



CHCDIS018

Facilitate ongoing skills development using a person-centred approach

LEARNER GUIDE



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This Learner Guide

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

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

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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

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

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

<https://training.gov.au/Training/Details/CHCDIS018>

About This Unit of Competency Introduction

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

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

This Learner Guide Covers

Facilitate ongoing skills development using a person-centred approach

- I. Identify individual skill development needs
- II. Plan person-centred, ongoing skill development
- III. Implement person-centred, ongoing skills development strategies
- IV. Evaluate skills development and review plan
- V. Identify and implement incidental learning opportunities to enhance skills development

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 (Cth), 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 person without disability
- A disorder, illness or disease that affects a person's:
 - Thought processes
 - Perception of reality
 - Emotions
 - Judgement
 - Behaviour

Disabilities also include 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 anxiety disorder finds their daily living activities difficult.

Based on content from the Federal Register of Legislation at 19 February 2022. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Disability Discrimination Act 1992, used under CC BY 4.0

People with disability require help from different professionals, such as school staff, specialists, doctors, guardians (financial or public) and support workers. These professionals are often referred to as stakeholders. 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 people with disability, the gaps usually identified are for skills that focus on living independently in society. These include skills for personal care, social activities, communication, daily activities, and more. As such, you need to use a person-centred approach to help address these gaps and aid in a person's skills development.



As the name suggests, a *person-centred approach* means involving the person with disability in decisions related to their life. This means treating the person first, focusing on what they can do rather than their condition or disability.

A person-centred approach:

- Supports the person, at the ‘centre of the service’, to be involved in making decisions about their life
- Takes into account each person’s life experience, age, gender, culture, heritage, language, beliefs and identity
- Requires flexible services and support to suit the person’s wishes and priorities
- Is strengths-based, where people are acknowledged as the experts in their life with a focus on what they can do first, and any support they need a second
- Includes the person’s support network as partners

Sourced from [What is a person-led approach?](#), used under CC BY 4.0. © State of New South Wales NSW Ministry of Health. For current information, go to www.health.nsw.gov.au

As such, having people with disability involved in planning their skills development allows them to decide what skills they want to learn. Denying them this involvement may lead to their specific needs not being met. That is why there must be a continuous collaboration between you, the person, and other stakeholders to help develop their life skills and to help them live independent lives.

This learner guide will help you understand the essential aspects of the person-centred approach and other related philosophies in facilitating ongoing skills development.

In this learner guide, you will learn how to:

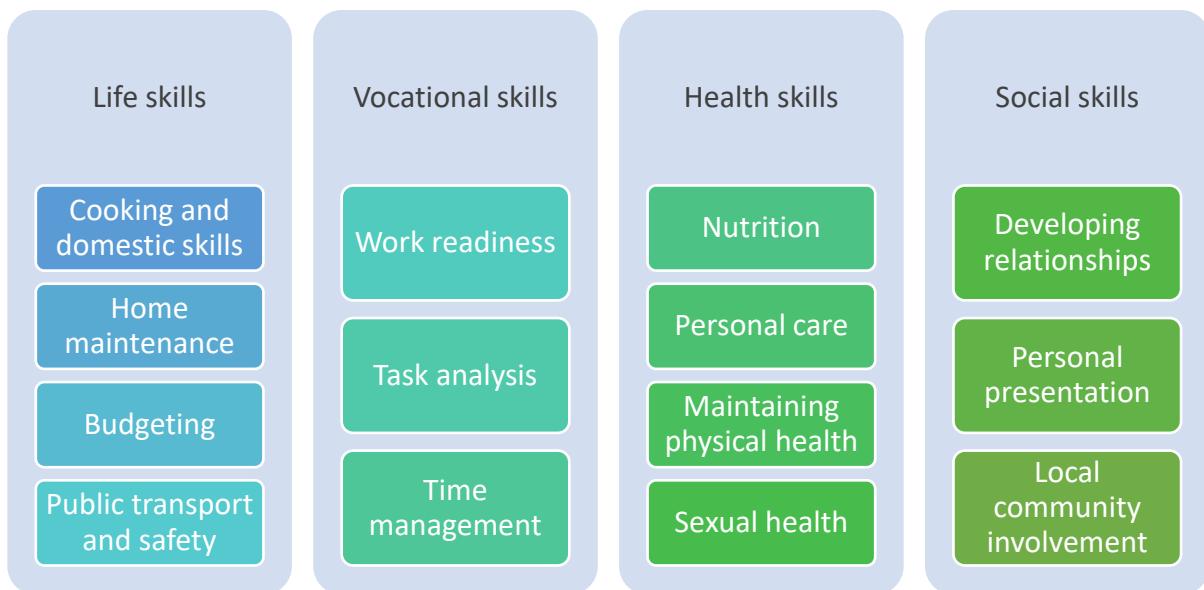
- Identify individual skill development needs
- Plan person-centred, ongoing skill development
- Implement person-centred, ongoing skills development strategies
- Evaluate skills development and review plan
- Identify and implement incidental learning opportunities to enhance skills development



I. Identify Individual Skill Development Needs

Building life skills helps people with disability live independent lives. Developing these skills makes sure that they can achieve a good quality of life. It can also help them take an active part in their daily activities. This promotes their independence, which is important for their quality of life. You must first identify what skills they need to improve for this to happen.

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



Identifying individual skill development needs ensures that the development will align with the person's specific needs to live a better life. Different people live different lives, so you must be fully informed about their day-to-day life. This is for you to pinpoint their needs correctly. Failure to do so can lead to the person 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 identify the individual skill development needs of people with disability. You will accomplish this by learning to do the following:

- Collaborate with the person to identify their skill development needs
- Record the identified skill development needs
- Collaborate with the person and other stakeholders to identify skills development opportunities
- Refer to other staff or specialist services as consulted with the person

1.1 Collaborate With the Person to Identify Their Skill Development Needs

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

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

A person-centred approach is also known as person-centred practice. This practice puts the person at the centre of their care delivery. This means that all decisions on their care are based on what they need and want. In a professional care setting, the practice uses appropriate strategies that support the person's choice. Doing so will help treat the person with disability with compassion, dignity and respect.

The following table shows how a person-centred practice differs from traditional practice:

Traditional Practice	Person-Centred Practice
Service is solely based on clinical or medical advice.	Service takes the person's goals and wants into consideration.
People with disability are required to comply with the support staff's instructions.	People with disability are encouraged to make their own choices and decisions.
Care strategies prioritise the management of illness and medical condition of the person with disability.	Care strategies focus on improving the overall quality of the person's life.

Further Reading



Person-centred practice can follow different principles, depending on the nature of your work. For more information, you can access the link below:

[Person centred practice](#)

As a support worker, you must use a person-centred approach to ensure that the person's opinions are heard. Using the approach also helps make the person happier with your service. Also, a person-centred approach has the following benefits:

- People with disability will generally have an easier time trusting you.
- People with disability will be more engaged with routines, activities and programs designed based on their needs and wants.
- You will not have a difficult time coming up with skills development strategies.
- You will not need to spend a lot of time and effort encouraging the person to participate in certain activities actively.

The following sections will discuss person-centred strategies you may use when working with people with disability to identify their needs. You must assess each person's impairments, goals and strengths through these sections. Doing so will help you determine what skills they need to develop to improve the quality of their lives.

1.1.1 Understand the Person With Disability and Their Impairments

As a support worker, it is your responsibility to understand the person. To understand people with disability is to recognise that they are unique individuals. Each person has their own experience of interacting with others and the world. Understanding this will help you determine what they need to improve the quality of their lives.

To do so, you must understand the aspects of the following theories:

Social model of disability

Rightful place in the community

Doing so will allow you to understand the person better and make it easier to state their needs. It will also let you show them that you are fully committed to assisting them according to how they want to be cared for and not by their impairments.

Social Model of Disability

Think of the social model of disability as the lens people with disability use to view the world. The model states that impairments are not the leading cause of disability. It is the barriers set by society that limits people.

We can define impairment as a medical condition that leads to disability in this context.

Impairment is defined as losing control over the body's physical, cognitive or anatomical functions. Impairment can range across three levels.

The levels of impairment are detailed below:

Mild

- Impairments cause minor discomfort and changes in physical, social or occupational function.

Moderate

- Impairments cause a notable amount of discomfort. There are also significant changes in physical, social or occupational function. People under this level need help in doing basic tasks and activities.

Severe

- Impairments cause an extreme amount of discomfort. There are also serious changes in physical, social or occupational function. People under this level often cannot complete tasks without help

Disability, then, refers to the relationship between people with impairments and barriers set by society. These barriers can be considered systemic and structural issues that impact choice.

Systemic barriers, also called organisational barriers, arise from laws, policies, procedures or processes that are unfair or that discriminate against people with disability.

Structural barriers, also called physical barriers, exist in a natural or built environment, preventing or limiting access for a person with disability.

People with disability also face challenges when interacting with the service system. The following are common struggles people with disability may face:

- **Lack of services and support**

People with disability find that their lives are a constant struggle for resources and support. The system for service provision, in their experience, is difficult to navigate. The system is also excruciatingly slow and unresponsive. Services are often so limited that people go to extraordinary lengths to be eligible to receive support. This process often leaves them feeling demeaned and humiliated.

- **Lack of aids, equipment and assistive technologies**

People with disability have a legislated right to access aids, equipment and technology for daily living in other countries. This right does not exist in Australia. As a result, the ability to lead an independent life is severely compromised for Australians with disability.

- **Lack of housing options**

Having little to no choice in where one lives can negatively impact a person's physical and mental health. This is the experience of many people with disability. More than 32% of Australians with disability identified difficulties in housing and accommodation. Many want to live independently in their communities but are unable to access the support they need to do so.

- **Difficulties in seeking, obtaining and retaining employment**

The biggest barrier to people with disability is employer attitudes. There are still widespread misconceptions and stereotypes that influence the attitudes of employers. Such negative attitudes can restrict the person's ability to get or maintain employment. These attitudes can also impact their ability to do their job effectively. There is also a discrepancy in wages. Subsidised employment is approximately \$4 to \$5 per hour, while the employer is subsidised for employing a person with disability. This employment is often repetitive and non-fulfilling.

- **Lack of access to the built environment and information**

For many people with disability, the built environment is a major barrier to their social inclusion. Their inability to access the facilities in their communities limits their independence. It also compromises the quality of their life. Examples include the following:

- Lack of screens with technology to assist people with hearing impairments
- Lack of accessible bathrooms or lifts without Braille signage for people who are blind or have low vision
- Lack of clear signages for people with disability to move through the interiors of various buildings successfully



- **Lack of access to transport**

Without access to transport, people with disability may find vital community activities difficult to take part in. These activities include education, employment and more. This inaccessibility to public transport leaves people with disability reliant on their family, carer or the taxi system. Both options compromise their ability to live independently. While most states operate a taxi voucher scheme, few provide people with disability with enough assistance to meet their daily needs. This leaves them with no other option but to meet all additional costs to travel to where they need.

*Based on SHUT OUT: The Experience of People with Disabilities and their Families in Australia,
used under CC BY 3.0 AU. © Commonwealth of Australia [2009]*

Multimedia



This video further describes the social model of disability. The video compares the model to the medical model of disability and how the social model seeks to change society.

[The Social Model of Disability](#)

Rightful Place in the Community

Rightful place in the community refers to the right of people with disability to participate in their community. This means there should be support for them to take an active role in their communities. You can find the articles on these rights in two separate declarations and treaties:

Articles 27 and 29 of the basic human rights found in the Universal Declaration of Human Rights (UDHR)

Article 19 of the fundamental rights of people with disability found in the Conventions on the Rights of Persons with Disability (CRPD)

As a support worker, you must know and understand the rights outlined in both the UDHR and CRPD. Both the UDHR and CRPD state that all people with disability must be supported. This means helping them in the social, political, spiritual and cultural aspects of the community.

So, their rightful place should not be decided by their impairments. Their talents and abilities should determine it. People with disability must be given the same respect to pursue their goals as everyone else.



Further Reading

The UDHR details the fundamental rights and freedoms that must be afforded to all people. It is the foundation of many legislations on the rights of people. You may access it through the link below:

[Universal Declaration of Human Rights](#)

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

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

As a support worker, you must understand what hinders the person from living their lives. Remember that the person does not have a disability because of their impairments. The barriers set by society are the cause of their disability. These barriers stop them from taking their rightful place in their communities.

Using both theories to guide your understanding, you can now identify the skills development needs of the person. To do so, you need to ask them the following questions:

What impairments do you have? Are they physical, cognitive or anatomical?

What is the level of the impairment? Is it mild, moderate or severe?

Which barriers do you face the most in your daily life?

What stops you from participating in your community?

What job or occupation would you like to apply for? What skills would that need?

1.1.2 Help Set the Life Goals of the Person With Disability

Goal setting refers to the process of deciding what the person with disability wants to achieve. They can have an easier time developing their skills. This is done by creating a clear pathway on how development should happen. Without goals, it can be difficult for them to determine what they are supposed to do.

When goal-setting, you must first consider the **long-term and short-term goals** of the person.

- **Long-term goals**

These are the goals they want 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 plan.

- **Short-term goals**

These are the goals they want to accomplish soon. These are the smaller steps needed to achieve a long-term plan. The person 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 skill 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 help the person set their life goals, you may consider doing the following:

- **Be clear in asking the person to express their goals because you want to help them develop their skills.** Help the person understand why you ask questions and explain that their response will help you plan their skill development.
- **Identify the methods that the person uses to communicate.** Not all people with disability can convey well using spoken words. Try to find out if a person prefers to communicate through signs, gestures, pictures, or a communication device. Refer to Section 2.1.1 of this learner guide for further discussion.

- **Give the person time to think about their goals.** It might take them a while to figure out what they want their future to look like. You may help them by asking open-ended questions. For example, you may ask questions such as '*What do you like to do in your spare time? Is it something you would like to do for work?*' or '*What are you passionate about?*'
- **Keep your questions short.** Be specific and talk about one thing at a time. When asking the person to clarify their response, work through one response or idea at a time.
- **Help break down their goals to make them realistic and achievable.** You may do so by using the SMART goal framework. You may refer to Section 2.1.2 for the components of the framework.

1.1.3 Determine the Strengths and Capabilities of the Person

A common problem for people with disability is that they may lack self-confidence. They may have a negative image of themselves due to their perceived deficits. These may have arisen from experiences of difficulties or even discrimination. As such, the person may hesitate to provide information on their needs.

As a support worker, you can use strengths-based practice to build the person's confidence. The strengths-based practice is a holistic approach that builds upon their strengths. Knowing their strengths allows them to see themselves at their best. This person-led practice gives an idea of what changes can improve the quality of their life.

You may use the following principles to guide you when working with people with disability to determine their strengths and capabilities:

The **person** has individual aspects that help them grow.

The **person** has a responsibility to maintain and improve their wellbeing.

The **person** has the willingness to learn, improve and change.

- **The person has individual aspects that help them grow.**

It would be best to believe that everyone has the potential to grow. Their limitations do not determine their growth. Instead, it is their strengths and capabilities.

- **The person has a responsibility to maintain and improve their wellbeing.**

A strengths-based approach focuses on what works and how to generate more of it rather than focusing on deficits and problems. Adopting this approach does not mean ignoring the person's needs, challenges or barriers when working towards their goals.

- **The person has the willingness to learn, improve and change.**

You must respect the person and work with them in their skills development. Make sure to be flexible, as their willingness to learn can vary depending on their personal goals.

Strengths-based practice is essential when determining a person's strengths. The approach highly emphasises the importance of the person's 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. Knowing these factors can help you determine the skills they need to improve the quality of their life.



When the person 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 person to determine their strengths and capabilities, you may ask the following questions:

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

What things should happen for you to have a good day?

What can you do that will make your day better?

What do you find you learn or do most easily?

How would you describe your strengths and skills?

The process of assessing a person's skill development needs can be outlined using the information from the entire subchapter. This can be simplified into the following steps below:

1. Ask the person what skills they want to develop.
2. Give the person questionnaires or a verbal interview to assess their current level in that skill.
3. Directly observe the person performing the skill to get an idea of their current level in that skill.
4. Create a skills development plan that indicates their current level in the chosen skill. This will be explored in the next sections.

Checkpoint! Let's Review



1. People 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.
2. As a support worker, it is your responsibility to understand the person. To understand people with disability is to recognise that they are unique individuals. Each person with disability has their own experience of how they interact with others and the world.

1.2 Record the Identified Skill Development Needs

Good documentation is the essential starting point for skills development. It establishes what you found during the assessment. So, you must record the identified needs in a formal document. These findings can then be used as a basis for the person's skill development plans and strategies. The lack of documentation can lead to findings that can be insufficient or inaccurate for the person with disability.

The person-centred practice uses a range of practical thinking tools to gather information. They are not simple lists of challenges to overcome. Instead, they are resources that will give you a well-rounded picture of the person.

To document the person's skill development needs, you may use the following thinking tools to record your findings:

One-page profile

Appreciation tool

Good day–bad day tool

Working/not working tool

One-Page Profile

A one-page profile serves as the foundation of a person-centred practice. The profile contains vital information about the person with disability on a single sheet of paper to be quickly shared with others. This information includes who the person is, what is important to them and what support they need.

Having a quick snapshot of a person ensures good support. For example, a person with a speech impairment may write that they prefer to use Australian Sign Language (Auslan) when communicating in their one-page profile. New support staff can then use Auslan with the person at the first meeting. Another example is a child with disability may write their interests. A newly assigned support 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 person
- **Priorities** – What is vital to the person
- **Support** – What is the best support for the person

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:		

*Based on [Lifestyle Planning - Tools and Templates - Which person centred thinking tool will help when](#) August 2012, used under CC BY 4.0.
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Remember that a one-page profile helps you discover what support the person's needs. This will help balance the support with what is important to them. This document should serve as your reference when deciding on the plans and services to address their skill development needs.

Appreciation Tool

An appreciation tool is used to gather information on what others like and admire about the person with disability. Think of it as a detailed version of the appreciation element of the one-page profile. The tool identifies the person's current skills, abilities and capabilities and lists them down.

As mentioned in Section 1.1.3, focusing on the person's strengths improves self-esteem and self-worth. Having a list of all their positive traits can help you later as you assess opportunities. These opportunities should address the person's identified skill development needs.

Information can be gathered in conversations with them and those who know them. As such, there are different ways you can develop the appreciation tool.

The tool should answer the following questions:

- What characteristics of the person do others appreciate?
- What strengths does the person have?
- What skills does the person currently have?

Refer to the example below on what an appreciation tool may look like.

Name:	
What People Appreciate About Me	
My Gifts	My Strengths

*Based on [Lifestyle Planning - Tools and Templates - Which person centred thinking tool will help when August 2012](#), used under CC BY 4.0.
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Good Day–Bad Day Tool

The good day–bad day tool gathers information on what precisely makes a day good or bad for the person with disability. This tool can help you understand what is essential to them and where they want to be supported. Knowing this can then help you assess the skills needed.

You can gather information for this tool in informal conversations with the person and the people involved in their life. They can break down the person's daily routine in chunks to explain what happens during a good or bad day. By understanding what a bad day looks like, you can determine their skills to improve their day.

Refer to the example below on what a good day–bad day tool may look like.

What My Routine Looks Like Every Day		
Morning	Afternoon	Evening
What happens during a:		
Good Day		Bad Day
What should happen then for me to have:		
More Good Days		Less Bad Days

Based on *Lifestyle Planning - Tools and Templates - Which person centred thinking tool will help when August 2012*, used under CC BY 4.0.
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Working/Not Working Tool

The working/not working tool is a snapshot of:

- How things are
- What is working well
- What needs to be different for the person with disability

As you identify the skill needs of the person, it is best to examine what they have done in the past to address them. You can gather this information from the people who know them: their family, friends, carers, and others. Other information can be referred to stakeholders, such as allied health professionals and financial and public guardians.

