Participant Handbook
CHC10108 Certificate 1 in Work Preparation

Developed as Induction Training for Disability Support Staff within Adult Education

Contents

CHC10108

Certificate 1 Work Preparation.

Course Descriptor

This course specifies the foundation competencies required for Disability Support Staff to support and promote a culture of inclusive learning for students with a disability within an Adult Education environment.

Unit Code & Title

Related Skills and Abilities

1. CHCCS211A Prepare for Work

1. Identify and Apply Industry information

- Identify and understand different models for practice
- Understand, commit to and apply legislation and procedural requirements
- Understand rights and responsibilities

2. Demonstrate Commitment to Values and philosophies underpinning Work in the sector

- Demonstrate through work practice understanding of the underpinning values and philosophies including access & equity
- Identify and recognise personal values and attitudes

3. Identify Future Career Opportunities

- Understand the industry and role including career opportunities
- Assess current skills and knowledge against role skill set
- Identify opportunities for additional skills for the role

4. Work in a Team

- Display a courteous and helpful manner, complete allocated tasks, seek assistance, question, display non discriminatory attitudes, prioritise.

2. BSBCMM101A Apply Basic Communication Skills

1. Identify Workplace Communication Procedures

- With assistance identify procedures, lines of communication and methods for seeking guidance for clarification

2. Communicate in the Workplace

- Use effective questioning, active listening, speaking skills and non verbal behaviours at all times while also encouraging and providing constructive feedback

3. Draft Written material

- Identify relevant procedures, present written work for approval and align with notetaking standards.

3. HLTOHS200A Participate in OHS processes

1. Plan and Prepare to Work Safely

- Identify hazards and take appropriate action including following procedures and reporting appropriately.

2. Conduct Work Safely

- Use protective equipment where required, follow procedures, report incidents and manage stress and fatigue to ensure safe working conditions

Disability types referred to in this training include;

- Acquired Brain Injury
- Intellectual disability
- Learning disability
- Medical conditions
- Mental health conditions
- Physical disability
- Sensory impairment
- Temporary impairment

Specific disability support roles referred to in this training include;

- Participation Assistant
- Notetaker
- Sign Interpreter
- Adaptive Technology support
- Alternate format support
- Library / Research Assistant
- Tutor
- Alternate examination arrangements
- Orientation and Mobility guide

CHCCS102   **Assessment.**

To demonstrate competency in this course, you must be able to provide evidence that you meet the requirements of the skill and ability sets as outlined on page 3 & 4. This includes evidence that you have integrated this knowledge into aspects of your work in an adult learning environment such as a TAFE, University or Community provider.

There are three components to the assessment for this course;

1. Participation in a 6 hour theoretical component. This will include information sharing, workshops and group discussions.
2. Participation in a group work presentation.
3. Workplace experience as a Disability Support worker within a learning environment.

You and your assessor need to negotiate how you will show appropriate and sufficient evidence to demonstrate competence, reflecting the scope of the role as indicated in all components of this unit. Provided within this workbook are a number of related work roles that can be signed off by your direct workplace supervisor as one option of evidence of competency for component three of the assessment. To successfully complete the Certificate One Work Preparation course all three components of assessment must be completed.

This program can also be used purely as induction for new Disability Support Staff who do not wish to obtain the certificate 1 in Work Preparation. For example if the staff person already has a higher level disability specific qualification. In this instance the third component of the assessment, *"Workplace experience as a Disability Support worker within a learning environment"* does not have to be completed.

The participant will receive a certificate of attendance for completing the *Work Preparation Training Program for Disability Support Staff* and will not receive the Certificate 1 in Work Preparation.

Section 1

Introduction

The '*Work Preparation*' training program for Disability Support Staff.

How to use this package

The Work Preparation training program is composed of six components that target the following levels of awareness for Disability Support staff:

1	**Introduction**
	We begin to develop an understanding of the intrinsic barriers to access, the historical context and current developments toward inclusion for people with a disability, as well as the legislative requirements for education providers within Australia.
2	**Disability in context**
	We look more at the types of disability and the most common barriers to participation for people with a disability. Our values and attitudes are examined and explored, particularly their impact on our practice approach.
3	**The Disability Support Worker**
	The Disability Support Workers position within the organization is discussed in relation to compliance to legislation and moral obligations. We explore how to provide appropriate support for people with a disability which maintains their personal dignity as well as the integrity of the learning program / course.
4	**The Roles of the Disability Support Worker**
	We look at the diversity of the roles for Disability Support Workers within an Adult Education context. We also discuss the role of the support worker, the appropriate classroom etiquette required for the role and the relationship between the Disability Support Worker, teachers and the Disability Liaison Officer within the organization.
5	**Workplace Assessment**
	The follow up workplace assessment tasks are outlined. These need to be addressed by the Disability Support Worker and their direct workplace supervisor.
6	**Career Pathways for Disability Support Workers**
	Disability Support Workers have a genuine opportunity for careers within the Adult Education Sector. The induction training is an introduction to the Community Services Training Package. Higher levels of training within this program will equip Disability Support Workers for ongoing employment opportunities.

