**Formative Activities**

**I. Contribute to Skills Assessment**

Activity 1.1

**Matching Type**

Listed below are the stakeholders involved in the provision of disability support.

1. Support worker
2. Supervisor
3. Carer
4. Family member
5. Health professionals

Match each to their description of their role below, by writing the letter that corresponds to your answer in the space provided.

|  |  |
| --- | --- |
| Description of the stakeholder’s role | |
| Supervisor | i. This stakeholder provides mentoring and share knowledge practice. |
| Support worker | ii. This stakeholder assists with domestic tasks and chores. |
| Health professionals | iii. This stakeholder diagnoses health issues relevant to the client’s disability. |
| Family | iv. This stakeholder provides support, love and care for the client. |
| Carer | v. This stakeholder provides medications based on the medication record and schedule. |

Activity 1.2

Complete the table by:

▪ Identifying the four criteria your documentation must have to be useful to anyone who may need access to them.

▪ Describing the importance of each criterion.

|  |  |
| --- | --- |
| Criteria | Importance of each criterion |
| 1. Timely | Timely records are crucial for tracking important dates and times, ensuring necessary services for the client, and setting service schedules. |
| 1. Accurate | Accurate records ensure client information is correct and authentic, helping to provide personalized support. |
| 1. Objective | Objective records provide exact explanations of events involving the client and ensure the records are factual and unbiased. |
| 1. Detailed | Detailed records help allied health professionals and support workers see important information for effective service provision. |

**II. Assist With Ongoing Skills Development**

Activity 2.1

Identify the tools and equipment used in the learning process being described in each statement below.

|  |
| --- |
| **Tools and Equipment** |
| FM systems |
| Notepads |
| Audiobooks |
| Autocomplete |
| Sensory regulators |

**Matching Type**

|  |  |
| --- | --- |
| Description | |
| Autocomplete | i. This feature can help predict words that a person with disability may type. |
| Notepads | ii. These allow the person with disability to communicate with others through writing. |
| Sensory regulators | iii. These allow the person with disability to cope with lowered or heightened senses. |
| FM systems | iv. These are wireless devices that use radio signals to connect a microphone to hearing aids or receivers. |
| Audiobooks | v. These are recordings of print materials that are read out loud. |

Activity 2.2

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

**True or False**

Review the statements below about prompting and motivating. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

|  |  |
| --- | --- |
| ☐TRUE ☐FALSE | i. Gestural prompt refers to verbally telling the person with disability a command of what they need to do. |
| ☐TRUE ☐FALSE | ii. Verbal prompt refers to letting the person with disability follow what is being demonstrated. |
| ☐TRUE ☐FALSE | iii. Using too many prompts may create *prompt dependency*, wherein the client will wait for the prompt before acting. |
| ☐TRUE ☐FALSE | iv. When family members are involved in their learning, the client becomes motivated as they feel supported. |
| ☐TRUE ☐FALSE | v. Internal motivation refers to external rewards such as praise and approval used as motivators. |

Activity 2.3

**SCENARIO**

Sam is a 12-year-old who has Trisomy 21, a type of Down Syndrome where each cell in the body has 3 separate copies of chromosome 21 instead of the usual 2 copies.

Sam really likes eating. She eats different fruits, vegetables and snacks from the groceries. However, she often gets constipated and experiences abdominal pain, fatigue and irritability due to having coeliac disease. This happens every time she accidentally eats food with gluten.

One of the goals Sam set during the skills development planning meeting is to be aware of gluten-free diet. The skill development strategies developed to meet this goal include:

▪ Providing her with visual supports that will teach her awareness of gluten-free diet

▪ Having her design a ‘reminder board’ that contains information about gluten-free diet.

After three weeks, there are major improvements with Sam. She has been eating healthy food and makes sure to read the labels before eating snacks from the groceries. The family posted pictures and displayed Sam’s ‘reminder board’ to remind her of the food that she must and must not eat. She can still enjoy her favourite bread and pasta because her sister was able to prepare them gluten-free. However, there are still times when she becomes constipated. She is having difficulty finishing her water tumbler and just drinks half of it.

