

CHCDIS011

Contribute to ongoing
skills development using
a strengths-based
approach



**LEARNER
GUIDE**

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This Learner Guide

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

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

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

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCDIS011>

About this Unit of Study 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

Contribute to ongoing skills development using a strengths-based approach

- I. Contribute to skills assessment
- II. Assist with ongoing skills development
- III. Support incidental learning opportunities to enhance skills development
- IV. Complete documentation

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



A *disability* is a condition that limits a person's capabilities. It may affect a person's mobility, ability to learn things or appropriate communication with others. Different disabilities can affect people in varying ways.

Under the *Disability Discrimination Act 1992*, disabilities include the following:

- Total or partial loss of the person's bodily or mental functions
- Total or partial loss of body part
- The presence of organisms causing disease or illness in the body
- The presence of organisms capable of causing disease or illness in the body
- The malfunction, malformation or disfigurement of a part of the person's body
- A disorder or malfunction that results in the person learning differently from a non-disabled person
- A disorder, illness or disease that affects a person's:

Thought processes

Perception of reality

Emotions

Judgement

Behaviour

Disabilities also include those conditions that may apply to the following situations:

- There may be conditions that are presently existing.
- There may be conditions that previously existed but no longer exist.
- There may be potential conditions (including genetic predispositions to disabilities).
- There may be conditions that are attributed to a person.
- An older person who gradually developed a vision impairment can no longer do things they could do when they were younger.
- A child with cerebral palsy cannot participate in school activities, such as team games and physical exercises.
- An adult with an anxiety disorder finds their daily living activities difficult.

Based on the Federal Register of Legislation on 25 February 2022. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>.

People with disability (persons with disability) require help from different professionals, such as school staff, specialists, doctors and support workers. Part of the assistance that must be provided to them is in their skills development.

Skills development involves identifying gaps in a person's skill set and improving these skills accordingly. For persons with disability, the gaps usually identified are for skills that focus on living independently in society, such as personal health, social, communication, daily activities, etc. As such, you need to use a strengths-based approach to help address these gaps and aid in the person's skills development.



The *strengths-based practice* refers to focusing on the knowledge, skills and capabilities of a person with disability, rather than the things they cannot do due to their disability. This involves recognising the person's strengths for them to see themselves positively. Knowing their strengths allows them to see themselves at their best. This gives the person an idea of what changes can improve the quality of their life.

Strengths-based practice is also considered a work practice theory in supporting Persons with disability. The practice focuses on the person's self-determination and strength. It helps in setting outcomes that will lead to building the person's strengths.

The strengths-based practice has the following principles:

- A person with disability has potential and unique strengths and capabilities that will determine who they are.
- Capacity-building is a process and is based on a goal set by the person with disability.
- A person with disability becomes more confident when they are encouraged to develop a skill that they already have.
- Focusing on strengths and seeing challenges as capacity fostering creates hope and optimism.
- The use of language creates the reality for persons with disability.
- All individuals have the urge to succeed, explore the world and make themselves useful to others.
- Valuing differences and the essential need to collaborate with others is important for persons with disability.
- Persons with disability need to know that others care for them.
- A person with disability's perspective that reality is primary must be valued and given importance.

As a disability support worker, one of your responsibilities is to contribute to your clients' ongoing skills development. This means supporting your clients to gain, improve, or maintain the skills they need to live an independent life. Using the strengths-based approach allows you to support your clients to develop the skills they already have. This can encourage them to try learning other life skills that can help them live independent lives.



This Learner Guide will help you understand the essential aspects of the strengths-based approach and other related philosophies in contributing to ongoing skills development.

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

- Contribute to skills assessment
- Assist with ongoing skills development
- Support incidental learning opportunities to enhance skills development
- Complete documentation

For the rest of this Learner Guide, people with disability will be referred to as 'Persons with disability'.

I. Contribute to Skills Assessment



Building life skills helps persons with disability live independent lives. Developing these skills ensures a person with disability can achieve a good quality of life. It can also help the person with disability take an active part in their daily activities. For this to happen, you must first assess what skills the person with disability needs to improve on.

Practical life skills that persons with disability may develop are the following:

Life skills	Vocational skills	Health skills	Social skills
<ul style="list-style-type: none"> • Cooking and domestic skills • Home maintenance • Budgeting • Public transport and safety 	<ul style="list-style-type: none"> • Work readiness • Task analysis • Time management 	<ul style="list-style-type: none"> • Nutrition • Personal care • Maintaining physical health • Sexual health 	<ul style="list-style-type: none"> • Developing relationships • Personal presentation • Local community involvement



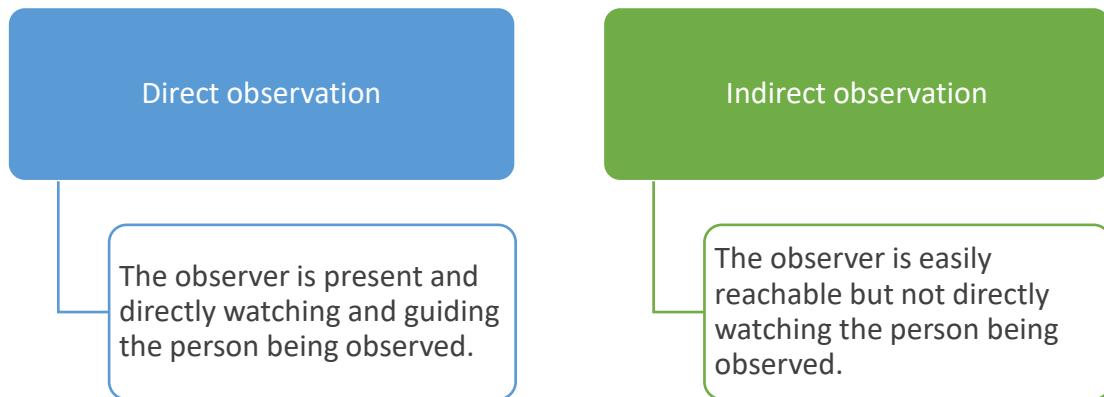
Skills assessment means evaluating the person with disability's ability to perform a task using a certain skill. Contributing to skills assessment ensures that the development will align with the person with disability's specific needs to live a better life. Different people live different lives, so you must be fully informed about a person with disability's daily life. This is for you to pinpoint their needs correctly. Failure to do so can lead to the person with disability having unmet needs, which can lower the quality of their life and increase their dependence on others.

In this chapter, you will learn how to contribute to the skills assessment of persons with disability. You will accomplish this by learning to do the following:

- Observe the person's skills and competencies in a respectful manner
- Support the engagement of other stakeholders in the skills assessment
- Record all observations accurately and objectively
- Provide feedback about changes in the person's demonstration of skills

1.1 Observe the Person's Skills and Competencies in a Respectful Manner

There are two types of observation. These are direct and indirect. The graphic below briefly explains the difference between the two:



As a support worker, you must assist persons with disability to develop and maintain their skills and competencies. Doing so will ensure they will be able to live a better quality of life. To achieve this, you must be able to observe your clients respectfully. This means you must respect their human rights and uphold their dignity.

1.1.1 Respects Clients' Human Rights

Respect refers to believing the person with disability is valued. This involves providing support that recognises the rights of your clients. Respectfully interacting with a client can increase their self-worth. This leads to the client being positively seen by those around them.

As a support worker, you must respect the client by building their feelings of trust, safety and wellbeing. When the client feels that they are safe and well-valued, they can express themselves more.

To observe clients in a manner that respects their rights, you must be able to follow these positive approaches and strategies:

- **Treat the client as you would anyone else.** Interact with the client as you would with anyone else while making reasonable accommodations.
- **Use people-centred language.** Always use positive language that identifies the client as a client first. An example would be calling a client 'a person who needs mobility assistance' instead of 'crippled'.

- **Do not make assumptions for the client.** Always ask the client if they need or want your help before assisting them. Be polite and patient when offering assistance and wait for a response. If they accept your offer for help, listen or ask for specific instructions. However, be prepared for your suggestion to be refused even if it looks like the client is struggling.
- **Avoid patronising the client.** Persons with disability are not victims or incompetent enough to handle their care. When interacting with the client, avoid using baby talk or treating them as though they are children.
- **Support the client's choices and decisions.** Do not tell the client what to do. Provide them with every option you would provide those without impairments. If the opportunity they choose presents a challenge concerning their impairment, ensure to discuss ways to modify or adapt their choice.

You can also adhere to the human rights framework of service when observing clients. Doing so will allow you to ensure your clients' rights are always upheld during your service delivery.

Human Rights Framework of Service

Human rights are the standards used to recognise and protect the dignity of all humans. These rights serve as the basis for laws and acts governing people and communities. *Frameworks* are supporting ideas, concepts, findings and laws that support and regulate a system. All jobs involve frameworks, but each job has a unique framework for regulating the quality of work. As a support worker, you must be familiar with the laws that underpin this framework.



The Australian Human Rights Commission defines human rights as those that:

- Recognise the inherent value of each person
- Are based on principles of dignity, equality and mutual respect
- Are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.

The Australian Government agreed to respect and uphold many human rights treaties, including the following:

- United Nations' Universal Declaration of Human Rights
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention on the Elimination of All Forms of Racial Discrimination
- Convention on the Elimination of All Forms of Discrimination against Women
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Convention on the Rights of the Child
- Convention on the Rights of Persons with disability

Sourced from [What are human rights?](#), used under CC BY 4.0. © Australian Human Rights Commission 2017.

As a care worker, you must remember that these treaties support basic human rights. Their existence does not mean there are many sets of rights for different kinds of people. These treaties are only meant to emphasise the rights of certain groups of people who are misunderstood or ignored by the state. As such, the rights of people receiving support may also be considered as a factor that affects them.

The rights of people receiving support can be found in the following declarations and treaties:

Universal Declaration of
Human Rights (UDHR)

Convention on the Rights of Persons with
Disabilities (CRPD)

All care workers must know and understand the basic human rights that apply to everyone. These rights are outlined in the UDHR.



Further Reading

The Universal Declaration of Human Rights details the basic rights and freedoms that must be afforded to all people. It is the foundation of many legislations on the rights of men. You may access it through the link below:

[Universal Declaration of Human Rights](#)

Additionally, care workers who support Persons with disability must understand the CRPD. The conventions contain many basic human rights that are also found in the UDHR.

The CRPD contains general and specific obligations. These aim to protect the rights of all Persons with disability. There are two documents in the CRPD. These include the following:

The actual rights of Persons with disability that must be upheld

An optional protocol for upholding these rights and addressing complaints

It is crucial to note that Australia has signed and accepted both documents. The CRPD was signed on 17 July 2008 and the optional protocol was signed on 30 July 2009.

The convention explains what rights persons with disability are entitled to. It also explains what actions that affect them must be avoided and what they must be supported with.



Further Reading

The CRPD recognises the rights set forth by the UDHR. It details the obligations all people have in upholding and safeguarding the rights of Persons with disability. The two documents that make up the CRPD can be accessed through the link below:

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



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 the Lotus Compassionate Care Handbook for the legislative requirements service providers must uphold clients' human rights through the link below:

[Lotus Compassionate Care Handbook](#)

(username: newusername password: new password)



The National Disability Insurance Scheme (NDIS) implements a Quality and Safeguarding Framework to ensure services uphold the human rights of persons with disability. This framework is necessary for the following reasons:

- To ensure capability is built in the new market-based system
- To ensure the rights of people with disability are upheld
- To ensure the benefits of the NDIS are realised

The NDIS Quality and Safeguarding Framework have the following objectives to support persons with disability:

- Uphold the rights of people with disability, including their rights as clients
- Facilitate informed decision-making by people with disability
- Achieve person-centred outcomes for people with disability in ways that support and reflect their preferences and expectations
- Provide safe and fit the purpose for people with disability
- Allow people with disability to live free from abuse, violence, neglect and exploitation
- Enable effective monitoring and responses to emerging issues

As a support worker, you must be familiar with the laws that underpin this framework. Recall the CRPD as discussed earlier in this section. Australia expresses and enforces these obligations that disability service providers must meet through the following legislation:

Disability Services Act of
1986

National Disability
Strategy 2010–2020

National Disability
Insurance Scheme Act
2013

1.1.2 Upholds Clients' Dignity

To uphold clients' dignity, you must understand the theory of social devaluation and how it impacts a person's quality of life.

Social devaluation refers to the systemic belief that people with disability have less social value than others. This means that they are given fewer opportunities and are less recognised for their achievements.

Social devaluation impacts a person's quality of life in the following areas:

Areas	How Social Devaluation Impacts a Person with disability's Quality of Life
Skills Improvement	Social devaluation hinders persons with disability from further developing their skills. When they are seen as less than others, they tend to stop improving themselves and believe they cannot do any better than those without disabilities.
Mental Wellbeing	Social devaluation increases the risk of stress, anxiety and depression in persons with disability. The feeling of non-inclusiveness and isolation will cause them to see themselves as less compared to others.
Opportunities	Social devaluation limits the opportunities for persons with disability. Some schools do not offer support services such as ramps and other assistive technologies, which hinders persons with disability from receiving the same quality education as others. This works the same for organisations that see them as people who perform less satisfactorily compared to others.

The theory of *Social Role Valorisation* (SRV) promotes the idea that persons with disability must be given opportunities to live the same kind of lives as non-disabled people. This means having the same routines, social interactions and lifestyles as most people do. SRV provides interacting strategies for challenging the devaluation of persons with disability, which may involve image and competency enhancement. These enhancements are defined below:

- **Image enhancement**

This allows persons with disability to validate their sense of self, which enables them to present themselves and their achievements. This helps in addressing devaluation by letting others know that they are also capable and that they are not less of a person.

- **Competency enhancement**

This allows persons with disability to improve their skills and knowledge so they to be seen as good at certain things. This will enable them to assume responsible and positive roles in society.

To improve competency and image, you can use the following positive approaches and strategies:

Focus on positive attributes to lessen the embarrassment of the client.

Strengthen the client's sense of identity.

Acknowledge that appearance can increase self-esteem.

Create a sense of meaning in the client.

Have ways for the client to join in their community activities.

As mentioned before, treating the client with respect and upholding their dignity can affect how they seem to themselves. It can also increase how others perceive them. Furthermore, these enhancements can encourage the client to respect themselves.



Lotus Compassionate Care

Access and review the Lotus Compassionate Care Handbook for policies and procedures on privacy and dignity through the link below:

[Lotus Compassionate Care Handbook](#)

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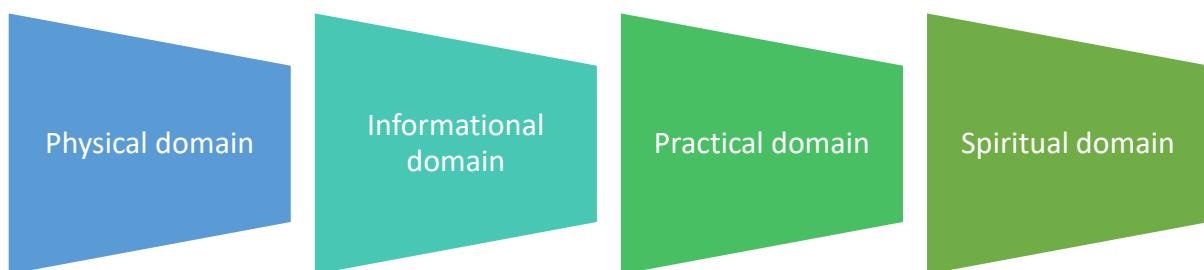
Social and Emotional Wellbeing Frameworks

Social emotions are your emotions that 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:



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:



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

- **Intellectual** – This refers to conditions that appear during the developmental period. When compared to others of the same age, people with these disabilities 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** – This refers to conditions that affect the ability to perform physical activities. Physical disability often includes impairments 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 refers to different disabilities 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** – impairments of the nervous system that occur after birth, for example, epilepsy, Alzheimer's disease and Parkinson's disease.
- **Dual sensory** – This is a dual sensory impairment that results in difficulty in communication and participation in community life.

- **Vision** – This refers to vision impairments and blindness that can cause 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 normal social activity.
- **Developmental delay** – This applies to children aged zero to five where conditions have appeared in the early developmental period, but no specific diagnosis has been made, and the specific disability is not yet known.

These categorisations of disabilities are influenced by the following factors:

Underlying health conditions

Impairments

Activity limitations

Restrictions on participation

- **Underlying health conditions** – also known as chronic diseases, are medical conditions that interfere with your 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** – disabilities 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** – persons with disability may have participation restrictions. When you are a person with disability, engaging in the following may be more challenging for you:



When you are denied opportunities to participate, you may feel that you are not included, which can lead to developing 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 persons 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 these frameworks:

- Australia's Disability Strategy 2021–2031
- Disability Gateway
- Psychosocial Recovery-Oriented Framework

The *Australia's Disability Strategy 2021–2031* 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 can 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. Mainstream services such as relationship or financial counselling, parenting support and crisis services. They all need to be universally available and accessible to all people in the community, including people with disability.

- **The NDIS provides eligible people with permanent and significant disabilities with access to reasonable and necessary disability support.**

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 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 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 grabbing rails, hoists, wheelchairs, hearing aids, text captioning services, home modifications, digital assistive technology, prosthetics and devices to support memory. For people 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 with disability experience poorer health and wellbeing than those without disabilities. 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 with disability continue to experience preventable health conditions and comorbidities at higher rates than people without disabilities. 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. Persons with disability who have adequate mental health support can develop skills with the self-awareness to their own strengths.

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

- Person with disability-accessible community facilities
- 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 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 action plan sets out key actions to improve paid employment outcomes for people with disability.
Community Attitudes Targeted Action Plan	The Community attitudes Targeted Action Plan 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 disabilities 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 with disability to receive high-quality and safe services.

Document	Description
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.
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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The *Disability Gateway* 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

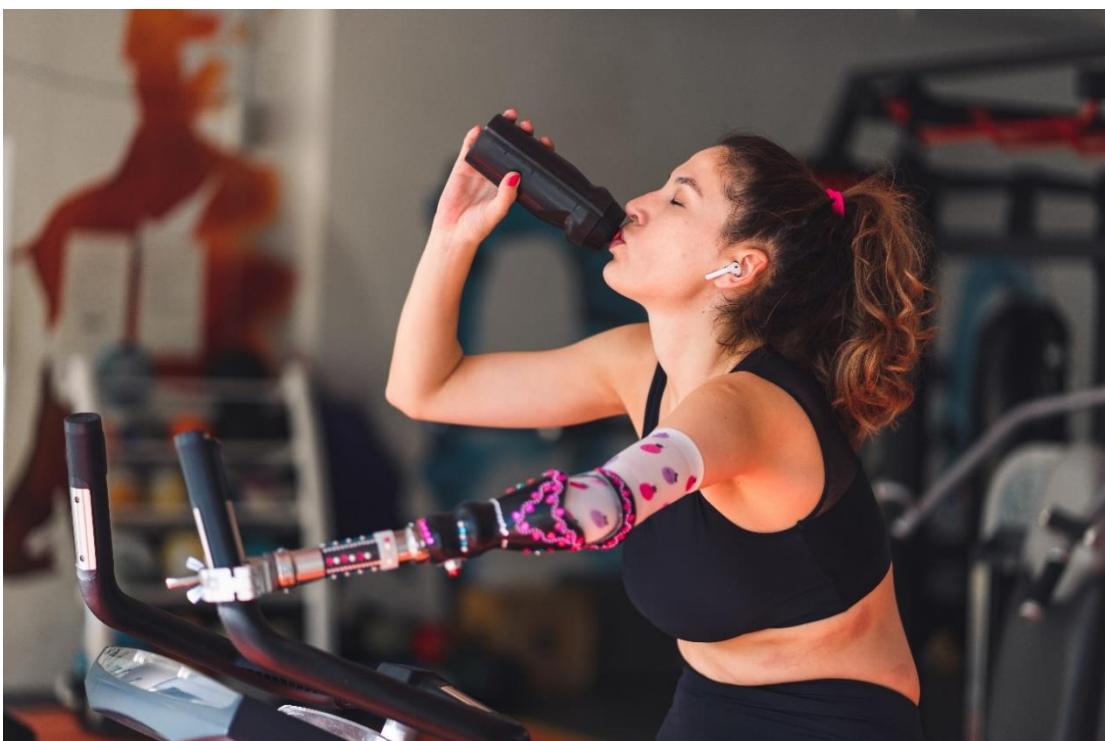
Rights and Legal

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

- **Employment** – This is your source of income. It enables you to enjoy hobbies and activities that will help improve your social wellbeing. Aside from that, you can also connect with your co-workers since you can relate to each other's hardships and fulfilment from your careers. Support and services are available to help you develop the abilities and confidence necessary to find and keep a job. It can assist you in doing meaningful work that suits your strengths and abilities. Here are the employment services that you can access through the disability gateway:

- Training for employment
- Finding and keeping a job
- Knowing your employment rights

- **Aids and equipment** – Aids and equipment can help you with daily living. Including wheelchairs, scooters, hearing or vision aids, healthcare equipment, service animals and items to help you communicate better are all examples. The disability provides links and information on the following:
 - General equipment schemes and services
 - Communication aids and services
 - Assistance animals
 - Using technology to stay connected



- **Transport** – 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 your mobility is limited in any way. There are several options for you to help you get to where you 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 are activities that can help you improve your health and wellbeing while also allowing you to meet new people. Sport, art and culture, community activities, and travel can all be considered leisure activities. These activities improve how you experience 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 persons with disability.

You can learn more about this through the link below.

[Disability Gateway](#)

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. Psychosocial disability refers to a condition that affects a person's mental, emotional and social wellbeing. This disability impairs their ability to function and participate fully in society. Not everyone with a mental health condition will have a psychosocial disability, but for those who do, it can be severe, long-lasting, and interfere with their recovery.

The goal of the Psychosocial Recovery-Oriented Framework 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 and guides, as well as 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](#)



Checkpoint! Let's Review

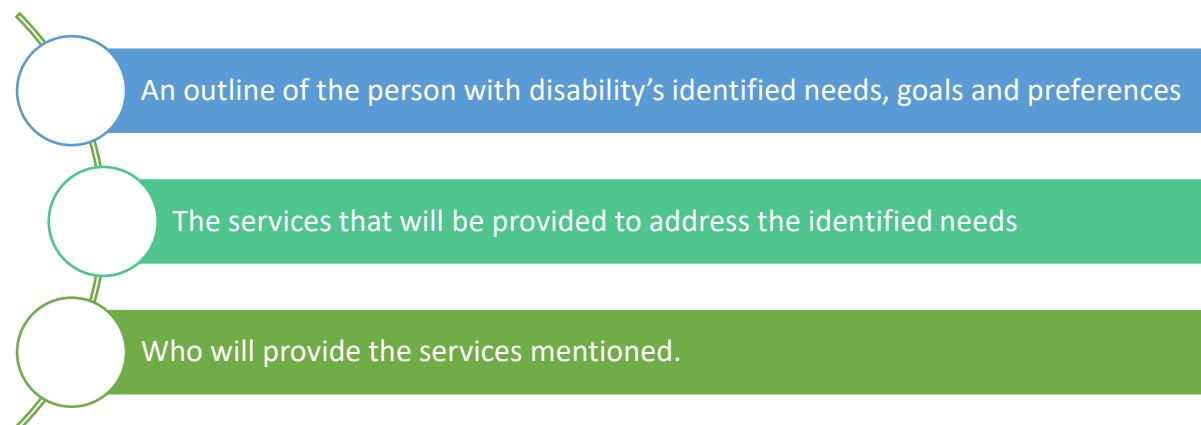
1. As a support worker, you must be able to observe your clients respectfully. This means you must respect their human rights and upholds their dignity.
2. Respect refers to believing that the PERSON WITH DISABILITY is valued. This involves providing support that recognises the rights of your clients. Respectfully interacting with a client can increase their self-worth.



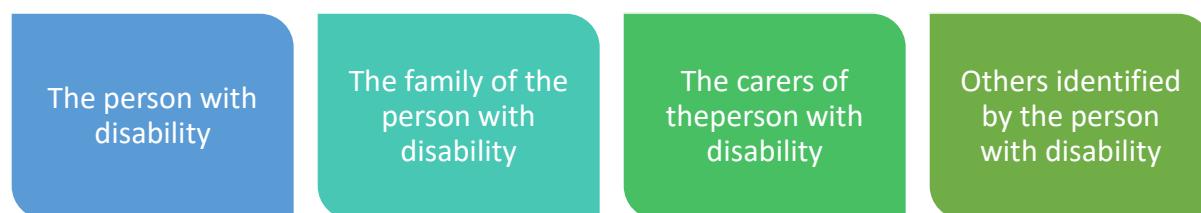
1.2 Support the Engagement of Other Stakeholders in the Skills Assessment

By now, you already know how to use a strengths-based approach to assess your clients' skills. This involves observing the client to understand their current skills and competencies. This understanding helps you assess what skills require further development. Aside from observing the client, you must also support all stakeholders in their individualised plans.

The individualised plan can cover a range of support plans that respond to a person with disability's different needs. It details the services provided, how they will meet the person with disability's needs and who will be involved. The person with disability's individualised plan should include the following:



Every detail in the individualised plan then must be agreed upon by all stakeholders, which includes the following:



Engaging with other stakeholders can help in the skills assessment of the person with disability. Family, friends and primary caregivers can confirm the identified needs. They can also ensure how the person with disability reacts to difficult or frustrating situations. Their involvement can lead to activities and programs in the individualised plan. These activities and programs should best suit their preferences and goals.

Other stakeholders are not limited to the family, friends and primary caregivers of the person with disability. The group may also include staff involved in the person with disability's care, schooling and employment. These can include Allied Health, speech pathologists, occupational therapists, and more. As long as the person with disability trusts and wants them involved, they must be included during the skills assessment.

The person with disability may want the following people involved:

- **Advocates**

Disability advocates are non-lawyer professionals who stand up for the rights of persons with disability. They also help sort out issues that may arise in their care. Advocates provide support and legal assistance in enforcing their rights. They also raise awareness of situations where persons with disability are mistreated.

Concerning persons with disability, a disability advocate must:

- Be independent of:
 - The national disability insurance agency (NDIS)
 - NDIS quality and safeguards commission
 - Any NDIS providers that are providing support or services to the person with disability
- Provide independent advocacy for the person with disability to:
 - Assist the person with disability in exercising choice and control
 - Have their voices heard in matters that affect them?
- Act at the direction of the person with disability, following their expressed wishes, wills, preferences and rights
- Be free of relevant conflicts of interest.



Based on Disability advocacy, used under CC BY 3.0 AU. © Commonwealth of Australia

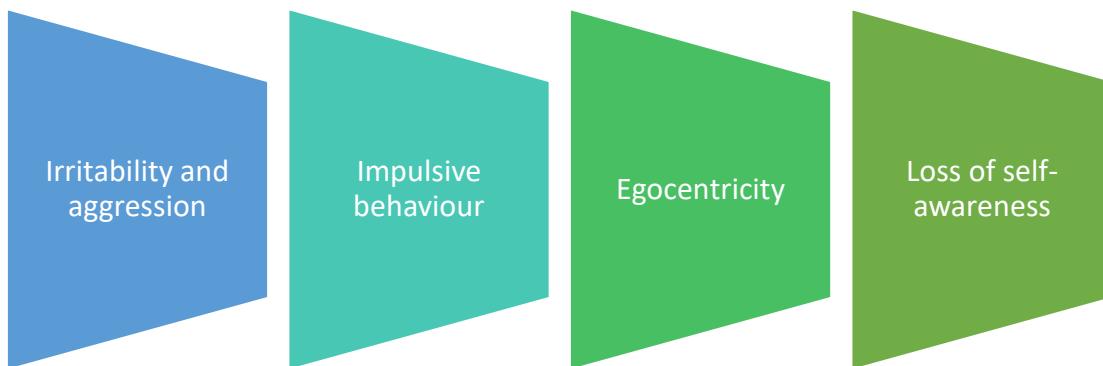
Your clients' chosen advocates do not make decisions or provide counsel on behalf of the client. However, consulting with them can give your insight into possible individualised support.

For example, a client in New South Wales identified needing help when going to and from their school. Their advocate can aid in finding and applying for government programs that provide free specialised school transportation.

- **Behaviour consultants**

People with acquired brain injury may want to include their behaviour consultants in their individualised plan. Acquired brain injury (ABI) involves all brain damage caused by trauma, strokes and tumour. People who have had an ABI frequently experience behavioural changes. These changes can also affect the person's personality and social skills.

Changes in behaviour may include the following:



Behaviour consultants assist a person in understanding and managing these changes. People with ABI are likely to have identified skill development needs linked to their behavioural shift. In that case, you must include your clients' behavioural consultants in planning their individualised plans.

Consulting with them can give you insight and advice on any necessary adjustments. These adjustments should be reasonable and made to accommodate the person. For example, a client with ABI aims to improve their communication skills as they can be more verbally aggressive due to brain trauma. You can ask their behaviour consultant what triggers the person to be hostile. They can also provide methods to avoid them. This information can then be used as a guide for others when conversing with the client.

Further Reading



Synapse, Australia's Brain Injury Organisation, describes the most common behavioural changes of patients with ABI. For more information, you can access the link below:

[Behavioural](#)

- **Speech pathologists**

Speech pathologists are specialists who work with persons with disability who have difficulties in communication or swallowing. They can treat speech disorders such as stuttering and difficulty expressing information. This means speech pathologists can treat a broad range of speech and language disorders the person with disability may have. Techniques used aim to improve the communication skills of the person with disability, which helps their self-confidence.

For example, suppose a client has difficulty processing what others say due to an acquired brain injury. A speech pathologist can come up with conversational techniques to improve the client's social skills.

- **Development officers**

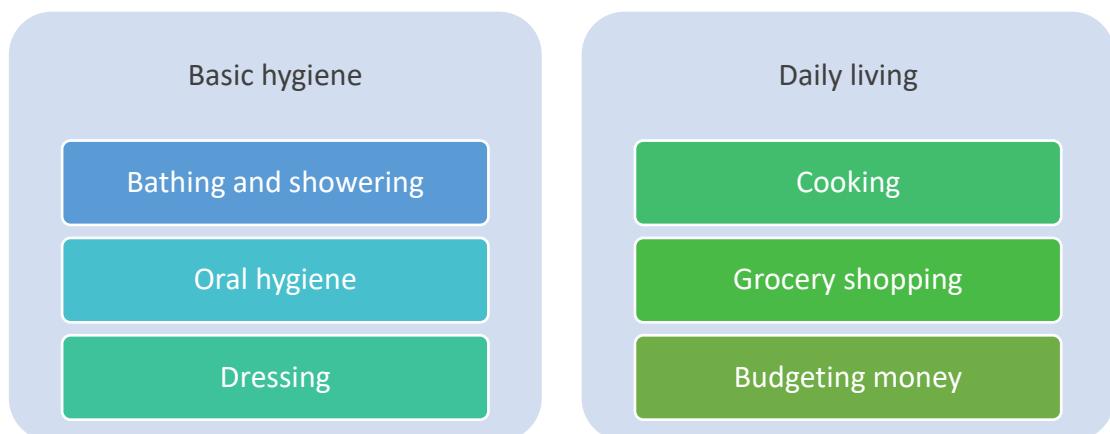
Development officers are in charge of the programs of the organisations they belong to. Officers strive to engage and work with people receiving support to address their needs with help and support. Officers who work for city councils ensure that the programs, services, and events are well advertised.

You can consult with the development officers of organisations in the city where your clients belong to. Officers can provide information on the various programs and services available.

For instance, a client moved to a new city and wants to make new friends within the community. You may consult with the development officer for social events within the town the client may participate in.

- **Support workers**

Support workers provide care and help to clients in performing daily tasks. These tasks may include the following:



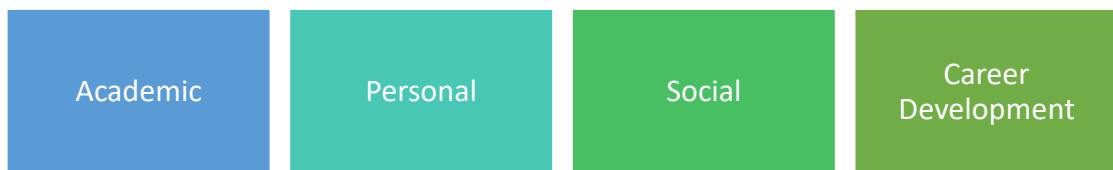
Support workers may also visit clients at home or work in group homes or care centres.

For clients who already have support workers assisting them, you may consult with these support workers. You may ask questions about the current services they are taking. The support workers can also give you insightful information on their current skillset and needs. They can also provide information on the activities currently being implemented.

For example, an older client who lives in a group home aims to cook their meals independently. You can ask their assigned support worker how the client's meals are made. You may also inquire whether there are programs in the group home to cook their meals.

- **School Support Staff**

School support staff include various staff members who ensure that students learn in a safe and supportive environment. Staff such as teachers, counsellors and nurses ensure that the school meets the following needs of all students:



For students with disability, the school support staff must ensure that adjustments are made to help them learn. These adjustments can range from providing adaptive materials to using inclusive teaching strategies.

If a client is in or wants to return to school, you may work with the school's support staff. This work entails identifying reasonable adjustments for the client's learning. For example, the homeroom teacher of a client with hearing loss can ensure that note-takers are available in all their classes.

- **Employment Officers**

Employment officers assist the person with disability in gaining the skills and confidence they need to find and secure employment. In Australia, the Disability Employment Services (DES) helps persons with disability find and secure work. They ensure that the workplace can support both the employer and employee.

DES providers are a mix of for-profit and non-profit organisations. They offer help to employees with disabilities. They also aid employers in supporting their employees with disabilities.

Disability Employment Services consists of two parts:

- **Disability Management Service**

This supports employees with mild to moderate impairments who need help finding employment. They also provide occasional support in the workplace.

- **Employment Support Service**

This supports employees with severe impairments who need help finding employment. They also provide regular, ongoing support in the workplace.

For a client seeking to find a job, you may consult the employment officers of DES providers within their community. The officers can provide you with information on the DES program. They can also inform you of client services to help in their job-seeking.

Suppose a client has a goal to find employment as a cook in a restaurant. After confirming their eligibility for the DES program, an employment officer from a DES provider can help you. This helps include finding cooking programs to develop the client's skills. The employment officer can also help find restaurant job openings that can support them.

Based on [Disability Employment Services](#), used under CC BY 3.0 AU. © Commonwealth of Australia

- **Occupational therapists**

Occupational therapists provide physical care to persons with disability. This means they help improve the Person with disability's physical skills so the person with disability can live an independent life. They are also trained to assess the Person with disability's skills. This is to develop appropriate treatment plans to aid the person with disability.

Consulting with your client's occupational therapist will benefit the individualised plan. They can provide information on the client's physical and fine motor skill needs.

And explain what treatments will help the person with disability.

For instance, the occupational therapist of an older client may already have an ongoing treatment plan to aid their struggles with ageing. In that case, you can inquire about the client's progress and what further support you can provide.



The occupational therapist may recommend equipment to support the person with disability or home assistance to assist with independence in their home as part of their assessment. These assessments also assist with their safety.

- **Programming staff**

Programming staff ensures that programs and events in their organisation are fully accessible to everyone. They ensure people with disability can access and participate just like everyone else. This is done by planning for adjustments. These adjustments take the different impairments into account.

When looking for programs, you can ask the programming staff about the accessibility of their programs. If a specific need is not addressed, you can request that the program be adjusted accordingly.

Say that a client with a speech impairment wants to attend a social event for other non-verbal people. You may consult with the event's staff to ensure they provide the client with what they need to communicate with others.

- **Technicians**

Technicians support persons with disability in developing their communication, mobility and social skills. This is done through the use of assistive technology. Assistive technologies are devices and equipment designed to support performing daily activities. You may refer to Subchapter 2.2 of this Learner Guide for further discussion on assistive technologies.

If a client requires the need for equipment to perform their daily activities, you can consult the help of a technician. They can instruct the client on what assistive devices to use to address their needs and how they are used. For example, a technician can instruct a client with visual impairment to read and write in Braille. The technician can also aid the client in working with typewriters that use the Braille code.



1.2.1 Stakeholders Involved in Provision of Disability Support

Each individual plays an important role when providing disability support to the client. They each have their responsibilities in ensuring that the client gets the support they need. The table below provides the roles and responsibilities of the stakeholders involved in the provision of disability support:

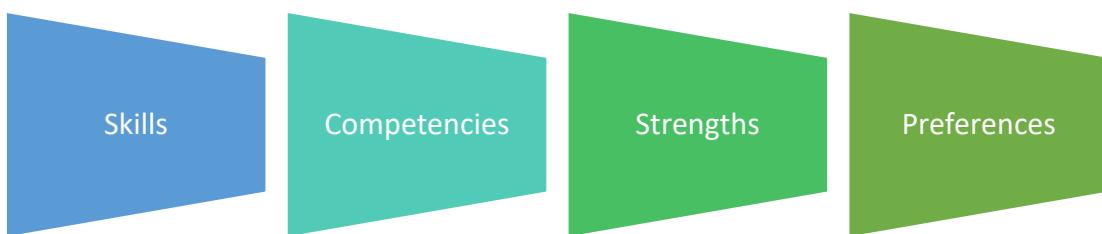
Disability Support Worker	
Roles	Responsibilities
Assists with domestic tasks and chores	Assists the client with domestic tasks and chores by menu planning, cooking, cleaning, etc.
Provides companionship and support in developing existing skills, abilities and confidence	Supports the client in developing skills, abilities and confidence by encouraging them and giving them opportunities to showcase their talents and capabilities
Supervisor	
Roles	Responsibilities
Supervise the senior support workers in monitoring individual planning	Oversees the monitoring of individual planning by ensuring support provided to each client aligns with the individual plans and goals
Provide mentoring and share knowledge practice	Provide mentoring and share knowledge practice by conducting training and increased supervision to support workers as they learn a new task
Carer	
Roles	Responsibilities
Provide personal care (e.g. showering, dressing, etc.)	Assists the client with personal care by helping them in dressing, lifting, showering, toileting, etc.
Provides medications based on the medication record and schedule	Reminds and urges the client to intake necessary medications based on the medications record and schedule

Family	
Roles	Responsibilities
Provides the special needs of the client	Provides the special needs of the client by doing a specific task for them, such as reading for a person who is blind, interpreting for a person who is deaf or assisting in mobility for a person with limited mobility
Provides support, love and care for the client	Provides support, love and care by ensuring the client receives the affection they need that will help them in boosting their confidence and self-esteem towards facing their life's challenges
Health Professionals	
Roles	Responsibilities
Diagnose health issues relevant to the client's disability	Diagnose the health issues that may arise from the client's disability by conducting check-ups and analysing the findings
Provide health treatment and advice relevant to the client's disability	Provide health treatment and advice by giving prescriptions on the medications or equipment that must be administered to the client or provide referrals to other specialists (e.g. occupational therapist, speech pathologist, psychologist, etc.)

1.2.2 Supporting the Involvement of the Person with disability's Carer or Family

To support the involvement of the client's carer and family during skills assessment, consider the following strategies:

- **Discuss the identified characteristics of the client with their family and carer.** These include the following:



- **Ask the client's family and carer for relevant information about the client's characteristics.** You may ask questions such as the following:

What is the client good at?

What does the client know how to do?

How does the client behave in certain situations?

How does the client deal with the challenges they face?

What are the things the client likes to do?

What are the things the client chooses to do?

- **Explain to the client's family and carer the importance of their engagement during the skills assessment.** The presence of the client's family and carer can boost their confidence. Aside from this, the family and carer may specify what assistance the client needs during skills development.
- **Provide general instructions on how the client's family and carer can engage with the client's skill assessment.** These may include the following:
 - A list of things they must consider when talking to the client (e.g. using person-first language)
 - Basic steps in using necessary equipment (e.g. wheelchairs, scooters, etc.)
 - Reminders when using assistive aids



Lotus Compassionate Care

Access and review the Lotus Compassionate Care Handbook on how service providers may work with the families of clients through the link below:

[Lotus Compassionate Care Handbook](#)

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Multimedia



Informal caregivers refer to the family and friends of a client who goes the extra mile to care for them. This video highlights their invaluable role in healthcare:

The hidden role informal caregivers play in health care | ScottWilliams



Checkpoint! Let's Review

1. Engaging with other stakeholders can help in the skills assessment of the person with disability. Family, friends and primary caregivers can confirm what skills need further development.
2. Each individual plays an important role when providing disability support to the client. They each have their responsibilities in ensuring that the client gets the support they need.
3. Their involvement can lead to activities and programs in the individualised plan. These activities and programs should best suit their preferences and goals.
4. The presence of the client's family and carer can boost the person with disability's confidence.



1.3 Record All Observations Accurately and Objectively



Accurate documentation is essential when providing support to clients. To do this, you must record all your observations accurately and objectively. The rationale behind this regards the continuity of quality support service. This means all stakeholders of the person with disability's individualised plan must have access to the documents within the plan. Failure to do so may lead to supports provided that are not reflective of the person with disability's capabilities or desires.

As a support worker, you must be familiar with your organisation's policies and procedures. These policies and procedures are for documentation. Doing so will ensure that all relevant documents are well-recorded and maintained for future reference.

Your organisation's policies and procedures may include the following requirements:

- **Style guide**

A style guide sets the standards to follow when recording data. This helps maintain a consistent style, voice, and tone in all documents used. This consistency makes the documents easier to read. You need to keep this in mind, as other stakeholders will use their records for their care.

Style guides for documentation may vary depending on the organisation you belong to. So, remember to check your organisation's style guide before you document.

- **Records storage**

As a support worker, it is part of your responsibility to securely store all documents and reports within your organisation's database. This is to prevent unauthorised access, damage, destruction or loss of the person with disability's information.

As with the style guide, requirements for storing clients' documents depend on your organisation. Ensure to check these requirements once you have finished documenting your findings.

- **Privacy, confidentiality and disclosure**

Clients have the right to decide what information others can know and what should be kept confidential. As you will be handling your clients' information, you must ensure they remain confidential. These documents should be free of information that are not relevant for the organisation to use. As such, you must remember to adhere to your organisation's privacy policy when documenting its development needs.

You must also consult with the person with disability on what information in the documents can be shared with others. Refer to Subchapter 4.3 of this Learner Guide for further discussion on the topic.

Further Reading



The Administrative Record Keeping Guidelines provide information and tools that you may use for record keeping. You may access the guidelines using the link below:

[Administrative record keeping guidelines for health professionals](#)

For your records to be useful to anyone who may need to access them, they must meet the following criteria:

Timely

Accurate

Objective

Detailed

- **Timely**

Having timely records is important to keep track of important dates and times relevant to providing the necessary service for the client. This is also important in setting schedules relevant to service provision.

- **Accurate**

Having accurate records ensures client information is correct and authentic. This also helps in providing support based on their individual needs.

- **Objective**

Having objective records is important to get an exact explanation of what happened during events that involve the client. This also helps in generating records that show facts and are free from bias.

- **Detailed**

Having detailed records is important for relevant people, such as allied health professionals and support workers, to see important matters that they need to consider in service provision.

As you record your observations of your clients, you must do so in consultation with your supervisors. Remember that your supervisors must oversee the monitoring of individual planning. This will ensure that the support provided to each client is in line with the individual plans and goals.

To consult with your supervisor regarding the information recorded, you may consider the following strategies:

- **Ask the supervisor about the accuracy and objectiveness of the information recorded.** This includes asking questions such as the following:

Does the recorded information reflect the client's skills and competencies?

Is the recorded information fact-based?

Is the recorded information not an opinion of me, the client or another stakeholder?

- **Ask the supervisor regarding the usage of terms of the information recorded.** This ensures the information uses simple terms and can be understood by a person with disability whose first language is not English.

- **Actively listen to the responses of the supervisor.** This involves:
 - Maintaining eye contact while the supervisor responds
 - Using non-verbal cues such as nodding to encourage the supervisor to continue talking.
- **Take note of the supervisor's responses.** This allows you to apply changes to the recorded information based on the supervisor's responses.



Checkpoint! Let's Review

1. Good documentation is essential when providing support to clients. To do this, you must record all your observations accurately and objectively.
2. As a support worker, you must be familiar with your organisation's policies and procedures for documentation. Doing so will ensure all relevant documents are well recorded and maintained for future reference.



1.4 Provide Feedback About Changes in the Person's Demonstration of Skills

By now, you may have observed changes in the people you are supporting. These changes may occur in a person with disability's demonstration of skills in different environments. The person with disability may perform a certain skill similarly or differently in various environments. Changes may also occur in the person with disability's status, which can impact their skills development. These changes may involve the following:

Changes with the person's medical conditions

Improvements with the person's disability

Challenges being encountered by the person

One of your duties as a support worker is to share these changes with your supervisors. You must discuss how each change may impact the person with disability's skills development. Doing so will aid in an accurate assessment of the person with disability's level of skills. With an accurate assessment, the person with disability can receive the support they require to adequately develop their skills.

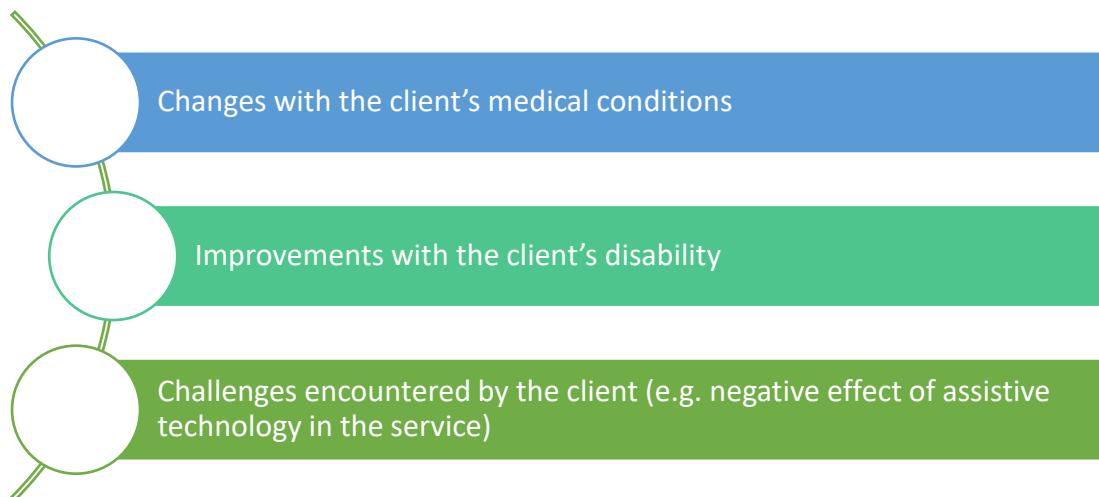
1.4.1 Providing Feedback

Feedback, when appropriately provided, is a powerful tool. It offers an overview of the performance observed. Using this overview, those involved will be able to improve their actions. This is to make sure that the client is moving towards their objectives and goals. If observation shows that there is little to no progress, you must tell those involved. This is for necessary changes to happen in the plan. Not providing feedback may lead to the client being unable to develop their skills properly. They may also feel like they have failed themselves and those who support them.

Consider the strategies below when providing feedback to your supervisor:

- **Review your observations of the client.** This includes your observations of the Person with disability's skills, competencies and preferences.
- **Share information regarding changes with the client's demonstration of skills.** This involves the following:
 - The skills the client performed in the same manner in different environments (e.g. a client can socialise in various environments)
 - The skills the client performs differently in different environments (e.g. a person is only able to socialise in environments they are familiar with)

- Share information regarding changes in the person with disability's status. Examples include the following:



Checkpoint! Let's Review



1. One of your duties as a support worker is to share the changes you observe with your supervisors.
2. You must discuss how each change may impact the person with disability's skills development. Doing so will aid in accurately assessing the person with disability's level of skills.
3. With an accurate assessment, the person with disability can receive the support they require to develop their skills adequately.
4. Feedback, when appropriately provided, is a powerful tool. It offers an overview of the performance observed.



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 Ongoing Skills Development



In the previous chapter, you learnt how to contribute to skills assessment by:

- Observing the person with disability's skills and competencies
- Supporting the engagement of other stakeholders in the skills assessment
- Recording all observations accurately and objectively
- Providing feedback to your supervisor about changes observed

Now, you must use the information to assist ongoing skills development according to the individualised plan.

As mentioned before, you must align the skills development with the person with disability's specific skills and capacities to address their needs. This improves the quality of their life. Using a strengths-based approach will help to do so. The method ensures that clients continuously develop their skills according to their goals. So, you must understand how the client learns and their specific learning goals. This is to determine what strategies to use to facilitate their ongoing skills development.



As a support worker, you must use a strength-based approach when assisting clients with their ongoing skills development. This assistance must be based on the client's individualised plan.

