

UNIT CODE	CHCDIS011
UNIT TITLE	Contribute to ongoing skills development using a strengths-based approach
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individual plan and using a positive, strengths-based approach.</p> <p>This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Disability Support

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to skills assessment.	<p>1.1 Observe the person with disability's skills and competencies in a manner that respects their rights and upholds their dignity.</p> <p>1.2 Support the engagement of family, carer or relevant others identified by the person in the skills assessment.</p> <p>1.3 Record all observations accurately and objectively in consultation with supervisor, using terms that can be clearly understood.</p> <p>1.4 Provide feedback to supervisor about changes in the person's demonstration of skills in different environments and changes in the person's status likely to impact on skills development.</p>

2. Assist with ongoing skills development according to individualised plan.	<p>2.1 Interpret skills development strategies identified in the individualised plan.</p> <p>2.2 Work with the person with disability to identify skills and plan for skills development.</p> <p>2.3 Work with the person to identify personal strengths and goals for ongoing skill development.</p> <p>2.4 Assist the person to identify resources to complement strengths.</p> <p>2.5 Provide the person with information, skills and support to engage in activities according to their needs and preferences.</p> <p>2.6 Support the person to mobilise strengths and to encourage ongoing development and application of skills for personal development.</p> <p>2.7 Provide constructive feedback to the person in a respectful manner that recognises their rights and upholds their dignity.</p> <p>2.8 Acknowledge and discuss difficulties identified in implementing skills development activities with the person and others.</p> <p>2.9 Monitor strategies to determine effectiveness and level of engagement in activities in consultation with supervisor.</p>
3. Support incidental learning opportunities to enhance skills development.	<p>3.1 Provide encouragement in real-life situations that can act as potential, informal or incidental learning opportunities.</p> <p>3.2 Use positive approaches and strategies to promote enjoyment and maximise engagement.</p> <p>3.3 Adapt support in consultation with the person, their chosen support people and supervisor, to maximise independence and experiential learning.</p>
4. Complete documentation.	<p>4.1 Complete reports according to organisational policies and procedures.</p> <p>4.2 Complete, maintain and store documentation according to organisational policies and procedures.</p> <p>4.3 Comply with the person's right to access their records.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
UNIT MAPPING INFORMATION	CHCDIS001 Contribute to ongoing skills development using a strengths-based approach.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none">■ contributed to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including:<ul style="list-style-type: none">○ identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals○ using positive approaches and strategies that upholds the dignity and respects the rights of the person○ supporting the involvement of the person's carer or family○ providing feedback to the person○ monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others○ completing reports and documentation according to organisational policies and procedures.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ current practices, philosophies and theories, including: <ul style="list-style-type: none"> ○ human rights framework of service ○ impact of social devaluation on a person's quality of life ○ competency and image enhancement as a means of addressing devaluation ○ practices which focus on the individual person ○ strengths-based practice ○ positive behaviour support ○ active support ○ person-centred practice ○ community education and capacity building ■ concepts of vulnerability, power, independence and interdependence ■ roles and responsibilities of people involved in provision of disability support: <ul style="list-style-type: none"> ○ support worker ○ supervisor ○ carer ○ family ○ health professionals ■ concepts of individual and structural discrimination ■ assessment processes relating to ongoing skills development ■ assessments processes and protocols used by the organisation or service ■ communication needs, strategies and resources ■ strategies for consulting with the person and others ■ strategies and techniques for advocating on behalf of the person with disability ■ principles of access and equity ■ legal and ethical considerations for working with people with disability: <ul style="list-style-type: none"> ○ duty of care ○ dignity of risk ○ human rights, including the United Nations convention on the rights of persons with disabilities (UNCPRD) ○ privacy, confidentiality and disclosure ■ tools, equipment and other resources used in the learning process ■ various teaching and learning strategies ■ strategies for identifying and maximising informal learning opportunities ■ services and resources available to people with special needs ■ prompting, principles of prompting and fading prompting ■ strategies to create independence ■ reinforcing techniques and when and how to use them ■ motivators, de-motivators and blocks to learning ■ incidental learning and the importance of recognising opportunities for learning ■ organisational policies and procedures for: <ul style="list-style-type: none"> ○ documentation, including the importance of timely, accurate, objective and detailed records ○ storage of information.
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ASSESSMENT CONDITIONS	<p>All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace, as outlined in the performance evidence.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies■ organisational policies and procedures■ individualised care plans■ equipment and resources outlined in individual care plans■ opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support in a range of contexts <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide