



**Contribute to ongoing skills development using a strengths-based approach**

## **Assessment 1 of 2**

Short answer questions



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
M00571A	Contribute to ongoing skills development using a strengths-based approach	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
CHCDIS011	12	M00571A
ASSESSMENT TYPE		
<b>Assessment Method:</b> <i>Select all that apply.</i>	<b>Questioning</b>	Choose an item.    Choose an item.

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
<b>Student instructions</b>
This is assessment 1 of 2 assessments for Contribute to ongoing skills development using a strengths-based approach module This assessment requires you to answer 17 short answer questions to test your knowledge required of this unit. To be assessed as competent, you must complete all tasks in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
<b>Supporting documents</b>
Not applicable.
<b>Files for submission</b>
Submit the assessment document with all tasks completed in the spaces provided.
<b>Submission instructions</b>

## **PDF File Submissions**

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
2. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## **SECTION 3**

### **ASSESSMENT TASK CRITERIA AND OUTCOME**

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

## **SECTION 4**

### **ASSESSMENT DETAILS**

*Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.*

*The STUDENT INSTRUCTIONS above will be added directly into the LMS.*

*All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.*

*Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.*

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Eduworks Resources
SUT VE Quality Compliance name	Simon H
Date approved	

## Assessment Instructions

### Task overview

This assessment task requires you to answer 17 short answer questions. Read each question carefully before typing your response in the space provided.

### Assessment Information

#### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Question 1

Answer the below questions in context of current practices, philosophies, and theories in disability, relevant to and focusing on skills development using a strengths-based approach?

You must complete all the questions.

**Assessor note: Students answers must be in line with the sample answers provided below however the wording may vary.**

- a) In context of Human rights framework of service which international framework protects the rights of persons with disabilities?  
(Approximate word count 10-12 words)

**The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).**

- b) What is the main philosophy of the framework identified above advocates for person with disability?  
(Approximate word count 35-40 words)

**The UNCRPD sets out the rights of persons with disabilities and provides a framework for ensuring their full inclusion and participation in society. It emphasizes the importance of equal access to education, employment, and participation in society.**

- c) Briefly explain how is this framework relevant in context of current practices in skills development using strength based approach?  
(Approximate word count 65-75 words)

**By implementing the principles of the UNCRPD, service providers and organizations can ensure that skills development programs are inclusive, empowering, and respect the rights and dignity of individuals with disabilities. The human rights framework acknowledges the inherent dignity and worth of every individual, including people with disabilities. This recognition forms the foundation of a strengths-based approach, which focuses on promoting self-worth, self-esteem, and positive self-image in skills development programs.**

- d) In one line explain how does social devaluation impact the well-being of individuals with disabilities?  
(Approximate word count 10-15 words)

**It can lead to stigmatization, discrimination, limited opportunities, and reduced quality of life.**

- e) Briefly explain how the social model of disability theory addresses social devaluation?  
(Approximate word count 50-55 words)

The social model of disability is a theory that views disability as a result of societal barriers, attitudes, and discrimination rather than an inherent individual impairment. The social model of disability challenges social devaluation by shifting the focus from individuals' impairments to enable full participation and inclusion of individuals with disabilities.

- f) Explain how does the social model of disability theory support skills development using a strengths-based approach?

(Approximate word count 45-50 words)

The social model of disability supports a strengths-based approach to skills development by recognizing and valuing the abilities, talents, and potential of individuals with disabilities. It emphasizes building upon existing strengths and providing equal opportunities for skill development, rather than solely focusing on deficits or limitations.

- g) Explain how does competency and image enhancement contribute to addressing devaluation?

(Approximate word count 40-50 words)

Competency and image enhancement play a crucial role in addressing devaluation by emphasizing and promoting individuals' strengths and positive attributes. By recognizing and highlighting their competencies, skills, and achievements, it helps counter negative stereotypes, challenges devaluation, and promotes a positive perception of their abilities.

- h) Briefly explain how competency and image enhancement is relevant to skill development using a strength-based approach and practices in addressing devaluation?

(Approximate word count 45-50 words)

Competency and image enhancement play a significant role in skill-based development using a strength-based approach. By focusing on individuals' strengths, skills, and abilities, and promoting positive images and narratives, these approaches can empower individuals with disabilities to challenge societal devaluation, change perceptions, and promote inclusion and equality.

- i) In context of disability briefly explain how are the two (2) current practices listed below focus on the individual person in context of skills development using strength based approach?

(Approximate word count 80-90 words)

Assessor note: student must provide examples of two practices out of five as per the sample answers provided below however the wording may vary.



Example of current practice	Brief explanation of how current practices in the field of disability focus on skills context using strength-based approach
Person-Centered Planning	This practice involves collaborative planning and decision-making, where the individual with a disability, their support network, and service providers come together to create a personalized plan. The plan reflects the individual's goals, preferences, and needs, ensuring that support is tailored to their unique circumstances.
Supported Decision-Making	Supported decision-making is an approach that recognizes and respects the individual's right to make decisions about their own life. It involves providing the necessary support, information, and resources to enable the person with a disability to make informed choices and have their decisions respected.

- j) Briefly explain the underlying philosophy of strengths-based practice in the context of skills development?  
(Approximate word count 80-90 words)

The underlying philosophy of strengths-based practice is rooted in the belief that individuals have inherent strengths, capabilities, and resources that can be harnessed to overcome challenges and achieve success. It focuses on empowering individuals, promoting their autonomy, and fostering a positive self-perception. Strengths-based practice is an approach that focuses on identifying and building upon an individual's strengths, abilities, and positive attributes. It emphasizes the unique talents and capabilities of individuals, shifting the focus from deficits to strengths, and promoting their overall development and well-being.

- k) List five(5) current practices associated with strengths-based practice that are relevant in skills development?  
(Approximate word count 15-20 words)

individualized skill assessments  
personalized learning plans  
targeted skill-building interventions  
mentorship or coaching programs  
incorporating strengths-based approaches in educational or vocational settings

- l) Explain the philosophy that underpins positive behavior support in relation to disability?

(Approximate word count 75-80 words)

The philosophy that underpins positive behavior support in relation to disability is based on the belief that challenging behaviors are a form of communication, often arising due to unmet needs or skill deficits. It emphasizes the importance of treating individuals with dignity and respect, promoting their autonomy and self-determination, and focusing on their strengths and abilities. The philosophy recognizes that behavior change is most effective when it is approached with a positive, proactive, and person-centred mindset.

- m) List and briefly explain two (2) current practices associated with positive behavior support in relation to disability.

Assessor note: Students must select two (2) out of five (5) options provided below in the sample answer however their wording may vary

(Approximate word count 35-50 words)

List Two current practices	Briefly explain the practice as aligned to positive behavior support
Functional Behavior Assessment (FBA)	Conducting a thorough assessment to understand the purpose or function of challenging behaviors and identifying factors that contribute to their occurrence
Person-Centered Planning	Collaboratively developing strategies and interventions that are tailored to the individual's specific needs, preferences, and strengths.
Skill Development	Teaching individuals alternative skills and behaviors to replace challenging behaviors, focusing on building their strengths and abilities.
Environmental Modifications	Modifying the physical and social environment to reduce triggers for challenging behaviors and promote positive behavior choices
Collaborative Teamwork	Involving a multidisciplinary team, including the individual, their family, caregivers, and professionals, to create a comprehensive and coordinated support plan.