As mentioned in Subchapter 1.1, the person is always at the centre of assessing their skill development needs. Using this tool can allow you to acknowledge the strengths of the person. Aside from this, the tool gives you a clear idea of what needs to be different and what actions can address them. Its 'not working' aspect can help identify what activities the person has tried that were unsuitable for them.

Refer to the example below on what a working/not working tool may look like.

What's Working	What's Not Working
At Home	
During Meals	
With My Relationships	
With My Health	

Based on [Lifestyle Planning - Tools and Templates - Which person centred thinking tool will help when](#) August 2012, used under CC BY 4.0. © State of New South Wales (Department of Communities and Justice)

Aside from the thinking tools mentioned, you will also create a report about the people under your care. Examples of workplace reports include the following:

Reports of behaviour or care changes

Progress reports (health or behavioural)

Work health and safety incident reports (accidents, fighting or complaints)

Mandatory reports (suspicions or verified incidents of abuse)

When completing any workplace report, make sure 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 a WHS incident report 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 being annoying, and Greta lost her patience. She started yelling at him and caused a scene. Greta's care worker tried to calm her down while I tried to remove 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 work health and safety incident report because of the following:

- It contains irrelevant information about what the two people involved were eating.
- It contains opinions, such as 'Max was being annoying'.
- It contains informal language, such as '... really 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:

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 WHS incident report because of the following:

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

Completing Documentation and Reports

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

- **Check if there is any missing information.** Remember to double-check with the person and those involved after initial documentation to ensure that all documents' components are complete and avoid missing information (such as contact details and addresses).
- **Include only the relevant information in the document or report.** While most support information provided by the person must be in the documents, you should look out for details that are not necessary. As you include only relevant information, make sure that no essential component is omitted.
- **Use plain and formal language.** Avoid using acronyms and jargon that may exclude those not within the same profession.
- **Keep all documentation and reports objective.** Focus on the facts and not opinions.

1.2.1 Organisational Policies and Procedures for Documenting Information

As you gather and record using the thinking tools in the previous pages of this learner guide, you must keep in mind what policies and procedures you must follow when documenting information. They contain the complete specifications you need to follow. Therefore, remember to check them often as you document your findings.

The following are the policies and procedures for documenting information:



- **Style guide**

A style guide sets the standards to follow when recording data. The guide helps maintain a consistent style, voice and tone in all documents used. This consistency makes it easier for others to read the documents. You need to keep this in mind, as other staff and services 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.

- **Record storage**

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

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

- **Privacy and confidentiality**

Privacy is a human right that gives a person with disability control over who can interact with them and what others know about them. It allows a person with disability to create boundaries and limitations to how others can affect their lives. As you will be handling the person's information, you must ensure that they remain confidential. These documents should be free of information that is not relevant to the organisation.

People with disability have the right to decide what information others can know and what should be kept confidential. You must remember to adhere to your organisation's privacy policy when documenting their development needs.



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 its policies and procedures on privacy and confidentiality through the link below:

[Lotus Compassionate Care Handbook](#)

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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:

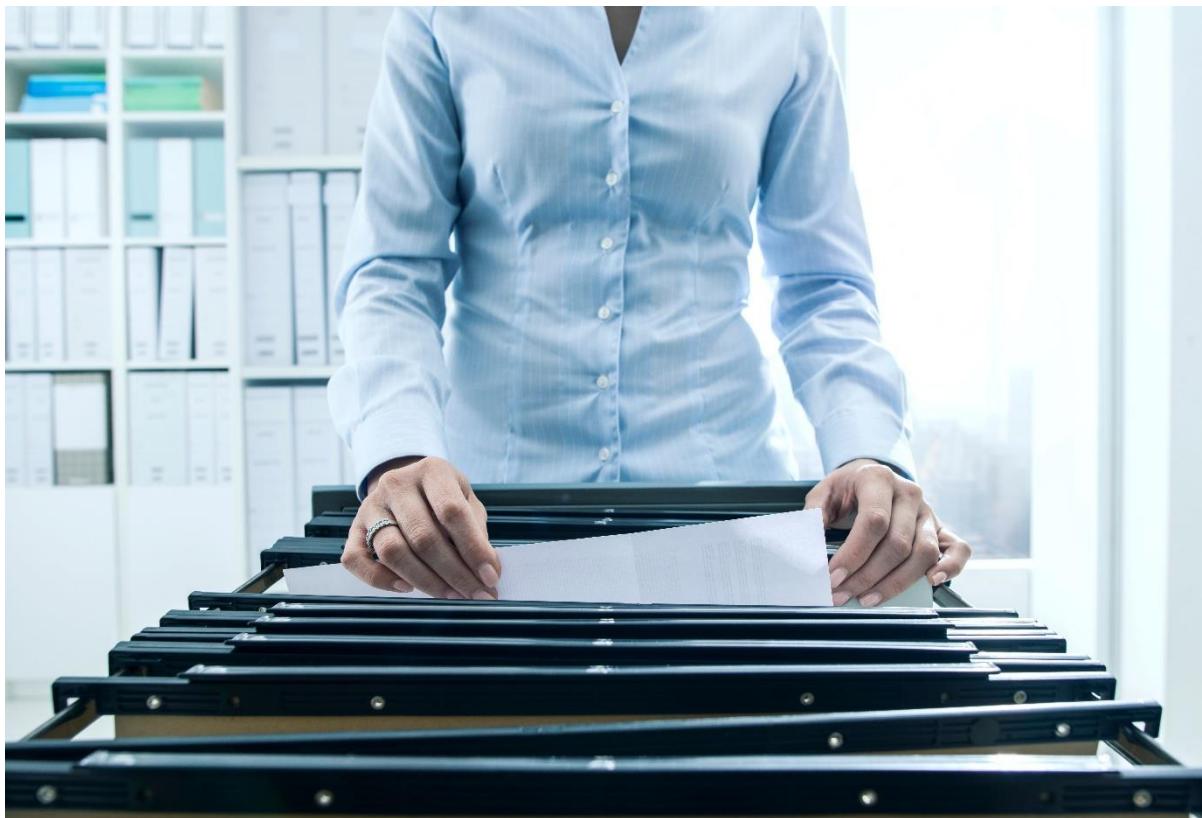
[Administrative record keeping guidelines for health professionals](#)



Checkpoint! Let's Review



1. Using person-centred thinking tools such as the following helps you assess and document the person's development needs:
 - One-page profile
 - Appreciation tool
 - Good day–bad day tool
 - Working/not working tool
2. Documentation of skill development needs should be done according to your organisation's program guidelines. These include the following:
 - Style guide
 - Records storage
 - Privacy and confidentiality



1.3 Collaborate With the Person and Other Stakeholders to Identify Skills Development Opportunities

You already know how to use a person-centred approach to identify skill needs. This involves understanding the person with disability and their daily life, goals and strengths. This understanding helps you assess the skills to develop. Once selected, it is time to identify the person's skill development opportunities.

As a support worker, it is your responsibility to find opportunities for people with disability to develop their skills. You should then file these opportunities in their individualised plan.

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

The person's individualised plan should include:

- An outline of the person's identified needs, goals and preferences
- The services that will be provided to address the identified needs
- Who will provide the services mentioned

Every detail in the individualised plan then must be agreed upon by the following involved:

The person with disability

The family of the person

The carers of the person

Relevant others

To identify these opportunities to be included, you may do the following.

Assess Different Learning Strategies

Learning strategies are methods used by people to take in and process information. Using these strategies can be beneficial in identifying skill development opportunities. This is because a person may use many strategies to learn a specific topic. The different strategies can also support the learning of other people. Determining the strategies for a skill development need can pinpoint opportunities that people with disability may take.

For example, life skills like cooking can be taught in different ways, such as:

Formal cooking classes

Demonstration of meal preparation

Practice using kitchen utensils

Roleplay of serving dinner

Listing down possible strategies for skills development will help you figure out the best activities to develop the person's specific needs and match their preferences. Further discussion on the learning strategies can be found in Subchapter 2.2.

Assess the Reasonable Adjustments

Recall the social model of disability and rightful place in the community as discussed in Subchapter 1.1. In summary, the social model states that disabilities are not borne as a result of physical conditions. Instead, biological and medical conditions only contribute towards the creation of impairments. Disabilities, on the other hand, are caused by barriers, attitudes and exclusive practices by society. As such, a person with disability is only disabled if the community chooses to exclude them and withhold assistance.

Part of the rights of people with disability is to have the same considerations and opportunities as others to pursue their goals. Their impairments should not stop them from having the same opportunities to develop their skills.

Under the CRPD, people with disability are entitled to reasonable adjustments to participate in opportunities on the same basis as others.

An adjustment is reasonable if it:

- Supports the person with disability to participate in skills development on the same basis as other people
- Takes into account the person's learning needs
- Balances the interest, including safety, of all parties (e.g. the person with disability, staff members and others).



Based on [What's reasonable?](#), used under CC BY 4.0. © 2022 Education Services Australia Ltd

As a support worker, you must assist the person with disability in pursuing these opportunities. This assistance should involve determining what reasonable adjustments should be made in the individualised plan. These adjustments should respond to the person's needs. As such, there should be a collaboration between you, the person and other stakeholders.

1.3.1 Collaborating With the Person With Disability and Other Stakeholders



Recall the person-centred approach as discussed in Subchapter 1.1. A person-centred approach only works if it truly puts the person with disability at the centre of all decisions. So, the person is both the recipient *and* source for finding skill development opportunities.

There is a tendency for support workers not to consider the person's opinions. However, this should not be the case. People 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 speak and thus may provide more detailed or specific information on what they need help with.

Involving the person provides the following benefits:

- It frames them as capable of making operational decisions rather than seeking help from others.
- It strengthens their understanding of their strengths and limitations.
- It encourages them to take part in activities, routines and programs they choose.

In order to identify opportunities with the person, you must:

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

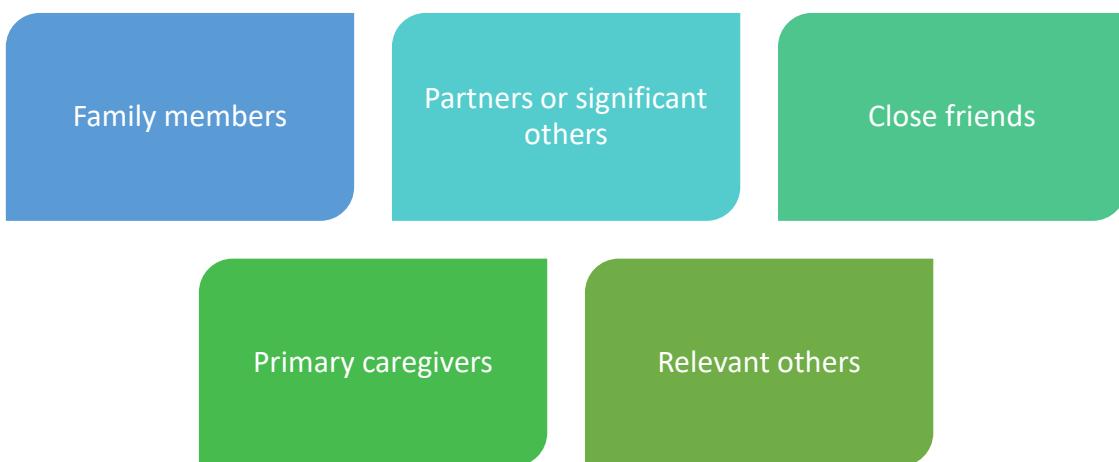
For example, a support worker is tasked with helping a student who is hard of hearing develop their social skills. The support worker must allow the student to:

- 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:
 - Speech-to-text services
 - Auslan interpreters

Collaborating With Other Stakeholders

As mentioned in the introduction, a person-centred approach includes all stakeholders as a partner for development. The person with disability is not the only one that should receive respect and support during the development of their plan. You must include the people in their lives as well.

The following can be considered stakeholders to the person's individualised plan:



Engaging with other stakeholders can help identify skill development opportunities for the person. Family, friends and primary caregivers can confirm the identified needs. They can also ensure how a person 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 person's family, friends, and primary caregivers. The group may also include staff involved in the person's care, schooling and employment. As long as the person trusts and wants them involved, they must be included when identifying skill development opportunities.

The person with disability may want the following people involved:

- **Advocates**

Disability advocates are non-lawyer professionals who stand up for the rights of people 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 people with disability are mistreated.

Concerning people with disability, a disability advocate must:

- Be independent of the following:
 - The National Disability Insurance Agency (NDIS)
 - NDIS Quality and Safeguards Commission
 - Any NDIS providers providing support or services to people with disability
- Provide independent advocacy for the person with disability to:
 - Exercise 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, will, preferences and rights
- Be free of relevant conflicts of interest



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

The person's chosen advocates do not make decisions or provide counsel on behalf of the person. However, consulting with them can give you insight into possible individualised support.

For example, a person 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. These programs provide free specialised school transportation.

- **Behaviour consultants**

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

Changes in behaviour may include the following:

- Irritability and aggression
- Impulsive behaviour
- Egocentricity
- Loss of self-awareness

Behaviour consultants assist the 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, it will be vital for you to include the person's 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 with disability. For example, a person with ABI aims to improve their communication skills. This is because they experience difficulty with emotional regulation. You can ask their behaviour consultant to create a plan identifying possible triggers and include these in the person's individualised plan. They can also provide methods to avoid them. This information can then be used as a guide for others when conversing with the person.

Further Reading



Synapse provides a detailed description of the most common behavioural changes of people with ABI. For more information, you can access the link below:

[Behavioural](#)

- **Development officers**

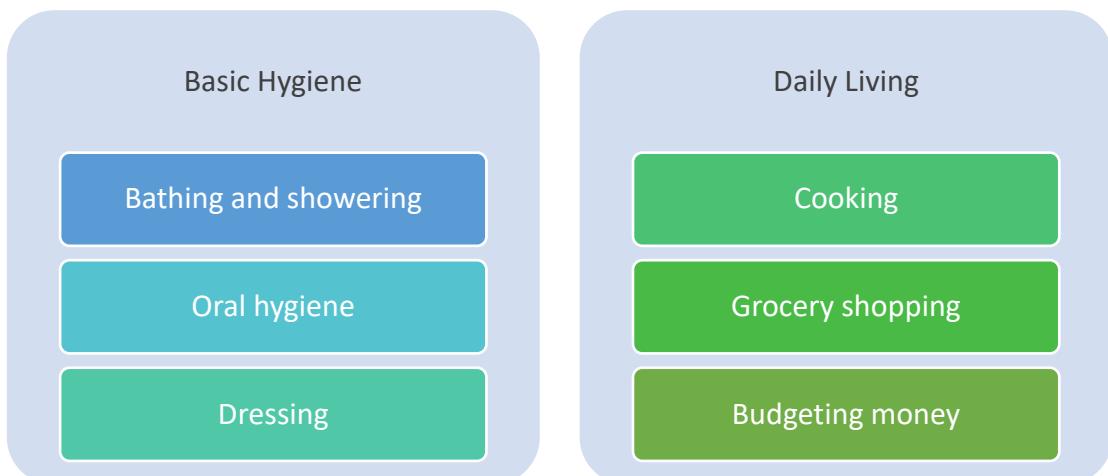
Development officers oversee the programs of the organisations they belong to. Officers strive to engage and work with people receiving support to address their needs with help and support. Officers who work for city councils ensure that the programs, services and events are well-advertised.

You can consult with the development officers of organisations in the city where the person comes from. Officers can provide information on the various programs and services available.

For instance, a person with disability moves 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 person may participate in.

- **Support workers**

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



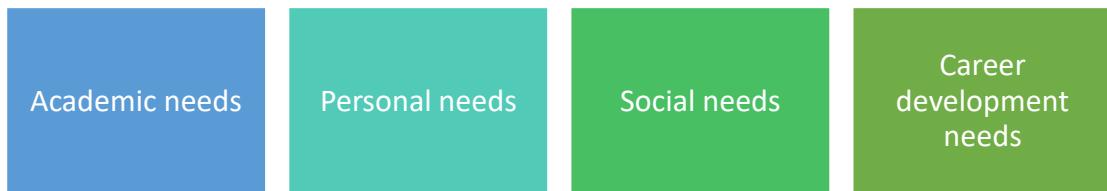
Support workers may also visit the person at home or work in group homes or care centres.

For people 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 provide insightful information on their current skill set and needs. They can also provide information on the activities currently being implemented.

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

- **School support staff**

School support staff ensure that students with disability learn in a safe and supportive environment. Staff such as teachers, teacher aids, counsellors and other external providers 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 person 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 person's learning. For example, the homeroom teacher of the person 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 people with disability find and secure work. They ensure that the workplace can support both the employer and the employee.

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

Disability Employment Services consists of two parts:

- **Disability management service**

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

- **Employment support service**

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

For a person seeking 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 services to help in the person's job-seeking.

Suppose the person 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 person'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 people with disability. This means they help improve the person's physical skills. Therapists make sure that the person with disability can live an independent life.

Occupational therapists are trained to complete assessments to measure capabilities and improvements to increase a person's independence. This is to develop appropriate treatment plans to aid the person with disability. Consulting with the person's occupational therapist will benefit the individualised plan. They can provide information on the person's physical and fine motor skill needs. Therapists can also explain what treatments will help the person with disability.

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



- **Programming staff**

Programming staff ensures that programs and events in their organisation are fully accessible. They make sure that 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.

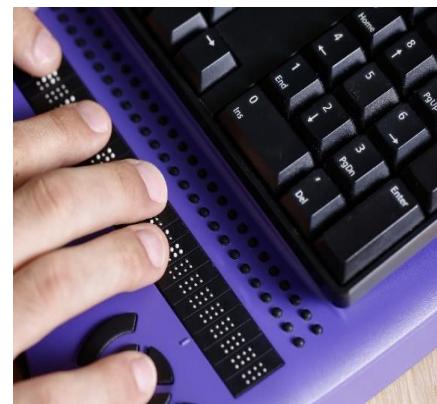
For example, a person with a speech impairment wants to attend a social event for other people who are non-verbal. You may consult with the event's staff to ensure they provide the person with what they need to communicate with others.

- **Technicians**

Technicians support people 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.

If the person requires equipment to perform their daily activities, you can consult the help of a technician. They can instruct the person on what assistive devices to use to address their needs and how they are used.

For example, a technician can instruct a person who has low vision to read and write in Braille. The technician can also aid the person in working with typewriters that use the Braille code.



Checkpoint! Let's Review



1. As a support worker, it is your responsibility to find opportunities for people with disability to develop their skills. You should then file these opportunities in their individualised plan.
2. The person with disability is not the only one that should receive respect and support during the development of their plan. You must include the people in their lives as well.

1.4 Refer to Other Staff or Specialist Services as Consulted With the Person

A *referral* is a process of connecting to other staff and support services outside of your area of expertise. Referrals are also made when the person with disability challenges your ability to provide them with the support they need. A referral means asking other workers to handle their care delivery for a specific purpose.

Referrals can be categorised in two ways:

Warm Referral	Cold Referral
<p>A support worker discusses how other staff or specialist services can help the person with disability to gain their consent. Once the person consents, the support worker contacts the other staff or specialist services. This is to determine if the person's needs can be met and set an appointment. The support worker may go with the person with disability to the first meeting and follow up to see the referral.</p>	<p>A support worker provides only contact details and basic information about the other staff or specialist services. The person with disability can then contact the other team or services by themselves.</p>

As a support worker, your responsibility is to use warm referrals to other staff and specialist services. Doing so will ensure that their needs will be met and supported accordingly.

1.4.1 Consulting With the Person With Disability to Make Referrals

To consult with the person to make referrals, you may consider doing the following:

- **Ask for the person's consent.**

Consent refers to the permission given by one person to another to do a specific action. When given consent, the person agrees to the action being made. Always remember that you are working with people. It is essential to ask for their permission before referring them to other staff or specialist services.

