



EVERY MOMENT HAS POTENTIAL

Person Centred Active Support Online Learning Resource

# FACILITATOR GUIDE

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

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# 1: Introduction

## Every Moment Has Potential: Person Centred Active Support Practice in Australia

This resource focuses on Person Centred Active Support practice in Australia and is directed towards people who provide support for people with disability. People who provide this support have different titles but we use the term, support worker, in this resource.

Support workers are responsible for supporting people with disability to exercise their rights and to have quality of life. The quality of support provided is critical to the quality of life for people with disability. This is particularly the case for people with severe and profound intellectual disability who need greater support to exercise their rights.

Person Centred Active Support has been developed as an approach to supporting people with intellectual disability, to enable them to better exercise their rights and thus have a better quality of life. However the principles apply to supporting all people, no matter what their level of intellectual or physical disability, to make choices and participate in meaningful activities and social relationships.

This resource has been written in plain English to assist participants from all types of backgrounds to understand the content easily. It has been positioned for Level 2-3 readers of the Australian Core Skills Framework.

Your role as facilitator is to guide participants through the resource to achieve the best results for your organisation. A Quality Assurance Matrix and a set of Assessment Tasks have been included to assist you with this package.

## 2: Rationale for the Resource

### Why are Support Workers the Target Learners for this Resource?

Many people are involved in the support of people with intellectual disability. However, support workers are the key to ensuring people with intellectual disability are supported to exercise their rights and have quality of life. This is because people with intellectual disability may need support to:

- help them communicate
- identify their preferences
- generate opportunities for new experiences
- engage in meaningful activities and relationships.

Support workers are the members of the team who spend the most time with people in supported accommodation and community participation programs. They often know the people they support better than other team members, and are directly responsible for quality of life outcomes on a daily basis.

This resource seeks to provide support workers with the knowledge and understanding to include Person Centred Active Support in all aspects of the support they provide.

### Why Learn about Person Centred Active Support?

Australian disability policy recognises that people with disability have the right to self-determination, to be included in society and to have a quality of life similar to other people in the community.

Inclusion and quality of life is essential for health and wellbeing. Person Centred Active Support is based on evidence that:

- Engagement in activities and social relationships improves a person's quality of life.
- Personal development is only possible when people participate in activities that broaden their experiences.
- Social relationships and inclusion depend on interacting with other people.
- Physical health depends on an active and meaningful life.
- Having choice and control improves a person's quality of life, and can lead to a decrease in behaviours of concern.

## 3: How to Use this Resource

This resource has been designed in two formats:

1. Online as a multimedia learning resource that includes text, images, video talks, example videos and activities at [www.activesupportresource.net.au](http://www.activesupportresource.net.au)
2. A Workbook that may be downloaded and printed and worked on in hard copy, supported by videos that may be downloaded to watch offline.

The information in this learning package is presented in a logical sequence and has been designed to:

1. Develop an understanding of the rights of people with disability to self-determination, inclusion and quality of life.
2. Develop an understanding of Person Centred Active Support as an approach to supporting people with disability that supports Australian disability policy, and enables self-determination, inclusion and quality of life for people with disability.
3. Develop an understanding of the importance of values, and how the values a support worker brings to their work influence the way that they support people with disability.
4. Build knowledge and understanding of strategies to empower people with intellectual disability to communicate and make choices.
5. Build knowledge and understanding of strategies to support people with disability to be included and engaged in meaningful activities and relationships.
6. Build knowledge and understanding of strategies to address common challenges to participation for people with intellectual disability.
7. Consider the organisational support needed by support workers in order to implement the Person Centred Active Support approach successfully.