- n) Briefly explain how cognitive behavioural theory is relevant to positive behavior support and skills development when using a strengths-based approach?

(Approximate word count 90-100 words)

Cognitive-Behavioral Theory explores the relationship between thoughts, feelings, and behaviors. It recognizes the role of cognitive processes in influencing behavior and emphasizes the importance of addressing maladaptive thoughts and beliefs while promoting positive thinking and adaptive behaviors. In the context of positive behavior support and skills development, cognitive-behavioral theory can be applied to help individuals identify and challenge negative or unhelpful thoughts and replace them with

more positive and constructive ones. By focusing on strengths and building on existing skills, individuals can develop a more optimistic and empowered mindset, leading to improved behaviors and outcomes.

- o) Briefly explain the underpinning philosophy of Active Support in relation to skills based development using strength based approach?

(Approximate word count 85-95 words)

The underpinning philosophy of Active Support in relation to skills-based development using a strengths-based approach is centered around the principles of empowerment, inclusion, and person-centeredness. Active Support emphasizes the belief that individuals with disabilities have inherent strengths, abilities, and potential for growth. It recognizes that skills development is best achieved by focusing on the individual's existing strengths and building upon them. This strengths-based approach acknowledges that everyone has unique talents and capabilities, and seeks to leverage those strengths to enhance skill acquisition and promote overall well-being.

- p) Explain how ecological systems theory is linked to active support and are relevant in skills development using a strengths-based approach in relation to disability?

(Approximate word count 35-45 words)

Ecological Systems Theory recognizes the impact of various environmental systems on individuals' development. In the context of Active Support, it emphasizes the need to create supportive environments that facilitate skill development, independence, and community participation for individuals with disabilities.

- q) Explain the underlying philosophy of person-centred practice that is relevant to disability?

(Approximate word count 40-50 words)

The philosophies underlying person-centred practice include respect for individual dignity, promoting self-determination, and recognizing the person's expertise in their own life. It also values the importance of building genuine and trusting relationships between the person with a disability and their support network.

- r) Briefly explain how is self-determination theory of person-centred practice relevant to skills development using a strengths-based approach in relation to disability?

(Approximate word count 80-90 words)

Self-Determination Theory (SDT) emphasizes the importance of individuals having control and autonomy over their own lives. It highlights the need for individuals to feel competent, autonomous, and connected to others. In the context of skills development, SDT suggests that individuals with disabilities should be actively involved in decision-making, goal-setting, and planning for their own skill development. It promotes the recognition of individuals' strengths, interests, and preferences, and encourages the provision of supports and opportunities that align with their unique needs and aspirations.

- s) List and briefly explain five(5)current practices in person-centred practice that are relevant to support individuals with disabilities?

(Approximate word count 100-110 words)

1.	Individualized Support Planning: Collaborating with the person with a disability, their family, and support networks to develop a personalized plan that reflects their goals, strengths, and aspirations.
2.	Active Participation: Encouraging individuals with disabilities to actively participate in decision-making, goal-setting, and evaluating their own progress.
3.	Supported Decision-Making: Providing appropriate support to individuals with disabilities to make decisions based on their abilities, preferences, and values.
4.	Advocacy: Supporting individuals with disabilities to advocate for their rights, access to services, and inclusion within their communities.
5.	Accessibility and Universal Design: Ensuring that environments, services, and information are accessible to individuals with disabilities, promoting their full participation and inclusion

t) Explain how the two (2) current practices listed below in the context of community education and capacity building are relevant to skills development using a strengths-based approach?

(Approximate word count 90-100 words)

Practice	Explain
Asset-Based Community Development (ABCD):	ABCD focuses on identifying and mobilizing the existing strengths and resources within a community. It involves engaging community members in identifying their skills, talents, and assets, and utilizing them to address challenges and promote development. This approach recognizes that communities have inherent strengths and can drive their own growth.
Strengths Assessment and Development	Conducting strengths assessments allows individuals to identify and build upon their existing skills, talents, and abilities. Through various assessment tools and techniques, such as surveys, interviews, and observations, individuals can recognize their strengths and focus on enhancing them further. This approach fosters self-awareness and empowerment

u) In context of community education and capacity building briefly explain the transformational learning theory and its relevance in skills development using strength based approach?

(Approximate word count 75-85 words)

Transformational learning theory, developed by Jack Mezirow, suggests that learning involves a transformative process that challenges and transforms an individual's beliefs, attitudes, and perspectives. In community education and capacity building, this theory highlights the importance of creating learning experiences that encourage critical reflection, personal growth, and transformative change. A strengths-based approach can facilitate this transformation by empowering individuals to recognize and build upon their strengths, leading to a shift in self-perception and expanded possibilities for skill development.

v) What is the underlying philosophy of social and emotional wellbeing frameworks?

(Approximate word count 45-55 words)

The underlying philosophy of social and emotional wellbeing frameworks is centered around the belief that individuals' mental and emotional well-being are fundamental to their overall development and success. It recognizes the importance of nurturing positive social and emotional skills as essential components of a strengths-based approach to skills development

w) How do social and emotional wellbeing frameworks contribute to skills development using strength based approach?

(Approximate word count 45-55 words)

Social and emotional wellbeing frameworks contribute to skills development by providing a foundation for individuals to understand and manage their emotions, establish positive relationships, cope with challenges, and make responsible decisions. These frameworks help individuals develop the necessary skills to navigate various social and emotional contexts effectively.

## Question 2

Briefly explain the following concepts in the table below in the context of disability.

You must complete all parts of the question.

Assessor note: Students answers must be in line with the sample answers provided below however their wording may vary.

(Approximate word count: 300-350 words total)

Vulnerability:	In the context of disability, vulnerability refers to the increased susceptibility of individuals with disabilities to various risks and challenges. People with disabilities may face barriers and discrimination that can limit their access to education, employment, healthcare, and social inclusion. They may also experience higher rates of abuse, neglect, and exploitation. Recognizing and addressing the vulnerabilities of individuals with disabilities is crucial to ensure their rights, well-being, and full participation in society.
Power:.	Power refers to the ability to influence and make decisions that affect one's own life and the lives of others. In the disability context, power imbalances may arise due to societal attitudes, policies, and practices that marginalize or exclude people with disabilities. Power can be held by individuals, institutions, or systems. Empowering people with disabilities involves giving them the necessary tools, resources, and opportunities to exercise control over their lives, make choices, and have a voice in decision-making processes that affect them.
Independence	Independence refers to the ability of individuals to live and function without excessive reliance on others. In the disability context, independence can be understood

	<p>in different ways. While some individuals with disabilities strive for maximum independence in performing daily activities, it is important to acknowledge that not everyone can achieve complete independence due to the nature and extent of their disabilities. Independence should be understood as a spectrum, and support systems should be in place to enable individuals with disabilities to exercise autonomy and make decisions to the best of their abilities.</p>
Interdependence:	<p>Interdependence emphasizes the mutual reliance and interconnectedness among individuals and communities. In the context of disability, interdependence recognizes that everyone, regardless of ability, relies on others for support, collaboration, and social connection. People with disabilities may require assistance and support from others to participate fully in society. Interdependence promotes the notion that individuals with disabilities have valuable contributions to make and that society benefits when everyone's abilities and strengths are recognized and utilized. Building inclusive and supportive communities fosters interdependence and enables individuals with disabilities to live meaningful and fulfilling lives.</p>

Question 3

Briefly explain the roles and two(2) responsibilities of the following people involved in provision of disability support.