- **Discuss all essential details with the person.**

They must know what information they allow you to share with the other staff or service. Provide the person with enough knowledge and advice to make their decision. Answer all questions the person may have regarding the action, including questions that may upset them.

- **Respect the person's wishes.**

If the person does not consent to their referral to another staff or service, you cannot force them to agree. Acknowledge their response and let them know how the referral will help them meet their needs. Reassure the person that you will not force them, but you will ask for their consent again later.

- **Follow the procedures on privacy, confidentiality and disclosure.**

The person and their family need to have privacy. As such, you must remember to adhere to your organisation's privacy policy. Take measures to ensure confidentiality whenever you interact with other staff or services. They may not be privy to the information available to you and all stakeholders.

- **Make sure to prevent others from forcing the person to share their information.**

If the person have not given their consent, ensure that others will not pressure them to accept care from another staff or service. As mentioned before, the person has the right to decide who will do specific tasks for them. If the person is forced to consent to an action towards them, their rights are being violated.



Lotus Compassionate Care

Access and review Lotus Compassionate Care Handbook for the policies and procedures on decision-making and consent through the link below:

[Lotus Compassionate Care Handbook](#)

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1.4.2 Referring the Person According to Organisational Policies and Procedures

A support worker can find working with various symptoms and acute medical conditions challenging. The enormous responsibility to care for such a person with disability can cause stress for less experienced support workers. Combined with a lack of experience, this can cause challenges in managing them. These factors can contribute to poor quality care that can endanger the person.



Consider the following examples:

A support worker who does not know Auslan or other communication methods

- They may have difficulty assisting a person who is non-verbal.

A support worker who has no training on learning disabilities

- They may have problems helping students with autism when implementing learning strategies.

A support worker who has no epilepsy treatment and management training

- They may have difficulty assisting a person during a recurring seizure.

It would be best to arrange for other staff to provide care in these scenarios and similar cases. It would be much better to refer the person to other staff. This lessens the risk of endangering the person or adversely affecting their wellbeing.

Other staff refers to any person in the workplace who may better understand the person's needs and may have worked with similar people in the past. These staff can include:

- Other support workers who have roles similar or identical to yours
- Doctors, teachers, therapists and other professionals who better understand the person's condition

You can refer to the following steps when referring the person to other staff:

1. **Identify the part of the person's care that falls outside your area of expertise.** Did you receive training on how to support the person with specific impairments? Is there something in the person's care plan that you are not trained to provide?
2. **Identify other staff members you can refer the person to.** You must seek staff whose expertise covers your concern from the previous step. For example, a support worker must refer a person who is non-verbal to a staff member knowledgeable on non-verbal communication, such as Auslan and lip-reading.
3. **Explain why you plan to refer their care to another staff member before contacting the other staff member.** Include in your explanation what information you will pass on and why it is necessary. Encourage the person to bring up any concerns or questions regarding the referral to understand what will happen.

4. Contact the staff member directly to discuss the referral. Provide all relevant information on the person's current situation and explain the urgency of the referral. For example, you can say, '*I have a person with disability in my care who is non-verbal and can only use Auslan to communicate. I do not know how to sign in Auslan and need to communicate with them to finalise their learning plan properly.*'

5. Define the role of the staff member. Clarify what you are asking of the staff member. You may be asking them to evaluate and see if a referral is necessary, perform a specific procedure, or assume temporary or permanent care for the person. For example, a support worker fluent in Auslan can implement the strategies in the learning plan with the person who is non-verbal.



6. Record and report the referrals. Ensure that the referral you made has been completed. The staff member should notify you of the person's progress and whether they have improved under their care. This involves documenting whether the person completed the referral or not and the reason behind the action.

Take note that most service providers provide additional training to support you in meeting your person's needs. Before seeking support from other staff, make sure to check with your organisation for additional training.

Referrals to Specialist Services

In some cases, the person may need support outside of your organisation's areas of expertise. When this happens, it is best to investigate and refer them to other services to ensure that their needs will not be unmet.

Consider the following scenarios:

- A support worker observes that a person is at risk of themselves. They may support the person by referring them to their general practitioner, who would assess the person and refer them to mental health services that provide psychotherapy treatments.
- A support worker suspects that an older person has symptoms of a brain tumour. They may support the older person by referring them to their general practitioner, who can assess them and refer them to an oncologist for diagnosis and treatment.
- A nurse observes that a person suffers from severe post-traumatic stress after an accident. They may refer the person to counsellors trained in cognitive and dialectical behavioural therapy.

As with seeking help from other staff, it would be much better to refer people with disability to other specialist services. This lessens the risk of endangering their wellbeing.

The following is an array of specialist services people with disability can access:

- **Assistive technology**

Assistive technology (AT) refers to the devices and equipment designed to support people 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'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's impairments and strengths. This is to determine which devices and equipment to recommend. Technicians can also teach the person with disability how to use their devices and equipment.



If the person 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 the person with partial hearing loss. They can recommend different in-ear hearing aids to the person. An assistive technology technician can help with the setup and teach them how to operate the device.

- **Employment**

Employment services offer assistance to people with disability to find the right kind of employment. The Disability Employment Services (DES) helps people with disability find and secure work. They ensure that the workplace can support both the employer and the employee. Further discussion on this topic may be found in Section 1.3.1.

- **Dietetics**

Dietetics refers to the effects of food and nutrition on human health. People 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 people struggling with chewing and swallowing.

You can also refer the person to dietitians to meet fitness goals. Suppose the person wants to gain weight but finds mealtimes stressful. You may refer them to 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 a person with disability to perform tasks for 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 person with cerebral palsy may have difficulty learning to write. You can refer them to an occupational therapist to plan a treatment program. The program can include specific writing activities to be practised throughout the day.

▪ **Home care**

Home care services provide care to people who are able to live at home but require some support. Disability support workers of this service can:

- Visit the homes of the person during the day to check up on them
- Visit the person a few times a week to help them with instrumental daily living activities, such as grocery shopping
- Stay in the person's home to provide full-time assistance if the person has high needs



▪ **Residential care**

Residential care services provide care to people who can no longer live independently in their own homes. Disability support workers of this service provide personal and clinical care for people in residential facilities.

▪ **Respite care**

Respite care services offer flexible hours of care for people with an illness or disability that may need care around the clock. These services are specifically for providing a short break by either:

- Having other carers take over care in the home
- Attending a respite service so that the family can recharge or tend to daily life

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

For example, a person wishes to regain mobility after a stroke. You can assist them in accessing their general practitioner to refer them to a physiotherapist. The physiotherapist can then devise a plan containing rehabilitation exercises for muscle strength.

- **Psychology**

Psychologists assist a person with disability in identifying their thoughts, emotions and behaviour. Psychological therapy depends on their needs. Psychiatrists may also be required to be involved if medication is required for psychosocial disorders, such as bipolar disorder.

Suppose that a person is exhibiting signs of an eating disorder. You may support the person in visiting their general practitioner. They will refer the person to a psychologist or psychiatrist for diagnosis to address this observation. They can also treat the person to restore their relationship with eating.

- **Social work**

A disability social worker helps a person with disability cope with the challenging barriers they have 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 a person with disability in understanding their impairments. This is to make lifestyle adjustments to accommodate their needs. They make sure that the person is connected to the right support groups to help them live independently. If people need to find resources, you may seek a disability social worker to act as their advocate to get them.

Suppose a person 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.



- **Speech therapy**

Speech therapy refers to treating speech disorders such as stuttering and difficulty expressing information. This means speech therapists 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. They also enhance their self-confidence.



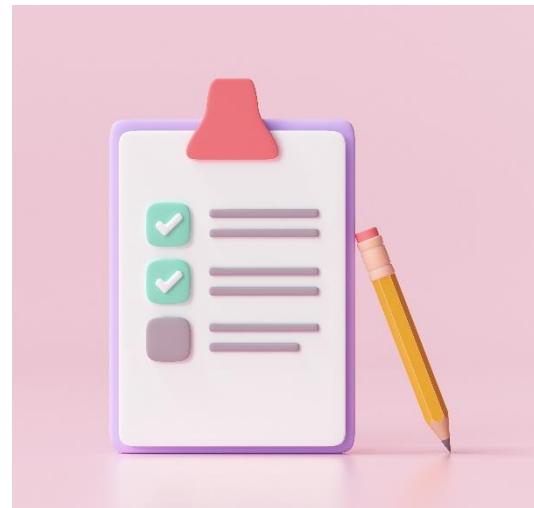
For example, suppose a person has difficulty processing what others say due to an acquired brain injury. You may refer them to a speech therapist. The therapist can provide exercises geared to improving the person's cognitive communication. This includes problem-solving and memorising. They can also develop conversational techniques to improve the person's social skills.

Apart from these services, there are also equipment and resources available to people with learning disability. These can ease the learning process for people in their skills development. The equipment and resources will be further discussed in Subchapter 3.3.

You can refer to the following procedures when referring to other agencies:



- 1. Identify what support the person needs.** Is the person exhibiting signs of a complex medical condition (e.g. cancer, dementia or arthritis)? Has the person expressed a need outside of your and your organisation's area of expertise?
- 2. Develop a list of available specialist programs and services.** Research the information on the available programs and services that can meet the person's needs. This information includes contact details, eligibility requirements (e.g. age, gender, culture and diagnosis) and accessibility of the services for the person. The information may change over time, so you must regularly update the list.
- 3. Present the list of available specialist services to the person.** You may discuss in detail what the referral will add to their care to ensure that they understand the reason for the referral. Encourage the person to bring up any concerns or questions regarding the referral. For example, a person expresses concern about paying for a particular service. You may discuss with them the available financial assistance and what required documentation they must provide.
- 4. Once the person agrees to a specialist service, contact the specialist service on their behalf with a warm referral.** Provide the service with relevant information on the person's support needs and current situation. Usually, a written referral form must be submitted when contacting a specialist service. Make sure to check with the specialist service you refer to on what information you must include in the form.
- 5. Define the role of the specialist service.** Clarify what you are asking from them. You may be asking them to evaluate and see if a referral is necessary or perform a specific procedure. For example, you may seek the help of a speech therapist to aid a person who is non-verbal in social communication development. On the other hand, a psychologist may help assess a person exhibiting signs of depression. They will still have to determine if treatment is necessary.
- 6. Record and report the referrals.** Ensure that the referral you made has been completed. The specialist service should keep you updated on the person's progress. You may also follow up with the person to see how the referral is working out from their perspective. Recording referrals may include developing shared assessment tools for you and the referred specialist service.





Lotus Compassionate Care

Access and review Lotus Compassionate Care Handbook for the policies and procedures for coordinating with other service providers through the link below:

[Lotus Compassionate Care Handbook](#)

(username: newusername password: new password)



Checkpoint! Let's Review

1. It is essential to ask for permission before referring the person to other staff or specialist services.
2. Other staff refers to any person in the workplace who may better understand the person's needs.



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. Plan Person-Centred, Ongoing Skill Development

In the previous chapter, you learnt how to identify skill development needs by:

- Using a person-centred approach to determine the needs of the person with disability
- Documenting the skill needs
- Selecting suitable opportunities to improve the needs
- Referring the person with disability to other staff or specialist services

Now, you must use the information to plan person-centred, ongoing skill development.

As mentioned before, you must align the skill development with the person's specific needs to enhance the quality of their life. Using a person-centred approach will help to do so. The method ensures that their identified needs are continuously developed. The development must meet the person's established life goals. So, you must understand how the person learns and their specific learning goals. This is to determine what strategies to use to ease their ongoing skill development.



As a support worker, you must use a person-centred approach to plan ongoing skill development strategies. These strategies must be in the person's individualised plan.

In this chapter, you will learn how to plan person-centred, ongoing skill development. You will accomplish this by learning to do the following:

- Identify learning goals with the person using communication techniques
- Collaborate with the person to determine learning strategies and opportunities
- Collaborate with the person and colleagues to establish formal skills development activities
- Document ongoing skills development in the person's individualised plan

2.1 Identify Learning Goals With the Person Using Communication Techniques



To determine what strategies you should put in place in the person's individualised plan, you must first identify their learning goals.

As mentioned in Subchapter 1.1, part of a person-centred approach is that the person with disability is encouraged to make their own choices. People have different needs, strengths and motivators. Allowing the person to establish the learning goals makes sure that they are in line with their life goals and needs. Not doing so might demotivate the person and hinder their skill development.

Learning goals refer to what the person with disability hopes to achieve in their individualised plan. These goals should include what the person will *understand* and what they will *do* at the end of each program. For example, a person who wants to develop their home maintenance skills may have the following learning goals:

- Know what clogged drains look like
- Learn how to unclog drains

Using the identified needs and strengths of the person, you can use this information to identify with the person what learning goals should be set. It can also help you in supporting the person to reach their goals.

2.1.1 Appropriate Communication Techniques to Engage the Person With Disability

To engage the person with disability means considering their opinions and ideas. As mentioned in Section 1.3.1, the person understands their experiences and wants better than anyone. Thus, they can determine what learning goals to set.

When communicating with people with disability, you must consider:

- Their impairments
- How they prefer to communicate

Consider the communication techniques to engage a person who has the following impairments.

Hearing Impairments

- Ask the person how they prefer to communicate. Do not assume that verbal communication is the best way to relay information.
- Make sure to use non-verbal communication methods, such as sign language, writing notes, lip-reading and gestures.
- If a sign language interpreter is present, remember to pause occasionally to allow the interpreter to translate entirely and accurately. Talk directly to the person even if they only look at the interpreter and not at you.
- Before starting the conversation, gain the person's attention by waving at them. You may also lightly tap their shoulder or arm.
- Speak in a normal tone of voice as you would talk to anyone else. Do not raise your voice unless the person requests you to do so.
- If the person can lip-read, make sure to face the person directly and keep your hands or other objects away from your mouth. Be prepared to repeat information or questions to ensure they understand what you are saying.
- If you do not understand what the person is saying, ask them to write it down. Make sure that you do not pretend to understand them if you do not.



Speech Impairments

- Face the person directly and use your regular tone of voice when speaking to someone with speech impairments.
- Concentrate on what the person is saying during the conversation.
- Be patient with the person. Remember that they need extra time to communicate.

- Do not attempt to speak for the person or complete their sentences.
- Try to ask questions which require only short answers or simple gestures such as a head nod or a thumbs up. However, avoid asking too many simple questions as it may insult the person's intelligence.
- If you do not understand what the person is saying, do not pretend otherwise. Ask the person to repeat what they said and repeat what you understood for confirmation.

Vision Impairments

- Make sure to identify yourself and anyone you are with when approaching a person who has low vision.
- Before starting the conversation, lightly touch their arm so that the person may know that you are speaking to them.
- Face the person directly and speak in a normal tone of voice.
- Remember to be as specific and descriptive as possible when conveying information. When giving directions, give visually obvious information to people who can see. For example, suppose the person is approaching a set of stairs. You can mention how many steps there are and how high each step is.
- When you offer to assist a person who is blind or has low vision, allow the person to take your arm. Do not take the person's arm until they provide it by themselves.
- If the person has a guide dog or service animal, never touch or distract them unless the person has permitted you to do so.
- At the end of the conversation, remember to explain to the person that you are leaving.



Mobility Impairments

- Keep the person's personal space in mind. This space includes a wheelchair, scooter, crutches, walker, cane or other assistive equipment.
- When speaking to the person seated in a wheelchair or scooter, make sure to put yourself at the person's eye level.
- Do not lean on the person's wheelchair or any other assistive equipment.

- Do not move the person's wheelchair or grab their arm to assist them without asking their permission first.
- When giving directions to a person with reduced mobility, consider all possible physical obstacles, such as distance, weather conditions, stairs, and curbs, among others.



Cognitive Impairments

- Remember to treat adults with intellectual, cognitive or development impairment as adults.
- Be patient, flexible and supportive. Make sure to take the time to understand the person so they may understand you.
- Adjust how you communicate with the person depending on their responses. Make sure to use visual communication methods such as gestures, diagrams and demonstrations when possible.
- Make sure to use clear and straightforward language. Use words that relate to what you and the person can see.
- Try to speak slowly to the person, not louder. Not all people with cognitive disability 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 person to ask and repeat a lot of questions.
- When asking questions, avoid suggesting specific responses, as some people with cognitive disability may answer what they think you want to hear. For example, instead of asking, '*Do you want to use a special spoon?*', you may instead ask them, '*What do you feel like using to eat today?*'
- Use visual aids such as toys, puppets, pictures or storyboards to aid you and the person in understanding what is being said.
- Remember to give exact instructions to the person. 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 person.
- If you do not understand the person, do not pretend otherwise. Ask the person to repeat what they said and confirm your understanding.

2.1.2 Identifying Learning Goals With the Person With Disability

As mentioned before, learning goals are what the person with disability wants to achieve in their skills development. The learning goals help determine how they can develop their skills in line with their needs. Learning goals also provide a clear focus to work towards their individual goals.

To identify learning goals with the person, you may break down their long-term and short-term goals. Breaking goals down can help them understand what they must do to reach their life goals. You may do this by transforming the set goals into SMART goals.

The SMART goal is a framework you can use to establish learning goals. The acronym stands for specific, measurable, achievable, realistic and time-bound. You may use the SMART goals framework as the guiding principle when breaking down the person's long-term and short-term goals.



The following are the characteristics of SMART goals:

- **Specific** – The goals should be well-defined and clear for more effective planning. A specific goal answers the following questions:
 - What does the person want to accomplish?
 - What steps or actions will the person take to achieve the goal?
 - Who else is involved in achieving the objective with the person?
 - When does the person want to accomplish the goal?
 - Why does the person want to achieve the goal?
- **Measurable** – The goals set should have the means to track the person's progress objectively. A measurable goal answers the following questions:
 - What and how much data will be used to measure the goal?
 - How will they know if they have reached the goal?
 - What will track their progress?

- **Achievable** – The goals should be realistic and within the person's capacity. An achievable goal answers the following questions:
 - Do they have the available resources to accomplish the goal?
 - Do they have the time to achieve the goal?
 - Will they be able to commit to achieving this goal?
- **Relevant** – The goals should be beneficial to the person. A relevant goal answers the following questions:
 - Why is accomplishing the goal vital to them?
 - How does the objective align with their other goals?
- **Time-bound** – The goals should have a start and finish date to give a sense of urgency. A time-bound goal answers the following questions:
 - When does the person want to start working on their objective?
 - By when does the person want 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 to bake bread rolls.
Measurable	The amount of successfully baked bread rolls can be used to measure their progress.
Achievable	They can watch YouTube videos on baking bread rolls or take a class that teaches baking bread rolls.
Relevant	They have a long-term goal of opening their bakery.
Time-bound	They have set the deadline for this goal at the end of the month.
SMART Goal Summary	Within a month, they should be able to bake a dozen bread rolls successfully.

Keep in mind that the learning goals set should always be aligned with their development needs and life goals. Before selecting a SMART objective, refer to the relevant documents as a guide. These documents provide the information you need to ensure that the learning goals meet the identified skill needs of the person.

Checkpoint! Let's Review



1. Learning goals refer to what the person hopes to achieve in their individualised plan. These goals should include what they will *understand* and what they will *do* at the end of each program.
2. When communicating with people with disability, you must consider:
 - Their impairments
 - How they prefer to communicate
3. To identify a person's learning goals, you may break down their long-term and short-term goals. Breaking goals down can help them understand what they have to do to reach their life goals. You may do this by transforming the set goals into SMART goals.



2.2 Collaborate With the Person to Determine Learning Strategies and Opportunities

As discussed earlier, goals are set to see what must be done for skill development. The strategies and opportunities must align with the person's learning goals. Not all methods and opportunities will be suitable for each person because their impairments, strengths and learning objectives will determine what will work for them.

