisfy the person's needs and ensure the person experiences proper lifespan development?
- How will the services tackle the community inclusion challenges the person experiences?
- How can they empower the person overall?



Once these processes are done, you and the person can finalise your decision on which services to use and which programs, events or activities to join.



Checkpoint! Let's Review

1. Appropriate services for exploring community inclusion opportunities differ from person to person.
2. Community inclusion opportunities are programs designed to help the person engage with and integrate into a community through activities or events that require active participation from all attendees.
3. Lifespan development is the concept that explores how humans learn, mature and adapt to varying situations across different stages of life.
4. These stages include conception, infancy, childhood, adulthood and death.
5. Secure your connection with service providers as you communicate through calls, messages or emails.

1.3 Identify Services and Networks That Match the Person's Needs

As previously mentioned, the process of researching, identifying and networking with services will not be complete without the direct involvement of the person you are assisting. After all, they are who will go through the various community inclusion activities. So, the person must be comfortable with these services and networks. You must also respect the person's cultural and other individual needs.



1.3.1 Services Versus Network

Reiterating from Subchapter 1.2, *services* are all appropriate types of assistance or advice that can be hired or commissioned to help with the person's community inclusion. In this context, *networks* are collections of connections and contacts with which a person can exchange information to access organisations, groups and individuals offering services related to exploring community inclusion opportunities.

Here are the following examples of a person's network:

Service providers

Friends and acquaintances in the community inclusion industry

Accessible contact persons in relevant government departments and organisations

Media personnel

1.3.2 Culture's Impact on Community Inclusion

Culture combines customs, traditions, beliefs, attitudes, norms and ideas. It is affected by a person's nationality, ethnicity and environment. These concepts lay down a person's behaviour pattern throughout their life. In simpler terms, a person's culture is their way of life. Culture defines the way a person acts. Similarly, it dictates what is acceptable and offensive in their daily encounters. Before they participate in any activity, ensure the activities satisfy their cultural needs.

Cultural Needs

Cultural needs are necessary for a person to thrive, considering their cultural background. Australia gives importance to British, Indigenous, Aboriginal and immigrant cultures, among others. This is especially true with the country's population becoming more diverse as time passes.



Some cultures stem from specific communities. For example, people living with disability themselves are also a community. They follow certain practices and beliefs that uniquely apply to their situations.

Some cultural needs you must consider while assisting and working with a person include the following:

- **Language**

- This depends on their cultural backgrounds, such as their nationality, ethnicity, ancestry and surrounding society. A person would speak a certain language to communicate with those around them.
- In Australia, English is the most commonly spoken language.
- Aside from English, there are also other languages spoken in the country. Mandarin, Italian, Cantonese and Vietnamese are among the largest speakers.
- There are also alternative forms of languages, such as sign and pictographic languages. These are used by people who struggle to communicate orally.
- Consider a person's way of communication when looking for community inclusion activities.

■ Food

- Restrictions depend on someone's societal beliefs, religion and philosophy.
- For example, a person being vegan means they choose not to eat meat. Certain religions and philosophies also forbid eating specific ingredients such as pork, beef or blood.
- If a community inclusion activity only provides dishes with meat, there is a risk of offending the person if they are vegan. This breaks the purpose of a community inclusion activity in the first place.



■ Traditions

- Different cultures follow varying holidays and traditions.
- Holidays are days throughout the year that celebrate special occasions.
- Traditions are certain practices usually done in a specific manner, time and place. They are usually but not always associated with a holiday.
- For example, most Christians would celebrate Christmas and Easter as holidays. Non-Christians may choose not to. Some do not believe in these holidays at all. It is important to acknowledge and respect these diverse traditions.

■ Principles

- People feel strong emotions or convictions towards different topics depending on their culture.
- Some feel strongly against stepping inside the house while wearing outdoor shoes, while others do not mind.
- Some require children to use formal speech with their parents, while some find it sarcastic and offensive.

▪ Practices

- Practices are activities regularly observed by people based on their culture.
- Some cultures require doing prayers at specific times of the day. For example, the prayer could be before meals or before certain activities and special occasions.
- Some cultures require or forbid dressing a certain way.

▪ Assumptions

- It is common for people to associate certain stereotypes with certain cultures. However, you have to keep an open perspective and not assume right away that the stereotypes about a person's culture apply to them as an individual.
- An example is to assume that a person of Italian origin loves to eat pasta all the time just because they are Italian.
- It is always best to ask the person first before proceeding with any decision or activity.

▪ Empathy

- Regardless of a person's culture, you are expected to treat them with patience, empathy, fairness and understanding. The person must always be treated this way, especially during community inclusion activities.
- It would be best if you did not let the person feel left out, excluded or disrespected because of their cultural background and in general.
- Instead, it would be best if you let them and their culture feel welcome and appreciated.

When these cultural needs are satisfied, a person thrives and becomes empowered. In contrast, failing to address these needs can make the person feel disheartened. It can make them feel uncomfortable, unwelcome and unappreciated. You cannot let the person feel this way while they are making efforts to be more included in the community.



1.3.3 Other Individual Needs

You learnt about the person's needs in previous subchapters. In this subchapter, *other individual needs* refer to everything else that is necessary for a person to live a healthy life.

Maslow's Hierarchy of Needs represents these needs with a triangle. The most basic human needs are at the bottom of the hierarchy and should be met before the higher forms of needs. At the top of the triangle are the most complex needs. They are usually less prioritised than the ones below them.

Refer to the graphic below for these:



▪ Physiological needs

- The lowest and most basic need in Maslow's hierarchy
- Biological needs for a person's survival
- Food, water, air, sleep, shelter, clothing, warmth

- **Safety and security**

- The sense of order and control in a person's life
- Emotional security from friends and family
- Financial security from employment and social welfare
- Law, order and social stability from the police, the justice system and the government
- Health and wellbeing from medical care and insurance

- **Love and belonging**

- Refer to human emotional needs to feel wanted and appreciated
- Needs for interpersonal relationships, connectedness and belongingness to a group



- **Self-esteem**

- The person's sense of worth with regard to themselves and how others perceive them
- Self-esteem, dignity, achievement, independence, reputation, respect, status and prestige

- **Self-actualisation**

- Highest level of need in Maslow's hierarchy
- The desire to accomplish everything that the person can and become the most they can be
- The realisation of potential, self-fulfilment and personal growth

However, this hierarchy is flexible, and some people may prioritise these needs in different orders. This depends on external influences and individual circumstances. For example, some people find self-esteem more important than belongingness. Some can prioritise personal growth and creative fulfilment more than some basic physiological needs.

1.3.4 Respecting the Person's Culture and Other Individual Needs

When working with the person to match services and networks to their needs, you must ensure that their cultural and other individual needs are addressed and satisfied at all times.

You can show respect towards their culture and other individual needs by communicating with the person respectfully. Provide food and water whenever possible and ensure they are comfortable. For example, you must respect their preference to rest because of a holiday. If the person speaks a language you do not, you must employ an interpreter to ensure they can communicate and are being understood.

Refer to the cultural needs and other individual needs listed previously and ensure each one is addressed. Always consult with the person to determine their feelings about a process or decision. This is especially true whenever you do not have enough information about them.



1.3.5 Matching Services and Networks to the Person's Culture and Other Individual Needs



Just as you are supposed to respect the person's cultural and other individual needs, you must also ensure other people respect them. This especially applies during community inclusion activities. And so, when communicating with service providers and networks, inform them of the person's cultural and other individual needs. Then, you must have a detailed discussion with them on addressing these needs during community inclusion. Let the person participate in the discussion and provide their own opinions as much as possible.

Refer to the case study below that demonstrates a situation where these skills and information are applied:

Charlie's Research and Networking Process

Henry is 72 years old. He had a stroke two years ago and has been suffering from partial paralysis since then. His paralysis was only mild but contributed to his diminishing mobility. He struggles to move his arms and legs, especially the right side of his body. Henry's disability causes him to often remain in bed for the entire day since it is coupled with frequent attacks of arthritis. It has prevented him from mingling with new people, friends, children and grandchildren.

Charlie is the disability support worker assigned to help Henry with his community participation and social inclusion. He understands that Henry has difficulty moving but is not completely immobile. Assessing Henry's struggles, Charlie determines that Henry's needs concerning community participation are:

- A way to relieve and prevent pain from his arthritis so he can move around
- A safe and comfortable location where he can enjoy an activity without stressing his limbs
- Communication tools to help him speak when he is having trouble due to his paralysis
- Physical activities to help him exercise his body without causing him more pain or injury

Knowing these facts, Charlie then looks for networks and services to help Henry integrate back into the community. While doing so, he ensures to consider Henry's needs. Charlie's organisation has compiled contacts that he can reach out to. Charlie looks up these contacts online and in printed directories. He does this to check their services before sending them an email to inquire for further details.

He asks them what activities Henry can do if he joins their events. He also inquires about how they can ensure their clients' comfort, enjoyment, safety and active participation. He also asks them for stories and experiences of previous clients who shared the same situation as Henry.

After this initial exchange of information, Charles then consults Henry. He asks which activities Henry wants to join among those that they found. Henry decides he likes the concept of Chess Day in the park with other people, as he considers himself good at the sport. It did not require him to stand or move around for too long. It was also scheduled in the late morning, which was usually Henry's most preferred time of the day.

And so, Charles contacts the organisation that hosts it to finalise the process and confirm that Henry wants to join.

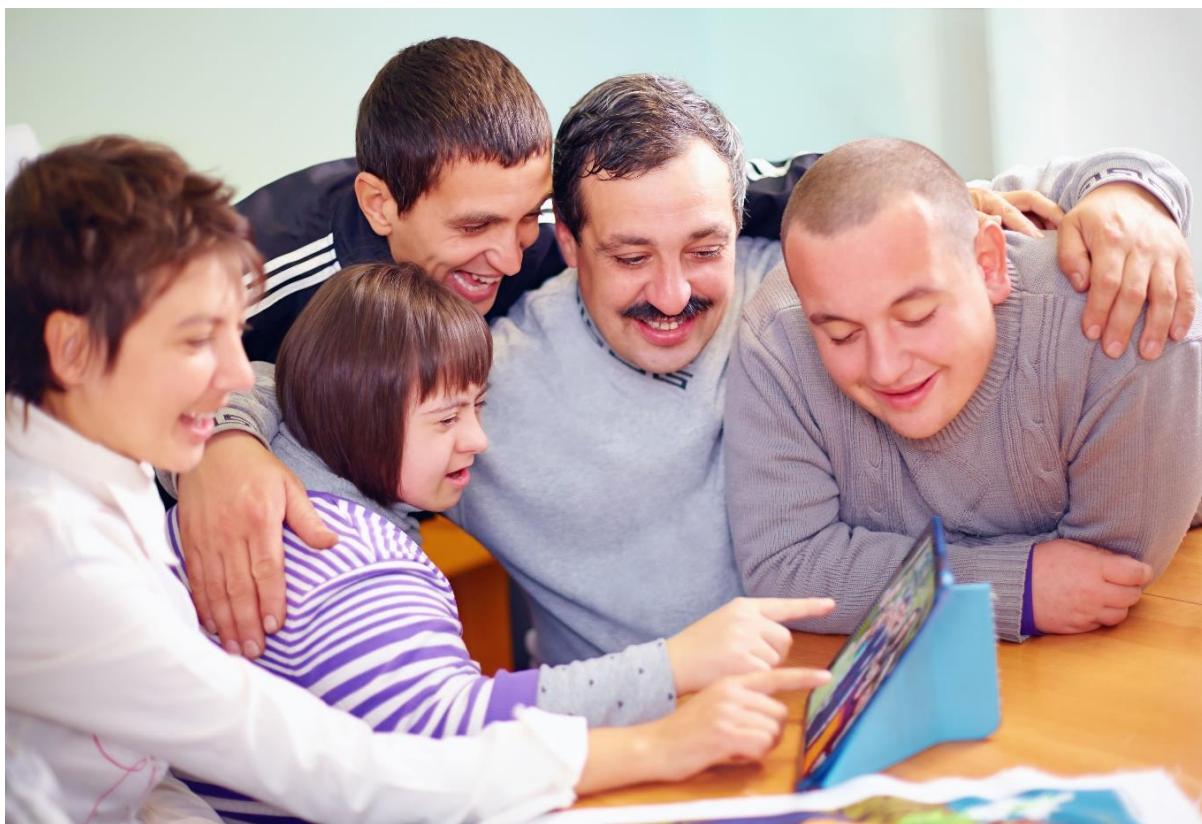
Checkpoint! Let's Review



1. Services are all appropriate types of assistance or advice that can be hired or commissioned to help with the person's community inclusion.
2. Networks are collections of connections and contacts with which a person can exchange information to access organisations, groups and individuals offering services related to exploring community inclusion opportunities.



1.4 Identify Support Needs of the Person During Engagement in a Social Network



The effectiveness of the person's engagement in a social network relies on their willingness to participate in the activities and interact with other people. Your role is to ensure that the person succeeds in this aspect, as it strongly impacts their sense of either inclusion or isolation. For the person to be successful, everyone involved must follow the best practices in community participation and social inclusion.

These practices mainly revolve around the following:

Active engagement

Active support

Person-centred approach

If these three aspects are met, there will be more potential for improving the person's experience. So, your role is to facilitate these aspects and monitor the person's performance for each.

In implementing these practices, you should also consider the social and emotional wellbeing of the person. Social emotions depend upon the thoughts, feelings or actions of other people, for example, embarrassment, grief, shame, jealousy, envy, empathy and pride. It affects your social and emotional wellbeing or your emotional interconnectedness with others. It includes understanding how your actions affect your family, friends and communities. It contributes to your ability to develop meaningful and lasting friendships and partnerships. It gives you a sense of authenticity, worth, connection and belongingness.

According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of mental health. A person with stable mental health has the capacity to do the following:

Can realise own abilities

Can cope with the everyday stresses of life

Can work productively

Can contribute to the community

A person with disability achieves good mental, social and emotional wellbeing when their needs relevant to building relationships and emotional fulfilment are met and when distress arising from unmet needs in other domains are minimised. The other domains include the following:

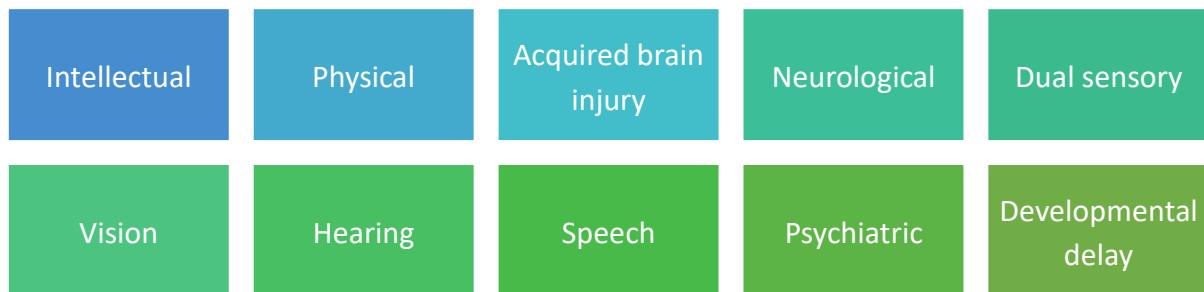
Physical domain

Informational domain

Practical domain

Spiritual domain

These domains may be affected by different types of disability, which may include the following:



- **Intellectual** – These are conditions that appear during the developmental period. When compared to others of the same age, people with this type of disability have decreased mental functions. They also have difficulties learning and performing certain daily life skills and have limitations in adaptive skills in community environments.
- **Physical** – These are conditions that affect a person's ability to perform physical activities. Physical disability often includes impairment of the neuromusculoskeletal systems, including the effects of muscular dystrophy, neuromuscular disorders, paraplegia, quadriplegia, absence or deformities of limbs, arthritis and back disorders.
- **Acquired brain injury** – This is brought on by brain damage acquired after birth. The result is diminished cognitive, physical, emotional and independent functioning. It may be a result of stroke, brain tumours, infection, poisoning or degenerative neurological disorder.
- **Neurological** – These are impairments of the nervous system that occur after birth, for example, epilepsy, Alzheimer's disease and Parkinson's disease.
- **Dual sensory** – This dual sensory impairment results in difficulty in communication and participation in community life.
- **Vision** – People who are blind or have low vision can experience severe restrictions in mobility, communication and the ability to participate in community life.
- **Hearing** – This refers to hearing impairment and deafness.
- **Speech** – This refers to speech impairment or speech loss.
- **Psychiatric** – This includes recognisable symptoms and behaviour patterns frequently associated with distress, which may impair personal functioning in typical social activities.

- **Developmental delay** – This applies to children between the ages of zero to five, where conditions have appeared in the early developmental period, but no specific diagnosis has been made, and the precise nature of the disability remains unidentified.

The following factors influence these categorisations of disabilities:

Underlying health conditions

Impairments

Activity limitations

Restrictions on participation

- **Underlying health conditions** – These are also known as chronic diseases, which are medical conditions that interfere with daily life. It requires long-term and continuous medical attention. When you have an underlying health condition, you may feel constant worries, frustrations and stress when dealing with pain and treatments.
- **Impairments** – These can affect your physical and cognitive functions. It includes loss of vision, speech, limb or memory. When you have an impairment, you may feel that you do not belong to the community and may see yourself as less of a person.
- **Activity limitations** – When you have a disability, there are things that you will not be able to do. Due to the limitations that your disability will bring, you may experience difficulty doing daily activities, which can later lead to dependency. You may even think that you are causing a burden to other people.
- **Restrictions on participation** – People with disability may have participation restrictions. For people living with disability, engaging in the following may be more challenging:

Daily activities

Social and recreational activities

Obtaining healthcare services

When denied the opportunity to participate, it may feel that you are not included, leading to low self-esteem.

Your client's social and emotional wellbeing is essential. It promotes the social and emotional relationships between them, their families and their community. The ability to develop skills that will help people living with disability cope with stressors can be dependent on these connections. When these connections are disrupted, it can lead to difficulties in developing skills because their self-perception of their abilities is affected.

When your client develops a sense of belonging to the community and the ability to handle their own emotions, they can build confidence and higher self-esteem. When this happens, they can set specific goals and engage in more activities to develop their skills.

Aside from empowering your client by upholding their rights, you can also promote the quality of their life by presenting them with social and emotional wellbeing frameworks. These frameworks include policies or strategies that aim to create an inclusive community. Here are some examples of this framework:



Australia's Disability Strategy 2021 – 2031 – This provides policies for the overall wellbeing of a person with disability. These policies aim to promote the different aspects of their life. It includes the following:



This discussion will focus on relevant policies that can help promote your client's social and emotional wellbeing, which are the following:

Personal and community support

Health and wellbeing

- **Personal and community support**



The policies under personal and community support aim to enable people with disability to have access to a range of supports to assist them in living independently and engaging in their communities. Here are the policies:

- **People with disability are able to access support that meets their needs**
Like all Australians, people with disability need access to personal and community support. This includes both disability services and mainstream services, such as relationship or financial counselling, parenting support and crisis services. They all need to be available and accessible to all people in the community, including people with disability.
- **The NDIS provides eligible people with permanent and significant disability with access to reasonable and necessary disability supports**

As a world-first approach to providing disability support, the NDIS enables people with disability to receive the reasonable and necessary package of flexible support that help people pursue their goals and aspirations. In putting people at the centre of NDIS decision-making, people living with disability can exercise choice and control as they seek to live an ordinary life like any other member of the Australian community.