In this chapter, you will learn how to assist with ongoing skills development according to the individualised plan. You will accomplish this by learning how to do the following:

- Interpret the skills development strategies identified in the individualised plan
- Identify the person's skills and plan for their skills development
- Identify the person's strengths and goals for ongoing skill development
- Help the person in identifying resources that complement their strengths
- Support the person to engage in activities
- Assist the person in utilising their strengths to encourage ongoing development
- Provide constructive feedback to the person in a respectful manner
- Discuss difficulties identified during skills development activities
- Monitor strategies to determine effectiveness and level of engagement

2.1 Interpret the Skills Development Strategies Identified in the Individualised Plan

A person receiving support will have an individualised plan. Recall that an *individualised plan* is a comprehensive document that contains crucial information about the person. This information will aid the support worker in providing appropriate support. One of the pieces of information contained in the plan is the person's skills development strategies.



As a support worker, you must identify and interpret skills development strategies in your clients' individualised plans. Interpret, in this context, means understanding how a skills development strategy is used. This may involve understanding the following:

What the strategy is all about

How the strategy will help the client improve their skills

What resources and equipment the client will need during the strategy

How the strategy can help the client achieve their goals

Further discussion on these strategies will be discussed further in the next subchapter of this Learner Guide. Your clients may likely have skills development strategies planned or already in motion. As such, ensure to check their individualised plans and review these strategies. Doing so will enable you to assist them with their ongoing skills development adequately.

The case study below shows how to interpret skill development strategies identified in an individualised plan:

Marie's Individualised Plan

Marie is 74 years old and living in a residential care facility. A few years ago, she suffered from a stroke that paralysed the right side of her body and weakened the left side. Her individualised plan includes getting support to strengthen her fine motor skills.

Claire is a residential support worker assigned to Marie's care team. When looking through Marie's plan, she can see which skill development strategies are in place to aid Marie's fine motor skills. One of the strategies in place is to support Marie during mealtimes. Claire reads that the strategy also helps Marie's independence during her activities of daily living. This aligns with Marie's goal to eat independently with her left hand.

Upon reading this strategy, Claire has a conversation with Marie to ensure the level of support Marie wants to receive. She also confirms what resources and equipment Marie will need during the strategy.

Once you have identified and interpreted the strategies in the individualised plan, it will be easier to assist your clients with their skills development. You will know what indicators to watch out for to determine clients' progress with the strategies used. These will be further discussed in the next subchapters.



Checkpoint! Let's Review

1. An individualised plan is a comprehensive document that contains crucial information about the person with disability.
2. This information will aid the support worker in providing appropriate support. One of the pieces of information contained in the plan is the person's skills development strategies.
3. Interpreting strategies allow you to understand how a skills development strategy is used. This will enable you to assist clients with their ongoing skills development adequately.
4. You will know what indicators to watch out for to determine clients' progress with the strategies used.

2.2 Identify the Person's Skills and Plan for Their Skills Development

As mentioned before, identifying the skill needs ensures that development is beneficial. This means the person with disability will be able to live a better quality of life. As a support worker, you must understand the person with disability as the expert in their own lives and make decisions.

Persons with disability do not need help just because they have a disability. Therefore, you must use a person-centred approach when identifying needs. Doing so will encourage you to determine skill needs with the person with disability rather than for them.

Recall person-centred practice as discussed in the Introduction of this Learner Guide. A person-centred practice must:

Support the person with disability and puts them at the centre of the service

Take into account the person with disability's preferences in developing their knowledge and skills

Require flexible services and support to suit the person with disability's needs and priorities

Allow a person with disability to be the experts in their life with a focus on what they can do first.

There is a tendency that support workers do not consider the opinions of the person with disability. However, this should not be the case. Persons with disability are more capable of determining what opportunities they would like to take due to the following reasons:

- They know and understand their own experiences better than anyone.
- They may have feelings or emotions that others may not understand.
- They may have desires or preferences that might not make sense to others.
- They can communicate and thus may provide more detailed or specific information on what they need help with.

Aside from this, disability support services must focus on the individual person with disability. The practices used by the services must:

- Contribute systematically to the implementation of the CRPD
- Help improve the person with disability's awareness and understanding of disability
- Be results-based

- Be able to produce a measurable change that contributes to improving the Person with disability's quality of life

Involving the person with disability provides the following benefits:

- It frames the person with disability as capable of making operational decisions rather than seeking help from others.
- It strengthens the person with disability's understanding of their strengths and limitations.
- It encourages the person with disability to participate in activities, routines and programs they choose.

To work with your clients to identify skills, you must:

- Let the client choose how their needs should be addressed and what activities they should take part in
- Inform the client of risky tasks and activities (i.e. The risk of being discriminated against or failing to complete the duty or exercise)
- Encourage the client to be vocal and bring up questions or concerns they might have
- Provide necessary assistance to the person with disability according to their disability.

For example, say that a support worker is tasked with helping a student with a hearing disability develop their social skills. The support worker must allow the student to:

- Attend social events with others despite the risk of being discriminated against
- Be informed of opportunities to socialise within their community
- Be provided with assistance when in conversation with others, such as the following:
 - Speech-to-text services
 - Auslan interpreters



2.2.1 Plan for Skills Development

An individualised plan provides an outline of the following:



A skill development plan addresses the skills needed by the person with disability to achieve their goals. The plan is a collaboratively written document that captures evidence of the person with disability's interests, needs, capabilities and supports. This information gives a clear direction for you, the person with disability and other stakeholders on learning adjustments, goals and strategies to meet their identified needs. The components of a skill development plan include the following:

- **Learning objectives**

As the support worker, you must identify the objectives that will guide you, the person with disability and other stakeholders throughout the plan. Using the SMART goals framework, you may define the objectives discussed in Subchapter 2.3 of this Learner Guide.

An objective should:

- Be specific and written
- Has measurable indicators that track progress
- Be realistic and attainable within the resources available
- Be aligned with the person with disability's other goals
- Has a set timeframe

- **Performance criteria**

Once the objectives have been established, you must set the performance criteria for each. Performance criteria set the standard at which the person with disability will accomplish their activities and under what conditions. It provides a way of assessing how the person with disability achieves their goals and meets their needs. This is with regard to the determined learning objectives.

The performance criteria must be quantifiable so that you can measure if they have been met. They must also be realistic and achievable for the person with disability and identify whether support is required or can be achieved unassisted. The criteria should define what the person with disability needs to demonstrate to establish they have completed the learning objective.

See the table below for performance criteria samples to use in your skill development plan:

Goal 1: To Work in a Bakery		Goal 2: To Make Your Own Clothes	
Learning Objective	To be vocationally trained as a baker	Learning Objective	To design and create a sundress
Performance Criteria		Performance Criteria	
<ul style="list-style-type: none"> ▪ Enrol in a Certificate III in Bread Baking course and attend regularly. ▪ Complete all coursework, including apprenticeship. ▪ Graduate and receive qualification as a baker. 		<ul style="list-style-type: none"> ▪ Take an introductory sewing class. ▪ Draw up designs for a sundress. ▪ Go fabric shopping independently. ▪ Practise using an electric sewing machine. 	

- **Formal learning strategies**

Before discussing formal learning strategies, we must differentiate between *formal* and *informal* regarding approaching clients' learning.

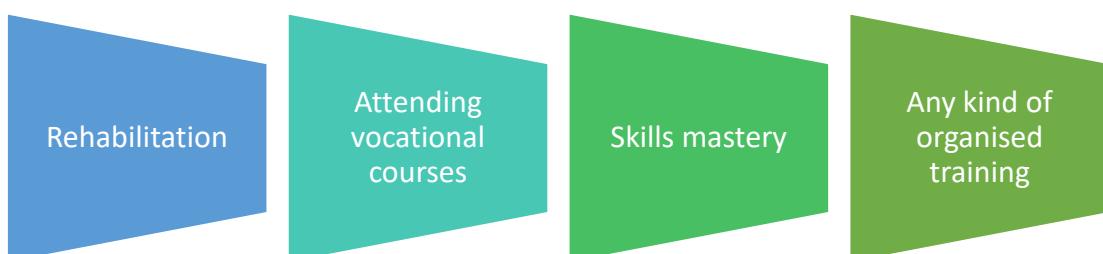
Formal refers to learning done in a structured and organised way. An instructor plans and guides learning which is usually done in traditional environments like schools or training institutions. Formal learning focuses on intentional learning using a set curriculum containing educational activities and assessment methods to reach a definite goal.

On the other hand, *informal* refers to learning beyond traditional learning environments. Learning is self-directed and has no fundamental objectives as it happens naturally. Informal learning involves learners unintentionally learning things through their daily life experiences. These experiences may include interacting with others, picking up information from media or any other casual way.

To understand the difference between the two learning approaches, you may refer to the example below regarding a person learning how to cook:

Formal	Informal
Apply for a cooking apprenticeship and classes in TAFE institutions or culinary schools.	<ul style="list-style-type: none"> ▪ Learn from family and friends who know how to cook. ▪ Follow YouTube cooking tutorials.

As a support worker, you must develop ongoing skills development activities using the formal approach. A structured process ensures clients are continuously supported to reach their goals. The formal system provides means to evaluate their skills progress in a specific timeframe. Aside from this, a client who wishes to gain skills for employment may receive certificates after skill mastery for easier access to their desired workplace. Formal training strategies may include:



Using a formal training strategy ensures that the activities will be regularly monitored. With this, you can revise the activities needed to continue meeting the person with disability's needs. Further discussion on other learning strategies you may use can be found in Subchapter 2.5.

- **Required personnel assistance**

As mentioned in the performance criteria, you must determine who will supervise and aid the person with disability when needed. As a support worker, you must facilitate this process and ensure all stakeholders are involved and have access to the list. This way, everyone will be aware of their roles and responsibilities in their skill development plan.

The roles of other stakeholders regarding the individualised plan were discussed in Section 1.2.1 of this Learner Guide. It is up to the person with disability to decide who they want to be involved in their skills development. You must consult with the person with disability regarding the relevant personnel they want help from.

The relevant personnel who are responsible may include the following:



- **Advocates**

- Assist the person with disability when applying for government-funded services
- Negotiate changes to the individualised plan for the person with disability
- Provide support when overcoming barriers that impact the person with disability's ability to participate in their community

- **Behavioural consultants**

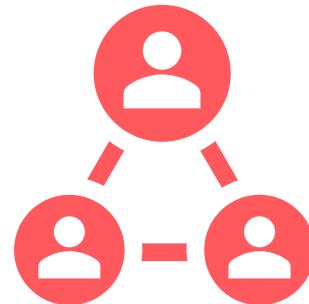
- Supervise the person with disability in activities that develop social and communication skills
- Provide positive reinforcement to the person with disability for displaying appropriate behaviour

- **Speech pathologists**

- Supervise the client in activities that develop communication skills
- Assist the client with emotional regulation and relationship building.

- **Development officers**

- Ensure the person with disability knows and has access to the available organisational or community programs, services and events.
- Engage the person with disability in actively participating in their community.



- **Disability support workers**

- Assist the person with disability when acquiring resources such as financial assistance programs, housing programs and more.
- Assess the progress of the person with disability in performing routine tasks independently.

- **School support staff**

- Ensure that the person with disability is supported in educational or training institutions.
- Provide adaptive learning materials (e.g. textbooks in Braille, captioned video presentations, etc.).

- **Employment officers**

- Ensure that the person with disability has access to programs to gain skills for employment.
- Provide support to the person with disability in finding and securing work.
- Provide occasional or ongoing support to the person with disability in the workplace.

- **Occupational therapists**

- Supervise the person with disability in activities that develop physical and fine motor skills.
- Assess the physical progress of the person with disability in performing their daily routine tasks.
- Recommend any equipment or environmental changes that may be required to support participation in the activity.

- **Programming staff**
 - Ensure that programs and events are accessible by providing necessary adjustments (i.e. Supplying Auslan interpreters, ramps, etc.)
 - Ensure that the person with disability can actively participate in programs.
- **Technicians**
 - Instruct the person with disability on how to use their assistive devices and equipment.
 - Provide support in maintaining the person with disability's assistive technology.

Remember to consult with the relevant personnel responsible for assisting the person with disability per activity in understanding their capacity. Doing so will later help you set the timeline of the skills development plan.

■ **Timeframe of activities**

As you identify each activity and the relevant personnel responsible for it, you should establish a timeframe for completing each activity in the skill development plan. You must assess the training requirements and consider the amount of time needed to meet them. This will help determine the progress toward the person with disability's goals. The commencement and proposed dates for monitoring and reviewing the skill development plan should be included in the timeline.

To establish the timeline of the skill development plan, you may ask the following questions:

- What is the actual time required for each activity? (E.g. the set hours of formal training classes, the available hours of relevant personnel)
- When will each activity be completed?
- Do the deadlines take into account the schedule of the person with disability and relevant personnel?

■ **Resources needed**

You need to ensure that you, the person with disability and other stakeholders have all the necessary resources to complete the activities within the given timeframes. The skill development plan should list what specific resources and equipment are needed and how they will use them in each activity.

Resources may include the following:

Material resources

- Budget
- Learning materials
- Assistive technology

Human resources

- Auslan interpreters
- Notetakers
- Drivers

If there are unavailable resources, you must create a plan to acquire them.



Lotus Compassionate Care

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

[Client Records](#)

(username: newusername password: new password)

Below is an example of how you can reflect on the components in their individualised care plan:

Profile										
Name:										
Needs:		Strengths:								
Goals:		Timeframe to Achieve Goals:								
Individualised Learning Plan										
Commencement Date:										
Learning Objective:										
Performance Criteria:										
Skills Development Strategy	Timeframe of Strategy	Resources Needed	Required Personnel Assistance	Progress Monitored						

Checkpoint! Let's Review



1. Persons with disability do not need help just because they have a disability. Therefore, you must use a person-centred approach when identifying needs.
2. Using a person-centred approach will encourage you to determine skill needs with the person with disability rather than for them.
3. A skill development plan addresses the skills needed by the person with disability to achieve their goals.
4. The plan is a collaboratively written document that captures evidence of the person with disability's interests, needs, capabilities and supports.
5. This information gives a clear direction for you, the person with disability and other stakeholders on learning adjustments, goals and strategies to meet their identified needs.



2.3 Identify the Person's Strengths and Goals for Ongoing Skill Development

To determine what strategies you should put in place in the individualised plan, you must first identify their strengths and goals.

As mentioned in the Introduction of this Learner Guide, part of a strengths-based approach focuses on the person with disability's strengths, not their disability. By identifying their strengths, the person with disability can see themselves at their best. They will be able to think of changes that can improve the quality of their life.

Remember that the client must play an active role in any decision. There must be a focus on their life, what it is about and what they would like it to be. Using then a person-centred approach can help you determine the skills they need to improve the quality of their life.

When the client feels that their input is necessary, they will be more willing to provide detailed information. They will also participate more in decision-making and planning. To work with the client to identify their strengths, you may ask the following questions:

What are three (or any number) things that are going well in your life right now?

How do you face life challenges?

What could you do that would make your day better?

What do you find you learn or do most easily?

How would you describe your strengths and skills?

Once you have a good understanding of clients' strengths, you can identify their existing preferences. People have different needs, strengths and motivators. Understanding the clients' preferences ensure their strategies are within their interests. This is vital when identifying their goals for skills development. To identify the existing preferences of the person with disability, you must consider the following:

What the client currently likes to do

What the client chooses to do

Clients may lose interest in some skill development strategies over time. When the strategies lose their importance, a client may feel burdensome for them to achieve. This leads to the client losing their motivation to participate in the strategies. You must understand their preferences to adjust strategy according to what they currently value.

2.3.1 Identifying Personal Goals

As the support worker, you must identify the personal goals that will guide the client in their skills development. You may work with the person with disability to set their goals to do so.

Goal setting refers to deciding what the person with disability wants to achieve. The person with disability can have an easier time participating in a response. This is done by creating a clear pathway on how development should happen. Without goals, it can be difficult for the person with disability to determine what they should do.

When setting goals, you must first consider the person with disability's long and short-term goals. To differentiate, these are defined as follows:

- **Long-term goals**

These refer to the goals the person with disability wants to accomplish in the far future. These goals will require a significant amount of time and planning. Usually, long-term goals are set at least several years away. It takes many steps to achieve a long-term goal.

- **Short-term goals**

These refer to the goals the person with disability wants to accomplish soon. These are the smaller steps needed to achieve a long-term goal. The person with disability can achieve these goals within a day, week, month or year. Short-term goals can help you think of what can be done right away.

For example, a person with disability may set a long-term goal of opening a bakery. This goal could take several years of development and training to accomplish. Short-term goals they may set can include:

Learning how to bake bread rolls

Acquiring the necessary qualifications for baking

Taking up an apprenticeship in a pastry shop or bakery

To further break down the long and short-term goals, you may use the SMART goals framework as the guiding principle.

The SMART goals framework consists of the following:

- **Specific** – The goals set should be well-defined and clear for more effective planning. A specific goal answers these questions:
 - What does the person with disability want to accomplish?
 - What steps or actions will the person with disability take to achieve the goal?
 - Who else is involved in achieving the objective with the person with disability?
 - When does the person with disability want to accomplish the goal?
 - Why does the person with disability wish to achieve the goal?
- **Measurable** – The goals set should have the means to objectively track the person with disability's progress. A measurable goal answers the following questions:
 - What and how much data will be used to measure the goal?
 - How does the person with disability know if they have reached the goal?
 - What will track the person with disability's progress?
- **Attainable** – The goals set should be realistic and within the Person with disability's capacity. An attainable goal answers the following questions:
 - Does the person with disability have the available resources to accomplish the goal?
 - Does the person with disability have the time to achieve the goal?
 - Will the person with disability be able to commit to achieving this goal?
- **Relevant** – The goals set should be beneficial to the person with disability. A relevant goal answers the following questions:
 - Why is accomplishing the goal vital to the person with disability?
 - How does the objective align with the person with disability's other goals?
- **Time-bound** – The goals set should have a start and finish date to give a sense of urgency. A time-bound goal answers the questions:



- When does the person with disability want to start working on their objective?
- By when does the person with disability wish to accomplish the goal?

The following table provides an example of breaking down one of the short-term goals mentioned before:

Short-Term Goal: Learn How to Bake Bread Rolls	
Specific	The goal is for the person with disability to bake bread rolls.
Measurable	The amount of successfully baked bread rolls can be used to measure the person with disability's progress.
Attainable	The person with disability can watch YouTube videos on baking bread rolls or take a class that teaches baking bread rolls.
Relevant	The person with disability has a long-term goal of opening their bakery.
Time-Bound	The person with disability has set the deadline for this goal at the end of a month.
SMART Goal Summary	Within a month, the person with disability should bake a dozen bread rolls successfully.



Checkpoint! Let's Review

1. Remember that the client must play an active role in any decision. There must be a focus on their life, what it is about and what they would like it to be.
2. Once you have a good understanding of clients' strengths, you can identify their existing preferences. People have different needs, strengths and motivators. Understanding then clients' preferences ensure that their strategies are within their interests.
3. As the support worker, you must identify the personal goals that will guide the client in their skills development. You may work with the person with disability to set their goals to do so.

2.4 Help the Person in Identifying Resources That Complement Their Strengths

By now, you may have realised that the support a client need requires specific resources. *Resources* in the context of this unit refer to the following:

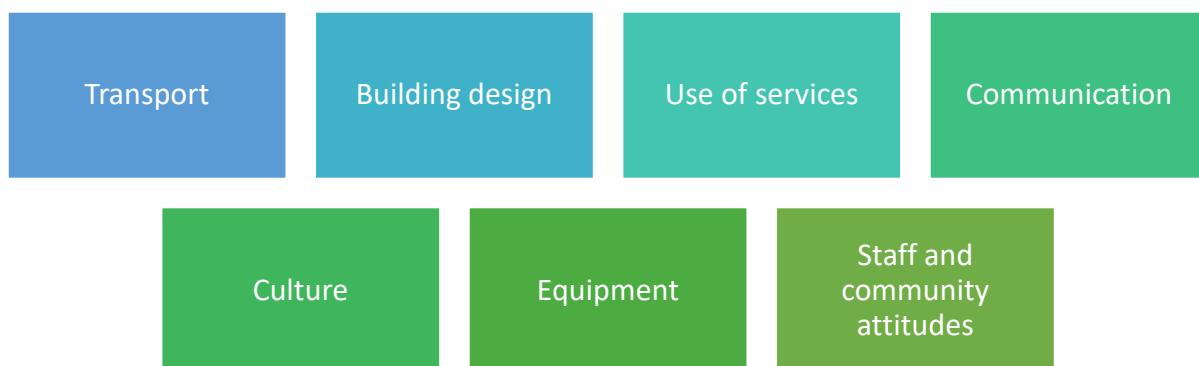
- Tools and equipment used in the learning process and communication
- Services available to people with special needs

You and your organisation may provide these or other service providers. To ensure that these networks and services are available to your clients, you may refer to the principles of access and equity.

The principle of *access* refers to the ability, right or means of entering or joining something. Accessibility for disability means providing the same opportunity for people with disability in an equally effective manner. The principle of *equity* refers to being fair and impartial. Equity in disability means providing them with the appropriate support they need based on their disability.

Access and equity in service delivery refer to each participant's treatment in service according to their specific needs. This means that the service is responsive to the individual needs of a person who belongs to various groups. These groups include those usually underrepresented in society, such as persons with disability. Their individual needs may present a barrier to access or participation in the service.

Barriers to accessing or participating in a service that persons with disability often encounter include:



Access and equity have the following principles:

The service has a fair and appropriate allocation of resources for all participants.

The service has opportunities for all participants without discrimination.

The service provides fair and appropriate outcomes for all participants to achieve.

The Department of Social Services (DSS) has a policy for access and equity for its service providers. The *Access and Equity Policy* encourages service providers to ensure that their services are inclusive for all.

The following tables provide considerations to accommodate persons with disability:

Impairment	Considerations for Service Delivery
Hearing	<ul style="list-style-type: none"> ▪ Ensure employment of staff skilled in Auslan or training where necessary. ▪ Ensure staff knowledge of when and how to organise sign language interpreters for a person who communicates using Auslan. ▪ Assistive technology systems are available, and staff understands how to organise and operate them. ▪ Ensure service outlets provide a noise-free environment, where possible. ▪ Contact details on the website include a TTY email address for those who cannot operate standard phone services. ▪ Ensure all website materials meet accessibility guidelines such as the WCAG2.0 Level AA compliance.

Impairment	Considerations for Service Delivery
Mobility	<ul style="list-style-type: none"> ▪ Guarantee accommodation for mobility needs. This includes ramp access and accessible facilities in service outlines. These accessible facilities include access to toilets and kitchens where appropriate. ▪ Provide designated and adequate disability parking or knowledge of local mobility transportation services. ▪ Provide spare wheelchairs and other walking aids on-site. ▪ Ensure services allow sufficient times for appointments to cater for mobility impairments.
Vision	<ul style="list-style-type: none"> ▪ Facilities must be built to accommodate partial or total vision loss, mainly to ensure safe navigation. ▪ There must be Braille variants of materials, where appropriate. ▪ Website materials support text-to-speech functionality. This meets the accessibility guideline of WCAG2.0 Level AA compliance.
Intellectual	<ul style="list-style-type: none"> ▪ Ensure appropriate and respectful use of language, visuals and tone. ▪ Materials must be available in an appropriate, accessible format and prepared in plain language. ▪ Clear contact details for further support or advice.

Based on *Access and Equity Policy*, used under CC BY 3.0 AU. © Commonwealth of Australia

2.4.1 Tools and Equipment Used in the Learning Process and Communication

Equipment refers to assistive technology that a person with disability can use to support their learning. This usually refers to the tools, devices and software programs that meet the person with disability's individual needs. One of the common individual needs of a person with disability is the need to communicate and interact with others.

Here are some examples of assistive technology used in the learning process and communication according to a person with disability's impairment:

Impairment	The Breadth of Assistive Technology
Hearing	<ul style="list-style-type: none"> ▪ FM systems are wireless devices that use radio signals to connect a microphone to hearing aids or receivers. ▪ Closed-captioning software converts speech and sounds into the text to follow the program. ▪ Heading aids help people with hearing impediments regain some level of hearing.
Speech	<ul style="list-style-type: none"> ▪ Communicators are devices used for communication. These devices can range from simple notepads to electronic communication boards and keyboards. ▪ Eye gaze is an electronic device that allows the person with disability to communicate by looking at words or commands on a screen. ▪ Text-to-speech software (TTS) allows the person with disability to type out what they want to say, and the device can read it aloud for others to hear. ▪ Notebooks allow the person with disability to communicate with others through writing.

