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

Activity 1.1

Review the statements below about consulting with persons with disability 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 or False**

|  |  |
| --- | --- |
| ☐TRUE ☐FALSE | i. Preferences refer to what ideas and activities that the client wants to learn and participate in. |
| ☐TRUE ☐FALSE | ii. Manner of participation refers to how persons with disability will interact with others within their social networks and communities. |
| ☐TRUE ☐FALSE | iii. 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 | iv. Active citizenship refers to being earnestly involved with one’s community. This matters for persons with disability, as they also want to work with others with the same interests, goals and preferences like everyone else. |
| ☐TRUE ☐FALSE | v. 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 | |
| Agencies | i. These refer to organisations that provide specific services for persons with disability to aid them in participating in their community. |
| Resources | ii. These refer to sources of information on how persons with disability can participate in their community. |
| Programs | iii. These refer to activities and initiatives conducted by different organisations with the goal of supporting persons with disability in community participation. |
| Aids and Equipment | iv. These refer to assistive technologies (AT) that help persons with disability fully participate in their communities. |
| Services | v. These refer to transport services and health services that are relevant to supporting persons with disability 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.

1. Diasbility Sport and Recreation
2. People Outdoors

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

* First of all, finding a proper program for Maggie is the key role. The programs listed above provides training by the help of professional instructors experienced in teaching children with disabilities. Sessions are tailored to each child's needs to gain confidence in the water, teaching progressive swimming according to the child's ability and depth of the water. These program will instruct swimming, achieve physical fitness, and provide socialization opportunities.
* Sharing the information about the identified swimming programs with Maggie's parents comes second. I will explain them the benefits and how these programs ensure safety and skill development for children with vision impairments.
* Then, we will look for a trained swim coach who has experience with persons who have full vision loss. We will also identify any special swimming equipment they may need. Then, we will help find special swimming equipment for Maggie, by the help of the chosen program.
* We will regularly check in with Maggie, her parents, and the instructors to monitor her progress and address any issues that arise.

**II. Implement Strategies for Community Participation and Inclusion**

Activity 2.1

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 involve books.

As her disability support worker, you are tasked to find social activities for Becky that focus 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.

**SCENARIO**

**Role Play Activity**

Role play the scenario with a volunteer to support the person with disability 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/organization 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:  The trainer was well spoken and explained all the details about the grogram to the client. The learner was also very attentive the the decisions of the client and did asked for their consent in everystep. The learner even assisted the client with filling out the documents. | | |

Activity 2.2

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 |

**Matching Type**

|  |  |
| --- | --- |
| Description | |
| Audiobooks | i. These are recordings of print materials being read out loud. |
| FM Systems | ii. These wireless devices use radio signals to connect a microphone to hearing aids or receivers. |
| Noise-Cancelling Headphones | iii. These eliminate distracting background noises to prevent overstimulation. |
| Memory Aids | iv. These devices assist the person in recalling information or steps to accomplish activities. |
| Eye Gaze | v. 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.

|  |
| --- |
| i. Find out the reason behind the negative attitude. The person concerned may have an underlying issue which causes the negative attitude. |
| ii. Focus on the behaviour of the person concerned when discussing the negative attitude. Keep your emotions in check. Do not use the discussion as a cover for judging or critical of the person concerned. Judgement is only your opinion 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. |
| iii. Be specific and precise. Addressing the negative attitudes should be solution-oriented and to the point. Offering general and vague comments can leave the person confused about what they have to work on. Provide straightforward examples of the action in question. |
| iv. 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 follow-up questions. This shows your respect 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

CHCDIS012 - Support community participation and social inclusion (Release 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 | |
| Personal Barriers | i. These barriers may involve the family or cultural background of the person with disability. |
| Physical Barriers | ii. These barriers are structural obstacles that can affect one's ability to move freely. These barriers are found in the person’s environment. |
| Skill Barriers | iii. These barriers are related to the person with disability not having enough training opportunities to develop their skills because of stigma against persons with disability. |
| Resource Barriers | iv. These barriers may occur when there are simply no available resources that can meet the needs of the person with disability. |
| Systemic Barriers | v. These barriers are related to laws or policies that discriminate against persons with impairment. These contribute to the individual and emotional obstacles a person may experience. |
| Structural Barriers | vi. These barriers may take place when the person with disability does not have a complete understanding of the services that are available. |
| Stigma | vii. This barrier arises when people focus on the person rather than focusing on their illness. |
| Psychological Barriers | viii. These barriers include personal perception, lack of self-confidence, low self-esteem, negative body image and perception of others. |
| Discrimination | ix. 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. |
| Self-stigma | x. 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** |
| i. Policy monitoring | Policy monitoring ensures policies for persons with disabilities are effectively implemented. Techniques include:   * One-off investigations using data gathering * Annual reviews for periodic monitoring * Drawing public attention to poorly implemented policies |
| ii. Advocacy campaigns | An effective advocacy campaign includes:   * Dedicated social media presence * Petition signing for government action * Public events to raise awareness |
| **Strategies for individual advocacy** | **Description** |
| i. Informal Advocacy | Informal advocacy is when a client selects someone to speak on their behalf from among other stakeholders. Advocates can include:   * Family members * Close friends * Primary caregivers * Partners or significant others * Trusted individuals (relevant others) |
| ii. Formal Advocacy | Formal advocacy is when a client chooses an advocacy service to speak on their behalf, helping them understand and safeguard their rights. These services are accessible through the National Disability Advocacy Program (NDAP). NDAP includes:   * **Generalist Agencies**: Support individuals with any disability or cultural background. * **Specialist Agencies**: Focus on specific disabilities, issues (e.g., housing, education), or cultural and linguistic backgrounds, including Aboriginal and Torres Strait Islander communities. |

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