CHC33015 Certificate III in Individual Support Specialising in Disability

Support and Empowerment of People with Disability

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## Version control & document history

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<th>Date</th>
<th>Summary of modifications made</th>
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<td>5 July 2016</td>
<td>Version 1 final produced following assessment validation.</td>
<td>v1.0</td>
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INSTRUCTIONS

The Written Questions Assessment covers generic underpinning knowledge of basic terms and concepts relating to the relevant units of competency. These questions are all in a short answer format. The longer questions requiring creative thought processes are covered in the case studies assessment. **You must answer all questions using your own words.** However, you may reference your learner guide and other online or hard copy resources to complete this assessment.

Some questions cover processes you would be likely to encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. If this is not the case, then answer the questions based on processes that should be implemented in your workplace.

WHAT IS COMPETENCY BASED ASSESSMENT

The features of a competency based assessment system are:

- It is focused on what learners can do and whether it meets the criteria specified by industry as competency standards.
- Assessment should mirror the environment the learner will encounter in the workplace.
- Assessment criteria should be clearly stated to the learner at the beginning of the learning process.
- Assessment should be holistic. That is it aims to assess as many elements and/or units of competency as is feasible at one time.
- In competency assessment a learner receives one of only two outcomes – competent or not yet competent.
- The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person to perform a task to the level required in the workplace.
- The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and learner. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.
Definition of competency

Assessment in this context can be defined as:

- The fair, valid, reliable and flexible gathering and recording of evidence to support judgement on whether competence has been achieved. Skills and knowledge (developed either in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other learners.

THE BASIC PRINCIPLES OF ASSESSING NATIONALLY RECOGNISED TRAINING

Developing and conducting assessment, in an Australian vocational education and training context, is founded on a number of basic conventions:

The principles of assessment

- Assessment must be valid
  - Assessment must include the full range of skills and knowledge needed to demonstrate competency.
  - Assessment must include the combination of knowledge and skills with their practical application.
  - Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.

- Assessment must be reliable
  - Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
  - Assessors must be trained in national competency standards for assessors to ensure reliability.

- Assessment must be flexible
  - Assessment, where possible, must cover both the on and off-the-job components of training within a course.
  - Assessment must provide for the recognition of knowledge, skills and attitudes regardless of how they have been acquired.
  - Assessment must be made accessible to learners though a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
Assessment must be mutually developed and agreed upon between assessor and the assessed.

Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.

**The rules of evidence** (from *Training in Australia* by M Tovey, D Lawlor)

When collecting evidence there are certain rules that apply to that evidence. All evidence must be valid, sufficient, authentic and current;

- **Valid**
  - Evidence gathered should meet the requirements of the unit of competency. This evidence should match or at least reflect the type of performance that is to be assessed, whether it covers knowledge, skills or attitudes.

- **Sufficient**
  - This rule relates to the amount of evidence gathered. It is imperative that enough evidence is gathered to satisfy the requirements that the learner is competent across all aspects of the unit of competency.

- **Authentic**
  - When evidence is gathered the assessor must be satisfied that evidence is the learner's own work.

- **Current**
  - This relates to the recency of the evidence and whether the evidence relates to current abilities.

**THE DIMENSIONS OF COMPETENCY**

The national concept of competency includes all aspects of work performance, and not only narrow task skills. The four dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills
REASONABLE ADJUSTMENT

Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with a disability have:

- the same learning opportunities as learners without a disability
- the same opportunity to perform and complete assessments as those without a disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- customising resources and assessment activities within the training package or accredited course
- modifying the presentation medium learner support
- use of assistive / adaptive technologies
- making information accessible both prior to enrolment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

Assistive / Adaptive Technologies

Assistive / adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note takers.
IMPORTANT NOTE

Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant Units of Competency. For example, if the assessment was gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.
THE UNITS OF COMPETENCY

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following units of competency from CHC33015 Certificate III in Individual Support Specialising in Disability:

**CHCDIS001 - Contribute to ongoing skills development using a strengths-based approach**
1. Contribute to skills assessment
2. Assist with ongoing skills development according to individualised plan
3. Support incidental learning opportunities to enhance skills development
4. Complete documentation

**CHCDIS002 - Follow established person-centred behaviour supports**
1. Apply a person-centred approach to minimise behaviours of concern
2. Review context of behaviours of concern
3. Provide positive behaviour support according to individualised behaviour support plan
4. Complete documentation

**CHCADIS003 - Support community participation and social inclusion**
1. Identify opportunities for community participation and social inclusion
2. Implement strategies for community participation and inclusion according to the individualised plan
3. Identify, address and monitor barriers to community participation and social inclusion

**CHCADIS007 - Facilitate the empowerment of people with disability**
1. Demonstrate commitment to empowerment for people with disability
2. Foster human rights
3. Facilitate choice and self-determination

For complete copies of the above units of competency:
Download them from the TGA website: [www.training.gov.au](http://www.training.gov.au)
ASSESSMENT REQUIREMENTS

The assessment requirements specify the evidence and required conditions for assessment.