As her support worker, you must meet with Sam and her sister to monitor the effectiveness of the strategies and see if there are areas where Sam needs further support.

**Role Play Activity**   
Role play the scenario with two volunteers to monitor the effectiveness of the strategies and provide Sam and her sister constructive feedback, 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.

**The volunteers’ role**

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

▪ Sam

▪ Sam’s sister

|  |  |  |
| --- | --- | --- |
| **Role Play Checklist** (For trainer’s use only) | | |
| **During the role play activity:** | **YES** | **NO** |
| 1. The learner discusses the strategies implemented. | ☐ | ☐ |
| 1. The learner discusses the goal being addressed by each strategy (i.e. to be aware of gluten-free diet). | ☐ | ☐ |
| 1. The learner asks Sam and her sister if the goal was achieved by each strategy. | ☐ | ☐ |
| 1. The learner asks Sam and her sister how each strategy helped in achieving the goal. | ☐ | ☐ |
| 1. The learner asks Sam and her sister their thoughts if a strategy did not help achieve the goal. | ☐ | ☐ |
| Trainer’s overall feedback on the learner’s performance during the role play activity:  The learner was very active and was well spoken. The learner was very attentive to what Sam and her sister had to say. The learner was very keen to understand what they expressed. She was very undrstanding and tried her best to look for the underlying problem. | | |

**III. Support Incidental Learning Opportunities to Enhance Skills Development**

Activity 3.1

**Fill in the blanks**

The following are statements regarding providing encouragement in real-life situations. Review each and complete the statement by filling in the missing words/phrases.

|  |
| --- |
| i. 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. |
| ii. Potential learningrefers to situations where a person may develop their skills. Informal and potential learning opportunities are intrinsically linked. This is because both opportunities stem from a person’s daily life experiences. |
| iii. Incidental learningrefers to any unintended learning. Incidental learning allows the person to learn while engaging in a task or an activity. |
| iv. 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 . |
| v.Remember that community education emphasises all community members can enjoy lifelong learning. Joining community education programs enables clients to maintain their independence and improve their skills to thrive. |

Activity 3.2

Outline the four steps in the experiential learning process.

i. Active Experimentation: This involves planning and testing out what you've learned to see how it works in practice.

ii. Reflective Observation: This is the process of analyzing what happened during an experience and viewing it from different perspectives.

iii. Abstract Conceptualization: This involves connecting different ideas to understand the underlying meaning of an experience.

iv.Concrete Experience: This means actively engaging in an experience to learn from it directly.

**IV. Complete Documentation**

Activity 4.1

You are a disability support worker in a community centre.

This afternoon at 3:00 pm, Luis had an incident in the shared TV room. He was sitting on a couch with another resident named Mary. Luis was teasing Mary while she was watching her show on the TV. Mary expressed annoyance and asked him to stop. You also told Luis to stop teasing as it was upsetting Mary.

Luis continued to tease Mary until she began yelling at him and calling him rude. Another support worker interfered and spoke to Mary to calm her down.

You told Luis to get up and move to another table. Before we could separate them, Mary threw the TV remote and hit Luis in the face. Luis then threatened to hit Mary back. You and the other support worker separated the two and brought them to different rooms in the community centre.

You asked Luis 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 Mary, Luis responded that he was just having fun.

Identify what kind of workplace report you must complete for this scenario.

incident report

List down six important details that must be included in the workplace report.

1. Who was involved?
2. What happened?
3. Where did it happen?
4. When did it happen?
5. Why did it happen?
6. How did it happen?

Activity 4.2

Listed below are examples of workplace documents.

1. One-page profile
2. Learning log
3. Communication profile and chart
4. Progress notes

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

**Matching Type**

Description

|  |  |
| --- | --- |
| Description | |
| Learning log | This document is used to communicate the client’s skills development. |
| Progress note | These documents record the progress of skill development from planning to implementation. |
| One-page profile | This document contains vital information about the client on a single sheet of paper to be quickly shared with others. |
| Communication profile and chart | These documents are used to understand how a client converse with others. |