



EVERY MOMENT HAS POTENTIAL

Person Centred Active Support Online Learning Resource

# ACTIVITY WORKBOOK

[www.activesupportresource.net.au](http://www.activesupportresource.net.au)

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# How to Use this Activity Workbook

This Activity Workbook contains the activities only from the Every Moment Has Potential Online Learning Resource, which can be found at [www.activesupportresource.net.au](http://www.activesupportresource.net.au)

You can complete this workbook on your computer or mobile device\*, or print it out to complete by hand.

The Activity Workbook includes:

- **Activity questions for each of the 5 Modules** based on the videos in the Online Learning Resource
- **Examples** to help you complete the activity questions
- **Answer boxes** for you type your responses into
- **Extra Activities for Module 3** that are based on the Module 3 Extra videos in the Online Learning Resource

## Support

If you would like further guidance about the activities in the workbook you can send an enquiry from the Contact section on the website.

*\*If you have an app on your mobile device that is compatible with Microsoft Word.*

# Icons Used in the Resource

On the website:



**VIDEO** - when you see this icon in the centre of an image, it means it is a video.



**PLAY VIDEO** - when you move your cursor over the image the icon changes to red, you can click on the image to start playing the video.



**CLICK TO GO TO ANOTHER PAGE OR SECTION** – the text on the button will tell you where it will take you.



**CLICK TO GO TO THE TOP OF THE PAGE**

In the Activity Workbook:



**WATCH ACTIVITY VIDEO** – watch the activity video on the website and do the related activities.



**LEARN MORE** - indicates that there is extra material to enhance understanding for those who wish to explore further.

# ACTIVITY 1



Watch the video: **Module 1 Person Centred Active Support Activity 1** on website. This video shows examples of people with intellectual disability: exercising choice, participating in a meaningful activity in their community, participating in their household, exercising autonomy, being treated with respect, and being in a social relationship with people other than a support worker.

Watch the video and then do the following activities.

1. List the activities you saw people involved in.	2. Consider which of the following headings these activities fall under: social interaction, hobbies/interests, household tasks.
<i>For example, Melissa Dancing</i>	<i>hobbies/interests</i>

3. What did you notice about each of the people when they were engaged in any of these activities?

*Write your response in the box below.*

4. Thinking about your own work, can you recall seeing a person with intellectual disability being treated in a disrespectful way? Describe what happened. What did you think about this?

*Write your response in the box below.*



5. In your own words, write down how you think Person Centred Active Support improves people's quality of life.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [\*\*Contact Form\*\*](#) on the website.*

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## ACTIVITY 2



Watch the video: [Module 2 Values in Action Activity 2](#) on the website. It shows examples of support workers in action. They are demonstrating some of the key elements of best practice.

Watch the video then do the following activities.

1. List at least 4 examples of best practice that you saw in the video.

Write your response in the box below.

2. In the video talk, Silvia introduced the key elements of best practice (listed below). Choose three of these elements and give examples from your own practice and experience. Describe each situation. There are examples of how to do this below.

**The key elements of best practice can be summarised as:**

1. **Being responsive** to the unique needs of each person you work with. Always think about how to provide just the right amount of support.

2. **Seeing every person as an individual**
3. **Supporting and respecting the choices** of the people you work with. Always think about how the preferences of the people you work with might differ from your own.
4. **Actively listening** – really paying attention to what a person is communicating to you through their words, or actions. Give people the best help possible to get their message across to you and others.
5. **Being flexible**, while recognising the value of routine – not allowing routines to dominate the lives of the people you work with.
6. **Using positive language** – always framing communication in a positive rather than negative way. Adjusting your communication to enable the people you support to succeed in everything they do.
7. **Acknowledging and responding to difference positively**
8. **Paying attention to the here and now** – seeing that in every moment the quality of your work affects the lives of people you work with.
9. **Being sensitive to the environment** – being aware of and responsive to the effect of the immediate and wider social and physical context on people’s lives.

