



**Australian Government**

# **SISXDIS002 Plan and conduct disability programs**

**Release: 1**

## SISXDIS002 Plan and conduct disability programs

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate programs for people with a disability including both frail and moderately active participants.

This unit applies to any worker responsible for developing programs for clients with disabilities. Work is undertaken according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Disability

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish needs and expectations.
  - 1.1 Interpret information about participant characteristics, needs and special requirements.
  - 1.2 Encourage participants to articulate their own needs and expectations.
  - 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility.
  - 1.4 Identify potential barriers to participation.
  - 1.5 Advise participants of factors preventing participation in a program.
2. Plan programs for people.
  - 2.1 Access and interpret relevant information to plan programs for people with a disability.
  - 2.2 Assess the likely demands of the program on the participants in consultation with appropriate staff.
  - 2.3 Select and access equipment and resources appropriate for the program.
  - 2.4 Design and document a program plan to meet the identified needs and abilities of participants.
  - 2.5 Determine range of activities and strategies for inclusion appropriate to the context, participant needs and capabilities.
  - 2.6 Recognise risks to participant safety and act to eliminate or minimise risks.
  - 2.7 Identify and incorporate injury prevention strategies and support requirements.
  - 2.8 Seek agreement on the program plan from relevant staff, participants and organisations where relevant.
3. Prepare for programs.
  - 3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible.
  - 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants.
  - 3.3 Confirm understanding and encourage participants to seek clarification as required.
  - 3.4 Issue required equipment and aids and provide assistance with fitting where necessary.
  - 3.5 Modify equipment for use by different participant groups.
  - 3.6 Identify emerging risks to participant safety and take action to minimise these.
4. Conduct programs.
  - 4.1 Encourage participants to warm up and cool down through safe and appropriate exercises.
  - 4.2 Monitor technique, correct use of equipment and aids and provide feedback and assistance to participants.
  - 4.3 Encourage participants to seek and provide feedback regarding their progress during the program and modify as

- required.
- 4.4 Use techniques that motivate participants to maintain an appropriate participation rate.
5. Conclude programs.
- 5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program.
- 5.2 Inform participants of follow-up programs, sources of information and further opportunities.
- 5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
6. Evaluate programs.
- 6.1 Request and respond to feedback from participants and identify further needs.
- 6.2 Evaluate program components and record outcomes.
- 6.3 Identify and document potential areas for improvement in future programs.
- 6.4 Review own performance and identify potential improvements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                               |   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret accompanying health documentation as required, using risk stratification processes.</li> </ul>             |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>use active listening and open and closed probe questioning to identify participant needs and preferences.</li> </ul> |

## Unit Mapping Information

SISCCRO304A Plan and conduct disability recreation programs

### Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>