With this in mind, always refer to the person's identified needs and strengths. This will ensure that the strategies and opportunities will address their learning goals.

The following sections will discuss strategies to identify learning strategies and opportunities with the person to address their goals.

2.2.1 Learning Strategies

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

Learning strategies may include the following:

- **Formal training**

Formal training refers to a type of learning that is 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 to meet. The setting of formal training can be face-to-face or through an online learning platform.

Formal training may address learning goals focusing on foundational and vocational skills.

The following are examples of formal training:



- **Modelling**

Modelling involves demonstrating ideas and tasks using examples, experiments and hands-on activities. The strategy uses a step-by-step process for performing 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.



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

- **Mastery learning**

Mastery learning is a learning strategy where the person must demonstrate a deep understanding of a topic before moving on to the next one. The approach encourages learning at the pace of the person 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 to reach their learning goals.

Mastery learning may address learning goals of skills that the person needs to grasp. For example, a person studying Auslan must master how to sign simple greetings. Once they show mastery of this, they can begin learning how to sign conversation topics.

- **Roleplaying**

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

For example, a shopping roleplay can benefit the person in developing communication skills. In contrast, they can benefit from roleplaying scenarios to solve different conflicts. This can build their 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.

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

To identify what learning strategies will work for each person, you may first identify their learning style.

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

Multimedia



This video provides further discussion and examples of the different learning styles.

[Discover Your Learning Style](#)

2.2.2 Learning Opportunities

The following are some strategies for you to consider and use in working with people with disability to identify learning opportunities to address their goals:

Research available programs and services

Assess the local community

Research Available Programs and Services

Review the list of specialist programs and services provided in Subchapter 1.4. These programs and services may include activities that address the person's learning goals. Make sure to research their eligibility requirements thoroughly. This is to ensure that the person may be able to avail of the programs and services.

Assess the Local Community

As mentioned in Subchapter 1.1, people 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 person'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 project set helps build the skill capacity of all people in the community. The programs improve their quality of life and maintain control over personal circumstances.

Remember that community education emphasises that all community members can enjoy lifelong learning. Joining a community education program enables the person 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 people with disability.

Here are some examples of community education programs and activities that promote the development and improvement of a person's skills:

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 and swimming) ▪ Exercise classes (e.g. Zumba, yoga and 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 and jewellery making) ▪ Cooking classes ▪ Dance workshops ▪ Music programs and classes (e.g. music therapy and 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. Not all strategies and opportunities will be suitable for each person. Their impairments, strengths and learning objectives will determine what will work for them.
2. People may use different learning styles at the same time to learn a specific topic.



2.3 Collaborate With the Person and Colleagues to Establish Formal Skills Development Activities

When developing formal ongoing skill development activities, you must use a person-centred approach. As mentioned in Subchapter 1.1, a method is person-centred if:

- The service is based on the person with disability's personal goals and preferences
- The person is empowered to make their own choices and decisions by being included in decision-making discussions
- Care strategies focus on improving the overall quality of life of the person

As a support worker, you must develop formal activities that align with the person's learning goals and preferences. Doing so ensures that they can be more motivated by the activities. It also ensures that you will not spend too much time and effort convincing them to participate.

2.3.1 Formal vs Informal Learning

Before learning about developing ongoing activities, you must first differentiate between *formal* and *informal* when approaching the person's learning.

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

On the other hand, *informal* refers to learning that goes beyond the traditional learning environments. Learning is self-directed and has no fundamental objectives as it happens naturally. Informal learning involves people 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 with disability learning how to cook:

Formal	Informal
Apply for a cooking apprenticeship and classes in Technical and Further Education (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 that people with disability 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 person who wishes to gain skills for employment may receive certificates after skill mastery for easier access to their desired workplace.

To formally develop ongoing skill development activities using a person-centred approach, you must create a skill development plan with the person and your colleagues.

2.3.2 Developing Activities With the Person With Disability and Colleagues

An individualised plan provides an outline of the following:

The needs and goals of the person

The strategies, activities and services that can meet the established needs and goals

The key people, including the person and other stakeholders who will be in charge of the strategies

The timeframe for the strategies to be implemented

Measures to monitor and evaluate the person's progress for review

A skill development plan addresses the skills needed by the person to achieve their goals. The plan is a collaboratively written document that captures evidence of their interests, needs, capabilities and supports. This information gives a clear direction for you, the person and your colleagues on learning adjustments, goals and strategies to meet their needs.

The following are the components of a skill development plan.

Learning Objectives

As the support worker, you must identify the objectives that will guide you, the person and your colleagues throughout the plan. Using the SMART goals framework, you may define the objectives as discussed in Section 2.1.2.

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's other goals
- Has a set timeframe

Make sure to use the determined learning goals as a guide for the objectives. As mentioned in Section 2.1.2, learning goals are broken down from the person's long-term goals. Their identified needs and long-term goals guide the skill development plan. So, remember to refer to their goals when establishing learning objectives.

Performance Criteria

Once the objectives have been established, you must set the performance criteria for each objective. Performance criteria set the standard at which the person will accomplish their activities and under what conditions. It provides a way of assessing how they achieve their goals and meet their needs regarding 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 and identify whether support is required or can be achieved unassisted. The criteria should define what they need to show to establish they have completed the learning objective.

For performance criteria samples to use in your skill development plan, see the table below.

Goal #1: To work in a bakery		Goal #2: To make own clothes	
Learning Objective	To be vocationally trained as a baker <th>Learning Objective</th> <td>To design and create a sundress</td>	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 course work 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

As mentioned in Section 2.2.1, learning strategies are the different approaches to completing a task. Since formal activities should evaluate and assess the person's progress, you should use formal training when developing the activities.

Formal training refers to structured learning. The strategies may include:

- Rehabilitation
- Attending vocational courses
- Skills mastery
- Any kind of organised training

Using a formal training strategy ensures that the activities will be regularly monitored. With this, you can revise the activities, where needed, to continue to meet the person's needs.

Required Personnel Assistance

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

The roles of the stakeholders of the person's individualised plan were discussed in Subchapter 1.3. It is up to the person to decide who they want to be involved in their skills development. As such, you must consult with the person regarding the relevant personnel they want help from.

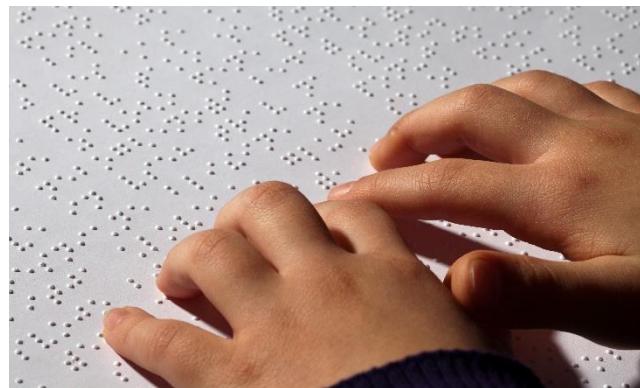
Responsibilities of the relevant personnel may include the following:



- **Advocates**
 - Assist the person when applying for government-funded services.
 - Negotiate changes to the individualised plan for the person.
 - Provide support when overcoming barriers that impact the person's ability to participate in their community.
- **Behavioural consultants**
 - Supervise the person in activities that develop social and communication skills.
 - Provide positive reinforcement to the person for displaying appropriate behaviour.
 - Devise a behaviour support plan to assist all staff in handling any challenging behaviours.
- **Development officers**
 - Ensure that the person knows and has access to the available organisational or community programs, services and events.
 - Engage the person to participate in their community actively.
- **Disability support workers**
 - Assist the person when acquiring resources such as financial assistance programs, housing programs and others.
 - Assess the progress of the person in performing routine tasks independently.

■ School support staff

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



■ Employment officers

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

■ Occupational therapists

- Supervise the person in activities that develop physical and fine motor skills.
- Assess the physical progress of the person in performing their daily routine tasks.

■ Programming staff

- Ensure that programs and events are accessible by providing necessary adjustments (i.e. supplying Auslan interpreters or ramps).
- Ensure that the person can actively participate in programs.

■ Technicians

- Instruct the person on how to use their assistive devices and equipment
- Provide support in maintaining the person's assistive technology

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

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 requirements of the training and consider the amount of time needed to meet them. This will help determine the progress towards the person'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 and the available hours of relevant personnel)?
- When will each activity be completed?
- Do the deadlines take into account the schedule of the person and relevant personnel?

Resources Needed

You need to ensure that you, the person, and everyone involved has 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	Human Resources
<ul style="list-style-type: none"> • Budget • Learning materials • Assistive technology 	<ul style="list-style-type: none"> • Auslan interpreters • Notetakers • Drivers

If there are no available resources, you must create a plan to acquire them.

An example of how you can reflect the components discussed earlier will be discussed in the next subchapter.



Checkpoint! Let's Review

1. As a support worker, you must develop formal activities that align with the person's learning goals and preferences. Doing so ensures that they can be more motivated by the activities.
2. The skills development plan is a collaboratively written document that captures evidence of the person's interests, needs, capabilities and support. This information gives a clear direction for you, the person and your colleagues on learning adjustments, goals and strategies to meet their needs.

2.4 Document Ongoing Skills Development in the Person's Individualised Plan

As mentioned in Subchapter 1.2, you must document the ongoing skill development in the individualised plan of the person with disability. Doing so will ensure a baseline assessment of their ability before the skill development activities are recorded. This assessment will measure the progress made during skills development. This will determine if changes are to be made to meet their needs.

To document the person's skill development in their individualised plan, you may refer to the example below of what a skill development plan may look like.

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

Recall the organisational policies and procedures mentioned in Subchapter 1. Just like when documenting the identified skill development needs, you must follow your organisation's policies and procedures when handling the person's records.

The following are steps in documenting ongoing skill development in the individualised plan:

- 1. Ensure that information in the skills development plan is complete.** Remember to double-check with the person after initial documentation to ensure that all documents' components are complete and avoid missing information (such as contact details and addresses).
- 2. Follow the organisation's style guide for official documents.** Be mindful that this document can be an official document, so you must ensure your inputs in the skill development plan observe the organisation's documentation rules. These include elements such as using plain English, spacing, font size and colour, and alignment.
- 3. Use pictures or storyboards when necessary.** For people with cognitive disability, you may consider using visual aids to aid them in understanding the content of their skill development activities.

Checkpoint! Let's Review



1. Documenting skills development ensures a baseline assessment of the person's ability. This will be used to measure the progress made by the person with disability.
2. You must follow your organisation's policies and procedures when handling the person's records.

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. Implement Person-Centred, Ongoing Skills Development Strategies

In the previous chapter, you learnt how to plan ongoing skills development by:

Using appropriate communication techniques to engage the person in identifying learning goals

Using various learning strategies and opportunities to address the identified goals

Developing and documenting formal ongoing skill development activities

Now that the skills development activities have been planned, you must implement the person-centred strategies identified in the previous chapter to facilitate ongoing skills development. This involves motivating the person to participate in the activities.

As mentioned in the introduction, using a person-centred approach ensures that the person with disability will receive flexible services and support that suit their preferences and priorities. As a support worker, you must ensure that the skills development is implemented according to the individualised plan. This implementation should be consistently done to acknowledge the person's needs, strengths and learning styles. This includes providing access to the relevant personnel, equipment and resources needed for effective learning. You will also be involved in documenting their progress in their individualised plan.

In this chapter, you will learn how to implement person-centred, ongoing skill development strategies. You will accomplish this by learning to do the following:

- Support the person with disability to implement skills development strategies
- Inform and support colleagues and other stakeholders in implementing person-centred skills development
- Assist the person in accessing and using equipment and resources
- Document outcomes in the individualised plan

3.1 Support the Person With Disability to Implement Skills Development Strategies

As a support worker, you must treat people with disability with compassion, dignity and respect. This means that as you implement ongoing skill development strategies, you must do so in a way that:

Respects the person to increase their self-worth

Motivates the person to achieve their goals

Empowers the person to improve their lives

You must know how to respect, motivate and empower when working with people. Not doing so will severely limit the quality of care you can provide to them. It will also make your job more difficult. This is because you will be caring for someone who lacks the initiative to help themselves. Additionally, not providing respect, motivation and empowerment can affect your relationship with the people under your care.

The following sections will discuss positive approaches you may use that are motivating, empowering and demonstrating respect for the person's rights.

3.1.1 Respecting the Person With Disability to Increase Their Self-Worth

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

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

To respectfully implement ongoing skills development strategies, you must be able to do the following:

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

- **Do not make assumptions for the person.** Always ask them 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 person is struggling.
- **Avoid patronising the person.** People with disability are not victims nor incompetent to handle their care. When interacting with them, avoid using baby talk or treating them as though they are children.
- **Support the person's choices and decisions.** Do not tell them 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, make sure to discuss ways to modify or adapt their choice.

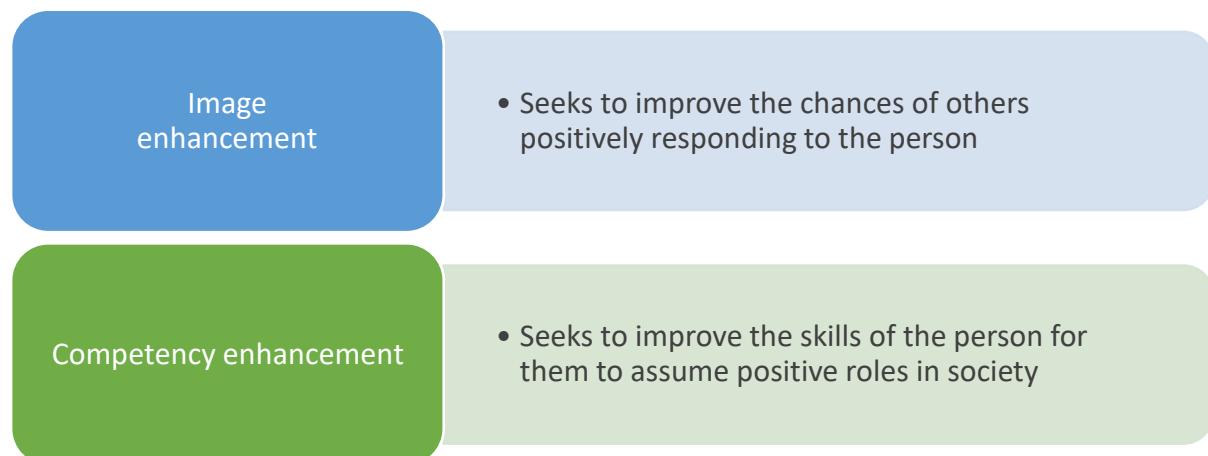
You can also adhere to the theory below when respectfully implementing skill development activities. Doing so will allow you to address the devaluation that the person with disability experiences. This can lead to the person improving their sense of self.

Devaluation is when a person loses their perceived value within society because they lack certain traits that society has deemed valuable.

Competency and Image Enhancement

Social devaluation occurs when a person with disability lacks what society values. These include health, youth, beauty, intelligence and others. The fewer traits a person with disability has, the more likely society will devalue them.

Competency and image enhancement can address the social devaluation of people with disability.



To improve competency and image, you can use the following skill development strategies:

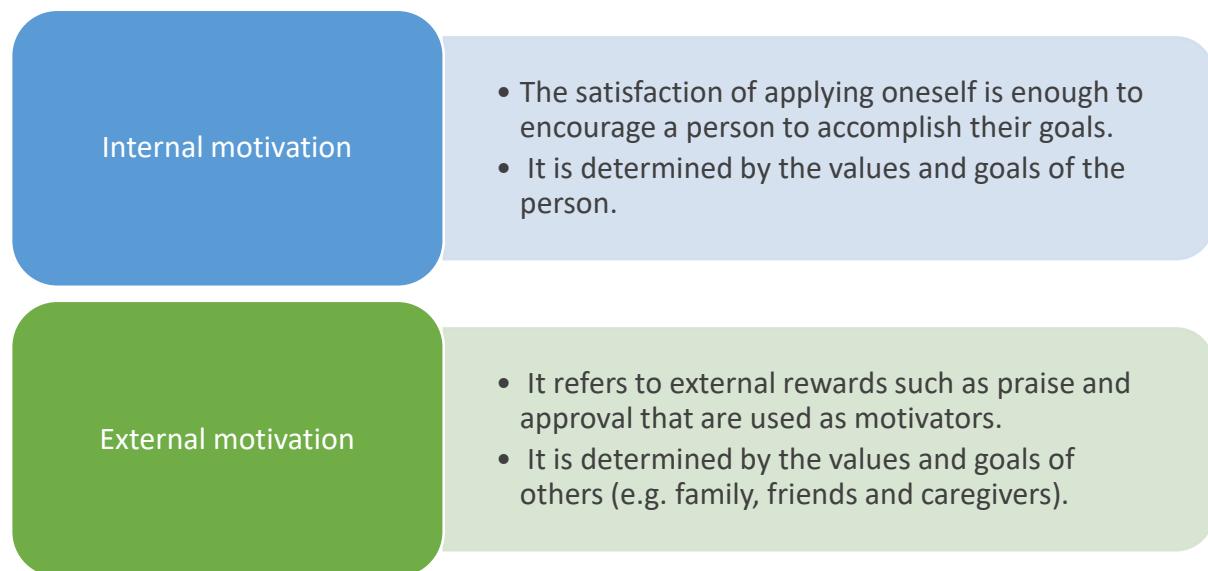
- Focus on positive attributes to lessen the embarrassment of the person.
- Strengthen the person's sense of identity.
- Acknowledge that appearance can increase self-esteem.
- Create a sense of meaning in the person.
- Have ways for the person to join in their community activities.

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

3.1.2 Motivating the Person With Disability to Achieve Their Goals

Motivation is an essential aspect of the wellbeing of people with disability. Motivation allows them to engage in activities and become receptive to strategies designed to assist their care.

There are two kinds of motivation:



One of the critical factors that can affect a person's motivation is the theory of self-determination. *Self-determination* refers to the ability of the person with disability to make their own choices, actions and decisions. Self-determination involves providing specific needs to allow a person with disability to feel free to direct themselves. This feeling of freedom, in turn, enhances their internal motivation.

It would help to address the following needs to allow a person with disability to develop a greater sense of self-determination:

Competence

- It refers to a person's need to feel that they have sufficient skills and intellect. A person feels competent when they are capable of achieving their goals within their environment.

Relatedness

- It refers to a person's need to feel a sense of attachment, closeness and belonging to a social group. It allows people to think that they have access to help and support from other group members.

Autonomy

- It refers to a person's need to feel that they control their own choices and decisions. This involves performing actions or making decisions that the person agrees with. It is also associated with feelings of independence.

As a support worker, you must ensure that the person is motivated to achieve their personal and learning goals. Failure to motivate them can lead to situations where any effort to develop their skills does not create any meaningful impact on their quality of life.

To implement strategies that motivate them, you must be able to do the following:

- **Determine what motivates the person.** Figuring out what kind of motivation they have can inform how you implement the skill development strategies.
 - If they have an internal motivation, you can help maintain their cause by:
 - Making sure that they enjoy the activities
 - Reducing any activities they seem to dislike
 - If they have an external motivation, ensure that:
 - You give them positive reinforcement such as verbal praise or any type of rewards system
 - They have positive social feedback, with their peers recognising their strengths and capabilities

- **Foster a growth mindset.** A growth mindset means that the person can improve their abilities and talents through hard work. Encouraging them to see struggles as necessary parts of growth can motivate them not to shy away from challenges. Instead of praising their abilities, you must praise their efforts. For example, saying '*I can tell you have been practising your reading*' is better than '*You are an incredible reader*'.
- **Develop meaningful relationships with the person.** To truly motivate them, you should know them personally. Understanding their interests, hobbies, fears, and what gets them excited will help you determine what strategies might work to achieve their goals. You may use the documents made in Subchapter 1.2 to review their personal information.