Impairment	The Breadth of Assistive Technology
Vision	<ul style="list-style-type: none"> ▪ Alternative print materials are books, manuals and handouts 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. ▪ Pocket magnifiers are portable lenses to make texts and objects appear larger. ▪ Audiobooks are recordings of print materials that are read out loud. ▪ Reading gadgets convert the text of printed materials that are usually unavailable in audio, braille, or enlarged print form into speech. ▪ Refreshable braille displays process information on computer screens and electronically raises and lowers different combinations of pins in braille cells. Text continuously changes as the person with disability moves the cursor around the screen. ▪ Text-to-speech (TTS) is a feature in modern phones and computers that can read text on the screen aloud. ▪ Visual support software can enlarge text and increase the contrast of screens to make the content easier to read.
Cognition and Memory Loss	<ul style="list-style-type: none"> ▪ Sensory regulators allow the person with disability to cope with lowered or heightened senses. ▪ Noise-cancelling headphones reduce distracting background noises to prevent overstimulation. ▪ Memory aids help the person with disability recall information. ▪ Word prediction software is a kind of software that aids the person with disability with writing and spelling difficulties by recalling required words that can improve their grammar and sentence structure. ▪ Autocomplete feature can help predict words that a person with disability may type.

Multimedia



This video provides a case study of how a person with disability may use assistive technology to ease their learning. The video focuses on a person with cerebral palsy who uses equipment that helps him in his college studies.

[Assistive Technology in Action - Meet Sam](#)

2.4.2 Services Available to People With Special Needs

The following are services available to people with special needs:

- **Assistive technology**

Assistive technology (AT) refers to the devices and equipment designed to support the person with disability. Technology helps people live their independent lives. The person with disability can buy the technology pre-made, modified or custom-made to suit their needs. AT can also be funded through a person with disability's NDIS plan if they have one.

Technicians can help the person with disability in selecting the technology that meets their needs. The technician evaluates the person with disability's impairments and strengths. This is to determine which devices and equipment to recommend. Technicians can also teach the person how to use their devices and equipment.



If a client has a need that assistive technology can address, you must first have them assessed by their occupational therapist. For example, the occupational therapist can assess a client with partial hearing loss. They can recommend different in-ear hearing aids to the client. An assistive technology technician can help with the set up and teach them how to operate the device.

- **Employment**

Employment services aid persons with disability in finding the right kind of employment. The Disability Employment Services (DES) helps persons with disability find and secure work. They ensure the workplace can support both the employer and the employee.

- **Dietetics**

Dietetics refers to the effects of food and nutrition on human health. Persons with disability are at risk of different dietary and nutritional problems. A dietitian can support them when making decisions on their food and nutrition. For example, dietitians can design diets for clients struggling with chewing and swallowing.

You can also refer clients to dietitians to meet fitness goals. Suppose a client wants to gain weight but finds mealtimes stressful. You may refer a dietitian to devise and implement a plan to reduce stress during mealtimes.

- **Occupational therapy**

Occupational therapy is a treatment to improve motor skills, balance and coordination. Occupational therapists help rehabilitate the person to perform tasks in their daily routines. They assess their skills and environment. This is to develop appropriate treatment plans to expand their physical and fine motor skills.



For example, a client with cerebral palsy may have difficulty learning to write. You can refer an occupational therapist to plan a treatment program. The program can include specific writing activities to be practised throughout the day. The occupational therapist may also complete assessments for recommended equipment or home modifications.

- **Physiotherapy**

Physiotherapists work with a person with disability who needs mobility, function and wellbeing support. They are trained to assess movement. This assessment can help in managing pain and improving fitness.

Suppose a client exhibits functional problems (e.g. loss of grip strength, stumbling often) or enduring chronic pain. This affects their daily routine. In that case, you may consider referring them to a physiotherapist.

For example, say that a client wishes to regain mobility after a stroke. You can refer them to a physiotherapist to devise a plan containing rehabilitation exercises for muscle strength.

- **Psychology**

Psychologists help a person with disability recognise their thoughts, emotions and behaviour. Psychological therapy depends on their needs.

Suppose you have a client with bipolar disorder. A therapist may provide them with social rhythm therapy. Social rhythm therapy can contribute to developing the skills of the client. These skills are for stabilising daily behaviours such as sleeping and waking up. The therapist may advise the client to understand the importance of routines in their daily lives.



- **Speech therapy**

Speech-language therapy can contribute to developing the communication skills of the person with disability. Say that a person with Down syndrome requires speech therapy. You may provide them with materials such as articulation storybooks and sequencing cards. Such materials can contribute to developing people's speaking and language skills with Down syndrome by allowing them to practise pronunciation and articulation of words.

- **Social work**

A disability social worker helps the person cope with the challenging barriers in their daily lives. They assess their strengths and needs. This is to determine what support systems need to be in place to improve their quality of life. Workers may work in schools, hospitals, welfare agencies or private practices.

Disability social workers assist the person in understanding their impairments. This is to make lifestyle adjustments to accommodate their needs. They ensure the person with disability is connected to the right support groups to help them live independent lives. If clients need to find resources, you may seek a disability social worker to act as their advocate to get them.

Suppose a client requires funding to avail of a skill development service. In that case, you may refer them to a disability social worker who can assist them in applying for financial assistance programs.

2.4.3 Identifying Resources to Complement Strengths

In assisting clients in identifying resources that complement their strengths, you must consider the following:

- **Ensure resources are available.** You can consult with the following relevant personnel to ensure the availability of resources:

Assistive technology technicians

Disability support workers

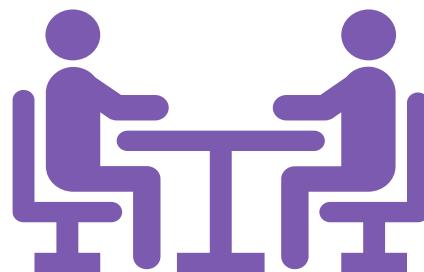
School support staff

Recreation, development and employment officers

- **Discuss the identified strengths with the client.** Doing so ensures the resources will match what they need to participate in the strategies. The identified strengths include the following:
 - Their positive behaviours
 - Their good traits
 - Their attitude towards challenges
- **Provide information relevant to the resources.** These may include:
 - The people who can help them develop their skills further
 - The equipment they will need to develop their skills
 - The strategies that can contribute to their ongoing skills development
- **Consider the budget of your clients.**

This can help filter out devices and equipment outside your client's price range. Depending on your client's needs, you may access them for free or with financial aid through government programs.

If possible, consult with a support coordinator regarding funding available. Support coordinators have access to the NDIS portal to view and ascertain what person with disability funding programs have been used and what are remaining.



Further Reading

The Carer Gateway provides details on how to choose assistive equipment. It also includes information on the schemes of financial help for assistive technology. You may access it using the link below:

[Other government supports](#)

- **Consider the client's learning environment.** For more extensive equipment, consider space for the client to use and store them. You may also think about how easy it is to move the equipment.
- **Determine if the client needs custom-made equipment.** Some assistive technology can be adapted according to the client's needs. For example, wheelchairs can be adapted to the client's body shape and increase mobility. Consult with the client's occupational therapist to work out what is needed.



Checkpoint! Let's Review

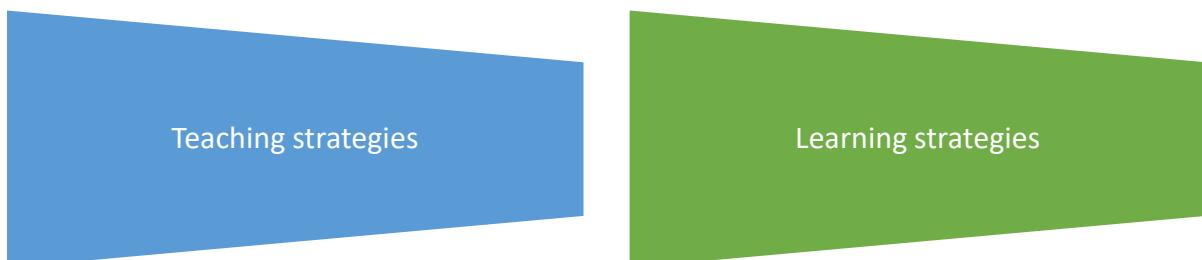


1. The principle of access refers to the ability, right or means of entering or joining something.
2. The principle of *equity* refers to being fair and impartial. Equity in disability means providing the person with disability with the appropriate support they need based on their disability.

2.5 Support the Person to Engage in Activities

In the previous subchapter, you have learnt to identify resources for skills development that your clients will need for their skills development activities. Now, you will learn how to support your clients in engaging with activities that suit their needs and preferences. This is done by providing them with enough information, skills and support. This may be done through various strategies for skills development.

The strategies must align with clients' individual needs and goals. Not all methods and chances will be suitable for each client. Their impairments, strengths and learning objectives will determine what will work for them. Strategies can fall into the following categories:



- **Teaching strategies**

Teaching strategies are methods instructors use to communicate information to learners. These strategies are used to keep learners engaged and practising various skill sets. In the context of this unit, teaching strategies must contribute to developing the skills. This means that the strategies used must be consistent with the communication needs of each person with disability. Consider the following teaching strategies to engage and support a client who has:

- **Hearing impairments**

- Ask the client how they prefer to communicate. Do not assume that verbal communication is the best way to relay information.
 - Use non-verbal communication methods, such as sign language, writing notes, lip-reading and gestures.
 - Encourage the use of assistive devices such as hearing aids or FM systems.
 - If a sign language interpreter is present, remember to pause occasionally to allow the interpreter to translate entirely and accurately. Talk directly to the client even if they only look at the interpreter and not at you.

- Speak in a normal tone of voice as you would talk to anyone else. Do not raise your voice unless the client requests you to do so.
- If the client can lip-read, ensure to face the client directly. Avoid blocking the area around the mouth when speaking for them to do lip reading.
- Be prepared to repeat information or questions to ensure they understand what you say.
- Encourage communication by using gestures and hand signs to confirm what the client wants to say.

○ **Speech impairments**

- Concentrate on what the client is saying as they speak.
- Do not attempt to speak for the client or complete their sentences.
- Tell the client to write down or use hand signs to give the assistance they need.
- Be patient with the client. Remember that they need extra time to communicate.



○ **Vision impairments**

- Ensure to identify yourself and anyone you are with when approaching a client with vision impairments.
- Face the client directly and speak in a normal tone of voice.
- Offer the client assistance in reading the information for them.
- Enlarge handouts and other reading materials.
- Remember to be as specific and descriptive as possible when conveying information. When giving directions, give visually obvious information to people who can see. Suppose the client is approaching a set of stairs. You can mention how many steps there are and how high each step is.
- If the client has a guide dog or service animal, never touch or distract them unless the client has permitted you to do so.

- **Mobility impairments**

- Keep the client's personal space in mind. This space includes a wheelchair, scooter, crutches, walker, cane or other assistive equipment.
- When speaking to the client seated in a wheelchair or scooter, put yourself at the client's eye level.
- Do not lean on the client's wheelchair or any other assistive equipment.
- Do not move the client's wheelchair or grab their arm to assist them without asking their permission first.
- When giving directions to a client with mobility impairments, consider all possible physical obstacles, such as distance, weather conditions, stairs, curbs, etc.



- **Cognitive impairments**

- Remember to treat adults with intellectual, cognitive or development impairments as adults.
- Be patient, flexible and supportive. Ensure to take the time to understand the client so that they may understand you.
- Adjust how you communicate with the client depending on their responses. Use visual communication methods such as gestures, diagrams and demonstrations when possible.
- Use clear and straightforward language. Use words that relate to what you and the client can see when possible.
- Speak slowly to the client, not louder. Not all people with cognitive impairments are hard of hearing, so loudly speaking to them will not make them understand you.
- Be prepared to repeat the same information in different ways. Expect the client to ask and repeat a lot of questions.

- Use visual aids such as toys, puppets, pictures or storyboards to aid you and the client in understanding what is being said.
- Remember to give exact instructions to the client. For example, you can say, '*I will see you at 1:00 pm today*' rather than '*See me again in 30 minutes*'.
- Avoid sensory overload by gradually providing information and minimising distractions and background noise around the client.



▪ Learning strategies

A learning strategy is a person with disability's approach to completing a task. The technique involves the person with disability's way of using a particular set of skills to accomplish tasks effectively. The person with disability may use different styles simultaneously to learn a specific topic.

Learning strategies may include the following:

- **Formal training**

Formal training refers to a type of learning delivered in a structured way. The learning goals are defined and planned by an instructor. This learning strategy has set hours, deadlines and definite goals. The formal training setting can be face-to-face or through an online learning platform.

Formal training may address learning goals focusing on foundational and vocational skills. Here are the following examples:

Classroom instruction

Web-based training

E-learning courses

Workshops

Seminars

- **Modelling**

Modelling involves demonstrating ideas and tasks using examples, experiments and hands-on activities. It uses a step-by-step process to perform a specific task using visual and verbal samples. Modelling allows learning without trial and error. It can be used to observe what is expected of them to be more comfortable and confident in completing the task.



This may address learning goals by focusing on practical skills. For example, when learning cooking skills, visually demonstrating every recipe step to a client can help them properly understand the recipe. This can give the client confidence to follow the recipe on their own.

- **Mastery learning**

This is a learning strategy where a person with disability must demonstrate a deep understanding of a topic before moving on to the next. It encourages learning at the pace of the person with disability as they progress towards their learning goals. The focus of mastery learning is the time required for different people to understand the same topic and achieve the same level of mastery. Enough time should be provided for the person with disability to reach their learning goals.

This strategy may address learning goals of skills that a client needs to grasp. For example, a client studying Auslan must master how to sign simple greetings. Once they show their master, they can begin learning how to sign conversation topics.

- **Roleplaying**

This strategy allows people to explore real-life situations by assuming a specific role to interact with other people in a simulated environment. The system helps the person with disability experience different ways to address a situation. It can address goals that need the person with disability to show their skill development progress.

For example, a shopping roleplay can benefit a client in developing communication skills. They can benefit from roleplaying scenarios to solve different conflicts. This can build the person with disability's conflict resolution skills.

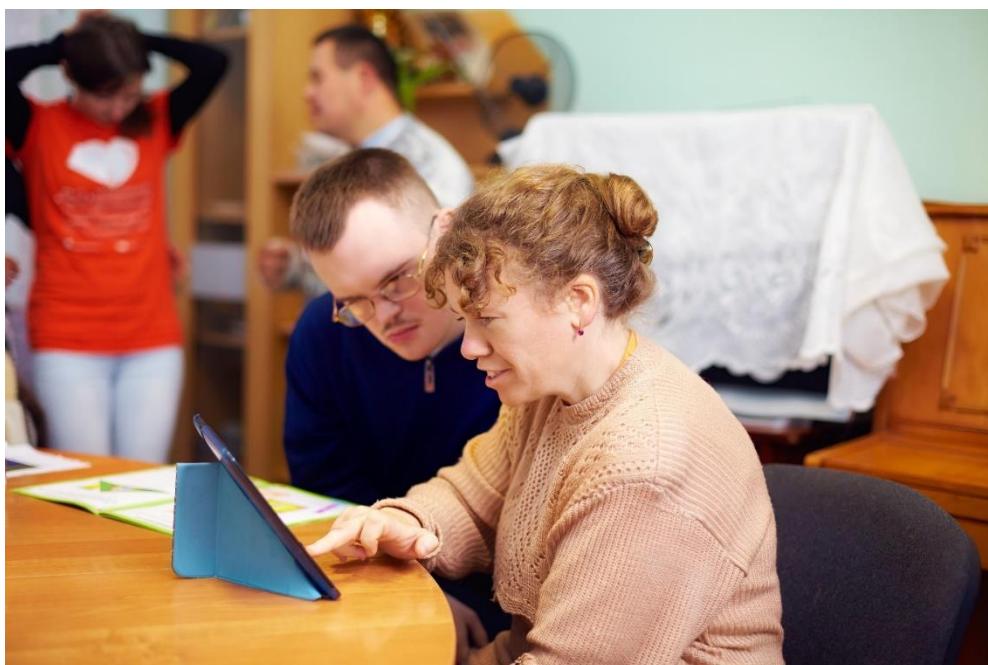
- **Group Learning**

Group learning refers to learning in small groups. Working in small groups can encourage people to work together towards their shared learning goals. The strategy encourages people to see and understand how others learn.

This strategy may address learning goals that focus on social skills. For example, a client may practise speaking with others when learning a new language.



To identify what learning strategies will work for each client, you may first identify their learning style. A *learning style* refers to a person's approach to processing information. Allowing the person to access data comfortably will promote their confidence in learning.



Refer to the table below for the different learning styles and the corresponding learning strategies of each technique:

Learning Style	Description	Learning Strategies
Visual	<p>This refers to learning by seeing.</p> <p>This style includes graphic displays such as pictures, illustrations, videos, charts and diagrams.</p>	Modelling
Auditory	<p>This refers to learning by hearing information.</p> <p>This style includes listening and speaking in situations such as lectures and group discussions.</p>	<ul style="list-style-type: none"> ▪ Formal training ▪ Group learning
Read/write	<p>This refers to learning by taking information displayed as words and text.</p> <p>This style includes reading and writing in all forms, such as manuals, reports, essays and assignments.</p>	<ul style="list-style-type: none"> ▪ Formal training
Kinaesthetic	<p>This refers to learning by touching and doing.</p> <p>This style includes hands-on experience such as activities, such as arts and sports. It also includes performing tasks that involve directly manipulating materials.</p>	<ul style="list-style-type: none"> ▪ Roleplay ▪ Skills mastery

Checkpoint! Let's Review



1. Teaching strategies are methods instructors use to communicate information to learners.
2. A learning strategy is a person's approach to completing a task.
3. Allowing the person to access data comfortably will promote their confidence in learning.

2.6 Assist the Person in Utilising Their Strengths to Encourage Ongoing Development

As mentioned at the start of this chapter, you must be able to provide support to your clients. This support must encourage the ongoing development of their skills. The support must also encourage the client to mobilise their strengths.

Your support must be according to the clients' skill development plan. Recall the skills development plan components as discussed in Section 2.2.1 of this Learner Guide. These components include the following:

Learning objectives

Performance criteria

Formal learning strategies

Required personnel assistance

Timeframe of activities

Resources needed

You must provide support as indicated in the skills development plan. The skills development plan will already have the information on what support must be provided to the client. The plan also defines who will assist the client and what aid or equipment they will need during each skills development activity. Ensure to refer to the skills development plan when supporting your clients.

Before discussing strategies to support clients, you must first understand the concepts of power, independence and interdependence. Your understanding of these concepts will aid you in providing adequate support to clients with their ongoing skills development.

Refer to the table below for each concept and how they affect the ongoing skills development of a client:

Concept	Description
Power	<p><i>Power</i> refers to the ability to influence the behaviour of others.</p> <p>The ability to influence the ongoing skills development of a person with disability depends on the people who are looking after them.</p> <p>For example, when a support worker encourages the person with disability to share their talents and skills, there is a high chance for that person with disability to develop their skills.</p> <p>On the other hand, when a support worker is unsupportive, it will be unlikely for the person with disability to develop their skills further.</p>
Independence	<p><i>Independence</i> refers to the state of not depending on another for subsistence.</p> <p>A sense of independence helps the person build self-confidence and makes them feel more positive, empowered and fulfilled in life. When this happens, they can be able to believe in themselves in developing their skills further.</p>
Interdependence	<p><i>Interdependence</i> refers to the mutual dependence between people or bodies, which involves collaboration and support.</p> <p>Encouraging the person to share their ideas, knowledge, skills, or talents gives them an opportunity to gain confidence within themselves. This helps them believe that having a disability does not mean that they need to depend on others.</p> <p>They should know that other people can also learn from them. When this happens, they are not only developing their skills further but are also showing a difference that they, too, are capable of influencing others.</p>

To support clients to encourage ongoing development, you may consider the following strategies:

- **Offer development opportunities that support ongoing development.** These include the following:
 - Activities the client can do to enhance their skill
 - Pieces of training the client can take to improve their skills
 - Therapies available for the client to improve their skills further
- **Provide advice and support for ongoing development.** Recommend ways for the client to accomplish tasks for their ongoing development. Whenever they try a new task, give them positive feedback. Doing this can boost their confidence to continue working on their goals and activities.
- **Encourage the application of skills for personal development.** As mentioned before, different people live different lives. You must motivate your clients to use their skills relevant to their individual needs and preferences. For example:
 - A client has a goal to improve their fine motor skills. They have an interest in painting. You may encourage them to engage in making murals.
 - A client is skilled in pottery. You may encourage the client to make a profit by selling their creations in the local market.

Aside from supporting ongoing development, you must assist clients in mobilising their strengths when engaging in activities. This may involve the following:

Reframing situations, tasks or activities to focus on the client's strength

Tapping on the support of key people (e.g. the client's family, carer, etc.)

Using milestones based on the client's strength

Providing the client with activities relevant to their strengths

Complimenting the client whenever they display their strengths

Incorporating challenges in activities where the client manifests their strengths

Encouraging the client to share their strengths with other people

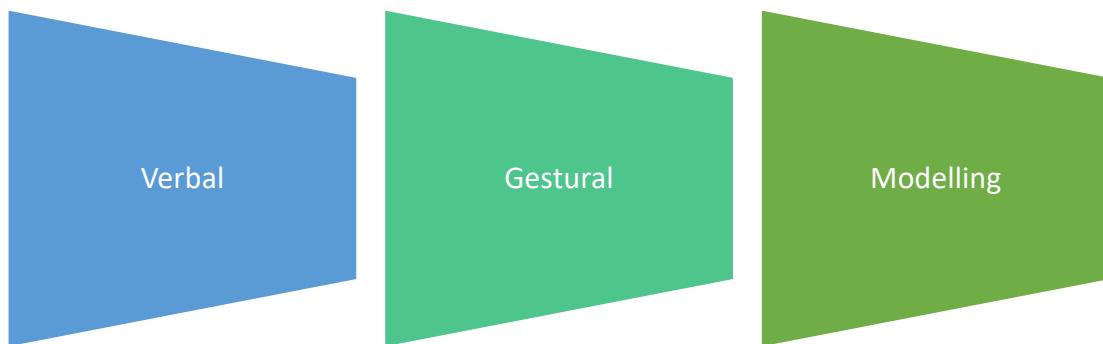
2.6.1 Prompting and Motivating

Aside from the strategies mentioned, you may also use the following to support the ongoing development of your clients:



- **Prompts**

Prompting refers to signalling a person with disability to use a specific skill. They are typically given before or as a person with disability attempts to use a skill. There are three types of prompting:



- **Verbal**

Verbal prompt refers to telling the person with disability a command of what they need to do. This prompt guides them on what they need to do to develop their skills.

- **Gestural**

Gestural prompt refers to using non-verbal cues as guides, such as:

- Nodding, which helps the person with disability to know that they are performing accurately
- Pointing to a certain object, which guides the person with disability on what they need to do next

- **Modelling**

Modelling prompt refers to letting the person with disability follow what is being demonstrated. This prompt allows them to repeat the action, which helps them perform it independently.

When prompting clients to support their ongoing development, keep the following principles in mind:

- **Identify the target stimulus before prompting.** The *target stimulus* refers to the situation in which the client must perform the target skill. This stimulus is important as it signals to the person with disability that something is expected of them. This signalling may be done with or without directions from other people.

Identifying the target stimulus allows you to ensure that the client attends to the target stimulus before starting the prompt. This will reduce dependence on providing instructions and other prompts to the client.

- **Define the target behaviour before prompting.** The *target behaviour* refers to the skill that needs to be developed. Defining the target behaviour determines the areas where the client needs assistance and guidance. This also helps identify the type of prompt that will be used for the client.
- **Provide constructive feedback.** Feedback provided after the client's response is vital in ongoing development. Further discussion on how you can provide constructive feedback to clients can be found in Subchapter 2.7 of this Learner Guide.

Keep in mind that using too many prompts may create *prompt dependency*. This is a type of behaviour wherein the client will wait for the prompt before acting. This reduces their ability to function without help. As such, fading prompts are vital in ensuring the development of clients' skills.