Each unit of competency can be unbundled to reveal three key assessment components:

- Performance Evidence - describes the subtasks that make up the element of the unit
- Knowledge Evidence - describes the knowledge that must be applied in understanding the tasks described in the elements
- Assessment Conditions - describes the environment and conditions that assessments must be conducted under

The associated assessment tool in this kit covers all of these components as detailed in the matrix to follow:

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>CHCDIS001</th>
<th>CHCDIS002</th>
<th>CHCDIS003</th>
<th>CHCDIS007</th>
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<tbody>
<tr>
<td>Knowledge Assessment</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Case Study</td>
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<td>✔</td>
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</table>
ASSESSMENT METHODS

There are seven (7) Assessment Workbooks for CHC33015 Certificate III in Individual Support specialising in Disability. Two (2) of which are the practical workbooks: the Skills Workbook and the Preparation for Vocational Placement Workbook. Five (5) of which are Theory Workbooks. This is Workbook 4.

Theory Workbooks

The Theory Workbooks are as follows:

| Workbook 1 | Support Independence and Wellbeing |
| Workbook 2 | Compliant Practice |
| Workbook 3 | Work in Health and Community Services |
| **Workbook 4** | **Support and Empowerment of People with Disability** |
| Workbook 5 | Home and Community Support |

These contain two (2) assessment methods:

1. **Written Questions** – A set of generic and workplace questions testing the student’s general knowledge and understanding of the general theory behind the unit.

2. **Case Studies** – A set of hypothetical questions to test the student’s analytical skills in project problem solving. Students will be provided with a set of project management documents to analyse.
**Practical Workbooks**

**Preparation for Vocational Placement Workbook**

This workbook contains guidance for you in submitting your First Aid Certificate, which you must obtain through a First Aid Provider. **This must be completed before proceeding with the Skills Workbook**

**Workbook 6 Preparation For Vocational Placement Workbook**

**Skills Workbook**

The Skills Workbook contains the practical assessment which covers the majority of the units of competency of CHC33015 Certificate III in Individual Support Specialising in Disability. **These practical assessment activities will be completed during the course of your Vocational Placement.**

**You should not commence with the Skills Workbook until you have completed the first six (6) workbooks AND / OR have received feedback from your Assessor.**

**Workbook 7 Skills Workbook**

The assessment method used in the Skills Workbook includes:

1. **Practical Assessments** – a set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant units. These involve gathering of workplace documents, workplace projects, and submission of third-party report forms.
RESOURCES REQUIRED FOR ASSESSMENT

Assessor to provide:
- Case studies and simulations
- Information about work activities
- Templates

The student to provide:
- Computer with internet access, Microsoft Word, Adobe Acrobat Reader
- Access to email
- Access to your local community’s services, agencies, and other resources for the research assignment.
- At least three (3) support personnel to participate in a roleplay activity with you.
- A mobile device with a camera or other video recording equipment.
Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided and I am aware that my assessor will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.

Name:  
Signature:  
Date:
# KNOWLEDGE ASSESSMENT

## Part 1: Skills development using a strengths-based approach

1. The following are practices, philosophies, and theories in supporting and empowering people with disability.

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<tbody>
<tr>
<td>a)</td>
<td>Social model of disability</td>
</tr>
<tr>
<td>b)</td>
<td>Social devaluation</td>
</tr>
<tr>
<td>c)</td>
<td>Strengths-based practice</td>
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<tr>
<td>d)</td>
<td>Active support</td>
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<tr>
<td>e)</td>
<td>Person-centred practice</td>
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<tr>
<td>f)</td>
<td>Community education</td>
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<td>g)</td>
<td>Capacity building</td>
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Match each to its correct description. Write the letters of your answers in the spaces provided.