- **The role of informal support is acknowledged and supported**

The informal support provided by parents, siblings, kinship guardians, other family members and friends is vitally important to people living with disability. In addition to providing practical and emotional support, they can also represent the interests and rights of the person they support. The informal support provided by voluntary organisations is also essential to enriching the lives of people with disability. Acknowledging and supporting individuals and organisations that provide informal care and support can increase the participation of people with disability in community life.

- **People with disability are supported to access assistive technology**

Assistive technology is any device or system people use to make tasks easier. Most people use assistive technology in their daily lives, such as smartphones or remote controls. Assistive technology also includes grab rails, hoists, wheelchairs, hearing aids, text captioning services, home modifications, digital assistive technology, prosthetics and devices to support memory. For people living with disability, assistive technology supports inclusion, participation, communication and engagement in family, community and all areas of society, including political, economic and social spheres.



- **Health and wellbeing**



The policies under health and wellbeing aim to enable people with disability to attain the highest possible health and wellbeing outcomes throughout their lives. The policies include the following:

- **All health service providers have the capabilities to meet the needs of people with disability**

People living with disability experience poorer health and wellbeing than those without. It can result from inadequate access to health care or substandard care provided by health care workers. It can be prevented by promoting access to health services, the appropriateness of equipment, training or facilities; the operation of health systems and processes; and personnel and provider attitudes.

- **Prevention and early intervention health services are timely, comprehensive, appropriate and effective to support better overall health and wellbeing**

Prevention and early intervention health services are important to lifelong health and wellbeing. People living with disability continue to experience preventable health conditions and comorbidities at higher rates than people without disability. This places people with disability at a significantly higher risk of adverse health outcomes. Better outcomes are achieved for people with disability when health providers understand their individual situation and circumstances, communicate well, do not allow disability to overshadow health issues, and provide services, premises and facilities that are accessible and appropriate.

- **Mental health supports and services are appropriate, effective and accessible for people with disability**

Mental health is a major factor in the ability to live a productive and fulfilling life. People living with disability who have adequate mental health support can develop skills with the self-awareness of their own strengths.



An inclusive society and improving all outcomes for people with disability will help improve a person's mental health and general wellbeing. Below are the things that must be promoted for an inclusive society:

- Social and community engagement
 - Education
 - Employment and housing outcomes
 - Accessible mental health support and services
- **Disaster preparedness, risk management plans and public emergency responses are inclusive of people with disability and support their physical and mental health and wellbeing**

The needs of people living with disability should be catered for in disaster risk management plans and public emergency responses in order to protect their mental and physical health and wellbeing.

Before, during and after emergencies, people with disability may require targeted and accessible information and communication. They may also require additional assistance to plan and prepare for an emergency, additional assistance and appropriate support in the event of an evacuation or physical isolation, and support through the recovery process.

Organisations responsible for emergency management should also work with those responsible for urban planning and design to understand where people with disability are at greater risk of harm during disasters and how these risks can be reduced.

Australia's Disability Strategy 2021 - 2031 sets out a plan to change the lives of people with disability over ten years. Here are the following documents that you can access to understand better how the NDIA is planning to achieve their goals and principles:

Document	Description
Employment Targeted Action Plan	This sets out key actions to improve paid employment outcomes for people with disability.
Community Attitudes Targeted Action Plan	This sets out key actions to improve community attitudes towards people with disability to influence behaviour.
Early Childhood Targeted Action Plan	This action plan focuses on children from infancy to school age with disability or developmental concerns, their families and carers. It sets out key actions to strengthen early identification, information, supports and pathways, as well as collaboration between programs and services, all of which contribute to the development and wellbeing of children to help them thrive across and between life stages.
Safety Targeted Action Plan	This action plan sets out the key actions to strengthen system design and supports to enable people living with disability to receive high-quality and safe services.
Emergency Management Targeted Action Plan	This action plan sets out key actions to make real progress on improving the outcomes of people with disability affected by national emergencies.

Document	Description
Targeted Action Plan Reports	These high-level reports will show how the Targeted Action Plans are working, including what actions have occurred, what successes there have been and the overall status. These reports are made after each financial year and will be published by October.
Roadmap	The roadmap gives an overview of the key work being done under the Strategy and shows when these will happen. It shows the timeline for the whole strategy.
Outcomes Framework	This is a key part of the Strategy as it tracks, reports and measures the outcomes for people with disability across all seven Outcome Areas of the Strategy. This will drive change and improvement for people with disability. It will also help us to see if the lives of people with disability are improving over time.
Engagement Plan	This outlines the ways people with disability will be involved in the implementation of Australia's Disability Strategy. The features of the Engagement Plan will give people with disability ways to influence the future direction of the policies and services that impact their lives.

Based on [Australia's Disability Strategy 2021-2031](#), used under CC BY 4.0.
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Disability Gateway – This assists all people with disability, their families and carers to locate and access services across Australia. Their services include providing information, support and access to the following:

Income and finance

Employment

Aids and equipment

Housing

Transport

Health and wellbeing

Everyday living

Education

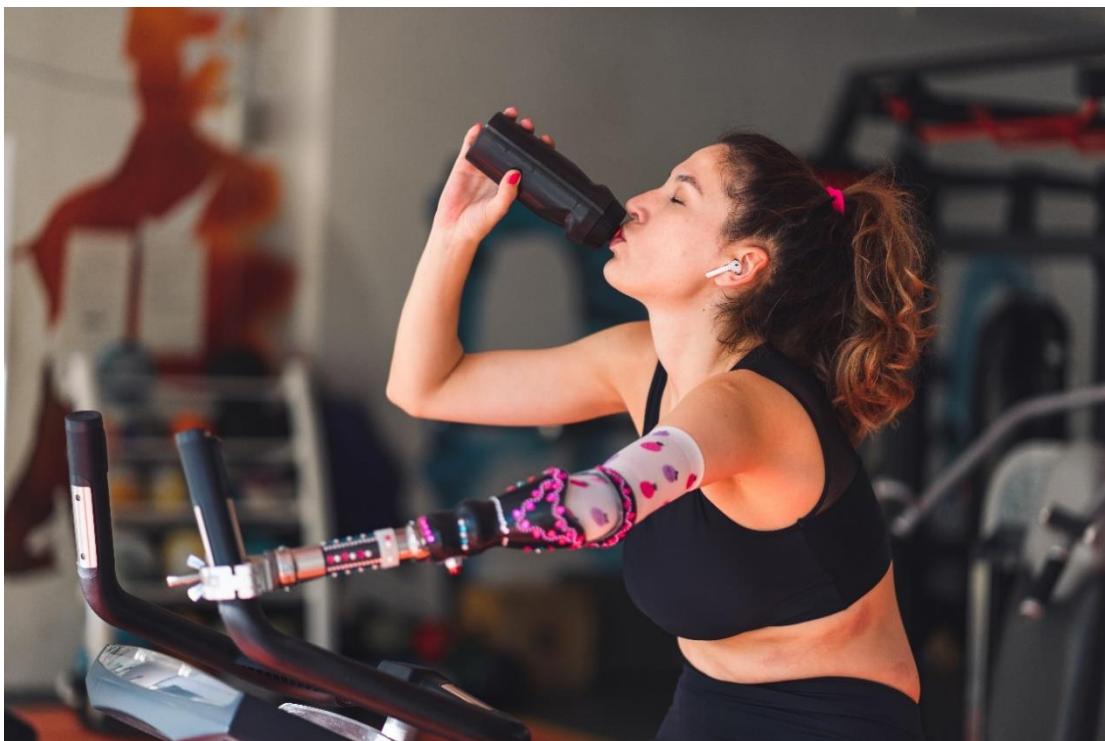
Leisure

Rights and legal matters

This discussion will focus on the strategies that can help promote your client's social wellbeing, which are the following:

- **Employment** – As this is a person's source of income, it enables them to enjoy hobbies and activities that will help improve their social wellbeing. Aside from that, they can also connect with their co-workers since they can relate to each other's hardships and fulfilment from their careers. Support and services are available to help a person develop the abilities and confidence necessary to find and keep a job. It can assist a person in doing meaningful work that suits their strengths and abilities. Here are the employment services that can be accessed through the Disability Gateway:
 - Employment training
 - Finding and keeping a job
 - Your employment rights

- **Aids and equipment** – Aids and equipment can significantly enhance your client's daily living experience. This includes wheelchairs, scooters, hearing or vision aids, healthcare equipment and even service animals. The Disability Gateway provides links and information on the following:
 - General equipment schemes and services
 - Communication aids and services
 - Assistance animals
 - Using technology to stay connected



- **Transport** – This is important in having a social life. Healthy social wellbeing may require activities that warrant travelling to a different place. It can be tough getting around if a person's mobility is limited. There are several options to help a person who uses a wheelchair or mobility device get to where they need to go. The Australian and state and territory governments subsidise some transport options. It includes the following:
 - Public transport discounts
 - Taxis and rideshare services
 - Community transport
 - Driver's licence and disability parking permit

- **Leisure** – These activities can help a person improve their health and wellbeing while allowing them to meet new people. Sport, art and culture, community activities and travel can all be considered leisure activities. These activities improve people's experience of positive relationships and connectedness to others. The Disability Gateway offers links and information to the following:

- Competitive and recreational sports
- Holidays and going out
- Community programs
- Social life



Further Reading



The Disability Gateway provides information and access to services that will promote the wellbeing of people living with disability.

You can learn more about this through the link below:

[Disability Gateway](#)

Psychosocial Recovery-Oriented Framework – A disability caused by a mental health problem is referred to as a psychosocial disability. Not everyone with a mental health condition will have a psychosocial disability, but for those who do, it can be severe, long-lasting and can interfere with their recovery. That is why the psychosocial recovery-oriented framework was created to ensure that the National Disability Insurance Scheme (NDIS) is more responsive to participants with psychosocial disabilities, their families and caregivers. Its goal is to assist participants who have a psychosocial disability in their personal recovery and living a meaningful life. Its principles include the following:

Supporting personal recovery

Valuing lived experience

NDIS and mental health services working together

Supporting informed decision making

Being responsive to the episodic and fluctuating nature of psychosocial disability

A stronger NDIS recovery-oriented and trauma informed workforce

Aside from these principles, the psychosocial recovery-oriented framework also aims to do the following:

- Promote personal recovery by implementing service improvements
- Update the existing psychosocial recovery coach support item
- Develop and implement agreed-upon protocols and improved practices for better collaboration between NDIS and mental health services
- Re-evaluate processes for adapting to new situations so they can better reflect the episodic and fluctuating nature of psychosocial disability
- Create decision-making resources, guides and evidence-based supports for participants with psychosocial disabilities, their families and carers.



Further Reading

The listed principles can be seen in the National Disability Insurance (NDIS) Agency's Psychosocial Recovery-Oriented Framework. You can read more about this through the link below.

[Mental Health and the NDIS](#)

1.4.1 Active Engagement



As mentioned in the Chapter 1 Opener, active engagement is the type of participation where a person is actively involved and participative in an event or activity. When a person is actively engaged, they will do the activities independently. They will not stick to watching or listening to others from the sidelines.

So, when the person is present in a cooking class, they can display active engagement by cleaning, slicing and cooking the ingredients themselves rather than watching others do so. When in a dancing activity, they will join others on the dance floor to move around instead of watching and listening from the corner. When they are in an open forum, they will express their thoughts and opinions instead of only listening to others.

How Does Active Engagement Affect Community Participation and Inclusion?

Other participants will be more aware of their presence when a person is actively engaged. This way, the person will secure more interactions. They are more likely to work together and communicate with other people than if they were passive and stayed on the sidelines to observe. They will be more likely to build new connections, networks and friendships. Since community inclusion activities aim to help the person integrate into a community or social network, active engagement makes the process more effective in addressing that goal.

1.4.2 Dignity of Risk

Aside from the fact that active engagement boosts an activity's effectiveness, there is also the concept called *dignity of risk*. It means every individual, including people living with disability, has the legal right to make decisions and take reasonable risks. Robbing a person of this right hinders their learning and growth and worsens their quality of life.

The idea is that all kinds of experiences in life come with a certain element of risk that even meticulous planning and support cannot remove. The concept also states that people are free to make choices and control their own lives until they need assistance. Only those legally responsible for the person can draw where the line is. For example, this could be their family or legal guardian.



Legal and Ethical Considerations Regarding Dignity of Risk

The items below are the different laws, guidelines and standards you need to consider when it comes to balancing the person's dignity of risk with your responsibilities:

- **Duty of care**

As someone who supports a person living with disability, you have a legal duty to keep them safe from harm—violence, neglect and abuse (as mentioned in Subchapter 1.1). However, this does not mean that you are obligated to protect the person from them.

There must be a balance between protecting them from danger and letting them encounter reasonable risks for exercising their independence.

Duty of care requires us to step in if the situation risks:

- Death
- Permanent and serious disability/injury
- Lack of capacity
- Harm to another person

- **New Aged Care Quality Standards**

In July 2019, the dignity of risk became a requirement for the new Aged Care Quality Standards. If you support an older person with disability, you must accommodate their choices to take risks to the fullest extent possible. Of course, this applies only as long as these are informed decisions that you can properly facilitate or monitor.

Similar to considerations regarding the duty of care, you must balance the risks versus the person's freedom of choice. You must step in if the risks involved are serious by informing the person of that risk and ensuring they understand the situation.

- **Organisation guidelines**

Organisations that provide disability support may have varying guidelines for the dignity of risk. Their respective guidelines are unique from one another.

Refer to your organisation's handbook, code of conduct, code of ethics and other relevant files to accommodate the dignity of risk.



- **Ethical considerations**

There is also an ethical element to the dignity of risk. Based on current morals, ethics and values, you must determine what kinds of risks are and are not acceptable.

Ethics also influence gauging how much freedom is safe and ‘suitable’ for a person living with disability.

Morals are the basis for weighing freedom of choice against risks and danger. They help determine where to draw the line.

For example, letting a child with disability move around the garden if they want to is fine. This is true even if there is a risk that they may fall and endure scrapes on their limbs. There is still the danger of getting hurt. But scrapes are usually an acceptable consequence so that a child can learn more about their surroundings. This is true unless the child has an illness that causes excessive bleeding, such as haemophilia.

It is not okay to let a person with severe dementia roam outside alone, no matter how upsetting it is for them to have a companion at all times. There may be risks of getting into a serious accident, getting lost or being subjected to harm because of malicious people. Based on prevailing values and ethics, it is considered neglectful to leave such a person alone to fend for themselves.

How Does Dignity of Risk Relate to Active Engagement?

The two concepts dictate that the person needs to perform certain activities and independently make certain decisions. Their experiences when doing so will help them learn, grow and thrive. So, when the person actively engages in a social network, they also practice their right to dignity of risk.

The concepts behind dignity of risk will help you objectively make decisions regarding:

When to encourage the person to participate in which events actively

When to stop them from doing so to avoid harm, abuse and neglect

1.4.3 Strengths-Based and Person-Centred Practice

There is also the ‘strengths-based and person-centred practice’ when engaging with a social network during an activity or event.

A *strengths-based approach* values the person’s strengths, abilities, skills, knowledge and potential during an activity. Applying this approach means the event organiser or moderator has designed the tasks to encourage active engagement and incorporate the person’s skills and capabilities into the activities. The goal is to empower the person to feel more confident and productive when participating in the event.



A *person-centred practice* means the person is the centre of all decisions related to their life. The practice involves listening, thinking together, exchanging ideas, coaching and asking for insights. It also states that the person should be treated based on their capabilities instead of their disability.

The table below compares two situations, one following a person-centred approach and another that does not.

✓	✗
You ask the person what activities they want to join and their thoughts on it.	You decide what the person should do without considering their strengths and interests.

This practice has already been part of the Learner Guide since Chapter 1. You will continue to encounter it in the next chapters. It is why you have to apply the skills on how to work with and assist the person as detailed in the previous sections of this Learner Guide.

But it is even more important to apply a strengths-based and person-centred practice during the person’s community engagement. It is the framework on which active engagement and dignity of risk are based.

1.4.4 Active Support

The concept of *active support* will guide you on how to provide help to the person effectively. It is especially essential during their active engagement and participation in various activities. This will help improve their experiences, choices and quality of life.

The table below shows three elements of active support:

Element	Meaning
Interaction to promote participation	Give the person the correct level of support to do all regular daily tasks and community participation activities.
Activity support plan	Create a systematic plan to organise household and self-care tasks. The same applies to hobbies, social activities and other tasks that the person needs or wants to do.
Progress records	Document all plans and execution of the person's tasks. Note down all encountered opportunities for the person to do more as well. This helps monitor their performance for improvement and progress tracking.

Where Does Active Support Fit in Regarding Community Inclusion?

Active support is essential for the person to experience proper community inclusion. The following are parts of the plan where you need to incorporate it the most:

- **Person-centred practice**

Person-centred plans are meant to have the person as the focus of all decisions and activities. Active support serves to complement this approach since a person living with disability needs a certain level of support to fulfil a specific task.

- **Opportunity plans**

These are plans on what activities the person must join for community participation and social inclusion. The plans also include how to proceed with those activities and how you will support the person through every step.

- **Positive behavioural support**

Active support plays a role in helping the person develop (psychologically, emotionally or behaviourally) to allow them to stop doing and relying on behaviours of concern to get what they want. Instead, positive behaviour is rewarded.

- **Communication plans**

Specific planning is usually required to facilitate effective communication for individuals with disability, particularly when language barriers or challenges are present. Active support needs to include plans on how to support the person to express what they want.

The following are reasons why active support is important:

Allows the person to express who they are

Helps the person participate in various activities

Allows them to take on more responsibilities

Enables them to be more involved in their interests

1.4.5 How to Work With the Person to Facilitate Active Engagement in a Social Network

You must closely work with the person when facilitating their active social network engagement. This is because everything about these activities is centred around the person. Identify any supports they may need.

These are the following ways to keep the person in the loop at all times:

- **Keep close communication with the person.**

It helps to get the person's feedback and comments about the activities. After all, their feelings and opinions matter. Feelings directly influence the person's willingness to do the following:

- Take reasonable risks
- Actively participate in the program
- Engage with other people

Their feedback also helps ensure that the plans align with their strengths, abilities, interests and needs.

- **Provide details of the engagement activities to the person.**

It is similar to getting the person's opinions; it is equally vital to provide them with all necessary information often. This helps to keep them informed of all progress and changes. At the same time, it will also shape their feelings and opinions regarding the program in a better and more informed way.