(Approximate word limit: 250-260 words)

Assessor note: Students must provide a brief explanation and must identify two(2) responsibilities from the list as per the below sample answer, however students wording may vary

Roles	Explain the role	Write two (2) responsibilities for each
a) Support workers	<p>Support workers are individuals who directly assist and support people with disabilities in their daily lives. Their primary role is to provide practical assistance, emotional support, and facilitate the overall well-being of individuals with disabilities.</p>	<p>1. Direct Support: Support workers have the responsibility to provide direct assistance and support to individuals with disabilities. This can include helping with personal care, mobility, household tasks, and facilitating community engagement. They should ensure the well-being, dignity, and safety of the person they are supporting, while promoting their independence and autonomy.</p>

		<p>2. <b>Communication and Advocacy:</b> Support workers need to effectively communicate with individuals with disabilities to understand their needs, preferences, and goals. They should advocate for the rights and interests of the person they are supporting, ensuring their voice is heard and respected. This includes communicating any concerns, issues, or progress to supervisors and relevant professionals.</p> <p>3. <b>Documentation and Reporting:</b> Support workers are responsible for maintaining accurate records of their interactions and activities with individuals with disabilities. This involves documenting the support provided, any incidents or changes in the person's condition, and following proper reporting procedures as per organizational policies and protocols. This information helps in tracking progress, assessing needs, and ensuring continuity of care</p>
<p>b) Supervisors</p>	<p>Supervisors in the context of disability support are responsible for overseeing the work of support workers.</p>	<p>1. <b>Staff Coordination and Training:</b> Supervisors are responsible for coordinating the work of support workers. They should assign tasks, provide guidance, and ensure adequate staffing levels to meet the needs of individuals with disabilities. Supervisors also have the responsibility to provide training and ongoing professional development to support workers,</p>

		<p>enabling them to deliver quality support services.</p> <ol style="list-style-type: none"> <li>2. Quality Assurance: Supervisors play a crucial role in ensuring the quality of support services. They should monitor and evaluate the work of support workers, providing constructive feedback and addressing any performance issues. They should also review and maintain compliance with relevant policies, procedures, and regulations to ensure the safety, well-being, and rights of individuals with disabilities.</li> <li>3. Collaboration and Liaison: Supervisors need to collaborate with other professionals, agencies, and stakeholders involved in disability support. This includes liaising with families, health professionals, and service providers to ensure effective coordination of care and support. Supervisors should foster a collaborative and person-centered approach, promoting the holistic well-being of individuals with disabilities.</li> </ol>
<p>c) Carers</p>	<p>Carers are individuals who provide support and assistance to family members or friends with disabilities. They may be unpaid family members, partners, or close friends. Carers play a significant role in the lives of individuals with disabilities, offering emotional support, coordinating medical appointments, assisting with daily activities, and advocating for their rights and needs</p>	<p>Carers often take on multiple responsibilities and contribute to the overall well-being and quality of life of the person with a disability.</p> <ol style="list-style-type: none"> <li>1. Personal Care and Assistance: Carers have the responsibility to provide personal care and assistance to individuals with disabilities. This can include supporting with daily activities, medication management, meal</li> </ol>



		<p>preparation, and emotional support. Carers should prioritize the well-being and comfort of the person they are caring for, while respecting their autonomy and preferences.</p> <p>2. Emotional Support and Companionship: Carers play a vital role in providing emotional support and companionship to individuals with disabilities. They should actively listen, engage in meaningful conversations, and offer empathy and understanding. Carers should create a nurturing and supportive environment that promotes the individual's emotional well-being and social connections.</p> <p>3. Advocacy and Empowerment: Carers have a responsibility to advocate for the rights, needs, and choices of individuals with disabilities. This involves being knowledgeable about available support services, resources, and rights-related legislation. Carers should empower the person they are caring for, assisting them in making informed decisions, and ensuring their preferences and concerns are respected and addressed.</p>
d) Family Members	Family members of individuals with disabilities are a vital part of the support system. They provide emotional support, care, and advocacy for their family member with a disability.	<p>1. Support and Collaboration: Family members have a responsibility to provide support and collaborate with other stakeholders involved in disability support. This includes actively participating in the planning and decision-</p>

		<p>making processes, sharing relevant information, and contributing to the individual's care and well-being.</p> <ol style="list-style-type: none"> <li>2. Emotional and Practical Assistance: Families provide emotional and practical assistance to individuals with disabilities. They should offer encouragement, understanding, and a nurturing environment. Families may also help with daily activities, transportation, and facilitating social connections.</li> <li>3. Education and Awareness: Family members have a responsibility to educate themselves about the specific disability and its implications. They should stay informed about available support services, therapies, and community</li> </ol>
<p>e) Health professionals</p>	<p>Health professionals, such as doctors, nurses, therapists, and psychologists, play an essential role in the provision of disability support. They assess, diagnose, and provide medical treatment, therapy, and interventions to individuals with disabilities.</p>	<ol style="list-style-type: none"> <li>1. Assessment and Diagnosis: Health professionals have a responsibility to conduct thorough assessments and provide accurate diagnoses of disabilities. This involves evaluating physical, cognitive, and psychological aspects to determine the specific needs and potential challenges faced by individuals with disabilities.</li> <li>2. Treatment and Intervention: Health professionals develop and implement appropriate treatment plans and interventions to address the specific needs of individuals with disabilities. This can include medical interventions, therapies,</li> </ol>

		<p>rehabilitation programs, and assistive technologies. They should monitor progress, adjust interventions as necessary, and provide ongoing support and guidance.</p> <p>3. Collaboration and Referrals: Health professionals collaborate with other professionals and agencies involved in disability support. This includes referring individuals to specialized services, therapists, or support programs that can enhance their well-being and quality of life. Health professionals should also communicate and share relevant information with other stakeholders, ensuring a coordinated and holistic approach to support individuals with disabilities.</p>
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#### Question 4

In the table below, briefly describe the concepts of individual and structural discrimination in disability.

(Word count Approximate: 105-115 words total)

Assessor note: Students answers must be as per the sample answer provided below however the wording may vary.

Concepts	Explanation
Individual discrimination	Individual discrimination refers to discriminatory actions, behaviors, or attitudes directed towards individuals with disabilities by other individuals or groups. It occurs when someone is treated unfairly or unjustly based on their disability. It usually stems from prejudice, stereotypes, and ignorance about disability. It can have a profound impact on the well-being, self-esteem, and social inclusion of individuals with disabilities.
Structural discrimination	Structural discrimination, also known as systemic or institutional discrimination, refers to discriminatory practices, policies, or structures that are embedded within social, political, and economic systems. It is rooted in the way institutions and systems are organized, which can disadvantage individuals with disabilities as a group.