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<thead>
<tr>
<th></th>
<th>Description</th>
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<tr>
<td>i.</td>
<td>It is the belief of society that a person or a group of people with disabilities cannot contribute to society as much as those with no disability. As a result, people living with disabilities are viewed as having less value than others.</td>
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<tr>
<td>ii.</td>
<td>This views ‘disability’ as the result of people living with impairments interacting in an environment with physical, attitudinal, communication and social barriers.</td>
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<td>iii.</td>
<td>It sees the person with a disability as an individual rather than a sick person. The person must also be valued and is worthy of respect no matter their disability.</td>
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<td>iv.</td>
<td>This includes programs to promote learning and social development work with individuals and groups in their communities using formal and informal teaching and learning methods.</td>
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<td>v.</td>
<td>It focuses on what a person living with disability can do, rather than what he/she cannot do.</td>
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<td>vi.</td>
<td>It is developing a person’s skills and capabilities to promote his/her independence. It is demonstrated through doing a task with the person rather than doing a task for that person.</td>
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<tr>
<td>vii.</td>
<td>It enables and empowers people with disabilities to participate in all aspects of their lives.</td>
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</table>
2. Ricky Moran had a car accident a few years back. Since the accident, he could no longer walk, forcing him to quit his job at the community hospital where he was a nurse. He now stays at home where his wife, Lorie, attends to his care and needs. The couple also got a disability support worker to help out in some of Ricky’s activities for daily living (ADLs).

Ricky could not help but feel he has no value in society anymore, because of his disability. How does social devaluation impact Ricky’s quality of life?

*Guidance: Select three (3) answers.*

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</tbody>
</table>

- i. Ricky will become too dependent on Lorie.
- ii. Ricky may become prone to depression for losing his job.
- iii. Ricky may lose confidence in himself, and he might see himself as a failure.
- iv. Ricky may think that he is a burden to Lorie and others.
- v. Lorie will leave Ricky.
3. Refer to Question 2. As Ricky’s support worker, which of the following are effective competency and image enhancement strategies that you can use to address social devaluation?

*Guidance: Select three (3) answers.*

- Do all tasks for Ricky so he does not tire himself.
- Do tasks and activities, including his activities for daily living (ADLs), together with Ricky while maintaining independence and following his support plan.
- Discuss and agree goals with Ricky about the provision of his support.
- Motivate Ricky and celebrate accomplishments along the way.
- Point out whatever Ricky is doing wrong, so he can do it correctly next time.

4. Which of the following are disability support practices that focus on the individual person?

*Guidance: Select three (3) answers.*

- Finishing the client’s sentence for him when he has difficulties in articulating his thoughts.
- Discussing preferences for support and goals with client.
- Organise activities that make the best use of the client’s capacities and strengths.
- Treating the person with dignity and respect.
- Reprimand the person with if he does something incorrectly.
5. The following are concepts relevant to disability support.

|---|------------------|----------|-----------------|-------------------|

Identify the concept that is being demonstrated or shown in the each scenario below. Write the letter of your answer in the spaces provided.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
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<tbody>
<tr>
<td>i.</td>
<td>Donald is a thirty-year old with vision impairment. He receives support from a support worker who regularly drops by his home. Despite his disability and the fact that he is receiving support from a support worker, he can still well manage on his own. He has a guide dog named Lucky, who accompanies him outside. He also uses visual aids to help him read.</td>
</tr>
<tr>
<td>ii.</td>
<td>Kathleen is a polio survivor. She is fifty-seven years old. She receives care from her husband and daughter and from a disability support worker. Although she and her husband do not agree on some matters regarding the provision of her support, her husband always acknowledges and respects her decisions and preferences relating to her support.</td>
</tr>
<tr>
<td>iii.</td>
<td>Raury is a teenager with cerebral palsy and has been home schooled ever since. He will start regular school next week. His parents are both excited and anxious because they are aware that Raury is also at risk for being bullied and discriminated by others at school.</td>
</tr>
<tr>
<td>iv.</td>
<td>Gino is a war veteran who lost both of his legs from the war. His wife Jani is her primary carer. He can still accomplish a number of his activities for daily living (ADLs). At times, he requires the help of Jani especially with transferring from the bed to his wheelchair. Despite his disability, Gino still enjoys helping Jani with the house chores. He helps her in any way he can – this includes folding clothes and cooking meals.</td>
</tr>
</tbody>
</table>
6. Consider the assessment processes for developing and maintaining the skills of the person with disabilities. Which of the following are considered in these processes?

