



CHCDIS012

Support community
participation and
social inclusion

Learner Guide



CHCDIS012

Support community participation and social inclusion

Release 1

Learner Guide

Aspire Version 1.1

CHCDIS012 Support community participation and social inclusion, Release 1

© 2023 Aspire Training & Consulting
PO Box 5107, Bentleigh East, VIC 3165 Australia
Phone: (03) 9820 1300

First published January 2023

Cover design Anne-Marie Reeves Design

Printer Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-76123-061-5 (PDF version)

ISBN 978-1-76123-060-8

Aspire Training & Consulting apologises for any copyright infringement that may have occurred in this Learner Guide and invites copyright owners to contact us so violations may be rectified.

Every effort has been made to ensure that information within the text is accurate. Note that the writer and publisher accept no responsibility for any loss, damage or injury arising from such information.

Except where an information source is acknowledged, the names and details of individuals and organisations in examples are fictitious and have been devised for learning purposes only. Any similarity to actual people or organisations is unintentional. All websites within the text were accessed and deemed appropriate at time of publication.

For updates to previously published errors, please refer to our website.

Copyright Warning

**The copyright in this product is owned by Aspire Training & Consulting Ltd
(ABN 51 054 306 428).**

Aspire Training & Consulting Ltd owns all copyright to its products. Except as permitted by the Copyright Act 1968 (Cth) or unless you have obtained the specific written permission of Aspire Training & Consulting Ltd, you must not:

- reproduce or photocopy this product in whole or in part
- publish this product in whole or in part
- cause this product in whole or in part to be transmitted
- store this product in whole or in part in a retrieval system including a computer
- record this product in whole or in part either electronically or mechanically
- resell this product in whole or in part.

Aspire Training & Consulting Ltd:

- invest significant time and resources in creating original products
- protect their copyright material
- will enforce their rights in copyright material
- reserve their legal rights to claim loss and damage or an account of profits made resulting from infringements of their copyright.





Contents

Before you begin	v
Topic 1: Identify opportunities for community participation and social inclusion	1
1A Identifying strengths, preferences and requirements	2
1B Community participation resources	10
1C Cultural and religious needs	17
Summary	22
Learning Checkpoint 1	23
Topic 2: Implement strategies for community participation and inclusion	27
2A Community options, networks and services	28
2B Employment opportunities	32
2C Assistive technology and individual needs	37
2D Feedback, monitoring and evaluation of plan	42
Summary	48
Learning Checkpoint 2	49
Topic 3: Identify, address and monitor barriers to community participation and social inclusion	53
3A Barriers to participation and inclusion and strategies to facilitate participation	54
3B Address issues and monitor the success of strategies	64
Summary	68
Learning Checkpoint 3	69
Glossary	73

Aspire acknowledges the homelands of all Aboriginal and Torres Strait Islander peoples and pays our respect to Country



Before you begin

This Learner Guide is based on the unit of competency *CHCDIS012 Support community participation and social inclusion*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature	
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.	
Examples	These highlight learning points and provide realistic examples of workplace situations.	
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.	
Callouts	Callouts reiterate key learning points to help students revise for their assessments.	
Weblinks	Weblinks provide learners with additional content to contextualise their learning and develop their understanding.	
Videos	Videos provide a visual reference of key concepts to aid comprehension and guide learner exploration. Each video is accessed by a QR code in the Learner Guide (or a button in the eBook version) for ease of access.	 
Glossary/margin definitions	Key terms are defined where they first appear to help consolidate understanding. A glossary of terms is provided at the end of the Learner Guide to assist learner revision of key concepts.	
Summaries	Key learning points are provided at the end of each topic.	
Learning Checkpoints	There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.	
Case studies	Case studies are interspersed throughout the learning content to provide a workplace setting that contextualises key concepts.	



Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

These skills are listed below:

Foundation skill area	Foundation skill description
Reading	<ul style="list-style-type: none">• Understanding how documents are presented and being able to navigate through documents• Understanding industry and job-specific terminology• Interpreting key information in relevant documents• Understanding routine workplace checklists and documentation
Writing	<ul style="list-style-type: none">• Planning, drafting and writing reports and documents• Communicating through written letters, email and online• Recording progress; reporting incidents
Oral communication	<ul style="list-style-type: none">• Clarifying instructions• Providing information• Supporting others through encouragement, negotiation and conflict resolution• Using body language to model desired behaviour and responding to others' body language
Numeracy	<ul style="list-style-type: none">• Calculating costs, weights, measurements of height and distance• Interpreting measurements
Learning	<ul style="list-style-type: none">• Understanding your job role, organisational procedures and legal responsibilities• Managing your work and seeing how well you are going• Making goals for yourself at work• Seeking professional development opportunities for continuous improvement
Problem-solving	<ul style="list-style-type: none">• Identifying problems• Working out how to fix a problem using problem-solving processes• Reviewing the outcome
Initiative and enterprise	<ul style="list-style-type: none">• Recognising opportunities to develop and apply new ideas• Generating ideas by thinking of new ways to do something• Making suggestions to improve work



Foundation skill area	Foundation skill description
Teamwork	<ul style="list-style-type: none">• Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	<ul style="list-style-type: none">• Planning your workload and commitments• Implementing tasks• Completing work on time• Knowing how to deal with hazards and risks
Self-management	<ul style="list-style-type: none">• Understanding and applying decision-making processes• Reviewing your behaviour and the impact of your decisions
Technology	<ul style="list-style-type: none">• Efficiently using digitally based technologies and systems correctly and safely• Accessing, organising and presenting information• Using equipment correctly and safely

Note: Not every unit of competency will contain all foundation skills.



What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1 Identify opportunities for community participation and social inclusion	1A Identifying strengths, preferences and requirements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Community participation resources	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Cultural and religious needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Implement strategies for community participation and inclusion	2A Community options, networks and services	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Employment opportunities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Assistive technology and individual needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Feedback, monitoring and evaluation of plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3 Identify, address and monitor barriers to community participation and social inclusion	3A Barriers to participation and inclusion and strategies to facilitate participation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Address issues and monitor the success of strategies	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident





Topic 1: Identify opportunities for community participation and social inclusion

- 1A Identifying strengths, preferences and requirements
- 1B Community participation resources
- 1C Cultural and religious needs



1A

Identifying strengths, preferences and requirements

Supporting a person to become an active, involved and social member of their community requires careful planning.

An activity plan or social inclusion plan builds on the person's social skills and supports them to plan their own recreation activities, hobbies and social pursuits.

You will work with the person you are supporting to set appropriate goals that represent their interests, needs and abilities. Supports are directed as much as possible by the person with disability, although there will be situations where input from others, such as family members, is required. The person will direct the decision-making about activities they might like and the way they want to participate.

You will need to build a relationship of trust, so the person with disability feels comfortable sharing personal and private information about their needs and abilities. People you support need to provide accurate and honest information about the supports they want so that decisions reflect what they want.

Human rights

Human rights
Fundamental rights and freedoms that apply to all people, setting norms for standards of human behaviour.

Underpinning your work as an individual support person is a recognition that all people, including people with disabilities, have fundamental **human rights**.

One of the foundation documents that sets out these rights is the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD).

The UNCRPD sets out that all people are equal and that all people have the same rights, such as the right to equality, safety, privacy and the freedom to home and family. In practice, this means that these rights are the framework for all your workplace procedures and activities. This is the starting point for supporting people to participate and be part of the community.

As a support worker, you will sometimes need to provide the person with information about their human rights.

Read more about the Australian Human Rights Commission here: aspirelr.link/what-are-human-rights

Video: Human rights

Watch the video about human rights discussing why they were developed: aspirelr.link/amnesty-mission

Listen to the role of Amnesty International in identifying breaches of human rights.





Inclusion and active citizenship

A socially inclusive society is defined as one where all people feel valued, their differences are respected and their basic needs are met so they can live with dignity.

One way to recognise **social inclusion** would be to have a seamless, fully accessible environment available to everyone rather than one which has just been designed for people with disability.

People with disability should be able to participate in community and civic roles if that is what they want. They should have the choice to participate in roles that are accessible to people without a disability. The choice about participation should be based on a person's merit and skills (in the case of employment), but opportunities to contribute should be available to everyone and not be limited by a person's disability.

Active citizenship refers to a model of democratic participation where everyone has a right and a responsibility to participate in activities that contribute to society and the environment.

An example of active citizenship includes having Auslan interpreters present at a public speech, or multiple text options and text-to-speech functions available on commercial and government websites.

Social Networks

Social networks are formed by people sharing something they have in common with each other.

You need to discuss the person's preferences for how and when they want to engage with their social network. A person's needs and interests change over the lifespan leading to new or additional social networks. For example, when a person reaches secondary school, they add to their number of friends. A person joining a sports team will add the other team members and coaches to their social network.

Social networks are made up of people who fall into one of the following groups:

- Immediate family (parents, children, siblings)
- Extended family (aunts, uncles, cousins, grandparents)
- Friends (people we know well and value)
- Acquaintances (people we know less well, sometimes by name only)
- Work groups (work colleagues who may or may not also fall into the 'acquaintances' or 'friends' groups)
- Neighbourhood communities (people who share a residential area, such as those in the same street or block of flats)
- Sporting groups (such as a horse-riding club, a sailing club or a hockey team)
- Special interest or hobby groups (such as a sewing class, a choir or a theatre group)

Inclusion

Providing equal access to opportunities and resources for people who might otherwise be excluded or left out.

Social inclusion

Supporting and building capacity in people so they can participate in the community, enabling them to define their own goals and place within it.

Active citizenship

A model of democratic participation where citizens have a right and a responsibility to participate in activities that contribute to society and the environment.



Person-centred practice

Options and choices for community participation suit the person's wishes and priorities.

Placing the person with disability at the centre of any discussion and decision-making gives the person choice and control.

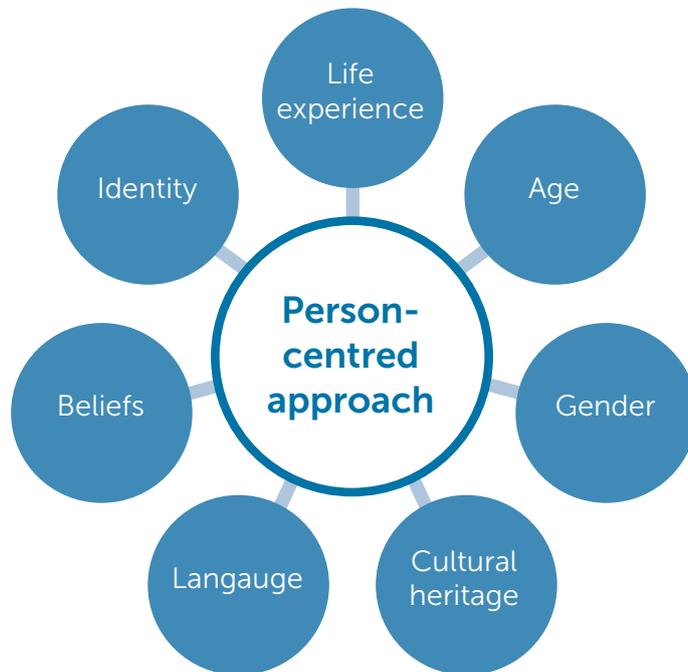
A social inclusion or activity plan is based on the person's interests, abilities and needs.

