UNIT CODE	**CHCDIS011**
UNIT TITLE	**Contribute to ongoing skills development using a strengths-based approach**
APPLICATION	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.
	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.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Disability Support

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to skills assessment.	1.1 Observe the person with disability's skills and competencies in a manner that respects their rights and upholds their dignity. 1.2 Support the engagement of family, carer or relevant others identified by the person in the skills assessment. 1.3 Record all observations accurately and objectively in consultation with supervisor, using terms that can be clearly understood. 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.

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

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.	
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**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	
	■ 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:
	  ○ 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.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

	▪ current practices, philosophies and theories, including:
	    ○ 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
	    ○ 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:
	    ○ 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:
	    ○ duty of care
	    ○ dignity of risk
	    ○ human rights, including the United nations convention on the rights of persons with disabilities (UNCRPD)
	    ○ 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:
	    ○ documentation, including the importance of timely, accurate, objective and detailed records
	    ○ storage of information.

ASSESSMENT CONDITIONS	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.
	Assessment must ensure access to:
	- 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
	Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide