



CHCDIS018

Facilitate ongoing
skills development
using a
person-centred
approach



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Release 1

Learner Guide

Aspire Version 1.1

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

© 2023 Aspire Training & Consulting
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First published February 2023

Cover design Anne-Marie Reeves Design

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

e-ISBN 978-1-76123-073-8 (PDF version)

ISBN 978-1-76123-072-1

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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 *CHCDIS018 Facilitate ongoing skills development using a person-centred approach*, 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
Teamwork	<ul style="list-style-type: none"> Working well with other people by cooperating, collaborating, encouraging and building rapport



Foundation skill area	Foundation skill description
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 individual skill development needs	1A Identify and document skill development needs using a person-centred approach	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify skills development opportunities in collaboration with the person and others	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Make referrals to other staff or specialist services in consultation with the person	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Plan person-centred, ongoing skill development	2A Engage the person in identifying their learning goals	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Identify learning strategies and opportunities to address the person's goals	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Develop and document formal ongoing skills development with others	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic	Key outcome	Rate your confidence in each section
Topic 3 Implement person-centred, ongoing skills development strategies	3A Work in a positive way with the person to implement skills development strategies	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Inform and support other service providers to implement the person’s plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Access and use equipment and resources to enable learning	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Evaluate skills development and review plan	4A Monitor the person’s development and provide feedback about their progress	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Review records and update plan to meet changing needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 5 Use incidental learning to enhance skills development	5A Identify informal learning opportunities and encourage learning	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5B Provide prompt and constructive advice in an appropriate format	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5C Adapt support to encourage experiential learning and development	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident





Topic 1: Identify individual skill development needs

- 1A Identify and document skill development needs using a person-centred approach
- 1B Identify skills development opportunities in collaboration with the person and others
- 1C Make referrals to other staff or specialist services in consultation with the person



1A

Identify and document skill development needs using a person-centred approach

The United Nations *Convention on the Rights of Persons with Disabilities* (CRPD) is an international treaty intended to protect the human rights and dignity of persons with disabilities. It recognises that it is not the person's disability or impairment that is the **barrier** to full participation in society, but the barriers created by society.

Barrier

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

Read more about the United Nations Convention at: aspirelr.link/crpd

The right to access and participate in society is supported by legislation in Australia. Despite this, many people with disability experience structural and systemic barriers that impact their choices, the services they have access to and excludes and prevents them from participating in, and feeling part of, the community.

Here are some examples of barriers that impact on the quality of services and choices available to people with disability:

Environmental or physical barriers	<ul style="list-style-type: none">Barriers that relate to the physical or built environment, such as:<ul style="list-style-type: none">a physical environment that is not accessible due to steps; kerbs that prevent a person with a mobility impairment from entering a building; or a slope that is too steep to access in a wheelchair.
Attitudinal barriers	<ul style="list-style-type: none">Societal attitudes can include direct discrimination shown through people's reactions or behaviour; or be less obvious such as making statements or comments which are derogatory or belittling.Policies, practices or strategies that discriminate; such as:<ul style="list-style-type: none">a workplace policy that is non-existent or restricts the involvement of people with disability, for example a social policy that requires staff to take part in company sporting eventsan employer being reluctant to employ a person with a disability because they believe the adjustments required will be too expensive and difficult.
Communication Barriers	<ul style="list-style-type: none">Communication is difficult due to lack of relevant assistive technology or information is not provided in a format that can be accessed due to a disability. This can include information only provided in small print and not available in braille or electronic format.

Discrimination

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

Assistive technology

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



<p>Resources</p>	<ul style="list-style-type: none"> • There may be a shortage of resources, lack of funding or it may take some time to access the following: <ul style="list-style-type: none"> - Human resources such as skills, knowledge and abilities of people - Non-human resources such as money, equipment, tools, etc. • For example, funds to improve facilities and amenities for participants with disability or for employers to make reasonable adjustments to accommodate people into a workplace.
<p>Skills, abilities and capabilities</p>	<ul style="list-style-type: none"> • All people have diverse interests, abilities and skills. Some people may not be able to fully participate due to their disability, such as a physical disability that affects mobility or dexterity. • For example, a program may be unwilling to make adaptations to equipment or to the rules of the game so everyone can participate.

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

Human rights framework for services

Human rights principles are a foundation for disability service providers' service frameworks.

Organisations providing disability services should promote people's rights to dignity, privacy, security and safety. Human rights must be reflected in the policies that underlie the support provided to clients to ensure they are treated equally and fairly.

Here is a list of examples of human rights of people with disabilities that should form the foundation of engagement with support services. They include the right:

- to request assistance from services
- to be provided with information in writing that explains the person's rights at the commencement of service
- to direct their care plans and to have support customised to suit their individual needs
- to have other support people in the person's life recognised, such as family and other carers
- to have reasonable adjustments made to allow them to perform their job and access goods and services
- to privacy

Human rights include the right to life, freedom of speech, choice, and freedom from discrimination. The rights of people with support needs are protected by international human rights charters.



- to be treated with dignity and respect
- to complain.

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

Self-determination

People receiving support are entitled to a voice and to make decisions about the support they require.

Current practices, philosophies and theories aim to enable people with disabilities to participate on an equal basis with others in the community. The way services are delivered to people with disabilities must reflect a move towards **self-determination**.

Self-determination

A person's right to have control over their own life, able to make independent choices about decisions that affect them.

Read more about self-determination at: aspirelr.link/self-determination

Person-centred practice

Person-centred practice means the person is central to the planning. This approach considers the person's choices and respects their right to make their own decisions.

A person-centred plan outlines the skills developmental needs and goals of the person and is essential for meeting goals and objectives. An individual plan acknowledges that no two people are the same or have the exact same goals or interests. Therefore a range of service options must be available to meet the needs of each person.

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

A person-centred approach:

- is responsive to individual differences, cultural diversity and the preferences of people in need of support
- ensures that people with disabilities lead and direct the services and supports they use
- focuses on the individual
- provides accessible and flexible services.

Video: Person-centred care
Watch this video and identify actions that demonstrate a person-centred approach to working with people who require support:
aspirelr.link/yt-person-centred-care





Strengths-based approach

A strengths-based approach empowers the person to direct the type of supports they need.

A strengths-based practice involves treating each person as an individual; skills development involves building on existing skills, abilities and strengths.

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

People have many abilities and requirements. Support workers need to recognise the abilities of their client and then plan how to support them.

People who are limited in one of the areas listed below may require support to build their independence through developing skills and abilities. In many cases, activities can be adapted to suit the abilities of a person with a disability.

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.

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, going up stairs, climbing 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

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 can have a positive impact on their wellbeing. It also recognises that a person's SEWB is influenced by policies and past events.

Services providing disability programs to Aboriginal and Torres Strait Islander peoples use this framework to develop culturally appropriate, community-led, primary mental health services.



Competency and image enhancement

Social devaluation

The tendency of people to look down on those who look, dress, speak or behave differently from them and are deemed of less value and significance to society.

Social devaluation is a term used to describe the process of having one's social identity reduced in value or significance.

The impact of social devaluation on people with disabilities can be intense and personal – often acting as a barrier to them realising their full potential and negatively impacting on quality of life. For example, there used to be a social perception that 'disability' is a burden on the family or society; that people living with disability should be pitied. This attitude shows a low expectation of the person's capabilities and doesn't recognise their abilities.

Disability workers are in a unique position to promote the social image of people with disability and increase their value in the community. This can be done by enhancing their image via interactions and inclusion in society.

Image enhancement includes:

- treating people with disabilities like everyone else
- allowing people with disabilities to express themselves in the way they wish
- allowing people with disabilities to have their voice heard through every part of service delivery.

The purpose of skills development is to identify a person's capabilities and **competencies** to determine their existing skills and determine ways to develop and enhance skills that they may want to work towards.

Competency enhancement includes:

- gaining competency through working on the skills a person wants to learn
- having an attitude of high expectations for a person with a disability
- allowing a person to define what competency means to them.

Competency

The ability of a person to demonstrate that they can do something independently.

Practice Task 1

Question 1

Briefly describe each of the following current practices and/or philosophies used in support work with people with disabilities:

- a. Human rights framework used by a service provider



b. Person-centred approach to service delivery

c. Strengths-based approach to service delivery

d. Social and emotional wellbeing (SEWB) framework

Question 2

Which of the following helps counter devaluation of people with disabilities? Tick all that apply.

- The right to participate on an equal basis with other members of the community.
- The right to have choices and make decisions that affect them.
- Set realistic expectations that don't set the person up for failure.
- Treat people with disabilities the same as everyone else so that they don't stand out as different.
- A person has the right to access, participate in and feel they are a part of the community.



Question 3

Identify at least one example of a structural and/or systemic workplace barrier that will impact a person with disability.

Individual skills development needs

Clients know from their personal experiences what it is like to live with a disability and the best ways for them to increase their independence. Your role is to support them to identify and develop a plan that will enable them to achieve their goals through development of skills. You can ask them questions, listen with care and value what they tell you.

To identify skills development needs, you and your client will need to follow an assessment process to draw up a plan for the ongoing development of skills. This process may include some or all the following steps:

1. Identify the level of support the person requires.
2. Set individual goals.
3. Assess what skills the person needs to achieve their goals.
4. Develop a plan to achieve goals taking into account what they can already do, opportunities such as resources and services that will address goals.
5. Implement learning strategies outlined in the plan including accessing any equipment and resources needed.
6. Monitor the person's skills development and provide feedback to the person.
7. Evaluate progress and review the person's plan.
8. If required, update the plan with alternative or additional skills development activities.

On the following page are some examples of areas of skills development a person may want to build on or work towards:



Self-care	Dressing, bathing, hygiene, grooming
Domestic duties	Laundrying clothes, washing dishes, sweeping, cooking
Social interactions	Relating to others and initiating interactions
Leisure activities	Home activities such as watching videos and completing puzzles
Communication skills	Speaking, signing, gesturing, literacy
Time management	Organising, planning and estimating how long it will take to complete activities
Money skills	Understanding the worth of items, being able to calculate totals and change
Decision making	Everyday decisions required to manage their life
Vocational areas and preparation for employment	Transferrable work skills such as teamwork skills and the ability to follow instructions
Reading	Developing basic literacy skills
Numeracy	Developing basic skills with numbers
Transport	Accessing work and community by public transport

Documenting client information

Client documentation is a legal record of the person's progress in developing skills and meeting their goals. The ways different organisations want information to be recorded vary, as do the specific forms that they want you to use.

The following things should be considered when documenting goals, progress and development of skills:

- Information needs to be completed within a specified time frame, so it is not forgotten and remains accurate. Older or out of date information is not reliable, because situations can change and the needs of the person will vary over time.
- When recording information about a person's skills level use dates and times to provide an accurate record of change over time, use plain language and check spelling is correct to avoid any misunderstandings.
- Organisations have a range of procedures, policy requirements and industry standards for documentation such as privacy, confidentiality and disclosure laws. Maintaining confidentiality is part of respecting a person's privacy and individual rights. In practice, this means not disclosing or discussing an individual's personal information unless they have given their consent for this to happen.



- Personal information must be stored in a secure manner so that the person’s confidentiality is maintained. For example, digital information stored on a computer should be password protected and accessible only to those who are authorised.
- Information must be recorded accurately and objectively. Documents must be factual and not subjective; don’t use personal opinions, be derogatory in your comments or describe your feelings in observation reports.

Example

Objective records

In this example, you can see that the notes written by the worker don’t include emotional language or opinions. Instead, the notes document the information accurately and clearly.

Progress Notes	
Client’s Name: Simon Jones	
Carer’s Name: Lillian McBride	
Date: 10/01/2023	Time: 11.15am
Description of support received: Mr Jones is receiving assistance with personal care and grooming. Today Simon washed his underarms and groin area without physical support. Prompts were provided when it was observed that he was unable to recall the process. He was reminded to rinse his shower sponge. No physical side effects have been observed with the change of medication. Simon asked for help to prepare his lunch. He would like to learn how to toast a sandwich using the flat grill.	

Example

Documenting skills development needs

The template for skills development goals will vary between organisations. Here is an example of a planning document for Jodie’s skills development:



ABC Disability Support Services

Name: Jodie McLean		Commencement date: 29 January 2023		
Learning objective: To be able to undertake weekly shopping for the groceries for the shared house.		Links to personal goals: Greater independence. Life skills.		
Skills or knowledge to be learnt	Action plan	Person/s responsible	End date	Evidence of improvement
Planning a weekly menu	Gain information on nutrition	Dietitian and Jodie	28 Feb	Jodie explains the basis of good nutrition
	Plan menu for the week	Residents and Jodie		Jodie can plan menus over a one-month period
	Check with others to see all needs are met	Support worker and Jodie		
Budgeting	Check money in the 'kitty' and the budget available	Support worker and Jodie	28 Feb	Jodie demonstrates she can count the money in the kitty at the start of each week
Making a list	Use the menu to make a list of groceries	Support worker and Jodie	28 Feb	Jodie can make up a list each week
	Group similar items together	Support worker and Jodie		The list should come within budget and not include items already in cupboards
	Check the cupboard for what you already have and cross these off list	Support worker and Jodie		
	Estimate the cost and check against budget	Support worker and Jodie		



ABC Disability Support Services				
Skills or knowledge to be learnt	Action plan	Person/s responsible	End date	Evidence of improvement
Shopping at supermarket	Collect items from the list	Support worker and Jodie	30 Mar	Jodie shopped unassisted on three occasions
	Tick off items as you go	Support worker and Jodie		
	When all the items are collected, go to checkout to pay	Support worker and Jodie		
Handling money	Pay the correct amount and collect your change	Support worker and Jodie	30 Mar	Jodie handles money accurately
Resources required (e.g. technology, equipment): None				
Assistance required: Support worker to demonstrate and role model, dietitian to provide information in an accessible format.				
Evaluation methods: Demonstration				

Practice Task 2

Question 1

Provide at least three examples of independence skills a person may set as their goals.



Question 2

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

a. Personal information should be stored securely so it can't be accessed by unauthorised people.	Yes / No
b. Updating records soon after an event means that information is not forgotten and is more likely to be an accurate record of events.	Yes / No
c. Objective language needs to be used carefully as it can hurt the client's feelings.	Yes / No
d. Documents used in support work are important legal records that can be used as evidence.	Yes / No
e. The use of clear language means only doctors and other health professionals can understand.	Yes / No

Question 3

Number each step from 1 to 8 in the order you would follow in an assessment process for ongoing skills development.

