CHCDIS017

Facilitate community participation and social inclusion

LEARNING ACTIVITY BOOKELT
(Trainer Copy)

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Version Control & Document History

Date	Summary of Modifications	Version
11 January 2023	Version 1.0 released for publishing	1.0
5 March 2024	Version 1.1 endorsed for use	1.1

Table of Contents

Overview

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

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

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

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

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

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

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

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

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

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

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser

- Installed software: MS Word, Adobe Acrobat Reader

- Learner guide

- Volunteers to participate in a role play

- A copy of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) document

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and

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

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course

- Modifying the presentation medium

- Learner support

- Use of assistive/adaptive technologies

- Making information accessible both before enrolment and during the course

- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

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

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

You must contextualise the assessment tools to suit:

- Your student's needs

- Your RTO's training and assessment processes

- The work and industry context in which you operate

Contextualising for your state/territory

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

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

- Access and review the legislation and industry requirements applicable in your state/territory.

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

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

Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in <u>Blue Underlined Text</u>.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for Mac users**.

Formative Activities

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

Activity 1.1

Matching Type

Listed below are the different individual needs represented by Maslow's Hierarchy of Needs.

    a. Love and belonging

    b. Self-esteem

    c. Physiological needs

    d. Safety and security

    e. Self-actualisation

Match each term to their description below. Write the letter that corresponds to your answer in the space provided.

Mapping: CHCDIS017 PC1.3 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3

		Description
e	i.	This need revolves around the desire to accomplish everything that the person can and to become the most they can be.
c	ii.	These are biological needs for a person's survival.
a	iii.	This involves human emotional needs to feel wanted and appreciated.
b	iv.	This relates to the person's sense of worth with regards to themselves and to how others perceive them.
d	v.	This is the sense of order and control in a person's life.

Activity 1.2

True or False

Review the statements below about facilitating active engagement in a social network with the person. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCDIS017 PC1.4 (p), KE3.1 (p), KE3.3 (p), KE7.2 (p)

Learner guide reference:

- *CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.1*
- *CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2*
- *CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.3*
- *CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.4*
- *CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.5*

☐ TRUE ☒ FALSE	i.	When a person is actively engaged, other participants will be more aware of their presence.
☒ TRUE ☐ FALSE	ii.	Robbing a person of their dignity of risk hinders their learning and growth as well as worsens their quality of life.
☒ TRUE ☐ FALSE	iii.	A person-centred practice means that the PWD is the centre of all decisions related to their life.
☐ TRUE ☒ FALSE	iv.	Active support is not essential during the person's active engagement and participation in various activities.
☐ TRUE ☒ FALSE	v.	When facilitating active engagement, you have to closely observe and monitor the progress and performance of the person, but it is not necessary to observe and monitor everyone else involved in the activities.

Activity 1.3

Role Play Activity

Role play the scenario with two volunteers identify the person's strengths, abilities, interests and support requirements, while demonstrating the practical skills listed in the checklist below.

Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.

Your role

For this activity, you will take the role of the support worker.

The volunteers' role

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

- Ted

- Michelle

Mapping: CHCDIS017 PC1.1 (p), KE8.2 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3

Marking guide

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

Role Play Checklist (For trainer's use only)		
During the role play activity:	**YES**	**NO**
1. The learner speaks directly to the PWD, especially when the topic or questions are about them. The learner does not use the person's mother as a middle man during the conversation.	☐	☐
2. The learner uses a normal tone of voice when speaking to the PWD.	☐	☐
3. The learner uses a normal speed of speech when speaking to the PWD.	☐	☐
4. The learner is polite when talking to the PWD. They reply with positive words.	☐	☐
5. The learner is patient when talking to the PWD. They wait for the person's response and do not cut them off in the middle of a statement.	☐	☐
6. The learner does not bring up the person's disability unless they are specifically talking about the person's struggles and needs that need to be resolved.	☐	☐
7. The learner does patronise the person. The learner gently and respectfully lets the PWD know when there is a struggle in understanding one another.	☐	☐
8. The learner asks the PWD and their support system what helps them communicate better and more comfortably.	☐	☐
9. The learner apologises properly and sincerely in case they make a mistake of bringing up topics that are uncomfortable to the PWD.	☐	☐
10. The learner apologises properly and sincerely in case they make a mistake of doing things that are uncomfortable to the PWD.	☐	☐

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

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

Activity 2.1

Fill in the blanks

The following are statements about parts of an individualised plan. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCDIS017 PC2.1 (p)

Learner guide reference:

- *CHCDIS017 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*
- *CHCDIS017 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2*

i.	The **individualised plan** is a goal-directed and person-centred document that contains all guidelines for the community support, services, participation and activities that the person should follow.
ii.	Each part of the individualised plan tackles a certain factor that contributes to its flow and **effectiveness** as a whole.
iii.	The suitable participation and inclusion activities to include in the plan for the PWD will depend on their **strengths**, abilities, interests and **needs**.
iv.	Limitations are the end of your and everyone's capacities in performing **tasks** and accessing **resources**.
v.	Part of the plan is identifying **risks** and preparing for them so that the person does not get **harmed** during the activity.

Activity 2.2

Based on the case study, identify the three factors that contribute to Randy's struggles in the workplace.

Mapping: CHCDIS017 PC2.5 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 2, Subchapter 2.5, Section 2.5.2

Marking guide

The learner must identify three common factors that play into the PWD's struggle in the workplace.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the following, in any order:

- Prejudices in the workplace
- Tense and awkward situations
- Possibility of miscommunication

i.
ii.
iii.

Access and review Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Identify four States Parties' responsibilities to safeguard and promote the realisation of the PWD's right to work that are not being met in the situation indicated in the case study.

Mapping: CHCDIS017 PC2.5 (p), KE7.3 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 2, Subchapter 2.5, Section 2.5.1

Marking guide

The learner must access and review Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Then, the learner must identify four States Parties' responsibilities to safeguard and promote the realisation of the PWD's right to work that are not being met in the situation indicated in the case study.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below, in any order:

i.	
	Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions.
ii.	
	Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances.
iii.	
	Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.
iv.	
	Ensure that reasonable accommodation is provided to persons with disabilities in the workplace.

III. Develop Strategies to Minimise Isolation for Person with Disability

Activity 3.1

Matching Type

Identify the Augmentative and Alternative Communication (AAC) tool being described in each statement below.

Augmentative and Alternative Communication (AAC) Tools
Closed-Captioning Software
Word Prediction Software
Noise-Cancelling Headphones
Eye Gaze
Pocket Magnifiers

Mapping: CHCDIS017 PC3.2 (p), KE8.2 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1

20	Description
Word Prediction Software	i. This aids the person with writing and spelling difficulties by recalling required words that can improve their grammar and sentence structure.
Pocket Magnifiers	ii. Compact lenses that allow the person to magnify reading materials physically.
Eye Gaze	iii. An electronic device that allows the person to communicate by looking at words or commands on a screen.
Noise-Cancelling Headphones	iv. These are devices that eliminate distracting background noises to prevent overstimulation.
Closed-Captioning Software	v. This software displays the text version of the spoken part of videos.

Activity 3.2

List the five travel issues of a PWD found in the case study and identify what type of issue each one is.

Mapping: CHCDIS017 PC3.6 (p), KE5.0 (p), PE1.4 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 3, Subchapter 3.6, Section 3.6.1

Marking guide

The learner must complete the table by:

i.   listing five travel issues of a PWD found in the case study

The wording may slightly vary and the responses can be in any order. However, for a satisfactory performance, the learner must answer the following:

- There are stairs he needs to climb to get to the station platform.

- The entrance to the train is slightly elevated from the ground.

- Many impatient people complain when he struggles to board the train.

- The staff in the station gives him a mean look when he asks for assistance.

- Other people often express complaints that his wheelchair takes a lot of space in the train.

ii.   identify what type of issue each one is.

For a satisfactory performance, the learner's response must be:

- Consistent with the issue they provided

- identify whether the issue is either physical, communication or social

Benchmark answers are provided below for the assessor's reference.

Issue		Type
i.	There are stairs he needs to climb to get to the station platform.	Physical
ii.	The entrance to the train is slightly elevated from the ground.	Physical
iii.	Many impatient people complain when he struggles to board the train.	Social
iv.	The staff in the station gives him a mean look when he asks for assistance.	Social
v.	Other people often express complaints that his wheelchair takes a lot of space in the train.	Social

Based on the case study, list four steps you can take to identify strategies that can help George overcome his issues.

Mapping: CHCDIS017 PC3.6 (p), KE5.0 (p), PE1.4 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 3, Subchapter 3.4

Marking guide

The learner must list four steps that they can take to identify strategies that can help George overcome his issues.

For a satisfactory performance, although the answers may vary, their response must be tailored to the situation given in the case study and must be connected to any of the general steps as follows:

- Inspection of vehicles and transport facilities

- Historical data analysis

- Interviews with relevant people

- Research on relevant laws, regulations, policies and procedures

- Report creation

The learner must provide four answers, which can be in any order. The general steps listed above can also be repeated in the answers, as long as the specific situation given is different.

Examples of satisfactory answers are provided below for the assessor's reference.

i.	Inspect the train's elevated entrance and consult George with how it is problematic to him.
ii.	Interview the staff in the railway station to ask about other people's usual treatment of George and other PWDs.
iii.	Research past information on what travel issues other PWDs have also encountered in the railway station and how they have dealt with them.
iv.	Inspect the stairs that lead to the station platform and discuss with George his issue with it.

IV. Determine Risks Associated with Supporting Community Participation and Inclusion

Activity 4.1

True or False

Review the statements below about risk assessment and mitigation. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCDIS017 PC4.2 (p), PC4.3 (p), KE3.4 (p), PE1.5 (p)

Learner guide reference:

- *CHCDIS017 Learner Guide, Chapter 4, Subchapter 4.2, Section 4.2.1*
- *CHCDIS017 Learner Guide, Chapter 4, Subchapter 4.2, Section 4.2.2*
- *CHCDIS017 Learner Guide, Chapter 4, Subchapter 4.3*
- *CHCDIS017 Learner Guide, Chapter 4, Subchapter 4.3, Section 4.3.1*

☒ TRUE ☐ FALSE	i.	Risk assessment is the process of identifying what could go wrong and deciding on an applicable countermeasure.
☐ TRUE ☒ FALSE	ii.	When performing a risk assessment, only some sources of risk in the current situation have to be identified.
☐ TRUE ☒ FALSE	iii.	Generally, there are three steps in risk assessment.
☒ TRUE ☐ FALSE	iv.	The process to remove or reduce harm towards the person is called risk mitigation.
☐ TRUE ☒ FALSE	v.	The support worker themselves must develop a risk mitigation strategy for the person instead of guiding them and their support system to do it.

Activity 4.2

List all steps in risk assessment discussed in the Learner Guide.

Mapping: CHCDIS017 PC4.2 (p), KE3.4 (p), PE1.5 (p)

Learner guide reference: CHCDIS017 Learner Guide, Chapter 4, Subchapter 4.2, Section 4.2.2

Marking guide

The learner must identify all five steps in risk assessment discussed in the Learner Guide.

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

i.	Identify the hazards.
ii.	Determine how the person can be harmed.
iii.	Evaluate the severity of the risk and take preventive action.
iv.	Record your findings.
v.	Review your risk assessment.

End of Document