



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS323A Contribute to skill development and maintenance

Release: 1

CHCDIS323A Contribute to skill development and maintenance

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in supporting people with disability to develop and maintain skills in order to maximise independence

Application of the Unit

Application

This unit may apply to working with people with disability in a range of residential and community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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| <p>1. Work within a context of <i>skill development</i> and maintenance</p> | <p>1.1 Demonstrate an understanding of <i>current philosophies, theories and practices</i> relating to skill development and maintenance for <i>people with</i> disability</p> <p>1.2 Demonstrate an understanding of the importance of skills and competency to a sense of independence and empowerment</p> <p>1.3 Demonstrate an understanding of the impact of incidental learning</p> <p>1.4 Demonstrate a person-centred approach in all interactions with the client</p> |
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ELEMENT**PERFORMANCE CRITERIA**

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| 2. Contribute to skills assessment | 2.1 Provide information about client demonstration of <i>skills</i> in different environments to the planning process |
| | 2.2 Conduct review of client skills and competencies as required to address organisation policy and procedures |
| | 2.3 Provide feedback to supervisor about any changes in client's status likely to have an impact on skill development and maintenance |
| | 2.4 Participate in assessment in a manner that respect a client's rights and dignity |
| | 2.5 Where appropriate, support the engagement of <i>relevant others</i> in the assessment process |
| 3. Provide strengths-based support | 3.1 Encourage client to identify strengths |
| | 3.2 Work in a manner that acknowledges the client as their own expert |
| | 3.3 Provide support for the client to identify resources to compliment strengths |
| | 3.4 Encourage support to mobilise their strengths |
| 4. Provide active support | 4.1 Encourage people with disability to engage as actively as possible in all living activities |
| | 4.2 Monitor level of engagement for possible changes |
| | 4.3 Identify strategies and opportunities to maximise engagement |

ELEMENT**PERFORMANCE CRITERIA**

5. Utilise incidental learning opportunities to enhance skills development
 - 5.1 Identify situations as potential informal learning opportunities and encourage learning
 - 5.2 Withdraw support to an appropriate level as directed in order to encourage experiential learning
 - 5.3 Provide appropriate constructive information and feedback to person with disability as soon as possible in appropriate format
 - 5.4 Provide encouragement when person with disability takes initiative in learning situation
 - 5.5 Identify and describe a range of informal learning opportunities in context of organisation policies and procedures

6. Support implementation of person-centred skills development plans
 - 6.1 Interact with person with a disability in a manner that is motivating and empowering and demonstrates respect for the person
 - 6.2 Communicate with supervisor or relevant others if experiencing difficulty in implementing the skills development plan
 - 6.3 Collate and maintain records to assist with monitoring and review of person-centred skills development plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current practices, philosophies and theories, including:
 - the social model of disability
 - the impact of social devaluation on an individual's quality of life
 - competency and image enhancement as a means of addressing devaluation
 - practices which focus on the individual person
 - strengths-based practice
 - active support
 - person-centred practice
 - rightful place in community
 - community education and capacity building
 - self determination
- Foundation knowledge of lifespan development
- Concepts and their relationship, including:
 - vulnerability
 - power
 - independence
- Basic knowledge of assessment processes relating to skills development and maintenance
- Knowledge of assessments processes and protocols used by the organisation/service
- Understanding of communication needs, strategies and resources
- Principles of access and equity
- Principles and practices of confidentiality
- Tools, equipment and other resources used in the learning process
- Various teaching and learning strategies
- Strategies for identifying and maximising informal learning opportunities

REQUIRED SKILLS AND KNOWLEDGE

- Services and resources available to people with special learning needs
- Basic knowledge of:
 - task analysis
 - prompting, principles of prompting and fading prompting
 - strategies to create independence
 - reinforcers
 - motivators to learn
 - common de-motivators and blocks
- Understanding of maintenance techniques and generalisation
- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with people with a range of different disabilities
- Use communication techniques / devices that meet the client's communication needs
- Identify skill and competency requirements
- Apply skills in interpersonal communication with clients and other stakeholders
- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report to relevant personnel
- Demonstrate and apply knowledge of learning and development in order to implement skills development plans for a person with a disability
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Use communication techniques that encourage and motivate
- Demonstrate appropriate prompting during training session
- Demonstrate appropriate application of reinforcers during training session
- Demonstrate understanding of incidental learning opportunities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current philosophies, theories and practices includes:

- Practices which focus on the individual person
- Strengths-based practice
- Active support
- Person-centred practice

RANGE STATEMENT

Skills may include:

- Communication
- Personal hygiene
- Meal preparation
- Transport
- Money handling
- Dressing
- Grooming
- Eating
- Working
- House hold tasks
- Recreational activities

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, with a partner, sharing with others or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies
- Open employment venues
- Voluntary agencies
- Training agencies

RANGE STATEMENT

Skills development may be in:

- Life skills
- Vocational skills
- Social skills
- Personal support skills
- Developing and maintaining relationships including intimate relationships
- Maintaining physical health including sexual health
- Safety

Learning strategies may include:

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

Relevant others may include:

- Advocate/s
- Behavioural consultants (for acquired brain injury)
- Carers
- Colleagues
- Development officers
- Disability support workers
- Educational psychologists
- Employment officers
- Family
- Friends
- Occupational therapists
- Outreach workers
- Programming staff
- Relatives
- Supervisors
- Teachers
- Technicians

Unit Sector(s)

Not Applicable