



CHCDIS012 - Support community participation and social inclusion

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into 17 questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

Submission requirements

To be eligible to be deemed competent in this assessment, you are required to complete and submit this assessment document. Word documents will not be accepted. Please save any Word documents as PDF files before submitting.

Most modern web browsers can open and display a PDF file. However, if you have an older operating system, 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](#)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text





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.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Question 1

List 3 rights and responsibilities of people with disability.

(Word count: Approximately 70 - 75 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| Rights | Responsibilities |
|---|---|
| Be treated with respect in a dignified manner | To respect the privacy of others |
| The right to complain about a disability service provider | To provide the disability service provider with information to help with their concerns |
| Privacy and confidentiality | To advise their employer of their disability to ensure their employment can support their needs and requirements. |

Question 2

Complete the table and describe the following principles

(Word count: Approximately 60-65 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|--------------------------|---|
| | |
| Strengths-based practice | Focuses on what an individual can already do and what they do well and building solutions on those strengths. |
| Person-centred practice | Puts the individual at the centre of the decision-making about their life (aspirations, goals) and the support they require |
| Human rights framework | Ensures that all individuals are inherently entitled to equal and inalienable rights and freedoms, without discrimination, based on the principles of dignity, fairness, and respect. |

Question 3

How does community inclusion initiative support people with a disability?

(Word count: Approximately 25-30 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Community inclusion programs and initiatives assist in encouraging and supporting participation in community activities for people with a disability. Community inclusion also helps to break down social barriers.

Question 4

Provide at least three best practise examples of community inclusion for people with a disability.

(Word count: Approximately 25-30 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|----|---|
| 1. | A visually impaired person singing in her local church group choir |
| 2. | A person with a disability attending their morning yoga classes with assistance from their carer and special aids and equipment |
| 3. | A person with a disability sitting working at their local café. |

Question 5

Explain the values of social and emotional wellbeing framework.

(Word count: Approximately 55-60 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

Key points include the importance of connections between self, family and community and additionally being connected to land, culture, spirituality, and ancestors.
Example response: Each of these connections represents an opportunity to confront life's stressors, traumatic events, grief, and loss. Each of these connections is also an opportunity to predispose to developing mental health problems in the same event.

Question 6

Describe 2 strategies for strengthening options, networks, and services for people with disability

(Word count: Approximately 55-60 words in total)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|----|---|
| 1. | Establishing partnerships and collaboration among service providers, community groups, and businesses to offer a variety of tailored support options for people with disability. |
| 2. | Embracing technology to enhance options and services, such as developing accessible online platforms for skill-building, communication, and social networking, expanding the reach of support, and fostering meaningful connections within and beyond the disability community. |

Question 7

Describe 2 strategies and techniques for systemic and individual advocacy

(Word count: Approximately 105-110 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| Strategies | Techniques |
|---|---|
| Systematic advocacy | |
| 1. Engage with policy makers and organisations to influence policy changes. | Writing letters to officials, meeting with policymakers, participating in public hearings, and forming coalitions with like-minded groups. |
| 2. Awareness campaigns can raise public awareness about disability issues. | Organising rallies, using social media to share stories, creating informational videos, writing articles, and collaborating with influencers. |
| Individual advocacy | |
| 1. Personal empowerment by supporting persons with disability to voice their needs and navigate systems | Coaching persons with disability on self-advocacy skills, providing information about available services, accompanying them to appointments. |
| 2. Assisting individuals to resolve conflicts and barriers. | Provide mediation support and assist the person to negotiate solutions. |

Question 8

Conduct research in your local community and identify community information for each of the following and include website links:

- Sporting groups/clubs
- Culturally specific groups
- Specific interest groups

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Word count: Approximately 80 - 85 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| Local Community Groups | |
|----------------------------|---|
| Sporting groups/clubs | <p>Help Enterprises is a social enterprise offering people with disability recreational and sport program services and activities.</p> <p>https://www.helpenterprises.com.au/</p> |
| Culturally specific groups | <p>Ethnic Community Services Co-operative (ECSC) work with individuals and families to provide multilingual/multicultural services and support to meet the needs of culturally and linguistically diverse (CALD) people.</p> <p>https://ecsc.org.au/about/</p> |
| Specific interest groups | <p>Care Australia</p> <p>Provides community-based individual and group-home accommodation and daily living support for adults 18 to 65 years old with disabilities who are unable to live independently in the community and/or who no longer live with their families</p> <p>https://www.careaust.com.au/</p> |

Question 9

Describe your understanding of active citizenship and what this means for people with disability?

(Word count: Approximately 40-45 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

Active citizenship refers to actively participating in community and societal activities, including decision-making, volunteering, and advocating for positive change. For people with disabilities, active citizenship means being engaged, having equal rights, and contributing their unique perspectives to shape a more inclusive and accessible society.

Question 10

Explain 2 ways you can support a person’s participation in work.

(Word count: Approximately 45 – 50 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|---|---|
| 1 | <p>Providing reasonable workplace accommodations tailored to their needs, such as assistive technologies or flexible schedules, to ensure their full and effective participation in work tasks.</p> |
|---|---|

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



| | |
|---|--|
| 2 | Offering training and skill development opportunities that align with their interests and abilities, enhancing their capabilities and confidence for meaningful engagement in the workforce. |
|---|--|

Question 11

List 3 strategies that can be used by employers to facilitate a person’s inclusion and engagement in the workplace

(Word count: Approximately 65-70 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|----|--|
| 1. | Implementing diversity and inclusion policies that create a welcoming environment, foster respect, and embrace the unique contributions of all employees, including those with disabilities. |
| 2. | Providing ongoing training and awareness programs to educate staff about disability-related matters, reducing stigma, and promoting positive interactions. |
| 3. | Offering reasonable workplace accommodations and adjustments, such as accessible facilities, assistive technologies, or flexible work arrangements, to ensure equitable participation and success for all employees. |

Question 12

Describe 2 strategies around reasonable adjustment you can use to increase a person’s independence.

(Word count: Approximately 45-50 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|----|---|
| 1. | Collaborating with the individual to identify and implement assistive technologies that address their unique needs, empowering them to navigate challenges and accomplish tasks autonomously. |
| 2. | Introducing personalised training sessions to help the individual develop specific skills or techniques that enhance their ability to perform tasks independently within the workplace. |

Question 13

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assistive technology is used across the life domains. Complete the table to identify and briefly describe 2 assistive technologies that can be used for each.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|---|---|
| Self-care (Word count: Approximately 40-45 words in total) | Automatic Medication Dispensers These devices can dispense pre-set doses of medication at specific times, helping individuals manage their medication schedule independently. |
| | Smartphone Apps for Self-Care Various mobile apps can provide reminders for personal care routines, such as hygiene practices, exercise, and hydration. |
| Continence and hygiene (Word count: Approximately 40-45 words in total) | Electronic Bidets These can assist individuals with hygiene needs by providing adjustable water pressure and temperature settings for comfortable cleansing. |
| | Incontinence Wearable Sensors Wearable sensors can provide real-time alerts to caregivers or individuals when a change of clothing or attention is needed. |
| Communication (Word count: Approximately 40-45 words in total) | Augmentative and Alternative Communication (AAC) Devices These devices help people with communication impairments express themselves using symbols, text, or synthesised speech. |
| | Text-to-Speech Software This technology converts written text into spoken words, allowing individuals with communication difficulties to interact through written messages |
| Mobility and transferring (Word count: Approximately 35-40 words in total) | Wheelchair Lifts/Ramps These facilitate smooth movement between different levels or surfaces, promoting independent mobility for wheelchair users. |
| | Transfer Boards and Sliding Sheets These aids assist caregivers and individuals in safe and smooth transfers between surfaces, reducing physical strain. |
| Cognition and memory loss (Word count: Approximately 35-40 words in total) | Digital Organisers Electronic organisers can help manage daily activities, appointments, and important information, aiding individuals with memory challenges. |
| | Reminder Apps Smartphone apps can provide prompts and reminders for appointments, tasks, and medication schedules to support memory. |
| Vision and hearing (Word count: Approximately 40-45 words in total) | Screen Readers Screen reading software converts digital text into synthesised speech or Braille, enabling individuals with visual impairments to access digital content. |
| | Hearing Aids These devices amplify sounds and improve hearing, assisting individuals with hearing loss in various listening environments. |
| Daily living activities (Word count: Approximately 35-40 words in total) | Smart Home Devices Voice-controlled devices can control lights, appliances, and thermostats, enhancing independence in managing daily tasks. |
| | Adaptive Eating Utensils |