	Develop a plan to achieve goals taking into account what they can already do, opportunities such as resources and services that will address goals.
	Monitor the person's skills development and provide feedback to the person.
	Identify the level of support the person requires.
	Assess what skills the person needs to achieve their goals.
	Set individual goals.
	Update the plan, if required, with alternative or additional skills development activities.
	Implement learning strategies outlined in the plan including accessing any equipment and resources needed.
	Evaluate progress and review the person's plan.

1B

Identify skills development opportunities in collaboration with the person and others

Ask the person about the people in their life they want to be involved in skills development planning and learning.

People who know the person well can provide information on their strengths and challenges from first-hand observations. Family or the person's carer or others identified by the person may assist with helping to identify skills or be a resource for the development of skills. For example:

- if they want to learn more about car engines, there may be a family member willing to spend time showing them the workings of an engine
- if they want to develop their reading skills, family members may be happy to spend time listening to the person read.

As a support worker representing the rights of the person with disability, it is important to notice if family members, who are used to doing things for the person, need to be reminded to not provide more support than is necessary. This will help the person develop independence and self-determination.

People who can offer support with skills development opportunities include:

Case manager	They can provide information about the holistic needs of the person based on their life goals and knowledge of programs the person has participated in previously. The case manager can identify strategies that have been successful, as well as those that were not appropriate, or did not meet the specific needs of the person.
Outreach workers	Outreach workers have knowledge of the person's social interactions and relationships. They can provide anecdotal information about the person's behaviours in different social settings.
Teachers	Teachers can provide information about the person's literacy and numeracy skills, academic ability, and study skills. Teachers can also provide information about learning strategies and skills development opportunities.
Behavioural consultants	Behavioural consultants can provide information about the person's behavioural issues and behaviour management strategies; for example, those specific to an acquired brain injury.
Educational psychologists	Educational psychologists can conduct a psychological assessment of the person to identify any learning impairments or special needs.



Employment officers	Employment officers can assess the person’s pre-employment or employability skills.
Occupational therapists	Occupational therapists can provide a professional assessment of the person’s physical skills, mobility issues, and fine motor skills.

Capacity-building opportunities

Services emphasise the importance of community integration, with the person with disability taking their rightful place in the community.

Community integration has the twofold benefit of educating the community about disability at the same time as providing the person with **capacity-building** opportunities.

People with disabilities have a rightful place in the community as active, participating members of society. This means they are supported to participate in every aspect of society. This requires accessing opportunities that are already in place for the wider community, and accessing local community activities means the person is more likely to interact with people from their local area.

Skills development improves quality of life and independence. Resources, programs and activities must recognise each person’s potential.

Capacity building
Helping people to develop and strengthen skills that enable them to maintain independence.

Active support

Active support is a practical, hands-on style of support that encourages the person to acquire the skills they need, and involves enabling people to do things, participate, make decisions and choices, and spend time with others.

Active support:

- happens every day, whenever there is an opportunity
- occurs consistently so that people feel comfortable about being engaged
- is meaningful to the person who is being supported; it focuses on their needs, preferences and goals.

Source: American Association for Intellectual Disabilities. (2021). www.aaidd.org

The benefits of active support include the person:

- feeling connected to the community
- having positive and lasting relationships with friends, family members and others
- having the opportunity to develop new skills and gain experience
- having choice and control in their own life
- being valued and treated as an individual.

Active support
A person-centred model of care that empowers people with a disability to participate fully in all aspects of their lives.



Video: Person-centred active support

Watch the following video about an organisation that uses a person-centred active support approach when supporting people with disabilities:
aspirelr.link/yt-person-centred-active-support



Local community opportunities

Sources of information to obtain details about local learning opportunities might include some of the following:

- Family members, carers or the person's peer group
- Other support workers or supervisors, case managers and relevant health professionals
- Advocacy groups or peak body organisations
- Schools, special schools, TAFE and tertiary institutions
- Websites such as Disability Gateway: aspirelr.link/dis-gateway
- Local directories of services, clubs, art and performance groups, and specific-interest services
- The local council
- Clubs and sporting groups
- Transport services to access community events or activities; for example, taxis, Uber, public transport
- Cultural or religious groups that arrange cultural celebrations or events
- Services specific to the person's disability

Skills development can cover a wide range of activities including literacy and numeracy education, vocational education, life skills development, employment, social support, and sporting and recreational activities.

Here are further examples of types of skills and various opportunities for skills development.



Skill	Examples	Opportunities for engagement
Life skills	<ul style="list-style-type: none"> • Developing independence with personal hygiene and self-care • Learning to cook • Handling money and budgeting • Using time management skills • Learning to drive • Using social media or researching using the internet 	<ul style="list-style-type: none"> • Social clubs • Formal training • Community service workshops • Social programs
Vocational skills	<ul style="list-style-type: none"> • Developing literacy and numeracy skills • Developing professional or occupational work skills • Developing computer literacy • Practising job-seeking skills 	<ul style="list-style-type: none"> • Formal training • Volunteering • Buddying or mentoring • Work experience • Career counselling
Community participation skills	<ul style="list-style-type: none"> • Using public transport • Learning about the community • Interpersonal skills • Awareness of community resources 	<ul style="list-style-type: none"> • Joining a club or association • Formal training • Volunteering • Support groups
Social skills	<ul style="list-style-type: none"> • Meeting people • Establishing trust and intimacy • Building a rapport • Settling differences and resolving conflict • Practising social skills 	<ul style="list-style-type: none"> • Family get-togethers • Clubs or social activities • Formal relationships training • Counselling • Social support groups and programs
Physical health and wellbeing skills	<ul style="list-style-type: none"> • Keeping fit • Learning to relax • Developing healthy eating habits 	<ul style="list-style-type: none"> • Gym/fitness centre • Yoga classes • Swimming and hydrotherapy • Counselling • Support programs • Rehabilitation classes • Cooking classes
Safety skills	<ul style="list-style-type: none"> • Identifying risk • Working to reduce risk • Learning to keep safe 	<ul style="list-style-type: none"> • Formal safety training • Fire drills • Self-defence classes • Support groups

Example

Identify skills development opportunities

Simon is 17 years old and has Down syndrome. As part of his skills identification, he says he wants to develop his social skills, find a girlfriend and get to act on a stage. Wendy, his supervisor, helps Simon research what local performance groups there are in the area. They use the local paper and then check through the Arts Access Victoria website (aspirelr.link/arts-access).

They locate several performance groups for people with disabilities in the area, as well as a theatre group. Simon is now deciding which he wants to attend. He thinks he would like to join the theatre group that is run for adolescents in the 14 to 19 age range and later, once he has developed some performance skills, join the performance group for people with a disability.

Video: Develop life skills

Watch the following video to learn more about helping people develop life skills: aspirelr.link/yt-develop-life-skills



Referring to an individualised plan

A care or support plan is developed in consultation with the person and, where needed, their families.

Individualised plans include information about the person's goals, needs and preferences, and outlines how you, as a support worker, can provide the best possible support. The plan is a written record of the support a person will receive, based on their individual requirements and preferences.

The plan might include information about:

- the stage of disability or physical condition and how it affects the person
- the person's family and support network
- the person's background, such as past jobs and hobbies and what they enjoy doing
- how you can help them communicate
- how to respond if the person is using certain behaviours
- physical needs the person might have, such as help with personal care and eating
- how you can meet their cultural and religious needs
- personal likes and dislikes relating to their support.



Individualised plans are reviewed regularly as the person's condition, needs and abilities change.

Different organisations use individual support plans, maintenance plans, skill development plans and learning plans in slightly different ways. They may be separate documents or be collated within a person's file.

Skills development aims to achieve a greater independence that is practical for the person. If the plan focuses on helping a person maintain their skills, then sometimes a maintenance plan will be used. If the focus is on skills development, then a skill development or learning plan may be established.

Maintenance plan

Used when:

- a person is in the later stages of life and is experiencing a reduction in independence due to aging, disease or disability
- a series of skills assessments have identified diminishing capacity or an increased level of dependence
- a person of any age has a degenerative condition where it can be expected that existing skills may be lost without active work to practise and preserve these skills
- the plan takes the person's current level of skills development as the goal and directs strategies and activities to maintain it.

Practice Task 3

Question 1

Suggest two people you could collaborate with to identify a person's skills development opportunities.



Question 2

Provide an example of what active support would look like in practice.

Question 3

Provide at least two examples of community education opportunities and briefly outline how they could build capacity in a person living with disability.

1C

Make referrals to other staff or specialist services in consultation with the person

You may need to use specialist services to identify skills and conduct a skills assessment.

The following examples match specialist services to different categories of skills.

Life skills	<ul style="list-style-type: none">• Physiotherapist or occupational therapist: mobility and fine motor skills• Speech pathologist: speech and communication• Continence nurse: continence issues• Dietitian: nutrition issues
Vocational skills	<ul style="list-style-type: none">• Educational expert: language and literacy• Vocational trainer: vocational skills• Career advisor: various forms of vocational assessment• Volunteer coordinator: volunteering opportunities
Social skills	<ul style="list-style-type: none">• Behavioural consultant: learning social skills• Relationship counsellor: problems with relationships
Personal support skills	<ul style="list-style-type: none">• Advocate or advocacy group: rights• Counsellor: personal issues• Grief counsellor: feelings of grief and loss
Relationships skills	<ul style="list-style-type: none">• Marriage counsellor: marriage and family issues• Sex educator: information on sexuality and reproduction• Relationship counsellor: problems with relationships• Psychologist: depression or relationship issues
Health skills	<ul style="list-style-type: none">• General practitioner: medical and health issues• Fitness instructor: general health and fitness• Yoga teacher: relaxation and meditation• Sexual health clinic: sexually transmitted infections• Family planning officer: information on fertility and reproduction
Safety skills	<ul style="list-style-type: none">• Social worker: general family and lifestyle issues• Occupational therapist: instruction on safe use and operation of equipment and tools in the home or work• Fire brigade: fire safety procedures

Make a referral

Organisations that provide service delivery and who don't employ their own specialist team, will use a referral process to access other services. A referral can be made by phone or in writing. Check your organisational procedures to find out about your organisation's referral process.

In general, a referral needs to include:

- the person's name, date of birth and address
- the nature of their disability and how long they have had the disability
- details of learning goals and activities
- the purpose of the referral
- a description of the behaviour you have observed, how often it occurs and under what conditions
- why the behaviour appears to require a specialist assessment
- any documentation to support your observations, such as a learning plan or incident reports
- the desired outcome of the referral.

You can read more about making effective referrals at: aspirelr.link/cig-effective-referrals

Example

Make referrals to other staff or specialist services

After discussions with her supervisor, and in discussion with her client, Claire will organise a referral for Ian to meet with a speech pathologist for a professional assessment. Claire's supervisor makes the referral and includes a copy of Claire's report and the learning plan as part of the referral.



Practice Task 4

Question 1

Match each specialist service to the correct skill.

Dietitian
Career adviser
Speech pathologist
Educational expert
Vocational trainer

Assist with language and literacy
Develop vocational and ready for work skills
Assist with various forms of vocational assessment
Assist with various forms of communication
Help with nutrition and diet planning

Question 2

Briefly describe a situation where a referral might be required for a person you support.



Summary

- Although the right to access and participate in society is protected by law in Australia, many people experience barriers that prevent them from feeling part of the community.
- Organisations providing disability services should support people's human rights of dignity, privacy, security and safety.
- Current practices, philosophies and theories can enable people with disabilities to rightfully participate on an equal basis with other members of the community. This includes person-centred practices and a strengths-based approach to support.
- The way services are delivered to people with disabilities has changed over time to reflect the need for self-determination.
- The person-centred approach requires that the person be central in developing their personal individualised plan to meet their own set of goals and objectives.
- You can help by working with the person to develop a plan that will support their goals through developing new skills and improving existing skills.
- Skill identification and development needs to involve the person, their family, carer and other specialists and needs to use a person-centred approach.
- Opportunities for skills development should be targeted to meet a person's individual learning goals.
- Organisations that provide service delivery and do not employ their own specialist team, will use a referral procedure to access required services from external experts.



Learning checkpoint 1

Identify individual skill development needs

Part A

1. Briefly outline how a person-centred practice can be used to identify skill development needs.

2. Explain what is meant by the phrase, 'rightful place in the community'?

3. Describe how competency and image enhancement can be used to address devaluation of people with disability.



4. Which of the following practices support community education and capacity building? Tick all that apply.

- Programs are tailored to individual needs and preferences.
- There is a focus on literacy and numeracy skills.
- Participation and engagement occur between community members.
- Learning opportunities are practical activities, based on experiences.
- The focus is on fixed programs and schedules.

5. Match each of the following skill areas to the specialist or expert service.

Life skills
Vocational skills
Social skills
Personal support skills
Relationships
Health
Safety

Psychologist: depression or relationship issues
Fire brigade: fire safety procedures
Relationship counsellor: problems with relationships
Educational expert: language and literacy
General practitioner: medical and health issues
Grief counsellor: feelings of grief and loss
Dietitian: nutrition issues

Part B

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

Case study

Rose has a visual impairment and enjoys her garden and interacting with neighbours. She has a strong cultural tie to her family, who live in the Torres Strait, but the only family that lives close by is her daughter Rose. Her support worker, Graham, visits twice a week and accompanies her to a weekly choir rehearsal. Once a week Rose walks by herself to her local library to borrow audio books. The library is not far from her home and she uses a guide cane to walk there unaccompanied.



Walking to the library one day, Rose trips over a hose that was left on a neighbour's driveway and falls over. Graham lodges an incident report and, as a result, Rose's skill development plan is being reviewed to minimise the risk of her tripping again.

Rose's daughter, Melanie, has contacted Graham to let him know she is concerned about Rose's safety; she does not think Rose should be allowed to leave the house unaccompanied. Graham meets with Rose to discuss her needs and brainstorm how she can continue to visit the library safely on her own.