Person-centred approach
Providing tailored support for each person and taking time to learn about their individual preferences, needs and goals.

A **person-centred approach**:

- supports the person
- makes the person central to the planning
- ensures the person is involved in making decisions.

A person-centred approach considers a multitude of factors:



Video: Understanding your current NDIS supports

Watch this video produced by the NDIS about the approach used by local area coordinators (LACs) and the approach they take to identify support requirements: aspirelr.link/ndis-lac





Strengths-based approach

A strengths-based approach empowers the person to make the choices and direct the type of supports needed.

A **strengths-based approach** focuses on what the person can do, not what they cannot do; furthermore, the support required is a secondary consideration. It is not about fixing the person; it is about drawing attention to what the person can do and what they enjoy and using this information as the baseline to move and progress.

A strengths-based approach requires collaboration between the support worker, the person and the person's support network.

People have many abilities and requirements. Support workers need to learn about the abilities of an individual person and then plan how to support them in their activity choices. People who are limited in one of the areas listed below may require more or different kinds of support to engage in social activities and establish a social network.

Strengths-based approach
Recognises that all individuals are resourceful and resilient experts in their lives, and can progress in a way that enhances their quality of life.

Read more about disability rights here: aspirelr.link/disability-rights

Cognitive abilities	Being able to think, understand and use logical reasoning and good judgment
Physical abilities	Being physically able to complete tasks such as moving from one place to another, climbing stairs, getting up a ladder or walking around a shopping centre
Social abilities	Being able to interact successfully with others
Communication abilities	Being able to communicate through words, symbols, pictures, gestures, signing or a computer-based system
Emotional abilities	Being able to manage and express emotions
Sensory abilities	Being able to see, smell, hear and touch

In many cases, activities can be successfully adapted to suit the abilities of a person with a disability.

Video: Strengths-based approach

Watch this video for a description of how a strengths-based approach underpins support and interventions used in the community services and support services: aspirelr.link/strengths-based-approach



Listen for information on how to respond to the following questions:

- How does a strengths-based approach provide more than meeting a person's needs?
- How does an outcome-focused approach improve a person's life?

Social and emotional wellbeing framework

Many Aboriginal and Torres Strait Islander peoples use the term social and emotional wellbeing (SEWB) to describe the social, emotional, spiritual and cultural wellbeing of a person. The term recognises their connection to land, sea, culture, spirituality, family and community; these are often incredibly important to people, who believe that taking the time to recognise the significance of each might have a positive impact on their wellbeing. It also recognises that a person's SEWB is influenced by policies and past events.

Programs that use this framework often support culturally appropriate, community-led, primary mental health services for Aboriginal and Torres Strait Islander peoples.

Consulting about individual requirements

You need to discuss with the person their preferences for what they want to do and how much they want to be involved. For example, do they want to play sport, be a coach or umpire, or be a member of the committee doing the scheduling or fundraising for the club.

Every person has rights that you need to consider when discussing their personal needs and preferences for involvement. These include the right to:

- ask questions
- make decisions
- privacy
- be treated with dignity and respect
- be fully informed
- obtain copies of information.

Video: Identifying goals

Watch this video where people with disabilities talk about their goals and how the NDIS planning meeting is used to develop a plan to identify goals:
aspirelr.link/ndis-planning-meeting





Use of assistive technology to communicate

You need to consider the person's communication needs when seeking information about their preferences and needs.

Assistive technologies can be physical supports that enable a person to undertake tasks that would otherwise not be possible. Some technologies assist a person to communicate if they have a speech or hearing impairment. These may also be referred to as augmentative communication technologies or tools.

Here are examples of different types of aids that may assist in the communication process:



Communication
Verbal or written exchange of information, news or ideas.

Assistive technology
Technology that enables a person to maintain or improve their capability of performing a task.

Augmentative communication speech	<ul style="list-style-type: none"> • Communication boards • Speech synthesisers • Modified typewriters • Head pointers • Text-to-voice software
Augmentative communication writing	<ul style="list-style-type: none"> • Headsticks • Light pointers • Modified or alternate keyboards • Switches activated by pressure, sound or voice • Touch screens • Special software • Voice-to-text software
Augmentative communication reading	<ul style="list-style-type: none"> • Glasses • Page turners • Magnifiers • Braille • Large print screens • Visual alerting systems • Telecommunication devices



Augmentative communication hearing	<ul style="list-style-type: none">• Hearing aids• ClearaSound Portable Loop System• Sennheiser Infra-Red Systems• Uniphone
---	---

You can find more assistive technology devices to aid communication at: aspirelr.link/assistive-technology

Example

Identify a person's interests and abilities

Read how Paula uses a person-centred approach when discussing recreation activities with Melinda.

Melinda is a young woman who has only recently been diagnosed with multiple sclerosis. She has variable physical skills. She is more comfortable at home, as she is not yet used to being perceived as a person with disability. Her mother is concerned that Melinda is becoming socially isolated. Melinda used to enjoy water sports, particularly kayaking, but is now unable to physically manage the activity. She is having trouble adapting to a less physical life. She feels that it is being controlled by the constant change caused by her disability.

Melinda has decided to use some of her NDIS funding to purchase recreation support. Paula comes to meet Melinda to plan some social activities. Firstly, she asks to have a formal meeting with Melinda, her mother and her case manager. She checks whether Melinda is happy for these people to be present. During the meeting she asks Melinda about her preferences and priorities for recreational and social activities. Paula is then able to talk with Melinda about planning some recreation activities in a supportive, safe environment that will meet her needs and preferences and build on her strengths.



Practice Task 1

Question 1

Match each principle for supporting people with disabilities to its description.

Inclusion	The person is central to the planning about their interests and life choices, and they feel supported and involved in making decisions.
Active citizenship	Used by many Aboriginal and Torres Strait Islander people to describe the social, spiritual, emotional and cultural wellbeing of a person
Person-centred practice	People are experts in their lives, possess unique talents and can progress in their goals to enhance their quality of life.
Strengths-based approach	Provide equal access to opportunities and resources for people who might otherwise be excluded or left out.
Human rights	A model of democratic participation where everyone has the right to participate in activities that contribute to society at large.
Social and emotional wellbeing (SEWB)	Basic freedoms and protections that belong to all people, regardless of nationality, religion, beliefs or ability.

Question 2

Identify two assistive technologies that assist the planning and consultation process.

Question 3

Provide three examples of the social networks a person with disability may have.

1B

Community participation resources

People with disability reflect a spectrum of experiences, preferences and abilities.

A person's individualised plan includes short- or long-term goals that describe what the person wants to achieve over a given timeframe and how they are going to do this. A support worker will use the plan when supporting the person in their range of service options available.

Options may include finding programs, agencies, service providers or specialist organisations providing equipment and aids such as wheelchairs suitable for playing basketball.

The range and type of community resources available are huge, and includes:

- sporting clubs, teams or facilities
- day activity groups to develop independent living skills, such as food preparation and gardening
- education and training programs to learn new skills and obtain qualifications
- cultural or religious groups that arrange cultural celebrations or events
- special interest groups, such as music appreciation, dancing, computer games, etc.
- transport services to provide access to community events or activities.

Find out more about the services provided by Riding for the Disabled Association Australia here: aspirelr.link/rdaa

Video: Sporting resources

Watch this video 'Fierce 4 Rugby – Harry's story': aspirelr.link/fierce-4-rugby
Consider why it is important to facilitate participation in activities for people with disability.





Selecting an appropriate option

You can help the person choose an option by asking them to respond to the following questions:

- Will I find some fun or joy in participating?
- What support will I need to participate?
- Will I need funds to pay for this activity?
- What new skills and knowledge will I acquire?
- Is there time spent in community settings (and less in segregated settings)?
- Will there be opportunities to make new connections and friends?

People need to be provided with sufficient information so they can make choices.

Type of activity	Some activities may be very comprehensive, such as a yearlong training course, while similar activities may only offer basic elements, such as a short course. Both options should be discussed with the person.
Cost	The activity may have a cost involved. If the cost is too high for the person, they may prefer a different or more basic activity.
Location	There may be an activity in the local community hall, or the person may have to travel to another suburb. If transport does not need to be considered, then the person may choose the one for which they have to travel because the activity itself is more comprehensive or suitable. See note below on location.
Participation level	Many activities can be undertaken at different levels of participation such as attending weekly meetings or sports training twice a week or optional attendance.
Timing	The timing of an activity needs to fit with other lifestyle and work or study commitments such as during office hours, working remotely or on weekends.

Where possible, linking to services and resources within their local community has the benefit of providing social- and community-based support structures that are geographically nearby, which often reduces the cost. Localised resources can also make it easier for the person to meet people and develop social networks with neighbours, such as in a block of flats or people in the local shops that visit frequently.

Role of others in supporting participation

Here are some examples of the different roles of support workers, family members and others in supporting and facilitating community participation and social inclusion.



Carers and family

Carers directly assist the people they give care to. The responsibilities they undertake require a level of trust for a relationship to develop. A carer may or may not be a family member. They might be involved in supporting the person with daily activities, transporting them to and from community activities, arranging social gatherings and visiting places in the community that are of interest to the person with disability.

Read more about carers and what they do here: aspirelr.link/who-is-a-carer

Health professionals

Allied health professionals (such as physiotherapists and occupational therapists) can advise on ways for the person with disability to engage and participate in community activities. This may involve advice on assistive technologies and the correct use of equipment.

Support workers

Support workers provide support for the person with disability to connect and participate in community activities. They also perform administrative duties, such as researching suitable resource options, making calls and arrangements for meetings, and identifying gaps or barriers that inhibit the person's full participation and inclusion.

Community services, networks and resources

Often community service groups have suitably qualified or experienced workers or volunteers.

Services that offer activities provide services and resources for people to access and use. They are responsible for ensuring that relevant legislation and policies and procedures of the organisation are followed.

They should be aware of barriers people with disability may have accessing and using their services, and look for ways to improve how their services are delivered.

Principles of best practice

Best practice inclusion

Providing a seamless, fully accessible environment available to everyone rather than one specifically designed for people with disability.

Best practice inclusion means ensuring programs and services operate in a way that is deliberately accessible and inclusive to people of all abilities. Decisions, systems, processes and facilities are accessible and inclusive so that the environment is welcoming and appropriate for everyone.