*Guidance: Select six (6) responses.*

- [ ] i. The person’s dreams and aspirations
- [ ] ii. Financial capacity of the person to pay for support services
- [ ] iii. Cultural values and expectations
- [ ] iv. Holistic health needs (physical, social, emotional, psychological)
- [ ] v. The person’s preferred communication method
- [ ] vi. The person’s strengths and capabilities
- [ ] vii. The person’s weaknesses
- [ ] viii. The person’s learning style

7. The following statements are about assessment processes for developing and maintaining the skills of the person with disability.

Write **T** if the statement is true and **F** if it is false.

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<table>
<thead>
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<tbody>
<tr>
<td>i.</td>
<td>A person-centred approach is used in the assessment processes for developing and maintaining the skills of the person with disability.</td>
</tr>
<tr>
<td>ii.</td>
<td>Assessment processes are standardised and same processes are used for all persons with disabilities.</td>
</tr>
<tr>
<td>iii.</td>
<td>Information about the person with disability may be gathered from family, friends, and or carers.</td>
</tr>
<tr>
<td>iv.</td>
<td>Plans and the implementations of plans are continually evaluated and modified to meet the person’s changing needs.</td>
</tr>
</tbody>
</table>
8. Which of the following are principles of access and equity in relation to the provision of disability support?

*Guidance: Select three (3) responses.*

<table>
<thead>
<tr>
<th></th>
<th>i. Everyone should be free from any form of discrimination regardless of the person’s country of birth, language, culture, race, religion, or disability.</th>
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<tbody>
<tr>
<td></td>
<td>ii. Services should be made readily available to everyone who is entitled to them, including people with disabilities.</td>
</tr>
<tr>
<td></td>
<td>iii. Persons with disability must be prioritised over aged care clients.</td>
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<tr>
<td></td>
<td>iv. Services should be developed and delivered on the basis of fair treatment of clients who are eligible to receive them.</td>
</tr>
<tr>
<td></td>
<td>v. Access and equity are founded on charity and pity for people with disabilities.</td>
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</table>

9. List four (4) resources which you can use or access to communicate better with people with disabilities.

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<thead>
<tr>
<th></th>
<th>i.</th>
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<td></td>
<td>ii.</td>
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<td></td>
<td>iii.</td>
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<td></td>
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CASE STUDY

Instructions to Assessor

This assessment supports the industry requirement of supporting and empowering people with disability. In real life, disability support workers will be required to contribute to ongoing skills development of clients, follow established person-centred behaviour supports, support community participation and social inclusion, and facilitate the empowerment of people with disability. This assessment will demonstrate the student’s skills in these areas.

Instructions to Student

These case studies are hypothetical situations which will not require you to have access to a workplace, although your past and present workplace experiences may help with the responses you provide. You will be expected to encounter similar situations to these in the future as you work in the residential care and home and community care settings.

In real life, disability support workers will be required to contribute to ongoing skills development of clients, follow established person-centred behaviour supports, support community participation and social inclusion, and facilitate the empowerment of people with disability. This assessment will demonstrate your skills in these areas.
Introduction to Case Study

For this part of the assessment, you will be taking the role of a disability support worker who is just starting at Lotus Compassionate Care. Lotus Compassionate Care is an organisation that provides services in disability support, home and community support, and residential care. You can find out more about Lotus Compassionate Care by visiting their website. Click on icon below to access the site:

(username:  password:  )

As a disability support worker, you directly report to Greg Deans, the Manager for Disability Support.

This assessment contains a number of tasks that you need to complete based on the given scenarios. You are required to complete ALL tasks included in this case study.

To complete these tasks, you will need to access and read the following documents:

Lotus Compassionate Care Handbook
(username:  password:  )
Case Study 1: Mason Gellatly

Mason Gellatly is a client at Lotus Compassionate Care. He cannot talk and hear. He communicates through Auslan and sometimes through a communication book. Mason lives in a group home together with Aaron and Elmer.

You have been assigned as Mason’s support worker, together with Isabelle. You and Isabelle will be working together to support Mason in his day-to-day activities at the home.

To complete the succeeding tasks, access and read Mason’s Behaviour Support Plan through this link:

Mason’s Positive Behaviour Support Plan
(Username: [REDACTED] Password: [REDACTED])
You arrived at the group home with Isabelle and had hand over.