**Example A:**

*Element 4. Actively listening and using the best methods of communication. Ensuring you enable the people you work with to understand what you want to communicate to them. And by giving them the best help possible to get their message across to you and others.*

*As a support worker, I support a person who has profound intellectual disability whose name is Ellie. She can’t understand all the words that I use when I talk to her, and she doesn’t use words to communicate with me. We communicate in other ways. When I want to know whether she’s enjoying an activity I watch her face and her body language – when she smiles I can tell she’s pleased to be involved. When I want her to make a choice I might show her objects such as a jar of coffee or a pot of tea, or let her try out both things and watch her reaction. Sometimes she uses gestures such as pushing me away, or pointing to things to communicate. She also uses sounds, which are called vocalisations, to tell me whether she’s happy or not. She has a communication dictionary that the staff team produced with the support of a speech therapist. This book lists the various sounds and body language that she uses to communicate. I often refer to this book. Sometimes when we are driving I just talk to Ellie. I know she can’t understand what I am saying, but she can hear the tone of my voice and sense my excitement about where we are going, and she enjoys just being part of the conversation.*

**Example B:**

*Element 5. Being flexible while recognising the value of routine, NOT allowing routines to dominate the lives of the people you work with.*

*A young woman that I support, called Jayne, didn't want to attend day service on Monday after a very busy weekend of visiting her family interstate. She said that she was really tired and just wanted to stay at home and do nothing. I initially thought this was a problem, as there were a couple of hours in the morning when no support worker was rostered in the house. I talked with my team leader, who said she could ask the support worker to come in a couple of hours early. We both spoke to Jayne about what she would like to do that day. She chose to stay in bed until mid-morning and then watch a DVD, do some reading and get some help to write a letter to her family. The team leader contacted the day service to explain that Jayne would not be attending the service that day.*

**Element:** [Click here to enter text.](#)

*Write your examples in the box below.*

**Element:** Click here to enter text.

*Write your examples in the box below.*

**Element:** Click here to enter text.

*Write your examples in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

## ACTIVITY 3.1



Watch the video: [Module 3 Every Moment Has Potential Activity 3.1](#) on the Module 3 page of the website. This video shows examples of every moment has potential in practice.

Watch the video then do the following activities.

1. Describe at least three **moments of potential** you saw in the video.

*For example, Kylie and Jason washing up.*

*Write your response in the box below.*

2. Identify and describe how you could apply **moments of potential** when supporting people with disability.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

**LEARN  
MORE**

If you want to learn more about **every moment has potential** in practice, there is an additional video that shows an extended scenario of every moment has potential in action. On the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.1, below Activity 3.1**. There are also some extra activities on **page 21** of this workbook that will help you think about how you can use **every moment has potential** with the people you support.

## ACTIVITY 3.2



Watch the video: [Module 3 Little and Often Activity 3.2](#) on the website. This video shows support workers using a little and often approach to supporting the people they work with.

*Watch the video then do the following activities.*

1. Describe at least three examples of **little and often** you saw in the video. For example, each person took it in turn playing a game of Snakes and Ladders.

*Write your response in the box below.*

2. Identify and describe how you could apply **little and often** when supporting people with disability.

*Write your response in the box below.*



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

LEARN  
MORE

If you want to learn more about **little and often** in practice, there is an additional video that shows an extended scenario of a support worker practicing **little and often**. On the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.2**, below Activity 3.2. There are also some extra activities on **page 23** that will help you think about how you can use **little and often** with the people you support.

## ACTIVITY 3.3



Watch the video: [Module 3 Graded Assistance to Ensure Success Activity 3.3](#) on the website. This video shows support workers using graded assistance.

*Watch the video then do the following activities.*

1. Describe at least three types of **graded assistance** you saw in the video.

*For example, adapted equipment, in the form of a shallow tray was taken over to Kylie and Jason to enable them to wash up.*

*Write your response in the box below.*

2. Identify and describe how you could use **graded assistance** when supporting people with disability.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*



If you want to learn more about **graded assistance** in practice, there is an additional video that shows an extended scenario of a support worker practicing **graded assistance**. Go to Module 3 Activity 3.3 on the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.3**, below the video. There are also some extra activities on **page 25** that will help you think about how you can use **graded assistance** with the people you support.