- **Constantly monitor progress.**

You also need to closely observe and monitor the progress and performance of the person and everyone involved in the activities. By doing this, you can measure the activities' effectiveness in encouraging the person's:

- Active engagement
- Participation
- General experience of inclusion



- **Keep all plans and strategies person-centred.**

As mentioned in Subchapter 1.4.3, a person-centred approach helps frame all plans and strategies to become focused on the person. By doing so, the person is involved in all necessary decisions, and you prioritise their wellbeing.



Multimedia

The video below is a compilation of various support workers providing person-centred active support to people living with disability.

[Module 1 Person Centred Active Support Activity 1](#)

Checkpoint! Let's Review



1. Active engagement is the type of participation where a person is actively involved and participative in an event or activity.
2. Active support is essential for the person to experience proper community inclusion.
3. Robbing a person of this right hinders their learning and growth and worsens their quality of life.
4. A strengths-based approach values the person's strengths, abilities, skills, knowledge and potential during an activity.
5. A person-centred practice means the person is the centre of all decisions related to their life.



1.5 Identify Participation and Inclusion Barriers and Develop Strategies



There are still external factors to consider that can potentially hinder the person's progress. This is true even if you have an elaborate plan for their community participation and inclusion. These hindrances are called barriers. The person may encounter different types of barriers depending on whether they are involved in community participation or social inclusion activity.

1.5.1 Participation Versus Inclusion

Participation is the action of taking part in an activity. It means doing the tasks and activities together with other involved people. The person's actions and choices dictate their degree of participation. This means that it is up to the person if and how they want to participate.

For example, Anne is hosting a drawing class. Lisa is a child with disability, and she is attending Anne's class for the day. Anne tells everyone to bring out their sketchpads and pencils. She asks them to follow along as she explains and demonstrates how to draw a flower vase in front of the room. Lisa does not settle for watching others sketch. Instead, she tries her best to sketch the flower vase as Anne walks everyone through the process. In this scenario, Lisa is displaying active participation.

Meanwhile, *inclusion* is belonging or being included in a group. The level of inclusion is dictated by the person's presence and the other people's willingness to recognise that presence. Take Lisa as an example again. Being inside the classroom with all the other participants in the drawing class enables her presence there. Other people acknowledge her presence by talking to or smiling at her. Some children ask her to join them in a corner to eat together during breaks. In this case, Lisa is experiencing inclusion.

The differences between participation and inclusion are the following:

- The person does not have to be doing anything for others to include them in their group.
- The person is not participating in an activity or event if they are not doing the task that everyone else is doing.
- The person cannot participate if others will not include them and let them do the same activity.

1.5.2 Different Forms of Barriers

As mentioned, barriers are obstacles and challenges a person can encounter due to their disability. Barriers keep them from participating or thriving in social activities. They come in different forms. These include the following:

- **Physical barriers**

These are barriers that are physically present in the environment. They can be either natural or artificial. They can also be challenges related to the person's physical attributes and capabilities. These barriers physically prevent the person's access to an object or location.

Some examples include the following:



- A building with no wheelchair ramps, lifts or elevators that prevents wheelchair users from access
- Low lighting or weak colour contrast in a location that makes moving difficult for people with vision problems
- Tree roots, rocks and other materials that make the path uneven
- Bodily properties such as low vision, hearing difficulties and poor motor skills are barriers that can keep the person from fully accessing or exploring an object or location
- Lack of assistive technology to help the person move around

- **Psychological and emotional barriers**

These are barriers related to the person's thoughts and feelings. Negative feelings affect their performance when engaging with people or participating in activities. In this case, there are no external barriers in play. But the person finds it hard to perform because of how they think or feel. Some examples are:

- A person feels extreme anxiety when stepping out of their home, which keeps them from interacting with others
- A person who is too inattentive or uninterested in the activity will not want to participate actively
- A person has trust issues related to past trauma, so they would not obey instructors/moderators during an exercise



- **Institutional/systemic barriers**

These rules, policies, procedures and practices cause unequal treatment or discrimination against the person. These rules keep people from accessing a location/object or exclude them from activities and events. They also deny a person access to programs, services, benefits or opportunities that they are supposedly qualified for. Here are the following examples:

- A workplace forbids noise-cancelling headphones, even for people with sensory processing issues.
- Trains that do not provide ramps are not accessible to people who use wheelchairs or other mobility devices.
- A school does not recognise symptoms of anxiety, depression and personality disorders. They automatically consider poor performance as truancy or delinquency.

■ Communication barriers

These are barriers faced by people living with disability when they try to communicate. When this barrier is present, the person cannot gather information around them or express themselves to others. Others cannot understand the person, or the person cannot understand what others say.

The table below shows a few examples of these communication barriers due to different impairments.

Impairment	Examples
Vision impairment	<ul style="list-style-type: none"> ▪ Small prints for written messages ▪ Some signs in hotels without braille versions for people who are blind
Hearing impairment	<ul style="list-style-type: none"> ▪ Videos that do not have captions or sign language translation ▪ Phone calls with no video
Cognitive impairment	<ul style="list-style-type: none"> ▪ Use of complicated words and sentences ▪ Complicated navigation of a device or material that is hard to understand and use

■ Social barriers

These are barriers caused by other people's treatment of a person with disability, often stemming from societal norms, stereotypes, discrimination and the pressure to conform. They come from inequalities between different groups of people in society. Social barriers can be due to a person's gender, ethnicity, race, religion or socioeconomic status. In this case, the primary factor is the person's disability.

Here are the examples:

- A group in the community is scared of a person with bipolar personality disorder and refuses to interact with them.
- A person is singled out at work because they are Chinese.
- A person with disability cannot access proper health care because of limited finances.

1.5.3 Discussing Barriers With the Person

Many barriers around the person will already be clear after discussing their needs and requirements (as shown in Subchapter 1.1.4). You can identify these barriers quickly by talking with the person and their family, guardian or carer.

The table below contains guiding questions you can use to identify each barrier:

Type of Barrier	Guide Questions
Physical	<ul style="list-style-type: none"> ▪ What places are hard to reach for the person? Why? ▪ What are places challenging or impossible for the person to enter or access? Why? ▪ What objects are difficult to hold or obtain? Why? ▪ What environmental and physiological factors affect any of the person's five senses that make moving, holding objects or getting to places difficult? ▪ What assistive devices does the person need but does not have? ▪ How do these barriers limit the person's participation and inclusion?
Psychological/Emotional	<ul style="list-style-type: none"> ▪ What is the person's usual personality? What external stimuli cause that typical personality to change? How and why? ▪ Which objects or situations make the person shy, nervous, uncomfortable or non-participative? Why? ▪ What past experiences caused the person to have negative feelings towards present circumstances? ▪ How does the person's psychological/emotional state affect their participation and inclusion?

Type of Barrier	Guide Questions
Institutional/Systemic	<ul style="list-style-type: none"> ▪ What rules have limited the person's participation in an activity or access to a service, benefit, object or location? ▪ How do these rules limit the person's community participation or social inclusion? ▪ Are these rules/procedures found in various places or unique to a single establishment/institution? ▪ What are the disability and discrimination laws related to these rules/procedures?
Communication	<ul style="list-style-type: none"> ▪ What are the person's modes of communication? ▪ How does the person have trouble communicating with others? ▪ What assistive devices does the person use to communicate, if any? ▪ What assistive devices does the person need to communicate with if they still have none?
Social	<ul style="list-style-type: none"> ▪ What are the prevalent stereotypes regarding the person's disability? ▪ What attitudes do other people in the person's community or social circle usually display towards the person? ▪ What negative treatments has the person experienced due to others' opinions of their disability? ▪ What privileges, services, programs and other materials can the person not get because of their disability?

It is also possible for you to observe these barriers at work during your interactions with the person. Note them down as well. They can give you more information that was not included in the discussions with the person and their family, guardian or carer.

1.5.4 Developing Strategies With the Person to Overcome Barriers to Community Participation and Social Inclusion



To overcome these barriers, you need to create a comprehensive set of strategies to tackle them in an organised manner. By doing so, you include all important angles and details in trying to address them.

Here are some ways you can develop your strategy:

- **Determine barriers.**

List down all barriers you foresee and encounter.

- **Establish initial solutions.**

List down all solutions you can think of right away, whether you can execute them immediately or not.

- **Secure support requirements.**

In Section 1.1.4, you learnt how to identify the person's support requirements. If you acquire them right away, you can resolve certain barriers caused by unresolved needs. This includes assistive devices and helpful services/programs.

- **Consult with other professionals and people of authority.**

Some barriers have solutions only available through people of authority and experts on the matter. They can help you gain access to solutions or provide you with helpful advice that you can integrate into your strategies. This especially applies to institutional/systemic barriers.

Checkpoint! Let's Review



1. Barriers are obstacles and challenges a person can potentially encounter because of their disability. They keep the person from participating or thriving in social activities.
2. Participation is the action of taking part in an activity.
3. Inclusion is belonging or being included in a group.
4. Creating a comprehensive set of strategies will help address these barriers.



1.6 Identify and Access Appropriate Resources With the Person

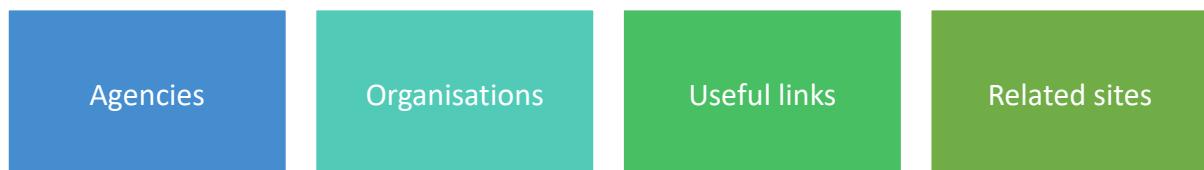
While planning for the client's participation and inclusion, both you and your client need to include how to access helpful resources while taking into account the following:

- Relevant legal and ethical considerations
- Relevant organisational policies and procedures

Depending on your company or organisation's processes, you might have either permission to access specific resources or limitations that prevent you from doing so.

1.6.1 Identifying and Accessing Appropriate Resources

Resources are objects, people, funds and any other kind of materials that could help the person have a better participation and inclusion experience. These include, but are not limited to, the following:



These resources give advice or information about people living with disability. They are references for supporting the person in community participation and social inclusion. They can also be people who provide financial and other assistance for the success of the person's participation and inclusion.

You must work closely with the person when identifying and accessing these resources. This keeps your processes in line with the person-centred practice. To do so, ensure to:

- Set up a schedule when you can sit down on the task together
- Send all your findings and suggestions to them via email, messages or other forms of communication if a face-to-face meeting is not possible
- Consult with them through calls or video chats

Depending on the person's circumstances, look for resources that match the following:

- The person's needs and support requirements
- Networks and services that you have identified would help with the person's participation and inclusion
- Availability in the locality
- Government and organisational guidelines

1.6.2 Relevant Legal and Ethical Considerations

One of the pressing concerns when a person with disability accesses resources is discrimination. It hinders the person from acquiring the service and resources they need safely. The person may be discouraged from seeking assistance. As a result, they may not be able to participate in the community or feel included.

There are laws that will help you and the person respond to discrimination. These laws include the following:



Legislation	Description
Disability Discrimination Act 1992	<p>This law requires public places to be accessible to people with disability. Below are examples of these public places:</p> <ul style="list-style-type: none"> ▪ Banks ▪ Educational institutions ▪ Government offices ▪ Hospitals <p>A person living with disability may need to go to these places to acquire resources. For example, they may need to go to the bank to ask about funding or legal offices for legal help. If these places are not accessible, they may be discouraged from getting the necessary resources.</p>

Legislation	Description
Disability Services Act 1986	<p>This law aims to do the following:</p> <ul style="list-style-type: none"> ○ Be responsive to the needs and aspirations of people with disability ○ Help the people to receive services that they need ○ Promote services that support the people's community participation, independence and self-esteem <p>This law requires service providers to assist people with disability to achieve full community participation. One of the assistance they can give is to facilitate the person's access to resources they need. For example, a person with disability wants to participate in a program for developing certain skills. The service provider must do its best to help the person acquire the information and financial assistance so they can attend the program.</p>

Each state/territory has a corresponding disability services law. You can access them through the links provided below:

State/Territory	Corresponding Legislation
Australian Capital Territory	Disability Services Act 1991
New South Wales	Disability Inclusion Act 2014 No 41
Northern Territory	Disability Services Amendment Act 2012
Queensland	Disability Services Act 2006
South Australia	Disability Services Act 1993
Tasmania	Disability Services Act 2011
Victoria	Disability Act 2006
Western Australia	Disability Services Act 1993

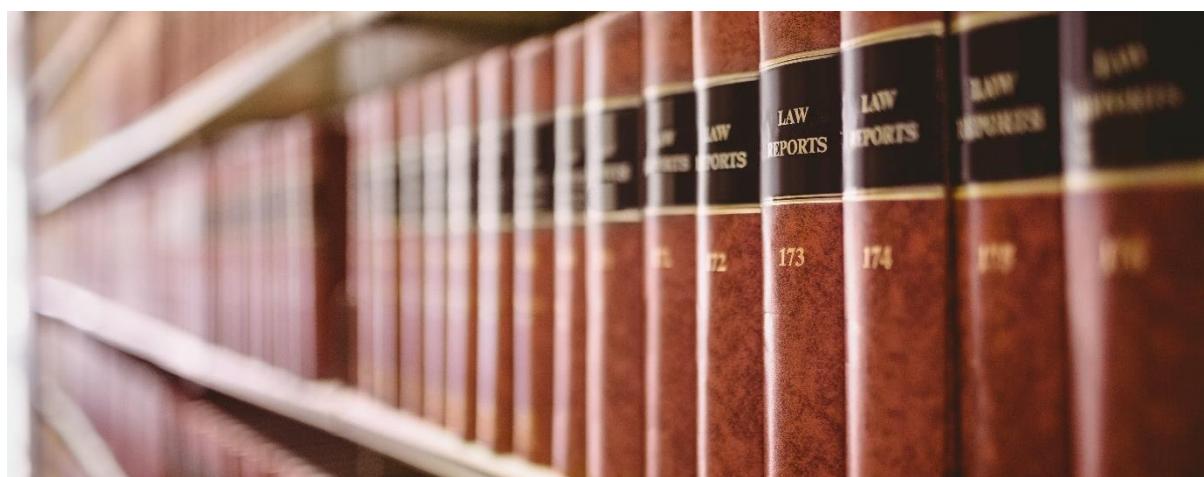
Another legal consideration when accessing resources is the person's privacy. Most likely, the person will need to provide their information to obtain the service they need. You need to make sure that their information is handled according to the relevant requirements.

One example of the relevant requirements is the *Privacy Act 1988*. This legislation details prohibition on what information an organisation can collect. It also describes how organisations handle all relevant information. These prohibitions are based on the Australian Privacy Principles (APP).

Below are the APP and how they can be applied when managing the person's personal information when they access resources:

APP		Application
1	Open and transparent management of personal information	You should explain to the person and their guardian what personal information will be collected and the reason for collecting them. You should also discuss relevant processes, such as how to correct errors or make complaints.
2	Anonymity and pseudonymity	You can give the person the option to use a pseudonym and remain anonymous. However, there are cases when other Australian laws require the person to provide their identity to process data. In such cases, you should explain why they are required to do so.
3	Collection of solicited personal information	You should collect the person's personal information only if it is reasonably necessary when accessing resources.
4	Dealing with unsolicited personal information	If you received the personal information you did not require, you must destroy it or make it unidentifiable.
5	Notification of the collection of personal information	If you will collect or have collected the person's personal information from another person, you should notify the person as soon as possible. The notification should include who it was collected from, why it was collected the consequences of collecting it. You should also inform the person that the APP applies to the collected personal information.

APP		Application
6	Use or disclosure of personal information	You should only use the information you collected for the purpose originally agreed on. If you need to use it for other purposes, you must seek the person's permission.
7	Direct marketing	If the person only gave you permission to use their information for activities relevant to accessing a resource, you should only use it for that purpose. You should not use the information for marketing unless it is reasonably expected to do so or the person allows it.
8	Cross-border disclosure of personal information	If you need to share the person's information with entities outside Australia in order to access resources, you must ensure that the entity will also adhere to APP.
9	Adoption, use or disclosure of government-related identifiers	Some examples of government-related identifiers are passport numbers and license numbers. If you received this kind of information, you should not use it as your own identifier of the person (i.e. you should have your own identifier of the person, such as a client number). You may use these identifiers for verification purposes. However, you should not disclose these identifiers to other entities unless required by Australian laws or permitted by the person.
10	Quality of personal information	You must ensure that the information you collect from the client is accurate, up-to-date and complete.



	APP	Application
11	Security of personal information	You must ensure that the person's information is secured. You must follow your organisation's policies and procedures in order to protect the information from misuse, loss, unauthorised disclosure and other risks.
12	Access to personal information	You must allow the person to access their personal information unless giving them access will breach other people's privacy.
13	Correction of personal information	You must allow the person to correct their information if the information collected is incomplete, outdated or inaccurate.

Based on content from the Federal Register of Legislation at 6 December 2022. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Privacy Act 1988, used under CC BY 4.0

These principles should be followed when you collect a person's personal information to access resources.



Further Reading

Schedule 1 of the Privacy Act 1988 provides information on Australian Privacy Principles. It includes all legal obligations and restrictions. You can read Schedule 1 through the link below:

[Privacy Act 1988](#)

Protection from discrimination and the right to privacy are both legal matters anchored in ethical considerations. These are supported by rights stated in the following:

Universal Declaration
of Human Rights

Convention on the Rights
of Persons with Disability

- **Universal Declaration of Human Rights**

This Declaration is not a legal requirement. However, the statements made in the Declaration are imposed by society as morally right. The articles from the Declaration most relevant to accessing resources are the following:

- Article 7 of this document states that everyone is entitled to equal protection from discrimination. It is your moral obligation to treat others fairly, including your clients. Suppose your client has a learning disability and wants to read a document on your organisation's website. Treating them fairly in this context means having an easy-read version of the document.
- Article 12 promotes the person's right to privacy. Respecting someone's privacy is always the right thing to do. Most likely, the client will need to provide their personal information when they access resources. Even if there is no APP, you should always protect the client's identity by:
 - Asking for permission when collecting using their information
 - Being cautious when you handle their personal information

Further Reading



Read more about the document by accessing the link below:

[Universal Declaration of Human Rights](#)

■ Convention on the Rights of Persons With Disability

Similar to the Declaration, this is not a law but a moral guide. The following articles of this document promote the protection of people with disability from discrimination:

- Article 4 promotes the elimination of discrimination based on disability. As a disability support worker, you should remain respectful when interacting with them. You should not treat them differently just because of their disability. You can ask them if there are instances that made them feel discriminated against while accessing resources. Consult with them about how they want those to be resolved.
- Article 5 promotes equal legal protection for people with disability. Remember that Australian laws also cover people with disability; this is their legal right. As previously discussed, anti-discrimination and privacy laws are applicable to persons with disabilities when they access resources.
- Article 24 promotes equal access to education. Equal access to education may mean modifying learning materials so they can comprehend the topic at their level. You can consult with the person or their family/carer on appropriate strategies when delivering these learning materials.
- Article 25 promotes equal access to health services. Again, equal access to health services involves protecting them from discrimination. You can ask them how they want their needs to be accommodated. This will make them feel seen and heard. Hopefully, it will encourage them to access the health services they need.