The agency staff member from the night shift said Mason woke early so he was assisted to shower and have breakfast. You noticed Mason appeared a little anxious and you asked the staff member about this. The staff member said “I’m not sure, but his behaviour was a little funny when I tried to help him preparing for the day.”

While respecting Mason’s personal space you spoke with him using his preferred communication method and asked if he was okay. He expressed no complaints of any problem or issue, and then walked to the living room. Mason isn’t taking any medication.

You proceeded with your daily routines – preparing and serving meals, assisting the clients in their activities for daily living (ADLs) including showering and morning walks, cleaning and tidying rooms, among others.

Mason and Aaron were at the living room watching a movie when suddenly the power broke out. There was no electricity for the next thirty minutes. Isabelle is on the phone with the local council while you were on the phone with your supervisor to notify him.
Mason and Aaron are still in the living room. Aaron tried to entertain himself by gazing out the window to watch the kids playing ball. Mason was getting anxious. It’s almost 11:00 AM and his favourite show is coming up but there is still no power. He pokes and asks Aaron irritably, in Auslan:

“Do you know when the power is coming back?”

Aaron turns to Mason and he shakes his head, as he also doesn’t know when the electricity is coming back. Aaron turned to the window again to watch the kids. Aaron chuckled – perhaps something the kids were doing.

Seeing Aaron amusing himself while he was bored annoyed Mason very much. All of a sudden he pushes Aaron, causing Aaron to fall off his seat. In response, Aaron tries to hit Mason back, but misses.

Aaron is too close to Mason now and Mason panics. He doesn’t like it when people invade his personal space. He pushes Aaron away again and he hurtles toward the floor. Mason starts throwing things at Aaron, hitting and missing Aaron while doing so. Aaron sustains a bruise on his arm from the paper weight Mason threw at him.

You and Isabelle rush toward the living room when you heard the commotion. As a response, Isabelle rushes to Mason and attempts to restrain him to stop him from throwing anymore things at Aaron. Isabelle fails and Mason panicked all the more and became more aggressive.

You run towards Aaron to see his bruise. You assist him in getting up and you hurriedly escort him out of the room. You call on Isabelle, signalling her to maintain a safe distance from Mason.

When everyone was at a safe distance, you reassured Mason, in Auslan, that everything will be okay. You also checked if he is okay. He starts to calm down.
1. Refer to Mason’s Behaviour Support Plan. What are the client’s behaviours of concern?

*Guidance: You must list four (4) of the client’s behaviours of concern.*

i.

ii.

iii.

iv.
2. As part of Lotus protocols, you are required to report to and seek the support of your supervisor at once. Outline the procedures that you must follow to report the incident to your supervisor.

Guidance: Refer to Section 8 of the Lotus Compassionate Care Handbook.
3. Describe the behaviours of concern exhibited in the scenario. Answer the following questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>What are the behaviours of concern in the scenario?</td>
</tr>
<tr>
<td></td>
<td><em>Identify two (2) behaviours of concern in the scenario</em></td>
</tr>
<tr>
<td>ii.</td>
<td>What type of behaviour is this?</td>
</tr>
<tr>
<td>a.</td>
<td>Appropriate behaviour</td>
</tr>
<tr>
<td>b.</td>
<td>Passive aggressive behaviour</td>
</tr>
<tr>
<td>c.</td>
<td>Inappropriate behaviour</td>
</tr>
<tr>
<td>iii.</td>
<td>How many times did these behaviours occur in the scenario?</td>
</tr>
<tr>
<td>iv.</td>
<td>What triggered this behaviour of concern?</td>
</tr>
</tbody>
</table>
4. Describe the context of the behaviour of concern by answering the following questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Identify environmental factor(s) that contributed to the behaviour of concern.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the person’s emotional well-being when the behaviour of concern occurred.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Describe the person’s health status when the behaviour of concern occurred.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Was Mason taking any medication?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>If Mason was in on any medication, did this have an effect on the behaviour of concern?</td>
</tr>
</tbody>
</table>
5. Consider the interventions used in the scenario to address Mason’s behaviour of concern.
   
a. Identify one (1) appropriate intervention used in the scenario.
b. Identify one (1) inappropriate intervention used in the scenario.
   
Briefly explain why these interventions were appropriate or not to Mason’s support.