## Question 5

Read the scenario and answer the question on using assessment processes relating to ongoing skills development.

### Scenario:

Let's consider a scenario you are a carer or support worker and is assisting a young adult with a developmental disability named Alex, who is keen on developing cooking skills for increased independence.

Question - Briefly explain in correct order the step-by-step assessment processes you would follow as a support worker to support ongoing skills development for Alex?

**Assessor note: student must provide step by step process as per the sample answer provided below however the wording may vary**

(Approximate word count 221-225)

1.	<b>Initial Assessment:</b> I would meet with Alex and assess their current cooking skills, knowledge, and confidence level. Discuss Alex's interests and goals related to cooking and observe them in the kitchen preparing a simple meal.
2.	<b>Goal Setting:</b> Based on the initial assessment, I would collaborate with Alex to set a SMART goal, such as mastering basic recipes within the next three months and demonstrating proper kitchen safety practices.
3.	<b>Individualized Planning:</b> I would develop an individualized plan that includes specific recipes, cooking techniques, safety guidelines, and a schedule for regular cooking practice sessions. Also consider any necessary adaptations or accommodations, such as providing visual aids or using adaptive cooking equipment if needed.
4.	<b>Ongoing Monitoring:</b> I would conduct regular cooking sessions with Alex, monitoring their progress, providing guidance and support, and assessing their skill development. I would document observations, track recipe successes, and note areas where Alex may require additional practice or support.
5.	<b>Periodic Reassessment:</b> After a reasonable interval of a few months I would conduct a reassessment to evaluate Alex's progress. I would review the initial goals, assess the quality of Alex's cooked meals, and engage in a discussion to understand Alex's perspective and satisfaction with their cooking skills. Based on this reassessment, I would be able to adjust the plan and set new goals for further skill development if needed.

## Question 6:

Answer the following questions based on the assessment processes and protocols commonly used by organizations or services supporting individuals with disabilities.

**Assessors note: Students answers must be as per the sample answers provided below however the wording may vary.**

a) What is an assessment process in the context of supporting people with disabilities?

(Approximate word count 50-55 words)

An assessment process refers to a systematic and organized approach used to gather information, evaluate needs, and determine appropriate support for individuals with disabilities. It involves various steps, such as data collection, observations, interviews, and assessments, to gain a comprehensive understanding of the individual's strengths, challenges, goals, and support requirements.

b) Briefly explain the below assessment processes.

(Approximate word count 100-110 words)

- Initial Needs Assessment: This process involves gathering information about the individual's disability, medical history, support requirements, goals, and preferences.
- Functional Assessment: It involves the evaluation of an individual's abilities and limitations across different areas of functioning, such as physical, cognitive, communication, and social-emotional domains.
- Vocational Assessment: It assesses an individual's skills, interests, strengths, and career goals to determine suitable vocational paths and employment opportunities.
- Support Needs Assessment: This process determines the level and type of support required by examining the client's daily living activities, personal care needs, mobility requirements, and assistive technology needs.
- Outcome Evaluation: It assesses the effectiveness of support services provided by tracking progress towards goals and evaluating the impact of interventions

c) Briefly explain why protocols are important in the assessment process.

(Approximate word count 50-55 words)

Protocols are important in the assessment process as they provide guidelines, rules, and standards to ensure consistency, effectiveness, and ethical practice. Protocols outline procedures for data handling, communication, confidentiality, risk management, and other aspects of the assessment process. They help support staff maintain professionalism, protect individual rights, and ensure quality and reliable assessments

d) Explain the role of a communication protocol in the assessment process?

(Approximate word count 65-70 words)

A communication protocol in the assessment process provides guidelines for effective communication between support staff, individuals with disabilities, and other stakeholders. It emphasizes clear and respectful communication, active listening, and the use of appropriate communication aids or techniques based on the individual's needs. A communication protocol ensures that information is conveyed accurately, understanding is fostered, and the individual's voice is valued throughout the assessment process.

e) Explain how does a risk assessment protocol contribute to the assessment process?

(Approximate word count 65-75 words)

A risk assessment protocol contributes to the assessment process by identifying and addressing potential risks or hazards associated with the support or environment of individuals with disabilities. It helps support staff assess the level of risk, implement preventive measures, and ensure the safety and well-being of the individual during assessments. By considering risks and implementing appropriate protocols, support services can be provided in a secure and protected manner.

### Question 7

To answer this question read the case study below and answer the questions.

**Assessor note:** Students must answer all the questions correctly and in line with the benchmark sample answers provided below however there wording may vary.

### CASE STUDY

Mark is a 35-year-old man with cerebral palsy, which affects his motor control and speech. He works in an office environment and interacts with colleagues and clients on a regular basis. Mark has noticed during his interactions with the clients and colleagues that he faces challenges in initiating conversations, expressing complex ideas, or participating in group discussions. Mark is motivated to enhance his communication skills to improve his professional interactions and social participation and has expressed this desire to his manager at workplace regarding this.

- a) What is the communication needs and challenges that Mark is facing at his workplace?

(Approximate word count:65-75 words)

Mark may have difficulty with verbal communication, including speaking clearly or being understood by others due to his motor control challenges. The motor control difficulties may hinder his ability to use gestures, facial expressions, or body language effectively during conversations. Mark may experience delays in processing information and formulating responses. This can result in slower participation in conversations and difficulties expressing thoughts or ideas within the context of ongoing discussions.

- b) List and briefly explain two(2) communication strategies that Mark's workplace and supervisor can implement to support his communication needs?

**Assessor note:** Student must select two (2) out of four(4) options below and explain as per sample answers provided below.

(Approximate word count 45-50 words)

- a) Utilize augmentative and alternative communication (AAC) methods, such as a communication device or app that allows him to type or select pre-programmed messages.
- b) Practice and improve his non-verbal communication skills, such as using gestures, facial expressions, or eye contact to convey his thoughts and emotions.
- c) Engage in speech therapy or communication training to enhance his speech clarity, vocal projection, and overall communication skills.
- d) Use visual aids, such as cue cards or visual schedules, to assist with organizing thoughts, remembering key points, or requesting clarification.

c) List and briefly explain two(2) resources that can be utilised to support Mark’s communication needs?

Assessor note: Student must select two (2) out of four(4) options below and explain as per sample answers provided below.

(Approximate word count 45-55 words)

a) AAC devices or software that provide a range of communication options, such as typing, symbol-based communication, or text-to-speech capabilities.
b) Mobile apps designed for individuals with communication needs, which offer features like word prediction, voice output, or customizable communication boards.
c) Speech therapy services provided by certified speech-language pathologists who can assess Mark's needs and provide targeted interventions and exercises.
d) Support groups or online communities where Mark can connect with individuals who have similar communication challenges, share experiences, and learn from one another.

### Question 8

List and explain five (5) common strategies for effective consultation with the person with disability and others.