## ACTIVITY 3.4



Watch the video: [Module 3 Maximising Choice and Control Activity 3.4](#) on the website. This video shows support workers using different ways of offering people choice and enabling them to take control.

*Watch the video then do the following activities.*

1. Describe at least three different ways that the support workers offered **choice** to the people they were supporting.

*For example, before going shopping with Melissa, pictures were used to assist Melissa in deciding what she would like to buy. At the shop, verbal prompts were then provided (blue, pink, green), as well as prompting Melissa to go further down the aisle so she could see the choices of towel on offer.*

*Write your response in the box below.*

2. Identify and describe how you could use **choice and control** when supporting people with disability.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*



If you want to learn more about **maximising choice and control** in practice, there is an additional video that shows an extended scenario of how Stuart and Shelley were supported at the café. Go to Module 3 Activity 3.4 on the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.4**, below the video. There are also some extra activities on **page 26** that will help you think about how you can use **maximising choice and control** with the people you support.

# MODULE 3 EXTRA ACTIVITIES

## Extra Activity 3.1



*Watch the video: Module 3 Every Moment Has Potential Extra Activity 3.1 on the website. This video shows an extended scenario video of a support worker practicing every moment has potential. The extra activities below will help you think about how you can use every moment has potential with the people you support.*

1. Can you think of some **moments of potential** that might happen at the beginning of your next shift?

*Write your response in the box below.*

2. Reflect on your last shift and write down 5 **moments of potential** that you might have missed.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

## ACTIVITY 3.2 Extra



Watch the video: [Module 3 Little and Often Extra Activity 3.2](#) on the website. This video shows an extended scenario video of a support worker practicing little and often. The extra activities below will help you think about how you can use little and often with the people you support.

1. How does the support worker use **little and often** to involve Adam, Rachel and Scott in Snakes and Ladders?

Write your response in the box below.



2. Write down three benefits of using **little and often** as part of Person Centred Active Support.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

## ACTIVITY 3.3 Extra



Watch the video: [Module 3 Graded Assistance Extra Activity 3.3](#) on the website. This video shows an extended scenario video of a support worker practicing graded assistance. The extra activities below will help you think about how you can use graded assistance with the people you support.

1. Think about a person you support. Identify the graded assistance steps required to enable that person to:
  - a. Put their washing away

*Write your response in the box below.*

- b. Pay the cashier for their meal.

*Write your response in the box below.*

## ACTIVITY 3.4 Extra



*Watch the video: Module 3 Maximising Choice and Control Extra Activity 3.4 on the website. This video shows an extended scenario video of how Stuart and Shelley were supported in the café. The extra activities below will help you think about how you can maximise choice and control for the people you support.*

1. What could you do to make it easier for Stuart to make a choice about what he has to drink?

*Write your response in the box below.*

2. How could you give Stuart more control over paying for his drink?

*Write your response in the box below.*

3. Write down three reasons why it is important for people to make choices.

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

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# ACTIVITY 4.1



Watch the video: [Module 4 We Are Engaged! Activity 4.1](#) on the website. This video shows examples of people being **engaged** in activities and social interactions.

Watch the video then do the following activities.

<p>1. Write down three different activities that you saw people being <b>engaged</b> in.</p>	<p>2. Describe the type of support being provided to enable the person to be <b>engaged</b>.</p>
<p><i>For example - Kylie pouring milk from the jug into a cup.</i></p> <p><i>Write your responses in the boxes below</i></p>	<p><i>The support worker used <b>graded assistance</b>, providing just enough support for Kylie to be successful. Kylie could not have poured the milk on her own, so the support worker put her hand over Kylie's on the handle of the jug and helped her to pour the milk.</i></p> <p><i>Write your responses in the boxes below</i></p>
<p>1.</p>	
<p>2.</p>	

1. Write down three different activities that you saw people being <b>engaged</b> in.	2. Describe the type of support being provided to enable the person to be <b>engaged</b> .
3.	