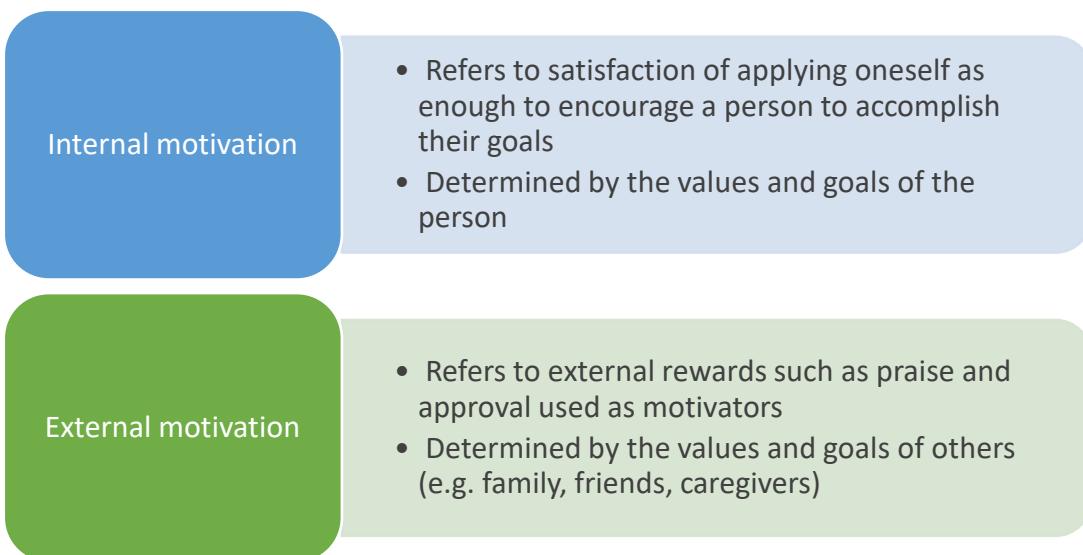
Fading prompting refers to the process of reducing the prompt. Fading is done as clients become familiar with and comfortable with providing the appropriate response. This will eventually lead the client to perform tasks independently when guided accordingly.



▪ Motivators

Motivation is an essential aspect of the wellbeing of Persons with disability. Motivation allows clients to engage in activities and become receptive to their skills development activities.

There are two kinds of motivation. These include the following:



The different types of motivators to encourage clients to learn to include the following:

- **Praises**

These include phrases such as 'Good job!', 'Great work!' and more. Praises encourage the client to learn in a way that boosts their confidence and self-esteem. When they hear encouragement, they can become aware that they are on the right track. This pushes the client to continue learning and developing their skills.

- **Family involvement**

When family members are involved in their learning, the client becomes motivated as they feel supported. Support from family members helps the client believe in themselves. It also makes them understand they are not alone in their life challenges. This, in turn, pushes the client to learn and develop further.

- **Positive social feedback**

The client must also receive recognition from their carers, families and peers. The appreciation of other people can help the client feel motivated to learn and explore their abilities.

As a support worker, you must ensure clients are motivated to achieve their personal and learning goals. Failure to motivate a client can lead to situations where any effort to develop their skills does not create any meaningful impact on their quality of life. You must be aware of any de-motivators clients may experience when learning. See the table below for examples of de-motivators and how they affect a client's learning:

De-motivators	Effects
Boredom	When the client is not provided with opportunities, they might experience boredom. They might feel that there is not much to learn when doing routine tasks.
Negative Feedback	When receiving unhelpful feedback, the client might feel as if they are not doing anything good. They might even stop trying to learn or develop their skill.
Unfairness	When clients see and feel that they are not receiving the same opportunities as others, they might get demotivated. This may affect their learning, so they are not receiving enough resources to learn their skills.

Aside from de-motivators, you must also watch out for blocks to your clients' learning. Consider the table below for factors that can prevent a client from learning:

Factors	Effects
Peer Pressure	When clients see that others are already developing new skills, they might get disappointed. This might slow down their learning and progress. This is because the clients might look at themselves as the weaker ones.
Fear of Failure	Assumptions that they will experience shame stop the clients from trying to learn and develop their skills.
Lack of Self-Esteem	When clients lack self-esteem, they tend to put little value on their own opinions and ideas. When this happens, they question themselves about their abilities and capabilities. Having low self-esteem limits the clients from trying out and learning new things.

2.6.2 Legal and Ethical Considerations for Working With Persons with disability

As a care worker, you must adhere to various legal and ethical considerations. These considerations will allow you to provide high-quality support. Doing so will help you guarantee the safety of the people under your care. The considerations will also help you professionally perform your duties.

The following are the legal and ethical considerations to keep in mind when working:

Dignity of risk

Duty of care

- **Dignity of risk**

Dignity of risk refers to a person with disability's right to participate in activities that may come with risks. It is a concept that upholds a person with disability's autonomy to make their own choices and become independent. Here are some example scenarios involving the dignity of risk:

- A person who requires a wheelchair wants to play wheelchair rugby.
- An older person with poor vision intends to walk to the grocery store every day.
- A child with cerebral palsy wants to ride bumper cars at a local fair.

In all the given examples, the person is facing serious risks. But, if they are to be truly supported, the support workers caring for them must allow them to take these risks. It is important to let persons with disability explore and participate in beneficial experiences, even if they may entail risk. They must be allowed to take positive risks that will help them learn to live independent lives based on their own decisions. They will benefit from positive risk-taking, such as improved independence, decision-making and self-worth.

However, there is a possibility that negligence may arise. A support worker is liable for any harm that befalls persons with disability because of their duty of care. This can have consequences depending on your organisation's policies and procedures. Thus, they must always look out for their clients and protect their safety and wellbeing. Say that a client is exposed to harm. It is understandable then to hesitate to give the client the freedom to do as they please.

Most organisations also expect staff to complete risk assessments of proposed activities for clients. The outcome of this assessment must be discussed with the client. As such, make sure to follow your organisation's guidelines on the matter.

With experience, you will learn how to balance your obligations under the dignity of risk. Remember that your clients' happiness is just as important as their safety.

- **Duty of Care**

A *duty of care* is a legal obligation that requires support workers to always act in their clients' best interests.

A support worker with a duty of care to a client must always act to prevent suffering. This means you must ensure your clients do not receive any form of harm, including, but not limited to, the following:



Acting (or not acting) to protect a client from harm constitutes a breach of duty of care. This can have consequences depending on your organisation's policies and procedures.

A duty of care outlines the standards of reasonable and appropriate care. It also provides a legal basis for determining how to make the best decisions about your clients' care. These standards may vary depending on your organisation's role in supporting your clients.

For example, a disability support worker in a care home may need to make decisions based on standards that consider the following:

Health risks to other clients

The overall aim of improving the health of clients

The rights of the client, including their right to refuse service

Limits and restrictions related to the facilities of the care home

A client may claim compensation based on negligence according to your duty of care. These situations may include:

A duty of care was owed to them at the time of the injury

The risk of injury was reasonably foreseeable

The likelihood of the injury occurring was more than insignificant

There was a breach of the duty of care or a failure to observe a reasonable standard of care

This breach or failure caused or contributed to the injury, loss or damage suffered.



Checkpoint! Let's Review

1. You must provide support as indicated in the skills development plan. The skills development plan will already have the information on what support must be provided to the client.
2. Interdependence refers to the mutual dependence between people or bodies, which involves collaboration and support.
3. Prompting refers to signalling a person with disability to use a specific skill. They are typically given before or as a person with disability attempts to use a skill.
4. Motivation is an essential aspect of the wellbeing of persons with disability. Motivation allows clients to engage in activities and become receptive to their skills development activities.

2.7 Provide Constructive Feedback to the Person in a Respectful Manner

Recall feedback as discussed in Subchapter 1.4 of this Learner Guide. Feedback offers an overview of the performance observed. Providing constructive feedback aids your clients in improving their actions. Providing your clients with constructive feedback ensures that they move towards their goals.

Here are some ways you may provide constructive feedback to the client:



- **Avoid giving unsolicited feedback.** If the client or staff member did not ask for feedback, ensure to ask them beforehand. When you give feedback without ensuring that the receiver is ready, it can create immense stress. Unsolicited feedback can also lessen the likelihood that the receiver will act upon the advice.
- **Focus on the behaviour of the receiver.** When giving feedback, keep your emotions in check. Do not use feedback as a cover for judging or critical of the client or staff member. Judgement is only your opinion of the receiver's character and is not neutral. Ensure to pause and think about where the feedback is coming from and how positively the client can receive it.
- **Be specific and precise.** Feedback should be solution-oriented and to the point. Offering general and vague comments can confuse the receiver about what they have to work on. Provide straightforward examples of the action in question.

For example, instead of saying, 'I am not impressed by your progress. You have to do better.' to the client, you can be more specific and say, 'I noticed that you were late on your last two assignments for your class. I would like to work with you on your time management. This is to make sure you are not committing too much and completing your assignments on time.'

- **Be timely with your feedback.** Do not wait to provide positive or negative feedback. The feedback that is immediately given has a significant impact on performance. You may also forget the input, and the time to offer valuable feedback will pass.

- **Make conversations a two-way street.** Take time to engage with the client or staff member and check for their understanding. Let the receiver respond to your feedback and allow them to ask follow-up questions. This shows your respect for the receiver's opinions. It can also clear any misunderstandings you might have about their actions.
- **Follow up with the receiver.** Keep the conversation going by checking up on how the client or staff member is doing. Reinforce positive behaviour and show your appreciation when you see that they improve based on your feedback. This can show that you care and motivate them to keep up the great work.



As you provide feedback to your clients, you must do so respectfully. This means providing feedback in a way that respects their human rights and upholds their dignity. Strategies on how you may do so can be found in Subchapter 1.1 of this Learner Guide.

Multimedia



This animated video describes effective feedback, how it is used, and how it can encourage learners to achieve their learning goals:

[Effective feedback animation](#)



Checkpoint! Let's Review

1. Providing your clients with constructive feedback ensures that they move towards their goals.
2. If the client or staff member did not ask for feedback, ensure to ask them beforehand.

2.8 Discuss Difficulties Identified During Skills Development Activities

You may have identified difficulties in implementing skills development activities with your clients by now. These difficulties may fall under the concepts below that affect the ongoing skills development of persons with disability:

Concept	Description
Vulnerability	<p><i>Vulnerability</i> is the state of being exposed to being harmed either physically or emotionally.</p> <p>The vulnerability of a person with disability happens when they cannot protect themselves from possible physical or emotional harm. When this happens, their attention focuses on the harm inflicted and makes them feel afraid to continue developing their skills.</p>
Individual Discrimination	<p><i>Individual discrimination</i> refers to negative interactions between individuals in their respective roles based on personal characteristics (e.g. having a disability).</p> <p>Experiencing discrimination from families, peers or other people affects the self-esteem and wellbeing of a person with disability. This makes them feel lesser when compared to other people. When this happens, their passion and commitment to developing their skills decrease, leading to not developing them.</p>
Structural Discrimination	<p><i>Structural discrimination</i> is a form of discrimination in which less privileged people's opportunities, resources and wellbeing are limited.</p> <p>When Persons with disability are separated from those who do not have a disability, they feel less of being a person with disability. Exclusion from other people hinders them from gaining new knowledge and skill and stops them from sharing their capabilities with other people. When this happens, the development of their skills slows down, preventing them from pushing to the extent of their capabilities.</p>

One of your duties as a support worker is to discuss potential difficulties during skills development with your clients and other stakeholders. These difficulties can hinder the client's progress with their skills. They may also lower their self-esteem, as the client cannot meet their goals. You must acknowledge the difficulties your clients face during their skills development activities.

When acknowledging and discussing difficulties with clients and other stakeholders, consider the following process:

Confirm with the client and other stakeholders regarding difficulties experienced.

Describe each difficulty identified.

Explain how each difficulty may affect the client's skill development.

Ask the client and other stakeholders how they think each difficulty can be resolved.

Provide suggestions on how each difficulty can be resolved.

2.8.1 Strategies and Techniques for Advocating on Behalf of the Client

When difficulties arise during skills development activities, there are times when you must advocate on behalf of your clients. Like everybody else, Persons with disability also have the right to advocacy. They have the right to exercise their choice and control. As a support worker, you must use strategies and techniques of individual advocacy.

Individual advocacy is a one-on-one approach to preventing or addressing instances of unfair treatment. This means a person or a group of people advocates for one or two individuals who are:

- In situations that impact their rights or wellbeing
- At the risk of abuse, neglect or exploitation

This advocacy focuses on helping individuals voice their concerns and access necessary resources and information.

Consider the strategies discussed below:

- **Informal advocacy**

Informal advocacy is where the client chooses an advocate to speak on their behalf from other stakeholders.

Advocates can be:

- Family members
- Close friends
- Primary caregivers
- Partners or significant others
- Relevant others (e.g. Any person the client trusts to speak on their behalf).



- **Formal advocacy**

Formal advocacy is where the client chooses an advocacy service to speak on their behalf. Advocacy services are a form of support for safeguarding the rights of a person. Through advocacy services, an advocate can work with a person to help them understand their rights. An advocate can also represent them in important decision-making processes.

Persons with disability can access advocacy services. They can do so under the National Disability Advocacy Program (NDAP). The NDAP has agencies that uphold and safeguard their rights and freedom to participate.

These are the two types of agencies that are available through the NDAP:

- **Generalist agencies** provide advocacy support to people with any disability or cultural background.
- **Specialist agencies** may provide advocacy support to persons with disability:
 - With a specific type of disability
 - With specific issues such as housing, education or employment
 - From diverse cultural and linguistic backgrounds, including Aboriginal and Torres Strait Islander backgrounds.

Based on content from National Disability Advocacy Program, used under CC BY 3.0 AU. © Commonwealth of Australia

Techniques of both informal and formal advocacies include the following:

Identifying and explaining the different options available to the client

Helping the client develop their skills and knowledge for expressing themselves

Assisting the client in standing up for their rights

Speaking with service providers on behalf of the client

Relaying wishes and preferences to other service providers and institutions

Assisting the client in transitioning from one service to another

Resolving concerns or submitting complaints to service providers or authorities

Other strategies for advocating on behalf of clients include the following:

Researching the issues affecting the wellbeing of person with disability

Connecting with others who also wish to advocate for persons with disability

Building alliances with other organisations and working together towards a common goal

Each strategy has techniques that help advocate on behalf of the client. For example, connecting with others has the following techniques:

- **Communicating directly with decision-makers**

Communicating directly with decision-makers (e.g. supervisors, managers, etc.) allows support workers to share their sentiments and experiences with the client. When information like this is cascaded to higher-ups, they can be more aware of what is happening in the service. They can consider possible changes and adjustments for better service provision.

- **Joining public events**

Joining public events can also help in advocating on behalf of the client. This can encourage other people like the client's family and peers to join the events. This can help increase the public's awareness regarding Persons with disability and their part in society.

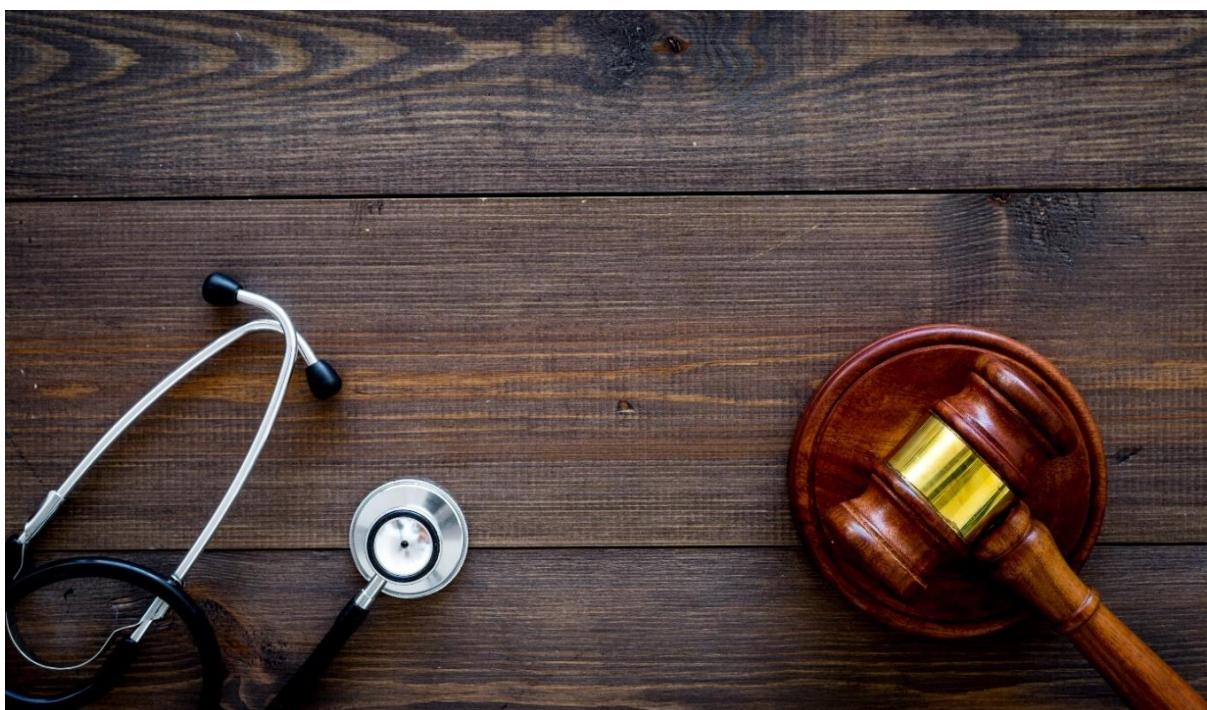
- **Campaigning through online discussions**

Campaigning through online discussions helps in raising awareness of the online community. Online platforms can be used to inform other people, even those staying in distant places, about the capabilities of persons with disability. This can also be a way to advise them on how they must deal with persons with disability.

Checkpoint! Let's Review



1. Individual discrimination refers to negative interactions between individuals in their respective roles based on personal characteristics (e.g. having a disability).
2. Structural discrimination is a form of discrimination in which less privileged people's opportunities, resources, and wellbeing are limited.

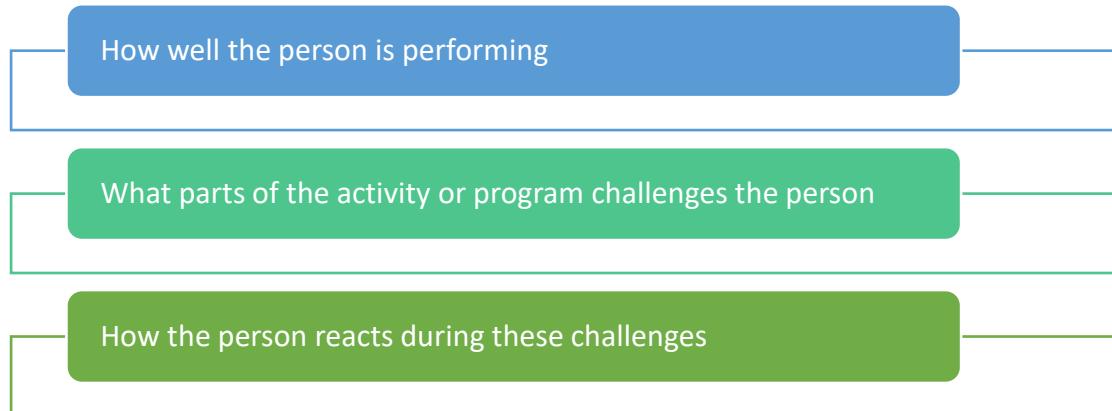


2.9 Monitor Strategies to Determine Effectiveness and Level of Engagement

Monitoring is the first step in ensuring that the person with disability's skill development plan is effective. You must be able to track what is and is not working well in the plan. Doing so will ensure the former is further developed while the latter can be addressed. What you will monitor can be used to improve their project. The information can also identify further opportunities for development. Both topics will be further discussed in the next subchapters.

As a support worker, you must monitor strategies to determine their effectiveness. To do so, you use the following assessment processes related to ongoing skills development:

1. **Review the skills development plan.** Recall the performance criteria mentioned in Section 2.2.1 of this Learner Guide. You can use the performance criteria as means to measure progress. Performance criteria define what the client needs to show to establish that they met their learning goal. Furthermore, it is also quantifiable, making it easier to track progress.
2. **Have a medical assessment.** This involves reviewing the clients' impairment ratings. A medical assessment aids in determining how their current medical condition affects their skills development.
3. **Observe the client during skill development activities.** As you aid the client during their activities, note your observations. These observations can include the following:



4. **Ask relevant personnel for their observations.** There are activities and programs that you cannot be present in. As such, ensure to ask for the comments of those present. These can include colleagues, the client's carers and specialist service staff. You may also check the client's communication book for the entries made by the personnel mentioned.

5. **Have informal conversations with the client.** You can directly ask the client what they like and dislike about the activities or programs. This is needed to ensure that changes in the plan suit their preferences. Ensure to ask the client casually to be comfortable in sharing their opinions.
6. **Interview the client's family and friends.** You may also ask about the observations of the client's family and friends. They are most likely with the client after the activities or programs. You may conduct formal or informal interviews, as long as they can share their observations.

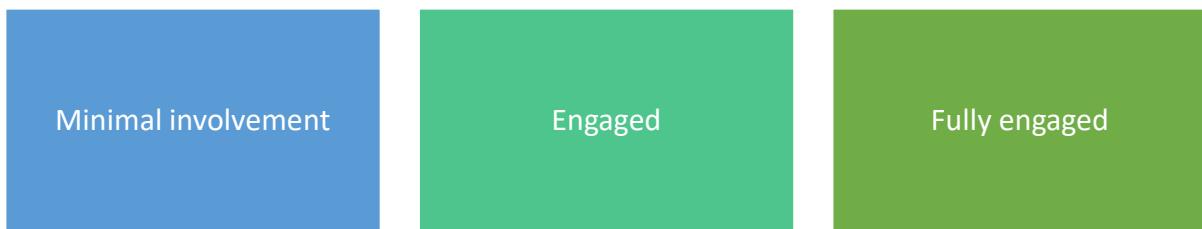
2.9.1 Monitoring Strategies to Determine the Level of Engagement in Activities

The *level of engagement* refers to the extent the person with disability can commit to their skill development activities. Monitoring the level of the person with disability's engagement is important for the following reasons:

- It reflects the person with disability's willingness to develop their skills and meet their learning goals.
- It dictates the skill development's impact on the person with disability's quality of life.

The Levels of Engagement

The three levels of engagement are as follows:



- **Minimal involvement**

This means the person with disability has minimal involvement with the activity. The person with disability's relationship with the activity is passive, which means it does not matter that much to the person with disability. The person with disability can stay at this level for the following reasons:

- The activity does not meet their interests.
- The person with disability had a negative experience with the activity, so they might not feel included.
- The person with disability does not have enough time and opportunity to participate in the activity.

- **Engaged**

At this level, the person with disability begins to participate in the activity actively. The person with disability also starts identifying with others involved in the activity and slowly establishes meaningful relationships.

- **Fully engaged**

The person with disability forms deep connections among those involved in the activity, leading to the person with disability's commitment to engage. The person with disability also becomes willing to sustain that commitment because they have already formed meaningful relationships.

Consider the case study below to illustrate the mentioned levels of engagement fully:

Victoria Volunteering at the Community Kitchen

Victoria is a non-verbal college student. Despite her impairment, Victoria loves to meet different people and help them whenever she can. At the suggestion of the disability support worker in her college, Victoria decided to volunteer at the community kitchen that employs non-verbal people and people who know sign language. This allows her to meet other non-verbal people and provide her support to those who need it.

During her first week of volunteering, Victoria felt very shy with the people around her. She timidly did her assigned tasks, including serving the food and cleaning the dishes. Victoria found it difficult to start conversations with her co-volunteers and the people she was serving, as she did not know sign language. She was more comfortable conversing with pen and paper. She spent most of her time in the community kitchen by herself.

In her second week, Victoria started to feel more comfortable with the people around her. Her co-volunteers were also respectful of her personal space. They began teaching her sign language to have an easier time conversing with others. With this, Victoria built casual relationships with her co-volunteers and people who regularly came to the community kitchen. Victoria would listen to their life stories and share stories of her own. Victoria can offer her help to those who need it in the soup kitchen whenever possible. She was soon assigned to cook the meals to be served, something she had always wanted to do.