3.1.3 Empowering the Person With Disability to Improve Their Lives

Empowering means giving people with disability the power to control their lives. It involves investing valuable time, effort and resources to become stronger and more confident. When empowered, the person with disability will require significantly less assistance. This is because they will be more willing to take the initiative to improve their lives.

As a support worker, you must ensure that the person can exercise their independence in their skill development activities. To do this, you must understand the following:

- The principles of active support
- The human rights framework for service delivery

Doing so will help improve the person's confidence and independence.



Active Support

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

Some components of active support include the following:

Interacting to promote participation

Creating activity support plans

Keeping track

- **Interacting to promote participation**

This component is about giving the person the right level of assistance so that they can do their activities. This means that you do not leave the person you are supporting alone to perform their tasks. Interactions like encouraging, suggesting, or simply asking questions can help the person participate and perform the activity. An example of this is using the ‘ask-instruct-prompt-show-guide’ process when teaching new skills. In this process, you begin by asking the person what they know about the new skill to set a baseline. This lets you know what the starting point is. Instructing follows when you tell the person about things they need to know regarding the new skill. This is followed by prompting, where you give guidance points to help the person perform the new skill. This can be done while you show or demonstrate how to perform the skill. The guide part happens as you help the person work through difficulties in performing the new skill.

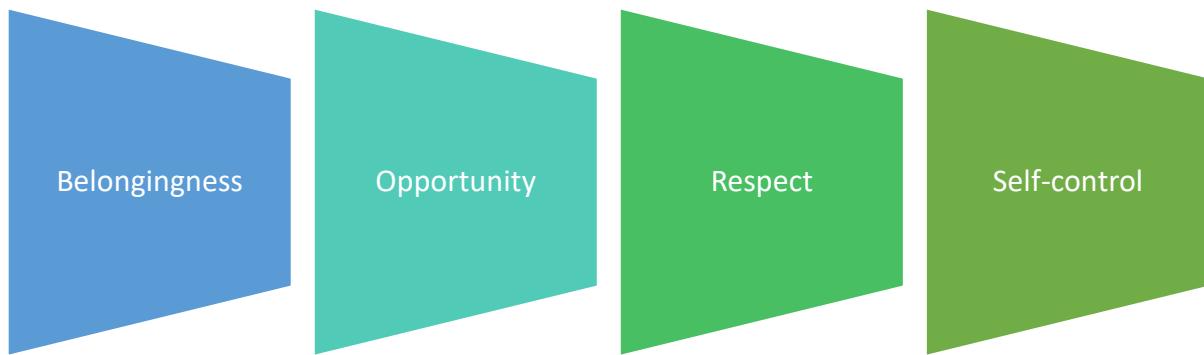
- **Creating activity support plans**

This component involves organising the person’s tasks and working out the availability of support so all tasks can be accomplished. This can be done by creating simple timetables for daily activities.

- **Keeping track**

This component is about monitoring the activities and support received by the person to determine how well they are performing. This also guides you on what can be done to help them improve. This can be done through the creation of a checklist that records daily and weekly routines.

As a support worker, you must work *with* the person 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 person to be part of the community. It also refers to supporting them to have positive relationships with others.
- **Opportunity** refers to supporting the person to have novel experiences. It also refers to supporting them to have many avenues of self-directed learning.
- **Respect** refers to supporting the person in a way that recognises and upholds their individuality.
- **Self-control** refers to supporting the person in a way 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** – Make sure to break down activities into a series of steps and identify steps that the person:
 - Can do by themselves
 - Can do with help from others
 - Need to be done for them
- **Determining what assistance is needed** – Provide the appropriate amount and type of support when necessary. If you provide too much help, the person may feel over-supported, which can hinder their independence. On the other hand, they may fail if you provide them with too little support.
- **Maximising choice and control** – Ensure that the person 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 person** – Provide the person with enough knowledge and advice to make their own decisions. This includes information that may be upsetting to them.

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](#)

Human Rights Framework for Service Delivery



Human rights are discussed in Section 1.1. *Human rights* are standards used to recognise and safeguard the dignity of all humans. These rights are part of the more extensive basis of laws and acts governing people and communities.

Frameworks are 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.

Recall the UDHR as discussed in Section 1.1.1. This obligates Australia to meet these human rights requirements. Australia expresses and enforces these obligations that disability service providers must meet through the following legislation:

Australian Human Rights Commission Act 1986

Disability Discrimination Act 1992

Disability Services Act 1986

- **Australian Human Rights Commission Act 1986**

The AHRC is responsible for monitoring and upholding the rights of all Australians. The Commission was created through the Australian Human Rights Commission Act 1986. The rights of all Australians are enumerated and defined through this Act.

The rights of people with disability, as stated under Schedule 5 of this Act, are as follows:

- The term *person with disability* means any person unable to ensure by themselves, wholly or partly, the necessities of a normal individual and/or social life, as a result of deficiency, either congenital or not, in their physical or mental capabilities.
- People with disability shall enjoy all the rights set forth in this Declaration. These rights shall be granted to all people with disability without any exception whatsoever and without distinction or discrimination on the basis of race, colour, sex, language, religion, political or other opinions, national or social origin, state of wealth, birth or any other situation applying either to the person with disability themselves or to their family.
- People with disability have the inherent right to respect their human dignity. People with disability, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow citizens of the same age, which implies, first and foremost, the right to enjoy a decent life as normal and full as possible.
- People with disability have the same civil and political rights as other human beings. Paragraph 7 of the Declaration on the Rights of Mentally Retarded Persons applies to any possible limitation or suppression of those rights for people with mental impairment.
- People with disability are entitled to the measures designed to enable them to become as self-reliant as possible.

- People with disability have the right to medical, psychological and functional treatment, including prosthetic and orthotic appliances, medical and social rehabilitation, education, vocational training and rehabilitation, aid, counselling, placement services and other services. These will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or reintegration.
- People with disability have the right to economic and social security and a decent level of living. They have the right, according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.
- People with disability are entitled to have their special needs taken into consideration at all stages of economic and social planning.
- People with disability have the right to live with their families or with foster parents and to participate in all social, creative or recreational activities. No person with disability shall be subjected, as far as their residence is concerned, to differential treatment other than that required by their condition or by the improvement which they may derive therefrom. If the stay of a person with disability in a specialised establishment is indispensable, the environment and living conditions therein shall be as close as possible to those of the normal life of a person of their age.
- People with disability shall be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature.
- People with disability shall be able to avail themselves of qualified legal aid when such aid proves indispensable for the protection of their people and property. If judicial proceedings are instituted against them, the legal procedure applied shall take their physical and mental condition fully into account.



- Organisations of people with disability may be usefully consulted in all matters regarding the rights of people with disability.
- People with disability, their families and communities shall be fully informed, by all appropriate means, of the rights contained in this Declaration.

Based on content from the Federal Register of Legislation at 24 February 2022. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Australian Human Rights Commission Act 1986, used under CC BY 4.0

▪ Disability Discrimination Act 1992

The Disability Discrimination Act 1992 (Cth) defines discrimination against people with disability. According to the Act, discrimination comes in two forms:

- **Direct discrimination** occurs when a person is treated worse than another person. The following must be met for an action to be considered direct discrimination:

The discriminator treats the person less favourably compared to a non-disabled person.

The discriminator does not make reasonable adjustments for the person.

The failure to make reasonable adjustments has a negative effect on the person because they are treated less favourably.

- **Indirect discrimination** occurs when a policy or requirement disadvantages a person receiving support. The following must be met for an action to be considered indirect discrimination:

- The discriminator requires the person to comply with a requirement, but:

Because of the disability, the person cannot or is not able to comply with the requirement

The requirement or condition has the effect of disadvantaging people

The person would comply with the requirement if the discriminator made reasonable adjustments, but the discriminator does not do so

- The failure to make reasonable adjustments has (or is likely to have) the effect of disadvantaging people receiving support.

Based on content from the Federal Register of Legislation at 24 February 2022. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Disability Discrimination Act 1992, used under CC BY 4.0.



Lotus Compassionate Care

Access and review Lotus Compassionate Care Handbook for anti-discrimination legislation through the link below:

[Lotus Compassionate Care Handbook](#)

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■ Disability Services Act 1986

The Disability Services Act 1986 (Cth) lists flexible provisions. These provisions are responsive to the needs and goals of people with disability. It assists people with disability by allocating funds for services. These services will allow them to participate as members of the community entirely.

The following list contains the types of funding that services may apply for:

- Accommodation support services
- Independent living training services
- Information services
- Print disability services
- Recreation services
- Respite care services
- Services included in a class of services approved by the Minister under Section 9 of the Disability Services Act 1986



*Based on content from the Federal Register of Legislation at 24 February 2022.
For the latest information on Australian Government law please go to <https://www.legislation.gov.au>.*

Disability Services Act 1986, used under CC BY 4.0



Further Reading

Details of the different types of funding under the *Disability Services Act 1986* are available through the link below:

[Disability Services Act 1986](#)

The human rights framework is vital to empowering the person when providing care. Remember that empowerment involves recognising that all people can:

- Take control of their lives
- Make decisions for themselves

Therefore, any support worker who truly wishes to empower the person must help them learn their rights. Doing so can help them better understand how they can control their lives. It also aids them in their decision-making.

Further Reading



The link below provides the document for the Australian Human Rights Framework created in 2010:

[Australia's Human Rights Framework](#)

Social and Emotional Wellbeing Frameworks

Social emotions are your emotions that depend upon the thoughts, feelings, or actions of other people, such as embarrassment, grief, shame, jealousy, envy, empathy and pride. It affects your social and emotional wellbeing or your emotional interconnectedness with others. It includes understanding how your actions affect your family, friends, and communities. It contributes to your ability to develop meaningful and lasting friendships and partnerships. It gives you a sense of authenticity, worth, connection, and belongingness.

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

Can realise own abilities

Can cope with the everyday stresses of life

Can work productively

Can contribute to the community

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

Physical domain

Informational domain

Practical domain

Spiritual domain

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

Intellectual

Physical

Acquired brain injury

Neurological

Dual sensory

Vision

Hearing

Speech

Psychiatric

Developmental delay

- **Intellectual** – These are conditions that appear during the developmental period. When compared to others of the same age, people with intellectual disability have decreased mental functions. They also have difficulties learning and performing certain daily life skills and have limitations in adaptive skills in community environments.
- **Physical** – These are conditions that affect 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** – These are 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** – These are impairments of the nervous system that occur after birth, such as 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. An example is being deafblind.

- **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 0 to 5 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**, 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** – These affect your physical and cognitive functions. It includes loss of vision, speech, limb or memory. When you have an impairment, you may feel that you do not belong to the community and may see yourself as less of a person.
- **Activity limitations** – When you have a disability, there are things that you will not be able to do. Due to the limitations that your disability will bring, you may experience difficulty doing daily activities, which can later lead to dependency. You may even think that you are causing a burden to other people.
- **Restrictions on participation** – People with disability may have participation restrictions. When you are a person with disability, engaging in the following may be more challenging for you:



When you are denied opportunities to participate, it may feel that you are not included, which can lead to developing low self-esteem.

The person's social and emotional wellbeing is essential. It promotes the social and emotional relationships between them, their families and their community. The ability to develop skills that will help people 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 the self-perception of their abilities is affected.

When the person 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 the person 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

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

Employment and financial security

Inclusive homes and communities

Safety, rights and justice

Personal and community support

Education and learning

Health and wellbeing

Community attitudes

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

Personal and community support

Health and wellbeing

- **Personal and community support**



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

- **People with disability are able to access support that meets their needs**

Like all Australians, people with disability need access to personal and community support. This includes both disability services and mainstream services. Mainstream services include 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 disability 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 grab 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 disability. 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 life-long health and wellbeing. People with disability continue to experience preventable health conditions and comorbidities at higher rates than people without disability. This places people with disability at significantly higher risk of adverse health outcomes. Better outcomes are achieved for people with disability when health providers understand their individual situations and circumstances, communicate well, do not allow disability to overshadow health issues, and provide services, premises and facilities that are accessible and appropriate.

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



Mental health is a major factor in the ability to live a productive and fulfilling life. People 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 the mental health and general wellbeing of people with disability. Here are the things that must be promoted for an inclusive society:

Community facilities that are accessible to people with disability

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 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 documents that you can access to understand better how the NDIA is planning to achieve their goals and principles:

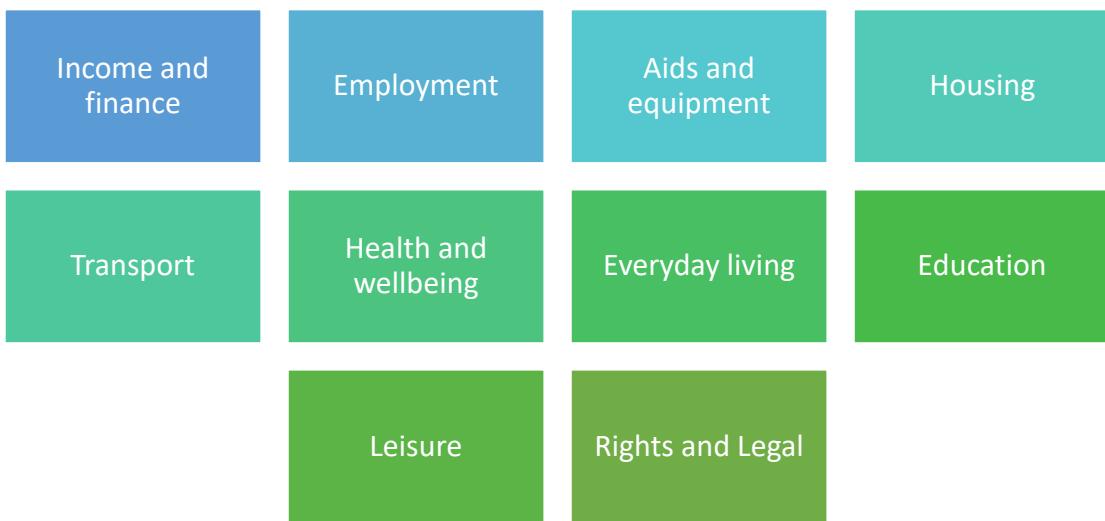
Document	Description
Employment Targeted Action Plan	This action plan sets out key actions to improve paid employment outcomes for people with disability.
Community attitudes Targeted Action Plan	This sets out key actions to improve community attitudes towards people with disability to influence behaviour.
Early childhood Targeted Action Plan	This action plan focuses on children from infancy to school age with disability or developmental concerns, their families and carers. It sets out key actions to strengthen early identification, information, supports and pathways, as well as collaboration between programs and services. All of these contribute to the development and wellbeing of children to help them thrive across and between life stages.

Document	Description
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.
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 – Australia’s Disability Strategy 2021–2031	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 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 [The Strategy and supporting documents](#), used under CC BY 3.0 AU.

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- **Disability Gateway** – This assists all people with disability, their families and carers to locate and access service providers across Australia. Their services include providing information, support and access to the following:



This discussion will focus on the strategies that can help promote the person's social wellbeing, which includes the following:



- **Employment** 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 Disability Gateway:

- Employment training
- Finding and keeping a job
- Your employment rights

- **Aids and equipment** can help you with daily living. Wheelchairs, scooters, hearing or visual aids, healthcare equipment, service animals and items to help you communicate better are all examples. The Disability Gateway provides links and information on the following:

- General equipment schemes and services
- Communication aids and services
- Assistance animals
- Using technology to stay connected



- **Transport** is important in having a social life. A 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** includes 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 on the following:
 - Competitive and recreational sports
 - Holidays and going out
 - Community programs
 - Social life



Further Reading

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

You can learn more about this through the link below.

[Disability Gateway](#)

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

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 you implement ongoing skill development strategies, you must do so in a way that:
 - Respects the person with disability to increase their self-worth
 - Motivates the person with disability to achieve their goals
 - Empowers the person with disability to improve their lives
2. As a support worker, you must respect the person by building their feelings of trust, safety and wellbeing. When they feel that they are safe and well-valued, they can express themselves more.



3.2 Inform and Support Colleagues and Other Stakeholders in Implementing Person-Centred Skills Development

As discussed in Section 1.3.1, stakeholders, including your colleagues, have roles and responsibilities for the person's individualised plan. When implementing skills development, you must ensure the progress made is in line with the person's individualised plan. This is done by informing and supporting colleagues and other stakeholders.

3.2.1 Inform Colleagues and Other Stakeholders

Below are some ways you can share information with colleagues and other stakeholders:

Briefings

Debriefings

Emails

Cloud storage

Briefings

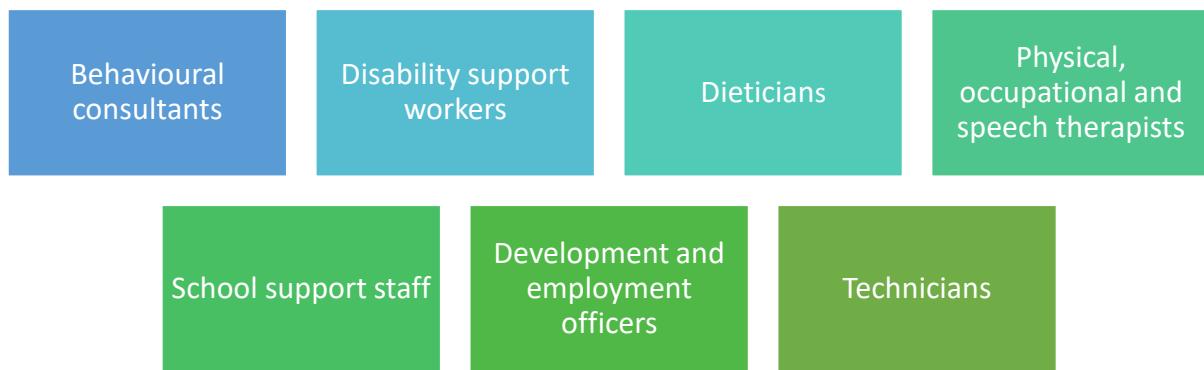
Briefings are short, structured meetings where colleagues and other stakeholders in the person's individualised plan talk about the person, skills development activity or situation. A good briefing ensures that everyone understands what will happen during the training and identifies any risks to avoid challenging incidents. Briefings also provide a promising avenue for those involved to express themselves. This includes any questions, concerns or clarifications they have. These can then be addressed without further delays.

Usually, briefings are done face-to-face. However, these can be done through video conferencing, which requires the internet.

Before the briefing, you may create the following checklist as a guide for the meeting:

- Who are the relevant personnel assisting in the activity?
- Does everyone understand their assigned roles?
- What is the learning objective of the training?
- What are the staff availability issues present?
- What are the resources needed for the activity? Are there any potential issues regarding the resources that can impact the activity?

The following are what relevant others in the individualised plan may share during a briefing:



- **Behavioural consultants**
 - Baseline assessment of the person's behaviour and expected outcomes
 - The current level of the person's performance that can be expected during the activity
- **Disability support workers**
 - Baseline assessment of how the person performs tasks independently
 - The current level of the person's performance that can be expected during the activity
- **Dieticians**
 - Any special requirements regarding the person's nutrition and hydration
- **Physical, occupational and speech therapists**
 - Baseline assessment of the person's communication, physical and fine motor skills, and expected outcomes
 - The timeline of the activities to be taken
 - The current level of the person's performance that can be expected during the activity
- **School support staff**
 - The program the person has started and the expected outcomes
 - Information on the support strategies that are in place
 - Any resources needed, such as adaptive learning materials

- **Development and employment officers**

- The program the person has in place and information about their role and responsibilities
- The timeline and expected outcomes of the program
- The current level of the person's performance that can be expected during the activity

- **Technicians**

- Information on the assistive equipment or devices required
- The current level of the person's performance that can be expected while using assistive technology

Debriefings

Debriefings are brief and informal exchange and feedback sessions that occur after the activity. The overarching goal is to discuss and reflect on the actions and thought processes involved in the training for better future performance.