(Approximate word count 150-170 words total)

Assessor note: Students answers must include five (5)out of eight(8) strategies provided in the sample answer below however the wording may vary.

1.	<b>Active Listening:</b> Actively listen to the person with a disability, giving them ample time to express their thoughts, concerns, and preferences. Practice empathy and validate their experiences by showing understanding and respect.
2.	<b>Respect for Autonomy:</b> Recognize and respect the person's autonomy and decision-making capabilities. Involve them in the consultation process, ensuring their opinions and choices are valued and considered.
3.	<b>Clear and Accessible Communication:</b> Use clear and simple language when communicating, taking into account the person's communication needs and adapting communication methods as necessary. Provide visual supports or alternative formats when needed, ensuring information is accessible to all participants.
4.	<b>Collaboration and Partnerships:</b> Foster a collaborative approach by actively involving the person with a disability, their family, caregivers, and relevant professionals in the consultation process. Encourage open dialogue and create a supportive environment where everyone's input is valued.
5.	<b>Flexible Meeting Formats:</b> Consider the individual's accessibility needs and provide accommodations to ensure their full participation. This may include providing accessible meeting venues, using assistive technologies, or offering alternative communication methods.
6.	<b>Individualized Support:</b> Recognize that each person's disability is unique, and their consultation needs may differ. Tailor the consultation process to accommodate their specific requirements, taking into account their communication style, cognitive abilities, and any necessary adjustments.
7.	<b>Educate and Inform:</b> Provide relevant information about the consultation process, its purpose, and the expected outcomes. Offer explanations of any technical or complex terminology and ensure everyone involved has a clear understanding of the objectives and procedures.
8.	<b>Feedback and Follow-up:</b> Seek feedback from the person with a disability and others involved to evaluate the effectiveness of the consultation process. Follow up on any agreed-upon actions, ensuring that the individual's needs and preferences are addressed and respected.

## Question 9

Read the two scenarios below and answer corresponding questions.

**Assessor note:** Students answers must align with the answers provided below however the wording may vary.

- a) **Scenario 1:** Sarah is a support worker who is advocating on behalf of Jake, a person with a disability who wants to participate in a local community art program but faces accessibility barriers.  
(Approximate word count 110-115 words)

Q: Briefly explain a strategy Sarah could apply with the program organisers for advocating on behalf of Jake.

Sarah could use the following strategy for advocating on behalf of Jake which is to collaborate with the program organizers and local authorities to identify and address accessibility barriers. This can involve conducting a site visit to assess the physical environment, advocating for necessary modifications or accommodations, and providing resources and information on inclusive practices.

Q: Explain a technique that aligns with the strategy you mentioned above.

A technique that aligns with this strategy is providing education and awareness to the program organizers and local authorities. By sharing information about inclusive practices, accessibility guidelines, and the benefits of participation for individuals with disabilities, Sarah can influence their understanding and motivate them to take appropriate actions to remove barriers and ensure Jake's inclusion.

- b) **Scenario 2:** Emily is a support worker who is advocating on behalf of Tom, a person with a disability who requires assistance in accessing community transportation services.  
(Approximate word count 95-100 words)

Q: Briefly explain a strategy Emily could apply with the transportation providers for advocating on behalf of Tom.

A strategy for advocating on behalf of Tom is to engage in collaborative partnerships with transportation providers and local authorities. Emily can initiate discussions, build relationships, and work together to identify and implement inclusive transportation solutions that meet Tom's needs.

Q: Explain a technique that aligns with the strategy you mentioned above.

A technique that aligns with this strategy is conducting research and gathering evidence to support the need for accessible transportation. Emily can collect data, statistics, and personal stories to demonstrate the demand for inclusive transportation services. This technique strengthens her advocacy efforts and provides a persuasive case when engaging with transportation providers and local authorities.

## Question 10

Briefly explain the principles of access and equity in context of disability?

**Assessor note:** Students answers must be as per the sample answers provided below however the wording may vary

(Approximate word count 85-95 words)

**Access:** The principle of access emphasizes removing barriers and creating environments that enable people with disabilities to fully participate in all aspects of life. It involves providing physical, social, and attitudinal access to



various domains, including education, employment, transportation, healthcare, public spaces, and information and communication technology

**Equity:** The principle of equity focuses on ensuring fairness and justice by recognizing that individuals with disabilities may require additional supports and accommodations to achieve equal opportunities. It involves addressing systemic barriers and providing targeted resources to level the playing field for people with disabilities.

## Question 11

As a health support worker you have many legal and ethical duties and responsibilities that you must adhere to in your workplace. Below are two(2) scenarios for you to read and answer the questions.

**Student note-** You must refer to the this weblink to answer the question below in this scenario 1 [Convention on the Rights of Persons with Disabilities \(CRPD\) | Division for Inclusive Social Development \(DISD\) \(un.org\)](#)

**Assessor Note:** Students answers must be in line with the benchmark answers provided below however the wording may vary.

### Scenario -1

You work as a support worker in a community organization that provides employment services for individuals with disabilities. One of your clients, Emily, has a visual impairment and is seeking assistance in finding suitable employment. She is highly skilled and motivated, but she has faced barriers and discrimination in the past. As a support worker, you need to navigate the legal and ethical considerations, particularly in relation to human rights and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

**Question** Refer to the UNCRPD weblink and write five(5) relevant articles under UNCRPD and explain one(1) legal and one (1)ethical consideration as relevant to the articles identified in UNCRPD, in supporting Emily's employment goals and ensuring her rights are upheld?

(Word limit approximate 275-285 words)

**Assessor note:** Students must be able to identify the correct articles in UNCRPD and corresponding legal and ethical considerations as relevant to Emily's situation and as per sample answers provided below.

Article	Legal consideration	Ethical consideration
Article 27 - Work and Employment: of the UNCRPD	recognizes the legal right of persons with disabilities to work on an equal basis with others and promotes their right to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive, and accessible.	This articles states the ethical consideration for Dignity and Respect for Individual Differences Hence, Treating Emily as an individual with full legal capacity, respecting her autonomy and ensuring her rights are upheld throughout the employment process.
Article 9	In terms of legal consideration it States Parties shall ensure that persons with disabilities have access to reasonable accommodations, including in the workplace.	Providing Emily with equal access to employment opportunities, reasonable accommodations, and removing barriers that may hinder her participation and inclusion in the workplace.
Article 27	Work and Employment: States Parties shall promote equal employment opportunities for	Ensuring that Emily has equal opportunities in the job market, eliminating discrimination, and

	persons with disabilities and ensure reasonable accommodation.	providing necessary support and reasonable accommodations to facilitate her employment.
Article 3	General Principles dictate the legal principles of dignity, autonomy, and non-discrimination and guide the implementation of the rights of persons with disabilities.	Respecting Emily's dignity, treating her with respect and fairness, acknowledging her autonomy in making decisions, and eliminating any form of discrimination she may face in the employment process.
Article 5	Equality and Non-Discrimination: States Parties shall prohibit discrimination on the basis of disability and promote equality.	Ensuring that Emily is not subjected to any form of discrimination during the employment process, providing equal opportunities, and promoting a fair and inclusive work environment.

