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# Overview

**CHCDIS012 - Support community participation and social inclusion (Release 1)**

This unit describes the performance outcomes, skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person’s needs and preferences.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct, indirect or remote supervision.

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

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

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

<https://training.gov.au/Training/Details/CHCDIS012>

# Learner Instructions

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

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

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

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

**IMPORTANT:**

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

## Learner Information

|  |  |
| --- | --- |
| Learner name |  |
| Phone |  |
| Email |  |

## Trainer Information

|  |  |
| --- | --- |
| Trainer name |  |
| RTO name |  |
| RTO phone |  |
| RTO email |  |

# Resources Required

Resources needed to complete activities included in this workbook include:

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Learner guide
* Volunteers to participate in a role play

# Work Health and Safety

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

* The same learning opportunities as learners without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

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

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure learner needs continue to be met

**Assistive/Adaptive Technologies**

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

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

**IMPORTANT:**

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

# Formative Activities

## I. Identify Opportunities for Community Participation and Social Inclusion

### Activity 1.1

|  |  |
| --- | --- |
| **True or False**  Review the statements below about consulting with PWDs to determine their support requirements for engaging with a social network. Indicate whether each statement is True or False.  Tick the box that corresponds to your answer. | |
|  | |
| TRUE  FALSE | 1. Preferences refer to what ideas and activities that the client wants to learn and participate in. |
| TRUE  FALSE | 1. Manner of participation refers to how PWDs will interact with others within their social networks and communities. |
| TRUE  FALSE | 1. When a person with an impairment interacts with society, they often experience discrimination. Discrimination is the unfair treatment of people on various grounds. |
| TRUE  FALSE | 1. Active citizenship refers to being earnestly involved with one’s community. This matters for PWDs, as they also want to work with others with the same interests, goals, and preferences like everyone else. |
| TRUE  FALSE | 1. You do not need to follow the principles of person-centred practice to ensure that your clients’ opinions are heard and they will be happy with your service. |

### Activity 1.2

|  |  |
| --- | --- |
| **Matching Type**  Listed below are the community participation options.   1. Resources 2. Programs 3. Agencies 4. Services 5. Aids and Equipment   Match each to their description below, by writing the letter that corresponds to your answer in the space provided. | |
|  | |
| Description | |
|  | 1. These refer to organisations that provide specific services for PWDs to aid them in participating in their community. |
|  | 1. These refer to sources of information on how PWDs can participate in their community. |
|  | 1. These refer to activities and initiatives conducted by different organisations with the goal of supporting PWDs in community participation. |
|  | 1. These refer to assistive technologies (AT) that helps PWDs fully participate in their communities. |
|  | 1. These refer to transport services and health services that are relevant to supporting PWDs in participating in their community. |

### Activity 1.3

|  |
| --- |
| **SCENARIO**  You are a disability support worker from a community centre in Victoria. One of your clients is Maggie Summers, a ten-year-old girl with full vision loss. She loves being in the water and is a big fan of the Paralympics. She shares with you that her biggest dream is to be a Paralympic athlete. Maggie wants to learn how to swim.  Maggie’s parents want to support Maggie’s interest in swimming, but they are worried about her safety around water. Maggie has only been in shallow pools where the water only reached up her knees. They are also worried about the availability of sport programs for children who have full vision loss. |

|  |
| --- |
| List down two pieces of community information about swimming programs that you can provide to Maggie and her parents. |
|  |
|  |
|  |

|  |
| --- |
| Explain how you can ensure Maggie will get the resources she need to swim. |
|  |
|  |

## II. Implement Strategies for Community Participation and Inclusion

### Activity 2.1

|  |
| --- |
| **SCENARIO**  You have been assigned to be the disability support worker of Becky Fields. Becky is a young adult with autism who has difficulties with socialisation. During your discussion with Becky regarding her individualised plan, you learn that Becky loves activities that involves books.  As her disability support worker, you are tasked to find social activities for Becky that focuses on reading. During your research, you found that the local library has a book club program for people with intellectual and developmental disabilities to read, learn and socialise with others. Each club has at least four members and two volunteer facilitators who are trained to engage readers of all levels.  In your next meeting with Becky, you bring up the book club program as an option for Becky to build her social skills. Becky is excited by the idea and wishes to join the program. She will need your support in accessing the option. |