Debriefings identify:

What happened during the activity

What went well

What can be done better next time

As the facilitator, make sure to log any findings from those involved, discuss the problems that arise and direct them to resolve them.

Emails

Emails are a great way to send important files and documentation. These are sent to colleagues and other stakeholders of the person's individualised plan.

It is also an effective tool for storing information that can be referred to at any time, such as:

- Correspondence between you and all stakeholders
- Meeting minutes
- Updated information regarding their individualised plan

Cloud Storage

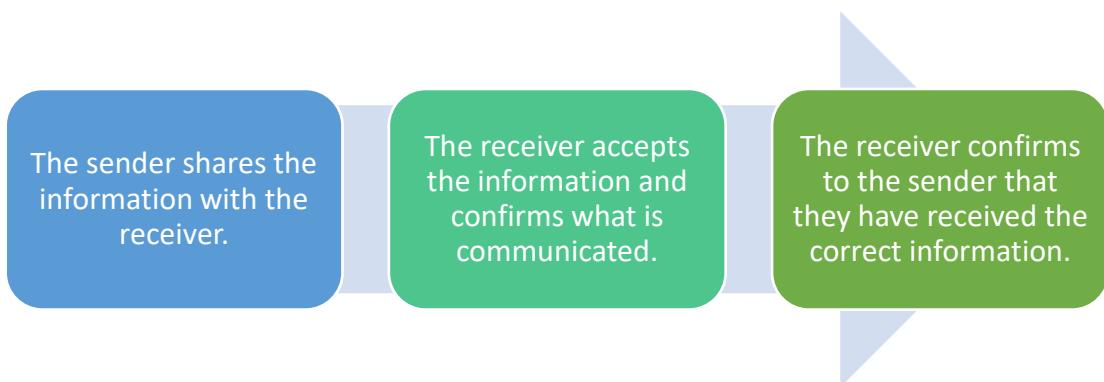
Cloud storage is an online-based computer model for quick storage and access to files and documents. Cloud storage allows you to store large-sized files or documentation. These include files such as images, videos and other graphics. Moreover, the person and other stakeholders can access the stored documentation at any time. This is done using the internet.

As you will be handling the person's personal information, you must know your organisation's guidelines on disclosure. These guidelines should contain the complete specifications of what you need to follow.

3.2.2 Support Colleagues and Other Stakeholders

Below are some ways you can support colleagues and other stakeholders:

- **Use plain language.** Avoid using acronyms and jargon that may exclude those not within the same profession. To ensure shared understanding, use plain English and agree upon a set of terms that indicate a concern. This could include phrases like 'I am worried about' or 'I need some clarification'. Having a set of terms that indicate concerns can ensure that everyone involved will be on the same page.
- **Encourage open and honest communication.** During briefings and debriefings, encourage colleagues and relevant others to share their feedback on the progress and challenges they faced regarding the person's ongoing skill development.
- **Use closed-loop communication.** Make sure that colleagues and other stakeholders receive correspondence and information shared. Using this strategy can verify and validate the information exchange. The following are the steps for using it:



- **Facilitate training for colleagues.** You need to facilitate training for colleagues working with the person on their skills development. Doing so ensures that your colleagues' care is appropriate and consistent with the person's needs.

Checkpoint! Let's Review



1. Ways to inform colleagues and relevant others include:

- Briefings
- Debriefings
- Emails
- Cloud storage

2. Ways to support colleagues and relevant others include:

- Using plain language
- Encouraging open and honest communication
- Using closed-loop communication
- Facilitating training for colleagues



3.3 Assist the Person in Accessing and Using Equipment and Resources

As a support worker, part of your responsibilities is to work with the person to ease access and utilise equipment and resources. These equipment and resources are what they need to ease their learning process.

Equipment, in this context, 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's individual needs.

The following are some examples of assistive technology used by people with any of the following:

Hearing impairments

Speech impairments

Vision impairments

Mobility impairments

Cognitive impairments

- **Hearing impairments**

- **FM systems** – These wireless devices use radio signals to connect a microphone to hearing aids or receivers.
- **Closed-captioning software** – This software displays the text version of the spoken part of videos.

- **Speech impairments**

- **Communicators** – These are devices used for communication. These devices can range from simple notepads to electronic communication boards and keyboards.
- **Eye-gaze** – This electronic device allows a person with disability to communicate by looking at words or commands on a screen.
- **Text-to-speech software** – This software reads the text on the screen aloud, allowing the person with disability to type what they want to say.

▪ Vision impairments

- **Alternative print materials** – These are books, manuals and handouts printed in:
 - High-contrast text for a person who has low vision
 - Braille for a person who is blind
- **Alternative keyboards** – These are keyboards in a variety such as large print, high contrast and Braille.
- **Pocket magnifiers** – These are compact lenses that allow the person with disability to magnify reading materials physically.
- **Reading gadgets** – These devices convert the text of printed materials that are usually unavailable in audio, Braille or enlarged print form into speech.
- **Refreshable Braille displays** – These devices process information on computer screens and electronically raise and lower different combinations of pins in Braille cells. The text continuously changes as the person moves the cursor around the screen.
- **Large text/font option** – This option helps people with visual acuity issues to read messages without straining their eyes.
- **Audiobooks** – These are recordings of print materials being read out loud.
- **Visual support software** – This software can enlarge text and increase the contrast of screens to make the content easier to read.
- **Speech-to-text software** – This is a kind of software that recognises and translates spoken language into digital text.



▪ Mobility impairments

- **Ergonomic furniture** – These are furniture designed to support function and comfort. These can include adjustable desks and chairs and supports for different body parts such as arms, wrists and feet.
- **Pen/pencil grips** – These are tools that help improve handwriting, give more control and reduce hand fatigue.

- **Cognitive impairments**

- **Sensory regulators** – Low-tech devices allow a person with sensory processing impairment to engage in healthy and non-destructive sensory regulation behaviours that help them self-regulate their emotions for better comfort and concentration. These include wobble chairs and sensory toys.
- **Noise-cancelling headphones** – These headphones eliminate distracting background noises to prevent overstimulation.
- **Cueing/memory aids** – Devices that assist the person with disability in recalling information, appointments, or steps to accomplish activities.
- **Word prediction software** – This 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.



Multimedia



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

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

On the other hand, *resources* in the context of this unit refer to the services and accommodations available to use while learning.

The following are examples of services for people with learning disability:

- In-class notetakers
- Audio recordings of lessons
- Auslan interpreter services for people who are deaf or hard hearing
- Braille transcriptions for people who are blind or have low vision
- Flexible desk arrangements for students with physical impairment
- Accommodations and placements in classes (e.g. extended testing time, loose deadlines and use of computers for essays)

3.3.1 Accessing Equipment and Resources With the Person With Disability

As a support worker, you must ensure that the person with disability can access the necessary equipment and resources for their skills development.

In accessing equipment and resources with them, you need to take into consideration the following:

- **Make sure that equipment and resources are available.** You can consult with the following relevant personnel to ensure the availability of equipment and resources:

Assistive technology technicians

Disability support workers

School support staff

Recreation, development and employment officers

- **Make sure that equipment and resources align with the part of the activity or task the person needs assistance in.** For example, a person who struggles to read identified difficulty holding the book and turning pages as a concern. With this in mind, you can consider reading gadgets that read the text aloud or audiobooks for them to listen to.
- **Consider the budget of the person.** This can help filter out equipment and resources outside their price range. Depending on their needs, you may access equipment and resources for free or with financial aid through government programs.

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

3.3.2 Utilising Equipment and Resources With the Person With Disability

Once you secure the equipment and resources, you must ensure that the person with disability can effectively use them during their ongoing skill development activities.

In utilising equipment and resources with them, you need to do the following:

- **Ensure that equipment and resources are present during skills development activities.**

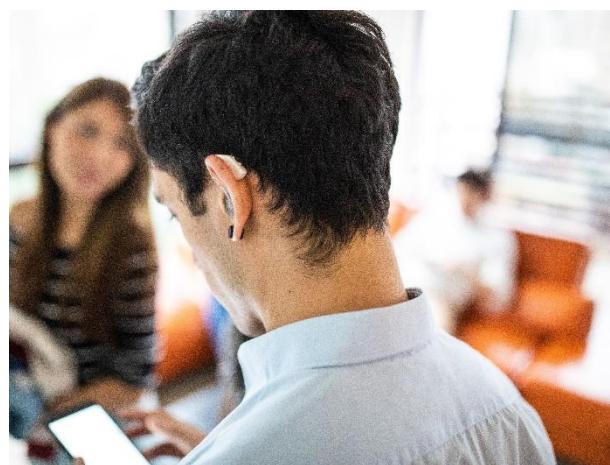
Aside from making sure that the equipment and resources are available to use, you have to ensure that the person can use them within their schedule. Suppose a person avails the service of an Auslan interpreter in their school. You must make sure then that an Auslan interpreter is present in all of their classes.

- **Ensure that the person understands how to use the equipment.**

If they are not familiar with a particular assistive device or software, provide instruction on how they are used before the skill development activity. For example, a technician can teach a person who has never used a refreshable Braille display how to use it.

- **Make sure that equipment is well-maintained.**

This maintenance includes ensuring that all digital software is up to date and inspecting physical equipment for signs of damage. Equipment that is outdated or damaged beyond repair should be replaced to avoid situations that can harm the person. For example, a faulty FM system may send howling feedback to hearing aids that can damage a person's hearing.



Checkpoint! Let's Review



1. Ways to ensure that the person with disability can access equipment and resources that can ease their learning include:
 - Making sure that equipment and resources are available and align with what part of the activity the person with disability needs assistance in
 - Considering the budget and the learning environment of the person with disability and whether they need custom-made equipment
2. Ways to ensure that the person with disability can utilise equipment and resources that can ease their learning include:
 - Ensuring that equipment and resources are present during skills development activities
 - Ensuring that the person with disability understands how to use the equipment
 - Making sure that equipment is well-maintained



3.4 Document Outcomes in the Individualised Plan

Recall the organisational policies and procedures for documenting information as discussed in Subchapter 1.2. You must be familiar with your organisation's policies and procedures, which include the following:

Style guide

Records storage

Privacy and confidentiality

Doing so ensures that the outcomes observed are well-recorded for future reference. *Outcomes* refer to the result of the actions that have been taken up in the activity or program.

The documented outcomes will inform the evaluation of their development progress. These will also measure how practical the activities are for the person with disability. How the results will be used for assessment will be further discussed in Subchapter 4.

Below are the types of documents you can use to record the observed outcomes in the individualised plan.

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

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

Summary of progress to date

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

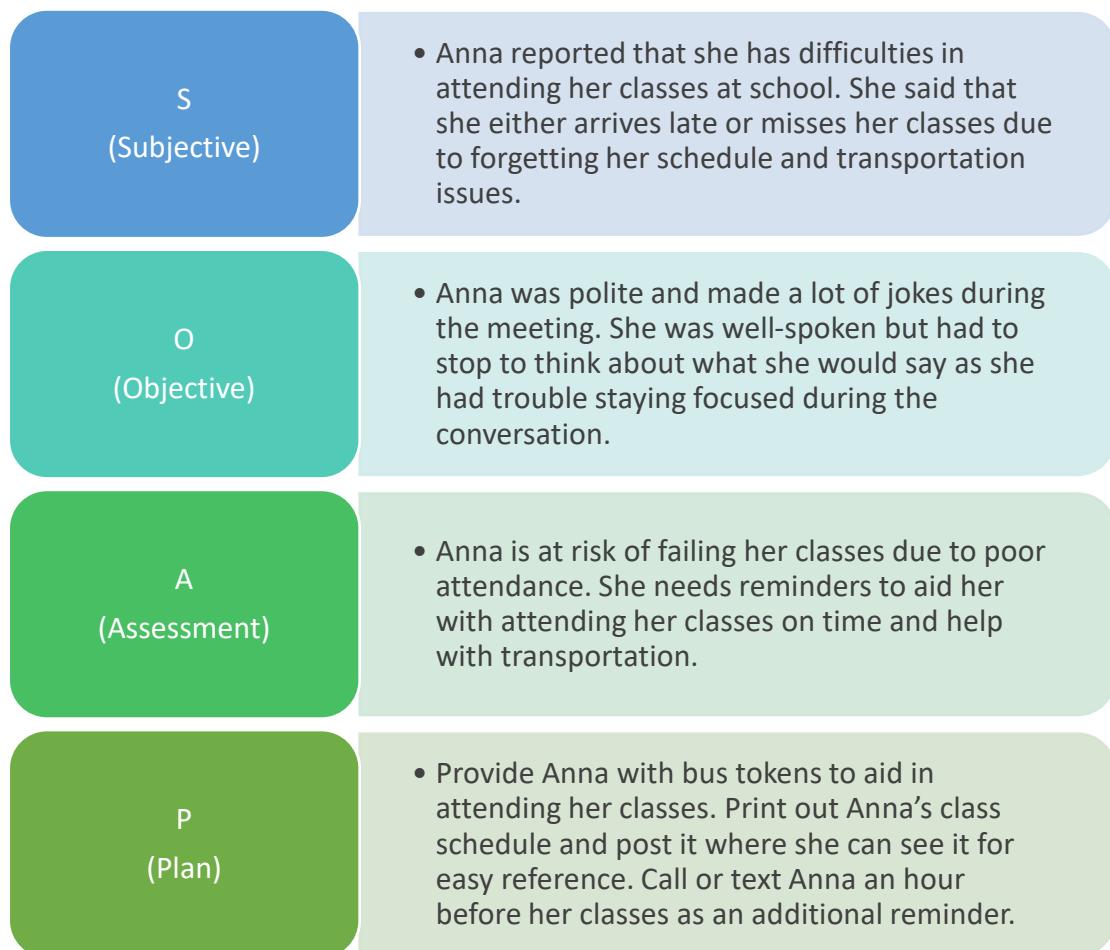
Observations and assessment of the person's skills after the activity or program

Plans for further development

There are numerous formats you can use for progress notes:

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

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



- **Data, Assessment, Plan (DAP)** – DAP condenses the SOAP format into three categories, namely:
 - **Data** – This combines the subjective and objective categories of the SOAP format. Data should include:
 - Information about the person
 - The observations made by the personnel assisting
 - The general overview of the activity or response
 - **Assessment** – This describes the actions taken in the activity or response and the observations of the person's current level of progress.
 - **Plan** – This reviews the strategies used in the activity or response and any needed revision before the next session.

- **SOAIGP** – Compared to SOAP and DAP formats, the SOAIGP format provides more details and includes the following:
 - **Supplementary database information** – This is information provided by the person and other stakeholders.
 - **Observations** – These are observations of the person's behaviour made by the person assisting them with each activity or response.
 - **Activities** – These include a summary of tasks made by the person and the assisting personnel and a general overview of the activity or response.
 - **Impressions** – These are the initial assessments of the person's progress by the assisting personnel.
 - **Goals** – These include the personal goals per activity or response and the progress made. This category should also include notes of any necessary revisions to the goals.
 - **Plans** – These include the actions by the person and assisting personnel in the next session of the activity or response.



Lotus Compassionate Care

Access and review Lotus Compassionate Care's client records for progress notes through the link below:

[Client Records](#)

(username: newusername password: new password)

Communication Books

A communication book is used to communicate skills development progress between you, the person and other stakeholders in their individualised plan. The book remains in possession of the person and is a document that everyone involved has access to. Entries must be objectively written, only reporting what has been observed. All entries should state who wrote them and on what date.

An example of an entry form in a communication book may look like the following:

Communication Book			
Date and Time	Description of Activity (General Overview of Events, Progress Made and Challenges Encountered)	Comments	Signed by

Remember that communication books are also legal documents and should be treated as such. Those involved in the person's individualised plan will read the information recorded, including colleagues and other relevant personnel. Make sure that the entries are written are clear, concise and respectful. No liquid paper or crossing out is allowed.

Meeting Minutes

Meeting minutes keep a written record of what was discussed during a briefing or debriefing. The meeting minutes include the following:

Date, time and location of the meeting

Purpose of the meeting

Names of the relevant personnel attending

Details of the briefing or debriefing

Date of the follow-up meeting

Details about briefing or debriefing were discussed in Section 3.2.1.

Like the communication books, meeting minutes are official documents. The relevant personnel may use these minutes to reference what was discussed and agreed upon regarding the skill development of the person with disability. Make sure that the meeting minutes written are complete, clear and concise.



Lotus Compassionate Care

Access and review Lotus Compassionate Care's forms for a meeting minutes template through the link below:

[Forms and Templates](#)

(username: newusername password: new password)



Checkpoint! Let's Review

1. The documented outcomes will inform the evaluation of their development progress. These will also measure how practical the activities are for the person with disability.
2. The documented outcomes will evaluate the skill development progress of the person with disability and how practical the activities are. The types of documents used to record outcomes include:
 - Progress notes
 - Communication books
 - Meeting minutes



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. Evaluate Skills Development and Review Plan

In the previous chapter, you learnt how to implement person-centred, ongoing skills development strategies by:

- Working with the person in a way that is respectful, motivating and empowering
- Supporting colleagues and other stakeholders
- Ensuring that equipment and resources are accessible to ease the person's learning
- Documenting outcomes in the individualised plan

Now, you must be able to evaluate the progress of the person with disability to review their skill development plan.

The skill development plan should be considered a dynamic document. It is a document that you edit and update as the person with disability progresses. You must be able to determine the person's progress. This is for you to provide feedback to them and other stakeholders. Furthermore, you must update the plan and identify new opportunities for skill development according to the person's changing needs.



In this chapter, you will learn how to evaluate the skills development of the person and review their plans. You will accomplish this by learning to do the following:

- Monitor the person's development and provide feedback
- Evaluate the effectiveness of skills development with the person and update plan as needed
- Identify opportunities for ongoing skills development with the person

4.1 Monitor the Person's Development and Provide Feedback

In a person-centred approach, monitoring is the first step in ensuring that the skill development plan of a person with disability is effective. You must be able to track what is and what is not working well in the plan. Doing so will ensure that 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 the person's progress according to their plans. To do so, use the following strategies:

- **Review the skills development plan.** Recall the performance criteria mentioned in Section 2.3.2. You can use the performance criteria as means to measure progress. Performance criteria define what the person needs to show to establish that they met their learning goal. Furthermore, it is also quantifiable, which makes it easier to track progress.
- **Observe the person during skill development activities.** As you aid them during their activities, note your observations. These observations can include:

How well the person is performing

What parts of the activity or program challenges the person

How the person reacts during these challenges

- **Ask relevant personnel for their observations.** There are activities and programs that you cannot be present in. As such, make sure to ask for the comments of those present. These can include colleagues, the person's carers and specialist service staff. You may also check the person's communication book for the entries made by the personnel mentioned.
- **Have informal conversations with the person.** You can directly ask them what they like and dislike about the activities or programs. This is needed to ensure that changes in the plan suit their preferences. Make sure to ask them casually, so they will be comfortable in sharing their opinions.
- **Interview the person's family and friends.** You may also ask about the observations of their family and friends. They are most likely with the person after the activities or programs. You may conduct formal or informal interviews as long as they can share their observations.

4.1.1 Providing Feedback to the Person With Disability and Other Stakeholders

Recall the stakeholders of the individualised plan as discussed in Subchapter 1.3. Those involved include:

The person with disability

The family of the person

The carers of the person

Relevant others

Further discussion on the relevant others included in the individualised plan can be found in Section 1.3.1.

As mentioned before, the individualised plan must be agreed upon by those mentioned. This means that they should agree on what changes and revisions will be made to improve the plan. With the observations gathered, you may use this information to provide feedback. It would help to give this feedback to the person, their family, their carers and relevant others. This is due to the likelihood that they are the ones involved in the formal learning strategies of the plan.