For example, a playground might be designed to be accessible to children who use a mobility aid as well as those who do not. An art centre might have fully accessible toilets and a wide range of programs to meet the needs of patrons who have specific requirements.



Purpose or aims of the program or resource	Choosing an activity or resource that is meaningful to the person with disability
Providing a range of choices	<ul style="list-style-type: none"> • Employment • Education and training • Recreation and leisure • Volunteering • Civic and political activities
Non-segregated settings	Being involved and joining activities in places used by other members of the community
Level and type of participation	Developing connections, a sense of belonging to groups and being a valued person in society
Interactions with others	Having interactions with a range of people and meetings with strangers that may or may not go onto form relationships
Meaningful contact	Being 'part' of the community and not just 'in' the community; having meaningful contact and interactions with others

Source: Adapted from: The Nucleus Consulting Group (<https://www.nucleusgroup.com.au/about-us>)

Access community networks, services and resources

Information needs to be shared in a way that meets the communication needs of the person. Consider the use of assistive technologies or the person's access to apps and tools for sharing; then discuss options such as email, video calls and text messaging.

Once appropriate services, personnel, agencies or resources have been identified, assist the person to access them as needed and obtain permission from the person before completing any paperwork or documentation on their behalf. In some cases, the person will be able to complete an application on their own, but sometimes they may require assistance to access supports.

Application form	Some services and resources require an application form to be completed. These will include service guidelines and eligibility criteria.
Phone call	Sometimes a phone call may be all that is needed to seek supports or resources
Informal networks	You may know of resources or supports available in the local community.
Waiting list	In some cases, a waiting list might apply if a program, service or resource is already fully subscribed.
Direct purchasing	Some people may be able to purchase supports or resources directly using individual funding packages.

Example

Access resources

Paul Golding is a 15-year-old boy who plays Powerchair Football. He would like to attend an interstate training camp and requires financial support as well as a personal support workers to attend the camp with him. He has some funding from his NDIS plan which he is able to use to purchase personal support for the duration of the camp. He is also successful in gaining some funding through a philanthropic trust to pay for the cost of his transport to and from the camp as well as some new equipment that he needs.

Paul's family support worker is instrumental in helping Paul and his family access the funding from the trust and ensuring all the arrangements are in place for him to attend. She helps Paul's mum book the flight to the camp and makes sure the airline knows about his specific needs for getting in and out of his wheelchair during the flight. Paul is excited about being able to attend the camp and make his dream of becoming a Powerchair Football champion a little closer to reality.

Consider all of the people in Paul's support network and review how they supported him to achieve his goals.



Practice Task 2

Question 1

What three questions can you ask a client to ensure you meet their interests when developing their inclusion and participation plan?

Question 2

Suggest why community inclusion is important. How can best practice support a person with disability to take part in the community in an area that interests them?

Question 3

Suggest three ways you can research and share information about community resources or programs.



Question 4

How might a carer or a family member support a person with disability to participate in a community activity or program. Provide two examples.

1C

Cultural and religious needs

Cultural and religious needs need to be considered when different types of activities chosen.

A person's **culture** and religion will affect the type of community activities and social networks a person will choose.

Different cultures hold different beliefs and practices and with some focused research you can find community opportunities that will meet the cultural and religious needs of your client.

The specific cultural or religious needs of a person may mean that a person:

- does not want to participate in an activity with both males and females
- wishes to eat specific foods or cannot eat certain types of food
- needs to wear specific clothes such as a head covering
- needs to be able to carry out religious or spiritual ceremonies, such as praying at certain times of the day
- cannot participate in activities on a specific day because of their beliefs
- does not like people to stand too close to them.

Read more about a Victorian organisation Action on Disability within Ethnic Communities (ADEC) and their services for working with many different cultural groups on disability issues: aspirelr.link/adec

Cultural sensitivity

When you are **culturally sensitive**, you accept and value each person's diversity by being aware of the expectations of various cultures, accepting alternative ways of life and being receptive to different needs and cultural values.

Background information	It may or may not be a sign of disrespect to discuss or request information about personal lives and differences. This may include discussion about or even reference to deceased people.
Personal information	It may or may not be acceptable to ask about things such as politics, religion, income and health status when you first meet someone.
Personal space	Individuals will have standards for providing personal space when interacting socially. People may believe you should create an arm's length of space, while some people believe in physical contact while communicating. COVID-19 may alter people's expectations of how personal space is used.

Culture

The social behaviour and norms found in human societies, which are influenced by race, religion, economic status, family life, health, educational or governmental system of their members.

Cultural sensitivity

Adopting a non-biased attitude and tolerating other cultural values, opinions, customs and needs.



Eye contact	People have different views about eye contact. For example, for some eye contact is a sign of honesty and respect, while for others it shows a lack of respect.
Tone of voice	Some people use loud and direct language for communication. Others find this rude or may interpret that the person is angry.
Non-verbal communication	Communication using hand gestures is common, for example, shaking hands, giving a thumbs-up sign or gesticulating when speaking. This may be polite for some and offensive for another. The same goes for smiling or bowing your head.
Decision-making	For some people only certain members of the family can make decisions. For example, in some families the male head of the family may be the authority figure, in others all members of the extended families need to be consulted.

Language and culture

CALD is an acronym that stands for culturally and linguistically diverse; it is the preferred term for describing different ethnic communities.

Approximately 200 different languages are spoken in Australia, and 2.8 million Australians speak a language other than English at home.

It is quite likely that you will work with an individual who does not speak the same language as you do or who has family members or primary caregivers who have a different preferred language to your own.

There are many organisations that provide support and information to people with disability and their family so they can have the confidence to use services or opportunities available in their language.

Here are some ways to ensure information is communicated clearly and meets the needs of the families and people with disability:

Use an interpreter	An interpreter is a person who interprets information from one language into another, so that both people can understand what is being said.
Ask a co-worker	Some workplaces have workers who are fluent in more than one language and may be available to interpret or explain specific cultural practices for you.
Ask a family member	Sometimes there is another family member who can act as an interpreter in an emergency, although this is not a preferred option due to issues with mistranslation, privacy and confidentiality. You would need to check that the person is willing to share their information with this person.



Telephone interpreter	A telephone interpreter service provides a person who speaks the same language as the individual over the phone. The phone call is effectively a three-way call with the interpreter providing the link between you and the person.
Written information and translations	Provide written information about services and activities in languages other than English so people from that language group can read them.

Families, culture and disability

Some members of the community, including family members, may hold strong views regarding the person they care for and their community participation and social inclusion. These views may be based on their need to protect the person from harm resulting from negative community attitudes and behaviours of people. Some people outside of a family or immediate friends do not understand or may have little experience interacting with people with disability.

Some families may have the following religious or cultural views on disability:

- Disability is a punishment for the parents and the family does not deserve sympathy or support.
- Disability is caused by mistakes made by the parents or ancestors.
- Disability is the result of the mother or family being cursed.
- The person with disability should be given to the government to look after

Their beliefs may dictate that disabilities are caused by:

- medicines
- illness during pregnancy
- consanguinity (being from the same kinship as another person)
- psychological trauma in the mother
- lack of stimulation for the infant
- the will of God or Allah
- black magic or punishment for sins.

Negative views like these can impact on the person with disability and limit their opportunities for interaction in the community. The person may find that these attitudes limit the connections they can have with people their own age or with similar interests. The family may not want to seek support outside of their family such as accessing funding through programs like the NDIS.



As a support worker, you will need to negotiate with the person's family or carer and encourage them to address and push past these barriers. The role of carers and family members must always be respected; it can be a juggling act to meet the needs of the person.

Example

Accommodate cultural differences in an exercise group

Read about how Mark's actions ensure respect for his clients' cultural and religious values.

Mark runs a chair-based exercise group for older adults at the local recreation centre. Most of the people are from CALD backgrounds, and many in the group are quite loud and exuberant. They love to chat and joke with each other.

A new woman has just joined the group and Mark notices immediately that she is very quiet. She avoids conversation with others in the group and doesn't like to be too close to them physically. The woman is in Muslim dress.

Mark brings the woman a chair so she can join the group. He deliberately places the chair next to his but leaves a reasonable space between her and the others. During the class he makes sure he has regular eye contact with the woman and that he smiles and makes her feel welcome. At the break time for morning tea, he pairs her with Beth, a quieter woman who speaks several languages, and distracts some of the louder group members into a discussion in the other room about recent events in the newspaper. This gives the new woman and Beth time to get to know each other. Beth reports back that the newcomer only speaks French and feels uncomfortable among men who are not family.



Practice Task 3

Question 1

Give two examples of how you could find out more about the cultural and religious needs of a:

- co-worker
- client.

Question 2

Which of the following statements are correct? Select yes or no for each one.

a. Some people understand little about disability because of their lack of education.	Yes / No
b. Cultural and religious customs need to be considered when planning community and social inclusion.	Yes / No
c. It is common for some religions to fear disability.	Yes / No
d. The role of carers and family members must always be respected. Their demands must always be met, no matter what.	Yes / No



Summary

- Underpinning your work in individual support is a recognition that all people, including people with disabilities, have fundamental human rights.
- People with disability can choose from a wide range of service options and resources according to their preferences and specific areas of need.
- Person-centred and strengths-based approaches are central to planning where the person is central to decision-making.
- People have many different social networks, including family, friends, sporting groups and local neighbourhoods and these get added to and removed as we move through life.
- The support worker can help the person identify and access options for community inclusion and share information about these options in a collaborative manner.
- The cultural and religious needs of people need to be considered when selecting activities or accessing supports.



Learning Checkpoint 1

Identify opportunities for community participation and social inclusion

Part A

1. Match each principle to its correct example.

Active citizenship	Ask the person to describe their skills and what they enjoy.
Inclusion	Ask the person about their wishes and priorities.
Strengths-based practice	Ask the person if their social interaction needs are being met.
Person-centred practice	Ask the person if they would like to be involved in a community event raising local issues.
Human rights framework	Ask the person if they have been welcomed and feel part of the team.

2. Briefly describe the how social and emotional wellbeing framework supports Aboriginal and Torres Strait Islander people.



Part B

Read the case study, then answer the questions that follow.

Case study

Abdul is a young Muslim man in his early teens who lives at home with his family who are very close and spend a lot of time together. He is keen to have some independence and participate in recreation activities outside the house, such as learning how to fish. He has autism spectrum disorder and epilepsy, and he requires close supervision to ensure his safety. He is unable to use public transport independently. Abdul primarily speaks Urdu at home and communicates using limited spoken English and some signed English. After speaking with Abdul, you conduct some research and discover there is a fishing program in the next suburb 6 kilometres away.