1. Briefly outline how Graham can support Rose's self-determination and independence using a person-centred approach.

2. Identify at least three systemic or structural issues/barriers that could impact on Rose's independence and choices.



3. Provide examples of the type of support Graham can offer Rose that reflects the following current practices and philosophies used in disability support:

a. Strengths-based approach

b. Human rights framework

c. Active support



d. Social and emotional wellbeing (SEWB) framework

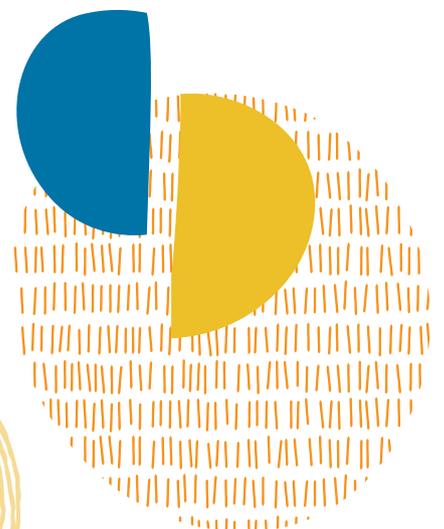
- 4.** Suggest three other people who may be able to provide information and expertise to support Rose.

- 5.** List at least three things Graham needs to consider when documenting Rose's skill development needs in her individual plan.



Topic 2: Plan person-centred, ongoing skill development

- 2A Engage the person in identifying their learning goals
- 2B Identify learning strategies and opportunities to address the person's goals
- 2C Develop and document formal ongoing skills development with others



2A

Engage the person in identifying their learning goals

Engaging with the person requires creating an environment of trust and respect.

Communication

Verbal or written exchange of information, news or ideas.

It may take some time to gain trust, so discussing and identifying goals and needs may happen over a series of meetings. Establishing a trusting and respectful relationship will lead to honest and open **communication** about the person's interests and abilities relating to their physical, social, sexual, emotional, psychological, and cognitive needs. You will need to discuss the person's strengths and determine what skills they want to develop to enhance their independence and quality of life.

The basics of good communication are the same for everyone. Good communication is not just about speaking and listening but involves effective listening and showing respect.

Here are six ways to show your respect and engage with someone when communicating:

Respectful communication	
1	Act respectfully <ul style="list-style-type: none">• Address the person by their full name.• Speak directly to the person and not to their primary carer.
2	Establish rapport <ul style="list-style-type: none">• Do not make value judgments.• Introduce yourself and explain why you are there.• Be friendly and open.• Take time to establish trust by talking first about things that are safe and easy to talk about.• Ask if the person needs any aids to be able to communicate clearly.
3	Be culturally appropriate <ul style="list-style-type: none">• Observe any special customs, such as removing shoes or avoiding eye contact.• Don't sit too close.• Respect cultural norms regarding gender differences.• Be sensitive to religious and spiritual beliefs.
4	Be patient <ul style="list-style-type: none">• Do not assume you know what someone will say or finish their sentences for them.• Do not interrupt or hurry the person along.• Give people time to find the right words.



Respectful communication	
5	Observe body language <ul style="list-style-type: none"> • Observe body language and see if it agrees with what they are telling you. • Use open and friendly body language in return.
6	Communicate nonverbally <ul style="list-style-type: none"> • Use touch and hand gestures if appropriate. • Use pictures to sum up complex ideas. • Try storyboarding an idea. • Use simple sign language.

Verbal communication

Here are some ideas for ways to improve communication based on how you speak and listen:

Practise active listening	<ul style="list-style-type: none"> • Repeat what you have heard to clarify your understanding. • Paraphrase where necessary. • Use attentive body language. • If things are unclear, state what you do not understand.
Listen rather than talk	<ul style="list-style-type: none"> • It is more important to hear what the person is saying than get your point across. • Be comfortable with silence – give the person time to think.
Use appropriate language	<ul style="list-style-type: none"> • Consider the cognitive ability, education, gender and age of the person and use language they will understand. • Language needs to be relevant to the person's current development. • Use simple, plain English. • Avoid using jargon.
Avoid acronyms and clinical language	<ul style="list-style-type: none"> • Avoid acronyms and clinical terminology. • It is acceptable to use colloquial language to discuss sexuality and emotional needs.
Try to understand what is important to the person who is speaking	<ul style="list-style-type: none"> • Listen carefully and ask about feelings and fears. • Ask about needs and about wishes. • Note when and why the person becomes upset or emotional. • Ask them to prioritise their concerns or rate them on a scale of one to 10.
Summarise what has been agreed	<ul style="list-style-type: none"> • Summarise what you think has been agreed, or ask the person to summarise. • At the end of the interview summarise the key points.



Meet communication needs

For people with communication barriers, information must be presented in a way that suits their needs.

Information about the development of a learning or skills plan must be explained in a manner that the person can understand. This means they can provide personal information about themselves and give informed **consent**.

Consent

To give permission or to agree to something.

Assistive technology is physical supports that enable a person to undertake tasks. Some types of assistive technology 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 some examples of different types of assistive technology aids that may assist in the communication process.

Speech	<p>Devices to assist with speech or hearing. These include:</p> <ul style="list-style-type: none"> • communication boards • speech synthesisers • modified typewriters • head pointers • text-to-voice software.
Writing	<p>Devices to assist the person to write. These include:</p> <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.
Reading	<p>Devices to assist the person to read. These include:</p> <ul style="list-style-type: none"> • glasses • page turners • magnifiers • Braille • large print screens • visual alerting systems • telecommunication devices.



Hearing	<p>Devices to assist the person to hear. These include:</p> <ul style="list-style-type: none"> • hearing aids • ClearaSound portable loop system • Sennheiser infra-red systems • Uniphone.
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You can find more assistive technology devices to aid communication at:
aspirelr.link/assist-tech

For clients who have English as a second language, you may need to arrange for a translator or present documentation in the person's first language. If the person has language difficulties because English is not their first language, or they use Auslan to communicate, consider using an interpreter. If you cannot understand the communication system they use, ask for assistance from someone who does. Family members can be used as interpreters but there can be privacy issues. The person may not want family involved or the family may tell you what they believe to be the person's needs.

Video: Improving communication

All people need to be able to communicate to work, build relationships, and seek the support they need. View this video to hear about the personal experiences of a person living with a communication disability:
aspirelr.link/improve-communication



Example

Appropriate communication strategies

Malia has cerebral palsy and is nonverbal. She communicates effectively using a spelling board and pointing to the letters. She spells well, but this is a slow and sometimes frustrating process for her.

Christine, a disability services worker, is asked to help Malia establish her learning goals. Christine introduces herself and explains the purpose of the planning exercise. Malia agrees that she wants to establish some new learning goals.



Practice Task 5

Question 1

Identify at least four verbal communication strategies that show respect to the person when discussing their learning goals.

Question 2

Which of the following statements relate to meeting a person's communication needs? Tick all that apply.

- It can take time to establish rapport with a client.
- Informed consent means the person understands the process and the information they will be required to give.
- Using family members as interpreters reduces costs and makes the person feel more comfortable when sharing personal information.
- Repeating back what you have understood the person to say can be considered rude in some cultural settings.
- Augmentative communication tools can help with reading, writing and speaking.

2B

Identify learning strategies and opportunities to address the person's goals

At each stage of the skills planning, implementation and review process, the achievement of the person's goals is the focus.

The aim of the skills development plan is to support the person to achieve or obtain their personal goals. The level of competence the person demonstrated can then be measured against the person's goals.

The SMART acronym can be used to guide goal setting. It stands for Specific, Measurable, Achievable, Relevant and Time-bound.

Each of these criteria helps define a goal and helps to ensure that the objectives are attainable within a certain timeframe. Using this approach makes it easier to track progress and identify if goals are on track or need to be adjusted or changed.

An example of a SMART goal statement might be:

My goal is to (objective) by (timeframe). I will work towards this goal by (steps that need to be taken). Accomplishing this goal will (outline what it means for the person).

SMART	What each step means	An example of each step
Specific	<p>Specific in this instance means that it is relevant for the person and their current abilities.</p> <p>In order to determine a specific goal with a person these questions can help to define and shape it:</p> <p>What needs to be accomplished?</p> <p>Who is responsible for it?</p> <p>What steps need to be taken to achieve it?</p> <p>Thinking through these questions helps get to the heart of what you're hoping to achieve.</p>	<p>Scott is supporting Keiko for the first time. Keiko has social anxiety disorder and depression. Keiko would like assistance to access a support group. After they discuss Keiko's goal and Scott asks a few questions about what Keiko can and cannot do independently, together they form the specific goal that Keiko would like to eventually attend the support group independently without assistance.</p>
Measurable	<p>Make sure goals are measurable because it allows progress to be tracked and to recognise when the person has achieved their goal.</p>	<p>Scott and Keiko form a support plan which tracks the progress of Keiko's successes in accessing the support group.</p>



SMART	What each step means	An example of each step
Achievable	Work with the person to identify that the goal is realistic and can be reasonably accomplished.	Scott and Keiko ensure that the goal is achievable through the support strategies.
Relevant	This step means ensuring that the goal is important to the person and that it aligns with any other relevant goals.	Scott and Keiko both decide that this is a relevant goal for Keiko to achieve to help him develop independent social skills.
Time-bound	To properly measure success, the person needs to want the goal to be completed within a certain time frame, and to know that it has been reached.	Scott and Keiko discuss how each phase of the strategies can support Keiko each step of the way.

Example Goal setting

Tom lives in a shared house with four other residents. When he is asked to set some personal goals, all he can think of is that he wants a dog.

His support worker helps Tom decide what sort of dog he wants by looking at a series of pictures. They then cut out a picture of the breed of dog Tom wants and stick it on a chart. Tom and his support worker then work out what he needs to do before he can get a dog and what he needs to learn to do to look after it.

They write in simple sentences and include a picture for each point so Tom can follow the plan.

Formal learning

Skills development opportunities can be planned, or they can be informal opportunities that occur as a part of a person’s daily routine.

Formal learning is structured and delivered intentionally.

This style of learning is planned and guided by a facilitator, and the person will be required to attend a workshop or community program designed to teach a particular skill or set of skills. Resources needed in a formal learning environment can include:

- facilities: accessible classrooms, computer labs, breakout rooms, toilets, lunchrooms
- equipment: workbooks, computers, storage devices, whiteboards, projectors



- facilitators and teachers: staff with specialist knowledge, skills and training to manage learning and group dynamics in the classroom
- assistive technology equipment: text-to-speech software, magnifiers, automatic page-turners, closed captions, adapted pencil grips, book holders.

Example

Formal learning

Issac is in his twenties and has clear goals that include finding employment and starting a family. He has a hearing impairment but is a skilful lip reader. He has a skills assessment to evaluate his readiness for work.

Issac has decided to do a course with a local community centre. He attends classes regularly for four weeks, where he learns about researching potential jobs that interest him, writing a résumé and cover letter, applying for jobs online, and improving his interview skills.

To support learning, the facilitator uses video and role play to show Isaac and the group how job interviews work and what employers are looking for in their employees. Knowing that Issac is hearing impaired, the facilitator uses closed captions while the video is playing.

Informal learning or incidental learning

This type of learning is a less structured and more casual way of learning, such as having a conversation or helping a person perform a task that they will then be able to do by themselves. The benefit of informal learning is that real-life situations are used to teach a skill that makes the learning meaningful to the person. Informal learning can be used in many situations, such as when a client finds it difficult to do something or does not understand why something works in a particular way.

These are some examples of informal learning supporting skills development:

Informal learning opportunities

- Cooking a shared meal together using a recipe book: understanding metric measurements
- Grocery shopping: numeracy skills, reading labels and nutritional guides
- Planning a trip to the movies: budgeting
- Performing household duties and talking about safe work practices
- A casual conversation reflecting on an experience
- Researching topics of interest on the internet



Example

Informal learning

Aria attended a special fundraising event run by the local council. She dressed up in a new dress and did her own make-up. Aria had recently completed an online module about ways to apply make-up and was keen to practice her skills. Her support worker, Imogen, watched Aria get ready and apply her make-up in a way that highlighted her eyes and the dress she was wearing. Imogen was full of praise and explained that she hadn't seen some of the techniques Aria used and wanted Aria to give her a lesson.

Learning principles

The following learning principles should be built into learning activities:

Adults learn best when:

- the context is relevant and applicable to their lives
- theory and practice are linked
- it is understood what they are learning and why
- the experience is satisfying and encourages a better self-image
- the language is clear, easy to understand, and direct learning takes place in a climate of trust and understanding
- there are opportunities for cooperative interactions with others, such as teamwork activities
- there are opportunities to try out ideas or skills, followed by constructive feedback
- the information, skills and ideas build on prior knowledge.

You can read more about adult learning principles at: aspirelr.link/adult-learning

Learning strategies

Here are various types of learning strategies that can be used in formal and informal learning settings:



<p>Practical demonstrations</p>	<p>Demonstrating new skills is essential as this will make learning easier for the person. It is appropriate for everybody but especially kinesthetic learners.</p> <p>People with a kinesthetic learning style like to learn through the physical experience of doing. They learn through touching, feeling, holding, doing – through practical, hands-on experiences.</p> <ul style="list-style-type: none"> • Explain the process or skills over a few sessions and ensure they are broken down into manageable steps. • Use plain English to give clear instructions and explain the process as you demonstrate the activity. • Encourage questions and encourage clients to have a go. Reassure them that making mistakes is okay because this is how you learn. • Ensure the person has plenty of opportunities to master the skill before moving on to the next step.
<p>Using drama and role plays</p>	<p>Finding creative ways of learning enhances motivation, engagement and interest. For example, you could simulate an environment such as a mock job interview for developing employability skills.</p> <p>Role play is excellent for developing communication skills and self-confidence. Using this strategy allows clients to rehearse skills before taking them out into the real world.</p>
<p>Group activities</p>	<p>Group activities are ideal for building new friendships and feeling connected to the community. Many activities such as sports and hobby groups are suitable for this. If a person is reluctant, encourage a meet and greet session or visit the venue so they can see how others are engaging, but without pressure to participate. If the person is keen but social anxiety is an issue, you may want to do this a couple of times as the person will be able to get to know others who participate, giving them the confidence to join in.</p>
<p>Buddy system</p>	<p>When your client starts a new activity, having a buddy can help with confidence and increase participation. It enables the person to feel welcome, have any questions answered, be introduced to others, feel like they are a part of the group, and helps alleviate anxiety.</p>
<p>Mentoring</p>	<p>Tutoring programs are one example of mentoring and are a form of cooperative learning. It gives the person the added benefit of having extra time to develop skills, particularly for groups with several high need participants.</p>
<p>Role-modelling</p>	<p>The support worker asks the shop assistant for the items the person wants, looks at the goods carefully, decides whether they are right for the person, commits to purchasing the goods, and checks that the correct amount is paid and a receipt is received. The person will observe the process and learn from what they have seen the support worker do.</p>

Mentoring
The sharing of knowledge and skills by an experienced person with a less-experienced person.