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 person 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 person being unable to develop their skills properly. They may also feel like they have failed themselves and those who support them.

Here are some ways you may provide feedback to the person and other stakeholders regarding progress made towards objectives and goals:

- **Avoid giving unsolicited feedback.** If the person, family member, carer or relevant other did not ask for feedback, make sure to inform them beforehand that you will be giving feedback about the person. 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 given 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 being critical of the person, family member, carer, or relevant others. Judgement is only your opinion of the receiver's character and is not neutral. Make sure to pause and think about where the feedback is coming from and how positively the person can receive it.

- **Be specific and precise.** Feedback should be solution-oriented and to the point. Offering general and vague comments can leave the receiver confused 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.*', 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 that you are not committing to too much and that you complete 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 person, their family member, carer or relevant others 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 how the person, their family member, carer or relevant other is doing. Reinforce positive behaviour and show your appreciation when you see that they are improving based on your feedback. This can show that you care and motivate them to keep up the great work.



Multimedia



This animated video describes effective feedback, how it is used and how it can encourage the person to achieve their learning goals.

[Effective feedback animation](#)



Checkpoint! Let's Review

1. In a person-centred approach, monitoring is the first step in ensuring that the person's skill development plan is effective. Make sure to do the following:
 - Review the skills development plan.
 - Observe the person during development activities.
 - Ask relevant personnel for their observations.
 - Have informal conversations with the person.
 - Interview the person's family and friends.
2. 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 person is moving towards their objectives and goals.

4.2 Evaluate the Effectiveness of Skills Development With the Person and Update Plan as Needed

With the information collected on the progress of the person with disability, you can now evaluate their skill development plan. An evaluation can be a powerful tool for continuous improvement. It determines the impact of the strategies on the person'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 evaluation can tell you:

- Whether the activity or program worked
- Why and how the training or program worked
- What could be improved in the activity or program

Remember that you must evaluate the effectiveness of skill development using a person-centred approach. This means that you must work with the person as you evaluate and update their skills development plans.

The following are the critical components to evaluating this effectiveness with the person:

Analysing the outcomes of the plan

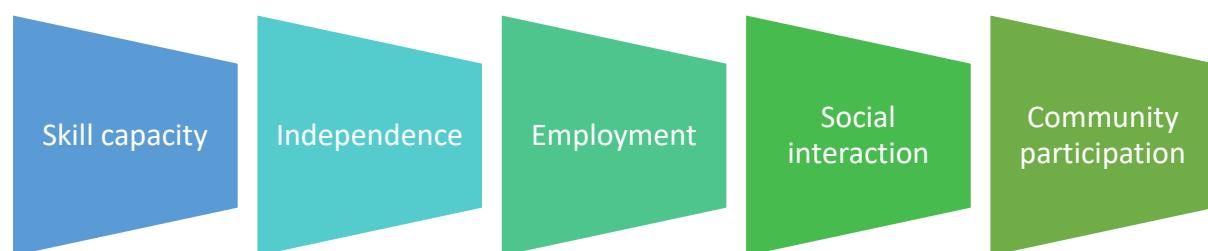
Comparing outcomes to the performance criteria

Using findings to update the plan

Sharing results with those involved in the plan

Analysing the Outcomes of the Plan

Evaluating the effectiveness of skill development begins with analysing the observed outcomes. This should be done according to the performance criteria. As mentioned before, outcomes are the result of the actions taken up in an activity or program. These may include the changes in:



When you monitored the person's progress, you may have observed several outcomes. If that is the case, you may have to decide which results to measure. This is to make sure the evaluation is efficient, as it takes time and resources.

When selecting which outcomes to analyse in the skill development plan with the person, here are some factors to consider:

- **Is the outcome important to you, the person and other stakeholders?** The value of an outcome may differ depending on those involved. As such, make sure that everyone agrees on what outcomes should be included.
- **Is the outcome within the influence of the activity or program?** For example, a person is in a program that works to build their cooking skills. The program also provides referrals to an employment program. Measuring the increase in employment would not be a priority since it is outside the program's influence.
- **Is the outcome key to the activity or program?** There may be a range of outcomes observed. However, you must aim to measure those related to the person's learning objectives and goals.
- **Will analysing this outcome give you helpful information about whether the activity or program is effective or not?** Evaluation findings should help you make decisions on the development plan. If an outcome only gives you interesting but not useful information, it is probably not a priority. For example, a person is participating in a community program to improve their physical health. Measuring changes in social interaction will not tell you whether the program is effective or not.

*Based on 'Planning an evaluation',
Australian Institute of Family Studies (AIFS) on behalf of the Commonwealth of Australia, CC BY 4.0*

Once you have determined the outcomes, you can measure to see if they achieved what was set in the performance criteria.

Comparing Outcomes to the Performance Criteria

Recall the performance criteria discussed in Section 2.3.2. Performance criteria set the quantifiable standards of the activity or program. They describe what the outcomes should look like to show progress. This progress should be in line with the person learning goal.



As a support worker, you must be able to judge the outcomes against the performance criteria. Determining how the results fit the standards set helps see how effective the strategies are. For example, performance criteria for a cooking activity may be mastery of using kitchen utensils. Measuring how well the person uses a knife can show how practical the training is.

Consider the following questions when comparing outcomes to the performance criteria with the person:

- **What were the expected outcomes of the performance criteria?** The performance criteria have expected outcomes set. You may consult the personnel of each activity or program on what outcomes there should be. Relevant personnel was discussed in Section 3.2.1.
- **Did the observed outcomes match the expected outcomes?** Confirm whether the outcomes observed are the expected outcomes. There will be instances where the observations differ from what was expected. So you must make sure that the results align with what is in the performance criteria.
- **How did the observed outcomes differ from what was expected?** These can be differences in time, skill and confidence.
- **Can the difference in the observed outcome be considered?** Consider whether the observed outcome is still within expectation. This includes taking into account the condition of the person. For example, the expected outcome of a health program is to run two miles in 30 minutes. If a person with breathing difficulties runs for 40 minutes, you can determine whether you can consider the extra 10 minutes.

Using Findings to Update the Plan

The results of comparing outcomes to the performance criteria should point out:

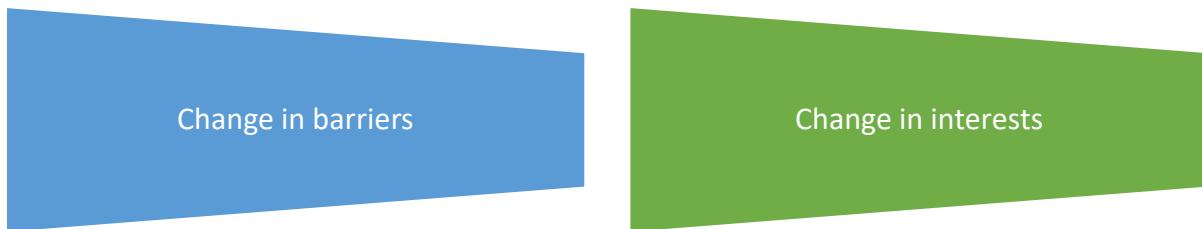
What is working

What should be altered

With this, you can change the skill development plan at any point. You do not have to wait until the end of the plan to improve the strategies used. As mentioned before, the skill development plan is a dynamic document. If you have determined that a method is not adequate for development, you should take the necessary measures to address it.

Aside from the evaluation findings, you may also update the plan according to the person's changing needs. Keep in mind that their priorities can change over time. An activity or program may not be effective because they do not find it helpful anymore. Therefore, when you update the skill development plan, consult with the person. Determine with them whether their goals have changed from the initial plan. This way, you can align the updated strategies to their new objectives.

Changing needs of the person can include the following:



- **Change in barriers**

Recall the social model of disability as discussed in Section 1.1.2. The model contextualises disability as the barriers people face in society due to their impairments. Barriers prevent people with disability from taking an active part in society and their lives. Therefore, if there are any barriers the person face, you must be able to identify and respond accordingly.

For example, a person who uses a wheelchair has to move to a new apartment building that does not have ramps to enter the building. This presents a new physical barrier to them. As such, you or other relevant personnel may request the building to add ramps for them.

On the other hand, a student who is hard of hearing may encounter learning video materials that do not include captioning. As this presents a communication barrier for the student, you may respond by asking the school support staff to address the challenge.

- **Change in interests**

As mentioned before, goals do not depend solely on the skills of a person with disability to live a quality life. They also rely on the person's level of interest.

The goals set can become less critical to a person over time. When they lose their importance, they may begin to feel burdensome for them to achieve. This leads to the person with disability losing their motivation to accomplish the less exciting goals.

If you notice that a person has second thoughts on a particular goal, it is best to pause the plan. This is so that you can re-align their goals to their new interests. This way, you can adjust their plan according to what they currently value.

For example, a person originally wanted to improve their physical health by joining a gym. However, they realise over time that they lost interest in going to the gym. To address this change, you may respond by asking them what exercises they wanted while in the gym. This is so that either you or another support worker may assist them in doing the exercises at home instead.

Sharing Results With Those Involved in the Plan

As you update the skill development plan, you must communicate the evaluation results with those involved. This ensures that those who will assist the person are fully informed of what works and what will be changed. If there is miscommunication among those involved, it can hinder the person's progress. So, you must ensure that those involved know what strategies are adequate for their skill development.

Those involved include:



Refer to Subchapter 3.2 on how you may inform and support colleagues and relevant others in implementing the new strategies in the skill development plan.

Remember that the evaluation results are official documents. Those involved will be reading them to inform their actions. With this in mind, make sure to do the following:

- **Follow your organisation's policies and procedures for documenting information.** You may refer to Subchapter 1.4 for further discussion.
- **Prepare the evaluation results in a format that is accessible and easy to read.** Use simple terms that can be understood by everyone involved.
- **Write the findings clearly and concisely.** Ensure the information is complete and only involves what is relevant to those interested.
- **Write the recommended changes to the development plan in detail.** This means the changes should be realistic. This way, you can immediately execute the new strategies once everyone is informed of the change.

4.2.1 Organisational Policies and Procedures

Your organisation will have its own policies and procedures for evaluating and updating plans. These are based on the quality standards set for service delivery.

A *standard* is an established document that sets out rules to ensure quality. Standards provide a basis for people with disability on what they should expect from a product, service or system.

All support workers are expected to deliver consistent quality care. As such, there are standards set that a support worker must follow. These include the following:

Legislated and statutory standards

Professional standards

Ethical standards

- **Legislated and statutory standards** are required by established laws and rules. A state or territory sets these laws and regulations.
- **Professional standards** define the nature and quality of care provided. Professional standards guide a care worker's practice, interactions and relationships.
- **Ethical standards** are established by an organisation to communicate the organisation's moral values. They serve as a reference during decision-making and guide a support worker's behaviour.

On their own, adherence to standards is voluntary. However, they become mandatory when they are referred to in legislation. A disability support worker must follow the National Standards for Disability Services. These include six national standards that apply to disability service providers, namely:

- **Rights** – The service promotes the individual human rights of the person with disability.
- **Participation and inclusion** – The service works with the person with disability and other stakeholders to promote opportunities to take part in society.
- **Individual outcomes** – Services and support are assessed, planned, delivered and reviewed against the strengths and goals of the person with disability.
- **Feedback and complaints** – Regular feedback is sought and used to inform the person with disability and the organization for service improvement.

- **Service access** – The service manages access, commencement and leaving a service in a transparent, fair, equal and responsive way.
- **Service management** – The service has effective and accountable service management and leadership to maximise outcomes.

Based on *National Standards for Disability Services*, used under CC BY 3.0 AU. © Commonwealth of Australia

Your state or territory has laws and standards to ensure that disability service providers provide quality care. You can access them through the links in the table below:

State or Territory	Laws and Standards
Australian Capital Territory (ACT)	Disability Services Approved Standard - Australian Capital Territory
New South Wales (NSW)	The NSW Disability Service Standards: Standards in Action Manual April 2016
Northern Territory (NT)	Office of Disability
Queensland (Qld)	Disability services
South Australia (SA)	Disability Services Act 1993
Tasmania (Tas)	Tasmanian Disability Services Regulations 2015
Victoria (Vic)	Standards for Disability Services in Victoria
Western Australia (WA)	Unlike other states/territories, WA has no dedicated standard. However, they use the Commonwealth version.



Lotus Compassionate Care

Access and review Lotus Compassionate Care Handbook for the quality standards through the link below:

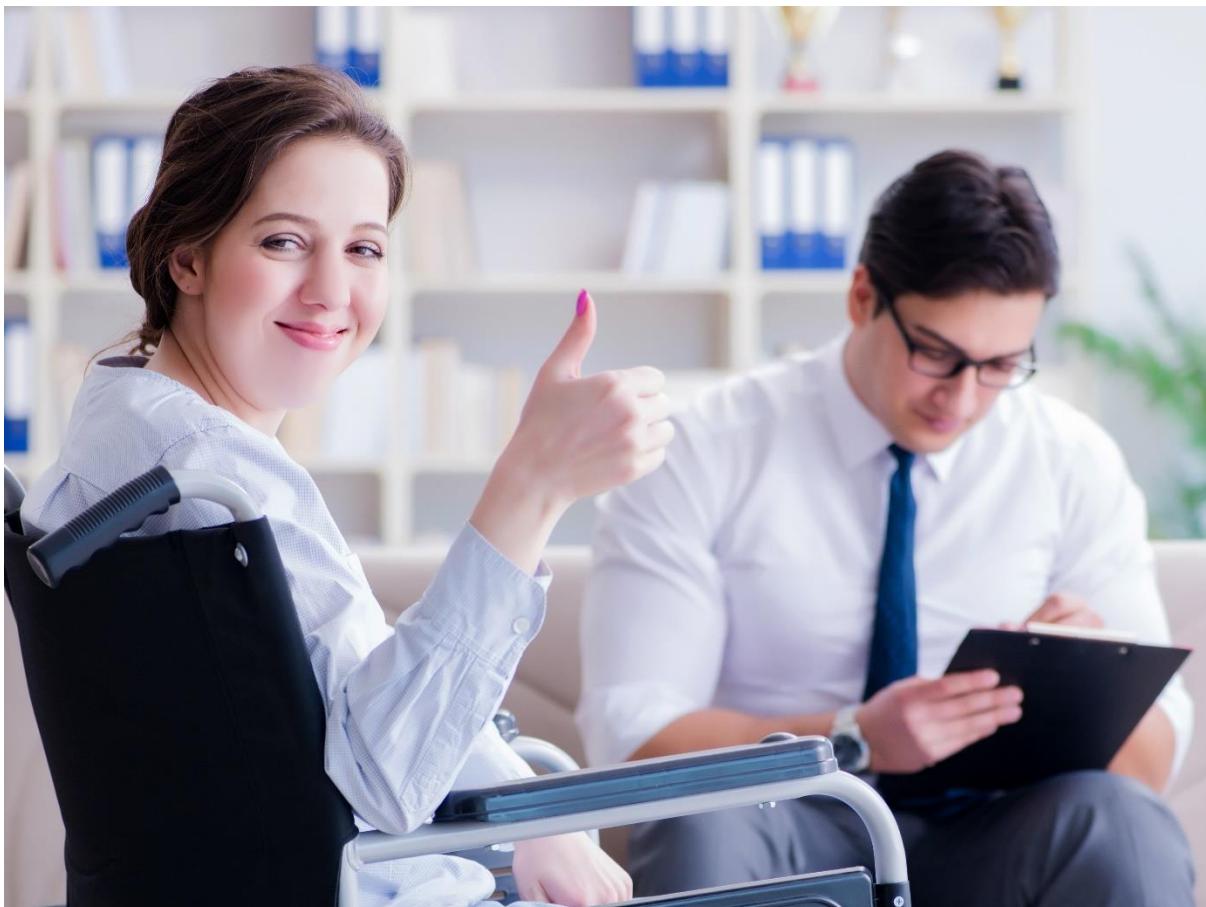
[Lotus Compassionate Care – Staff Handbook](#)

(username: newusername password: new password)

Checkpoint! Let's Review



1. An evaluation can be a powerful tool for continuous improvement. It determines the impact of the strategies on the progress of the person with disability.
2. When updating the plan according to the person's changing needs, you must consider the changes in barriers and interests.



4.3 Identify Opportunities for Ongoing Skills Development With the Person



Opportunities for ongoing skills development must be based on what the person with disability wants to achieve in their life. Not all opportunities will be suitable for them. Their impairments, strengths and goals will determine what will work for them.

With this in mind, always refer to the person's identified needs and strengths. This will ensure that the opportunities will address their aspirations and goals.

Here are some strategies you may use when consulting with them to identify opportunities for ongoing skills development:

Review Evaluation Results

As mentioned in Subchapter 4.1, tracking what works and does not work well helps identify new opportunities. These opportunities may include:

- Ways to strengthen practical activities and programs currently in place
- Changes in the activities and programs that are not working for the person
- Strategies to address the person's changing needs (i.e. changes in barriers they face and their interests)

Provide Means for Self-Study

A way to continue skill development is to provide the person with ways to learn outside their skill development plan. Self-study encourages them to go beyond what is being taught by their instructors. With self-study, the person will be able to take complete control over their learning. They will be able to explore different topics further. This strengthens their interest and further develops their skills.



The following are other benefits of self-study:

- **The person will learn more efficiently.** Exploring a topic on their own encourages them to engage with their learning actively. The more engaged they are, the better they will remember what they have learned.
- **The person will have boosted confidence.** As they learn without direct supervision, they can become more confident. As they self-study, they will see themselves as a person with disability who can learn new things independently. This can be a significant motivator for them in their formal activities and programs.
- **The person can learn at their own pace.** Self-study allows them to focus on what they are most interested in. This can help them when they feel frustrated during their formal activities and programs.
- **Self-study encourages curiosity.** Curiosity is one of the biggest learning motivators. When the person is interested in what they are learning, they will be able to absorb information. This leads to a more effective learning experience. They will understand the data rather than just memorising it.

The following are the resources you may provide to the person to encourage self-study:

- **Online resources**

There are many online resources available for the person to use for self-study. Depending on what topics they want to learn more about, you should find many resources on the subject. These resources include online courses, quizzes, and games.



- **Educational videos**

Online platforms such as YouTube and Vimeo provide a range of educational videos. The person can use these videos to supplement their self-study. The videos may help visualise and contextualise the information learned in informal learning.

The following are examples of educational videos:

- Recorded lectures with slides
- Tutorials
- Demonstrations

- **Audiobooks and podcasts**

Audiobooks and podcasts are excellent resources for auditory learners. They are convenient and easy to use. The resources help improve focus, as they require the person to listen carefully to absorb information. They are best used for developing language and communication skills.

Encourage Social Learning

Social learning is learning by interacting with others. This type of learning may be more effective for the person who understands best in a group than by themselves.

Positive social interactions are essential to living a quality life. Encouraging them to interact with their classmates can help them feel comfortable. When the person feels more comfortable, the chances to learn increase. If challenges arise, they can talk to their classmates and help each other find solutions.



The following are other strategies to encourage social learning:

- Discussing on online forums and social media
- Working with classmates in group projects and sessions
- Coaching and mentoring

Checkpoint! Let's Review



1. Opportunities for ongoing skills development must be based on what the person with disability want to achieve in their lives. Not all opportunities will be suitable for them. Their impairments, strengths and goals will determine what will work for them.
2. Self-study encourages them to go beyond what is being taught by their instructors. With self-study, they will be able to take complete control over their learning.
3. The following are the resources you may provide to the person to encourage self-study:
 - Online resources
 - Educational videos
 - Audiobooks and podcasts
4. Social learning is learning by interacting with others. This type of learning may be more effective for the person who understands best in a group than by themselves.

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.