- Article 26 promotes the right to work. When your client wants to be employed, remember that it is their moral right to gain employment. Discuss with them suitable employment opportunities. Consider their preferences and needs. Once you agree on what job the client can take, help them contact organisations that can hire them.
- Article 29 promotes political participation without discrimination. This includes voting and being elected. If your client wants to vote, voting facilities and materials must be accessible to them.

Additional information about the Convention will be discussed in Section 2.5.1.



Further Reading

Read more about the document by accessing the link below:

[Convention on the Rights of Persons with Disability](#)

1.6.3 Related Organisational Policies and Procedures

Organisations have a standardised process for identifying and accessing appropriate resources. Documents such as handbooks and manuals contain these policies and procedures. You can use them as your guide whenever needed.

These policies and procedures follow the organisation's standards. They align with relevant local or national laws and regulations. So, while the process may differ from one organisation to another, they usually have the same overall structure and key points.

These include the following:

- All information about and from the resources should be given to the person in a way that they clearly understand. They should also be given a printed copy of the information for applicable situations.
- The person's support system should also be involved in all information about the gathered resources.



- Organisations usually already have a list of resources you can access or network with.
- Resources are meant to assist you in tasks outside the scope of your role, knowledge and expertise.
- Resources can be accessed to gain more helpful funds and other materials whenever possible and necessary.



Lotus Compassionate Care

Lotus Compassionate Care is the simulated organisation that provides services in disability support, home and community support, and residential care referenced in our learning resources.

Access and review Lotus Compassionate Care's policies and procedures through the link below:

Policies & Procedures

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1.7 Inform the Person and Their Support System About Available Options



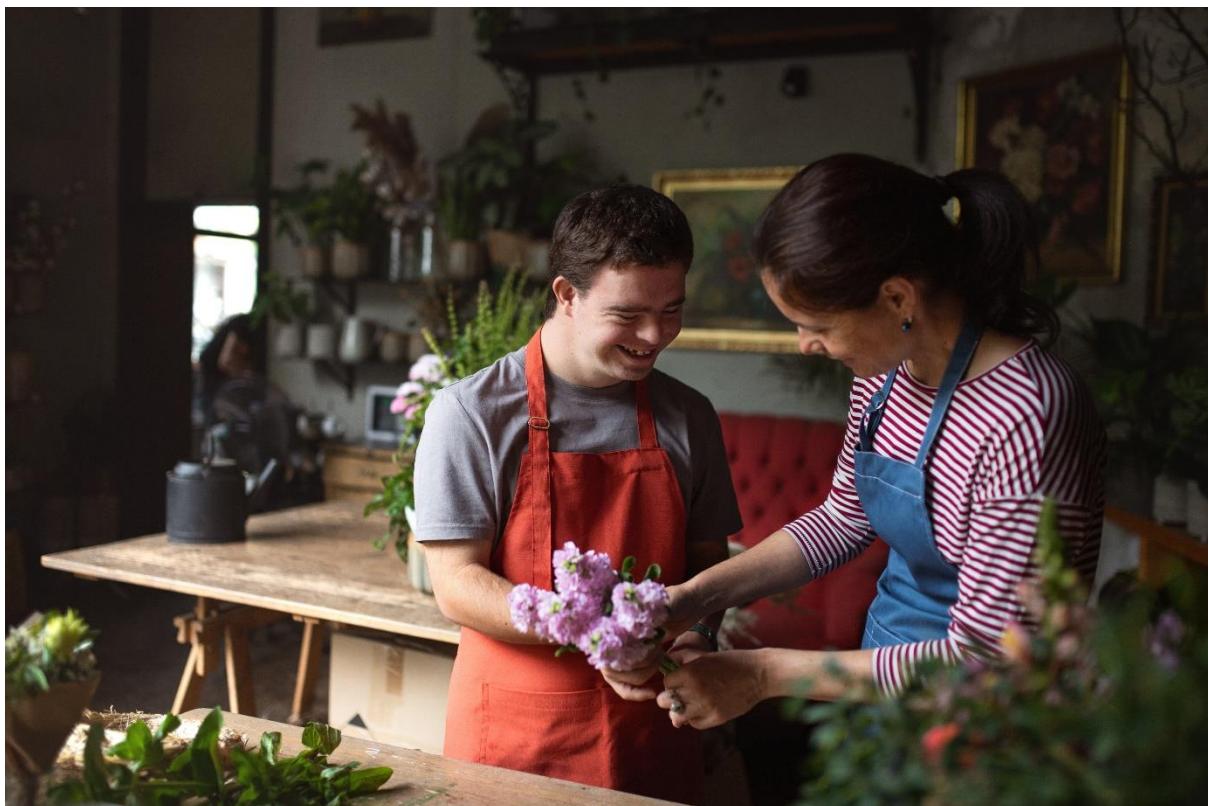
Other people who provide support, respect and care for a person with disability should be included in planning and executing community participation and social inclusion activities. This is because they have helpful knowledge and experience in caring for the person. They can provide you with additional information, feedback and guidance.

Therefore, you must provide them with information about any available options you can integrate into the person's engagement with a social network. These *options* can be resources, services, opportunities or programs, as mentioned in Subchapters 1.2 and 1.3. They are anything that is accessible to the person and their family as choices. You should also provide the person with the same courtesy since they are the centre of all these efforts.

1.7.1 The Person's Support System

These people involved in the person's life and providing support and care for them can be referred to as their *support system*. The support system can include the following:





However, an individual is only part of the support system if the person specifically identifies them. A friend, family or carer does not automatically make someone a part of the support system. They also need to have certain qualities. These can include the following:

They make the person feel respected and appreciated.

They give off a sense of trust.

They bring out the person's best qualities.

They allow the person to feel good about themselves.

They leave the person feeling positive after their interactions.

They assist the person whenever possible and necessary.

1.7.2 Informing the Person and Their Support System About Available Options

As mentioned, you must inform the person and their support system about their available options for effective engagement. Information should also be sent in a way that the person can easily understand, as mentioned in Subchapter 1.6. You can use multiple forms of communication to provide them with the information. Refer to the table below that explains each method's use:

Form of Communication	Purpose
Email	For sending formal messages and reports to the person and their support system
Face-to-face meetings	<ul style="list-style-type: none"> ▪ For a more detailed but casual discussion about the options ▪ Allows you to check in on the person's status
Cloud storage	Online storage for uploading documents that the person and their support system can access, download or copy anytime
Phone/Video calls	A substitute for face-to-face meetings if circumstances keep you from meeting in person
Texts/In-app messages	<ul style="list-style-type: none"> ▪ For short, informal and regular updates or announcements ▪ For asking and answering quick questions that do not require a detailed discussion via email/meeting/call

The case study below demonstrates how to inform a person with disability and their support system of available options.

Oliver Thinks About Joining a Painting Class

Oliver is 16 years old. He has severe hearing impairment because of a past accident. While he can get by using a hearing aid, his hearing impairment has damaged his confidence to talk to people. This has led him to become isolated from his peers.

Leo is the disability support officer facilitating Oliver's participation and inclusion activities. He and Oliver have already researched and identified services that match Oliver's qualities and needs. Oliver wants to join a laid-back event to avoid getting overwhelmed by his sensory disadvantage. Because of this, the two of them found that the best activity to join is an acrylic painting class. However, they are unsure if Oliver's impairment will not impede his performance in this class. So, Leo decides to contact the organisations they found.

After communicating with a couple of organisations via email, Leo finds out that Company A has the most visual style for instructions. They also give importance to maintaining a relaxing atmosphere during class. They sent him the details of their services and events for him to read.

Leo forwards this email to Oliver and Oliver's family so they can also read it on their own. After a day, he receives a message from Oliver saying that Company A seemed like a great choice. Since Oliver has a hearing impairment, he prefers texting over calling, so he and Leo have made it their primary form of communication. Leo texts Oliver to ask for more details on his opinions and answer any questions. They also text one another to confirm their face-to-face appointments so they can discuss their findings in more detail.

Leo calls Oliver's mother to confirm their appointments and update her on their findings.

Checkpoint! Let's Review



1. The person's support system comprises their family, friends and carers, and other specific people identified by the person.
2. They have helpful knowledge and experience in caring for the person. They can provide you with additional information, feedback and guidance.
3. Therefore, you must provide them with information about any available options you can integrate into the person's engagement with a social network.
4. These options can be resources, services, opportunities or programs.

Learning Activity for Chapter 1



Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

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

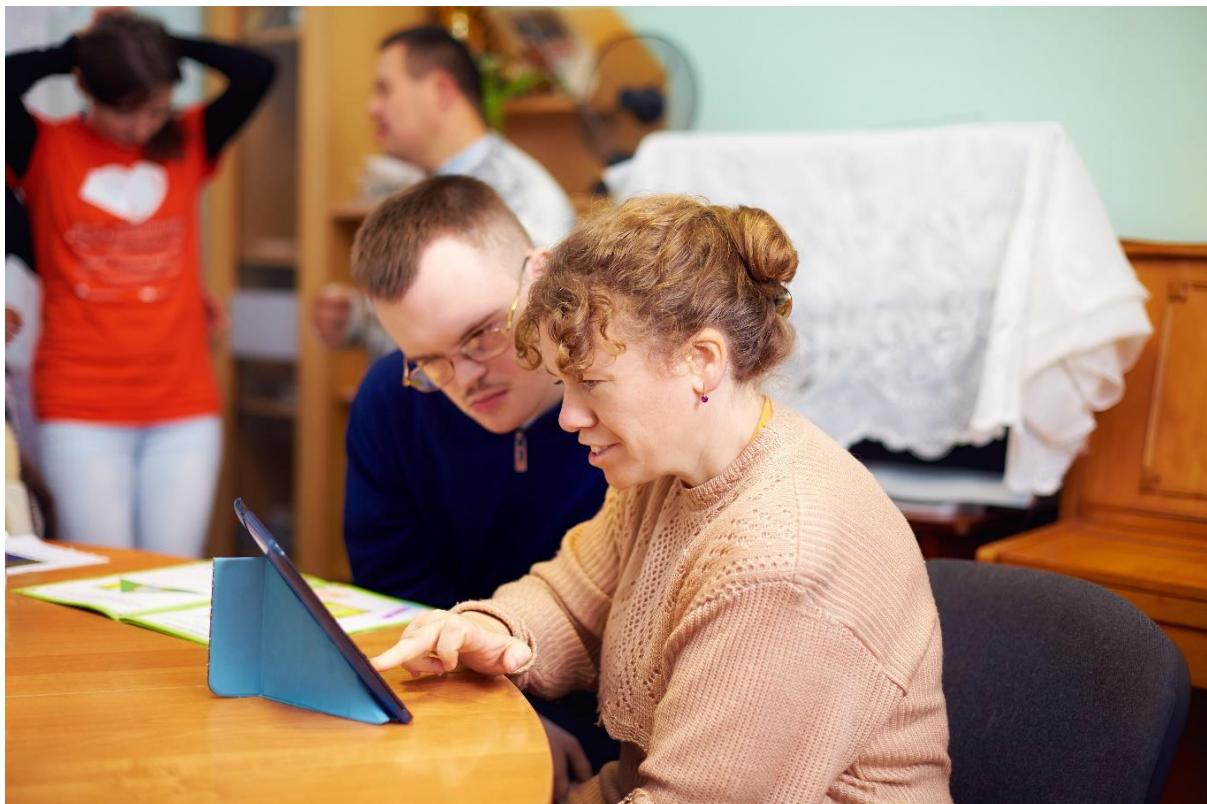


In the previous chapter, you learnt the essential skills and information on supporting a person with disability to identify and engage in social networks within the broad community. In this chapter, you will focus on assisting the person and their relevant others in developing and implementing a community support plan as part of the individualised plan.

The *community support plan*, or CSP, is a plan that the person can follow to access community support services. They can follow this plan with or without you present to assist them. It involves identifying the person's requirements and accessing opportunities, services or resources.

In this chapter, you will learn how to do the following:

- Develop the person's individualised plan
- Assist the person to identify requirements according to their needs and preferences
- Assist the person to identify and access services within the community
- Work with the person to facilitate access to opportunities within financial requirements
- Assist employer to facilitate the person's participation and inclusion in accessing work opportunities
- Assist the person and their support system to select activities that enhance inclusion
- Support other workers to implement the individualised plan



2.1 Develop the Person's Individualised Plan

Follow a strengths-based and person-centred approach when developing an individualised plan. The plan should include all necessary support items required for the person's needs. It has to consider their preferred level of participation. That is why it is essential to consult with the person.

2.1.1 The Individualised Plan

An *individualised plan* is a goal-directed and person-centred document that contains all guidelines for which community support, services, participation and activities the person should follow. It can be either a formal document of a well-organised plan or a less formal planning process that allows for improvisations. Either way, the planning process must be:

Personalised	Future-focused	Responsive	Reviewable
<ul style="list-style-type: none"> Customised based on the person's circumstances 	<ul style="list-style-type: none"> Focuses on future to-dos and predictions of how the processes will proceed 	<ul style="list-style-type: none"> Can be revised as often as needed to accommodate changes to a situation 	<ul style="list-style-type: none"> Can be assessed using a set of guidelines whether it is effective or not

The individualised plan should display the person's ambitions, goals and current circumstances. It should also show clear pathways to achieving those goals and ambitions.

Individualised planning supports people living with disability, their families and carers to do the following:

- Choose how their life will unfold
- Identify opportunities to belong and make a valued contribution
- Develop their relationships and their connections within the local community
- Develop their talents and potential
- Adopt valued community roles
- Feel safe, secure and confident in their future
- Access the support they require to achieve their goals



Lotus Compassionate Care

Access and review Lotus Compassionate Care's individualised support plans through the link below:

[Client Records](#)

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2.1.2 Parts of an Individualised Plan

The individualised plan has different parts. Each of these parts tackles a certain factor that contributes to its flow and effectiveness. The list below shows these parts in more detail:

- **The person's strengths, abilities, interests and needs**

You will build the plan around the person's qualities, which were discussed in Chapter 1. The suitable participation and inclusion activities will depend on their strengths, abilities, interests and needs. So, you need to take note of these and review them every time you move on to a new step of the plan.



- **Factors that affect the person's participation**

These are other things to consider that influence what activities the person can do or join. Some examples are culture, schedule, preferences or the availability of necessary services. The activities have to match these factors to suit the person. More discussion on this is in Section 2.1.3 and Subchapter 2.2.

- **Financial plans**

Accessing services and joining activities require funds. So, the individualised plan needs to include a detailed plan on the following:

- Sources of funds
- Allocation of funds
- Records of expenses

This is so the client's money will not be wasted and can be maximised instead. This will be discussed in more detail in Subchapter 2.4.

- **Limitations**

These are the end of your and everyone's capacities in performing tasks and accessing resources. You have to factor in these possible sources of challenges for the plan so that everyone can prepare. Subchapter 3.4 tackles this more in detail.

- **List of identified services and activities**

After doing your research (as discussed in Chapter 1) and considering all points mentioned in the previous bullets, you and your client will be able to determine which services best suit their wants and needs. Keep all your findings recorded as you look into each in more detail.

Further Reading



The website of YMCA Bundaberg shows a list of their community inclusion services. These are only some of the many possible services you can help integrate into the person's individualised plan. Access the link below to see the list:

[Community Inclusion Services](#)

- **Risk assessment and mitigation**

Identifying and preparing for risks is part of the plan so the client does not get harmed during the activity. You cannot ensure the client's safety without identifying and controlling risks.

- **Records of progress**

The individualised plan should also contain records of progress. This is so that you, your client and everyone involved can keep track of the client's performance. Keeping a record of progress helps identify if anything about the plan is perfectly effective or can be improved. This helps create follow-up plans to enhance the client's participation and inclusion.

- **Success evaluation metric**

Adding success evaluation to the plan also helps measure its effectiveness more objectively and quantitatively. With this, you, your client, their support system and your organisation can monitor the plan's progress uniformly.



2.1.3 Consulting With the Person to Develop and Implement an Individualised Plan for Community Participation

When creating an individualised plan, you must consult with the person and their support system for every step and change. This is to ensure the plan will include all factors that may affect the person's community participation, such as:

- The person's needs
- Support requirements
- Preferred level of participation
- Other preferences or demands
- Available services to employ

You must walk them through the process for them to be able to provide accurate feedback and decisions. Assist them in developing and implementing the individualised plan as well. These are the steps you can take to achieve the following:

- **Provide tailored information and advice about different opportunities.** Support the person to outline their personal goals. Investigate strategies that may assist them in achieving those goals. Present guiding questions for the person to answer. This is to identify the different factors that will affect the plan, as previously mentioned.

Refer to the table below for the following factors and guide questions:

Factors	Guide Questions
Vision for the present and future	<ul style="list-style-type: none"> ▪ What makes life meaningful? ▪ What things have I dreamt of? ▪ What are the most important things to me? ▪ What kind of person do I want to have in my life? ▪ Who do I look up to, and why? ▪ How would I wish to be perceived? ▪ What would my life look like if everything went smoothly for me? What would I be doing? ▪ What is the image of an interesting and fulfilling life to me? ▪ What is my ideal day like?

Factors	Guide Questions
The person's story and current situation	<ul style="list-style-type: none"> ▪ What is my ideal day like? ▪ What is my life like, and how do I feel about it? ▪ What are some important things that have shaped my life? ▪ What do I value? (For example, culture, religious beliefs, family, friends, pet, home, lifestyle) ▪ What things am I proud of, and why are they important? ▪ What do I excel at? What do I enjoy? ▪ What do people like about me? ▪ What do I like best about myself? ▪ What are my interests and passion? What do I do about them? ▪ What do I do daily? What motivates me to do them? ▪ What causes me to feel unsafe? How will I feel safer? ▪ What are the hurdles or barriers I am facing?
The person's long-term plans and goals	<ul style="list-style-type: none"> ▪ What do I need to thrive and not only survive? ▪ What are my motivations? ▪ What am I looking forward to? ▪ What do I hope to accomplish? ▪ What are my priorities? ▪ What is working well now? How can I maintain this? ▪ What abilities, interests and traits would I like to improve? ▪ If I could reward myself, what would it be?