Practice Task 6

Question 1

Provide a brief explanation of the component words of the SMART acronym, used for setting goals.

Question 2

Briefly outline at least three learning strategies that can be used to support a person to achieve their learning goals.

Question 3

List four skills and examples of learning strategies that could be used in an informal learning activity.

2C

Develop and document formal ongoing skills development with others

You may need to consult your supervisor or colleagues for assistance to ensure learning needs, goals and the criteria for the achievement of goals are realistic. It's also important to plan formal learning activities in a sequence that suits the person's individual needs.

The level of detail in a plan will vary between organisations. In general, a formal skills development plan may include, but is not limited to, the following components:

Components of a learning plan or skills development plan	
Learning objectives	<p>Learning objectives are 'active' terms that set out what the person would like to achieve from the learning. Most person-centred plans have more than one learning objective and these may be in one skills set or across several.</p> <p>Learning objectives can be broad or quite specific. For example, to:</p> <ul style="list-style-type: none">• be fully independent living in my own home• do a course in vocational training to become a chef• improve social skills and be able to make new friends.
Performance expectations	<p>These are statements that set the standard to which the person will be able to perform their skills and under what conditions. As with the personal goals, they must be measurable. They must also be realistic and achievable for the person concerned, and identify whether the performance requires support or if it can be achieved unassisted.</p> <p>For example:</p> <p>Aimee will be able to shower herself and wash her hair to maintain personal hygiene to the level expected by her school and housemates.</p>
Criteria for achievement	<p>Setting criteria provides a way of judging whether the person has achieved their desired level of learning and independence related to their specific learning objectives. The criteria usually define what the person needs to demonstrate to establish they are competent, under what circumstances and how many times.</p> <p>For example:</p> <p>Lorena will be up, dressed and ready for school on time every day for one week.</p>



Components of a learning plan or skills development plan	
Baseline assessment	<p>Baseline assessment is an evaluation of the person’s ability in the skill before training. It shows where they are starting from and is used to measure progress.</p> <p>Baseline assessment may include statements such as:</p> <ul style="list-style-type: none">• the person can walk 10 metres unassisted• the person needs full assistance with meals• the person can communicate yes or no answers only.
Formal training	<p>Formal training includes rehabilitation, attending TAFE courses, skills coaching or any other type of organised training. This section of the plan details if, when and under what circumstances it will occur.</p> <p>For example:</p> <p>Luke will attend pre-employment training two days a week (Tuesday and Thursday), commencing 27 February.</p>
Equipment and resources	<p>Equipment and resources include anything required to assist the person to achieve their desired level of competence. Examples of equipment include assistive technologies such as communication devices, mobility and lifting devices, voice-activated computers or talking clocks. Examples of resources include material resources; for example, art and craft material, money or consumables and human resources; for example, a page turner, note taker or driver.</p>
Progress and independence	<p>This section documents progress made towards the learning objectives and the level of independence that has been achieved.</p> <p>Progress should be signed off with a statement of evidence provided.</p>
Task analysis	<p>Task analysis breaks an activity down into its various steps or components and identifies the skills and knowledge required for mastery of each step.</p>
Sequence of training	<p>The sequence of training is the order in which the training takes place. For instance, a person may need to attend relationships training and sexual health training before looking at avenues to form relationships.</p>
Assistance required	<p>Assistance required details any assistance that a person might need to complete the training; for example, a support worker to demonstrate and role model, or a dietitian to provide information in an accessible form.</p>
Evaluation methods	<p>Evaluation methods indicate how the learning will be evaluated; for example, role-play, simulation, demonstration.</p>



Document ongoing skills development

Plans must be documented in a style that makes them accessible to the person, as well as to those providing support.

If you are working with a person with an intellectual disability or cognitive impairment, you might incorporate pictures to help with understanding. Pictures can sum up complex thoughts, help concrete thinkers to focus on the goal and provide a context for the skill or skills. Consider using photographs of the person themselves and what they want to achieve. Cartoons or storyboards can also be used as part of the process.

Be mindful, however, that while pictures can sum up complex ideas, the meaning may not be as clear to others as it is to the person themselves.

Use effective written communication

Effective written communication skills must be applied when documenting a person-centred skills development or maintenance plan.

- Use the SMART goal-setting formula: specific, measurable, achievable, realistic and time-based.
- Use plain English in short, concise sentences, and language that the person can understand and is comfortable with.
- Use the person's own words.
- Document evidence as soon as possible after an event.
- Make notes on the conditions under which tasks were performed; such as, in a short time frame or while others were watching.
- Initial any changes or variations, sign and date all entries, and ask the person to sign too.

Example

Learning development plan

Sophie Madison is a person with a mild intellectual disability who wants to become a chef.

This is the plan drawn up for Sophie:



ABC Disability Support Services				
Name: Sophie Madison				
Commencement date: 30 January 2023				
Learning objective: To undertake vocational training to be a chef				
Performance expectations: Sophie will enrol and attend vocational training and complete the program, possibly as a trainee or apprentice.				
Criteria for achievement:				
<ul style="list-style-type: none"> • Achieve literacy skills to the standard required for course entry • Enrol in the course and attend regularly • Complete all course work including practical work • Graduate from course qualified as a chef 				
Formal training	Pre-employment literacy training	Certificate course TAFE		
Equipment and resources		Chef kit Course materials		
Progress and independence				
Prompting/reinforcement				
Evidence signed				
Sequence of training:				
Literacy training				
Certificate course as chef over two years.				
Assistance required:				
Support worker to accompany client for the first two weeks.				
Occupational therapist to do an assessment for communication devices for classes.				
Evaluation methods:				
<ul style="list-style-type: none"> • Vet assessment • Role-play, simulation, demonstration 				



Practice Task 7

Question 1

Identify two characteristics of formal skills development activities.

Question 2

Complete the following sample of a skills development plan for a person with a hearing impairment who would like to undertake a Certificate III in Retail Baking (Bread) as a qualification for working as a baker. Include a list of skills development activities that will assist the person to achieve their learning objective.

ABC Disability Support Services
Name:
Commencement date:
Learning objective:
Performance expectations:
Criteria for achievement:

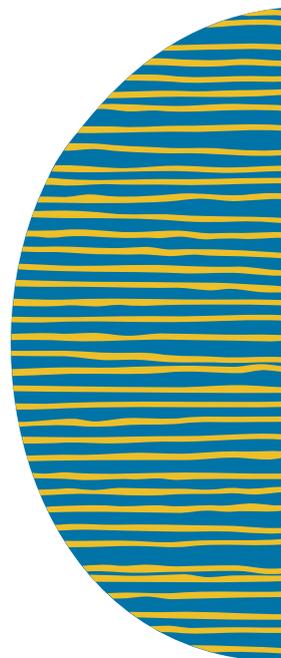
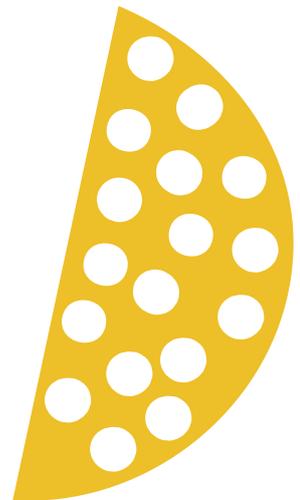


ABC Disability Support Services				
Formal training				
Equipment and resources				
Progress and independence				
Prompting/ reinforcement				
Evidence signed				
Sequence of training:				
Assistance required:				
Evaluation methods:				



Summary

- Establishing a trusting and respectful relationship will lead to honest and open communication.
- Effective communication is not just about speaking and listening. It involves active listening and showing respect.
- Use culturally appropriate communication techniques to establish rapport with people you support to engage them in the planning process.
- Identify strategies and opportunities that are appropriate to the individual's learning goals.
- Document ongoing skills development in the person's individual plan in plain English, being mindful that it is a legal document.





Learning Checkpoint 2

Plan person-centred, ongoing skill development

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

Case study

Josephine is 18 years old with an intellectual disability. She wants to move out of her parents' house and into a residential group home closer to the city. Josephine has the full support of her parents who are partnering with her and her disability support worker, Alice, to find a home that suits Josephine's needs and preferences.

Alice goes with Josephine and her parents to visit a group home that is only 10kms from Josephine's parents' house. There are two other people with intellectual disability living in the home, and a disability support worker is rostered during the daytime. Josephine is very excited, and her parents like the house and garden.

Alice discusses with Josephine and her parents the skills Josephine will use to ensure she is living safely and can be independent. They formulate a skills development plan that allows Josephine to share the responsibilities of housework and cooking and to extend her community activities. Josephine says her number-one priority is to improve her social skills and form long-term friendships.

1. Suggest at least three communication skills Alice can use with Josephine when identifying her learning goals.



- 2. Describe three learning strategies Alice could use to address Josephine’s learning goals.**

- 3. Provide an example of skills development activities that could assist Josephine to achieve her learning objective to improve her social skills and form long-term friendships.**



4. List two people Alice could speak to ensure Josephine’s skills development plan is realistic.

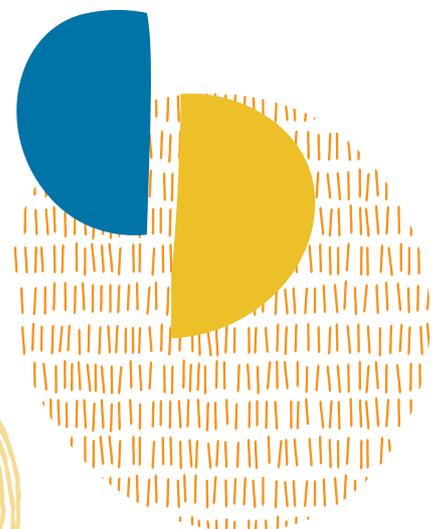
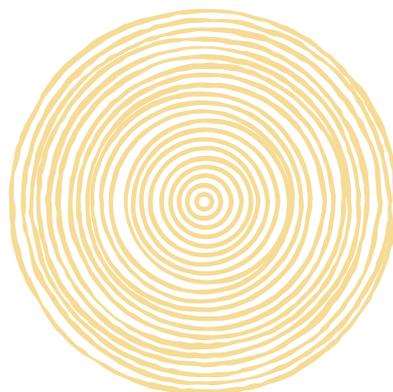
5. Which of the following statements relate to documenting skills development into Josephine’s plan? Tick all that apply.

- Write down what was said as accurately and carefully as you can using the person’s own words.
- Include notes about assistive technologies the person may need to communicate and to support their learning.
- Use pictures and photographs to illustrate what a person wants to achieve.
- Document the progress made towards learning objectives with evidence that is provided.
- Using SMART goals in the plan will make it easier to track progress and identify if goals need to be adjusted or changed.



Topic 3: Implement person-centred, ongoing skills development strategies

- 3A Work in a positive way with the person to implement skills development strategies
- 3B Inform and support other service providers to implement the person's plan
- 3C Access and use equipment and resources to enable learning



3A Work in a positive way with the person to implement skills development strategies

A supportive environment acknowledges the person's learning needs and preferences.

We all learn best in an environment that is supportive, and when what we are learning is relevant to our daily lives and goals. Everyone learns at their own pace and in their own style, and should be provided with the appropriate time, environment and support. Learning new skills, and improving existing ones, will build confidence and lead to a greater level of **empowerment**.

Empowerment

The process of becoming stronger and more confident.

Using positive reinforcement to motivate

Without encouragement, a person can feel their efforts are not valued or appreciated. Therefore if we do not encourage initiative, it may not be repeated. People learn best in a supportive environment that respects individual differences without making value judgments. When our personal strengths are recognised, praised, and encouraged we can see their value and we are more likely to continue to use and build on those skills.

When you use a strengths-based approach, you constantly reinforce the idea that the person is achieving and improving their skills. This is called **positive reinforcement**: rewarding a person for doing something well, such as by giving praise and encouragement, makes them feel good and this motivates them to do it again.

Here are some ways to use positive reinforcement to help a person identify their strengths. It requires providing support so the person can identify what they can do.

- Give positive feedback to encourage the person to use their skills.
- Provide praise for skills demonstrated and the efforts involved.
- Be positive and celebrate progress.
- Focus on their end goal, and the good things they can look forward to.
- Provide choice with options of what to do and how it can be done.
- Encourage the person to interact and communicate with others; such as asking questions or working as a team.
- Provide support without interfering; such as allowing the person to do something the way they want to do it.
- Ensure the person has access to tools that allow them to do things for themselves.
- Give verbal prompts to assist with memory lapses.

Positive reinforcement

The process of rewarding a person when a desired behaviour is exhibited.



- Make learning and skills development fun.
- Build trust through being genuine and respectful in your interactions with the person.
- Write information down to help people remember the different steps of doing a skill.

Example

Providing praise and encouragement

Samuel is a disability support worker and visits his client Chris twice a week. Chris has been participating in a life skills program where he is learning to prepare meals and manage his finances. Since Chris has been attending this program, he has shown he is now able to plan and prepare meals and then clean up the kitchen on his own. To support his independence, Samuel ensures he encourages and praises Chris for his achievements and only gives support if he asks for help. Today Chris has prepared lunch for them both and managed to do this without any support from Samuel. After lunch, Samuel congratulates Chris on his success. Chris is feeling very proud of himself.

Example

Writing down different steps

Rick is a support worker who assists Marita. Marita lives in supported accommodation and attends a day centre. She tells everyone at the house she wants to go out to buy her lunch. Rick is unsure whether Marita has the skills to do this, so he asks her to talk him through the process to be sure she understands exactly what is involved. He asks Marita to break it down into steps and tell him what she will do. He then asks her to show him what money she has and tell him what it is worth. Marita outlines each step and Rick accompanies her on the first trip to buy her lunch.

Maintaining motivation

To maintain **motivation**, a well-designed skills development plan is required to ensure each objective or step is manageable as that will lead to success, achievement and engagement. If a person is unwilling to try, or does not make enough effort, they will not achieve the initial success that will motivate them to keep going. If the person's skill level makes it difficult to achieve an objective the person can easily become demotivated.

Motivation

A person's desire to act to achieve a goal.



Intrinsic motivation comes from within a person, from their desire to achieve something. Personality traits and previous learning experiences usually determine our level of intrinsic motivation. It influences how driven or passionate we are to learn a new skill or do something different.

Extrinsic motivation refers to the range of accessible rewards or positive reinforcers available for keeping motivation high. Here are some examples:

- Using a reward system or incentives such as a lunch outing or an enjoyable activity
- Providing praise and compliments
- Designing activities that align with personal interests, strengths and goals
- Ensuring activities are not too challenging or take too long
- Ensuring the environment where learning happens is a supportive, encouraging and enjoyable place to be

Demotivators

Previous negative experiences of learning may inhibit a person from wanting to engage in learning. Previous failures may have damaged a person's confidence and left them with low expectations of what they can achieve. A person may react by deciding that it is easier not to try in the first place rather than risk failure.

Demotivator

A factor that reduces the person's interest to participate in an activity.

Examples of demotivators

- Poor mental or physical health making it difficult to have an uninterrupted schedule of learning
- Lack of trust or rapport with the support worker or teacher
- Activities have little or no relevance to personal goals
- Lack of rewards for positive behaviour
- Low self-esteem or self-confidence
- Boredom due to lack of challenge or tasks being too difficult

If demotivators are left unchecked and unaddressed, this can create a learning block or a barrier to learning.



Example

Providing encouragement to prevent demotivation

Abdul contracted polio as a child. At 64 he is feeling the late effects of post-polio syndrome. As part of his program to develop better mobility in his lower body, Abdul has commenced a program of hydrotherapy.

His disability support worker, Graham, accompanies Abdul to the pool and assists him with the hydrotherapy. Abdul has known Graham for some time and is relaxed in his company. Abdul likes Graham because Graham always asks what he can do to support Abdul but never takes over. It was Graham who suggested hydrotherapy, knowing that Abdul has always enjoyed exercising in the water and can float quite confidently on his own.

Graham's support includes assisting Abdul in the changing room, lowering him down the ramp and helping him into the water. Graham talks Abdul through the process of transferring from the chair into the water to give him confidence.

After hydrotherapy they always have a coffee together at the cafe and talk about how it went. Graham always makes a point of encouraging Abdul, highlighting how much he has improved in the pool.

Practice Task 8

Question 1

List at least three examples of an environment that supports and motivates learning. Refer to the case study of Abdul and Graham used in this section, for examples.



Question 2

Suggest how you might implement a skills development session using a strengths-based approach with a person you are supporting.

Question 3

Which of the following are ways to show respect for individual differences? Tick all that apply.

- Provide the person with the time the activity will take place.
- Provide the person with the appropriate learning environment.
- Provide the person with the appropriate support.
- Provide the person with a list of goals to achieve.
- Provide the person with a list of daily tasks.

3B

Inform and support other service providers to implement the person's plan

Your role may include the responsibility of reporting to your supervisor, colleagues, health professionals and others in the team about the types of activities the person wants and the support required to meet their goals.

Information must be shared to ensure consistency in how a person's skill development or maintenance plan is implemented. When you provide other support people with guidelines on how to best assist the person, the support people will also feel assisted in their roles and will have guidelines to follow that have been properly considered and are known to work.

During the communication process there will be interactions with:

- the person
- the support worker
- the support people in the person's life, such as family members and friends, carers or other people identified by the person
- the supervisor
- other allied health professionals involved in the support of the person.

Information can be shared with the relevant people in a variety of ways. These include:

- skills development or individual plans
- guidelines, work instructions, communication book and rosters
- referrals, staff meetings, case management meetings and case conferences
- training or information sessions.

Types of information

It is the person's right to be fully informed about their options before making any decisions. Here are some examples of the types of information a person with disability, or their family/carer etc., may want to know about a possible skills development activity.

Type of activity	Some activities may be comprehensive such as a year-long 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 they have to travel to 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 attendance might be optional.
Timing	The timing of an activity needs to fit with other lifestyle, work or study commitments such as during office hours, working remotely or at the weekend.

There are many different people who play a role in the support team and who need to access support information in the person’s skill plan. Here are examples of some of the different people and the types of information they may require.

Family members	<ul style="list-style-type: none"> • Details of program and strategies; such as reinforcement, prompting and general motivation • Ways to encourage and motivate the person in their learning • Details of behaviours family members need to avoid and suggestions of methods for them to use to deal with challenging behaviour in a positive way that encourages learning
Support workers	<ul style="list-style-type: none"> • Details of program and their role • Any special skills needed to assist, such as with stretching exercises or life skills support
Recreational officers, lifestyle and leisure consultants	<ul style="list-style-type: none"> • Information on how activities are integrated into the development plan • The current level of performance that can be expected
Physiotherapists or occupational therapists	<ul style="list-style-type: none"> • Baseline assessment and expected outcomes • Timelines and activities to be undertaken • The current level of performance that can be expected
Dietitians	<ul style="list-style-type: none"> • Any special requirements regarding nutrition and hydration
Education psychologists	<ul style="list-style-type: none"> • Support and encouragement strategies that are in place; expected outcomes • Assistance they can offer for holistic growth



Teachers	<ul style="list-style-type: none"> • The program or plan the person has commenced • Desired outcomes • Any special needs such as communication devices; any other resources such as scribes and note takers • Information on the current level of performance that can be expected
Development officers	<ul style="list-style-type: none"> • The program the person has in place and their role, plus the role of others
Employment officers	<ul style="list-style-type: none"> • Expected outcome of program and timelines • Any vocational component of the program • Information on the current level of performance that can be expected
Technicians	<ul style="list-style-type: none"> • Any special assistance, assistive equipment or devices required • Information on the current level of performance that can be expected

Guidelines for sharing information

You need to be aware of your organisation's guidelines on the sharing of information. There are several policies and procedures you must be familiar with, including:

- privacy and confidentiality
- duty of care and dignity of risk
- informed choice and consent
- record maintenance such as storage and access to personal information
- guidelines for sharing information between different organisations
- referral procedures.

Document outcomes in the person's individual plan

Monitoring progress involves recording any evidence regarding the expected learning outcomes. When progress is monitored and recorded appropriately, the strategies can be reviewed if they are not as effective as they could be. Goals may require adjusting such as extending the time required or the resources needed to help achieve goals. If new skills are being achieved, then the plan can be updated to include this information.

Example

Individualised plan

Huon is 13 years old and has autism. He is learning to ride a bike as part of his development plan. One of his performance criteria is to be able to ride his bike on his own to visit his grandparents who live two streets away. Huon is already competent on his bike when he is riding in his yard, and he also knows the road rules.

Because Huon has autism, he likes things to be done the same way and in the same order each time. His family members, the support team and his grandparents have all been informed of the routine for going to visit his grandparents, which is:

1. Huon puts on his bike helmet.
2. He collects some fruit in a bag from the kitchen table.
3. He puts the fruit in the bag on the back of his bike.
4. He wheels his bike out through the gate and closes the gate.
5. He rides a set route to his grandparents' house.
6. He gets off his bike and leans it against the wall on their front porch.
7. He takes the fruit out of the bag on the back of the bike.
8. He knocks on the door.
9. He gives the fruit to his grandmother when she answers the door.

Example

Good and bad reporting

You are assisting Jimmy to learn to dress himself in the morning. Jimmy is 19 years old and has cerebral palsy. It is one of Jimmy's goals to live independently.



This morning when you are dressing him, you suggest that he tries to do up the buttons on his shirt for himself. Jimmy tries to do this but is unsuccessful because of his lack of fine motor skills. He tries three times to get the buttons through the holes. He then shouts at himself for not being able to do it. You intervene and assist him to button his shirt.

Here is an example of good and poor reporting in a communication book:

Poor reporting

Jimmy got frustrated getting dressed this morning.

Good reporting

Jimmy attempted to do up the buttons on his shirt three times this morning and then needed assistance from me to achieve this. (signed/dated)

Practice Task 9

Question 1

Why is it important that people involved in providing support share information?

Question 2

Which of the following are examples of people who may need to be informed of a person's skill development activities plan? Tick all that apply.

- Support workers
- Family members
- Neighbours
- Physiotherapist or occupational therapist
- Previous doctors



Question 3

Provide examples of the information required by a teacher to support a person with disability.

Question 4

Provide two reasons why maintaining records is important to demonstrate a person's achievements.

3C

Access and use equipment and resources to enable learning

When developing a person's individualised plan the types of support available to them will be discussed. This will help to make decisions about what resources the person needs to achieve their goals.

Therefore, the availability of resources and equipment that the person may require to support their learning needs must be confirmed to enable the plan to be implemented.

There are a variety of places where this information can be found, and most of it is available online. A client may prefer to visit a community education centre, service or library in person to see a program or workshop in action.

Some people may have specific learning needs such as requiring a note taker in a formal training course or a support person with specialist skills in literacy and numeracy. For **CALD (culturally and linguistically diverse)** clients, you may need to arrange for a translator or provide documentation in the person's first language.

The range and type of government and community resources available to meet a person's individual needs is enormous. Information may be available from disability or community networks, local or state libraries, community centres, local government offices or online directories.

Culturally and linguistically diverse (CALD)
The preferred term for describing different ethnic communities.

Disability Gateway is a good place to start. This Australian Government website provides access to relevant information and services: aspirelr.link/dis-gateway

Sources of information

- Local network meetings
- Online research
- Disability employment services
- Local community directories and community boards
- Citizen advice bureau and advocacy services
- Local government office
- Local community and family centres
- Recreation and arts centres
- Local library and training centres
- Email newsletter subscriptions
- Health hubs



Physical resources

Examples of physical resources needed in a formal learning environment can include:

- facilities: accessible classrooms, computer labs, breakout rooms, toilets, lunchrooms
- equipment: workbooks, computers, storage devices, whiteboards, projectors
- facilitators and teachers: staff with specialist knowledge, skills and training to manage learning and group dynamics in the classroom
- assistive technology equipment: text-to-speech software, magnifiers, automatic page-turners, closed captions, adapted pencil grips, book holders.

The following table includes examples of different types of assistive technology or devices available to a person with disability to support the development of skills of independence.

Type of Disability	Example
Person who is blind, 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 device to identify coins and notes
Person who is deaf or 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



Type of Disability	Example
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 specialized apps • Audio books

Video: Improving tasks for those with disabilities

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



Training and access

Often the person with disability can show you how to use an assistive device, such as a communication device. In other cases, you may need to be trained by the health professional who has recommended the device or equipment, such as an



occupational therapist or speech therapist. Many suppliers of assistive devices provide training and information free of charge.

As well as using specialised equipment, you may also need to assist the person you are supporting to access training facilities. You may need, for example, to arrange special transportation if the person has a wheelchair, accompanying them on public transport or ensuring the facility has appropriate access to areas they will need to use. Access to toilets, for example, would be critical.

Example

Resources to enable learning

Laurie is deaf and lip-reads. When Laurie decides he wants to return to university to complete his degree, he requests extra resources in the form of a note taker. Laurie needs to sit near the front of the lecture room to see the lecturer’s face to understand, so he can’t look down to take notes. A support worker is provided to accompany him to lectures and take notes for him.

Practice Task 10

Question 1

Match each device to the relevant examples.

Device
Communication device
Mobility device
Vision impairment aid
Hearing impairment aid
Fine motor skills aid

Examples
Note taker, ventilator, voice-activated computer
Talking book, large-print book, Braille
Hearing aid, note-taker, scribe, Auslan
Wheelchair, walking frame, special taxi
Electronic communication device, spelling board



Question 2

Identify two examples of ways a support worker might help the person to meet their specific learning needs.

A large, empty rounded rectangular box with a thin black border, intended for the user to write their answer to the question.



Summary

- Everyone learns best when they are provided with a respectful, motivational and empowering learning environment.
- Intrinsic motivation comes from within a person, from their desire to achieve something.
- Extrinsic motivation refers to the range of rewards or positive reinforcers a person has access to, to keep motivation high.
- Previous negative experiences of learning may inhibit a person from wanting to engage in learning.
- Shared information is important for consistency in the support provided to the person.
- Information that is consistent benefits the person because everyone in the support team understands what is expected of them and can access up to date and reliable information about the person.
- There are aids and specialised equipment you can access to make learning easier for the person with disability such as turning pages or taking notes, or to help with health needs during formal training sessions.
- You must monitor and record the person's progress accurately against their development plan and all other relevant documentation.



Learning checkpoint 3

Implement person-centred, ongoing skills development strategies

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

Case study

Kathleen is a supervisor with an organisation that provides support services to people in a small regional city. Kathleen meets with a client, Duane who recently had a stroke and is in hospital and about to return home. Duane's goal is to regain full mobility so he can continue to live on his own. As a result of the stroke, Duane's balance is impaired, and he is very slow and unsure in his movements. Duane has been offered personal care every morning until he is able to shower himself. Duane tells Kathleen that he has to attend weekly physiotherapy as part of his rehabilitation. They discuss transport options.

Kathleen draws up a plan and enters Duane's details on the database. She phones two support workers, Jenny and Pallini, to organise home and personal care, briefing both of them on Duane's goals.

Jenny calls on Duane twice a week to provide home care. She gets on well with Duane and he often chats to her about how he used to swim in the bay every morning. Jenny suggests that Duane may like to try swimming again as part of his rehabilitation. After completing her shift, Jenny makes a note of this conversation in the communication book and gives Kathleen a call to tell her.

Pallini assists Duane to shower each morning. Duane undresses in the bedroom and then uses his walking frame to go to the bathroom where Pallini helps him to sit on a shower chair. She turns the water on for him and he can then wash himself.

In the second week, Duane tries walking to the bathroom without the walking frame. Pallini assists and he manages to walk to the shower chair on his own. Pallini records this in the communication book so Jenny will know. She also phones Kathleen to tell her of Duane's progress, which Kathleen notes on Duane's development plan.



1. List at least two things that Kathleen and the support workers did to empower Duane and show him respect in the implementation of his skills development plan.

2. What are some ways that the workers can help to motivate Duane in his progress?

3. Which of the following are equipment and resources that Kathleen accessed for Duane? Tick all that apply.

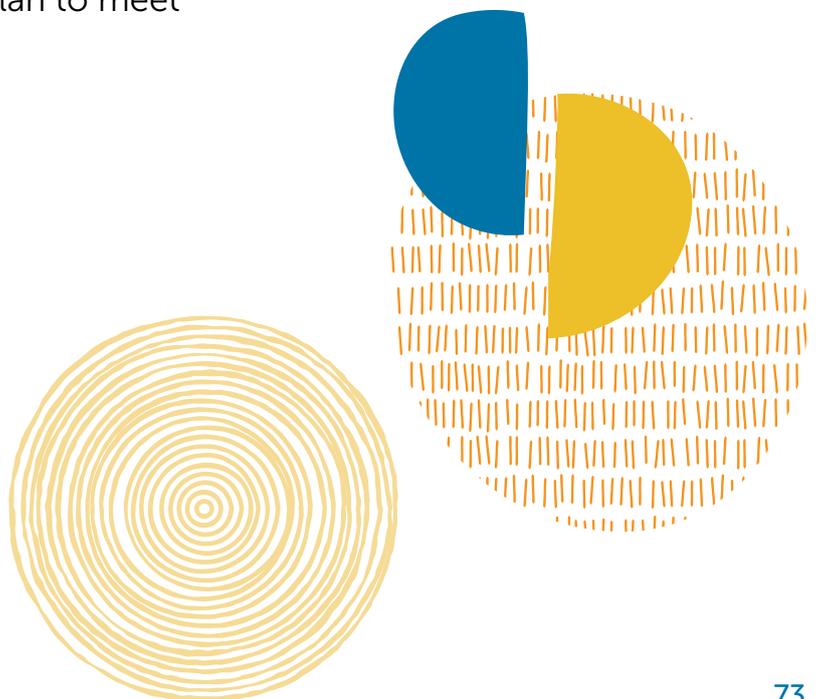
- Personal care such as showering and dressing
- Interpreter services
- A walking frame and shower chair
- Bathroom renovation
- Transport to physiotherapy sessions

4. Identify at least two examples of information that needed to be documented and shared with the staff supporting Duane.



Topic 4: Evaluate skills development and review plan

- 4A Monitor the person's development and provide feedback about their progress
- 4B Review records and update plan to meet changing needs



4A

Monitor the person's development and provide feedback about their progress

A skills development plan should be considered a living document to be reviewed and amended as the person progresses toward their goals.

The skills assessment process requires that skills are evaluated and the plan is reviewed to measure the person's progress towards their objectives and goals.

Evaluating the person's progress involves assessing skills and providing them and relevant others with feedback.

Progression and skills competence can be assessed using observations, asking questions and gathering feedback from the person and others. Other people may have insights to offer and this should lead to discussions on new opportunities for skills development.

Observations must be documented with evidence of the skills you have seen demonstrated and compared against the goals outlined in the person's skills development plan.

Making an assessment

Observation is a technique that allows you to watch and see the person's progress in meeting their goals. This must be done in a way that is accurate, fair, safe and respectful of the person's rights and dignity. When recording observations remember these points:

- Record only what you have observed, such as: 'Shirley washed her upper body unassisted'.
- Quote exact words if you are reporting what someone has told you, and mention who said it.
- State the number of times the activity was performed and under what conditions.
- Sign and date all entries.
- Consider a reward system like giving stars to show achievement, if appropriate to the person.

Consider the following assessment protocols for a skills development assessment:



<p>Validity</p>	<p>Validity refers to the accuracy of an assessment. This means that the assessment will measure the skill being evaluated and may include a standard structure or checklist to avoid missed or forgotten steps.</p> <p>Assessments for practical tasks require collecting evidence relative to the task. For example, if you are assessing someone’s ability to bake a cake, you would observe their ability to measure ingredients, set the oven at the correct temperature, set the timer, and then check to see how the final product looks and tastes.</p>
<p>Fairness and flexibility</p>	<p>Flexibility and fairness allow for consideration of the person’s needs. Therefore, adjustments made must support the person’s individual needs during their skill assessment.</p> <p>Examples of adjustments you may need to make for a person include writing responses for them, giving them more time to read, altering materials to support vision impairment, frequent rest breaks, substituting long drawn-out questions for tick and flick or multiple-choice responses.</p>
<p>Respect</p>	<p>Any ‘performance’ has the potential to be confronting and cause anxiety. Recognition of this will often mean that confidentiality and privacy are protected and that the person is fully informed from the beginning and throughout the process.</p>

Monitor skills progression

Monitoring a person’s progression so that the support provided can be adapted to meet the person’s changing needs.

Here are some examples of common skill areas and some changes, both positive and negative, you may observe concerning those skills.

<p>Communication</p>	<ul style="list-style-type: none"> • Changes in a person’s ability to tell you what they need • Changes in written communication or ability to read • Improvements in the personal feelings they are willing to share
<p>Transport</p>	<ul style="list-style-type: none"> • Changes in ability to drive • Changes in ability to catch public transport, read timetables and plan trips
<p>Financial</p>	<ul style="list-style-type: none"> • Changes in recognition of different notes and coins • Changes in their ability to pay bills on time and the amount of money they spend each week



Personal care	<ul style="list-style-type: none">• Changes in their ability to dress, including the ability to use buttons and zips• Changes in standards of grooming; for example, wearing pyjamas all day• Changes in ability to undertake general grooming• Changes in interest in taking up a sport or joining in physical activities• Changes in the ability to bathe or shower themselves• Increased frequency of incontinence
Food and diet	<ul style="list-style-type: none">• Changes in the ability to chew and swallow food• Loss of interest in food• Overeating• Changes in the type of food eaten such as an increase in nutritional content• Changes in the ability to plan or prepare a meal• Reduced variety in meals they are preparing• Heavy reliance on takeaway or fast foods
Working	<ul style="list-style-type: none">• Obtaining employment• Being promoted or given additional responsibilities• Increased frustration or boredom in work• Increased absenteeism
Household activities	<ul style="list-style-type: none">• Changes in the state of tidiness and cleanliness of the house• Changes in strength and capacity to use equipment• Changes in ability to care for pets

Example

Monitor changes in skill levels

Janice is building up the skills and confidence to get her driver's licence back after not driving for over five years following a car accident. Her support worker initially takes Janice for a drive as a passenger and gets her to watch for hazards as they drive around. When she feels comfortable, Janice asks if she can practise driving her car in the empty car park of a local business on a Sunday when there are no other cars there.

The support worker can see that Janice can drive and is confident controlling the vehicle and parking between the lines, so he talks to her about getting professional driving lessons. Janice and the support worker contact a few local driving schools to find out the cost of lessons and Janice decides on the driving school she wants to use.



Feedback on development of skills

Everyone likes to receive positive feedback. It makes us feel good about ourselves and acknowledges our achievements. Constructive feedback needs to be meaningful and solution focused. It should focus on how to make improvements, not on previous failures.

The aim of constructive feedback is to achieve a positive outcome by respectfully providing advice and improvement suggestions. For feedback to be effective, you must focus on the skill not the person, to avoid the person taking it as personal criticism. Negative feedback can lead to people feeling dejected and useless. It can decrease motivation to do the task or skill.

Here are some other things to consider when providing constructive and positive feedback to others:

- Feedback can be verbal and nonverbal; body language and facial expressions also provide feedback. There must be alignment between what you say and what your body language indicates, or your message will be confused.
- Provide feedback as soon as possible. The closer to the event the person receives feedback, the more meaningful it will be. It can take the form of offering supportive words of encouragement while the person is doing the task or giving feedback immediately after a task is completed.
- Focus on what they did well. Even if they have only slightly improved at the skill or task, all small wins need to be celebrated.
- First praise what the person is doing well, then follow by offering suggestions for improvement and encouragement.
- Respect the person's unique way of doing things and support them. There is no one right way to complete typical tasks such as grooming or washing. Another person's method of doing things may be different to ours, and a person should not have to justify why they do things in a certain way. Part of respecting a person's valued status is appreciating their expertise and uniqueness.
- Choose negative feedback carefully. What matters is that the person is improving their skills in completing a task. It does not matter if it is done in a way that you don't like or think best.

Feedback can be communicated in several ways such as:

- Keep feedback to one thought or instruction at a time.
- Avoid using phrases that contain the word 'need' as this implies the person did not do well.
- Use simple, clear English.
- Be sincere and express appreciation.

- Don't give feedback using technology such as email; try to give it face-to-face.
- State what you have observed, not your interpretation. "I noticed that you ..."

If possible, have the person explain back to you what they need to do to make sure they understand.

Read more about tips on giving constructive feedback here:

aspirelr.link/monitoring-feedback-review

Video: Giving constructive feedback

Watch this video on categories of different types of feedback. Make some notes on the examples provided in the video. Pause the video and, with a partner, role play some of the different types of general and positive feedback outlined in the video. aspirelr.link/yt-giving-constructive-feedback



Delays in progress

Progress may fluctuate and be significant one week but not the next. Just as results may vary, so too can level of engagement, cooperation, enthusiasm and responsiveness. If a challenge has been identified, you must discuss the issue with the person respectfully. Not only does the person have the right to be included but they will be able to share their views about the difficulties they faced or provide reasons. For example, perhaps they were unwell, there were issues with relationships with other participants or perhaps the activity is boring or too difficult. They should be included in discussions on how manage the problem and asked what they think might work to improve the situation or get back on track.

If you are concerned for the person's wellbeing or believe action is necessary, you should consult with your supervisor as soon as possible and bring the issue directly to their attention.

It is important to discuss challenges so the issue can be addressed. Once the problem is identified, amendments to the plan may be required such as changes to goals, changes to strategies, or new assessments arranged.

Feedback to the family or carer

When monitoring and reviewing a person's development plan you may need to provide feedback to a family member, carer or relevant other person such as an advocate.



Tips for providing feedback

- Ensure they are familiar with your role and with the person's skills development plan.
- Ask the person for permission to give feedback to the other person and if they would like to be present.
- Inform the other person about the purpose of your feedback.
- Give the positive feedback first.
- Provide constructive feedback on what needs to be improved.
- Suggest how you may make changes to the person's development plan.
- Remember the other person's role is to work in the person's best interests, so ask their opinion.
- Provide a written report if requested.

Example

Constructive feedback

Kyle is learning to cook some of his favourite dishes. Sarah, his support worker, helps Kyle to measure the ingredients and remember the steps involved, as he does not read and has short-term memory problems.

Kyle regularly goes ahead and puts in ingredients without referring to Sarah. Sarah tells Kyle that she loves his enthusiasm and that he should measure all the ingredients he needs and assemble them on the bench as this will make it quicker for him to add the right amounts as required.

Kyle tells Sarah that he knows the quantities needed after cooking each recipe a few times and now prefers to cook by feel, rather than accurately measuring and weighing everything.

Sarah accepts that Kyle's approach to cooking is different to hers and does not worry too much about the quantities, concentrating instead on making sure he remembers to use all the ingredients.



Example

Feedback on development

Huon has autism and is learning to ride his bike on the roads.

After practising for three weeks, Huon is competent enough to ride his bike to his grandparents' house; however, he always has to take some fruit with him and always rides the same route.

Helen, his supervisor, feels it is time to give Huon feedback on his progress and amend his activity so he can ride to other places as well as his grandparents' house.

Helen looks at Huon's plan. It has been checked off to indicate that Huon rode successfully to his grandparents' house each day. She arranges to meet with him to give him feedback and suggests that he start to vary where he goes on his bike.

Helen uses these words to discuss development with Huon:

“Huon, you have done well riding your bike to your grandparents' house each day. You should be very proud of yourself. We are all proud of you. What I am going to suggest is that we now plan somewhere different for you to ride, as well as still going to see your grandparents some days. What do you think of that idea?”

Practice Task 11

Question 1

List two things to consider when recording observations of a person demonstrating their skills.



Question 2

Suggest what you can do when a carer of the person you are supporting has asked for feedback on the person's progress.

Question 3

List the principles that should guide the evaluation of a person's skills development.

4B Review records and update plan to meet changing needs

The process followed to review a person's records and update their plan to meet their changing needs will vary according to individual organisation's policies and procedures.

Here is one example:

- The supervisor checks the plan and reads the recorded evidence.
- If required, a formal assessment by a specialist health professional may be requested.
- A meeting is held with the person to discuss their current plan and revisit their learning goals.
- New learning goals are negotiated and the criteria and evidence of competency or achievement are agreed on.
- Any additional equipment and resources required may also be identified.
- A new plan is drawn up and signed by both parties. If the person is not capable of deciding for themselves, a guardian, family member or carer may do so on their behalf.

Here is a list of reasons why a plan should be reviewed and updated:

Reasons	Example
The plan has a timeline for review and evaluation.	When Tony's plan was drawn up, he had been unwell and was undergoing rehabilitation. The plan specified a formal review period of every three months for the first year.
Periodic or annual review is part of the organisational policy.	Scott is a supervisor who is responsible for reviewing skills development plans for clients. As part of the organisation's service delivery, all plans are formally reviewed annually.
A request for review is made by the person you are supporting, a family member or carer.	Kim has a deteriorating physical condition. Her family has requested her skills maintenance program be reviewed as Kim can no longer follow the steps involved in making a cup of tea without substantial prompting.
An incident report is lodged by a support worker regarding a hazard or risk.	Jenny slipped over and bruised her side. An incident report was lodged and now her skills development plan is being reviewed to minimise the risk of her slipping again.



<p>Concern is raised by a support worker who has observed a change.</p> <p>A change could be in a person's behaviour, physical health, skills level, emotional state or psychological state.</p>	<p>Robyn is a recreational officer at a day centre. She has noticed that one of the people she is supporting has become withdrawn and refuses to take part in activities with the other participants. Robyn has suggested a review of his skills plan to try to identify what has caused the change and what new goals may be appropriate.</p>
<p>A request is made by other health professionals.</p>	<p>Carmel is a physiotherapist. She is assessing Zoe's ability to transfer from her bed as part of her NDIS plan review. Carmel thinks that Zoe's condition has deteriorated and a new plan is needed.</p>
<p>It is a requirement of the funding body who are paying for services.</p>	<p>Sharni was involved in a car accident and is seeking compensation for injuries. The insurance company has asked that her program be reviewed every six months and a report on her progress submitted.</p>

Communicating changes to a plan

Any increase or decline in skill level must be recorded in the person's plan.

You must report any issues or changes you may experience with any support or learning strategies whilst supporting a person. Support and skill strategies need to be changed if:

- a person is not responding to them
- they are not encouraging growth in skills development
- they are causing behaviours of concern or challenging behaviours.

Some organisations may have specific spaces and processes for discussing these types of difficulties with their clients. A family meeting may be arranged or a staff meeting, a client review progress meeting or case management meeting.

Any changes should be discussed with the person and an amended individual plan should be documented and signed by the person. Everyone in the support team needs to be informed of the changes.

Changes may be communicated to staff by one of more of the following methods:

<p>Rosters</p>	<p>A supervisor may need to adjust staff rosters to provide more, less or different supports to the person.</p>
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Communication book	Used to communicate information between support workers, the family, the person and other relevant health professionals. It remains in the person's home and is an open document for all to see.
File notes	Conversations may be recorded in a file note.
Staff meetings	A person's skills development requirements may be discussed at a staff meeting.
Training sessions	Where training or an information session is run for staff who will be working on skills development with a person, this information should be recorded as a file note and in the support worker's training record.
Case management	A formal agenda and minutes should be produced and recorded for case management meetings. This is usually undertaken by the case manager.

Identify opportunities for ongoing skills development

As discussed in an earlier topic the opportunities for skills development are vast with a broad range of options to choose from. Many opportunities relate to developing and enhancing independence skills such as self-care, domestic duties, social interactions, leisure activities, communication skills, time management, money skills and more. Opportunities to continuously practise skills may be part of the person's daily routine or everyday communication.

Some clients want to learn in a formal setting, such as by doing training in a classroom or as part of a community program. Where a course runs over an extended period of time, ongoing support will be required. Peer support, mentoring or networking, or a continuing education program such as being part of a study group at a university or TAFE, can help maintain and build on skills.

Staying motivated and receiving positive reinforcement and encouragement are key to the maintenance of skills. Opportunities that align with a person's goals are a strong motivation to maintain and use newly acquired skills.

Opportunities for ongoing skills enhancement are not restricted to activities within the disability sector. To support both community integration and ongoing skills opportunities, look for new ideas in activities available to the broader community.

You can read more about community opportunities for people with disabilities at: aspirelr.link/community-and-lifestyle



Example

Changing the plan for ongoing skills development

Larry is supporting Ruth, who has a skills development plan that includes attending a weekly art and craft class as a means of developing her social communication skills. When Larry conducts his four-monthly review of the plan, he discovers that Ruth has not attended the program for a month and the recreational officer, Nathan, has indicated that even before then she was not participating or completing her projects.

Larry asks Nathan why Ruth's poor attendance was not brought to his attention sooner. He has no reply.

Larry talks to Ruth and she explains that she is bored and just wants to paint her pictures rather than being made to do specific projects. They talk about options for Ruth to change her plan so she can attend a different art group and do free painting. Ruth says she would like to go to life drawing classes. Larry knows there is a life drawing class at a local community centre, so he organises for Ruth to go there instead. Ruth's plan is changed accordingly.

Practice Task 12

Question 1

Which of the following are reasons for altering a plan? Tick all that apply.

- If the plan has a timeline for review
- If periodic or annual review is part of the organisational policy
- When an incident report has been lodged by a support worker
- When the support worker has observed a change in the person's skills level
- Each time the person meets with their specialist support worker.



Question 2

Outline the steps involved in updating the plan to meet a person's changing needs.

Question 3

Identify at least two ways you could inform others of any improvement or decline in a person's skills level, or of changes made to an individual plan.



Question 4

For each of the skills areas listed, provide an example of a setting or situation that could provide an opportunity for the development of that skill.

- Life skills

- Vocational skills

- Social skills

- Relationship skills



Summary

- Monitoring a person's progression is important as the person's needs may change and the plan must reflect the person's changing needs and goals.
- Everyone likes to receive positive feedback. It makes us feel good about ourselves and acknowledges our achievements.
- Constructive feedback needs to be meaningful and solution focused. It concentrates on improvements, not failures.
- When a challenge has been identified, you must respectfully discuss the issue with the person.
- Changes to a plan should be discussed with the person and an amended individual plan documented and signed by the person and by you.



Learning checkpoint 4

Evaluate skills development and review plan

Part A

1. Explain the difference between formal and informal monitoring of a person's skills development.

2. Briefly list the purpose of providing feedback on a person's skills development.

3. Which of the following are tips for providing feedback to a person with a disability? Tick all that apply.

- Make sure it is a suitable time and environment to provide feedback.
- Ask the person how they think things are going or what help they think they may need.
- Clarify performance expectations and discuss evidence of achievement.
- Focus on the things they cannot do.
- Set high expectations.



4. Describe two tips for providing feedback to a carer or family member.

Part B

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

Case study

Rose is an older person with a visual impairment who lives alone. Her disability support worker, Graham, visits twice a week to help her with the grocery shopping and to go with Rose to her weekly choir rehearsal. Rose visits her local library once a week to borrow audiobooks as it is only 500 metres from Rose’s home, and she uses a guide cane to walk there unaccompanied.

Rose’s daughter, Melanie, is concerned about Rose’s safety and tells Graham she does not think Rose should continue to leave the house unaccompanied in the future. Rose is upset by this as she wishes to maintain a reasonable level of independence. Graham meets with Rose and Melanie to discuss Rose’s skill development plan and brainstorm how Rose can continue to visit the library safely on her own.



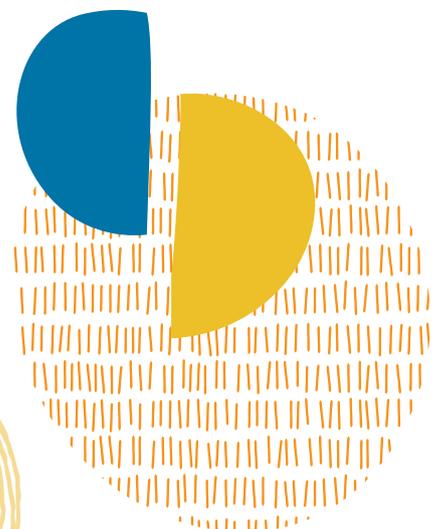
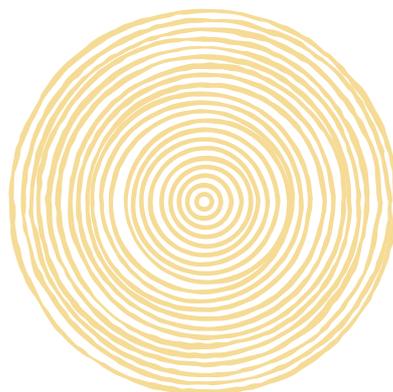
- 1.** Explain the process Graham should follow in reviewing, evaluating and making changes to Rose's skills development plan.

- 2.** Identify two opportunities for ongoing skills development for Rose.



Topic 5: Use incidental learning to enhance skills development

- 5A Identify informal learning opportunities and encourage learning
- 5B Provide prompt and constructive advice in an appropriate format
- 5C Adapt support to encourage experiential learning and development



5A

Identify informal learning opportunities and encourage learning

Incidental learning is largely unstructured and unplanned and happens because of what is going on around us.

A range of learning activities can be used to suit the individual needs, preferences and lifestyle of the person you support. As covered in an earlier topic these learning opportunities can be:

- formally structured such as enrolling in a course
- informal learning such as showing a client how to do something or helping when they don't understand why something works in a particular way.

Incidental learning opportunities are unstructured, unplanned learning that happens in real-life situations.

Incidental learning is a type of informal learning that takes place wherever the learner happens to be and is a result of other activities such as normal day-to-day activities. Support workers often find informal or incidental learning opportunities present themselves while carrying out their normal duties and interacting with their clients. You can draw on the person's existing strengths and build on their skill base as a natural extension of the usual interactions with that person.

Incidental learning is an effective way to develop skills because the person is learning something that is immediately useful to them. One disadvantage is that it is unstructured and may have little planning or documentation.

Learning strategies for informal or incidental learning

To successfully identify opportunities for informal or incidental learning, look for a gap between the person's current skills level and the skills required to perform a task satisfactorily. Where these gaps exist, you can use a range of learning strategies to help the person to learn.

Here are some more examples, adding to those listed in Topic 2B, of how learning strategies can be used:

Role modelling

Role modelling allows a person with a disability to learn skills and behaviour from what they see you do and say, including:

- social skills and what is socially acceptable
- how to ask for things in shops
- how to balance work and home life
- how to show respect to others.



Demonstration	<p>You can demonstrate to a person with a disability, step-by-step, how to perform a simple function, such as:</p> <ul style="list-style-type: none"> • preparing a meal • buying a ticket • shopping at the supermarket • washing their clothes in the washing machine. <p>This also includes life skills and interpersonal skills.</p>
Skill component mastery	<p>You can help a person with a disability learn by breaking a task down into its components and allowing time to practise each step to achieve mastery. This includes:</p> <ul style="list-style-type: none"> • personal hygiene • grooming • meal preparation • riding a bike.
Contextualisation	<p>It often helps people to understand the context in which the skill can be applied. You can teach a person with a disability about:</p> <ul style="list-style-type: none"> • money – when you are assisting them to buy a ticket to the football • waiting your turn – while in a shop • crossing at the lights – while on a main road • washing your hands – when they are about to prepare food.
Drama and role-play	<p>Role-play can help a person with a disability practise communication and social skills. For instance, you may suggest they role-play:</p> <ul style="list-style-type: none"> • ordering a meal in a restaurant • asking someone out on a date • asking directions from a stranger • telling an employer why they want a job.
Peer education	<p>Forming a peer group of people with similar experiences and providing an opportunity to talk about those experiences can be useful for learning. Peer education can be helpful for:</p> <ul style="list-style-type: none"> • talking about relationships • advocacy • learning what adjustments others have had to make after acquiring a disability • sharing information on what resources are available.

Example

Identify informal learning opportunities

Vince takes Garry to the football most Saturdays to watch his team play. Garry looks forward to the outing and knows many of the people in the cheer squad. They always catch the train and Garry always watches Vince buy the tickets and hand over the money.

This Saturday, while they are waiting on the platform, Vince notices Garry is staring at the timetable on the wall. Vince explains that you use it to look up what time a train is coming. He demonstrates several times, moving his finger across the chart to follow the times. Vince then shows Garry that the timetable for weekdays is different to the one for weekends. Garry practises several times and then shows Vince how to use the timetable.

Practice Task 13

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

Case study

Margaret, a disability support worker, is meeting Hannah for the first time. After having a cup of tea, Margaret asks if Hannah can show her around her home. She explains that she will be coming twice a week and needs to check that the house is safe for Hannah and that it is a safe workplace for her. She shows Hannah the WHS hazard checklist she will be using.

As Margaret goes from room to room she takes note of electrical switches, furniture placement, storage boxes in the hallway, the condition of the carpet and floor tiles in the bathroom and the cleaning products storage in the laundry.



Question 1

Briefly outline the incidental learning that may result from Hannah observing Margaret use her WHS housekeeping checklist.

Question 2

Describe how Margaret could use demonstration as an incidental learning opportunity in this interaction with Hannah.

5 B

Provide prompt and constructive advice in an appropriate format

Everyone likes to receive positive, constructive advice and feedback rather than negative comments.

Constructive advice on ways to enhance skills development should be provided in a format that meets the needs, preferences and capacity of the person with a disability. Constructive feedback should be provided as fast as is feasible. The sooner the person receives feedback after an event then the more meaningful it will be. It can take the form of offering supportive words of encouragement while the person is doing the task or giving feedback immediately after a task is completed.

Offering praise when something works well, using a calm voice and simple clear language are the basic tools. However, you will need to adapt the style and type of advice and adjust the way you deliver it according to the specific needs of your client. For example, some will need lots of praise but for others too much praise can make it meaningless and worthless.

Communication needs to be a two-way process. For example, if the person you support is nonverbal or communicates using assistive technologies, then you need to allow time for them to respond and ensure that they have the means to communicate with you.

In some instances, the family or carer are also involved. In this case, advice on skills enhancement may also need to be given to the family, carer or others identified by the person. Ask your client permission for others to be involved and if they would like to be present. Sometimes a written report may be requested and used as a learning tool or reminder of things to be worked on.

Here are some suggestions of various methods that can be used to deliver constructive advice:

Instructions or talking a person through a process

- Give simple, clear instructions one at a time.
- Be patient and wait for the person to complete one step before you give the next instruction.
- Praise the person on completion of each step.
- If something goes wrong, explain why and let them try again.
- Demonstrate if necessary.
- Do not make fun of mistakes or a person's attempts.



<p>Prompting</p>	<ul style="list-style-type: none"> • If you can see the person is having trouble, ask them what comes next and talk it through with them. • Remember you can also use nonverbal prompts. • Do not criticise when they do something incorrectly.
<p>Praising</p>	<ul style="list-style-type: none"> • Congratulate the person on what they can do. • Emphasise their strengths and achievements. • Point out the progress they have made. • Point out to others what a good job the person has done.
<p>Giving feedback about what is working and not working</p>	<ul style="list-style-type: none"> • Make sure you have the person's attention, get them to stop what they are doing if necessary. • Give the positives first, then say what needs to be done differently; talk about the task, not the person. • Suggest rather than tell; don't set yourself up as the expert. • Let them experiment with different ways of doing things if the first way doesn't work. • Finish with praise.
<p>Encouraging experimentation</p>	<ul style="list-style-type: none"> • Step back and ask what they think. • Be patient and let them experiment, and possibly fail, without intervening. • Create an atmosphere where it is okay to make mistakes along the way. • Concentrate on the outcome, not the process.
<p>Providing information</p>	<ul style="list-style-type: none"> • Give factual information. • Concentrate on the task, not the person. • Check the person has understood. • Demonstrate, if necessary. • Give the person time to understand. • Repeat the information as many times as necessary.
<p>Making suggestions</p>	<ul style="list-style-type: none"> • Get the person's attention. • Use a calm voice. • Use 'I' statements such as, "I find it easier to do it this way". • Demonstrate as well as explain. • Do not belittle or make fun of their efforts.
<p>Acknowledging success</p>	<ul style="list-style-type: none"> • Praise the person and celebrate their success. • Organise rewards and incentives; choose something important to the individual, such as a system of stars or stickers that others can see. • Give public acknowledgment.



Provide encouragement when initiative is shown

Showing initiative in a learning situation is when the person is doing things independently; without instructions, information or advice.