## Scenario: 2

You work as a support worker in a community center that provides services to individuals with disabilities. One of the participants, Sarah, has a physical disability and requires assistance with mobility and personal care. Sarah is an outgoing and adventurous person who enjoys outdoor activities. She has expressed an interest in participating in a rock-climbing activity organized by the center. However, her family is concerned about the potential risks involved. As a support worker, you need to navigate the legal and ethical considerations in this situation.

**Question** -Answer the questions below related to this scenario? You must complete all the questions.

**Assessor note:** Student must complete all the answers as per the sample answers provided below however there wording may vary.

<p>Briefly explain your legal obligation in terms of duty of care in ensuring that the safety and well-being of Sarah is maintained? (Approximate word count 60-70 words)</p> <p>As part of legal obligation my duty of care is to ensure to take reasonable steps to maintain Sarah's safety and well-being. This would include conducting a thorough risk assessment prior to the activity, conduct a comprehensive risk assessment to identify potential hazards and develop appropriate risk mitigation strategies. This includes assessing Sarah's abilities, medical history, and any necessary accommodations or equipment required for her safety.</p>
<p>What legal requirements must be met to ensure that Sarah's informed consent for the rock-climbing activity is valid and legally binding? (Approximate word count 45-55 words)</p> <p>Obtain informed consent from Sarah or her legal guardian before she participates in the rock-climbing activity. This includes ensuring that she fully understands the nature of the activity, the potential risks involved, and any safety precautions that will be taken. Consent should be voluntary, informed, and documented appropriately.</p>
<p>How can you as a support worker ensure that you adhere to Health and Safety Regulations when organizing the rock-climbing activity? (Approximate word count 40-50 words)</p> <p>Check and ensure that the rock-climbing activity adheres to relevant health and safety regulations. This will include complying with local, state, or national laws governing recreational activities, ensuring the safety of the climbing venue, and verifying that the equipment used meets appropriate standards.</p>

What specific information should be included in the documentation and records for Sarah's rock-climbing activity for demonstrating compliance with legal requirements?

(Approximate word count 60-70 words)

The documentation and records for Sarah's rock-climbing activity should include relevant information such as her expressed interest in participating, any assessments or evaluations conducted to determine her suitability for the activity, details of any necessary accommodations or support required, consent forms signed by Sarah and her legal guardian, emergency contact information, and any specific safety protocols or considerations identified for her participation.

In terms of ethical considerations explain how does the principle of dignity of risk apply to Sarah's desire to participate in the rock-climbing activity?

(Approximate word count 100-112 words)

The principle of dignity of risk emphasizes the importance of allowing individuals with disabilities to make choices and take risks, just like any other person, while still ensuring their safety and well-being. In Sarah's case, her desire to participate in the rock-climbing activity reflects her personal autonomy, freedom, and right to engage in activities that bring her joy and fulfillment. As a support worker it is important to respect Sarah's autonomy and choices, recognize Sarah's right to make informed decisions and take reasonable risks, consistent with her preferences and capabilities. Encourage her participation in the decision-making process and provide information about the potential risks and benefits of the activity.

Explain how you would maintain Sarah's right to Privacy, Confidentiality and Disclosure?

(Approximate word count 35-45 words)

Respect Sarah's confidentiality and privacy throughout the decision-making process. Share information on a need-to-know basis while ensuring that Sarah's personal information is protected and not disclosed without her consent, unless required by law or for her well-being.

In terms of ethical considerations how would you ensure that the rock-climbing activity is inclusive and accessible?

(Approximate word count 45-55 words)

Ensure that Sarah's participation in the rock-climbing activity is inclusive and accessible to her. Consider her physical disability and the necessary accommodations or adaptations required for her full engagement. Collaborate with relevant professionals or accessibility experts to ensure that the activity is inclusive, and that Sarah's needs are met.

## Question 12

Below is a list of various tools, equipment and resources briefly explain how these can assist to support learning process for a person with disability.

**Assessor note:** Students answers must in line with the sample answer provided below however there wording may vary.

(Approximate word count 280-290 words)

Assistive Technology Equipment	Screen readers: Software or devices that read out text displayed on a computer screen for individuals with visual impairments. A screen reader converts written text on a computer or device screen into synthesized
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	<p>speech or braille output. It enables individuals with visual impairments to access various educational materials, including textbooks, online articles, PDF documents, and e-books. Screen readers empower individuals with visual impairments to participate in educational activities on equal terms with their sighted peers.</p> <p>Vision and Hearing Aids: Visual aids, magnifiers, screen readers, and hearing aids can assist individuals with visual or hearing impairments to access and participate in learning activities.</p>
Adaptive Learning Tools	<p>Modified Writing Tools: Grippers, adaptive pencils, or weighted pens can assist individuals with fine motor difficulties in writing and drawing.</p> <p>Tactile and Sensory Materials: Tactile materials, such as raised-line drawings, textured objects, or sensory toys, can enhance learning for individuals with visual impairments or sensory processing difficulties.</p>
Adaptive Equipment	<p>Adaptive seating: Specialized chairs or cushions that provide postural support and comfort for individuals with physical disabilities.</p> <p>Writing aids: Tools such as pencil grips, adapted pens, or slant boards that assist individuals with fine motor difficulties in writing or drawing.</p> <p>Visual aids: Tools like visual schedules, timers, or visual prompts that support individuals with cognitive or developmental disabilities in understanding and organizing their tasks.</p>
Supportive Resources:	<p>Braille and Large Print Materials: Braille books, large-print text, or tactile diagrams can facilitate access to information for individuals with visual impairments.</p> <p>Online Learning Platforms and Resources: Online learning platforms often offer inclusive features and resources to accommodate diverse learners. These platforms may provide closed captions, transcripts, adjustable font sizes, and interactive features that support different learning styles and preferences. Additionally, online repositories and websites dedicated to disability-specific resources can offer a wealth of information, guides, and tools to support learning.</p>

Question 13

This question has two (2) short scenarios your task is to read the scenario below and answer the following questions

a) Scenario 1: Emma is a support worker who works with individuals with developmental disabilities. She is currently supporting Mark, a young adult with autism spectrum disorder, in developing his cooking skills. Mark has expressed an interest in learning to prepare a simple meal independently. Emma wants to create an engaging learning experience that encourages Mark's skill development and independence. Mark's family is very supportive of him to learn new skills.

Question- Answer the questions below explaining how Emma will incorporate the teaching and learning strategies to support Mark's skills development?

Assessor note: Sample answers provided below. Please note the student's responses must be based on their understanding of how Emma incorporates the teaching and learning strategies to support Mark's skills development and their answers must be in alignment with the given scenario however the wording may vary.

1. How does Emma incorporate the person-centred approach as teaching and learning strategy to support Mark's skills development?

(Approximate word count 55-65 words)

Emma schedules a meeting with Mark and his family to discuss his interests, preferences, and goals related to cooking. She learns that Mark enjoys pasta dishes and wants to learn how to make spaghetti with tomato sauce. Emma takes note of Mark's preferences to ensure the activity is meaningful and motivating for him and is included in his support plan.

2. How does Emma incorporate tailored communication instructions during the cooking activity with Mark?

(Approximate word count 50-60 words)

Emma breaks down the cooking process into simple steps and creates visual aids to support Mark's understanding. She creates a visual recipe card with pictures and written instructions, highlighting each step involved in making spaghetti with tomato sauce. Emma uses clear and concise language when explaining the steps, making sure Mark understands each instruction.

3. How can Emma engage Mark's senses through a multi-sensory teaching approach during the cooking activity?

(Approximate word count 45-55 words)

To engage Mark's senses during the cooking activity, Emma prepares sensory materials. She sets up stations with different textured ingredients such as pasta, tomatoes, and herbs, allowing Mark to explore the materials through touch and smell. This multi-sensory approach can enhance Mark's learning experience and make it more engaging.

4. How does Emma use assistive technology to adapt and modify the learning experience and to accommodate Mark's fine motor skills?

(Approximate word count 60-70 words)

Knowing that Mark may struggle with fine motor skills, Emma modifies the activity to accommodate his abilities by using assistive technology and tools. She provides adapted kitchen tools, such as a specialized grip for utensils, to assist Mark in safely handling the ingredients and cooking utensils. Emma also adjusts the recipe to use pre-cut vegetables to reduce the complexity of chopping and slicing.

5. How does Emma use positive reinforcement to motivate and encourage Mark during the cooking process?

(Approximate word count 45-55 words)

Positive Reinforcement: Throughout the cooking process, Emma provides positive reinforcement to motivate and encourage Mark. She praises his efforts, acknowledges his progress, and celebrates each milestone.

achieved, such as successfully stirring the sauce or boiling the pasta. This positive reinforcement helps build Mark's confidence and reinforces his desire to continue learning

6. How does Emma plan for skill building and progression in Mark's cooking sessions?  
(Approximate word count 50-60 words)

Emma plans a series of cooking sessions to gradually build Mark's cooking skills. In each session, she introduces new skills and challenges to expand his abilities. For example, in subsequent sessions, she may guide Mark in making variations of the tomato sauce or introducing additional ingredients to enhance the meal.

7. How does Emma incorporate reflection and feedback after completion of the activity?  
(Approximate word count 50-60 words)

After completing the cooking activity, Emma encourages Mark to reflect on his experience. She asks open-ended questions, such as how he felt during the activity, what he learned, and what he would like to improve. Emma provides constructive feedback, highlighting Mark's strengths and offering suggestions for areas of improvement in a supportive and respectful manner.

b) Scenario 2 : This scenario is on Informal Learning Opportunities. Sarah, a young adult with visual impairment, is visiting a museum with the support of a support worker. The goal is to provide her with an enriching and educational experience while accommodating her visual impairment.

Question - Explain three (3) strategies support worker can use to identify and maximise informal learning opportunities for Sarah during the museum visit?

(Approximate word count 150-200 words)

Assessor note: Students must identify three(3) out of five(5) support strategies as per the sample answer provided below.

1. The support worker can observe Sarah's interactions with exhibits, listen to her questions or comments, and notice her areas of interest or curiosity regarding specific artworks or historical displays.
2. The support worker can use a flexible planning approach to maximize informal learning opportunities for example the support worker can have a general plan for visiting key exhibits but remain flexible to explore areas of interest identified by Sarah during the visit. They can adjust the pace, focus, or additional exhibits based on Sarah's preferences and engagement.
3. Support worker can look for teachable moments during the visit for example if Sarah expresses interest in a particular artwork, the support worker can provide additional information about the artist, the historical context, or the artistic techniques used. They can engage in discussions about the artwork's meaning or encourage Sarah to interpret it based on her own perceptions.
4. The support worker can asks open-ended questions to encourage reflection and deeper thinking like "What emotions or thoughts does this artwork evoke for you?", "How do you think the artist created this effect?", or "What stories or messages do you think the artist is trying to convey?" These questions stimulate Sarah's critical thinking and encourage her to express her interpretations.
5. Support worker can reinforce and provide positive feedback to enhance Sarah's learning experience by praising Sarah's observations, insights, and interpretations of artworks. They can acknowledge her ability to connect with the artworks despite her visual impairment, emphasizing her unique perspective and enriching the learning experience for both of them.

Question 14

Answer the following three (3) questions regarding the services and resources available to individuals with special needs. You must complete all the questions.

**Assessor note:** Students answers must be in line with the sample answers provided below however there wording may vary.

What is the National Disability Insurance Scheme (NDIS) and what resources does it provide to support people with special needs ?

(Approximate word count 45-55 words)

The National Disability Insurance Scheme (NDIS) is a national program in Australia that provides funding and support to individuals with permanent and significant disabilities. It offers individualized support plans, funding for services and equipment, and access to a range of supports such as personal care, therapy, and assistive technology.

What are Disability Support Services what services does it provide for people with special needs?

(Approximate word count 45-55 words)

Disability Support Services are services provided by state and territory governments in Australia. They aim to support individuals with disabilities in various areas, such as accommodation, community access, respite care, and employment support. These services may include disability support organizations, government-funded programs, and disability advocacy groups.

List four (4) resources various educational institutions in Australia provides to support education and training for individuals with special needs?

(Approximate word count 25-30 words)

Educational institutions in Australia provide a range of support services for students with disabilities. These services may include learning accommodations, assistive technology, specialized teaching support, and individualized education plans.

## Question 15

Read the scenario below and answer the questions. You must complete all the questions.

**Assessor note:** Students answers must be in line with the sample answers provided below however the wording may vary.

**Scenario:** Sarah, a young adult with a developmental disability, is learning to use public transportation independently. A support worker has been appointed to assist Sarah with this process. In this context respond to the questions below.

a) Prompting:

Explain how can a support worker use prompting technique to assist Sarah in learning to use public transportation?

(Approximate word count 35-45 words)

The support worker can provide step-by-step verbal instructions on how to navigate public transportation, demonstrate the process by accompanying Sarah on a few trips, or use visual prompts such as maps or schedules to guide her through the process.

b) Principles of Prompting and Fading Prompting:

Explain how can a support worker apply the principles of prompting and fading prompting when teaching Sarah to use public transportation?

(Approximate word count 55-60 words)

The support worker can start with more intrusive prompts, such as physically guiding Sarah through the steps of using public transportation. Over time, they can gradually reduce prompts by giving verbal reminders or providing visual cues to help her remember the steps. The aim is to fade prompts until Sarah can use public transportation independently.

c) Strategies to Create Independence:

List three (3) strategies that can be employed to create independence in Sarah using public transportation on her own?

(Approximate word count 35-45 words)

Strategies include:

- 1) teaching Sarah how to read maps and schedules,
- 2) helping her understand different routes and transfer points
- 3) practicing using transportation apps or ticket machines
- 4) gradually increasing her exposure to different public transportation scenarios.

d) Reinforcing Techniques and Their Application:

Briefly explain when can reinforcement techniques be used to support Sarah in learning to use public transportation independently?