Included in this resource are:

- **Video Talks** to introduce and explain the content of each topic.  
*The videos can be viewed within each module in the online version or downloaded from the Resources section for later viewing offline.*
- **Activity Videos** that show examples of support workers supporting people with intellectual disability that demonstrate the content of each topic in action. These examples are also contextualised by interviews with support workers.  
*The videos can be viewed within each module in the online version or downloaded from the Resources section for later viewing offline.*
- **Extra Activities** are included in Module 3. These are not essential for completion of the resource, however may be used by facilitators to enhance understanding and practice.
- **Extended Scenario Videos** that show extended examples of support workers practicing each of the 4 Essentials. Viewing these is not essential for completion of the resource, however may be used by facilitators to enhance understanding and practice. They also support the Extra Activities in Module 3.  
*The videos can be viewed within each module in the online version or downloaded from the Resources section for later viewing offline.*
- A **Glossary** of some of the words used.  
In the online version, glossary words are blue and underlined (e.g. [meaningful activities](#)) and linked to glossary definitions.  
*The full Glossary is also available in the Resources section as a separate pdf document that can be downloaded and printed.*
- A **Resources** section with downloadable documents and videos, relevant links and references.
- A list of **References** used to support the information.

## 4: Icons Used in this 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, which means you can click 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 workbook:



**WATCH VIDEO TALK**



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



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

## 5: Unit of Competency

The content and assessment tasks included in the resource align, or in some cases, may be mapped directly to the following National Unit of Competency from the Community Services Training Package:

CHC08 Community Services Training Package

### CHCDIS302A Maintain an environment to empower people with disabilities

1. Work to enhance the independence and 'self-determination' of the person with a disability
2. Foster the independence of a person with a disability
3. Contribute to the development and review of policy and legislation related to disabilities and disability services

NOTE: While this resource supports the **CHCDIS302A Maintain an environment to empower people with disabilities** unit, it does not include all the material you need to develop competency in this unit. Students enrolled in this unit or the related qualification should check with their Registered Training Organisation to make sure that all requirements have been met. At a minimum this will require formal assessment of competency involving workplace assessment.

## 6: Quality Assurance Matrix

The five modules of EVERY MOMENT HAS POTENTIAL are mapped to the unit **CHCDIS302A Maintain an environment to empower people with disabilities**. CHCDIS302A is a core unit of both CHC30408 - Certificate III in Disability and CHC40312 - Certificate IV in Disability qualifications. These qualifications are nationally recognised as part of the CHC08 Community Services Training Package. The tables below demonstrate where the unit's elements and performance criteria have been successfully mapped to the content in the modules.

While this resource supports the **CHCDIS302A Maintain an environment to empower people with disabilities** unit, it does not include all the material you need to develop competency in this unit. In order to develop competency the Candidate's practice will need to be assessed in the workplace.

### Module 1: Introduction

This module explains Person Centred Active Support and how this approach improves the quality of life for people with intellectual disability. It highlights the relevance to disability policy and practice.

### Module 2: Values for Best Practice

This module identifies and examines the values that disability support work is based on and how individual worker's values have a real impact on the lives of people they support.

### Module 3: The 4 Essentials

This module explores the 4 Essential principles that underpin the support provided for people to engage in meaningful activities and social relationships. The key elements are Every Moment has Potential, Little and Often, Graded Assistance to Ensure Success, Maximising Choice and Control.

### Module 4: Putting it into Practice

This module outlines how the 4 Essentials of Person Centred Support can be put into practice. This approach supports people to be meaningfully engaged and identifies some strategies that can be used to overcome common challenges.

### Module 5: Organisation Support

This module addresses the practical ways in which an organisation can support workers to implement Person Centred Active Support.

CHCDIS302A Maintain an environment to empower people with disabilities	Knowledge and understanding demonstrated	Modules
Element 1: Work to enhance the independence and 'self-determination' of the person with a disability		
1.1 Encourage and support independent action and thinking by the person with the disability	<ul style="list-style-type: none"> <li>Principles and strategies to foster self determination</li> <li>Basic principles of person centred, active and strength based support and practice</li> <li>Strategies to support independent action and thinking</li> </ul>	Module 1: Introduction Module 2: Values for Best Practice Module 3: The 4 Essentials Module 4: Putting it into Practice
1.2 Identify options for action on relevant issues and discuss with the person with the disability and/or their advocate/s /carer	<ul style="list-style-type: none"> <li>Person centred approach, active and strength based support practices</li> <li>Impact of personal values and attitudes in providing individual support to enhance autonomy</li> <li>Maximising choice to enhance self-determination</li> </ul>	Module 2: Values for Best Practice Module 3: The 4 Essentials