<table>
<thead>
<tr>
<th>Identify one (1) appropriate intervention in the scenario.</th>
<th>Explain why this intervention was appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify one (1) inappropriate intervention in the scenario.</td>
<td>Explain why this intervention was inappropriate.</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Complete a Behaviour Chart to document the incident. Use the template provided in this link:

 Behaviour Chart Template
 (username: [REDACTED] password: [REDACTED])

In completing the Behaviour Chart, ensure that you follow Lotus Compassionate Care’s requirements for documenting and reporting behaviours of concern:

- Date, sign, and print name with all entries
- Put a line through any errors, date and sign
- Use blue or black ink
- Entries must be objective
- Entries must be factual, accurate and in logical order

When you have completed the Behaviour Chart, save this document using the filename:

[Student’s Last Name, First Name]_Mason Behaviour Chart

Submit this along with this completed workbook.

Guidance: Your responses under the Intervention(s) column must align with your responses in Question 4.
# BEHAVIOUR CHART

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Surname:</th>
<th>Date of Birth:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Description of Behaviour</th>
<th>Describe what happened before</th>
<th>Intervention/s</th>
<th>Describe what happened after the intervention/s</th>
<th>Communication methods used</th>
<th>Sign &amp; Position</th>
</tr>
</thead>
</table>
Role Play Activity

This part of the case study will require you demonstrate your skills in responding to behaviours of concern through a role play activity.

To complete this, you will need the following:

- At least two (2) of your friends, family, or colleagues to play the roles of:
  - Mason
  - Aaron
- Mobile phone with a camera or any video recording equipment
- A safe environment to conduct the role play activity

You are to role play the scenario given in this case study, with you playing the role of the support worker.

There is no specific script to be followed; however, you must be able to demonstrate that you have responded to incident appropriately. This means following Mason’s support plan and Lotus Compassionate Care’s policies and procedures.

Specifically, you must demonstrate ALL of the items outlined in the Video Submission Checklist provided.

To document your completion of this activity, and to allow your assessor to evaluate your performance, you are required to submit a video recording of this roleplay.

*Your video submission must not exceed ten (10) minutes.*

Upon completing this activity, save your video recording using the following filename:

*{Student’s Last Name, First Name}_Mason - Roleplay*

Submit this video along with this completed workbook.

Safety Reminder!

This activity is only a simulation of how you would respond to the behaviours of concern in the scenario.

When doing the roleplay, remember to ensure your ‘actors’ safety including yours - especially if you are acting out the scene between Mason and Aaron.
<table>
<thead>
<tr>
<th>In the video submission, the student</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Redirected others away from Mason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ensured others are safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provided Mason personal space to calm down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Monitored Mason from afar

5. Contacted the supervisor immediately

6. Reported the following to the supervisor:
   a. Mason’s behaviour of concern
   b. Aaron’s injury resulting from Mason’s behaviour of concern.
WORKBOOK CHECKLIST

When you have completed assessing the assessment workbook, review the candidate’s assessment against the checklist below:

☐ Knowledge Assessment
  ☐ Part 1: Skills development using a strengths-based approach
  ☐ Part 2: Person-centred behaviour supports
  ☐ Part 3: Community participation and social inclusion
  ☐ Part 4: Empowering people with disability
  ☐ Project Assessment

☐ Case Study
  ☐ Case Study 1: Mason Gellatly
    ☐ Role Play Activity
  ☐ Scenario 2: Lily
    ☐ Role Play Activity
    ☐ Research Assignment
  ☐ Scenario 3: Nancy Belcher

When you have completed all of the parts above, submit this completed workbook along with the following files. Ensure that you follow the file naming convention prescribed in this workbook.

☐ Video Recording of Mason – Roleplay (Case Study 1)
  Filename: [Student’s Last Name, First Name]_Mason - Roleplay

☐ Video Recording of Lily – Roleplay (Case Study 2)
  Filename: [Student’s Last Name, First Name]_Lily – Roleplay

☐ Completed Abuse Incident Report (Case Study 3)
  Filename: [Student’s Last Name, First Name]_Abuse Incident Report
IMPORTANT REMINDER

Students must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the unit relevant to this subject.

To award the student competent in the units relevant to this subject, the student must successfully complete all the requirements listed above according to the prescribed benchmarks.
FEEDBACK

Well done for finishing this workbook. We hope that what you learn with us will open up new pathways of success in your life. At Compliant Learning Resources, we continually strive to improve our courses and heighten the learning experience for you. One way we do this is by seeking feedback. Your experience is important to us and we are very keen to hear any suggestions or complaints you may have. Click on the button below to let us know what you think of us and our course.

End of Document