Factors	Guide Questions
Possible support strategies	<ul style="list-style-type: none"> ▪ What does it take to fulfil the changes I would like? ▪ How can I have more and stronger connections? Where in the community is a good place to start? ▪ What will I continue to do? ▪ What will I begin to do? ▪ What will I stop doing? ▪ What kind of assistance do I need for each activity? How can I ensure I have enough? ▪ When and how often do I need assistance? ▪ What challenges are present in supporting me? ▪ In which instances do I want changes to happen?

- **Include records of progress for every activity.** You or the person and their support system can accomplish this. It depends on who is present during the specific activity in question. The report can be verbal or written. The diagram below shows the different forms of a report and its contents:

Forms of reporting

- Phone/video calls (verbal)
- Face-to-face (verbal)
- Progress report document (written)
- Case notes (written)
- Hazard and Incident reports (written)
- Care plans (written)

Contents of the report

- Feedback from the person, family, carers, event/activity facilitators and other involved people
- Detailed observations of the activity
- Requests or suggestions for improvement

With regards to the individualised plan, you have an ongoing role in assisting the person and their support system to:

- Evaluate their progress towards their goals
- Keep their plans on track
- Realign their plans in response to changes in their lives and goals or sudden difficulties

The individualised plan lets the person continue with community participation and social inclusion. This includes instances when only their support system is around, and you are not present to facilitate in person. It also provides all parties with an objective way to track progress and changes in their situation. You must leave them enough room to make their own important choices.

Some of the most important factors to know about the person are their needs and requirements. This is especially true when you assist them in developing and implementing their individualised plan. You need to know them to identify what resolutions are effective for their situation.



Here is a case study displaying a situation where this applies:

Grace's Requirements

Grace is 20 years old. She has moved back with her parents and younger sister after taking a break from her studies. She has severe anxiety, which keeps her from doing well in various situations.

Sophia is the support officer and facilitator for Grace's community participation and social inclusion. At first, Grace was extremely shy and nervous around her. But after building rapport, Sophia managed to gain Grace's trust and help her feel calm in her presence. Because of Grace's anxiety, Sophia tries her best to keep all their interactions casual. This is true even when she is trying to identify Grace's strengths, interests, abilities and needs. And so, she:

- Uses an unnoticeable sound recorder to note down their conversations, with consent from Grace and her family
- Asks Grace about her strengths, talents, interests and struggles in a way that sounds like a friendly chat instead of a formal interview
- Talks to Grace's family in the same manner to gather more information
- Observes Grace's actions discreetly so that Grace would not feel nervous and self-conscious

After identifying the details she needs for Grace's individualised plan, Sophia compiles her findings in a document:

- Grace feels more at ease when listening to Lo-Fi music.
- Grace is great at baking but tends to mess up if anyone watches her.
- Grace's anxiety gets triggered the most by loud voices, sarcastic remarks and long periods of eye contact.

With these pieces of information, Sophia can look for community participation activities that would:

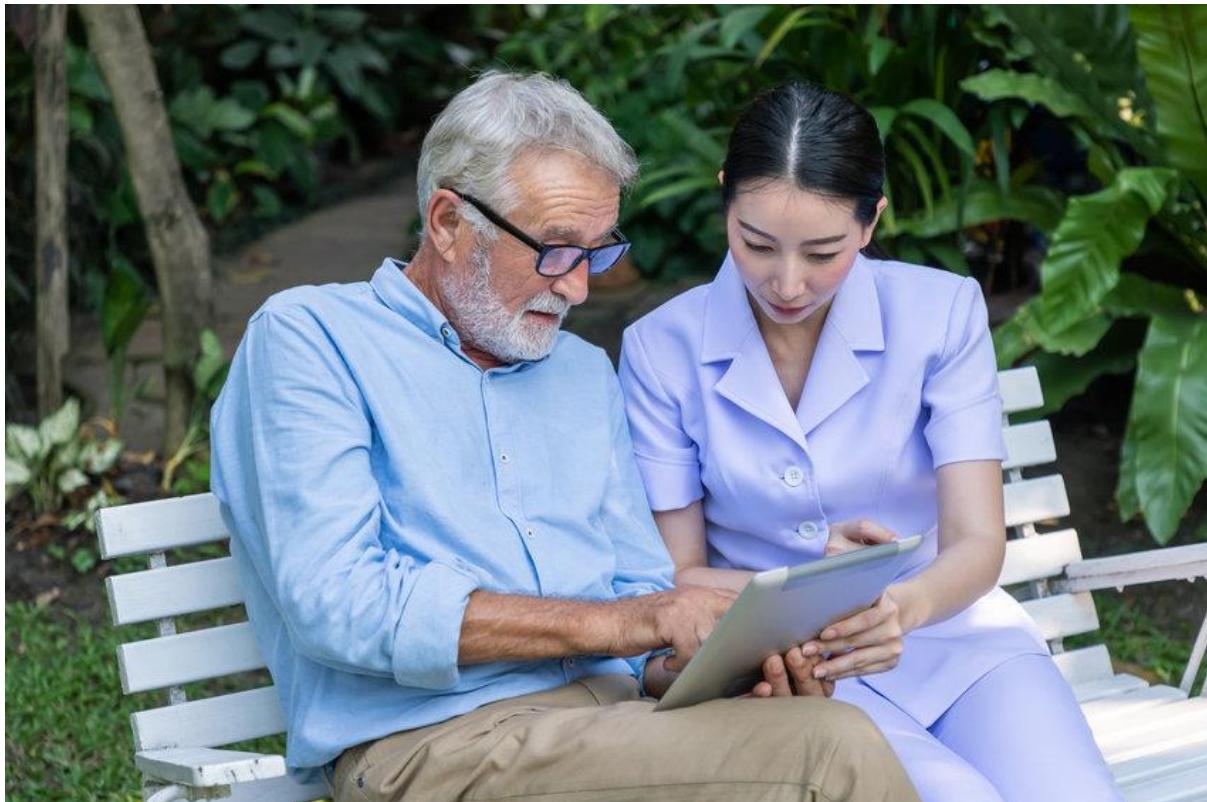
- Involve baking
- Let Grace listen to the music she likes anytime

She also constantly asks Grace and her family for their opinion on the activities she finds. This is so Grace can ensure she will not encounter possible triggers and decide what activities she wants to participate in.

Checkpoint! Let's Review



1. An individualised plan is a goal-directed and person-centred document that contains all guidelines for which community support, services, participation and activities the person should follow.
2. The individualised plan can be either a formal document or a well-organised plan or a less formal planning process that allows for improvisation.
3. The individualised plan lets the person continue with community participation and social inclusion. This includes instances when only their support system is around, and you are not present to facilitate in person.
4. It also provides all parties with an objective way to track progress and changes in their situation.
5. You must leave them enough room to make their own important choices.



2.2 Assist the Person to Identify Requirements According to Their Needs and Preferences

In Subchapter 1.1, you learnt how to assist the person in identifying their support requirements for effective engagement with a social network. In this subchapter, you will learn how to help the person establish those requirements. This is so the person can participate in neighbourhood and local community life according to their needs and preferences.



Here are some important terms you will encounter in the discussion:

- **Establish** – This means to recognise, determine and identify a subject.
- **Neighbourhood life** – This is the person's daily routine and activities in their home and its direct vicinities. It may or may not involve other people living in the same area.
- **Local community life** – This pertains to the person's daily activities and is routinely connected to the local community.
- **Requirements** – In this context, these are the person's demands related to community participation and social inclusion. These demands should be met by the services, opportunities, activities and events.

2.2.1 How to Help a Person Living With Disability Establish Their Requirements in Line With Their Needs and Preferences

Across Chapter 1, you learnt about the person's different needs that will help with their community participation and social inclusion. You must integrate these needs as factors to consider when choosing which activities the person should join. You can do this by establishing requirements. These requirements are the person's demands for the activity. They must align with the person's support requirements and cultural and other individual needs (as previously discussed in Chapter 1). The way the person participates in the neighbourhood and local community life will depend on these requirements and the person's preferences.

The following table lists some of these requirements and guideline questions that help to match the requirements with the person's needs and preferences:

Requirement	Guide Questions
Time	<ul style="list-style-type: none"> ▪ What time of the day is the person available to participate in a community engagement? ▪ How often can the person participate in such activities and events? ▪ Does the activity affect the person's schedule for tending to their cultural needs? Examples of these needs are prayer time, worship service schedules, cultural events and daily routine. ▪ Is anyone from the person's support system available to help facilitate the person's participation in the set activity schedule? ▪ What is the person's personal preference when it comes to the schedule of their activities?
Location	<ul style="list-style-type: none"> ▪ Which places does the person want or need the activities to take place? ▪ Which places can the person access the activities? ▪ Which places of activity do not offend the person's cultural beliefs and background? ▪ What places can accommodate the person's following: <ul style="list-style-type: none"> ○ Assistive devices ○ Companion animal ○ Other support requirements

Requirement	Guide Questions
Activities	<ul style="list-style-type: none"> ▪ What activities can the person do? ▪ What activities does the person want to participate in? ▪ Which activities are in line with the person's cultural background? ▪ Which activities do not involve any barriers to the person? ▪ Are the person's individual needs taken care of during the activities? ▪ What are the activities that the person enjoys and excels at?
People	<ul style="list-style-type: none"> ▪ Who are the people that should be involved in the activities? ▪ Who does the person want to interact with during these activities? ▪ Are the other participants of the activities expected to respect the person's cultural background?
Goals	<ul style="list-style-type: none"> ▪ Why is the person participating in these activities? ▪ What are the person's goals that these activities should meet?
Budget	<ul style="list-style-type: none"> ▪ How much can the person spend on which activities? ▪ What things are essential to the person and have to be paid for? ▪ What things are not too important to the person and can be neglected or set aside?

2.2.2 Integrating Requirements to the Individualised Plan

Identifying the person's requirements establishes a concrete idea of where they are currently. It defines what they need to improve their lives and how they will engage with the community later on. After identifying the details, you can use them to look for services, activities and programs that suit the person's situation.

The list below defines the purpose for each requirement mentioned in Section 2.2.1:

Time

- This requirement is for the events and activities' schedule .

Location

- This is for the places where the events and activities will take place.

Activities

- This requirement identifies what tasks, events and activities the person can join, do and excel at.

People

- This requirement is for the new people the person can meet, interact and build connections with.

Goals

- This requirement identifies the purpose of the events and activities.

Budget

- This requirement focuses on the person's financial capacity. This will be discussed in detail in Subchapter 2.4.

Checkpoint! Let's Review



1. The way the person participates in the neighbourhood and local community life will depend on these requirements and the person's preferences.
2. Identifying the person's requirements defines what they need to improve their lives and how they will engage with the community later on.

2.3 Assist the Person to Identify and Access Services Within the Community

You have learnt in Subchapter 1.2 how to research, identify and network with the services that will help explore community inclusion opportunities. However, other services in the community are also essential to the person's overall experience aside from those. Their needed services could also include more practical and general solutions such as:

- Receiving proper treatment in restaurants
- Buying groceries
- Getting their broken home facilities fixed

2.3.1 Assisting the Person to Identify Services Within the Community

Here are the following basic steps that you and the person could do to assist them in identifying these services within their community:

- **Determine basic regular services.**
 - Utilities
 - Banks
 - Government
 - Errands
 - Medications
 - Check-ups
- **Track other services that the person has frequently been hiring in the past three months.**
 - Maintenance
 - Subscriptions
 - Other services
- **Discuss if the person has any plans to hire a service soon and what they are.**
 - Scheduled cleaning services
 - Upcoming therapy



- **Include essential services for the person's participation and inclusion activities.**
 - Consultation services
 - Transportation services
 - Facility use
 - Services for basic necessities
 - Hiring a workforce

2.3.2 Assisting the Person to Access the Services Within Their Community

The way to assist the person with this step is similar to what was mentioned in Subchapters 1.2 and 1.3. This is because you can research and network with service providers in the same way for various services.

The difference is that there are services that apply a more straightforward approach. This is especially true since these are all in the person's community and immediate environment. In these cases, you no longer have to research and contact them online. Usually, it only requires you to walk in on their establishment and inquire in person to receive their service. Examples of these kinds of services include the following:



After initiating contact with the service providers, there are certain steps to do before the person gets what they need. Service providers implement differing measures. Here are some factors that are always essential:

- **Presence of a carer**

There are times when the person cannot facilitate the services themselves. And so, they need to be with someone else who will do it for them.

- **Registration**

Some services require the person's personal information. If this step is present, it usually occurs in the earlier phase of the process.

- **Fees**

Services always require payment. More discussions on this topic are in Subchapters 2.2 and 2.4.

- **Getting to the location of the service**

Depending on how far away the service providers are from the person's home, you may need transportation and mobility assistance. It is your role to ensure the person has a positive experience. This means letting the person encounter as few barriers as possible and getting to the location safely.

- **Solving barriers**

If barriers are present, the person will likely face challenges in accessing the needed services. So, resolving them is an essential step that you should not overlook. More details about solving barriers are in Subchapter 3.3.

Checkpoint! Let's Review



1. There are times when the person cannot facilitate the services themselves. And so, they need to be with someone else who will do it for them.
2. It is your role to ensure the person has a positive experience. This means letting the person encounter as few barriers as possible and getting to the location safely.



2.4 Work With the Person to Facilitate Access to Opportunities Within Financial Requirements



Having shared interests with other people is usually the easiest way to connect, bond and spend time together. People can do things they enjoy while engaging with a person with disability this way. Because of this, they will associate the person's presence with a positive experience. The person can also feel productive and accepted by the social network they are engaging in.

However, such activities are often limited by the person's and their family's financial capabilities. As a support officer, it is part of your duty to ensure that expenses do not go over that capability. So, you have to work with the person to facilitate access to opportunities in line with their funding, budgetary or financial requirements. This applies to opportunities that establish connections through shared interests with other community members.

For the rest of the discussion, here are some important terms you will encounter:

- **Shared interests**

These are a person's likes, hobbies and pastimes common with another individual.

- **Opportunities that establish connections through shared interests**

These are programs, activities and events where a person can meet other community members who share the same likes, hobbies and pastimes and do interests together to get acquainted and bond.

- **Other community members**

These are other people who belong to the same community as the person. Examples are neighbours, workmates, schoolmates and other groups of people that concern the person.

- **Funding requirements**

These are important matters about all available sources of funds that should be considered during the person's engagement, participation and inclusion in a community and social circle.

- **Budgetary requirements**

These are all considerations when allocating available funds for the person's engagement, participation and inclusion in a community and social circle.

- **Financial requirements**

These are matters related to managing the use of funds during the person's engagement, participation and inclusion in a community and social circle.

2.4.1 Funding Frameworks and Their Impact

Funds have a big effect on which opportunities you can access. Even if the person has a huge amount that they can spend, you still need to manage it properly to ensure nobody overspends.

That is the purpose of a funding framework. It is a set of policies, procedures, regulations and standing orders to ensure that you and everyone involved are taking proper care of the allotted money for the person's participation and inclusion.



The framework includes details about funding, budgetary and financial requirements. This means you are required to list the following:

- **All sources of funds**

- Some organisations get funding from the private sector to help people afford treatment and services.
- Accreditation bodies check organisations to see if they meet recognised standards. Receiving accreditation confirms the level of quality the organisation has achieved. This entitles organisations to receive funds from either government or other organisations.
- It is also possible to receive funds from charities, donations and other sources.
- Naturally, the person's own money also counts as a source of funds.

- **All items and services that require funds and the allotted budget for each**



Your company or organisation may have their designed funding framework. This can be in the staff handbook, manual or a similar document with a similar purpose. But even though frameworks may differ from one organisation to another, they are still based on the standards prescribed by the government and other authoritative bodies. However, the funding framework should follow the person-centred approach for a specific person's activities. It should give importance to the following:

- The person's support requirements
- Nature of the person's interests
- Tools/objects/activities related to the person's interests
- Location of activity
- Important expenses

These factors need to be discussed with the person and their support system before, during and after every step. There are different ways to communicate with them through the process, as mentioned in Subchapter 1.7.

2.4.2 Impact of Financial Considerations to Accessing Opportunities That Establish Connections Through Shared Interests

A person living with disability can build and establish connections with other people when they have the right means and resources. They will have a hard time doing their interests and hobbies if they do not have enough money to buy the materials for them. Financial considerations affect what a person can and cannot access. It has a great impact on the person's overall experience and engagement.



Specifically, these are some factors that money influences:

- **Decision-making**

Previous discussions in Chapter 2 explain how the person's needs and preferences should always be considered for every step of the plan and every decision made. However, in Subchapter 2.2, it is also mentioned that budget is among the requirements that should match the person's needs and preferences. This means that the budget dictates how decisions will be made for the various steps and elements included in the individualised plan.

- **Limits of access to services, resources, materials**

There may be times when available finances are not enough to pay for even the person's most important needs. You are also unable to pay for them, restricting the person's experience. Similarly, there may be situations where there are more than enough funds to pay for all the person's needs. In this case, you can spend on even more things not initially in the individualised plan as long as they align with the general goal.



Checkpoint! Let's Review

1. Having shared interests with other people is usually the easiest way to connect, bond and spend time together.
2. As a support officer, it is part of your duty to ensure that expenses do not go over that capability. So, you have to work with the person to facilitate access to opportunities in line with their funding, budgetary or financial requirements.

2.5 Assist Employer to Facilitate the Person's Participation and Inclusion in Accessing Work Opportunities



The workplace is one of the most common and important settings for a person to build a community or social network—colleagues bond over their successes and struggles in their job. Since most jobs require people to stay at work 37.5 hours per week, colleagues spend a lot of time together. This encourages them to build connections with one another.

This is why people living with disability must feel engaged and included in the workplace. Being isolated or discriminated against for 37.5 hours a week can severely harm a person's mental health. Their general quality of life diminishes.

So, the person's community participation and social inclusion plans must include their job. It has to cover ways to ensure they get proper treatment in the workplace.

2.5.1 Employment Rights of People With Disability

The Australian government honours and follows the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as a collection of rights of people living with disability in different life circumstances. It is a standard that everyone in the country must follow. There are 50 articles under the convention, each listing down the person's right in a unique situation.



Article 27 talks about the rights of people living with disability in respect of employment. This article ensures that people with disability are treated well in their work environment. It dictates that the person should not experience any form of discrimination or abuse.

It states two rights. These include the following:

- People living with disability have a right to work on an equal basis to others, including the right to the opportunity to gain a living by work, freely chosen or accepted.
- People living with disability must not be held in slavery, and they are protected on an equal basis with others from forced or compulsory labour.