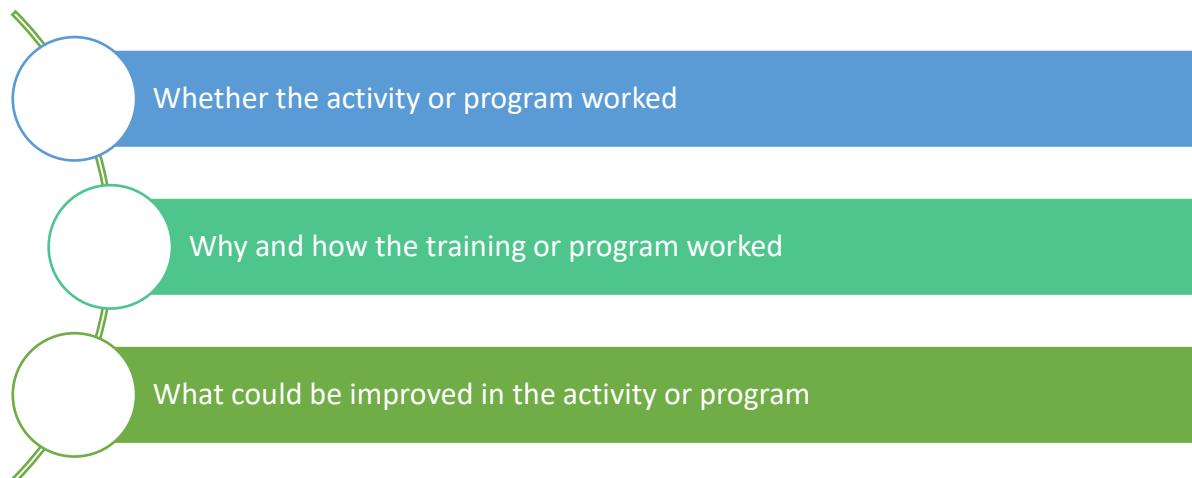
After a month of volunteering, Victoria is now an active volunteer in the community kitchen. She became good friends with her co-volunteers and the regulars of the community kitchen. She also got better at conversing with sign language. Victoria is always present when her help is needed. She thinks being active is a good thing since she discovers that she enjoys cooking for others.

In this situation, the person with disability had minimal involvement with others as she found it difficult to begin conversations due to communication barriers. As she continued volunteering at the community kitchen, she began to engage with those around her by learning how to converse in sign language. This allows her to build meaningful relationships with others. As a support worker, you must monitor your client's level of engagement. To do so, you use the strategies discussed in the previous section.

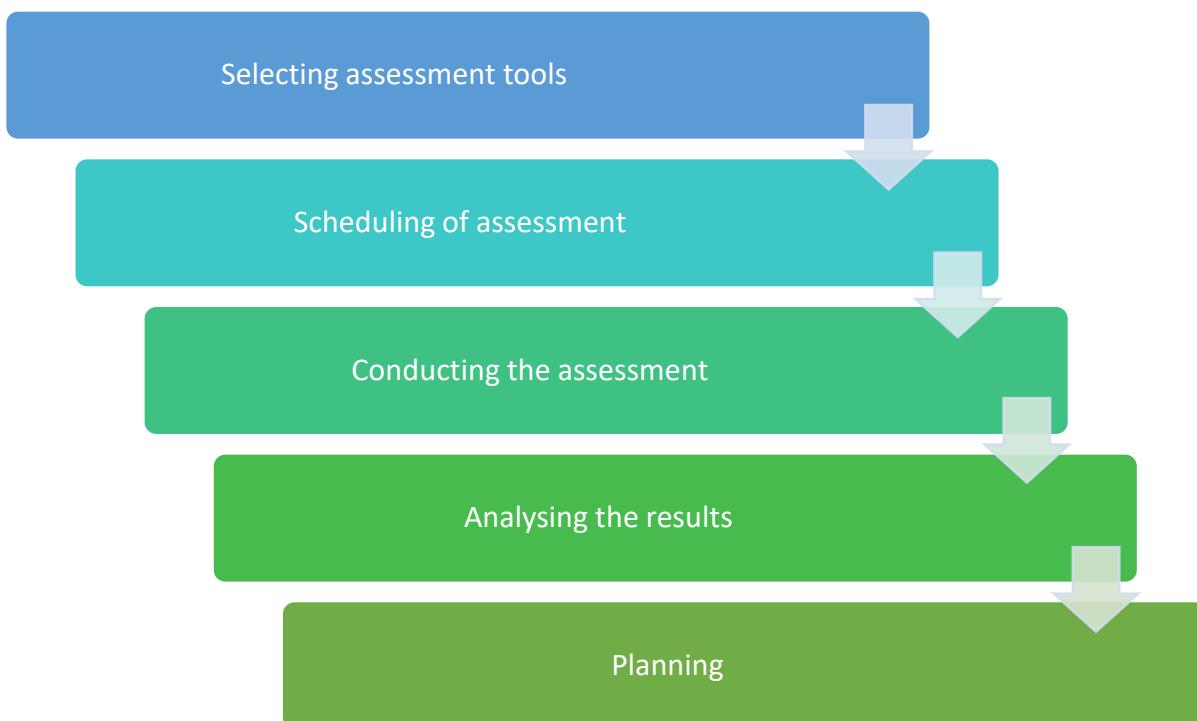
2.9.2 Assessment Processes and Protocols

With the information collected on the client's progress, you can now assess their skill development plan. An assessment can be a powerful tool for continuous improvement. It determines the impact of the strategies on the client's progress. It also checks if the progress made aligns with the learning objectives and goals. This helps you decide whether to continue or revise an activity or program.

A robust assessment can tell you the following:



Your organisation or service may have assessment processes or protocols for ongoing skills development. These generally include the following steps:



1. Selecting assessment tools

Assessment tools are selected based on the areas that need to be assessed. You can do this by checking the client records relevant to the assessments required to be conducted for them.

2. Scheduling of assessment

Scheduling of the assessment is done based on how the assessment will be conducted. For example, if there is a need for observation, you must set the schedule during an activity where the client may be observed.

3. Conducting the assessment

Conducting the assessment is done using the selected assessment tool on the scheduled date and time of assessment. You can conduct assessments through observations, interviews, medical assessments, etc.

4. Analysing the results

You can analyse the results of the assessments by meeting with relevant people in the service. You can compare the results to the previous assessments to identify changes in the client.

5. Planning

Planning is done based on the results from the previous step. You can do this by setting goals and desired outcomes for the client for their new activities.

2.9.3 Consulting with Those Involved in the Individualised Plan

You must communicate with those involved in the individualised plan as you monitor the effectiveness of activities and the person with disability's level of engagement.

This involves your supervisors, the client and relevant others identified by the client. Doing so can confirm whether the client is fully engaging with their skills development. If there is miscommunication among those involved, it can hinder the client's progress. So, you must ensure your supervisor understands how well the client is engaging with their activities and others.



When consulting with your supervisors, clients and those involved in the individualised plan on the effectiveness of activities and clients' level of engagement, consider the procedure below:

1. Review the strategies implemented for the client's individualised plan.
2. Ask the supervisor, client and other stakeholders for their feedback on the strategies reviewed.
3. Ask the client about their experiences when engaging in their activities.
4. Share your insights on the effectiveness of skill development activities and the client's level of engagement based on the experiences the clients shared.
5. Confirm the accuracy of your insights with the supervisor, client and other stakeholders.
6. Record what has been discussed in meeting notes (Refer to Subchapter 4.2 for further discussion).



Checkpoint! Let's Review



1. Monitoring is the first step in ensuring that the person with disability's skill development plan is effective. You must be able to track what is and is not working well in the plan. Doing so will ensure that the former is further developed while the latter can be addressed.
2. The level of engagement refers to the extent the person with disability can commit to their skill development activities.
3. An assessment can be a powerful tool for continuous improvement. It determines the impact of the strategies on the client's progress.
4. An assessment also checks if the progress made aligns with the learning objectives and goals. This helps you decide whether to continue or revise an activity or program.
5. You must communicate with those involved in the individualised plan as you monitor the effectiveness of activities and the person with disability's level of engagement. This involves your supervisors, the client and relevant others identified by the client.
6. If there is miscommunication among those involved, it can hinder the client's progress.

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. Support Incidental Learning Opportunities to Enhance Skills Development



In the previous chapter, you have learnt how to assist with ongoing skills development by:

- Interpreting existing skills development strategies in the client's individualised plan
- Working with the client to identify skills, strengths and goals
- Planning ongoing skills development strategies
- Providing resources to clients to complement their strengths
- Providing information, skills and support to clients to engage in activities
- Supporting clients to encourage ongoing skills development
- Providing constructive feedback to clients in a respectful manner
- Acknowledging and discussing difficulties identified during skills development activities
- Monitoring strategies to determine effectiveness and level of engagement

Now, you must be able to support incidental learning opportunities to enhance skills development.

Incidental learning is learning that happens all the time. It takes place wherever the person with disability is and results from other activities. For example, when you spend time with a person with disability who communicates using Auslan, you can learn vocabulary by observing them.

Incidental learning is an excellent avenue for learning. As it is a form of indirect and extra learning, it allows the person with disability to improve their skills during their day-to-day activities. As a support worker, you must be aware of the opportunities around the person with disability. Once you have identified them, you must utilise these informal opportunities to develop their skills.

In this chapter, you will learn how to support incidental learning opportunities to foster skills development. You will accomplish this by learning to do the following:

- Provide encouragement in real-life situations
- Use positive approaches and strategies
- Adapt support to maximise independence and experiential learning



3.1 Provide Encouragement in Real-Life Situations

As a support worker, you must encourage your clients in real-life situations. These situations may fall into the following categories:

- **Informal learning opportunities**

Recall informal learning as discussed in Section 2.2.1 of this Learner Guide. *Informal learning* refers to absorbing knowledge via daily life experiences. A person can learn by observing the people around them and how they interact with the environment. Through this observation, the person will be able to learn by imitating the actions they see.

- **Potential learning opportunities**

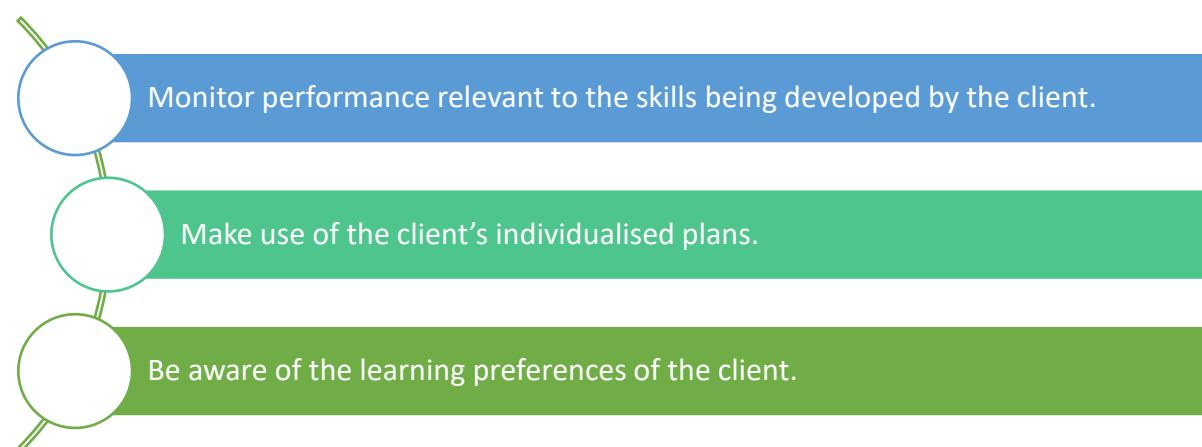
Potential learning refers to situations where a person may develop their skills. Informal and potential learning opportunities are intrinsically linked. This is because both opportunities stem from a person's daily life experiences.

- **Incidental learning opportunities**

Incidental learning refers to any unintended learning. Incidental learning allows the person to learn while engaging in a task or an activity.

Recognising learning opportunities can help in improving the skills of Persons with disability. When these learning opportunities are deemed to be effective in improving their capabilities, they must be put into practice for further improvement. These learning opportunities may also be used as the basis for implementing activities that will positively impact the development of their skills.

As a support worker, you must encourage your clients in real-life situations. To do so, you must be able to identify situations that can act as potential, informal or incidental learning opportunities. Consider the strategies below for encouraging clients in real-life situations:



Many situations may act as potential, informal or incidental learning opportunities for clients. For example, the following situations can act as incidental learning opportunities:

Reading books

Observing other people

Talking to peers

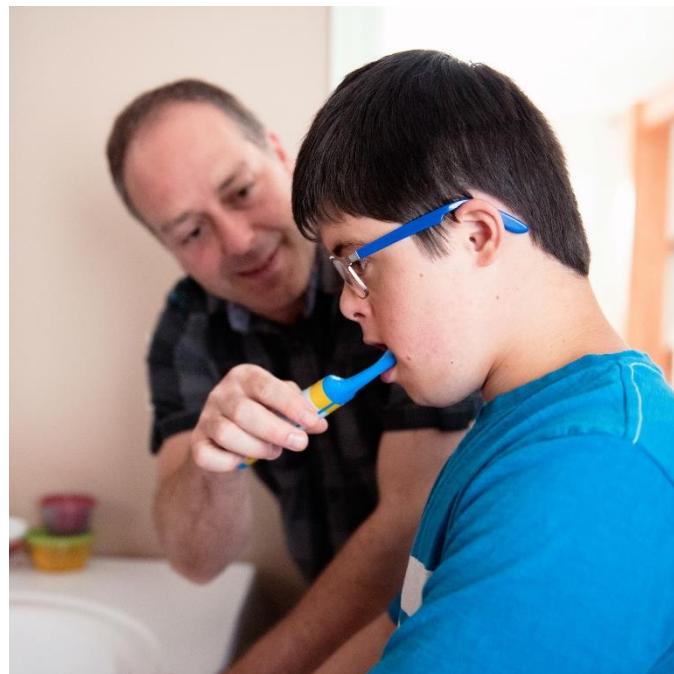
Watching movies

The next pages will discuss real-life situations that can act as potential, informal or incidental learning opportunities.

Daily Living

Daily living refers to the activities people do every day to keep themselves safe, healthy and feeling good. These activities are usually done in the home of the person with disability. They are also done independently by the person with disability.

The skills needed to perform these activities are generally included in the skill development plan. The program's main goal is to help clients improve their independence and quality of life. Therefore, consider using clients' daily living activities to practise. This practice should be of what they learnt in the formal strategies used in the plan.



There are two kinds of activities for daily living. These include the following:

- **Activities of Daily Living (ADL)** – These include the following self-care tasks:
 - Bathing and showering
 - Grooming (e.g. brushing and styling hair, shaving)
 - Dressing
 - Using the toilet
 - Functional mobility (e.g. walking, getting in and out of bed)
 - Using utensils to eat

- **Instrumental Activities of Daily Living (IADL)** – These refer to the following activities for maintaining an independent life:

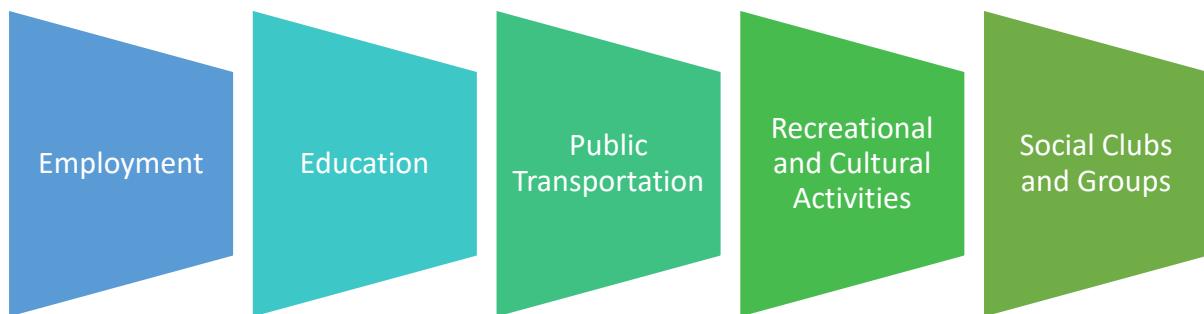
- Household management
- Cooking meals and clean-up
- Budgeting money
- Shopping for necessities
- Using various communication devices
- Moving within the community

Usually, the client's primary caregivers assist them with these activities. So, you may consult with them on supporting the client to take an active part in these activities. This includes motivating them to boost their confidence and independence.

Community Education and Capacity Building

Persons with disability have the right to participate in and contribute to their community. They should be allowed to be involved in projects that affect their daily lives.

This participation includes the following:



You need to know what community education programs the client's local community can offer. *Community education* aims to enable people to become active partners in the community. This is done by developing community programs that promote learning and social development. The service connects with the client's home and community through community education to promote awareness of understanding, interacting and using proper terminology for persons with disability.

Remember that community education emphasises all community members can enjoy lifelong learning. Joining community education programs enables clients to maintain their independence and improve their skills to thrive. Community education programs also promote social interaction and community engagement. This enhances the sense of wellbeing in Persons with disability.

Here are some benefits of community education to disability support services:

- Disability support services can set knowledge-shared goals in providing activities for persons with disability.
- Disability support services can carry out training activities that help inform network members about emerging topics relating to disability.
- Disability support services can lead the network in involving persons with disability participating in activities.
- Disability support services can involve themselves in conducting quality education and awareness activities relevant to disability.

Some practices that showcase effective community education for persons with disability include the following:

Stakeholders and persons with disability are involved in decision-making processes

Supportive environment for influencing behaviour is created

Existing community networks are supported and strengthened

Persons with disability are motivated and encouraged

Opportunities for examining beliefs and values are provided

Positive actions are identified and promoted

Differing circumstances and constraints in the community are recognised

Two-way communication methods are being used

Diverse needs of persons with disability are being responded to

Community capacity building provides programs and projects that respond to local needs relevant to supporting persons with disability. This involves supporting the delivery of services within the community for persons with disability.

Community capacity building has the following goals in supporting persons with disability:

To identify local community demands relevant to supporting disability

To encourage organisations to provide better services for persons with disability

To create procedures that bring about better policies for supporting persons with disability

To support organisations in the delivery of service to persons with disability

Community capacity building includes the following practices:

- Persons with disability are assisted in strengthening their belief in their capacity to influence their lives and environment.
- Strategies are used to support the increasing consciousness of the community towards persons with disability.
- Different learning styles and timing of persons with disability are recognised.

Some examples of community education programs and activities that promote the development and improvement of a client's skills include the following:

Health and fitness skills	Recreation skills	Social and interpersonal skills
<ul style="list-style-type: none"> • Sports clubs and leagues (e.g. bowling, soccer, basketball, swimming) • Exercise classes (e.g. Zumba, yoga, cycling) • Access to community gym and gardens • Marathons and sporting competitions 	<ul style="list-style-type: none"> • Art workshops and shows (e.g. painting, ceramics, jewellery making) • Cooking classes • Dance workshops • Music programs and classes (e.g. music therapy, learning instruments) • Visiting local libraries, museums and art galleries 	<ul style="list-style-type: none"> • Social clubs • Drama workshops and programs • Volunteer programs

Checkpoint! Let's Review



1. As a support worker, you must encourage your clients in their real-life situations. To do so, you must be able to identify situations that can act as potential, informal or incidental learning opportunities.
2. Informal learning refers to absorbing knowledge via daily life experiences.
3. Potential learning refers to situations where a person may develop their skills.
4. Incidental learning refers to any unintended learning that allows the person to learn while engaging in a task or an activity.
5. Community capacity building provides programs and projects that respond to local needs relevant to supporting persons with disability.



3.2 Use Positive Approaches and Strategies

You already know that you must support a person with disability in engaging with activities that mobilise their strengths and preferences. This is a crucial aspect of a strengths-based approach. You must use positive approaches and strategies to promote enjoyment and maximise engagement.

To understand these approaches and strategies, you must first understand the following:

- **Positive behaviour support**

Behaviour support refers to creating individualised strategies responsive to the person with disability's needs. These strategies must be evidence-based, such that they:

Decrease and eliminate the use of regulated restrictive practices

Respond to the needs of the person with disability

Address the root causes of the person with disability's behaviours of concern

Uphold the dignity and quality of life of persons with disability who need specialist behaviour support

Based on [Behaviour support](#), used under CC BY 3.0 AU. © Commonwealth of Australia

Positive behaviour support is an approach with the primary goal of increasing a person with disability's quality of life. This approach focuses on addressing the needs of the person with disability for them to continue developing their skills.

This approach has the following key components in supporting persons with disability:

- Person-centred approach
- Relevant stakeholders who are involved in the positive support strategies
- Assessments that look beyond the behaviour of persons with disability
- Behaviour support plans that make positive changes to address unmet needs
- Lessening restrictive punishment or aversive approach
- Skills development of the person with disability
- Skills development of staff who will be working with the person with disability
- Environmental design that promotes positive behaviour
- Changes in the system that enhance positive outcomes

As a support worker, use a positive behaviour support approach with your clients. Positive behaviour support focuses on addressing a client's needs to continue developing their skills and help them adjust to their environment. In positive behaviour support, the client is always put at the centre of practice.

- **Active support**

Active support provides the appropriate amount of support that can empower the person with disability. The method encourages the person with disability do things for themselves, when possible, rather than having someone else do it on their behalf.

As a support worker, you must work with your clients to participate in their skill development activities, regardless of their level of impairment. To do this, you must be able to abide by the following principles:



- **Belongingness** refers to supporting the client to be part of the community. It also refers to supporting them to have positive relationships with others.
- **Opportunity** refers to supporting the client to have novel experiences. It also refers to supporting them to have many avenues of self-directed learning.
- **Respect** refers to supporting the client in a way that recognises and upholds their individuality.
- **Self-control** refers to supporting the client that recognises and upholds their capability. This capability refers to regulating their actions, emotions and behaviour.

Adherence to these principles involves the following:

- **Breaking down activities to be more manageable** – Ensure to break down activities into a series of steps and identify steps that the client:



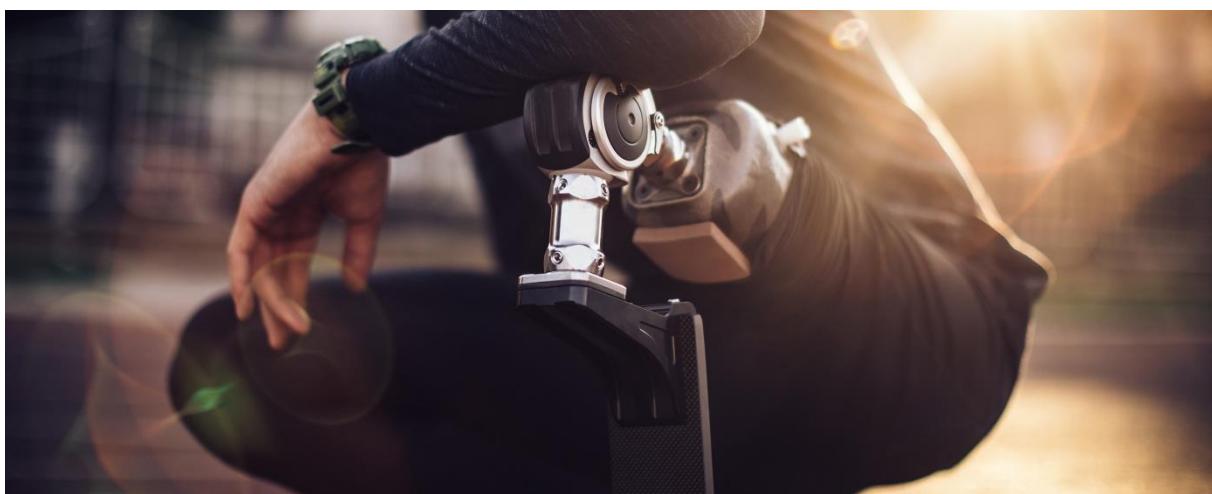
- **Determining what assistance is needed** – Provide the appropriate amount and type of support when necessary. If you provide too much help, the client may feel over-supported, hindering their independence. On the other hand, the client may fail if you provide them with too little support.
- **Maximising choice and control** – Ensure that the client can express their preferences whenever possible. You must acknowledge their feelings and respect their desire to take on challenging or potentially risky activities.
- **Refraining from withholding information from the client** – Provide the client with enough knowledge and advice to make their own decisions. This includes information that may be upsetting to the client.

Multimedia



This video shows how a support worker can implement active support in disability care.

This is how Active Support works - Expand Someone's World



3.2.1 Positive Approaches and Strategies to Promote Enjoyment

Promoting enjoyment refers to ensuring the person with disability enjoys what they are doing. Personal interest is what drives informal learning. There has to be a strong desire to engage with the activity. Thus, you must find ways for the client to learn skills that maintain their interest. This ensures they stay focused and participate in formal or informal learning activities.