3. In the video, there are examples of support workers ‘standing back’ and giving people time to engage in activities. Describe one example of this.

**Example:**

*When Geri and Amanda were sitting at the dining table having afternoon tea. The support worker was sitting with Geri, as she prepared the afternoon tea. The support worker used a gesture to prompt Amanda to respond to the question that Geri had asked of her. In other words, she pointed to Amanda to suggest ‘you answer’. And then she did the same to remind Geri to respond to Amanda.*

Write your response in the box below.

4. Look at the example below and describe how you might feel ‘standing back’ rather than doing the task for the person you are supporting.

**Example:**

*Often support workers say ‘It is really hard to stand back, I just want to get in there and help the person’. One support worker said, ‘I now count up to 10 and remind myself that this person is going at their own pace. As they progress through the task I usually provide a prompt or comment to provide reassurance they are doing well. I don’t stop watching though and am always ready to step in if required to make sure they succeed in the task. Not too much help but just enough’.*

Write your response in the box below.

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*

## ACTIVITY 4.2



*Video: Module 4 Challenges to Participation Activity 4.2 on the website. This video shows you how support workers overcome some of the challenges of putting Person Centred Active Support into practice.*

*Watch the video then do the following activities.*

1. Describe the steps that the support worker used so that Cameron could participate in cutting up the pumpkin.

*For example – think about the way he set up the task, and helped Cameron to do the task when he was having difficulty.*

*Write your response in the box below.*



2. In the video, Susan supports two people to be **engaged** in a music activity. She talks about what it might mean if someone doesn't want to participate. What suggestions does she make?

*Write your response in the box below.*

3. Taking any one of the examples in the video, can you describe how the support worker, a) managed risk, b) offered choice and c) prepared and presented the activity to the people they were supporting.

*For example – Kylie making a smoothie.*

*(a) Managing risk. The support worker was aware of the possible risks for Kylie such as the use of hot water and a sharp knife. The support worker checked the water prior to Kylie placing her hand under the tap and provided Kylie with hand over hand support in using a sharp knife.*

*(b) Offering choice. The support worker offered choice by asking what type of smoothie she wanted, and ensuring Kylie understood her words by showing her concrete examples of what she could choose, i.e. strawberries and banana.*

*c) Preparing and presenting the activity. The support worker had laid out all the equipment they would need to make the Smoothie on the table. This meant Kylie could see the equipment and get a sense of what they were going to do. In addition the support worker told Kylie what they were going to do; although she may not have understood the words, the tone of the support worker's voice conveyed a sense of anticipation about the task. The support worker had identified that Kylie would need a big operating switch to turn the blender on and had made sure this was connected and ready to be used.*

a) Managed risk

*Write your response in the box below.*

b) Offered choice

*Write your response in the box below.*

c) Prepared and presented the activity to the people they were supporting

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [\*\*Contact Form\*\*](#) on the website.*

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# ACTIVITY 5



*Video: Module 5 Practice Leadership Activity 5 on the website. This video shows practice leaders talking about their role and demonstrating Practice Leadership in action.*

*Watch the video and do the following activities.*

1. Describe how team meetings and individual supervision can help you develop your Person Centred Active Support practice.

*For example – reflection on practice. Talking together with other support workers at team meetings helps you to be aware of the way others approach their job, and may help you to get new ideas.*

*Write your response in the box below.*

2. Why is Hands on Training important to learning the basics of Person Centred Active Support?

*For example – feedback by working alongside a trainer. Support workers will get feedback about what they are doing well and areas for improvement.*

*Write your response in the box below.*

3. Finally, of the 5 Practice leadership elements, list the ones that you saw taking place in the video.

*For example – coaching and modelling. The supervisor observed the support worker assisting Vanessa to make a cup of tea. She stepped in and suggested that Vanessa would be able to pour the milk herself if she poured a small amount of milk into a cup. The supervisor explained that by doing that, Vanessa could hold the handle, and it is lighter for her, so with some hand over hand support she would be able to pour her own milk. The supervisor also suggested moving Vanessa nearer to the table so she could reach more*

*Write your response in the box below.*

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.*