The article also provides more parameters, especially on the first item, which include but are not limited to:

- No discrimination in any form, including in conditions of recruitment, hiring, employment, career advancement and working conditions
- Working conditions must be favourable and able to protect the person from harassment
- Equal ability to exercise their labour and trade union rights with others
- Promote access to training and opportunities for self-employment
- Opportunities to be employed in the public sector
- Reasonable accommodation in the workplace
- Promotion of professional rehabilitation, job retention and return-to-work programs

Based on [Convention on the Rights of Persons with Disabilities](#). © United Nations



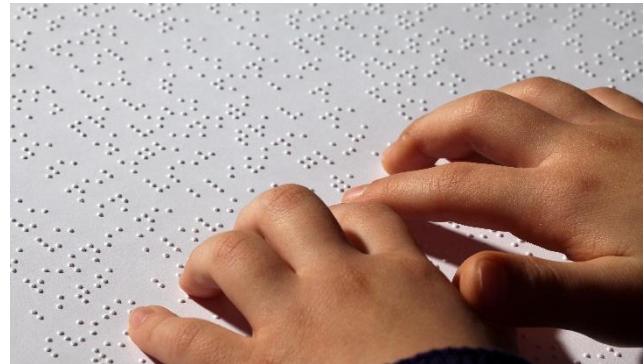
Further Reading

The UN Human Rights Office of the High Commissioner's website displays a full copy of the Convention on the Rights of Persons with Disabilities (UNCRPD). It includes a Preamble and 50 Articles explaining a person living with disability's rights in various situations. Article 27 discusses the person's rights regarding work and employment. Click the link below to access this:

[Convention on the Rights of Persons with Disabilities](#)

2.5.2 Common Struggles of a Person Living With Disability

Unfortunately, in the real world, not everyone follows the standards set by UNCRPD. It is usually due to people's lack of awareness. It may also be from personal reservations against people living with disability, even if they are informed in less common cases. This is why people with disability still experience struggles in the context of work and employment.



Many still experience discrimination, isolation, unfair treatment and unequal opportunities. Some of the most common factors playing into that are below:

- **Concern over accommodation**

Many employers and hiring managers express concern and worry over their ability to accommodate a person with disability if they decide to hire them. This sense of worry frames the employer's mindset with dealing with the person. Sometimes, they become unable to focus on the person's qualifications for the job.

- **Logic of hiring people with disability over others**

In the hiring process, an employer can be concerned about why they should or should not hire people with disability over people without. This is especially true in a situation where both have the same amount and level of qualifications for the same job. Since hiring managers look for the best candidates, people with no disability are usually prioritised. This leads to people living with disability experiencing unfair treatment, regardless of whether it is a conscious act.

- **Prejudices in the workplace**

Employers and employees alike may have prejudices against a person with disability. If anyone in the workplace views the person negatively, it leads to uncomfortable and tense situations. The person can become isolated if their colleagues are either hostile or too concerned about offending the person.

- **Tense and awkward situations**

The tense and awkward situation that may arise from such situations can affect not only the person with disability themselves but also their colleagues. A negative atmosphere can influence everyone's work performance.

- **Missing facilities**

Some employers avoid hiring people with disability because they cannot provide the necessary facilities. In some cases, the person is already hired but is struggling to maintain a good performance in the workplace. This is because of the absence of such facilities and adjustments.

- **Possibility of miscommunication**

Communication barriers may arise between people with disability and their colleagues in the workplace. This is especially true if their disability impacts their communication abilities. Such circumstances can lead to misunderstanding and miscommunication, which can go both ways: either the person cannot understand their co-workers, or their co-workers find it difficult to understand them.



2.5.3 Assisting Employers to Facilitate the Person's Inclusion and Engagement in the Workplace

Despite the common struggles and prejudices, everyone can make an effort to improve the person's situation in the work setting. Your role involves assisting your client's employer in facilitating their participation and inclusion in the workplace. While your words may have a limited impact as an outsider to their organisation, there are ways for you to help the employer make the changes themselves.



These include the following ways to do so:

- Provide the employer with information on national and international policies regarding people living with disability, especially in connection to employment. These policies include the UNCRPD and any other law passed by the national and local governments.
- Give feedback on the company policies and procedures for checking up on employee conditions. You can do this by asking the person about their past experiences with HR and the management on how their concerns were dealt with and resolved. If allowed, you may also look into their staff handbook or manual and the person's employment contract. Do this to evaluate the company's existing actions to accommodate people with disability.
- Advise the employer and management to create events that encourage socialising with co-workers. These can be lunch gatherings, out-of-work events and team-building activities. The company should also program their standard procedures to promote teamwork among colleagues.
- Suggest revising company policies as needed to accommodate the person's needs. This may mean implementing the following:
 - A flexible schedule for the person with disability or all employees
 - Adding facilities in the workplace to resolve barriers
 - Applying leniency for important and unavoidable appointments such as medical check-ups

Once the employer and the management implement these changes and accommodations, the person is more likely to experience more engagement with colleagues and less unfair treatment. Creating socialising events and fostering teamwork among employees have the greatest impact on minimising the person's isolation.

2.5.4 Supporting the Person to Access These Opportunities



Once participation opportunities are present in the workplace, you also have a role in assisting the person in accessing them. Helping the employer adjust company policies for people living with disability is already a huge part. However, the person may still need further assistance in implementing specific activities themselves. You can provide support in the following ways:

- **Keep open communication and close contact.** Stay updated on the person's situation at work and advise them and the employer on their progress as needed.
- **Assist the person in accessing their needs and resolving barriers as often as needed.** They may encounter situations where they could struggle despite the adjustments made for them. This requires direct intervention, whether by you or the person's colleagues. If other people take up this role in your stead, you must provide them with the necessary advice and information to succeed.
- **Apply the steps and strategies in the individualised plan.** The workplace is only a specific setting for community participation and social inclusion. On that note, it is not different from other participation and inclusion activities programmed in the plan. The plans for the workplace should also follow the steps and factors there.

Multimedia



Click the link below to access a video about a business owner empowering people living with disability:

[Coffee shop employs and empowers people with disability](#)
| ABC Australia



Checkpoint! Let's Review

1. The person's community participation and social inclusion plans need to include their job. It has to cover ways to ensure they get proper treatment in the workplace.
2. Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) talks about the rights of people living with disability in respect of employment.
3. This article ensures that people living with disability are treated well in their work environment. It dictates that the person should not experience any form of discrimination or abuse.
4. Suggest revising company policies as needed to accommodate the person's needs.
5. Creating socialising events and fostering teamwork among employees have the greatest impact on minimising the person's isolation.

2.6 Assist the Person and Their Support System to Select Activities That Enhance Inclusion



As discussed in Subchapter 1.7, the person's support system is a group of people involved in the person's life that provide them with support and care. They also empower the person to feel better about themselves. They know best what is and what is not beneficial for the person. It is reasonable for them to help select activities that enhance the person's inclusion experience. Of course, they should do this along with the person at the centre of all processes and decisions.

Your role is to assist the person in selecting those activities. This is so they are equipped with the necessary information and devices to make the best choices.

2.6.1 Involving the Person and Their Support System

The person's support system is already involved, from the development to the implementation of the individualised plan. But for every step, you have a role in explaining what they must do and why. In this context, it is because they are the ones who mainly provide support and care for the person. They have the most knowledge about what is good for the person's progress and wellbeing.

As discussed in Subchapter 1.2, you will research, identify and network with services to access these activities together with the person. This means you should have a list of potential activities prepared for the person and their support system.

Listed below are the support system's roles:

- Identify the person's strengths and weaknesses as well as opportunities and potential threats present for every activity
- Assess these activities and evaluate which ones the person will enjoy and benefit from the most
- Provide suggestions regarding the activities as needed, especially if they know better alternatives than those on the list
- Choose activities according to the individualised plan



2.6.2 Assisting in Selecting Activities That Will Enhance Inclusion

For the person and their support system to select the best activities, you need to provide enough information and guidance. Therefore, your roles in this task are:

- To consult with available networks and service providers about the activities in the list (as discussed in Subchapter 1.2)
- To inform the person and their support system of activities that have as few barriers and risks as possible based on your assessments
- To research who the other participants of an activity could be
- To research how the person can build rapport with others and avoid communication/social barriers
- To explain the list to the person and their support system, especially the context and venue of the activity
- To explain how the activities address the person's requirements, needs and interests
- To answer any questions that the person and their support system may have and take note of their choices
- To let the person have the final say about which activities they want to participate in, as the plan must follow a person-centred approach (discussed in Subchapter 1.4.3)

Here is a case study that demonstrates how you can perform these roles:

Lisa Attends a Summer Camp

Lisa is eight years old. She has dyskinetic cerebral palsy. She usually has trouble standing, moving and communicating without assistive devices. However, she is a friendly girl who is not scared to make new friends.

Olivia is the support officer facilitating Lisa's community participation and social inclusion. She tries her best with much patience and enthusiasm to engage in as many interactions as Lisa wants. This is despite Lisa's difficulty in communicating and her struggle with speaking through a text-to-speech device.

Olivia determines her strengths and weaknesses by asking Lisa and the family and observing Lisa's usual routine. She also discovers the potential opportunities present in Lisa's locality. These include the following:

- Lisa is cheerful and friendly.
- She loves playing with dogs.
- She has difficulty standing up, moving her arms and speaking.
- Her neighbourhood regularly hosts playgroup sessions for children in the area.

After gathering these pieces of information, Olivia consults with the family on the following services and programs:

- Physical and speech therapy
- Regular check-ups
- Special education program
- Playgroup sessions with other children

She explains to them that Lisa needs access to these services and programs in her community to have the best experiences when being active and meeting people. Without regular therapy, check-ups and a special education program customised for her circumstances, there are chances of her struggling with tasks that are usually doable for children her age. This poses a risk for her isolation in the long run. She also tells them that attending playgroup sessions will help Lisa make friends. This is especially true since the event organisers encourage bringing pets to play with. Olivia explains the same things to Lisa as well.

After understanding the situation, Lisa and her family liked Olivia's suggestions. And so, they agree with the plan. However, Lisa tells Olivia that she wants to try attending a summer camp aside from the playgroup sessions.

Since it is something Lisa herself wants, Olivia then tries to research organisations that host summer camps specifically for children with cerebral palsy. She also asks Lisa's parents for their opinion and ensures to get their approval before contacting the organisation. After learning that the event organisers take extra care to keep the children happy and safe, she then adds it to the list of activities that Lisa will attend.

Checkpoint! Let's Review



1. The person's support system knows best what is beneficial and what is not for the person. So, it is reasonable for them to help select activities that can enhance the person's inclusion experience.
2. They should do this along with the person at the centre of all processes and decisions.
3. Your role is to assist the person in selecting those activities. This is so they are equipped with the necessary information and devices to make the best choices.
4. The person's support system is already involved, from the development to the implementation of the individualised plan. But for every step, you have a role in explaining what they must do and why.
5. The people in the support system have the most knowledge about what is good for the person's progress and wellbeing.



2.7 Support Other Workers to Implement the Individualised Plan



You may oversee or collaborate with other support workers as they assist a person living with disability with community participation and social inclusion. In this case, it is good for all parties to be on the same page when implementing the individualised plan according to the requirements included. At the same time, everyone must maintain the quality of support provided to the person. Others may need support or guidance to maintain their performance to achieve that.

2.7.1 When to Provide Support

Before support workers are dispatched to assist a person with disability, they would have already been trained and equipped with enough skills and knowledge to do their duties properly. However, each individual has their limitations and weaknesses. There will always be a couple of instances when you can support them.

You can assist support workers in any of the following situations:

Resolving struggles

- When another support worker encounters a concept that is not part of their expertise or if they encounter a weakness

Needing additional training

- When a support worker is being trained as part of career advancement

Knowing your expertise

- When other workers are dealing with something that is in line with your expertise and your direct involvement greatly improves the quality of support for the person

2.7.2 Supporting Other Workers

There are multiple ways to support other workers once it is time to do so. It depends on the gravity of the situation and the other workers' efficiency in dealing with matters by themselves. The table below explains how you can carry them out:

Type of Support	Details
Advice	They may come to you to ask for advice or suggestions on certain topics. A verbal response or a simulated demonstration from you may be enough to resolve their problem.
Guidance	They may ask you to elaborate instructions, walk them through a process and supervise their performance for a certain task. You may need to be present in person while they resolve the issue, but only to observe and provide feedback.

Type of Support	Details
Access to networks and available sources	They may ask for a copy of resources they can go to and call other people to help them resolve their problems or improve their performance. In this case, it is enough that you help them get access to proper resources for their situation.
Direct intervention	A worker may completely fail to do a task while supporting a person, and they would not know what to do to improve the situation. You may have to step in for them and resolve the matters to maintain the quality of support given to the person.



Checkpoint! Let's Review

1. You may oversee or collaborate with other support workers as they assist a person living with disability with community participation and social inclusion.
2. There are multiple ways to support other workers once it is time to do so. It depends on the gravity of the situation and the other workers' efficiency in dealing with matters by themselves.



Learning Activity for Chapter 2

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

III. Develop Strategies to Minimise Isolation for Person With Disability



In Chapter 2, you learnt how to assist the person and relevant parties in developing and implementing a community support plan as part of the individualised plan. You gained skills and knowledge on establishing the person's requirements, identifying and accessing services, helping improve their work environment and assisting other involved people in developing and applying the individualised plan.

However, there are still other things to ensure that the person has the best participation and social inclusion experience. For one, you must learn how to develop strategies to minimise the sense of isolation for the person. Compared to plans, *strategies* are more action-oriented. They are contextualised to specific situations and tailored to execute goals practically. You will gain the necessary skills and knowledge to develop such strategies from this chapter.

In this chapter, you will learn how to do the following:

- Develop strategies according to support requirements and adjustments for devices, aids and environment
- Identify required supports or devices to assist the person during communication
- Determine participation barriers and identify solutions
- Recognise own limitations in addressing issues and seek advice
- Identify, assess and develop solutions for communication and participation barriers caused by cognitive deficits
- Identify the person's travel and transport issues and strategies to address them
- Evaluate success of strategies according to organisational policies and procedures



3.1 Develop Strategies According to Support Requirements and Adjustments for Devices, Aids and Environment

There are different steps to follow when developing strategies to minimise the person's isolation. The first step is to identify the possible causes of isolation in the first place. After that, you should also determine how you can help and what to provide to resolve that. You must know how to identify support requirements and modifications for devices, aids and the environment. Then, you will develop strategies to deal with these in collaboration with the person and their support system.

The table below contains a list of important terms in this subchapter:

Terminology	Meaning/Description
Devices	<p>These are equipment, gadgets and tools that enable the person to do the following:</p> <ul style="list-style-type: none"> ▪ Do more activities. ▪ Access more things and opportunities. ▪ Feel more comfortable and productive in various types of environments.
Aids	<p>These are any source of help or assistance, such as people or services.</p>
Environment	<p>It refers to the person's surroundings or the conditions in which their activities are taking place.</p>
Support requirements	<p>These are the person's needs, as defined in Chapter 1.</p>
Modifications	<p>These are adjustments, changes or alterations made to devices, aids and the environment. Changes are made so that they would accommodate the person's situation.</p>

3.1.1 Devices, Environment and Aids Needed for the Community Inclusion

The person needs to be in great condition for them to feel included in the community. For that to happen, you will need to get and set up certain devices, aids and even specific types of environments so that the person will thrive.

Devices are objects that the person can use so they can do tasks they otherwise could not. They can also simply help make difficult activities easier. Assistive devices mentioned in Chapter 1 fall under this category of materials.

Meanwhile, aids are sources of help to improve the person's state, situation or performance. They assist the person in achieving what they want and need to do. Aids can be people, programs or services. Listed below are some examples:

Translation services to help the person communicate

Therapists to keep the person feel physically or mentally better

Consultation services for professional advice

For the person to truly thrive, they would also need a kind of environment that is helpful to their community inclusion. This means the place should be safe. It should also be set up so that the person can move around without problems or difficulty. This way, it ensures that the person is at peak performance. Some examples of an optimum environment include the following:

A flat and open field with even ground and no tree roots, rocks or other hazards

A quiet and gently lit room to prevent sensory overload

An area with railings that a person can hold on to if needed

If the person has access to these kinds of devices, aids and environments, they are more likely to participate in social and community activities actively. That helps remove the risk of being isolated. But if their original design, settings or state cannot achieve the ideal situation for the person, then modifications must be made. Certain support requirements need to be accessed and applied.

3.1.2 How to Develop Strategies to Apply Support Requirements and Modifications



Modifications may be applied to a wide variety of environments. This includes the person's home, school, workplace or shared community facility. The same applies to aids such as therapists and assistants or devices such as wheelchairs and screen readers. Various people have the responsibility for modifications and designs. They can be individuals, service providers or the government, amongst many others.

Below are some support requirements and modifications that can be done to different devices, aids and environments:

- **Changes to policies and procedures**

This is similar to what was discussed in Subchapter 2.5.3. You can advise other service providers and organisers to change or improve their policies to accommodate the person's needs.

- **Briefing of other involved individuals**

You must explain the person's needs, support requirements and preferences to the people who provide support. Doing this can help them change their plans and approach to fit the situation.

- **Modifications to the environment**

It can be a minor change. An example would be setting up temporary objects that can resolve environmental barriers. Another is clearing up the location to lessen potential hazards. It can also involve major construction. One example of that is adding wheelchair access ramps to buildings. Redesigning stairs to reduce danger and installing any kind of permanent additions to a location are also major changes.

- **Attachments to assistive devices**

The person can have someone customise their devices to fit their needs exactly. This is especially helpful if the original/prefabricated design cannot provide enough help. Some examples include the following:

- Adding padding to crutches/canes
- Customising the shape of the cutlery
- Installing better software for screen readers and other assistive gadgets

Different modifications and support requirements apply to varying devices, aids and environments. It depends on the situation. However, there are guidelines that you can follow on how to develop strategies for each of those situations.

These include the following:

- **Keep the strategies person-centred.**

The person is at the centre of all decisions. Therefore, determining which elements to improve depends on their thoughts and feelings about their devices, aids and environment.

- **Determine existing barriers and sources of discomfort.**

The goal is to reduce these two elements as much as possible and increase their sense of comfort and convenience. Consult with the person to identify which devices, aids and parts of their environment need improvement.



- **Consult the person's support system.**

The person's support system is often nearby to provide assistance. This means that they can observe their environment and closely inspect the devices and aids that the person uses. Asking for their opinion will help identify the necessary modifications and support requirements for the situation. In some cases, they may also know some 'home remedy' types of changes that could be implemented.