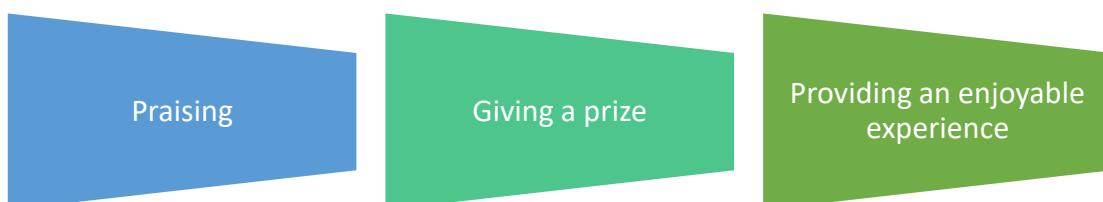
Here are examples of positive approaches to promote clients' enjoyment of activities:

- **Consider the client's ideas in modifying the activity.** Ask for suggestions regarding the activities that may help them develop skills. You can also remind the client that they can disagree if they think the activity does not suit them.
- **Try not to impose hard rules during activities.** Persons with disability may likely need more explanation and guidance to learn. For example, a person with a hearing impairment cannot hear how other people use certain words in conversation. On the other hand, a person with a vision impairment will have difficulty seeing the actions demonstrated before them. Ensure to remind clients that they can:
 - Ask for help when they become uncomfortable at any point during the activity
 - Deviate from the planned activities when they feel they can perform a task more easily using a different method

Aside from these approaches, here are some strategies to promote clients' enjoyment:

- **Incorporate what the client enjoys.** This involves asking the client:
 - Their preferred games or tasks that can be incorporated into the activity
 - If they want to modify the activity by incorporating different systems
- **Use positive reinforcement techniques.** *Positive reinforcement* is typically used when a person with disability behaves accurately to make a target behaviour more likely. For example, when a person with cognitive impairment solves a math problem, they can receive a reward to try doing the same next time.

Positive reinforcement is usually in the form of a reward, which can be done by:

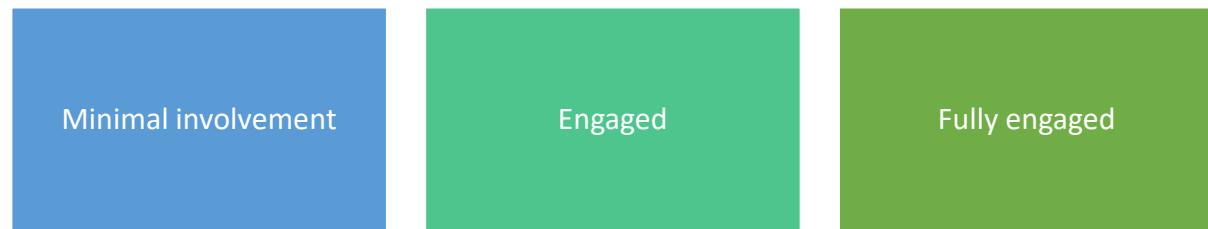


For example, a support worker praises a person who uses artificial limbs by saying encouraging words like 'Great job!', 'Nice progress!' as they practice balancing and walking.

3.2.2 Positive Approaches and Strategies to Maximise Engagement

Recall the levels of engagement as discussed in Section 2.9.1 of this Learner Guide.

The three levels of engagement are as follows:



As a support worker, you must ensure clients are fully engaged with their skills development activities. To do so, consider the following positive approaches to maximise the engagement of your clients:

- **Consider the client's preferred activity type.** Ask the client how they want the activity to be implemented. You can encourage them to suggest ways they think the activity can be implemented better.
- **Consider the person with disability's preferred communication style.** Each client has their individual needs when it comes to communication. As such, you must ask your clients their preferred communication style before their activities. Further discussion on different communication strategies can be found in Subchapter 2.5 of this Learner Guide.

Like the previous section, you can consider using positive strategies to maximise engagement in skills development activities. These strategies also maximise informal learning opportunities for clients. These strategies include the following:

Incorporate the client's hobbies to the activities.

Invite the client's peers to participate during the activity.

Provide clear and concise directions for the client prior to activities.

Remove possible distractions that may prevent the client from learning.

Incorporate challenges as improvements become evident for the client.

Aside from the positive approaches and strategies, you must understand when and how to use negative reinforcing techniques. Using these techniques can also aid you in maximising your clients' engagement when developing their skills.

Negative reinforcement is typically used when there is a need to take something unpleasant away to make a target behaviour more likely. This technique can be done by taking something away for a target behaviour to occur.

For example, say that a child with autism is distracted by external noise and cannot focus on the task that they are doing. There is a need to take away the external noise. Ways to apply negative reinforcement include the following:

- Provide the child with earplugs.
- Offer a more calming environment or place to the child.



Checkpoint! Let's Review

1. You must use positive approaches and strategies to promote the enjoyment and maximise engagement.
2. Behaviour support refers to creating individualised strategies responsive to the person with disability's needs.
3. Positive behaviour support is an approach with the primary goal of increasing a person with disability's quality of life. This approach focuses on addressing the needs of the person with disability for them to continue developing their skills.
4. Active support provides the appropriate amount of support that can empower the person with disability. The method encourages the person with disability to do things for themselves, when possible, rather than having someone else do it on their behalf.
5. Negative reinforcement is typically used when there is a need to take something unpleasant away to make a target behaviour more likely.

3.3 Adapt Support to Maximise Independence and Experiential Learning

Recall the theory of active support as discussed in the previous subchapter. Over time, a client may be more confident in taking the initiative with their learning. When this happens, you can begin to adapt the support you provide them. This will encourage the person with disability to maximise independence and experiential learning.

3.3.1 Adapting Support to Maximise Independence

Maximising independence refers to the person with disability taking the initiative with their learning. This means they do something without being told what to do. The person with disability then demonstrates an ability to think for oneself and take action when necessary. It also involves doing something despite the risk of failure. To adapt the support to maximise clients' independence, you may do the following:

- **Create a safe and supportive environment.**

A high amount of risk will not entice the person with disability to take the initiative. This risk involves the fear of failing and being reprimanded for it. You must reassure the client that it is okay to fail and that failure is a valuable learning experience. Doing so will allow the client to feel more comfortable and confident to take the initiative. As a result, their independence is maximised.

To create a safe and supportive environment, you must be able to do the following:

- **Ensure that the client is well informed.**
Provide the client with the information and resources to complete a task. This allows the client to assess what they need to do and whether they can do it. Doing so lowers the amount of risk, further motivating the client to take the initiative.

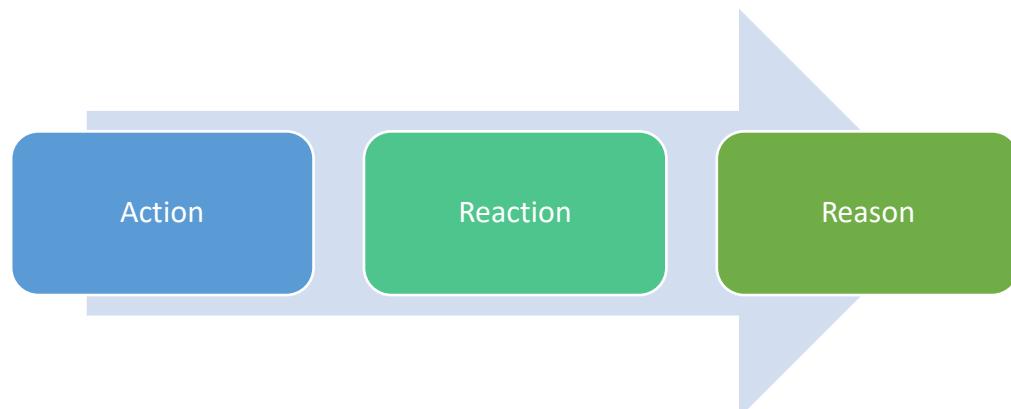


- **Treat the client with respect.** Ensure the client shares thoughts and concerns with you and other stakeholders. This will ensure the client feels like they are being taken seriously.
- **Allow room for experimentation.** Ensure the client knows they have the freedom to think outside of the box. Doing so will allow the client to believe their ideas are welcome and challenge them to learn the best ways.
- **Help the client deal with challenges faced.** If a client refuses to take the initiative, you may help them by taking steps to determine the underlying issue. For example, if a client may not want to take the initiative due to the fear of being criticised, you can ease their concerns by frequently reassuring them it is okay to make mistakes.
- **Recognise when the client shows initiative.** Ensure to support the client when they show initiative. The client needs the motivation to keep going. Recognising the client when they show initiative is one way of boosting and maintaining their motivation and confidence. If the client feels their efforts are being ignored, they will likely not push themselves to do better. Recognising initiatives allows the client to think their efforts are appreciated.

One way to recognise the client who takes the initiative is to give them verbal praise. As mentioned in the previous subchapter, praise is a way to show your appreciation. You can nurture their confidence and self-esteem by telling the client you like what they are doing.

Giving verbal praise also helps the client recognise when they do well. This leads to them feeling proud of themselves.

When giving verbal praise to the client, you must ensure you tell the client precisely what you like. To do so, you may use the following technique:



- **Action**

- Be specific about what the person did.
- 'I like how you were the one who started talking to your classmates earlier.'

- **Reaction**

- Describe what you felt about the action. These could be feelings of happiness, pride or more.
- 'It made me feel so proud of you.'

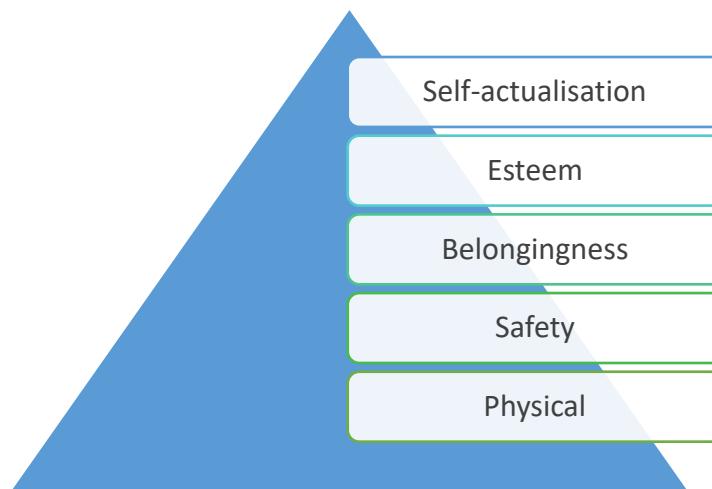
- **Reason**

- Explain why you reacted that way. This can include reasons (e.g. the person reaching their learning goal, taking a risk, etc.).
- 'Because this is the first time you have started a conversation first.'

Aside from verbal praise, you may also look for non-verbal ways to show recognition. You may give them a thumbs up, a smile or a high five to praise their efforts. Another way is to reward the client. Rewards can be big or small, such as a trip to the park or museum or giving them their favourite snack.

- **Understand what motivates the client**

Recall how you can motivate the client, as discussed in Section 2.6.1 of this Learner Guide. Knowing what kind of motivation, the client needs help you determine what encouragement you can give. Usually, this is determined by the changing needs of the client. You may use Maslow's hierarchy of needs to help you determine the client's motivations based on their changing needs. This motivational theory describes the different categories of needs or rewards that can motivate an individual. These include the following:



- **Self-actualisation** – The need for personal growth and development
- **Esteem** – The need for confidence, achievement, recognition and respect from others
- **Belongingness** – The need to be loved by family and friends and for belonging to a community
- **Safety** – The need for protection and stability
- **Physical** – The need for air, water, food, shelter, rest and good health

The theory states that for a person to feel motivated to develop themselves, their lower level of needs must be satisfied. Identifying the lower level of needs to support will allow you to encourage the person in ways that best suit them. For example, say that a client lacks in their need of belongingness. You can address this by having their family and friends involved. Having them encourage the client can increase their confidence and motivation. It can also make the client feel comfortable to take the initiative when learning. Other strategies to create independence include:

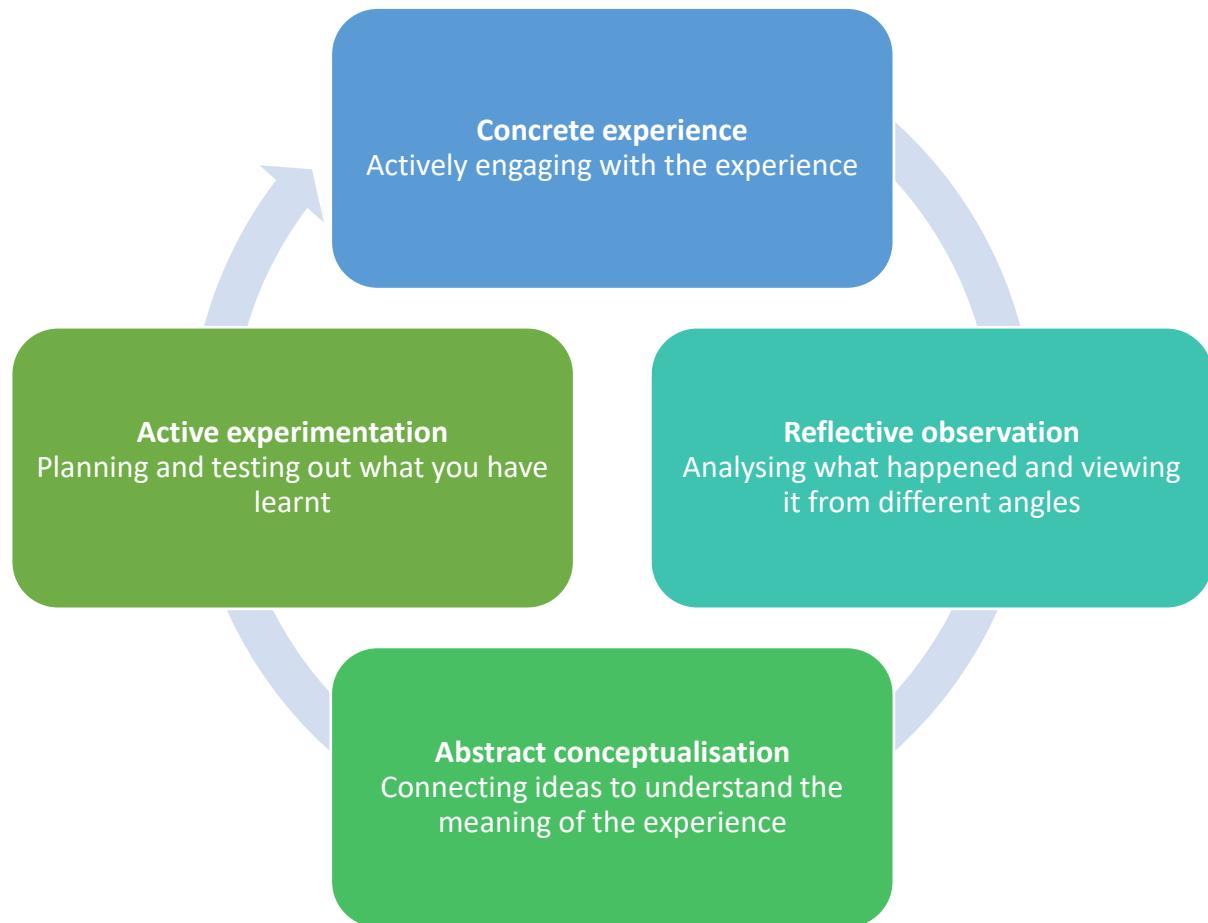
- Setting goals on what the client should work towards achieving
- Providing challenges by creating difficulties that the client can overcome with their skill level
- Providing choices that allow the client to be in control of their life.



3.3.2 Adapting Support to Maximise Experiential Learning

Experiential learning refers to learning from experience. It is a cycle that emphasises the importance of reflection after an experience. Engaging the person with disability to reflect after the activity will connect what they learn to their lives.

Refer to the cycle below to see the process of experiential learning:



Further Reading



Experiential learning has different styles on how an individual can navigate the cycle. For more information, you can access the link below:

[What Is Experiential Learning?](#)

Encouraging experiential learning has the following benefits:

- **It allows the client to engage with what they are learning actively.**

Engaging the client to reflect and analyse will help them better understand what they have learnt. It also provides them with insight into their skills.

- **It helps the client develop their learning approach.**

Experiential learning emphasises that there are no set rules for learning. The theory encourages the client to think of what is appropriate for them.



- **It boosts the client's independence.**

According to the theory, the client must use their experiences to guide their learning. This means encouraging the client to work things out by themselves. Doing so will help them think deeply about the experience.

- **It improves the relationship of the client with others.**

Experiential learning gives the client a broader view of their world. This view can deepen their appreciation for themselves, other stakeholders and their community.

To adapt the support to maximise experiential learning, consider the following strategies:

- **Be supportive.** To promote independence, ensure to support the client so that it will not make them overly dependent on you. Remember that the goal of their plan is to develop the skills they need to live an independent life. Ask the client what they would like to do rather than tell them. For example, instead of telling clients to use an adaptive spoon, you may ask them whether they want to use it and how they feel about it.
- **Let the client make choices every day.** Whenever you can, allow the client to choose. This will help you understand how much support to withdraw will not affect the quality of their lives. You can provide simple choices, like what kind of clothes they want to wear or what food they want to eat. As they build up their confidence, they will tackle more challenging choices in the future.

- **Give the client the necessary information and time to think about their choice.** Use appropriate communication techniques when giving the client all essential options and information. This will guide the client in making a choice. If the client wants more information before making a choice, assist them in their search. You may also encourage the client to ask for the opinions of other stakeholders to aid them.
- **Remind the client of the goals they set for themselves.** Recall the life goals set in Section 2.2.1 of this Learner Guide. Setting these goals helps establish the client's skills to live independent lives. Ensure to refer to the goals set to keep in mind what they need to accomplish.
- **Encourage the client to interact with others.** Encourage the client to participate in their social and community interactions. By interacting with other people, they can boost their confidence and take further initiative in their learning.

3.3.3 Consulting with the Client and Families

As discussed throughout this Learner Guide, you must refer to the client on the support you provide to them. You must consult with them and other stakeholders. You may refer to Section 2.9.3 for further discussion.

Consider the table below for other strategies you can use to consult with clients:

With the Client	With the Client's Family
<ul style="list-style-type: none"> ▪ Talk to the client directly, not to the ones accompanying them (if there are any). ▪ Do not assume there are issues with their ability to understand. ▪ Do not use jargon or technical terms they may not know. ▪ Do not use words and phrases that connote undermining the client. 	<ul style="list-style-type: none"> ▪ Consider the families' culture and beliefs when sharing information. ▪ Do not use technical terms they may not know. ▪ Consider challenging times as opportunities to build a connection with the families. ▪ Avoid making assumptions and judgments about working with families.

Checkpoint! Let's Review



1. Maximising independence refers to the person with disability taking the initiative with their learning. This means they do something without being told what to do.
2. The person with disability then demonstrates an ability to think for oneself and take action when necessary. It also involves doing something despite the risk of failure.
3. Experiential learning refers to learning from experience. It is a cycle that emphasises the importance of reflection after an experience. Engaging the person with disability to reflect after the activity will connect what they learn to their lives.
4. To promote independence, ensure to support the client so that it will not make them overly dependent on you.
5. Remember that their plan aims to develop the skills they need to live an independent life.
6. Whenever you can, allow the client to choose. This will help you understand how much support to withdraw will not affect the quality of their lives.
7. Encourage the client to participate in their social and community interactions. By interacting with other people, they can boost their confidence and take further initiative in their learning.

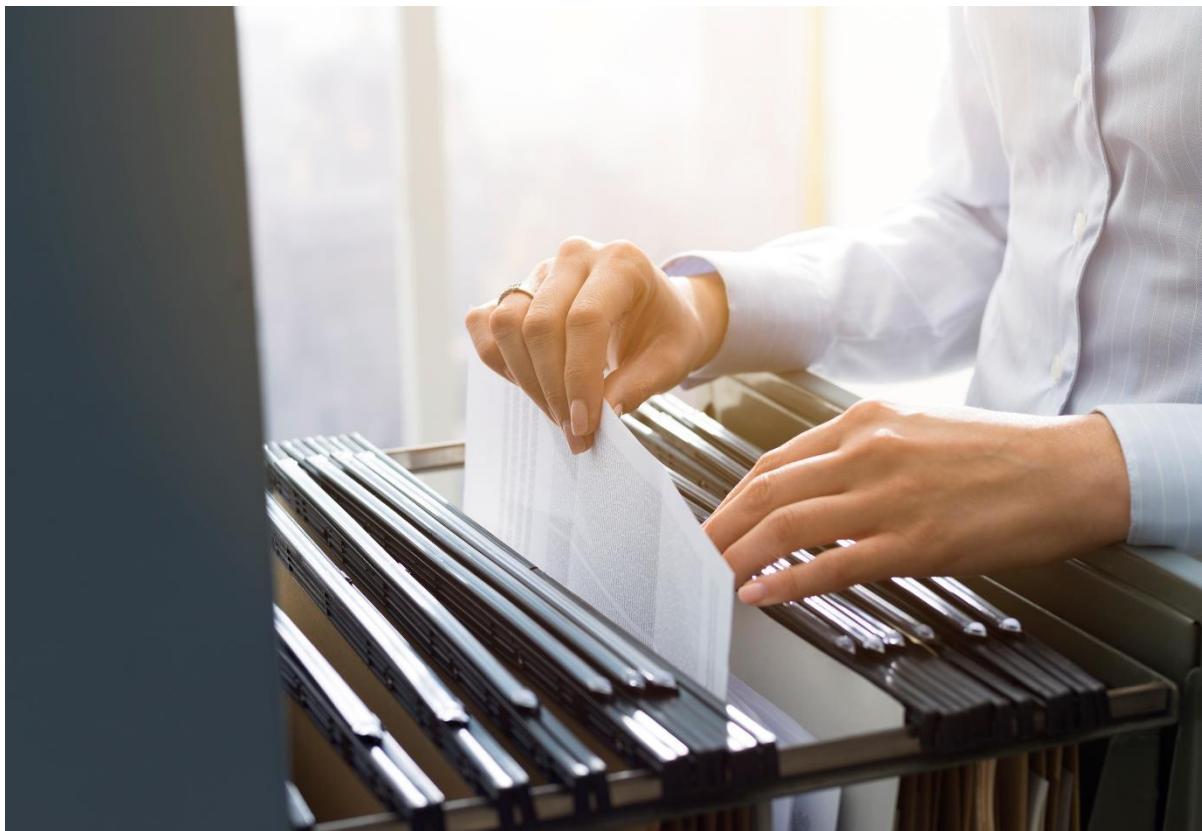
Learning Activity for Chapter 3



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. Complete Documentation



All disability support providers require documentation regarding the persons with disability in their care. You must keep detailed records of the care a person receives. These records serve the following purposes:

- Help other support workers better care for the person with disability.
- Provide proof of care if needed by a court or a family member.
- Keep track of the person with disability's medical or behavioural changes.

This chapter will discuss creating good records for the people in your care. You will also learn how to keep these records private and confidential. These are essential because they help you follow legislation related to your job.

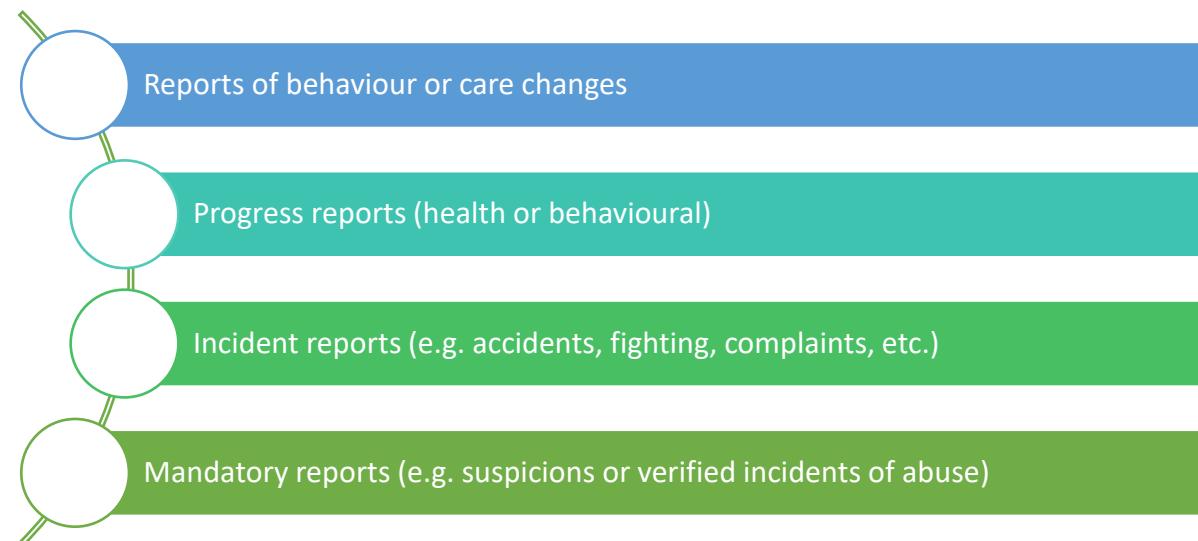
In this chapter, you will learn how to do the following:

- Complete reports according to organisational policies and procedures
- Complete, maintain and store documentation according to organisational policies and procedures
- Comply with the person's right to access their records

4.1 Complete Reports According to Organisational Policies and Procedures

Part of your responsibilities is completing reports about the people in your care. These reports usually follow a format depending on your organisation.

