Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS410A Facilitate community participation and inclusion

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCDIS410A Facilitate community participation and inclusion

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to develop and facilitate strategies for individual participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with a disability

Application of the Unit

Application	The knowledge and skills of this unit of competency are used within the framework of an individualised support plan for a person with a disability

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
1. Support the person with a disability to identify and engage in social networks within the broad community	1.1　Work with the *person with disability* to identify their strengths, interests, abilities and support requirements so they may engage with a *social network*
	1.2　Work with the person to identify an appropriate social network and to clarify the support they will need to actively engage with this network
	1.3　Work with the person to identify any *possible barriers to participation and inclusion*
	1.4　Work with the person to develop strategies to manage potential barriers
	1.5　Promote and raise awareness of community inclusion through community education and involvement of *people with disability*
	1.6　Research, identify and network with relevant services to explore community inclusion opportunities
	1.7　Match relevant services and networks to the requirements of person with disability
	1.8　Identify and access *appropriate resources* according to organisation policy and protocols
	1.9　Provide information about options available to person with disability and/or their advocate /carer
	1.10　Recognise and accommodate individual choices and spiritual/cultural differences

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ELEMENT	PERFORMANCE CRITERIA
2. Assist the person with a disability and relevant others to develop and implement *individualised community support plan*	2.1 Support the person to develop a person-centred individualised plan to participate in the community
	2.2 Assist the person to establish their requirements in order to maximise their participation in community life
	2.3 Assist the person, if appropriate, to become an active member of their neighbourhood and local community
	2.4 Assist the person to develop strategies to address barriers to participation, and include them in the individualised plan
	2.5 Assist the person to identify and access community options that will meet their needs as identified in the individualised plan
	2.6 Assist the person to access opportunities to establish connections through shared interests with other community members
	2.7 Provide the person with necessary supports for participation, according to the individualised plan
	2.8 Assist person and their family/carer to select activities that will enhance inclusion
	2.9 Give support in a manner that provides a positive role model and promotes development and/or maintenance of the person's skills
	2.10 Where appropriate, support other workers to implement the individualised community support plan
	2.11 Identify aspects of worker involvement in the individualised plan outside scope of knowledge, skills and/or job role and respond accordingly
	2.12 Identify strategies for community participation and inclusion that may require review and consult with the person

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ELEMENT	PERFORMANCE CRITERIA
3. Develop strategies to minimise isolation for person with a disability	3.1 Identify requirements for support, devices, aids and environmental modification and develop strategies to deal with these in conjunction with person and/or their advocate/s /carer
	3.2 Identify support or devices required to assist with communication
	3.3 Assess physical barriers to participation and identify solutions with involvement of person with disability
	3.4 Recognise own limitations in addressing issues and seek advice when necessary
	3.5 Where appropriate, identify and assess barriers to communication/social participation caused by cognitive deficits associated with acquired brain injury and develop solutions
	3.6 Discuss travel and transport issues with person and identify strategies to address these
	3.7 Put in place processes to evaluate ongoing success of strategies
4. Determine *risks associated with supporting community participation* and inclusion	4.1 Conduct location or activity risk assessment specific to the person's circumstances
	4.2 Discuss elements of risk with the person and appropriate others
	4.3 Work with the person and appropriate others to identify strategies to remove or reduce risk
	4.4 Develop strategies to remove or reduce risk according to organisation policy and procedures and legislative requirements

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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 and understanding of:

- Relevant policies, protocols and practices of the organisation in relation to work role
- Legislative processes related to the rights and responsibilities of people with disability
- Elements of best practice in the area of community inclusion
- The social model of disability and the impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Principles of active support
- Broad understanding of lifespan development
- Strengths-based and person-centred practice
- The impact of stigma
- Principles of risk assessment and mitigation
- Duty of care requirements
- Strategies for:
  - Identifying psychosocial interests, abilities and requirements of people with disability
  - Matching options, networks and services to the requirements of people with disability
  - Creating independence
  - Providing community education
  - Communication to assist with community participation
- Programs and agencies that support community inclusion
- Financial supports to assist with accessing the community
- Worker role in assisting the client with financial management
- Transport services available for people with various types of disabilities
- Aids and equipment used to facilitate community inclusion
- Group dynamics
- Working with families and family systems

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REQUIRED SKILLS AND KNOWLEDGE

- Role of carers
- Task analysis
- Prompting, principles of prompting and fading prompting
- Reinforcers
- Motivators to learn and common de-motivators and blocks
- Maintenance techniques and generalisation
- Incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Promote community inclusion to enhance the psychosocial well being of people with disability
- Develop individualised community support plans
- Uphold rights and responsibilities of people with disability through community inclusion
- Educate the community in a way that promotes a positive image of the person/people with disability
- Coordinate a wide range of activities for facilitation of community inclusion
- Network
- Support other workers to implement strategies that support community participation and inclusion
- Develop strategies that minimise the impact of stigma
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting and application of reinforcers during training session
- Demonstrate appropriate use of incidental learning opportunities
- Develop communication strategies to address identified needs or issues

continued ...

Essential skills (*contd*):

In addition, the candidate must be able 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 the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures

REQUIRED SKILLS AND KNOWLEDGE

- Liaise and report appropriately to agencies
- Communicate effectively with people with disability and their carers
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Apply aids and equipment as required to facilitate community inclusion

Evidence Guide

EVIDENCE GUIDE

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

EVIDENCE GUIDE

- 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 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:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:
- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

EVIDENCE GUIDE

Related units:	This unit should be assessed in conjunction with related unit:
	• CHCDIS301A Work effectively with people with a disability

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.

People with disability may include:	• Individuals at any stage of the life span • Individuals living in the community, alone, sharing with others, with a partner or with family or carers • Individuals living in supported community accommodation
Social network may include:	• Family groups • Support groups • Direct neighbourhood or local community • Work groups • Sports and other recreation groups • Age-related groups (youth or senior citizens) • Community centres • Clubs • Church groups

RANGE STATEMENT

Individualised community support plan may include:

- Relevant stakeholders
- Community inclusion goals
- Strategies to achieve goals
- Finance and budget
- Opportunities for further inclusion
- Who is responsible for actioning
- Review dates

Possible barriers to participation and inclusion may include:

- Stigma
- Skills
- Behaviour
- Transport
- Accessibility
- Finance

Elements of inclusion best practice may include:

- Person-centred support
- Capacity thinking
- Building alliances within the community
- Create understanding
- Open choices and opportunities
- Raising expectations
- Nurture relationships

Networking may include:

- Building on the skills of the person
- Identifying associations and networks if individuals that share the person's interests
- Learning about the neighbourhood
- Asking the following:
    - with whom would the person enjoy spending time
    - where could the person make a difference
    - who could add to the knowledge and experience the person has
    - what roles could the person take
    - is there someone who would be able to support the person
- Equipment/resources required

RANGE STATEMENT

Appropriate resources may include:	• Specialised transport • Mobility aids • Communication devices/aids • Personnel
Examples of physical entry and exit issues may include:	• Kerbs • Lifts • Ramps • Lighting • Signs • Amenities
Location risk may include:	• Safety of specific premises • Safety of the activity
Risks associated with supporting community participation may include:	• Non-acceptance • Poor match with activity and the group

Unit Sector(s)

Not Applicable