(Approximate word count 50-60 words)

Reinforcement techniques can be used throughout Sarah's learning process to provide positive reinforcement and motivate her. They can be applied when Sarah achieves specific milestones or demonstrates progress in using public transportation independently. Reinforcement can also be provided during challenging situations to encourage her to persist and overcome any difficulties.

How can a support worker use reinforcing techniques while teaching Sarah to use public transportation?

(Approximate word count 40-50 words)

The support worker can provide positive reinforcement by praising Sarah's efforts, acknowledging her progress, and celebrating her successes when she successfully navigates public transportation independently. They can also provide small rewards or incentives to motivate her and make the learning process enjoyable.

e) Motivators, De-motivators, and Blocks to Learning:

List two (2) of each motivator, de-motivators, and blocks to learning that might impact Sarah's progress in learning to use public transportation?

Assessor note: Sample answers provided below students must identify two(2) out of three(3) options provided below however the wording may vary.

(Approximate word count 55-65 words)

Motivators for Sarah includes

- her desire for increased independence.



- the opportunity to explore new places.
- the freedom to travel on her own.

De-motivators includes:

- anxiety to use public transport
- fear of getting lost
- encountering unfamiliar situations.

Blocks to learning includes

- lack of accessible transportation options,
- limited resources for learning materials,
- insufficient support from the transportation system.

#### Question 16

Read the scenario below and answer two (2) questions related to the scenario. You must complete all parts of the questions.

Scenario: Michael is a 25-year-old man with autism who is supported by a dedicated support worker named Lisa. They are participating in a community gardening project where they help maintain a local garden and grow various plants and vegetables.

Question 1: List and briefly explain three (3) ways Lisa can recognize and utilize opportunities for incidental learning to support Michael's development during their participation in the community gardening project?

Assessor note : Students must list three(3) out of five(5) options provided below in the sample answer however there wording may vary.

(Approximate word count 150-200 words)

1. Exploring Plant Types and Characteristics: Lisa can encourage Michael to explore different plants in the garden. She can guide him to observe and touch the leaves, flowers, and fruits of different plants. By discussing the characteristics of each plant, such as their colors, textures, and smells, Lisa can help Michael expand his knowledge of plant diversity.
2. Engaging in Garden Tasks: Lisa can involve Michael in various garden tasks, such as planting seeds, watering plants, and weeding. Through hands-on experiences, Michael can learn about gardening techniques, the importance of sunlight and water for plant growth, and how to care for plants effectively.
3. Using Tools and Equipment: As they work in the garden, Lisa can introduce Michael to different gardening tools and equipment, such as shovels, watering cans, and gloves. She can teach him how to handle and use these tools safely, promoting his fine motor skills and practical knowledge.
4. Problem-Solving: Lisa can encourage Michael to problem-solve during the gardening process. For example, if a plant is not growing well, she can guide him to identify possible reasons and come up with solutions, such as adjusting watering or providing more sunlight. This fosters his critical thinking and analytical skills.
5. Engaging with Others: Lisa can facilitate social interactions for Michael with other participants in the community gardening project. By encouraging conversations, sharing gardening tips, and collaborating on tasks, Michael can improve his social skills, communication, and teamwork abilities.

Question 2: Briefly explain the importance of recognizing opportunities for learning in context of the above scenario.

Assessor note: Students answers must be in line with the sample answers provided below however the wording may vary.

(Approximate word count 90-100 words)

Recognizing opportunities for incidental learning is vital as it allows individuals with disabilities, like Michael, to acquire knowledge and skills in real-life contexts. By incorporating learning into meaningful activities, such as community gardening, individuals can develop practical skills, enhance their understanding of the natural world, and improve their independence. Incidental learning also provides opportunities for individuals to generalize and transfer their skills to other areas of life, fostering a holistic and well-rounded development. Moreover, recognizing these opportunities promotes a sense of purpose and engagement, making the learning experience more enjoyable and fulfilling for individuals with disabilities.

### Question 17

This question has five (5) parts. You must complete all the parts. The question is based on common organisation policies and procedures.

**Assessor note:** Students answers must be as per the sample answer provided below however the wording may vary.

a) Briefly explain the purpose of Incident Reporting Policy

(Approximate word count 40-50 words)

The Incident Reporting Policy ensures that any incidents that occur during the provision of care for a disabled person are promptly and accurately reported. This policy aims to promote transparency, identify potential risks, and enable appropriate follow-up and resolution of incidents.

List the four(4) incident reporting procedures that are commonly followed by organisations:

(Approximate word count 60-70 words)

1. Immediately notify the designated supervisor or manager about the incident.
2. Provide a detailed account of the incident, including date, time, location, individuals involved, and a description of what happened.
3. Document any injuries, damages, or immediate actions taken to address the incident.
4. Submit the incident report to the designated reporting system or form within the specified timeframe.

b) Explain the purpose of the Medication Management Policy?

(Approximate word count 35-45 words)

The Medication Management Policy ensures the safe and effective administration and documentation of medications for disabled persons. This policy promotes accurate medication tracking, prevents medication errors, and prioritizes the well-being and health of the individuals receiving care.

List the four (4) steps involved in medication management.

(Approximate word count 55-65 words)

1. Verifying medication orders from healthcare professionals and ensuring they are accurately documented.
2. Following proper medication storage, handling, and administration protocols.
3. Documenting medication administration details, including dosage, time, route, and any observed side effects or adverse reactions.
4. Conducting regular medication audits and reviews to ensure adherence to medication management policies and identify any areas for improvement.

c) Briefly explain how do timely, accurate, objective, and detailed records benefit people with disabilities?

(Approximate word count 45-55 words)

Timely, accurate, objective, and detailed records benefit people with disabilities by ensuring that their care is well-documented, enabling healthcare professionals to provide informed and person-centered care. Such records support effective communication, help identify trends, facilitate appropriate interventions, and promote overall quality and safety in the delivery of care.

d) Explain how does adherence to organizational policies and procedures regarding documentation benefit the person with a disability?  
(Approximate word count 75-85 words)

Adherence to organizational policies and procedures regarding documentation ensures consistency and standardization in record-keeping practices. This consistency promotes effective communication and collaboration among staff members involved in the person's care. It also ensures that the person's records are complete, accurate, and accessible when needed. Compliance with policies and procedures reflects a commitment to quality care, transparency, and accountability, which ultimately benefits the person with a disability by promoting their safety, well-being, and rights to privacy and dignity.

e) List and briefly explain two(2) organisational policies and procedures for storage of documentation that must be followed.

(Approximate word limit 45-55 words)

Assessor note: Student must answer two(2) out of four(4) options provided below.

1. Electronic storage: All electronic health records must be stored securely on a password-protected server or in the cloud, with access restricted to authorized personnel.
2. Physical storage: Paper records and any other physical documentation must be stored in a locked cabinet or room with limited access.
3. Data retention: All health information must be retained for the minimum period required by law, and then securely destroyed.
4. Access controls: Access to health information must be granted only to authorized personnel who require the information to perform their duties.

#### Assessment checklist:

Students must have completed all short answer questions within this assessment before submitting. This includes:

1	17 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 1!**

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