CHCDIS302A Maintain an environment to empower people with disabilities	Knowledge and understanding demonstrated	Modules
Element 1: Work to enhance the independence and ‘self-determination’ of the person with a disability (continued)		
1.3 Listen to and act upon decisions and/or preferred options of the person with the disability and/or their advocate/s /carer are within organisation policies and protocols	<ul style="list-style-type: none"> <li>• Organisational policies, protocols and procedures in relation to legislation and National Disability Standards</li> <li>• Impact of personal values and attitudes on providing an effective service</li> <li>• Adherence to worker role and responsibilities</li> <li>• Strategies for reinforcing the rights of people with disability to be heard, respected and enabled to exercise choice and control</li> </ul>	<p>Module 2: Values for Best Practice</p> <p>Module 3: The 4 Essentials</p> <p>Module 4: Putting it into Practice</p>
1.4 Provide assistance to person with a disability, their carers and significant others as appropriate to enhance communication of their needs, interests and requirements	<ul style="list-style-type: none"> <li>• Significance of individual communication needs</li> <li>• Range of person centred strategies to enhance effective communication of preferences, needs and interests</li> </ul>	<p>Module 2: Values for Best Practice</p> <p>Module 3: The 4 Essentials</p> <p>Module 4: Putting it into Practice</p>

CHCDIS302A Maintain an environment to empower people with disabilities	Knowledge and understanding demonstrated	Modules
Element 2: Foster the independence of a person with a disability		
2.1 Develop and support strategies to promote independence, taking differences into account	<ul style="list-style-type: none"> <li>• Range of person centred opportunities for people to participate in activities that enhance social interaction, independence and decision making</li> <li>• Graded assistance strategies to support individuals to engage in a range of activities</li> <li>• Strategies to support individual choice and independent action</li> </ul>	Module 3: The 4 Essentials Module 4: Putting it into Practice
2.2 Provide on-going support, where required, to maximise independence of person with disability	<ul style="list-style-type: none"> <li>• Person centred active support principles to empower people with disability</li> <li>• Significance of continuous practice of person centred active support</li> <li>• Strategies to provide person centred, active and strength based support</li> </ul>	Module 2: Values for Best Practice Module 3: The 4 Essentials Module 4: Putting it into Practice
2.3 Encourage colleagues to promote independence of people with disability	<ul style="list-style-type: none"> <li>• Relevant policies, protocols and practices of the organisation</li> </ul>	Module 5: Organisation Support

CHCDIS302A Maintain an environment to empower people with disabilities	Knowledge and understanding demonstrated	Modules
	<ul style="list-style-type: none"> <li>• Strategies to promote the self-determination and empowerment of people with disability</li> <li>• Strategies to work effectively with people with disability, colleagues and supervisors</li> <li>• Significance of role modelling person centred active support</li> </ul>	
2.4 Encourage people with disability to participate in appropriate forums and provide them with information and skills to do so	Element 2 could be demonstrated in the workplace where people with disability are able to participate in activities that would address performance criteria 2.4.	
2.5 Identify and utilise compensatory aids and modifications in the environment that promote individual strengths and capacities	<ul style="list-style-type: none"> <li>• Effective alternative and augmentative communication strategies</li> <li>• Effective use of graded assistance tools to support individual strengths and capacities</li> </ul>	Module 3: The 4 Essentials  Module 4: Putting it into Practice