1. Suggest two ways you can consult Abdul to find out his preferences for engagement with the fishing program.

2. Provide two examples of different types of engagement Abdul may like in the fishing program.



3. Suggest two ways a support worker can recognise and accommodate Abdul's cultural and religious needs, such as his dietary requirements and need to pray due to his Islamic faith.

4. Which of the following statements relate to Abdul's preferences and needs when learning to fish? Tick all that apply.
- Abdul may like to walk to the fishing clubhouse.
 - Abdul might want other people with disabilities to be at the lessons.
 - Abdul may want to attend a 'disability only' fishing group.
 - Abdul may want equipment that suits his size and strength.
 - Abdul may like a support person to attend with him.
5. Which of the following ways could you work with Abdul to gather information about fishing? Tick all that apply.
- Abdul can independently visit the clubhouse and ask questions.
 - Abdul can ask questions on the phone and not disclose his disability.
 - Abdul can research the club's website and make an appointment to meet with a fishing instructor.
 - Abdul can set up a Zoom meeting to discuss his disability and determine the suitability of the program.



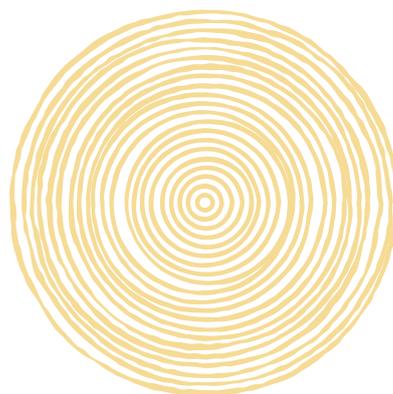
- 6.** Suggest why Abdul's family may be reluctant about Abdul participating in community programs.

- 7.** Briefly describe how you could work with Abdul's family to support his participation with members of the community.



Topic 2: Implement strategies for community participation and inclusion

- 2A Community options, networks and services
- 2B Employment opportunities
- 2C Assistive technology and individual needs
- 2D Feedback, monitoring and evaluation of plan



2A

Community options, networks and services

Supporting a person to connect with community-based activities should be a positive and enjoyable experience.

Sharing experiences provides an opportunity for personal and social relationships to develop. Support workers can assist the person with disability to interact and become part of a group. A community access plan is used to link activities to areas of need or specific requirements of the person.

Here are some examples of programs and activities that match to individual requirements:

Build physical fitness	<ul style="list-style-type: none">• Need: To build physical strength and be involved in a group activity• Example: A community recreation centre has a Tai Chi class that is low impact and run by a qualified fitness instructor. The class has a range of participants including some people with disability.
Learn to paint	<ul style="list-style-type: none">• Need: An interest in learning to paint• Example: An arts program run by artists and sponsored by the local council for people with mild intellectual disability to experience a range of types of painting.
Attend a full-day activity	<ul style="list-style-type: none">• Need: To attend a full-day program that combines recreation, education and social activities• Example: A local TAFE provides a Futures for Young Adults funded program which offers social activities, both within the program and as part of the wider TAFE.
Attend a structured program	<ul style="list-style-type: none">• Need: To attend a day program with activities for a person with a severe intellectual disability• Example: A non-government organisation in the regional area provides a Day-to-Day Living program based at the community health centre and run by a co-ordinator and range of volunteers.

Strengthen networks and links to the community

The benefits of being part of a community-based activity include:

- making social connections with people that live and work in a local area
- the safety and security of being familiar with streets, buildings and people who live in the neighbourhood
- the benefits of casual conversations and meetings with people in the street who are known to the person



- being part of social events, such as street Christmas parties
- the possibility of the development of longer term and more significant friendships.

Here are some ways you can prompt a social interaction:

- Start a conversation with another person and assist the person to join in.
- Ask questions that are directed at a number of people in a group.
- Prompt the person to participate directly in a conversation by asking questions you know they can answer easily.
- Begin conversations about topic areas you know are of interest to the person and others.
- Act as an interpreter to begin a conversation, for example using key word signing.
- Encourage other people in the group to assist with a task; you may need to find an excuse to leave for a moment.
- Show other people how to use communication equipment such as alphabet boards or electronic devices.

The types of skills and knowledge that can arise from community-based activities are listed here:

Social	<ul style="list-style-type: none"> • Social skills from interacting with others, making new friends, learning to communicate in social situations and gaining confidence by participating. • This will occur in any activity where there are groups of people, such as day programs, arts and crafts programs or travel activities.
Sporting	<ul style="list-style-type: none"> • Sport builds fitness, muscle strength, endurance, fine and gross motor skills as well as social relationships as a result of being in a team. • Sporting activities can include water- and land-based sports with participation in specifically designed groups for people with disability, or in open or mixed settings or competitions.
Recreation	<ul style="list-style-type: none"> • Recreation, hobbies or leisure activities can be completed individually or in groups in a range of community settings such as online, face-to-face sessions or individually. • Recreation activities can build social and physical skills, develop confidence and the ability to interact and participate with others.
Personal living skills	<ul style="list-style-type: none"> • Activities of daily living (ADL), such as managing personal finances, using public transport or knowing what is expected in social situations. • These skills can be achieved by going shopping, visiting a library, reading a map to locate a particular street or using personal organisation skills to plan for and attend an event in the community.



Example

Prepare for a planning meeting

Read about the steps Pauline takes to prepare for a meeting with a client.

Pauline is attending a planning meeting with an external service and the family support network to discuss an update to an individual plan for a person. This is the first time Pauline has attended a meeting like this, so she reads the person's existing plan before the meeting. Pauline notes the goals and interests itemised in the plan. She writes down some of the local community resources she knows of that offer activities that may be of interest to the people in the support network. While she is waiting for the others to arrive, Pauline researches other programs on her phone so she can present some ideas to the group.

Practice Task 4

Read the case study, then answer the questions that follow.

Case study

Pauline is a support worker who works with Rohina. Rohina lives alone in a small rural town, and has trouble with her short-term memory and often slurs her speech. Because of this, she has lost contact with most of her family and friends, causing her to keep to herself and avoid visiting town.

Pauline finds out that Rohina thoroughly enjoys books and reading and wants to join a reading group or book club. Pauline contacts the library to discuss the situation and finds the head librarian is receptive to establishing a book club. She asks Pauline to tell her more about what the library can do to support Rohina.

Pauline prepares some information for her and emails it to her. She then works with the librarian to develop a set of guidelines and principles to start the reading group. A few weeks later, the librarian gets in touch with Pauline to let her know the new book club will be starting in two weeks.



Question 1

Identify two benefits Rohina would gain by accessing a book club in her local town.

Question 2

Suggest one of Rohina's needs that the book club would address.

2B

Employment opportunities

Different types of employment require different sets of skills and resources.

The role of the support worker is to assist the person with disability to identify areas of interest and match these to specific types of employment and job requirements.

Several factors need to be considered when choosing a suitable work option:

Location	<ul style="list-style-type: none">• Practical considerations about the location are required. Is public transport is required? Is the work location on a direct route or does the person need to change? For example bus and train.• The support worker can assist the person with disability to map out a route to work.• Some people may like the support worker to accompany them on a 'test run' to see the length of the journey and if there are any obstacles that need to be overcome, for example, uneven footpaths.
Hours of employment	<ul style="list-style-type: none">• Different work opportunities have different hour requirements for attendance.• Work may be fulltime, part time or casual. The person with disability needs to consider how employment will fit into their lifestyle and other commitments such as dropping off children to school.
Employment goals and aspirations	<ul style="list-style-type: none">• The person may have work aspirations and want to plan a pathway to build their skills to be work ready.• Employment goals and career development can be discussed at planning meetings.• Supports may be needed to match the needs of the person such as additional training, interview training using role plays on typical workplace scenarios as well as formal enrolment in a course.
Inclusion in the workplace	<ul style="list-style-type: none">• Innovative and tailored supports help participants pursue their work goals and career development.• Employers need to be confident and ready to employ a person with a disability and provide meaningful work opportunities.• Employers must recognise the value that people with a disability can bring to their workplace.• For example, a national project called IncludeAbility aims to increase employment opportunities for people with disabilities by addressing barriers to employment.

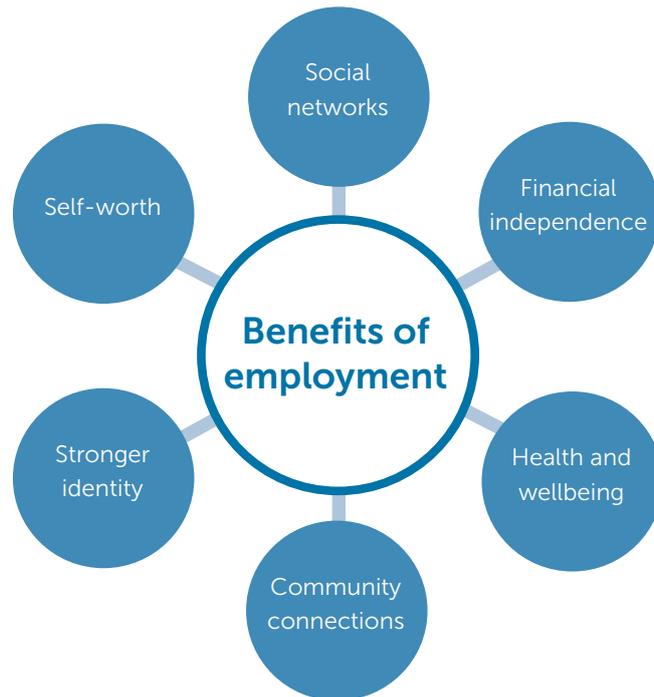
Find out more about the IncludeAbility project here: aspirelr.link/includeability



Benefits of employment

Disability inclusion programs enable a workplace to establish a list of skilled applicants who also have a disability. They help the person with disability to be fully included in all aspects of employment and signal to employees and potential employees that the workplace welcomes people with disability.

The Participant Employment Strategy run by the National Disability Insurance Scheme (NDIS) has identified several benefits as a result of being in employment:



Read more about the Participant Employment Strategy here:

aspirelr.link/participant-employment-strategy

Searching for employment options

Searching for employment involves researching and making connections with employers, such as:

- employment agencies with experience in placements for people with disability
- networks found through family and friends
- online job advertisements
- local advertisements
- starting a business.

The person with disability needs to identify their skills and knowledge and prepare for a job application or interview.



Identification of formal qualifications	Does the person with disability hold the required qualifications, or is there a skills gap that needs to be addressed before applying for a particular type of work?
Interview preparation	Preparing for employment involves preparing a resume and cover letter and practising interview techniques. The support worker can assist the person with disability to prepare documents and practise interview skills to build confidence. Other things to consider include how to dress and present for an interview.
Employment research	Researching organisations and reading mission statements can help identify suitable work opportunities to apply for. Mission statements will identify the type of skills a person will need. For example, a salesperson will need good communication and people skills while a librarian will need good IT skills.