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



| | |
|---|---|
| | Ergonomically designed utensils can make eating and drinking easier for individuals with limited dexterity or strength. |
| Recreational leisure (Word count: Approximately 45-50 words in total) | <p>Adaptive Sports Equipment Customised sports equipment, such as wheelchairs for basketball, enables individuals with disabilities to participate in recreational activities.</p> <p>Audio Descriptive Services For movies, theatres, and museums, audio description provides narrated descriptions of visual elements, enhancing the leisure experience for people with visual impairments.</p> |
| Education and employment (Word count: Approximately 35-40 words in total) | <p>Screen Readers Software that reads text aloud to help people with visual impairments access digital content for education and work.</p> <p>Speech-to-Text Software Tools that convert spoken words into written text, aiding individuals with communication or writing difficulties.</p> |
| Home and other environments (Word count: Approximately 40-45 words in total) | <p>Smart Home Systems Devices that allow you to control lights, appliances, and more using voice commands, enhancing convenience and accessibility at home.</p> <p>Environmental Control Units Systems that enable individuals with limited mobility to control various devices and features in their living space, promoting independence.</p> |
| Eating and drinking (Word count: Approximately 75-80 words in total) | <p>Modified cutlery where handles are angled and can be adjusted so a person's wrist does not have to turn which makes it easier to bring food to their mouths. The handles are also thicker making them easier to hold.</p> <p>Modified bowls or plates which vary in size. They have high sides allowing food to be pushed into their cutlery without falling from the plate and are non-slip and heavy allowing for stability and less likely to tip over.</p> |
| Pressure area management (Word count: Approximately 50-55 words in total) | <p>Pressure cushions can help with pain or discomfort when sitting and can help to minimise discomfort on pressure areas.</p> <p>Pressure care mattresses are designed to increase comfort for a person suffering from pressure sores. They provide high levels of support for the body to minimise and relieve any stress on pressure points.</p> |
| Carer support (Word count: Approximately 25-30 words in total) | <p>Sensory aids to help support a person with sensory impairments.</p> <p>Assistive applications to use on smart devices to help with scheduling tasks and reminders for a person.</p> |

Question 14

Complete the following table and describe the role of assistive technologies has in supporting a person's life activities for each:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Word count: Approximately 45 – 50 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| |
|---|
| 1. Maintaining and promoting independence |
| Assistive technologies empower individuals by providing tools and aids that enhance their ability to perform daily tasks, fostering self-reliance and preserving their autonomy. |
| 2. Enable inclusion and participation |
| Assistive technologies break down barriers, enabling individuals to access information, communicate, and engage in activities, thus promoting their active involvement in social, educational, and work-related endeavours. |

Question 15

Complete the table and describe 2 barriers to community participation and social inclusion for each of the following:

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | Barrier 1 | Barrier 2 |
|--|---|---|
| Physical (Word count: Approximately 20 – 25 words in total) | Accessibility issues where places and transportation are hard to use for people with mobility issues. | Getting to events is difficult without accessible transportation. |
| Skill (Word count: Approximately 45-50 words in total) | Limited access to skill development programs or training sessions may hinder individuals from acquiring the necessary skills to actively participate in various community activities. | Insufficient familiarity with or access to modern technologies can restrict individuals' ability to engage in online communication, learning, or remote work. |
| Personal (Word count: Approximately 35-40 words in total) | Personal feelings of inadequacy or self-doubt might discourage individuals from taking part in community interactions or events. | Psychological challenges, such as social anxiety, can prevent individuals from comfortably engaging with others or participating in public activities. |

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



| | | |
|--|--|---|
| Systemic (Word count: Approximately 30-35 words in total) | Complex and time-consuming administrative processes can discourage individuals from accessing community services or benefits. | Absence of inclusive policies in public institutions and community organisations can limit opportunities for full participation by individuals with disabilities. |
| Structural (Word count: Approximately 35-40 words in total) | Lack of accessible facilities, such as restrooms or seating arrangements, can exclude individuals with disabilities from participating in events and gatherings. | Insufficient provision of alternative formats (e.g., sign language interpretation, captions) can isolate individuals who have sensory impairments. |
| Psychological (Word count: Approximately 35-45 words in total) | Concerns about being negatively judged by others can deter individuals from sharing their opinions or taking part in social activities. | Feelings of isolation due to a lack of social connections may lead individuals to avoid community participation and engagement. |
| Stigma and self-stigma (Word count: Approximately 35-40 words in total) | Negative stereotypes held by others about individuals with disabilities can lead to exclusion and marginalisation. | Self-stigma, where individuals internalise societal biases, can result in reduced self-esteem and reluctance to participate in community activities. |
| Discrimination. (Word count: Approximately 35-40 words in total) | Experiencing discrimination or unequal treatment based on one's disability can create a hostile environment and discourage participation. | Negative attitudes and biases from others can undermine the confidence of individuals with disabilities to engage in community interactions. |
| Lack of resources (Word count: Approximately 30-35 words in total) | Limited financial resources may hinder individuals from accessing transportation, assistive devices, or participation fees. | Lack of caregiving or support services can impede participation for individuals who require assistance due to their disabilities. |

Question 16

This question has 3 parts.

Identify how each listed role plays in promoting community participation and social inclusion?

- Carer
- Family
- Others (e.g. health professionals, friends, other stakeholders)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Word count: Approximately 30-35 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | | |
|----|--------|--|
| a. | Carer | A carer plays an essential role in promoting community participation and social inclusion by providing support and assistance to individuals who may have physical, emotional, or intellectual needs. They can also act as advocates for the person they are caring for. |
| b. | Family | Families can offer comfort, encouragement and reassurance to the person they care for. They can also oversee their health, wellbeing and safety and support the person to maintain their independence. Family members can also advocate on behalf of the person they care for when further support or negotiation for services are required. |
| c. | Others | Stakeholders are diverse in disability but can include health professionals, service providers and support workers. They play an important role to ensure a client's needs, interests and preferences are supported. |

Question 17

What are 2 strategies to address negative attitudes expressed by carer, family and others regarding community participation and social inclusion.

(Word count: Approximately 45-60 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|----|---|
| 1. | Provide information, workshops, and personal stories to educate carers, family, and others about the benefits and importance of community participation and social inclusion for individuals with disabilities. |
| 2. | Foster direct interactions and shared experiences between individuals with disabilities and their carers, family, and others to build understanding, empathy, and positive attitudes toward community engagement and inclusion. |



Congratulations you have reached the end of Assessment 1!

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



© Copyright 2022 Eduworks Pty. Ltd.

All rights reserved. This publication is copyright to Eduworks Pty Ltd. No part of this publication or its supporting documents may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without prior written permission from the publisher.

© UP Education Online Pty Ltd 2021

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