|  |
| --- |
| **Role Play Activity**  Role play the scenario with a volunteer to support the PWD in accessing community participation program while demonstrating the practical skills listed in the checklist below.  Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.  **Your role**  For this activity, you will take the role of the disability support worker  **The volunteers’ role**  For this activity, the volunteer will take the role of the client. |

|  |  |  |
| --- | --- | --- |
| **Role Play Checklist** (For trainer’s use only) | | |
| **During the role play activity:** | **YES** | **NO** |
| 1. The learner contacts the person/organisation who can provide the program. |  |  |
| 1. The learner provides the client with online links related to the program. |  |  |
| 1. The learner assists the client in filling out documents required to access the program. |  |  |
| Trainer’s overall feedback on the learner’s performance during the role play activity: | | |

### Activity 2.2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Matching Type**  Identify the assistive technology for communication being described in each statement below.   |  | | --- | | **Assistive Technology for Communication** | | FM Systems | | Eye Gaze | | Audiobooks | | Memory Aids | | Noise-Cancelling Headphones | | |
|  | |
| Description | |
|  | 1. These are recordings of print materials being read out loud. |
|  | 1. These wireless devices use radio signals to connect a microphone to hearing aids or receivers. |
|  | 1. These eliminate distracting background noises to prevent overstimulation. |
|  | 1. These devices assist the person in recalling information or steps to accomplish activities. |
|  | 1. An electronic device that allows the person to communicate by looking at words or commands on a screen. |

### Activity 2.3

|  |
| --- |
| **Fill in the blanks**  The following are statements on strategies to address negative attitudes expressed by stakeholders community participation and social inclusion. Review each and complete the statement by filling in the missing words/phrases. |
|  |
| 1. Find out       behind the negative attitude. The person concerned may have       which causes the negative attitude. |
| 1. Focus on the behaviour of the person concerned when discussing the negative attitude. Keep your emotions      . Do not use the discussion as a cover for judging or critical of the person concerned. Judgement is only your       of the person’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. |
| 1. Be specific and precise. Addressing the negative attitudes should be       and to the point. Offering general and vague comments can leave the person confused about what they have to work on. Provide       of the action in question. |
| 1. Make conversations a two-way street. Take time to engage with the person concerned and check for their understanding. Let the person respond to what you said and allow them to ask       . This shows your       for the person’s opinions. It can also clear any misunderstandings you might have about their attitudes. |

## III. Identify, Address and Monitor Barriers to Community Participation and Social Inclusion

### Activity 3.1

|  |
| --- |
| **Matching Type**  Listed below are some of the common barriers to community participation and social inclusion.   1. Physical Barriers 2. Systemic Barriers 3. Personal Barriers 4. Skill Barriers 5. Structural Barriers 6. Resource Barriers 7. Psychological Barriers 8. Stigma 9. Self-stigma 10. Discrimination   Match each to their description below, by writing the letter that corresponds to your answer in the space provided. |

|  |  |
| --- | --- |
| Description | |
|  | 1. These barriers may involve the PWD's family or cultural background. |
|  | 1. These barriers are structural obstacles that can affect one's ability to move freely. These barriers are found in the person’s environment. |
|  | 1. These barriers are related to the PWD not having enough training opportunities to develop their skills because of stigma against PWDs. |
|  | 1. These barriers may occur when there are simply no available resources that can meet the PWD’s needs. |
|  | 1. These barriers are related to laws or policies that discriminate against people with impairments. These contribute to the individual and emotional obstacles a person may experience. |
|  | 1. These barriers may take place when the PWD does not have a complete understanding of the services that are available. |
|  | 1. This barrier arises when people focus on the person rather than focusing on their illness. |
|  | 1. These barriers include personal perception, lack of self-confidence, low self-esteem, negative body image, and perception of others. |
|  | 1. This barrier happens when a person with a disability is poorly treated or does not get the same opportunities as others in the same situation. |
|  | 1. This barrier is the result of internalising stigma and other negative attitudes. |

### Activity 3.2

|  |
| --- |
| Identify and describe:   1. Two strategies for systemic advocacy 2. Two strategies for individual advocacy |

|  |  |
| --- | --- |
| **Strategies for systemic advocacy** | **Description** |
|  |  |
|  |  |
| **Strategies for individual advocacy** | **Description** |
|  |  |
|  |  |

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