CHCDIS302A Maintain an environment to empower people with disabilities	Knowledge and understanding demonstrated	Modules
Element 3: Contribute to the development and review of policy and legislation related to disabilities and disability services		
3.1 Encourage people with disability and/or their advocate/s /carer to express their views about policies, legislation and empowerment	Element 3 could be demonstrated in the workplace where people with disability are able to participate in activities that would address the performance criteria 3.1 to 3.5.	
3.2 Report non-compliance with legislation and/or policy and protocols to an appropriate person		
3.3 Contribute to review of legislation and policy frameworks		
3.4 Provide feedback from consumers through appropriate mechanisms		
3.5 Work as member of team to research and contribute to policies on empowerment		

## 7: Concepts that Underpin the Learning Resource

There are a number of very important concepts that underpin the information and approaches taken in this resource. These are outlined below. You might like to copy this section and discuss with your learners.

This resource is designed to provide training that increases your knowledge about Person Centred Active Support. It is expected that you will ensure that the people you support are able to safely exercise their rights, be engaged in their lives and have quality of life similar to other people in the community.

### The Concepts

**Person-centred active support** is an evidence-based approach to increasing participation in everyday activities that are meaningful for people with an intellectual disability. This focus not only develops practical skills, but enhances decision-making and self-determination.

**Evidence-based practice** integrates:

- best external evidence (from research and experts in the field)
- professional practitioners' expertise, with
- individual person's circumstances and preferences.

Evidence based Practice is important for the best possible quality of life outcomes and avoids recommendations and decisions that are based on uninformed opinions.

The information in this resource is based on the best available current evidence. Completing and understanding the resource will enable you to provide good Person Centred Active Support to the people you support.

**International classification of functioning disability and health** is known as the ICF (WHO, 2001). It is a classification of health that says disability results from the interaction between a person with impairment and their physical and social environment. If a person with impairment has a supportive environment, then that person will experience less disability than another who does not have a supportive environment. A supportive environment enables a person to function better and participate in the world.

In this resource, we use ICF terminology and concepts, where:

- **impairment** – refers to a problem with a person’s body structure or function
- **activity** – refers to what a person does
- **participation** – refers to a person’s involvement in the world
- **disability** – refers to the interaction between impairment and the environment

**Duty of care** can be a complex legal concept. However, in essence it means that all people have a duty to take reasonable care not to injure others.

It involves thinking about **acts** or **omissions** (something not done that should be done) which can be reasonably foreseen to cause likely injury.

- It means that we have a duty to act according to a reasonable **standard of care**. This is judged by how a reasonable person would act in the same circumstances.
- The standard of care varies according to circumstances and the relationship between the people involved. So, we owe a greater duty of care to people we are employed to care for than to our next door neighbour.
- The higher the risk, then the higher is our duty of care.
- The more reliant someone is on someone else, the higher the standard of care.

What does this mean for you, as support workers, supporting vulnerable people?

When your work involves supporting people, it is expected that your knowledge, skills, training and experience will provide safe and competent care. It means that you do not expose the people you support to the risk of being harmed.

**Dignity of risk** is the person’s right to make informed choice to experience life and take advantage of opportunities for learning, developing independence, having fun and, in so doing, take a calculated risk.

When your work involves supporting people, it is expected that your knowledge, skills, training and experience will provide safe and competent care. It means that you do not expose the people you support to the risk of being harmed and that the support you provide enables and empowers people to be supported to take calculated risks. Where a person with a disability is not able to weigh up the risks, the onus falls on those caring for them and those who can consent on their behalf, to assess the risk.

### **An Important Caution About Knowledge and Evidence**

Knowledge frequently changes and it is important to keep up with new developments. Generally, this is the responsibility of professional practitioners because they are trained to do this. However, it is important that support workers understand the potential for change and be alert for information that seems out of date. If you have doubts, always consult with a relevant Manager or Practice Leader.

## **8: Statement about Product Naming**

This resource includes real-life video examples of people with disability engaged in a range of activities at home and in the community.

Sometimes during the course of these activities people will use items of a particular brand or signage of a particular organisation will be visible.

The authors and funding bodies of this package want to make clear that there is no affiliation with any companies, and no endorsement of any products.