The employer's role

An employer may arrange for a meeting with their new employee (and their support worker) to discuss their needs and how the organisation can provide appropriate resources. The employer may also arrange an induction period where the person is introduced to others, assigned a mentor or invited to a welcoming event, such as a morning tea.

The support worker can assist the employer by supporting the person to explain their goals and needs. This may include devices to assist with speech, hearing, reading or writing. It could include technologies to assist the person to move around the building or identifying areas where the person will need adaptations to be made to tools or equipment required to do the task. For example, adjusting the height of a desk or worktable to accommodate a wheelchair, adding or removing lighting or purchasing a suitable chair for a desk.

Reasonable adjustment

Reasonable adjustment

The requirement for all services and businesses to make simple adjustments to allow people with disabilities to access their service.

'Reasonable adjustment' is a legal term that requires businesses and individuals in the community to accommodate a person with a disability in ways that are practical or financially reasonable.

In many situations, it would be simple and practical for community members to accommodate the person's disability without treating them differently or reducing their dignity.

Sometimes, it is not reasonable to expect small businesses to make large or expensive adjustments. For example, a shop on the second floor of an old Victorian building with stairs to the front door and no lift access might not be able to find a reasonable way to provide access to people who use wheelchairs.



What is considered reasonable can also depend on other factors, such as how often a person with a disability might attempt to access the venue. If a person who uses a wheelchair works in an office or goes to a school with steps at the entrance, then it is reasonable and legally required to create a permanent ramp for this person or child.

Read more about the rights of a person for reasonable adjustments here:

aspirelr.link/disability-and-the-workplace

Video: Interview and employment experiences

Watch this video about the personal experiences of people with disability of being interviewed for a job and being an employed:

aspirelr.link/disability-employment-basics



- What does the person see as the personal benefits of employment?
- What does he say about employers making assumptions about his capabilities?
- What advice does the Accessibility and Inclusion Training Facilitator provide to employers about hiring people with disability?

Read more about Disability Action Plans that can be used by a business to ensure its goods, services, workplace, premise and facilities are accessible and inclusive to people with disability. They express an organisation's commitment to break down attitudinal, physical, communication and social barriers. Here are two samples:

- aspirelr.link/disability-inclusion-plan
- aspirelr.link/disability-action-plan

Example

Working with the person to secure employment

David is a 35-year-old man who was involved in a car accident that left him with a mobility and speech impairment. David uses a wheelchair to move around and assistive technology to communicate. Before the accident, David was a personal assistant in a large corporate company. David would like to follow his goal of working with numbers in an accounting firm and has decided that he will search for work as a bookkeeper. David has identified a couple of bookkeeping courses at TAFE and has been in contact with an employer who has offered David a position of bookkeeper on completion of his course.

Consider the research David's support worker will need to do to identify David's goals as well as the steps required for him to secure employment.



Practice Task 5

Question 1

Which of the following statements relate to supporting a person with disability to participate in work? Tick all that apply.

- Consider practicalities, such as the location of the workplace and hours of employment.
- Identify supports to match the career goals of the person, such as additional training.
- Identify qualifications or skill gaps that need to be addressed.
- Offer to prepare the person's resume and do the interview for them.
- Narrow the search for employment with agencies experienced in organising placements for people with disability.

Question 2

Identify three strategies that employers could use to support a person's inclusion and engagement in the workplace.

2C

Assistive technology and individual needs

Technology can bridge the gap for people with disability and make it easier to interact and participate.

Assistive technologies are devices that enable the person to be able to do things for themselves and participate in the activities they enjoy. They can assist the person to be independent in their home, at work and while in the community.

Here are some examples of general assistive devices for other uses:



Transferring	<ul style="list-style-type: none">• Specialised beds• Air mattresses• Air cushions• Slide sheets• Turning slings• HT roller turning device
Continence aids	<ul style="list-style-type: none">• Waterproof sheets• Waterproof mattress protectors• Personal pads• Incontinence sheath for men• Pants for men and women
Daily living	<ul style="list-style-type: none">• Dressing aids, such as zipper pulls and button hooks• Long handle shoehorn• Reacher• Adapted kitchen tools and eating utensils• Walker carrying bag• Wheelchair cup holder• Book stand• Automatic soap dispenser• Vacuum robot• Switch-adapted appliances.



Bathroom aids	<ul style="list-style-type: none"> • Bath boards • Shower seats • Shower chairs • Hoists • Grab rails • Long handled aids • Commodes • Raised toilet seat • Bottom wipers
Kitchen aids	<ul style="list-style-type: none"> • Chopping boards that stabilise the food to chop • Modified taps • Reaching aids • Openers for jars and bottles • Modified cutlery and plates
Leisure or recreation aids	<ul style="list-style-type: none"> • All terrain powered wheelchairs • Games • Adapted gardening tools • Switch adapted toys • Playing card shuffler • Adapted sporting equipment
Other devices	<ul style="list-style-type: none"> • Computers and related peripherals • Door openers • Lifts • Ramps • Systems designed to remotely control appliances • Electronics, such as using a switch, voice or other method of activation.

Source: <https://mn.gov/admin/at/getting-started/understanding-at/types/>

ADL include continence and hygiene, self-care or personal care (e.g. showering), mobility and transferring (e.g. moving from a bed to a chair), eating and drinking.

Assistive technologies help perform skills needed to manage basic physical needs and tasks. These are referred to as activities of daily living (ADL).

Assistive technologies help with ADLs performed in a person's home but are also used for shopping, public or private transport, performing tasks and when engaging in other interests or hobbies.

The person with disability needs to make their own decisions on the suitability of a device, but this may be based on a recommendation from an occupational therapist or other specialist. There may be many different models or variations of a device that need to be trialled before a decision is made on its suitability. Some devices may need to be professionally fitted and checked by a health professional, such as a walker being adjusted for the height of the person.



Assistive technologies and tools can also support the person’s support worker. They can make difficult tasks easier, such as lifting or moving the person with disability as well as supporting the person to communicate. The support worker may also benefit from manual handling training in the correct and safe use of specialised equipment in the home such as a hoist for the bath. These types of equipment can reduce the likelihood of an injury caused from lifting, pushing or pulling a heavy weight (the person).

Assistive technologies also help with:

- communication
- cognition and memory loss (often called supportive aids)
- vision and hearing
- pressure management for a person who spends time in bed or when recovering from an operation.

Read more about setting up a positive environment for a person with dementia:
aspirelr.link/enabling-environments

The following table includes examples of different assistive technologies or devices available to a person with disability to support their independence.

Disability	Example
Person who is blind, is visually impaired or has low vision	<ul style="list-style-type: none"> • Magnifiers • Talking devices • Braille displays • Screen reading software • Text-to-speech systems using Optical Character Recognition (OCR) • Large print materials • Phones with large tactile buttons • Kitchen equipment (plate guards, liquid level sensors) • Money sorting to identify coins and notes.
Person who is deaf or is hearing impaired	<ul style="list-style-type: none"> • Personal amplification systems • Wireless TV listening systems • Vibrating alarm clocks • Doorbell with flashing light alert • Portable closed captioning system • Face-to-face dual keyboard communication system • Amplified telephones • Phone with captioning



Person with difficulties speaking or being understood	<ul style="list-style-type: none">• Voice amplification systems• Stuttering aids• Artificial larynx• Communication boards/modified keyboards• Speech output software• Symbol-making software• Headsticks• Light pointers
Person using a wheelchair or with a mobility impairment	<ul style="list-style-type: none">• Wheelchairs• Cane or walking stick• Walkers• Scooters• Power chairs• Hand controls• Ties and lock downs for securing a wheelchair to the floor of the vehicle• Ramps• Lifts• Raised roofs• Adaptive seat belts
Person with cognition and memory loss	<ul style="list-style-type: none">• Timer reminding watch/clock• Alarm pill boxes• Memory aids• Text-to-speech systems to support learning (not related to vision needs)• Reminder systems (e.g. clocks)• Notetaking systems• Mobile devices with specialised apps• Audio books

Read more about assistive technology from a commercial company who sells equipment and devices: aspirelr.link/ndis-assistive-technology

Video: Improving tasks for those with disabilities
Watch this video providing examples of six specific devices that make tasks easier for people with disabilities: aspirelr.link/improving-tasks-for-disability





Practice Task 6

Question 1

Provide an example of an assistive technology that supports a person with a physical disability to:

- maintain and promote independence
- participate and feel included.

Question 2

Suggest two types of equipment a support worker may use to support a person with a cognitive disability.

Question 3

Match each assistive technology to its correct example.

Waterproof mattress protector
Crutches
Shower chairs and grab rails
Adapted gardening tools
Alarm pill boxes

Self-care and daily living activities
Recreation and leisure
Cognition and memory loss
Continence and hygiene
Mobility and transferring

2D

Feedback, monitoring and evaluation of plan

Feedback is useful when deciding on actions to improve support to a person.

Feedback should be used so that existing and future clients will benefit from improvements.

Feedback can be used for checking that the chosen activities are appropriate, to find out what is working well, or what needs to change. Feedback may indicate that the interests of the person have changed or there is a change in their needs. If the person's level of interest has changed this might be seen in the person's engagement level. Engagement is more than attendance. It means there has been meaningful interactions with others and the level of interest has been sustained. To measure engagement requires good questioning skills and observations being made over a period of time.

Feedback

As a support worker, you are ideally placed to gather both positive and negative feedback from the people you interact with. You can then provide this information to your supervisor or add it to your organisation's quality improvement system.

Feedback can be collected from several different sources, such as the person themselves, family members, carers, colleagues, supervisors or other people identified by the person.

Most organisations have various ways to collect feedback, including:

- formal methods, such as customer or client focus groups and meetings
- informal methods through conversations with staff, customers, suppliers or others
- online methods, such as electronic feedback forms or surveys available on the organisation's website
- other methods, such as phone calls, emails and questionnaires.

One of the most common ways of receiving feedback is during an update to a support plan. The person and their support network come together and share information about services, goals, outcomes and the effectiveness of strategies and activities currently being used.



Example

Feedback on community participation

Name:

Date/s of feedback:

Name of team:

Signature:

Please complete the following in relation your community participation activity.	Yes	Somewhat	No	Comments
1. Example: Do you feel the new process has made your community activity participation easier?				
2. Are you able to access all areas of the physical areas of the community venue?				
3. Do you need a review of your participation to identify any assistive technology devices, such as a voice-to-text device?				
4. Are you able to attend to your toileting needs appropriately? Is there a disabled toilet? What floor is it located on?				
5. Can you attend to other personal needs, such as making a drink, etc.? Are the benches at the correct height?				
6. Is the community activity located on public transport? or do you need to drive to work? Do you have any transportation issues?				



Acting on feedback

Some organisations provide clients with an explanation as to how their feedback has been used to change processes or improve services. For example, it may have led to changes in training for staff, scheduling or meetings, communication methods used with clients, and accessibility of information.

Feedback that forms part of a complaint should be actioned in line with the organisation's complaint-handling procedures and may require more urgent escalation or investigation, such as an incident or accident.

Example

Seeking and acting on feedback

Sandra works for a transport information service that provides information and assistance for public transport users. Her employer has asked her to conduct a focus group to get feedback from people who use the service. She asks a group of people with disabilities a series of questions:

- What have you found difficult about catching public transport?
- How have you found the accessibility of public transport?
- What other information would you like the service to offer?

Sandra collects the feedback from the group and presents it to her team.

Sandra sends an email to everyone in the group she interviewed with a summary of the positive and negative feedback she received, and her recommendations in her report.

Think about how Sandra will have summarised the feedback to include in her report.



Monitor changing needs

If a new need or interest arises for the person, or if they want a different type of community activity, the person's activity plan will need to be adjusted.

Community participation strategies will generally also be reviewed according to a regular timeline set by your organisation. A review should be undertaken at other times if the situation indicates it is necessary.

You may observe that the person is no longer participating or attending an activity or seems to have lost enjoyment in an activity they once enjoyed. Here are some situations that may trigger a review:

- The person has had a loss of mobility since the plan was made.
- They have a fall or a near-miss accident.
- They have decreased or increased skills in a particular area.
- A health professional tells you that the person has changed in their abilities and needs.
- They express concern about their own abilities.
- They ask you for help or advice about other ways of meeting their needs.
- A member of their support network asks for the plan to be reviewed.
- You have concerns about their health after observing the person during an activity.

As a support worker, you may be able to assist a review by:

- asking a supervisor for a review
- talking to the person or their support network
- assisting a person to complete the application process for a new support
- researching new supports in collaboration with the person.

You may require support from your supervisor to help you identify strategies that might not be leading to positive outcomes for the person. Your supervisor may be able to suggest other resources and appropriate strategies.

They can also authorise or instruct you in how to approach other agencies or service providers to seek additional support for a person, or to make a request for access on behalf of your client.

Evaluating the needs of a person with disability is an ongoing component of support.



Example

Responding to changing needs

Read about how Rachel identifies and responds to changes in Chantelle's condition. Identify the actions she takes to ensure proficient support.

Rachel provides support to Chantelle at her regular weekly community activities. Chantelle has multiple sclerosis and her condition changes from time to time. She has just begun a new medication, and she tells Rachel she is sleepy and has trouble staying awake. Rachel needs to be very attentive and provide more support than normal.

Rachel is aware that Chantelle's family are away on holidays next month and Chantelle will be receiving 16 hours of in-home care per week for a few weeks. Rachel asks Chantelle's permission to speak to her supervisor about this change in her support needs. Chantelle agrees and her supervisor arranges a meeting with Chantelle and her family before they leave for holidays.

This information, together with Rachel's observations, means Chantelle receives good quality care while her family is away.

Practice Task 7

Question 1

What questions should you ask yourself when reviewing your client's engagement with services? Tick all that apply.

- What date did the activity begin?
- Did the activity meet the person's expectations?
- What activities has the person used in the past?
- How could the service be improved?



Question 2

Which statements correctly address the approach you should take when seeking feedback about a community activity or resource? Select yes or no for each one.

a. Clients should expect to hear how their suggestions will be used.	Yes / No
b. People have the right to give both positive and negative feedback about their experiences.	Yes / No
c. Feedback should be gathered in a formal way to ensure transparency in its collection and use.	Yes / No
d. If the person’s expectations for the product or service were not realistic to begin with, the feedback is not useful.	Yes / No

Question 3

Suggest three ways you can monitor or identify if a person’s needs have changed.



Summary

- Sharing experiences and interactions provides opportunities for personal and social relationships to develop.
- People with support needs may need assistance, such as transport, mobility aids and communication devices to facilitate their involvement in activities and social networks.
- Choosing activities within the local area means they can build their social networks and social inclusion.
- The role of the support worker is to assist the person to identify areas of interest and match these to specific job requirements.
- Searching for employment ideas includes using family and social connections as well as job agencies and advertisements.
- The support worker can assist the employer to identify the goals and needs of the person with disability.
 - This might include accessing assistive technologies to support the person while at work.
- Assistive technologies can support the person with disability by providing independence and support to perform various activities of daily living and employment.
- As a support worker working with a person, you are ideally placed to gather both positive and negative feedback from the people you support.
- You may require support from your supervisor to help you identify strategies that might not be leading to positive outcomes for the person.



Learning Checkpoint 2

Implement strategies for community participation and inclusion

Part A

Janet's individual plan states that she has a mild intellectual disability and lives with type 1 diabetes. She would like to learn to sail, but her medical notes state that she needs access to a quiet, clean area where she can check her blood sugar levels and administer insulin. You know little about diabetes management, and you intend to support Janet appropriately. You wonder how to find a sailing activity that will support all of her preferences and needs.

1. List three strategies you could use to help Janet find a sailing activity that also meets her medical needs.

2. Identify three positive outcomes Janet may experience from the sailing activity.



3. Which of the following statements are correct? Select yes or no for each one.

a. The person may want to build their skills to be work ready, such as by enrolling in a course or training program.	Yes / No
b. Employers need to be prepared to employ a person with a disability and provide meaningful work opportunities and reasonable adjustments as required.	Yes / No
c. The support worker can prepare documents for a job application interview and ensure they answer questions on behalf of the person in the interview.	Yes / No
d. An employer may arrange for a meeting with their new employee (and their support worker) to discuss their needs and how the organisation can provide appropriate resources.	Yes / No
e. The support worker should insist that the employer make changes to their building and the person with disability's workspace to prevent the person from rejecting the job offer.	Yes / No

4. One of your clients communicates only through gestures and facial expressions; she does not use spoken language. She uses a communication board and a speech synthesiser to communicate her needs and preferences. You are unfamiliar with these technologies and lack experience using them to communicate.

Identify three actions you could undertake to communicate better with your client.



5. Match each assistive technology term to its example.

Assistive devices for mobility and transferring	Waterproof bed linen
Assistive devices to support workers	Cutlery and modified water taps
Assistive devices for continence and hygiene	Electric wheelchair and tilt bed
Assistive devices for cognition and memory	Bath hoist, ramps and lifts
Assistive devices for recreation, home and office environments	All-terrain wheelchair, adapted gardening tools
Assistive devices for self-care and daily living activities	Audio books, reminder systems

6. Which of the following statements relate to ways you can monitor a person with disability's level of engagement in their chosen activity? Tick all that apply.

- Seek feedback from your supervisors about how to measure engagement.
- Observe the person, and look for evidence of involvement with others and the activity itself.
- Ask the person about their level of enjoyment and the friendships they may have formed.
- Ask the people running the activity if they think your client is enjoying themselves.
- Rely on attendance records to confirm their level of engagement.

Part B

Read the case study, then answer the questions that follow.

Case study

You assist Mark to become active in a local theatre group that meets every Saturday. The program leader calls you to say she is worried about him. She tells you he has had several falls and stumbles at the theatre, and his mood and level of awareness have changed in recent weeks. You know Mark has previously struggled managing his multiple medications. You also know his physical health is poor, and he lacks a strong family support network to assist him at home.



- 1. List three people who could provide feedback about Mark so you can address his current and evolving needs.**

- 2. After gathering information from the program leader, what action could you take to potentially benefit Mark?**

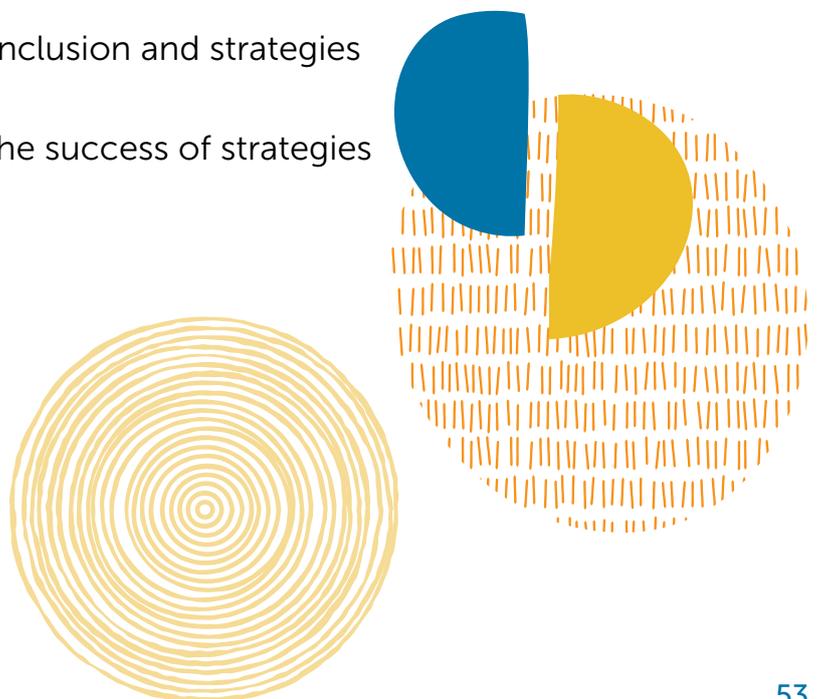
- 3. Three months later, Mark tells you his friend has invited Mark to join him in guitar lessons. Suggest two actions you can take to support Mark pursue this new shared interest.**



Topic 3: Identify, address and monitor barriers to community participation and social inclusion

3A Barriers to participation and inclusion and strategies to facilitate participation

3B Address issues and monitor the success of strategies



3A Barriers to participation and inclusion and strategies to facilitate participation

According to the World Health Organization (WHO), barriers to services and resources can be greater for people with disabilities.

Barrier/s

Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

Sometimes, **barriers** relate to the physical environment; other times they concern attitudes or societal structures that make participation difficult.

The social model of disability developed in 1975 changed the way disability was viewed. Support provided to people with disability uses a strengths-based and person-centred approach. People with disability have identified and legal rights to be active members of society. Attitudes to disability have changed, but **discrimination, indirect discrimination** and barriers still exist.



Discrimination

The act of excluding or treating a person differently based solely on an attribute such as disability, age, gender, race or sexual orientation.

Although the right to access and participate in society is supported by Australian laws, many people with disability still experience barriers that prevent them from full participation and from feeling part of the community.

Read more about barriers to participation experienced by people with disabilities here: aspirelr.link/cdc-disability-barriers

Indirect discrimination

An unreasonable rule or policy in a workplace that has the effect of disadvantaging certain people due to a personal characteristic they share.

Video: How to treat people with disabilities

Watch this video about the experiences of people with disability and their interactions and reactions from people to their disability: aspirelr.link/how-to-treat-disabilities



What are the three main points you take away from this video about the way people want to be treated?

Here are some examples of different barriers which can limit community participation and inclusion:

Environmental or physical barriers

- Barriers that relate to the physical or built environment.
- A physical environment may not be accessible due to:
 - steps and kerbs blocking a person with a mobility impairment and preventing them from entering a building
 - a slope being too steep for access by a wheelchair.



<p>Discrimination</p>	<ul style="list-style-type: none"> • It is a basic human right for every person to have a place in the community without discrimination. State and Commonwealth laws make it unlawful to directly, or indirectly, discriminate against someone because of their disability. • Societal attitudes towards people with disabilities can include direct discrimination, shown in the way people react or behave, or more subtle statements or comments that are derogatory or belittling. • The person with disability may find it difficult to confront these negative attitudes and require your support as an advocate..
<p>Structural or systemic barriers</p>	<ul style="list-style-type: none"> • Policies, practices or strategies that discriminate against people with disabilities. These can include: <ul style="list-style-type: none"> - a workplace policy that is non-existent or hinders the involvement of people with disability, such as a social policy that requires staff to attend running events - an employer reluctant to employ a person with a disability because they believe the adjustments required will be too expensive and difficult.
<p>Communication barriers</p>	<ul style="list-style-type: none"> • Communication barriers come from difficulties communicating due to a lack of relevant assistive technology. It can also occur when information is provided in a format that cannot be accessed by the person due to their disability. • This can include written information in small print, or when it is not available in braille or electronic versions.
<p>Resources</p>	<ul style="list-style-type: none"> • Resources can be human or non-human. Human resources include the skills, knowledge and abilities of people. Non-human resources include money, equipment, tools, etc. • At times, these resources are needed to support participation and inclusion. The person with disability and their family may be eligible for funding under the NDIS. People with disability over age 65 come under the Aged Care Funding if eligible. • Community groups and organisations that run programs may be able to access funds or grants to improve facilities and amenities for participants with disability. • Employers and business must provide appropriate facilities and access to people with disability and make reasonable adjustment to accommodate people into a workplace.
<p>Skills, abilities and capabilities</p>	<ul style="list-style-type: none"> • People have diverse interests and abilities. Some people with disability may not be able to fully participate due to their disability. For example, a physical disability that affects a person’s mobility or dexterity. • Most programs offer opportunities and activities where adaptations are made to equipment or to the rules of the game so everyone can participate. The Paralympic Games is a good example. • Take some notes on the classifications used in para-sport such as people born with disability and those that acquire a disability as a result of an accident or injury.



Psychological, stigma and self-stigma	<ul style="list-style-type: none">• Psychological barriers include negative attitudes, opinions and perceptions. These, in turn, might make a person feel ashamed rather than proud of who they are. They might believe that they are not useful to anyone or of value to society.• Stigma means seeing someone in a negative way due to a particular circumstance or quality.• Self-stigma refers to the negative attitudes that people who experience mental illness can feel about their own condition. This comes from the negative attitudes and prejudice they experience from others.• When you and others believe something negative about yourself, your actions and behaviours often follow. When a negative judgement has been made about a person, they are less likely to want to participate in the community.• The person being judged can pick up subtle or obvious clues that they are not considered to have social worth. The person being judged is given fewer opportunities and less motivation to participate in the community, make friends, achieve goals and enjoy life.
--	--

Other barriers to participation and inclusion include age discrimination, cultural and religious needs that may prevent inclusion, barriers related to gender identity and sexual orientation, as well as socio-economic status.

For example, older people with disability may experience physical barriers due to decreased muscle strength or issues such as arthritis, and may have trouble with small text, complex instructions, or activities offered at night. People from particular cultural backgrounds may experience barriers with activities offered in a mixed gender context or activities that include certain kinds of media or music that might be inappropriate for them.

Identify gaps in assistive technology

Begin by speaking to the person with disability about gaps in assistive technology needs.

The person with disability will be able to tell you about aids and technology that are not meeting their needs to participate in recreation, leisure, education, and employment.

You might speak with people in the person’s support network, such as their family or carer. You may also have observed some of the difficulties or challenges the person faced when taking part in community events or programs. For example, an electric wheelchair requires more room that is available on the minibus used to transport a team to sporting events. A communication device, such as communication board or speech synthesiser, might be used by the person to communication in different activities such as leisure, employment, education, and recreation.



If a device or equipment needs adjustment or is not suitable, this will need to be reported to a supervisor. The person may have funding in their NDIS plan for assistive technology. If this is the case, a health professional (e.g. an occupational therapist) will need to conduct an assessment to identify the issue and recommend a change. This process could be urgent if the equipment is unsafe or is at risk to the person or others.

Collaborate to identify solutions

It may be tempting to make complaints in every situation where a barrier presents itself, but this is not always the most effective method. A solution may involve looking for alternative programs or resources such as choosing a sporting club that has a positive attitude to inclusion.

Remember to consider strategies that suit the person and are in keeping with their needs, wants and goals. Collaborate to find a solution.

Brainstorming can be used in a team situation where the person is the centre of the decision-making. All ideas are seen as equally valuable, regardless of who suggests them. A meeting may be arranged with people invited to help come up with solutions to overcome barriers, such as a supervisor, the person's family members or support network. A supervisor needs to have the final say about the suitability of a solution and if it can be implemented.

Listen actively to what the person tells you about a barrier and check you have understood correctly. Ask the person how they would like barriers to be addressed.

- Do they want you to help them write a letter of complaint about a lack of access?
- Do they have another way they would like to deal with a problem of access?
- Are they looking to you to provide some support and leadership in dealing with the issues?

Think about possible solutions to the barrier and discuss these with the person and include your supervisor in discussions as needed. Then you need to help the person decide on a suitable course of action and provide support as required.

Strategies need to be appropriate for the situation and may have both advantages and disadvantages to consider.

Here are some possible strategies that could work for barriers to participation and inclusion.

Access local services

Check with the council or a disability support service about what local services provide access. For example, some councils organise volunteer drivers to transport people with disability to activities or appointments. This has the added benefit of promoting interaction with people in the local neighbourhood.

Strategies may reduce the impact of a barrier or remove it completely.

Use portable or adaptive equipment

Sometimes a portable device such as a ramp that is stored in the boot of a car can assist with physical barriers, such as steps or kerbs. This can be an effective alternative to requesting that alterations be made to the physical layout of an area or building.

Involve family members or relevant others

Sometimes family members are happy to assist in dealing with barriers. For example, a mother might be happy to drive her child to a club after school hours.

Education about rights and raising community awareness

Educating community members about disability can promote community inclusion and understanding of a person's needs. For example, a marketing campaign that encourages shops and restaurants to consider the cost to their income if people with disability are not able to get in the door, might encourage better physical access.

Make formal requests and complaints

There is a time and a place for making a formal request to improve access for people with disability. This could be in the form of a written letter, an email or a complaint form lodged with the Australian Human Rights Commission.

Example

Solve a transport dilemma

Read about Jackson and his support network working together to identify solutions for his issues with transport.

Jackson is a young man who is ready to start a course in his town's TAFE campus. His individual plan includes goals about education, social skills, life skills, recreation and sporting activities. Unfortunately, no one considered that Jackson needs to travel to TAFE.

Jackson is ready for his first week of classes but he lives out of town and his mother is unable to drive him to his course or pick him up.

Jackson asks to meet with Sally, his support worker, and the disability liaison officer from the TAFE. Together they brainstorm some possible solutions to the transport issue. They write down all the ideas they can think of during the brainstorm process. Soon they have a number of possible solutions and some of them involve a cost. They speak to Sally's supervisor to confirm which is the most suitable option for Jackson.



Advocating to address barriers

An important aspect of the relationship between the support worker and their client is that the worker will uphold their rights and help them to achieve their goals. A support worker can represent the client when a client's rights have been breached or they want assistance to promote their goals and needs to participate.

The following diagram demonstrates how a support worker can **advocate** for the person with disability:



Some people with disability find it difficult to speak on their own behalf. This might be due to their disability of that they lack confidence speaking about their goals and needs.

Advocate
An individual who speaks up for a person to defend their rights.

Sometimes advocacy requires that procedures or **systemic advocacy** be highlighted.

This can be achieved by:

- raising awareness of people with disability as a group
- speaking publicly about barriers that people with disability encounter
- agitating for changes policies, procedures and practices
- working with peak body groups to change or improve legislation and systemic structures.

Systemic advocacy
Groups or individuals working together to initiate long-term social change, ensuring that legislation and practices support the rights of all people.



Example

Advocating for a person

Yvonne has a talent for painting and likes to go to different locations to paint. The local art group has asked her to join their weekly trips to locations around the city where they set up and paint for the afternoon.

After a few weeks of joining, Yvonne is finding it difficult to attend due to her toileting and mobility issues. Yvonne does not like to let others know about her difficulties. Some of the members have voiced disappointment that Yvonne does not attend.

Yvonne has asked her support worker to explain to the leader of the art group some of Yvonne's physical difficulties that make attendance difficult. The art leader agrees to limit their trips to fortnightly so Yvonne can attend on alternate weeks.

Think of other ways Yvonne, and her support worker, could advocate for change to make the art classes more accessible.

Work with the person to address barriers and implement the changes needed.

Implement strategies to overcome barriers

Some examples of strategies that might be implemented are listed in the following table:

Transport	<ul style="list-style-type: none"> • Booking an accessible taxi • Downloading timetables for public transport • Booking volunteer drivers as part of a local council service
Environmental or physical barriers	<ul style="list-style-type: none"> • Widening doorways • Installing a ramp • Adding extra lighting • Installing a lift
Structural or systemic barriers at a workplace	<ul style="list-style-type: none"> • Working with an employer to identify changes required in workplace policies • Setting realistic deadlines with appropriate timelines to complete work or specific tasks. • Helping identify reasonable adjustments to a building, work hours and job requirements
Communication barriers	<ul style="list-style-type: none"> • Providing written information in large print and in an electronic version • Using captioning on videos • Using plain English

**Skills and abilities**

- Working with a person to learn how to step up on a kerb
- Practising catching public transport to a destination
- Planning activities at alternate times of the day
- Planning activities that offer mixed gender and single gender options
- Using technology to find entrances with access and disabled toilets

Example

Plan an outing

Jim is planning an activity to go Christmas shopping with a group of older people, many of whom have physical disabilities.

Jim phones local cafes and restaurants to see what is available. He asks specific questions about access and gives clear information about the physical needs of the people in the group. Jim makes the booking.

When they arrive, they find a wide space has been cleared down the side of a long table, giving good wheelchair and walking-frame access. The path to the toilets is easy to navigate and free of obstacles.