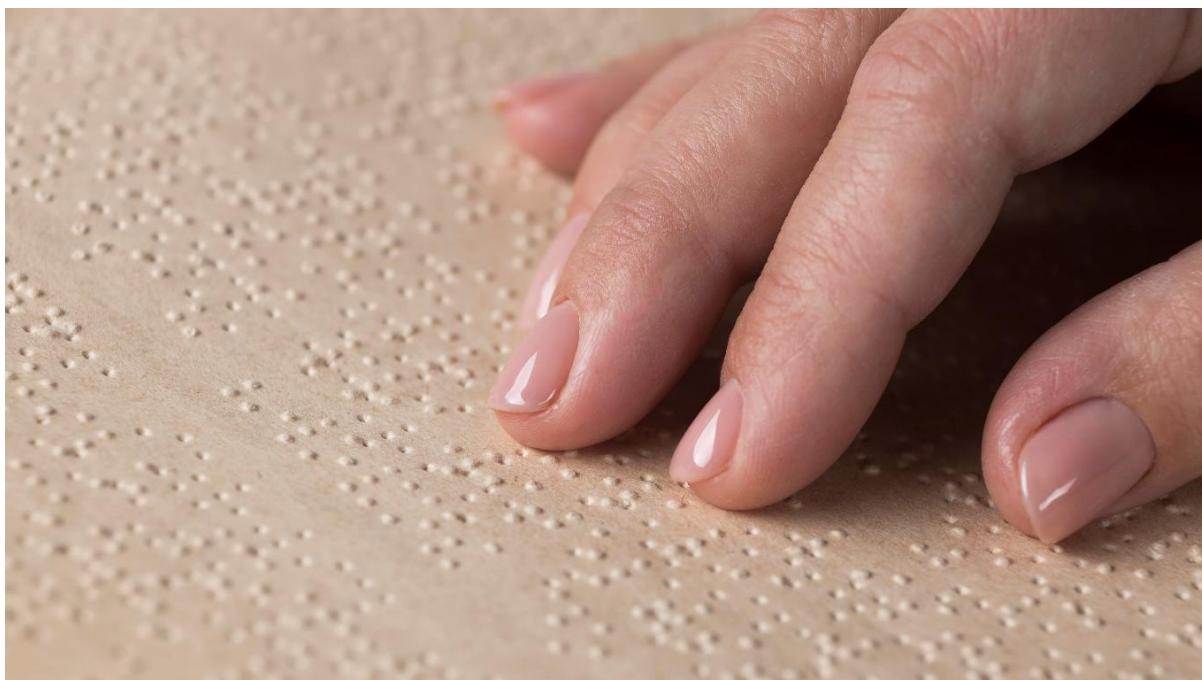


Checkpoint! Let's Review



1. Modifications are adjustments, changes or alterations made to devices, aids and the environment.
2. Changes are made so that they would accommodate the person's situation.
3. You must explain the person's needs, support requirements and preferences to the people who provide support. Doing this can help them change their plans and approach to fit the situation.

3.2 Identify Required Supports or Devices to Assist the Person During Communication



While a person needs equal support for every aspect of their engagement with the community, some have a greater impact than others. Communication is one of the most important factors, as it is the most essential if the person wants to engage with other people. They need to improve their communication with others as much as possible. This is especially true if their disability makes them struggle with this aspect.

Before moving further towards the rest of the discussion, here are the following definitions of some important terms you will encounter:

Supports

- Any type of help or assistance to make communication easier

Devices

- Assistive gadgets, tools technology and equipment to make communication easier

3.2.1 Supports and Devices to Enhance Communication

The person needs access to various kinds of support and devices if they want to enhance their communication with others. Supports are types of assistance given through service. Meanwhile, devices are objects that the person can use when communicating to express themselves better.

The list below shows examples of support and their corresponding descriptions:

- **Translation services/interpreters**

These are people who can bridge any gap between the person and other people by translating or interpreting what one said to the other. They need to be present to transfer information back and forth during the conversation.

- **Speech and language therapy**

A speech therapist or pathologist helps a person train to improve their preferred form of communication. They train not only a person's oral communication but also the use of augmentative and alternative communication (AAC) tools.

- **Specialised literacy and language instructions**

A person with a communication-related disability may struggle to express themselves because they struggle to grasp typical instructions. Specialised instructions that take their disability into account will help them learn to communicate with people without disability.

The following is a list of examples of devices:

- **Alerting devices**

People with hearing or other sensory problems need devices that immediately alert them of urgent situations.

- **Augmentative and Alternative Communication (AAC) tools or technology**

These tools and devices provide an alternative way for a person to communicate. Additionally, they can amplify other sensory abilities to compensate for specific impairments.



The table below lists examples of these AAC tools and technology:

Impairment	AAC Tools/Technology
Hearing	FM systems – These wireless devices use radio signals to connect a microphone to hearing aids or receivers.
	Closed-captioning software – This software displays the text version of the video's spoken part.
Speech	Communicators – These are devices used for communication. These devices can range from simple notepads to electronic communication boards and keyboards.
	Eye gaze – This electronic device allows the person to communicate by looking at words or commands on a screen.
	Text-to-Speech Software – This software reads the text on the screen aloud, allowing the person to type what they want to say.
Vision	Alternative Print Materials – These are books, manuals and handouts that are printed in: <ul style="list-style-type: none"> ▪ High-contrast text for a client with partial vision loss ▪ Braille for a client with complete vision loss.
	Alternative keyboards – Keyboards in a variety of large print, high contrast and Braille.
	Pocket magnifiers – These are compact lenses that allow the person to magnify reading materials physically.
	Audiobooks – These are recordings of print materials read out loud.

Impairment	AAC Tools/Technology
Vision	Reading gadgets – These devices convert the text of printed materials that are usually unavailable in audio, Braille or enlarged print form into speech.
	Refreshable braille displays – These devices process information on computer screens and electronically raise and lower different combinations of pins in Braille cells. Text continuously changes as the person moves the cursor around the screen.
	Visual support software – These can enlarge text and increase the contrast of screens to make the content easier to read.
Cognition and Memory Loss	Sensory regulators – These low-tech devices allow a person with a sensory processing impairment to engage in healthy and non-destructive sensory regulation behaviours. These help them self-regulate their emotions for better comfort and concentration. These include wobble chairs and sensory toys.
	Noise-cancelling headphones – These eliminate distracting background noises to prevent overstimulation.
	Cueing/memory aids – These devices assist the person in recalling information, appointments or steps to accomplish activities.
	Word prediction software – this software aids the person with writing and spelling difficulties by recalling required words to improve their grammar and sentence structure.

3.2.2 Consult With the Person to Identify Supports or Devices

Similar to how you identify the person's other needs and support requirements, the best and most straightforward way to consult with the person and identify the support and devices they need is to discuss and go over them together.

However, for the specific context of acquiring support and devices with regard to communication, here some points to consider:

What is the person's disability and how does it affect their communication?

How does the person communicate at present? Can other people understand them in their current situation?

Does the person have sensory or cognitive impairment? If so, what are they?

What services and devices match the person's disability and impairment?

Other actions will help determine the most appropriate assistance you can get for the person. Examples of these include observing the person in their daily routine and seeking advice from an expert in speech and communication.



Checkpoint! Let's Review

1. The person needs access to various kinds of support and devices if they want to enhance their communication with others.
2. Supports are types of assistance given through service.
3. Devices are objects that the person can use when communicating to express themselves better.
4. AAC tools and technology enhance the person's other sensory abilities to compensate for specific impairments.

3.3 Determine Participation Barriers and Identify Solutions

Physical and other barriers strongly affect the person and may cause them to feel isolated. If these barriers are not solved, the person will continue to be unable to participate in activities they want and engage with other people.

In Subchapter 1.5, you learnt how to identify and address the barriers you may encounter during the person's participation and inclusion activities.

These barriers include the following:

- Physical
- Psychological/Emotional
- Institutional/Systemic
- Communication
- Social



Refer to Chapter 5 to identify what barriers hinder the person's participation and see the guidelines for developing your strategy in identifying solutions for them.

Here is a case study that demonstrates how barriers affect a person's participation:

Ryan's Efforts to Overcome PTSD

Ryan is a 42-year-old man who has had PTSD since a tragic car accident that left him extremely injured. Due to his PTSD, he often suffers from sensory overload. This made him struggle with his daily routine, especially when going outside and doing errands. He has also stopped interacting with anyone but close family and friends.

Max is the support worker tasked to help Ryan with his community participation and social inclusion. To improve Ryan's participation, Max needs to determine the various existing barriers that give Ryan a hard time. They can then find ways to solve them together. To do this, Max would usually observe Ryan while he is on his daily routine so Max could determine immediately present barriers and note them down. Through observations, he noticed the following:

- Ryan has difficulty going outside because multiple sounds and noises in his surroundings make him feel overwhelmed.
- He avoids places with many people because they make him feel claustrophobic, and the noise makes him anxious.
- He refuses to go to small or cramped rooms because of his claustrophobia.

Max also sits with Ryan to discuss other barriers he is facing. Max uses a set of questions to help Ryan identify and explain these barriers. After that, he records all answers in a secure document.

Through this discussion, Max also discovers that Ryan has experienced a few grocery stores asking him to leave after he either told off another customer for being too noisy or looked suspicious for blanking out and standing in one spot for too long.

Ryan has stopped interacting with his neighbours and meeting new people because he always feels irritated. This has caused him to lack social exposure for months. He also struggles to interact with his two children, ages 11 and 8, because they are usually noisy and hyperactive.

He also mentions that he used to be an office worker but had to take a break because the facilities felt uncomfortable. The background noises in the office made him anxious, too. These noises include clicking keyboards and mice, the chatter of co-workers and moving chairs. He also had trouble sleeping, which kept him from coming to work on time on many occasions.

After gathering these pieces of information, Max and Ryan discuss solutions they can immediately think of. Max consults with Ryan about therapy. He also asks about getting assistive devices such as noise-cancelling headphones.

Ryan is worried about costs, so Max notes down that he must consider the budget when accessing these solutions.

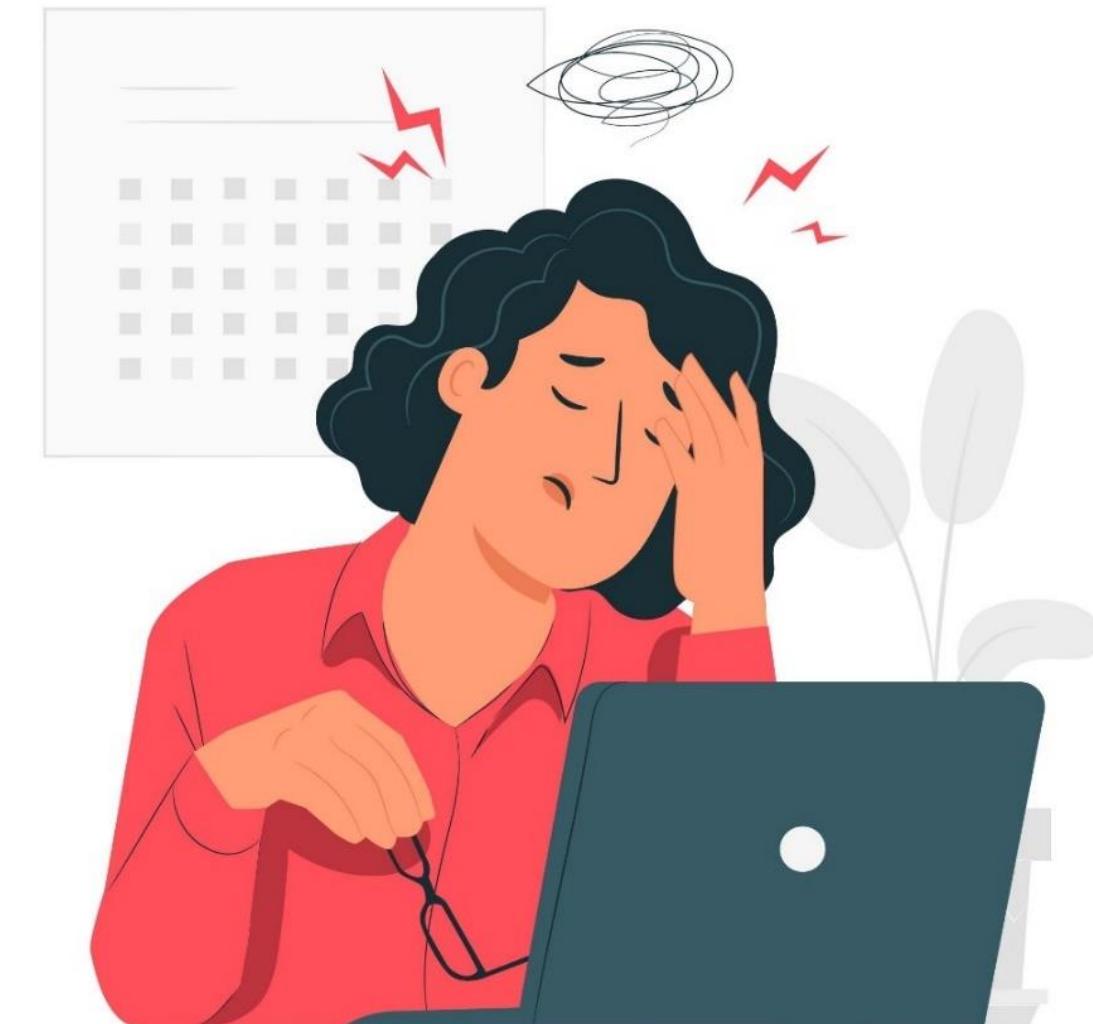
After their brainstorming, Max also approaches his co-workers, connections and approachable PTSD experts to ask for advice on Ryan's condition. He notes down all details in a document and asks Ryan for his opinions on each piece of advice. After getting Ryan's approval, Max proceeds to help him access these solutions.

Checkpoint! Let's Review



1. Physical and other barriers strongly affect the person and may cause them to feel isolated.
2. If these barriers are not solved, the person will continue to be unable to participate in activities they want and engage with other people.
3. Identify what barriers hinder the person's participation and see the guidelines for developing your strategy in identifying solutions for them.

3.4 Recognise Own Limitations in Addressing Issues and Seek Advice



As a support worker or officer, there are limits to what you can do for the person, especially in addressing sudden issues. Depending on your limitations, you may also experience certain difficulties while assisting and facilitating the person's community participation and social inclusion. As such, you have to recognise them all to be able to seek advice and resolutions whenever necessary.

3.4.1 Your Limitations

Limitations pertain to the end of your capacity when doing tasks or accessing resources. Because of limitations, you are likely to face difficulties when assisting the person. Your limitations can be categorised into two: weaknesses and personal boundaries.

Weaknesses

These are limitations to your capacity. These are tasks you struggle to do or resources you cannot access to follow the individualised plan. They can be due to limits to the following:

Skills and knowledge

Authority

Third-party restrictions

Personal Boundaries

These are limitations that you have to set at the beginning of your facilitation of the person's participation and inclusion. It means you are drawing a line on what you will and will not do for the person in order to:

- Prevent burnout
- Excessive stress
- Breach of your private life
- Follow applicable organisational policies and procedures

The table below lists some common examples of these limitations:

Category	Example
Weaknesses	<ul style="list-style-type: none"> ▪ You cannot handle behaviours of concern such as tantrums, violence and uncooperativeness. ▪ You do not have enough authority to make decisions. So, you must get clearance from superiors or other authorities first before proceeding. ▪ You need to purchase support requirements, but the shops are closed for a week due to a holiday.

Category	Example
Personal Boundaries	<ul style="list-style-type: none"> ▪ You have worked almost 12 hours to plan for and facilitate the person, so you must stop all ongoing tasks and resume the next day. ▪ To prevent attachments, you will not be overly casual or friendly with the person or their support system. ▪ It is against your beliefs to enter certain premises, so you cannot go with the person inside.

3.4.2 Seeking Advice and Addressing Limitations

If you have too many limitations, it may affect the quality of support you give the person living with disability. Therefore, you must know how to resolve them or find alternatives in case of unsolvable limitations.

Seeking Advice

Just like how you can support other workers, as discussed in Subchapter 2.7, you can also seek advice, guidance or feedback from others who have more skills, knowledge and experience than you regarding your limitations. This applies especially to the first category of limitations, which are your weaknesses.

Some of those people can be:

- Superiors
- Co-workers
- Support coordinators, local area coordinators
- Doctors, therapists, field experts
- The person's support system



Addressing Limitations

After getting advice or guidance from other people, you must take what you will learn from them and apply them to the problem. There are also cases when you need to access additional resources to get a task done. That is completely valid.

For personal boundaries, ensure the person and their support system know your limits from the first moment of your interaction. However, just because you cannot accomplish a task due to boundaries does not mean it will not be completed. You can also ask the people listed above about alternatives. This lets you resolve the person's requirements while not crossing your boundary.

Checkpoint! Let's Review



1. You have to recognise limitations and difficulties to be able to seek advice and resolutions whenever necessary.
2. Limitations pertain to the end of your capacity when doing tasks or accessing resources. Your limitations can be categorised into two: weaknesses and personal boundaries.



3.5 Identify, Assess and Develop Solutions for Communication and Participation Barriers Caused by Cognitive Deficits



Cognitive deficit or intellectual disability is a condition in which people show significant limitations in learning and functioning. It is an inclusive term used to describe impairment in an individual's mental processes responsible for acquiring information and knowledge.

These mental processes are memory, attention, reasoning, organisation and self-control. Problems in these processes can impact the person's verbal and non-verbal communication. They may have trouble speaking, listening, reading, writing and socialising with others. These problems can negatively impact their daily activities and academic and work performance.

3.5.1 How to Identify and Assess Communication Barriers Related to Cognitive Deficits

Cognitive deficits are caused by reduced functioning of one or more mental processes, including the following:

Attention and concentration

Judgement

Language used to communicate

Logical thinking and reasoning

Memory of facts, processes, past events and future plans

Organisation of ideas

Perception

Problem solving

Self-awareness and orientation

Speed of thinking process

Understanding how the self thinks

To identify which ones are present in the person, you may ask their support system for behaviour patterns they often observe. These patterns often provide subtle indications of particular compromised cognitive functions.

The person is also likely already diagnosed. So, referring to the type of disability they have can help identify which mental processes need solutions. If the diagnosis does not make it clear, then ask the person's psychiatrist in person about the details. Doing so can give you more information about the type of disability.

3.5.2 Developing Solutions to Barriers to Communication and Social Participation Caused by Cognitive Deficits

The way to develop solutions to barriers due to cognitive deficits is similar to solutions discussed in Subchapter 3.2.2 about communication barriers. These are the points of consideration that you can answer to identify the best solutions for the person's situation:

What is the person's disability and how does it affect their mental processes?

How does the person process their actions and situation?

What are the impairments associated with the person's disability?

What services and devices can help resolve the person's cognitive deficits?

You may also secure assistive devices and alternate forms of communication to improve the person's situation. Some examples are sensory regulators, noise-cancelling headphones, memory aids and word prediction software, as listed in Subchapter 3.2.

Some people with cognitive deficits also benefit from having a companion animal. This is especially true for those struggling with memory, attention span and orientation.

Checkpoint! Let's Review



1. Cognitive deficit or intellectual disability is a condition in which people show significant limitations in learning and functioning.
2. To identify which ones are present in the person, you may ask their support system for behaviour patterns they often observe. Such patterns usually hint at a certain impaired mental process.

3.6 Identify the Person's Travel and Transport Issues and Strategies to Address Them



A person with disability often encounters travelling issues when they have mobility or communication disability. Travelling and using the transport system is a regular part of life for many people living with disability. These activities open the risk of them being treated unfairly too often. Being unable to use it or being delayed will have a strong negative impact on the rest of the person's day.