The person has assessed the situation, determined what is required and taken actions based on their own analysis. If a person is doing well without assistance, your role is to encourage and motivate them to continue showing initiative.

As discussed in Topic 3, positive encouragement and affirmation is a powerful tool that can be used to get positive actions or repeated desired behaviour. Behaviour that is not encouraged is more likely to cease. Therefore, when the person takes initiative it should be encouraged so it continues.

Initiative can be acknowledged through praise, compliments or congratulations at the same time as the person is carrying out the task. Delayed praise is much less effective.

Nearly everyone enjoys a compliment, even if they do not know how to accept it at the time. Praise for something well done is always appreciated, especially when the person knows it is deserved.

When giving verbal encouragement to a person with a disability, use the following technique:

Event	How you felt	Reason
When you ... (be specific about what they did)	I felt ... (describe the emotion you felt, such as proud, happy or overjoyed)	because ... (state the reason, such as: "it is the first time you have achieved this")
"When you devised a weekly menu and wrote out the shopping list	I felt so proud of you	because you achieved your learning goal to show how you can be independent."



Example

Provide prompt and constructive advice and feedback

Lyn has recently moved into a home with four of her friends and is very proud of the fact she now lives independently.

Every morning Lyn follows the same routine of getting up, having breakfast, showering, dressing and doing her hair and make-up. Recently, Lyn has been getting to work late because the morning ritual is taking longer every day and she is leaving the bathroom in a mess that is being commented on by her housemates.

Nadine is a support worker and meets with Lyn to discuss Lyn needing to be ready on time and leave the bathroom tidy. The next morning Nadine arrives early and observes Lyn's morning routine and gives her the following feedback:

“Lyn, it's great to see that you always take pride in your appearance. You are a little late for the bus today. Maybe tonight we can pick out the clothes for you to wear tomorrow and leave them ready on a hanger, so it doesn't slow you down in the morning; that way you have time to leave the bathroom and your bedroom tidy”

Lyn agrees it's a good idea to choose and set out her clothes the night before because she doesn't want to be late for work.

Practice Task 14

Question 1

Which of the following are ways to give constructive advice? Tick all that apply.

- Give simple, clear instructions one at a time.
- Be patient and wait for the person to complete one step before giving the next instruction.
- Praise the person on completion of each step.
- If something is done incorrectly, take over the task and avoid repeating it.
- Demonstrate the skill if necessary.
- Point out mistakes and give the person a written list of ways to improve.



Question 2

Briefly outline why initiative should be encouraged.

A large, empty rounded rectangular box with a thin grey border, intended for the user to write their answer to the question.

5C

Adapt support to encourage experiential learning and development

People build on their skills by doing things for themselves but not always by themselves.

As a support worker, you are responsible for encouraging people to develop new knowledge and skills. Experiential learning is learning by doing.

Experiential learning comes from a direct experience and is a process where a person learns by experience and experiment. The features of experiential learning are that it:

- is individualised to meet the person's preferences and needs
- is a self-paced process that allows people to develop a capability directly relevant to their needs
- transfers knowledge through the materials being worked with
- increases engagement and participation.

Many people with disabilities are familiar with adapting everyday practices to match their capabilities. Through trial and error, they work out the best ways of doing things for themselves.

Many people will learn best kinaesthetically or 'by doing'. People like to physically do things, rather than just understanding a task from a theoretical basis. It allows a person to work out any problems using their initiative. Examples of activities that use this type of learning would be anything that requires the person to practise and do a task. This could be acting out a role and feeling what it is like to be in 'someone else's shoes', or creating something by following a recipe to make a meal or doing an experiment.

Experiential learning often begins with structured learning and support, such as through demonstration, role modelling or prompting. When the skill has been mastered, the support can be withdrawn.

For more information on experiential learning, visit this link:

aspirelr.link/experiential-learning



Prompting and fading

Prompting is a method used to help a person remember while learning a particular behaviour or skill.

Prompting

An action of saying or doing something to persuade, encourage or remind someone to do something.

Prompting occurs where a support worker uses a verbal or visual prompt to help a person remember what they need to do when learning a new skill or desired behaviour. For example, a support worker points to a word a person is trying to remember and says it aloud. The support worker might put their finger to their lips to indicate to the person to use their inner voice.

Prompts may need to be used repeatedly, perhaps in combination, until the person can carry out the skill satisfactorily.

To prompt, you use physical directions or verbal instructions to let the person, in effect, teach themselves. As they progress through the task, you remove support so that you no longer impose your way of doing the task on them; instead, you encourage the person to find their way. Here are a few examples of how to apply prompts:

Gesture	Pointing, motioning, nodding; for example, touching a person's hand to initiate an action
Visual	Using images; for example, a photograph, drawing or diagram
Model	Demonstrating the action
Partial physical	Touching the wrist, hand, elbow or shoulder
Full physical	Hand over hand and guiding through the action
Verbal	Asking or reminding a person to do something

Fading assistance

Decreasing the level of assistance needed to complete a task, behaviour or activity.

Fading assistance is the gradual removal of a prompt or support and learning strategies. For example, you might start with a physical prompt by guiding a person's hands, next time just touching their hand, then using a verbal prompt and so on until the person can eventually do the task independently. You allow the person the opportunity to complete a task by themselves.

Withdraw support

Withdrawing support allows the person to show their initiative and make the move to experiential learning.

Withdrawing support must be discussed with your supervisor and you will need to provide reasons why you feel the person is ready. This may be because the person has developed the skills identified in their goals and is ready for new challenges.



You must also prepare the person by explaining and praising the work they have done and telling them you feel they are ready to go it alone. The person you are supporting must be given the opportunity to raise any concerns and, most importantly, the person will be able to express confidently if they feel ready and want to try.

Example

Withdraw support to an appropriate level to encourage experiential learning and development

Vass lives with four other residents. They decide that on Melbourne Cup Day they will have a barbeque in the back garden and invite some guests. Vass is chosen as a cook and is excited about it, as he has never used the barbeque before.

Hazel, the house coordinator, agrees to be there for the day. She spends time in the week leading up to the BBQ with Vass, showing him how to light the barbeque and warning him to be careful of the flames. Hazel demonstrates how to light the barbeque a couple of times and then talks Vass through the process. Hazel stands back to let Vass practise some more until he feels he has it right. Hazel then explains how to turn the gas off once he has finished and how to clean the barbeque when it has cooled down. Vass says he knows all about that, as he has watched others do it before.

On Melbourne Cup Day Vass announces that he will be all right without her help and wants to show everyone what he can do. Hazel is a little anxious, but she has talked Vass through the process and knows she must let him try on his own. She knows how important it is to him.

Vass successfully looks after the barbeque and makes sure no one else comes too near it. He cooks all the meat, although some of it is a little overcooked. Even so, everyone seems to enjoy it. Vass makes sure the gas is turned off when he is finished.



Practice Task 15

Question 1

Identify three features of experiential learning.

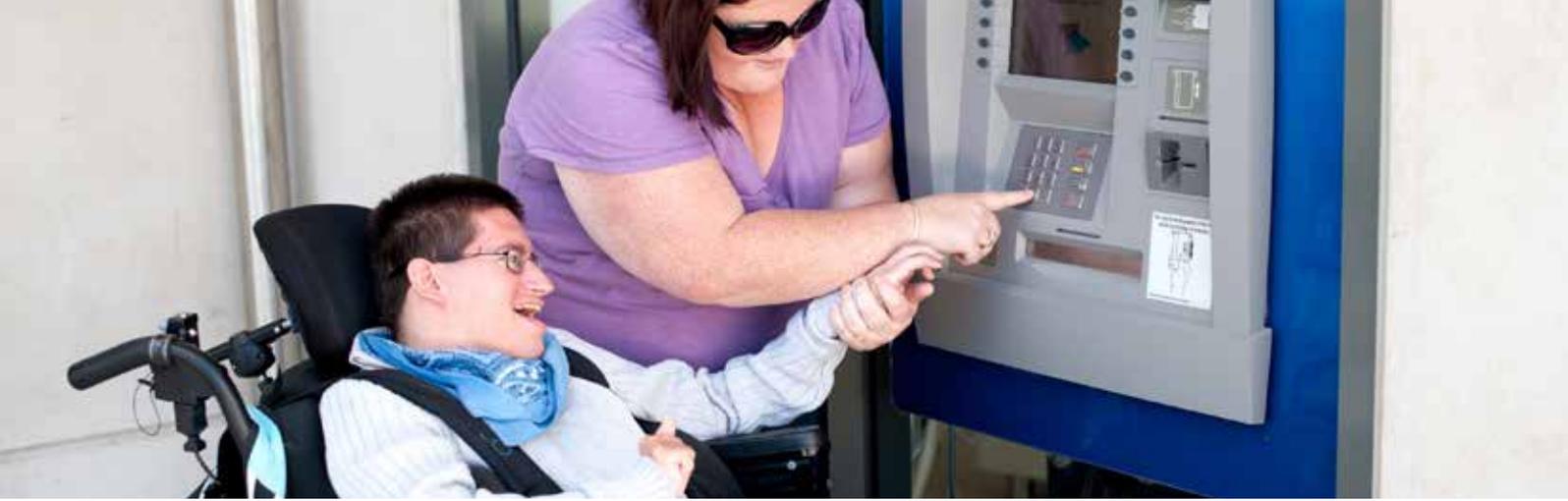
Question 2

Briefly describe the following ways to encourage experiential learning.

- Prompting

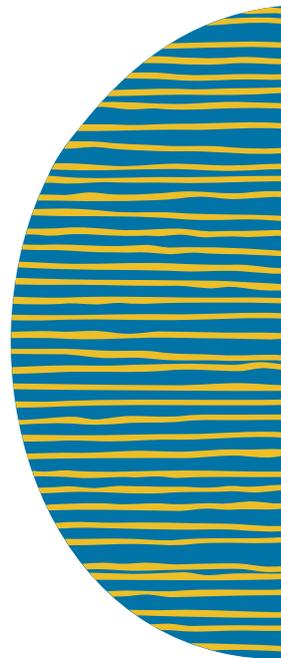
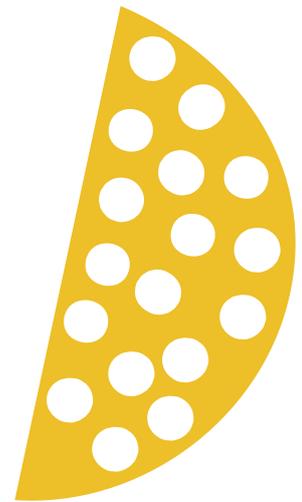
- Fading

- Withdrawing support



Summary

- People learn through formal learning, informal learning and incidental learning.
- Look for opportunities to use informal or incidental learning when they present themselves.
- To identify opportunities for incidental learning, look for a gap between the person's current skill level and the skills required to perform a task satisfactorily.
- Provide constructive feedback to people as quickly as possible after they have performed an activity.
- Feedback and constructive advice should be provided in an appropriate format that meets the needs, preferences and capacity of the person with a disability.
- Offering praise when something works well, using a calm voice and simple clear language are the basic tools.
- When a person shows initiative and takes action, you need to encourage verbally and in an appropriate form, such as offering concrete incentives or actions that boost their self-esteem.
- Learning by experience and experimenting is experiential learning.
- Experiential learning often begins with structured learning and support such as through demonstration, role modelling or prompting.





Learning checkpoint 5

Use incidental learning to enhance skills development

Part A

1. Provide at least one example to explain the difference between formal, informal and incidental learning.

2. Match each learning strategy for informal or incidental learning to its description.

Role modelling
Demonstration
Skills component mastery
Contextualisation
Drama and role play
Peer education

Breaking a task down into its components and allowing time to practise each step to achieve mastery.
Understanding the context in which the skill is applied.
Speaking in a group of people with similar learning experiences.
Learning skills and behaviour from what they see you do and say.
Showing step-by-step how to do something.
Practising communication and social skills by acting out a behaviour.



3. Identify at least four tips you could give a colleague about providing constructive advice to a person they are supporting and/or their family.

Part B

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

Case study

Ralph was in a car accident two years ago and is still learning how to be fully independent. He requires some assistance from a disability support worker to help him dress for work each morning. Ralph finds the most difficult task is putting on his socks and shoes.

Tony is one of the workers who support Ralph. Ralph has been shown how to put on his socks and shoes but often becomes impatient when he forgets how or has to wait for Tony to assist him.



- 1. How can Tony assist Ralph to take initiative when getting dressed and become more independent?**

- 2. At what point would it be appropriate for Tony to stop assisting Ralph to get dressed?**

- 3. List at least two benefits to Ralph of experiential learning.**



Glossary

Active support

A person-centred model of care that empowers people with a disability to participate fully in all aspects of their lives.

Assistive technology

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

Barrier

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

Culturally and linguistically diverse (CALD)

The preferred term for describing different ethnic communities.

Capacity building

Helping people to develop and strengthen skills that enable them to maintain independence.

Communication

Verbal or written exchange of information, news or ideas.

Competency

The ability of a person to demonstrate that they can do something independently.

Consent

To give permission or to agree to something.

Demotivator

A factor that reduces the person's interest to participate in an activity.

Discrimination

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

Empowerment

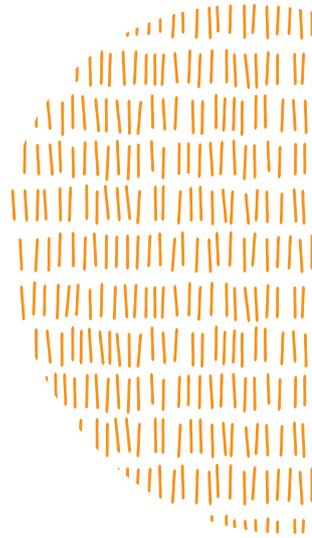
The process of becoming stronger and more confident.

Fading Assistance

Decreasing the level of assistance needed to complete a task, behaviour or activity.

Mentoring

The sharing of knowledge and skills by an experienced person with a less-experienced person.



Motivation

A person's desire to act to achieve a goal.

Person-centred approach

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

Positive reinforcement

The process of rewarding a person when a desired behaviour is exhibited.

Prompting

An action of saying or doing something to persuade, encourage or remind someone to do something.

Self-determination

A person's right to have control over their own life, able to make independent choices about decisions that affect them.

Social devaluation

The tendency of people to look down on those who look, dress, speak or behave differently from them and are deemed of less value and significance to society.

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.