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

In the previous chapter, you have learnt how to evaluate skills development and review plan by:

Tracking and providing feedback about the progress of the person with disability towards objectives and goals

Determining the effectiveness of the skills development plan

Updating the plan on the changing needs of the person with disability

Identifying opportunities for ongoing skills development

Now, you must be able to identify and implement 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 a person with disability to improve their skills during their day-to-day activities. As a support worker, you must be aware of the opportunities that will occur around the person. Once you have identified them, you must utilise these informal opportunities to improve their skills development.



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

- Determine informal learning opportunities with the person
- Provide constructive advice to the person and other stakeholders
- Encourage the person's initiative in learning situations
- Encourage experiential learning and development

5.1 Determine Informal Learning Opportunities With the Person

Recall informal learning as discussed in Section 2.3.1. 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.

People with disability may likely need more explanation and guidance to learn. For example, a person with hearing impairment cannot hear how other people use certain words in conversation. On the other hand, a person who is blind or has low vision will have difficulty seeing the actions demonstrated before them.

As a support worker, you must work with the person to identify situations that can act as informal and incidental learning opportunities. Examples of these situations include:



You must also be able to encourage and support them to take part in those situations actively.

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.

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

There are two kinds of activities for daily living:

- **Activities of daily living (ADL)** – These include the following self-care tasks:
 - Bathing and showering
 - Grooming (e.g. brushing and styling hair and shaving)
 - Dressing
 - Using the toilet
 - Functional mobility (e.g. walking and getting in and out of bed)
 - Using utensils to eat
- **Instrumental activities of daily living (IADL)** – These refer to activities for maintaining an independent life, such as:
 - Household management
 - Cooking meals and cleanup
 - Budgeting money
 - Shopping for necessities
 - Using various communication devices
 - Moving within the community



Usually, the person's primary caregivers are the ones assisting them with these activities. So, you may consult with them on how you can support the person to take an active part in these activities. This includes motivating them to boost their confidence and independence.

Community Education

Aside from daily living activities, you may also use the activities and programs provided by the community as practice.

As mentioned in Section 2.2.2, community education emphasises the benefit of ongoing learning. The activities and programs allow the person to maintain their independence by building their skills capacity. Not only that, they give the person avenues to interact with other people. This increases their social and communication skills, which they usually develop through practice with others.

You may refer to the section for examples of community activities and programs. They also include what skills are being encouraged to develop and improve.

Self-Study

Self-study is a kind of informal learning that involves the person studying at their own pace without any supervision. It also hones their time management and self-discipline.

For example, a person finds a topic taught in their formal strategies interesting. You can encourage them to explore the subject on their own. Doing so will boost their motivation to learn as self-study engages their curiosity.



You may refer to Subchapter 4.3 for further discussion on how you can provide means for self-study.

Games

Personal interest is what drives informal learning. There has to be a strong desire to engage in the activity. Thus, you can use games as a way for the person to learn their skills in their development plan indirectly.

Games have the ideal conditions for informal learning. They maintain the person's interest to ensure that they stay focused and take part in the game. Games disguise the learning of skills that they might resist in traditional learning environments. They can also promote independence and social skills as the person can play games alone or with others.



Multimedia



This video describes how games can increase the likelihood of participation, promote social and emotional learning, and provide motivation to take risks.

[4 Ways to Use Games for Learning](#)



Checkpoint! Let's Review

1. 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.
2. Situations that can act as potential informal learning opportunities and encourage learning include:
 - Daily living
 - Community education
 - Self-study
 - Games

5.2 Provide Constructive Advice to the Person and Other Stakeholders



Constructive advice refers to the type of feedback that aims for a positive outcome. Recall feedback as discussed in Section 4.1.1. To give feedback means using the observed actions as the basis when giving comments, advice or suggestions. These should be useful to the individual, as the goal is to help them reach their objectives and goals.

Good constructive advice focuses on the practical actions of the individual rather than the individual themselves. It should not be a damaging attack on their personality or faults. Other than that, there should be realistic and supportive guidance given.

One of your responsibilities is to provide constructive advice to the person and other stakeholders. It would help by giving the appropriate advice following practical action. Doing so will create a significant impact on future performance.

As mentioned in Subchapter 1.3, stakeholders of the individualised plan include the following:

- The person with a disability
- The family of the person
- The carer of the person
- Relevant others (as discussed in Section 1.3.1)

You must provide constructive advice to those mentioned above. This advice should include how to improve the progress of the person with disability within the individualised plan.

There are two formats of constructive advice:

Positive feedback

Negative feedback

- **Positive feedback** includes favourable comments on observed actions. The feedback focuses on what was done well by the receiver. When giving advice based on favourable comments, it should encourage and support the receiver to continue the actions.

Positive feedback uses praise when delivering advice. Praise is a way to show appreciation to the receiver. By acknowledging their efforts, you can help reinforce positive behaviour.

- **Negative feedback** includes corrective comments on observed actions. The feedback focuses on what actions should have better outcomes. The advice given should guide the receiver in improving their efforts to avoid repeating unsatisfactory results.

Negative feedback can include criticism. Criticism plays an essential role in avoiding negative behaviours. However, it can lead to an uncomfortable situation if handled poorly. Criticism must be sincere and caring. Therefore, do not let your emotions guide you when you are giving criticism. Remember that the outcome of criticism should be favourable and contribute to the receiver's development.

When providing constructive feedback to those involved in the individualised plan:

- **Be direct** – Get to the point and state what will be discussed and why it is essential. Always be straightforward with the advice you are giving.
- **Include all details of what was observed** – Remember to be specific when describing the actions and behaviours observed. As constructive advice is focused on impartial observations, avoid making assumptions and interpretations of their actions. Make sure that observations are factual and nonjudgmental to the receiver.
- **Focus on things the receiver can change** – Advice should refer to the actions and behaviours that the receiver can change and improve on. Avoid focusing on something out of their control. For example, a person who is frequently late may reside in an area with frequent traffic jams. Advice you may give to them can include using alternate travel routes or leaving at an earlier time.

- **Be sincere** – When you are sincere, you are showing that you care and respect the receiver. If your tone does not match the context of the advice, you might send out a mixed message that can confuse the receiver. For positive feedback, make sure that your appreciation is seen and felt. However, if it is negative feedback, make sure to express your concern. Using harsh tones and showing anger, frustration or sarcasm will defeat the purpose of the input.
- **Give the receiver a chance to respond** – As with providing feedback, make sure that the conversation is a two-way street. This shows that you are prepared to listen to their interpretation of what happened. You may prompt the receiver to explain their point of view, asking them open-ended questions such as '*What do you think of this?*' or '*What are your thoughts on what happened?*'
- **Offer specific suggestions** – Provide suggestions based on your observations and the receiver's response. These suggestions should be practical and give them concrete ideas on addressing what was brought up.
- **Be timely when giving advice** – Whether positive or negative, providing advice when necessary is beneficial to both you and the receiver. Do not assume that the person with disability and other stakeholders will always know when they perform well. Make sure to acknowledge when they have achieved the expected outcome and respond when something is not quite right.



Checkpoint! Let's Review

1. To give feedback means using the observed actions as the basis when giving comments, advice or suggestions. These should be useful to the individual, as the goal is to help them reach their objectives and goals.
2. One of your responsibilities is to provide constructive advice to the person and other stakeholders. It would help by giving the appropriate advice following the practical action. Doing so will create a significant impact on future performance.

5.3 Encourage the Person's Initiative in Learning Situations

By now, you already know that you must support a person with disability in decision-making. This is a crucial aspect of a person-centred approach. As you assist the person with disability with their skills development, you must encourage them to take the initiative to learn.

Taking the initiative refers to doing something without being told what to do. This demonstrates an ability to think for one's self and take action when necessary. It also involves doing something despite the risk of failure. As mentioned in Subchapter 5.1 of this Learner Guide, one of your responsibilities is encouraging the person in informal and incidental learning situations. This means you must give them support to take the learning opportunities presented to them.



To encourage the person to take the initiative in informal learning situations, you may do the following.

Create a Safe and Supportive Environment

High 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 person that it is okay to fail and that failure is a valuable learning experience. Doing so will allow them to feel more comfortable and confident to take the initiative.

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

- **Ensure that the person is well informed.** Provide them with the information and resources to complete a task. This allows them to assess what they need to do and whether they are capable of it. Doing so lowers the amount of risk, which can further motivate them to take the initiative.
- **Treat the person with respect.** Ensure that they share thoughts and concerns with you and other stakeholders. This will ensure that they feel like they are being taken seriously.

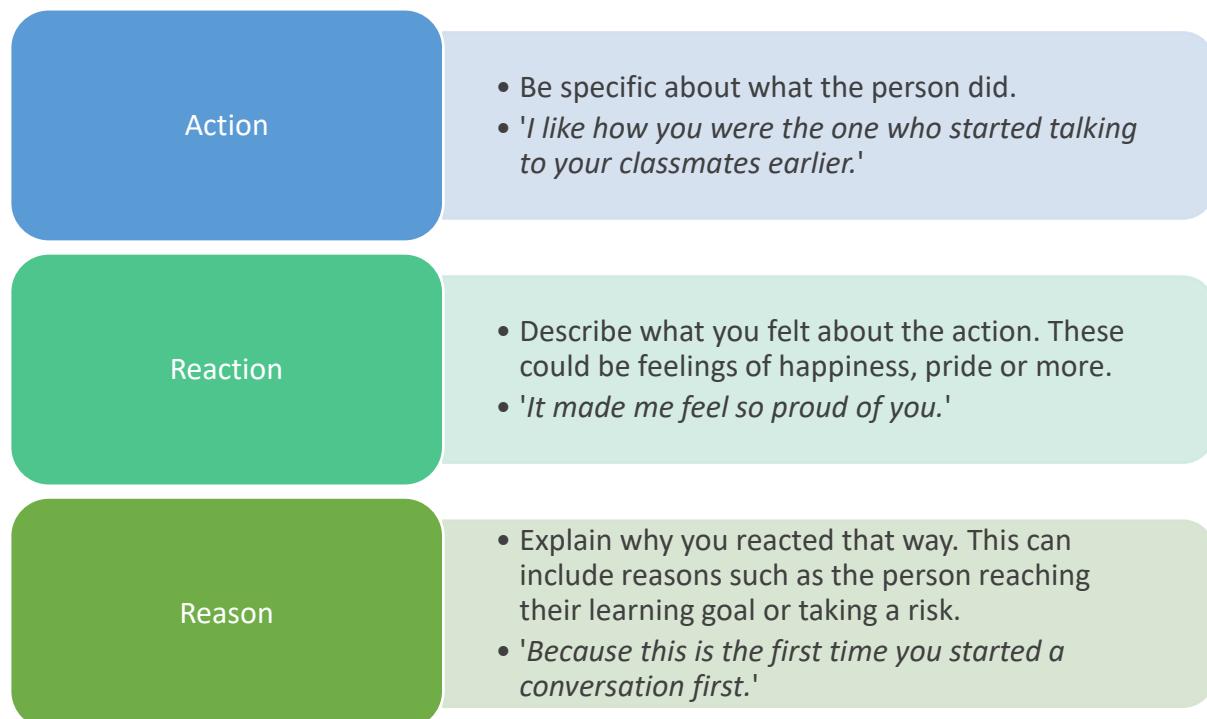
- **Allow room for experimentation.** Make sure that the person knows they have the freedom to think outside of the box. Doing so will allow them to believe that their ideas are welcome and challenge them to learn the best ways.
- **Help the person deal with challenges faced.** If they refuse to take the initiative, you may help them by taking steps to determine the underlying issue. For example, if a person 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 Person Shows Initiative

Make sure to support the person when they show initiative. The person needs the motivation to keep going. Recognising them when they show initiative is one way of boosting and maintaining their motivation and confidence. If the person feels that their efforts are being ignored, they will likely not push themselves to do better. Recognising initiative allows them to think that their efforts are appreciated.

One way to recognise the person 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 them that you like what they are doing. Giving verbal praise also helps them recognise when they do well. This leads to them feeling proud of themselves.

When giving verbal praise to the person, you must make sure that you tell them precisely what you like. To do so, you may use the following technique:

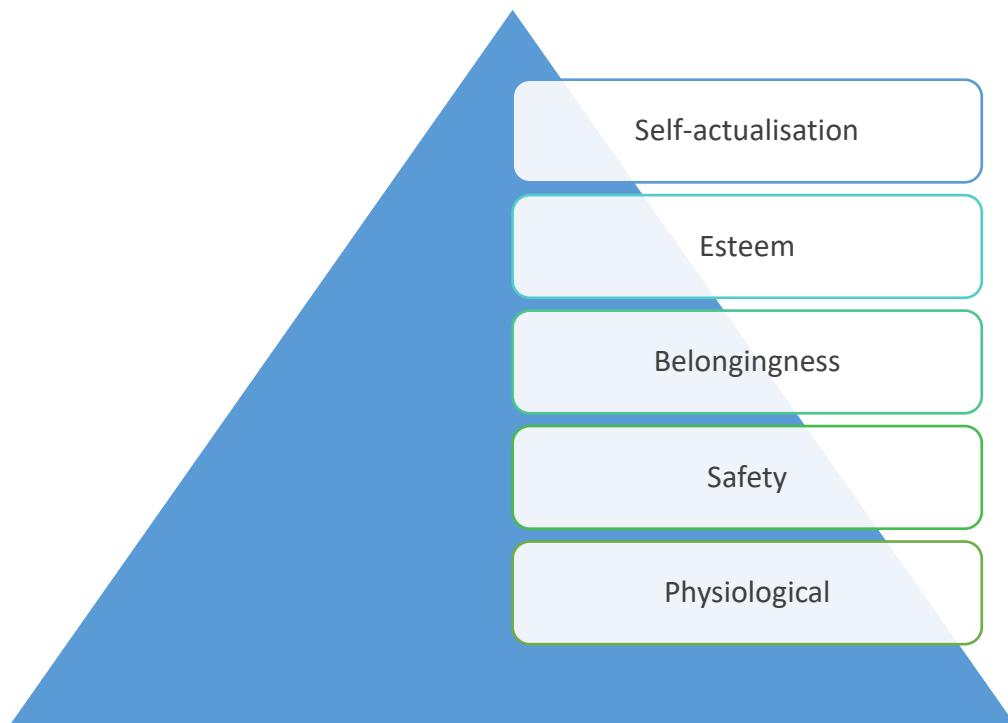


Aside from verbal praise, you may also look for non-verbal ways to show recognition. You may give them a thumbs up, a smile or a high five to praise their efforts. Another way is to reward the person. Rewards can be big or small, such as a trip to the park or museum or giving them their favourite snack.

Understand What Motivates the Person

Recall how you can motivate the person, as discussed in Section 3.1.2. Knowing what kind of motivation they need helps you determine what encouragement you can give. To help you further determine their motivations, you may use Maslow's hierarchy of needs.

Maslow's hierarchy of needs is a motivational theory that describes the different categories of needs or rewards that motivate an individual.



- **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
- **Physiological** – The need for air, water, food, shelter, rest and good health

The theory states that for a person with disability 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 with disability in ways that best suit them. For example, a person lacks in their need for belongingness. You can address this by having their family and friends involved. Having them encourage the person can increase their confidence and motivation. It can also make the person feel comfortable to take the initiative when learning.

Checkpoint! Let's Review



1. Taking the initiative refers to doing something without being told what to do. This demonstrates an ability to think for one's self and take action when necessary.
2. To encourage the person to take the initiative in learning situations, you must be able to:
 - Create a safe and supportive environment
 - Recognise when the person shows initiative
 - Understand what motivates the person
3. Maslow's hierarchy of needs is a motivational theory that describes the different categories of needs or rewards that can motivate an individual.

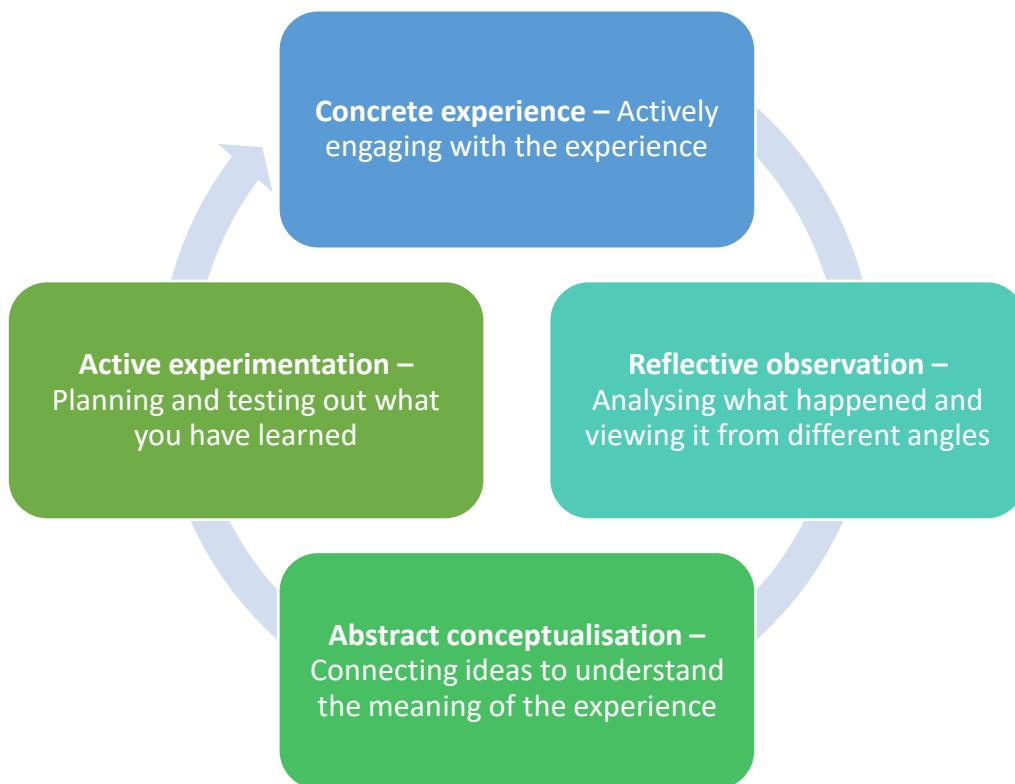


5.4 Encourage Experiential Learning and Development

Recall the theory of active support as discussed in Section 3.1.3. Over time, a person may be more confident in taking the initiative with their learning. When this happens, you can begin working with the person to adapt the support you provide them. This will encourage the person with disability to practise experiential learning and development.

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 and development has the following benefits:

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

By engaging them to reflect and analyse, they will better understand what they learnt. It also provides them insight into their skills.

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

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



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

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

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

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

5.4.1 Withdrawing an Appropriate Amount of Support

To withdraw support that can encourage experiential learning and development, you must promote their independence by doing the following:

- **Be supportive.** To promote independence, make sure to support the person in a way that 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. Always ask them what they would like to do rather than telling them. For example, instead of telling a person to use an adaptive spoon, you may ask them whether they want to use it and how they feel about it.
- **Let the person make choices every day.** Whenever you can, allow the person to choose. This will help you understand how much support to withdraw that 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 person the necessary information and time to think about their choice.** Use appropriate communication techniques when giving them all essential options and information. This will guide them in making a choice. If the person wants more information before making a choice, assist them in their search. You may also encourage them to ask for the opinions of other stakeholders to aid them.



- Remind the person of the goals they set for themselves.** Recall the life goals set in Section 1.1.2 of this Learner Guide. The purpose of setting these goals is to establish what skills they need to live independent lives. Make sure to refer to the goals set to keep in mind what they need to accomplish.
- Encourage the person to interact with others.** Encourage them 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.

Checkpoint! Let's Review



1. Experiential learning refers to learning from experience. It is a cycle that emphasises the importance of reflection after an experience.
2. To promote independence, make sure to support the person in a way that will not make them overly dependent on you.

Learning Activity for Chapter 5



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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