3.6.1 Common Travel and Transport Issues

When travelling, people with disability often encounter issues that involve the following kinds of barriers:

- **Physical**

The person struggles to get on and off a vehicle because the environment is not modified to accommodate people with reduced mobility or mobility-assistive devices. Some sources of physical issues are the lack of appropriate:

- Utilities
- Stairs
- Pathways
- Chairs



- Straps/handles

▪ **Communication**

The staff may delay the person's boarding due to miscommunication. The person may also choose not to get on altogether if other people talk to them offensively.

A person with disability can encounter communication issues while travelling in the form of:

- Possible misunderstandings with the staff
- Anxiety-inducing environment

▪ **Social**

Other people may be prejudiced about a person living with disability and cause problems for the person. Moreover, if others do not recognise or believe in the person's disability, they might be hindered from exercising their rights and privileges as a person with disability.

Examples of social issues are the following:

- People who do not allow the person with disability access due to their prejudice
- Large crowds that make the person uncomfortable
- Others refuse to acknowledge the disability if it is not physically visible

Multimedia



The video below talks about the usual struggles of people with disability in public transport:

[What's it like catching public transport with a disability?](#)

3.6.2 Identifying Strategies to Overcome Issues

Since being unable to access a means of transportation limits the person's progress with their participation and inclusion in the community, existing issues need to be resolved as soon as possible.

To determine which strategies are effective, here are some steps you can take:



- **Inspection of vehicles and transport facilities**

Take a look at the transportation system that the person often uses and have them guide you where they often encounter issues.

- **Historical data analysis**

Review past data about how people with disability are treated in transportation systems and what resolutions have been made before.

- **Interviews with relevant people**

Consult people from organisations that oversee the transportation system and discuss the person's issue with them.

- **Research on relevant laws, regulations, policies and procedures**

These could be laws by the local and national governments. They can also be regulations of the specific travel/transport establishments in question.

- **Report creation**

Create a report of the issues you compiled. Afterwards, you can send it to the authorities so they can create action.



Checkpoint! Let's Review

1. The person may struggle to get on and off a vehicle if the environment is not modified to accommodate people with reduced mobility or mobility-assistive devices.
2. Review past data about how people with disability are treated in transportation systems and what resolutions have been made before.

3.7 Evaluate Success of Strategies According to Organisational Policies and Procedures



When implementing the person's individualised plan, there are certain metrics to follow for evaluating the person's success in achieving their goals. These metrics are usually part of the training from your organisation. They may be found in files such as the staff handbook or manual or other documents with a similar purpose.

3.7.1 Organisational Policies and Procedures for Evaluating and Ensuring the Ongoing Success of Strategies

Organisational policies and procedures uphold a standard to determine the successfulness of strategies for a person's community participation and inclusion. They include guidelines, requirements, templates and formulas. Policies use these to arrive at an objective assessment for a subjective process.

Evaluating the ongoing success of your strategies provide numerous benefits. This applies to the person and you as a facilitator and your organisation providing support services.

Here are the following benefits of evaluation:

- You can identify what is effective and what is not.
- It provides an opportunity to make adjustments to the strategies.
- You can develop appropriate techniques for specific objectives.
- You can ensure that previous mistakes are not repeated.



Further Reading

The New South Wales Community Engagement Handbook is a detailed document that provides instructions, guidelines and templates related to community engagement planning. On page 57, it also discusses how to evaluate the success of a plan as well as the benefits of evaluation. Access the link below to view this:

[Community Engagement in the NSW Planning System](#)

3.7.2 How to Evaluate and Ensure the Ongoing Success of Strategies While Consulting With the Person

Evaluation is about identifying which strategies and processes work for a specific objective and which ones do not. A method to do this is to break down the metrics into different points of consideration that are relevant to the strategies being evaluated, such as the following:

Participation level	Influence of engagement	Individual activities	How goals are achieved	Most effective techniques
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Consulting with the person and their support system helps you get answers for each pointer about their progress, opinion and observations. You can gather information from them through various evaluation techniques.

You can apply some of the following methods listed below:

Informal discussions

Questionnaires

Observations

Feedback forms

Self-administered testing



Checkpoint! Let's Review

1. Organisational policies and procedures uphold a standard to determine the successfulness of strategies for a person's community participation and inclusion.
2. Evaluation is about identifying which strategies and processes work for a specific objective and which ones do not.



Learning Activity for Chapter 3

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

IV. Determine Risks Associated With Supporting Community Participation and Inclusion



In the previous chapter, you learnt about developing strategies to minimise isolation and solve barriers that could affect the person's community participation and social inclusion. In this chapter, you will learn how to identify and address risks encountered during the person's participation and inclusion activities. You will also learn to involve the person's support system in addressing these risks.

Risks are situations that involve a person in danger, threat or harm. This is why the plans and strategies for the person's community participation and inclusion need to address these potential risks. Risks need to be identified and properly mitigated to avoid a dangerous situation. You must involve the person's support system as well. This way, they will also know how to address these risks and constantly monitor the person's situation.

In this chapter, you will learn how to do the following:

- Discuss elements of risk with the person and their support system
- Conduct risk assessment specific to the person's circumstances
- Identify and develop strategies to address risks.

4.1 Discuss Elements of Risk With the Person and Their Support System

The person living with disability is the most directly affected out of all involved people when risks are present during their participation and inclusion activities. So, you must discuss these risks and the different components or elements making up each risk with them and their support system.

Risks arise from uncertainties. These uncertainties come about because of a hazard in the situation. A hazard is anything that causes physical, mental, emotional or social harm. However, it is not always a guarantee that the hazard affects the person just because it exists. For example, a knife can injure a person present in a cooking class. But the person does not automatically get injured just because the knife is there. There is a chance that the person uses the knife skilfully and avoids getting an injury. But there is also a chance for them to cut themselves accidentally.

There are two types of risks, depending on what hazards and uncertainties are present in a situation. These include speculative and pure risks. *Speculative risks* are those where the uncertainty may result in a gain or a loss depending on how events will play out. Meanwhile, *pure risks* only result in either nothing happening or a loss with no opportunity to improve the situation.

The table below shows a comparison between the two types:

Speculative Risk	Pure Risk
The result of uncertainty can be good or bad.	The result of uncertainty can only be bad or nothing.
Example: Stepping out of your comfort zone to talk to new people	Example: Leaning over a weak railing
The result can be the following: <ul style="list-style-type: none"> ▪ You will have new friends. (Good.) ▪ You will embarrass yourself in front of strangers. (Bad.) 	The result can be the following: <ul style="list-style-type: none"> ▪ Nothing will happen. (There are no changes.) ▪ The railing will break, and you will fall. (Bad.)

These risks can be present in these different aspects of community participation:

- **Environment**

The person may incur injuries and other physical harm due to the following:

- The features of the location
- The objects present in their surroundings
- Other physical uncertainties



- **Interaction with people**

It is always uncertain how interactions with others will end. It may result in either a positive or negative experience.

- **Equipment and materials**

Equipment and materials can pose a danger to the person. There is also the risk of equipment malfunctioning during participation and inclusion activities. If this happens, it will cause problems for the person.

- **Performing tasks and activities**

The person can encounter various dangers associated with different tasks and activities. For example, a person can trip if they participate in a sprint exercise.

4.1.1 Elements of Risks

Regardless of the type of risk, they are all made up of three basic elements that shape the situation to result in a positive or negative outcome. These elements include the following:

- **Event**

This is the background or environment in which the rest of the elements are present. It defines which actions and conditions are relevant to that situation.

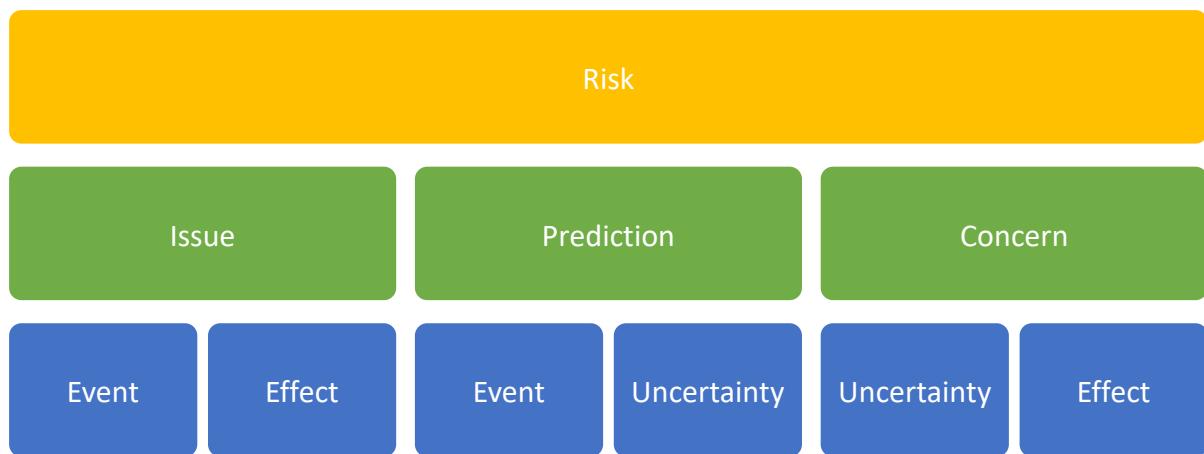
- **Uncertainty**

This element of doubt comes from the presence of a hazard. Because of the hazard, it becomes unknown whether a situation ends on a positive or negative note.

- **Effect**

This is the possible result of an action in combination with specific conditions.

The diagram below shows the three elements' connection with one another other:



4.1.2 Discussing Elements of Risks With the Person and Their Support System

Outcomes of risks can harm the person during their participation and inclusion activities. You must discuss them with the person and their support system. Identifying the elements that can lead to risk helps everyone to avoid the risk from developing further.

Discussions can be done through the different forms of communication as discussed in Subchapter 1.7. Aside from those, you can also talk about potential risks while conducting a location and activity risk assessment (refer to Subchapter 4.2 for more details). This way, everyone can join during the assessment and talk about them immediately. Afterwards, document all potential risks and gather information. They will be added as progress in the person's individual plan and shared with the person and their communication system.

Checkpoint! Let's Review



1. Speculative risks are those where the uncertainty may result in a gain or a loss depending on how events will play out.
2. Pure risks only result in either nothing happening or a loss with no opportunity to improve the situation.
3. This element of doubt comes from the presence of a hazard. Because of the hazard, it becomes unknown whether a situation ends on a positive or negative note.

4.2 Conduct Risk Assessment Specific to the Person's Circumstances



Every participation and inclusion activity could potentially involve certain risks to the person. So, you and the person's support system must take the necessary steps to remove those risks and keep the person safe. The first step in doing so is to identify what risks are present. This is done through risk assessment.

4.2.1 What is Risk Assessment

Risk assessment identifies what could go wrong and decides on an applicable countermeasure. When performing a risk assessment, you must identify all sources of risk in the current situation.

This involves identifying the following:

- The type of risk
- The involved aspects of community participation and inclusion
- The three elements of each risk

You must conduct two types of risk assessment before the person joins the activity. These include the following:

- **Location risk assessment**

- You inspect all the locations that the person will visit or pass through and identify all possible sources of risk in the area. You also analyse the different objects present in the location and determine how these objects can either add to or lessen the risks in the area.
- The risks you are most likely to find are either from the environment or pieces of equipment and materials.

- **Activity risk assessment**

- You evaluate the impact of the activities and tasks on the person's health and safety.
- You also identify what measures are already in effect to lessen the risks for each activity.



Lotus Compassionate Care

Access and review Lotus Compassionate Care's site safety inspection checklist and other forms through the link below:

[Forms and Templates](#)

(username: newusername password: new password)

4.2.2 Steps in Risk Assessment

Generally, there are five steps in risk assessment. You will follow them for both location and activity risk assessments. The steps are as follows:

1. **Identify the hazards.**

You must identify and locate potential hazards. A location risk assessment inspects the area and looks into the surroundings' objects. You must determine which of these objects are hazardous to the person. An activity risk assessment goes over the involved processes the person follows once the activity is ongoing. You will determine which tasks involve things and situations that pose harm.



2. Determine how the person can be harmed.

Determine why and how the hazards you identified are harmful to the person. Can the hazard physically injure the person? Can it potentially cause death? Can it damage their mental health? Can it put them in an uncomfortable social situation? These are only some questions that you can answer. However, there can be more questions depending on the hazards you will identify.

3. Evaluate the severity of the risk and take preventive action.

As you may have noticed from the sample questions in the previous step, hazards have different severities. Some may only cause minor injuries. Some can embarrass or traumatisise them. However, some can even lead to death.

You have to note how severe each identified hazard is because this will affect your risk mitigation process (see Section 4.3.1). You are supposed to deal with the most to least severe risks. This is so that, in case there are too many of them and you do not have enough time to address them all, you will at least be able to control the most harmful ones.

4. Record your findings.

Keep your findings and evaluations recorded for future reference. With this, you can review your risk assessment later to monitor the situation changes. This also ensures that you manage to accurately share all your findings with the person and their support system.

5. Review your risk assessment.

Situations can change when new people, objects and situations are introduced to the activities. Because of change, old risks may become irrelevant, and new ones may arise. Review your existing risk assessment and update it to incorporate new elements when this happens. If there are many changes at once, you may even create a completely new risk assessment. However, you can only determine this after the review.



Multimedia



The video below discusses hazards and risks that can be present in a person living with disability's environment:

[Hazards and Risks for Homecare Workers in Aged Care and Disability](#)

Checkpoint! Let's Review



1. Risk assessment identifies what could go wrong and decides on an applicable countermeasure.
2. When performing a risk assessment, you must identify all sources of risk in the current situation.



4.3 Identify and Develop Strategies to Address Risks



After identifying all the present risks and their elements in the person's participation and inclusion activities, the next step is to remove or reduce their harm to the person. This process is called *risk mitigation*. It is a strategy to prepare for and lessen the effects of threats faced during the person's community participation activities.

Ideally, the person and their support system would be prepared in advance for all risks and threats and manage to avoid them entirely. However, when risks surface suddenly, everyone only has a short time to address them.

You must work with the person and their support system to identify and develop proper strategies to address risks. These strategies need to be a reliable source of guidance on whether or not the risk mitigation is urgent.

4.3.1 Steps in Developing a Risk Mitigation Strategy

The following steps guide the person and their support system when building strategies to address each identified risk. Keep in mind that throughout the process, your role is to guide them through these steps, provide assistance and advice and ensure that the strategies will guarantee the person's safety.

These steps include the following:



1. Identify the risks and all possible events where they may occur.

This is the initial step that takes place before the risk assessment. When you go to the location of the activity, you, the person and their support group must conduct an inspection of the venue and activities. This is to determine where risks may arise.

2. Conduct a risk assessment.

Once you are in the location, you must analyse the possible risks that different objects present in the environment may pose. You should also evaluate the safety of the actual tasks and activities that the participants will have to do. Refer to Subchapter 4.2 for a more detailed discussion on risk assessment.

3. Rank risks based on severity and prioritise the most severe.

Once you have identified all risks, arrange them in order from most to least harmful. The risk mitigation strategy must prioritise the most harmful risks. And the person must be ready to accept a certain amount of the less severe risks. These could be risks that are allowed under the concept of Dignity of Risk.

4. Monitor risks as their severity changes.

The strategy must have metrics to monitor each risk's severity and whether they are changing. It would be best if you tracked these changes so the person and their support system can revise their plans as soon as possible.

5. Implement and evaluate progress.

The strategy must include a way to test and analyse the effectiveness of the steps being taken against risks.

4.3.2 Best Practices During Risk Mitigation

During risk mitigation, some practices bring about the best results. Since the person's safety is on the line, everyone involved must follow these actions:

- 1. Ensure the person and their support system are always involved in each step.**

They are the ones that will be affected the most by the present risks if they are not properly mitigated. And so, they must be aware of every development and useful information regarding risk mitigation.

- 2. Create a strong culture around risk management.**

Help the person, their support system and other involved parties build a habit of preventing risks from forming. This can be done by regularly maintaining the premises and evaluating the program of the activities.

- 3. Continuously monitor possible risks and communicate as they arise.**

If anyone notices that a new kind of risk may occur to the person, they must let everyone involved know immediately. If these changes are reported too late, nobody might be able to address them on time before it affects the person.

- 4. Ensure risk management policies are clear.**

Organisations, service providers and event organisers have their policies and procedures for risk management. Everyone involved in the person's participation and inclusion efforts must know these policies to use them as a guide for their actions.



4.3.3 Types of Risk Mitigation

There are different ways to address risks, depending on their severity. Some risks are neglectable and can be ignored. Some pose a lot of harm but are easily removed. However, there can also be other incredibly severe risks that people can only reduce.

These are the following types of risk mitigation:

Risk avoidance

- Avoids the risk altogether by eliminating the person's chance of exposure to it

Risk acceptance

- Potential harm or loss from risk is neglectable enough that it can be allowed to exist

Risk transfer

- Letting a third party handle the risk and remove its ability to harm the person

Risk limitation

- Lessening the negative impacts of an unavoidable risk and the person's exposure to this risk by doing some countermeasures

The case study below demonstrates a situation where risk assessment and mitigation must be done:

Addressing Risks in Sean's Painting Activity

Sean is a six-year-old who is hard of hearing. Ever since a firework exploded beside him on New Year's Eve, he has been unable to hear. He is scheduled to attend an outdoor painting activity with other children with disability in a few days.

Emma is tasked to facilitate Sean's community participation and social inclusion. She visits the park where the event will be held as soon as it is confirmed that Sean will participate. This is two weeks before the date. During her visit, she walks around the whole park and notes down the hazards she can identify. One of those is the uneven ground surface that can trip the children. Another is the dense traffic that can disturb the children's comfort and concentration during the event.

After identifying enough risks, Emma asks Sean and his family to discuss the risks with her while they inspect the park together. Sean's mother, Teresa, points out that it would be difficult to alert him if he gets distracted and wanders off since Sean is hard of hearing. Because there are usually many people in the park, it will make it difficult to find Sean if he moves away. The same goes for anyone else among the participants.

So, after their inspection, Emma contacts the event organiser to raise Teresa's concern. The event organiser explains that they will put rope barriers around the event venue so that the children will not wander off. The rope will also keep other people in the park from stepping inside their area.

Emma tells Teresa this. And while Teresa's main concern already has a resolution, Emma still sends her a risk assessment and mitigation form. This is so she can monitor any other risk that she may notice and check how effective the rope barriers are. They also continue to discuss other risks afterwards.



Checkpoint! Let's Review

1. Risk mitigation involves removing or reducing the harm of the identified risks to the person.
2. The four types of risk mitigation include the following:
 - Risk avoidance
 - Risk acceptance
 - Risk transfer



Learning Activity for Chapter 4

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

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