Examples of these workplace reports include the following:



When completing any workplace report, ensure you include all important details. As much as possible, include the following:

Who was involved?

What happened?

Where did it happen?

When did it happen?

Why did it happen?

How did it happen?

Read this example of an incident report in the case study below:

Incident Report

Max and Greta got into a fight and went off on each other in the shared eating area. Max was eating some fruit snacks while Greta had oatmeal. They had snacks together at 3:00 pm. Max was annoying, and Greta lost her patience. She started yelling at him and causing a scene. Greta's care worker tried to calm her down while I tried to separate Max from the situation. Greta threw her spoon at Max, which was unnecessary. Max retaliated by threatening to hit Greta in the face. We separated the two and had them finish their meal at different tables.

This is an example of a bad incident report because of the following:

- It contains irrelevant information about what those involved were eating.
- It contains opinions, such as 'Max was annoying'.
- It contains informal language, such as '...went off on each other'.
- It does not provide a complete picture of the incident.

Here is an example of how that report can be improved:

Improving the Incident Report

This afternoon at 3:00 pm, Max had an incident in the shared eating area. He was eating at a table with another resident named Greta. Max was teasing Greta throughout the meal. Greta expressed annoyance and asked him to stop. I also told Max to stop teasing as it was upsetting Greta.

Max continued to tease Greta until she began yelling at him and calling him rude. Greta's care worker interfered and spoke to Greta to calm her down. I told Max to get up and move to another table. Before we could separate them, Greta threw her spoon and hit Max in the face. Max then threatened to hit Greta back. We separated the two and had them finish their meals at different tables.

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

This is an example of a better incident report because of the following:

- It answers who, what, where, when, why and how.
- It uses a more formal language.
- It focuses on objective information.
- It provides a clearer picture of the incident.

4.1.1 Organisational Policies and Procedures



Your workplace will have its policies and procedures for completing reports. These policies and procedures will cover the following topics:

- What and how to report
- How to store information

The table below shows examples of reporting policies and procedures a provider may have:

Policies for Reporting	Procedure for Reporting
<ul style="list-style-type: none"> ▪ All incidents involving the following must be reported: <ul style="list-style-type: none"> ○ Aggression ○ Illness ○ Change in eating patterns ○ Change in sleeping patterns ○ Significant personality changes ▪ Any incident that requires an emergency response must be reported to your supervisor. 	<p>When reporting an emergency, you must do the following steps:</p> <ol style="list-style-type: none"> 1. Ensure the safety of all people involved before anything else. 2. Ask a staff member or another care worker to stay with the person with disability involved. 3. Find your supervisor and verbally report the incident. 4. After everything has settled, make a written report of the incident.

The table below shows examples of information storage policies and procedures a provider may have:

Policies for Storing Information	Procedures for Storing Information
<ul style="list-style-type: none"> ▪ Copies of all written reports must be saved online in the organisation's system. ▪ Printed copies of the following important records must be available for families: <ul style="list-style-type: none"> ○ Individualised plans ○ Medical records ○ Incident reports ▪ All records must be documented following privacy and confidentiality requirements. 	<p>When storing digital reports, you must do the following:</p> <ol style="list-style-type: none"> 1. Save the digital report in the correct shared folder in the organisation's system. 2. Save a copy of the digital report in your personal folder. <p>When storing hard-copy reports, you must do the following:</p> <ol style="list-style-type: none"> 1. Print two copies of each report. 2. Save one copy in the Person with disability's record folder. 3. Save the other copy in the organisation's record folder.



Multimedia



The video below provides a general guide on how to write good incident reports:

[Incident Report Writing](#)



Checkpoint! Let's Review

1. Part of your responsibilities is completing reports about the people in your care. These reports usually follow a format depending on your organisation.
2. Examples of these workplace reports include the following:
 - Reports of behaviour or care changes
 - Progress reports (health or behavioural)
 - Incident reports (e.g. accidents, fighting, complaints, etc.)
 - Mandatory reports (e.g. suspicions or verified incidents of abuse)
3. Your workplace will have policies and procedures for completing reports. These policies and procedures will cover the following topics:
 - What and how to report
 - How to store information

4.2 Complete, Maintain and Store Documentation According to Organisational Policies and Procedures

Part of your responsibilities is creating documents about the people in your care. These files usually follow a format depending on your organisation. Doing so ensures your clients' skills development information is well-recorded for future reference.

Examples of these documents include the following:

- One-page profiles
- Learning log
- Communication profile and chart
- Progress notes
- Workplace reports
- Workplace checklists

▪ One-page profiles

A one-page profile contains vital information about the client on a single sheet of paper to be quickly shared with others. This information includes who the client is, what is important to them and what support they need.

Having a quick snapshot of your clients ensures good support. For example, a client with a speech impairment may write that they prefer to use Auslan when communicating in their one-page profile. New support staff can then use Auslan with the client at the first meeting. Another example is a child with disability may write their interests. A newly assigned care worker can use these interests as conversation starters with the child.

There are different ways you can use to develop a one-page profile. What is essential is that the profile contains the following elements:

- Appreciation**
 - What people like and admire about the client

- Priorities**
 - What is vital to the client

- Support**
 - What is the best support for the client

Refer to the example below on what a one-page profile may look like:

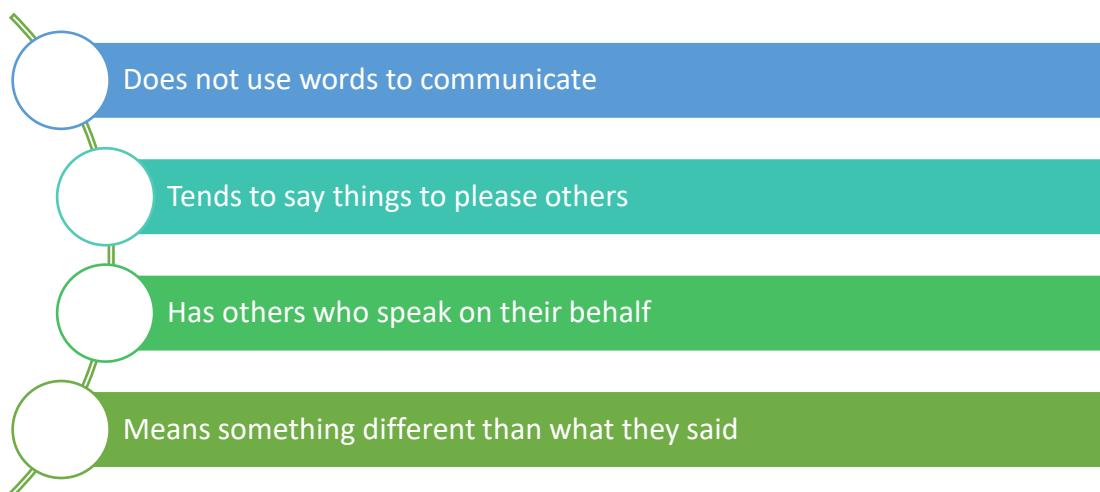
Name:		Photo
Age:		
Occupation:		
What people appreciate about me:		
What is important to me:		
How best to support me:		

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Remember that a one-page profile helps you discover what support the client needs. This will help balance the support with what is important to them. This document should serve as your reference when deciding on the activities and services. These activities and services should address the client's needs, goals, and preferences.

- **Learning log**

This is used to communicate the client's skills development. This communication is between you, the client and those involved in their individualised plan. This tool can help you understand what is important to the client and what others need to know to support them. This tool is essential for a client who:



The tool remains in possession of the client and is a document that everyone involved has access to. Entries must be objectively written, only reporting what has been observed and comments for future reference. Refer to the example below to see how entries are written:

Date & Time	Description of Activity (General overview of events, progress made, and challenges encountered)	Staff Involved (Who was there during the activity)	Comments (What worked well and did not work in the activity? What should be continued or changed?)	Signed by

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Remember that communication books are official documents. Those involved in the person with disability's individualised plan will read the information recorded, including colleagues and other relevant personnel. Ensure that the written entries are clear, concise and respectful.

- **Communication profile and chart**

These are used to understand how a client converse with others. Support staff can communicate with a client in different ways. However, the client may not always understand them. The client may also have other ways to communicate and staff involved in their care may misunderstand them. Some words or phrases might trigger or provoke the client. A communication profile is used to record how the client communicates and what communication they understand. For example, a client with a speech impairment may prefer written communication over Auslan. On the other hand, a client with complete vision loss may like spoken communication over Braille text.

Refer to the examples below for a communication profile and chart:

Communication Profile	
Is [Name of Client] From a Non-English Speaking Background?	
	Tips
What Are Their Ways of Communicating?	
What Are Their Ways of Showing Emotions and Making Choices?	Is [Name of Client] Understanding Us?
What Are the Good and Bad Things to Discuss?	Other Comments

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Communication Chart			
When is This Happening?	[Name of Client] Does This	What We Think It Means	What We Should Do

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- **Progress notes**

Progress notes record the progress of skill development from planning to implementation. These include:

Assessing skills needed

Developing strategies to address them

Referrals to other staff and specialist services

Coordination of care with colleagues and the person's support.

Progress notes should also include records of any issue the person with disability experienced during the skill development and how the issue was resolved. They should contain the following:

Baseline assessment of skills before skill development

Timeline of the person with disability's activities and programs (i.e. commencement date, duration of the training, expected end date)

Descriptions of the activities and programs and their expected outcomes for the person with disability

Summary of progress to date

Any challenges noted by personnel assisting the person with disability per activity or program

Observations and assessment of the person with disability's skills after the activity or program

Plans for further development

Numerous formats that you can use for progress notes include the following:

- **Subjective, Objective, Assessment, Plan (SOAP)** – SOAP has four categories:
 - **Subjective** – Includes the information from the person with disability's point of view, such as their descriptions of an issue during an activity and how it affects their learning process. This category includes a summary statement or direct quotes from the person with disability or other stakeholders.
 - **Objective** – Includes the observable data that relates to the subjective category. This category includes observations of the person with disability's behaviour during the activity.
 - **Assessment** – Includes the person with disability's current level of progress between activities. The assessment determines whether the issue has been resolved or not.
 - **Plan** – Includes what interventions will be done to address the issue.

An example of a progress note using the SOAP format may look like this:

- **Subjective**

Anna reported that she has difficulties attending her classes at school. She said that she either arrives late or misses her classes due to forgetting her schedule and transportation issues.

- **Objective**

Anna was polite and made a lot of jokes during the meeting. She was well-spoken but had to stop to think about what she would say as she had trouble staying focused during the conversation.

- **Assessment**

Anna is at risk of failing her classes due to poor attendance. She needs reminders to aid her with attending her classes on time and help with transportation.

- **Plan**

Provide Anna with bus tokens to aid her in attending her classes. Print out Anna's class schedule and post it where she can see it for easy reference. Call or text Anna an hour before her classes as an additional reminder.

- **Data, Assessment, Plan (DAP)** – DAP condenses the SOAP format into three categories. These include the following:

- **Data** – Combines the subjective and objective categories of the SOAP format. Data should include the following:

Information about the person with disability

The observations made by the personnel assisting

The general overview of the activity or program

- **Assessment** – Describes the actions taken place in the activity or program and the observations of the person with disability's current level of progress.
- **Plan** – Reviews the strategies used in the activity or program and any needed revision before the next session.

- **SOAIGP** – Compared to SOAP and DAP formats, the SOAIGP format provides more detail and includes the following:



- **Supplementary database information**

This is information provided by the client and other stakeholders.

- **Observations**

These are observations of the client's behaviour made by the person assisting the client per activity or program.

- **Activities**

These include a summary of tasks made by the client and the assisting personnel. It also contains a general overview of the activity or programs.

- **Impressions**

These are the initial assessments of the client's progress by the assisting personnel.

- **Goals**

These include the learning objectives and goals being worked on per activity or program and the progress made.

- **Plans**

These include the following actions by the client and assisting personnel in the next session of the activity or program.

Completing Documentation

Consider the following when completing documentation according to organisational policies and procedures:

Follow your organisation's policies and procedures for documenting information.

Check if there is any missing information.

Include only the relevant information in the document or report.

Use plain and formal language.

Keep all documentation and reports objective.

1. **Follow your organisation's policies and procedures for documenting information.**
Discussion on the topic can be found in Subchapter 1.3 of this Learner Guide.
2. **Check if there is any missing information.** Remember to double-check with the client and those involved after initial documentation to ensure all documents' components are complete and avoid missing information (such as contact details, addresses, etc.).
3. **Include only the relevant information in the document or report.** While most support information provided by the client must be in the documents, you should look out for details that are not necessary. As you include only relevant information, ensure that no essential component is omitted.
4. **Use plain and formal language.** Avoid using acronyms and jargon that may exclude those not within the same profession.
5. **Keep all documentation and reports objective.** Focus on facts and not opinions.

Maintaining Documentation

Once the documents have been completed, you must help keep them updated. This means recording any changes to yourself, the client or other stakeholders. Failure to do so can lead to severe consequences for you and your organisation. These consequences include miscommunication between all those involved in your clients' individualised plans.

Consider the following when maintaining documentation according to organisational policies and procedures:

- **Regularly update files with new information.** This means adding information such as the following:

Any changes to clients' personal support requirements

Any changes to clients' individualised plan

Any reports of situations of risks

Any referrals made to other staff or support services

Contact information of members of the support team once they change

- **Have a timeline for review.** All documents and reports require regular review. This is to check for compliance with the requirements. It also ensures the documents and reports are updated with new information regarding your clients and their support teams. Having a set time to review the files will ensure they comply with the requirements and update information.
- **Have a process of documentation control.** All those involved in the client's individualised plan must use the correct and updated version of the documentation or report. When a document or report is changed or updated with new information, you must do the following:
 - Update the version number of the digital version of the document or report and ensure all involved in the individualised plan has access to the new file
 - Reprint physical documents or reports and provide all involved in the individualised plan a copy of the new file

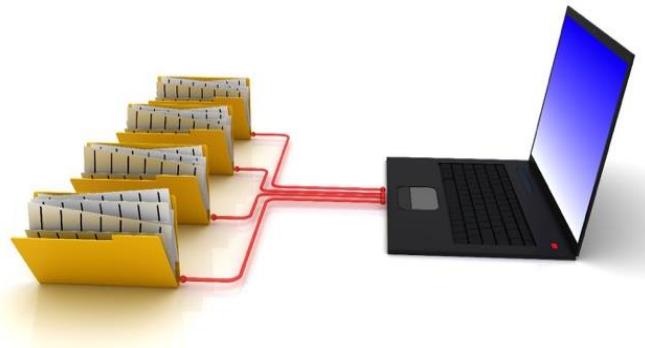
Storing Documentation

Proper storage of documentation ensures all files are safe and secure. This means the files are safe from damage, loss or access by unauthorised personnel.

To safely store documentation according to your organisation's policies and procedures, you may do the following:

- **Store physical files where you can protect them from physical damage.** For example, you may store the physical files in a filing cabinet. Ensure to remember where you put your files.
- **Store digital files in the correct folders based on your organisation's system.** You may also place passwords on the digital files when necessary.
- **Ensure files are kept where they will remain confidential.** This means storing both physical and digital files to prevent unauthorised access, damage, destruction or loss of your client's information.

Your clients' files can be stored as long as your state or territory legislation requires. In general, these should be stored until a client is 25 years old or for at least seven years since the most recent contact with the client. Choose whichever is longer. When the time comes, dispose of the files in compliance with the privacy and confidentiality requirements.



Checkpoint! Let's Review

1. Part of your responsibilities is creating documents about the people in your care. These files usually follow a format depending on your organisation.
2. Doing so ensures your clients' skills development information is well-recorded for future reference.
3. Once the documents have been completed, you must help keep them updated. This means recording any changes to yourself, the client or other stakeholders.
4. All documents and reports require regular review. This is to check for compliance with the requirements.

4.3 Comply With the Person's Right to Access Their Records



According to the Australian Privacy Principle (APP) 12, individuals have the right to access personal information about themselves. *Accessing personal information* means the person with disability asks for a copy of their records or documents from an organisation. They may request a digital or physical copy of these records or documents.

A person with disability may want to access their information for the following reasons:

- They want to have a personal copy of their records or documents.
- They need to submit a copy of their records or documents to fulfil a requirement for something (e.g. insurance).
- They need to give a copy of their records or documents to an individual or organisation that requests it.

When the person with disability requests to access their records, you and your organisation must comply. The process for releasing the document will vary from one organisation to another. Thus, you must first confirm what the steps are.

Refer to the table below for an example:

Organisational Policies and Procedures for Releasing Information to the Person with Disability	
Policies for Reporting for Releasing Information to the person with disability	Procedures for Reporting for Releasing Information to the person with disability
<ul style="list-style-type: none"> ▪ All client information is treated as confidential. Information may include personal information (e.g. name, address) and other records (e.g. medical). ▪ No information about the client will be released without consent from the said client. 	<p>When releasing information to the person with disability, do the following steps:</p> <ol style="list-style-type: none"> 1. Verify the identity of the person with disability claiming the documents (e.g. check for identification documents). 2. Confirm that the person with disability submitted the appropriate forms to request the release of information. 3. Ask the person with disability to sign the acknowledgment receipt upon receiving the document.

In addition, you and your organisation may refuse to release the requested information under the following circumstances:

- The organisation reasonably believes that giving access would pose a serious threat to the life, health or safety of any individual or to public health or public safety.
- Giving access would have an unreasonable impact on the privacy of other individuals.
- The request for access is superficial or bothersome.
- The information relates to existing or anticipated legal proceedings between the organisation and the individual and would not be accessible by the process of discovery in those proceedings.
- Giving access would reveal the intentions of the organisation in relation to negotiations with the individual in such a way as to prejudice those negotiations.
- Giving access would be unlawful.

- Denying access is required or authorised by or under Australian law or a court/tribunal order.
- The organisation has reason to suspect that unlawful activity, or misconduct of a serious nature, that relates to the organisation's functions or activities has been, is being or may be engaged in and giving access would be likely to prejudice the taking of appropriate action in relation to the matter
- Giving access would be likely to prejudice one or more enforcement-related activities conducted by, or on behalf of, an enforcement body.
- Giving access would reveal evaluative information generated within the organisation in connection with a commercially sensitive decision-making process.

Sourced from Chapter 12: APP 12 — Access to personal information, used under CC BY 3.0 AU. Office of the Australian Information Commissioner website — www.oaic.gov.au

When access is not given to the person with disability, the organisation must give them a written notice detailing the reason for such refusal.



Further Reading

Read the Australian Privacy Principle 12 in greater detail in the link provided below.

[Chapter 12: APP 12 — Access to personal information](#)

4.3.1 Privacy, Confidentiality and Disclosure

All people have the right to human dignity and protection from exploitation. This right serves as the basis for a person's rights through the *Privacy Act 1988*.

The *Privacy Act 1988* details prohibitions 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.



The Australian Privacy Principles are as follows:

- Australian Privacy Principle 1 — Open and transparent management of personal information
- Australian Privacy Principle 2 — Anonymity and pseudonymity
- Australian Privacy Principle 3 — Collection of solicited personal information
- Australian Privacy Principle 4 — Dealing with unsolicited personal information

- Australian Privacy Principle 5 — Notification of the collection of personal information
- Australian Privacy Principle 6 — Use or disclosure of personal information
- Australian Privacy Principle 7 — Direct marketing
- Australian Privacy Principle 8 — Cross-border disclosure of personal information
- Australian Privacy Principle 9 — Adoption, use or disclosure of government related identifiers
- Australian Privacy Principle 10 — Quality of personal information
- Australian Privacy Principle 11 — Security of personal information
- Australian Privacy Principle 12 — Access to personal information
- Australian Privacy Principle 13 — Correction of personal information

Sourced from the Federal Register of Legislation at 22 March 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

Further Reading



Information on the Australian Privacy Principles, including all legal obligations and restrictions, can be accessed below:

[Privacy Act 1988](#)

Privacy

Privacy is a human right that protects a person from unwanted circumstances. It gives a person control over who can interact with them and what others know about them. Privacy allows a person to create boundaries and limit how others can affect their lives.

This right is fundamental to children with additional needs and their families. They are already trying to cope with everyday challenges. They do not need people to approach them with questions or unsolicited advice. The child and their family do not need to be used in studies or discussions.



A person with disability and their family needs to have privacy. You must remember to adhere to your organisation's privacy policy. Take measures to ensure confidentiality whenever you interact with other health professionals. They may not be privy to the information available to you and your co-workers.

A privacy policy must be in place as you collect essential information about your clients. A privacy policy is a statement explaining how an organisation or agency handles your personal information in simple language.

Sourced from [What is a privacy policy?](#), used under CC BY 3.0 AU. Office of the Australian Information Commissioner website — www.oaic.gov.au

Your organisation's privacy policy must reflect how all data will be handled. These policies must be updated to match changes to procedures on the following:

Documentation

Sharing

Storage

Use of
Information

Confidentiality

Confidentiality involves ensuring records and documents are free of information. This information refers to the data used to identify a person or group. Confidentiality and privacy are directly linked.

Confidentiality of information involves identifying personal and sensitive information from relevant documents. Once identified, they must be replaced or removed from the documents. *Personal information* refers to data that can be used to identify a person. In contrast, sensitive information relates to data on a person's:

Background

Preferences

Lifestyle

Associations

Beliefs

The following table lists examples of personal information and sensitive information:

Personal Information	Sensitive Information
<ul style="list-style-type: none"> ▪ An individual's name, signature, address, phone number or date of birth ▪ Photographs ▪ Employment details ▪ Voiceprint and facial recognition biometrics <p>The Privacy Act 1988 does not cover the personal information of someone who has died.</p>	<ul style="list-style-type: none"> ▪ Racial or ethnic origin ▪ Political opinions or associations ▪ Religious or philosophical beliefs ▪ Trade union memberships or associations ▪ Sexual orientation or practices ▪ Criminal records ▪ Health or genetic information ▪ Some aspects of biometric information <p>Sensitive information has a higher level of privacy protection than other personal information.</p>

Based on [What is personal information?](#), used under CC BY 3.0 AU. Office of the Australian Information Commissioner website — www.oaic.gov.au

A care worker who seeks to make confidential documents and forms must:

- Assess the information in the papers to check if it identifies the client
- Remove direct identifiers in documents (e.g. Names and addresses)
- Use aliases or placeholders to refer to the client and other relevant people.

Use and Disclosure of Information

An entity uses personal information every time they handle your data. Using personal information, in this sense, includes the following:

Searching up a person's information

Accessing and reading their records containing your information

Making a copy of a document containing your information

Giving a copy of your information to a department within your organisation.



An entity discloses your personal information every time they allow access to others. This applies regardless of whether the other entity has already collected and filed its copy of the data. Australian Privacy Principle 6 states that an entity can use and disclose personal information. However, it is only for the purpose it was collected. The exceptions to this are in the following cases:

- The individual has consented to a secondary use or disclosure.
- The individual would reasonably expect the APP entity to use or disclose their information for a secondary purpose. This purpose is related to the primary purpose of the collection. In the case of sensitive information, it is directly related to the primary purpose.
- The secondary use or disclosure is required or authorised by or under an Australian law or a court/tribunal order.
- A permitted general situation exists in relation to the secondary use or disclosure.
- The APP entity is an organisation, and a permitted health situation exists in relation to the secondary use or disclosure.
- The APP entity reasonably believes that the secondary use or disclosure is reasonably necessary. Its necessity is for one or more enforcement-related activities conducted by or on behalf of an enforcement body.
- The APP entity is an agency that discloses biometric information or biometric templates to an enforcement body. The disclosure is conducted in accordance with guidelines made by the Information Commissioner for the purposes of APP 6.3.

*Based on Chapter 6: APP 6 — Use or disclosure of personal information, used under CC BY 3.0 AU.
Office of the Australian Information Commissioner website — www.oaic.gov.au*



Lotus Compassionate Care

Access and review the Lotus Compassionate Care Handbook for the organisational policies and procedures for privacy and confidentiality using the link below.

[Lotus Compassionate Care Handbook](#)

(username: newusername password: new password)



Checkpoint! Let's Review

1. According to the Australian Privacy Principle (APP) 12, individuals have the right to access personal information about themselves.
2. Accessing personal information means the person with disability asks for a copy of their records or documents from an organisation. They may request a digital or physical copy of these records or documents.
3. When access is not given to the person with disability, the organisation must give them a written notice detailing the reason for such refusal.
4. An entity discloses your personal information every time they allow access to others. This applies regardless of whether the other entity has already collected and filed its copy of the data.



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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