The cafe owner welcomes the group personally and tells the group a waiter will come over to collect their orders. This means they do not need to get up from the table to go to the counter to order their meals.

Jim makes sure he collects a business card and menu from the cafe so they can visit again. He tells others at his work about how the cafe caters well for people with disability.

Think about the steps the café owner implemented. What impact might this have on others in the community?



Practice Task 8

Question 1

Which of the following are types of barriers to community participation and social inclusion? Select all that apply.

- Intelligence
- Self-stigma
- Legislation
- Indirect discrimination
- Psychological

Question 2

Match each barrier to participation to a strategy that would overcome it.

Communication barriers
Skills and abilities
Transport
Environmental or physical barriers
Structural or systemic barriers at a workplace

Using a volunteer transport service to get to and from sporting games
Having a lift installed into the movie theatre in addition to stairs
Adjusting work hours to suit medical needs
Purchasing computer applications and a console for playing video games
Getting experience using public transport to and from the city

Question 3

Provide examples of two types of advocacy a support worker could implement to address the barriers a person with disability experiences.

**Question 4**

Which of the following statements are correct? Select yes or no for each one.

a. Acting as an advocate means representing the client or speaking on their behalf in court.	Yes / No
b. If an assistive device or piece of equipment fails to meet the person's needs, report this to a supervisor.	Yes / No
c. If the assistive technology the person used is unsafe, act immediately.	Yes / No
d. The right strategy helps the person participate and reduces negative consequences.	Yes / No

3 B

Address issues and monitor the success of strategies

Use your observation skills and the feedback you have received to monitor if barriers have been overcome or reduced or still remain.

Monitoring can be done according to a planned schedule set out in a policy or workplace procedure or based on needs or situations which arise.

Monitoring helps ensure there are positive outcomes for the person receiving support and can also indicate if a program or service is meeting the person's needs. A well-planned, flexible and appropriate community activity is more likely to remove barriers that make it difficult for people with disability to participate. Organisations that positively receive people with disability are likely to have considered barriers and ways people with disability can be made welcome and feel part of the community.

Consider if barriers that were once obvious have disappeared or arrangements have been made to improve inclusion and participation for the person you are supporting. Think about the best way of gathering information. Consider the situation, the activity and the specific needs, wants and goals of the person. Then decide what indicators would give you a measure of successful participation with few or no barriers limiting the person's engagement. You might need to collect various types of information to monitor success accurately.

Examples of ways to collect information include:

- observing the person participating in their community activities
- informal feedback from group leaders or other key staff members
- assessments by allied health staff, such as physiotherapists
- formal assessments or evaluations
- record keeping of details (e.g. time, date and duration of participation in activities)
- questionnaires or surveys designed to suit the literacy, numeracy and cognitive abilities of the person
- observing changes to mood, behaviour or skills over a period of time
- recording responses by the person to specific questions about their satisfaction and engagement with activities.

Confirm the scope of your job role

There are several key sources of information that should guide your understanding and knowledge of your job role, such as your job description, policies and procedures, relevant laws, information provided by your supervisor and colleagues.

Every job role has a set of responsibilities. Your job description will tell you the broad outline of your role. It will inform you about whom to report to, and whom you can



ask for help. It will tell you which tasks are part of your job and which are not. You must always operate within these parameters and not act outside your role and limits of responsibility. If you are unsure if a specific task or decision is one you can make independently, seek advice before you begin the task or make a decision.

Sometimes people in a workplace are asked to do tasks that they are not sure they have the skills to do. For example, you might be asked by a person you support to provide transport to a venue but feel unsure if you should do so. By checking with your supervisor, you can confirm if providing transport is an expectation of your job.

Policies and procedures often contain information about who is able to perform certain tasks. They also explain exactly how tasks are to be done within the workplace or in community settings. You should read the policies and procedures that relate to your daily tasks and work role.

Video: Support worker roles

Watch this video about the role of a support worker:
aspirelr.link/support-worker-roles



Example

Monitor strategies with the person you support

You have worked closely with Esmerelda to identify and find strategies for some barriers that have been preventing her from joining a lawn bowls club. The barrier relates to the club not having suitable change rooms to accommodate a wheelchair.

Now it is time to monitor the success of these strategies. You visit Esmerelda and ask her to tell you about her participation in the bowls club. She tells you that she has been going every Monday and that she has been asked to play the Saturday competition. The room that has been provided for her to change is working okay and the club now has funding to enlarge the existing change rooms to make them more accessible.

The strategies seem to be working so you include a note about Esmerelda's positive outcomes in your monthly report and give the report to your supervisor. There is no need for your supervisor to have any further involvement as the strategies have been effective and the barriers will soon be completely removed.

What are some of positive outcomes Esmeralda will benefit from once the barriers to her participation are removed? How might this apply to your own capacity as a support worker?



Example

Excerpt from a job advertisement

Support workers need to perform some of the following tasks:

- Personal care (toileting, showering, dressing, grooming and transferring to and from bed to wheelchairs using an electric hoist)
- Meal preparation and feeding
- Housework
- Assistance with household administration
- Assistance going to appointments
- Social and recreational activities
- Achieve personal goals

Support the person achieve some personal goals for example:

- Personal shopping
- Social meetings and events
- Day trips in own car

We want people who are:

- Committed
- Reliable
- Honest
- Punctual
- Flexible
- Work as part of a team to fulfil all necessary shifts.

Why are these tasks important for a support worker role? How might you introduce these into your own role?



Practice Task 9

Question 1

Why is it important to monitor and evaluate strategies to measure their success?

Question 2

Suggest two ways you can collect information to improve and encourage the person with disability's participation.



Summary

- Barriers relate to the physical environment, and sometimes they are attitudes or societal structures or communication barriers that make participation difficult.
- Speak to the person with disability about gaps in assistive technology needs; the person will be able to tell you about aids and technology that are not meeting their needs to participate in recreation, leisure, education, and employment.
- A solution to a barrier may involve looking for alternative programs or resources but must consider the person's needs, wants and goals.
- Strategies to overcome barriers may reduce the impact of a barrier or remove it completely.
- Advocacy may be individually focused or may be from a systemic view. Either way, the goal is to ensure the person feels included.
- Monitoring means evaluating over a period of time if barriers have remained or been overcome.
- Always operate within the parameters of your job role and not act outside the limits of your responsibility.
- If you are unsure if a specific task or decision is one you can make independently, seek advice before you begin the task or make a decision.



Learning Checkpoint 3

Identify, address and monitor barriers to community participation and social inclusion

Part A

1. Support workers needs to identify barriers to a person's participation. Provide examples for each of the following barriers:

a. Physical barriers

b. Skills barriers

c. Personal barriers (e.g. communication barriers)



d. Systemic or structural barriers (e.g. discrimination)

e. Resource barriers

f. Psychological barriers (e.g. stigma and self-stigma)

2. Which of the following statements relate to possible needs gaps in the use of assistive technologies? Tick all that apply.

- If a person has problems with their assistive technology, they must find a way to work around the issues, so they do not miss out on activities.
- Watch for difficulties or challenges the person with disability faces when using assistive devices while attending community events or programs.
- A person's NDIS plan may include funding for assistive technology.
- Gaps may require an assessment by a health professional to identify the issue and recommend changes.
- The employer or organiser of the activity is responsible for managing gaps in assistive technology.



Part B

Read the case study, then answer the questions that follow.

Case study

Magda is middle-aged and suffers from some vision loss and a mild cognitive impairment resulting from an acquired brain injury sustained in a car accident. She lives in a high-rise building and is socially and geographically isolated, as she cannot speak or read English. She speaks fluent Russian and communicates mainly with members of her immediate family. She is interested in becoming involved in a gardening group advertised in the building, but she feels shy about meeting new people due to her lack of English.

You work with Magda to help her overcome these barriers and assist her to engage with the gardening group.

1. Identify two barriers to participation for Magda

2. Suggest two strategies you could implement to help address the barriers identified above and better accommodate Magda's preferences and needs.



Prior to a scheduled follow-up meeting with Magda, her interpreter calls to say he is unavailable. This concerns you, as you struggle to communicate with Magda, and you need her to make some important decisions about her ability to safely use equipment in time for the first gardening meeting.

3. Why is it important to recognise the limits of your own role? What could you do to remedy this situation?

4. Identify two types of information you could gather that would indicate if the strategies to involve Magda in the gardening program have been successful.

5. How could advocacy help Magda participate in other local community activities? Provide two examples.



Glossary

Active citizenship

A model of democratic participation where citizens have a right and a responsibility to participate in activities that contribute to society and the environment.

Advocate

An individual who speaks up for a person to defend their rights.

Assistive technology

Technology that enables a person to maintain or improve their capability of performing a task.

Barrier/s

Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

Best practice inclusion

Providing a seamless, fully accessible environment available to everyone rather than one specifically designed for people with disability.

Communication

Verbal or written exchange of information, news or ideas.

Cultural sensitivity

Adopting a non-biased attitude and tolerating other cultural values, opinions, customs and needs.

Culture

The social behaviour and norms found in human societies, which are influenced by race, religion, economic status, family life, health, educational or governmental system of their members.

Discrimination

The act of excluding or treating a person differently based solely on an attribute such as disability, age, gender, race or sexual orientation.

Human rights

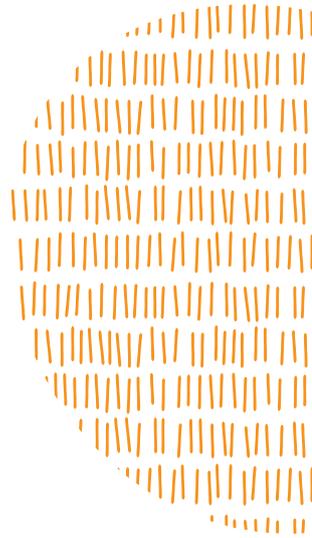
Fundamental rights and freedoms that apply to all people, setting norms for standards of human behaviour.

Inclusion

Providing equal access to opportunities and resources for people who might otherwise be excluded or left out.

Indirect discrimination

An unreasonable rule or policy in a workplace that has the effect of disadvantaging certain people due to a personal characteristic they share.





Person-centred approach

Providing tailored support for each person and taking time to learn about their individual preferences, needs and goals.

Reasonable adjustment

The requirement for all services and businesses to make simple adjustments to allow people with disabilities to access their service.

Social inclusion

Supporting and building capacity in people so they can participate in the community, enabling them to define their own goals and place within it.

Strengths-based approach

Recognises that all individuals are resourceful and resilient experts in their lives, and can progress in a way that enhances their quality of life.

Systemic advocacy

Groups or individuals working together to initiate long-term social change, ensuring that legislation and practices support the rights of all people.