Resources to deliver this program

This package is composed of:

- a Participant's Workbook

- the on-line induction program *'In My Shoes'* developed by Wodonga Institute of TAFE and funded by the Victorian Office of Training and Tertiary Education. (optional)

- the '*Inclusive Technologies Resource Kit'* developed by the Eastern Melbourne National Disability Coordination Officer program through the Department of Education, Employment and Workplace Relations. (optional)

- a range of websites included in the reference list for participants to source further information.

Facilitating the program

This professional development has been designed for presentation by facilitators who have a working knowledge of, and background experience working with people who have a disability in an adult learning environment. This may include Disability Liaison Officers (DLOs), Equity Officers, Specific Student Service staff and Teachers who demonstrate an appropriate approach to providing 'reasonable adjustments' and facilitating an inclusive learning environment for students with a disability.

Objectives

1. To develop the knowledge and skills required to work effectively as a Disability Support Worker within an adult learning environment.

2. To ensure that Disability Support Workers understand the legislative, moral and philosophical approaches within education that encourage independence, life skills and empowerment for students with a disability.

Why are we doing it?

The approaches and attitudes of Disability Support Staff within an adult learning environment are central to the personal learning experiences and course outcomes for students with a disability. Effective and appropriate support processes which respect the individual and promote independent learning, while also facilitating access to information and full participation are recognized broadly as the most empowering approaches for students with a disability.

This training will:

- prepare Disability Support Staff to work more effectively with a range of disability types across diverse learning environments.

- provide Students with a disability with higher quality support services from within the learning environment.

- ensure the education organization meets its obligations arising out of legislative standards.

Introduction

This course specifies the skills, knowledge and attributes required to provide relevant and respectful support for students with a disability within an adult learning environment. It addresses the responsibilities of those in a training and/or assessment organization to promote an inclusive learning culture which actively acknowledges, respects and builds on individual difference while integrating principles which underpin inclusivity into all practices related to student participation.

It is important to understand that people with a disability are and always have been the least successful group in all adult learning environments, including the Vocational Education and Training and the Higher Education sector. Of all the equity groups within Australia, people with a disability experience the lowest levels of success and completion. Almost one in five people in Australia have a disability, it is also estimated that at least a further 10% of the population have a learning disability. The professional development and learning that has occurred over the previous ten years in both the TAFE and Higher Education sectors, around facilitating equitable access to opportunities within education for people with a disability has impacted on the general understanding of creating *'reasonable adjustments',* and *'teaching and assessing from an inclusive practices model'* . It is also generally understood that accommodations made within education to include people with a disability result in improved access and participation for the broader student population.

Understanding why it is important to ensure positive inclusion in education for students with a disability is central to the Disability Support Workers understanding of the importance and value of their role to the organization.

It is also important for Disability Support Staff to understand the concepts of **'Equal Opportunity', 'Equality'** and **'Equity'**. These terms are often misunderstood within education. It is important to understand these terms and recognize their differences as they each directly relate to the preparedness of an education provider to provide meaningful **'reasonable adjustments'** for people with a disability.

Activity

Equity, Equality and Equal Opportunity

Discuss with the person next to you, your understanding of equity, equality and equal opportunity. Highlight any differences you may have in your understanding. You will be asked to share these differences, if any, with the group. As a group we will also discuss the concept of 'Reasonable Adjustment' within education.

Equity is   _____

_____

Equality is   _____

_____

Equal Opportunity is   _____

_____

A Reasonable Adjustment is

_____

_____

_____

The role of Disability Support Worker is central to assisting the organization to meet its legislative requirements for facilitating access to education for people with a disability. The Disability Support Worker often represents the implementation of a 'reasonable adjustment' which is a requirement by law. The provision of 'reasonable adjustments' is one of the organizations strategies for recognizing differences and facilitating access to equal opportunity for people with a disability.

Legislation

[1]The Australian Government considers that all people with a disability have the right to participate as fully as possible in community life. Commonwealth and State Governments are committed to increasing fair access to education and training for people with a disability and appropriate legislation and strategic directions have been implemented.

The Commonwealth Disability Discrimination Act, 1992 (DDA) was developed to eliminate, as far as possible, discrimination against people with disabilities. Under section 22 of the Act, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability, or a disability of any associates of that person.

Standards for implementing this legislation within education were developed in 2005. These standards clarify and elaborate the legal obligations in relation to education. The standards specify how education and training are to be made accessible to students with disabilities. They cover the following areas:

- enrolment;
- participation;
- curriculum development, accreditation and delivery;
- student support services; and
- elimination of harassment and victimisation.

The Disability Support worker assists and supports the organization to comply with the legislation through eliminating discriminatory practices which result in exclusion for people with a disability. The Disability Support Role is a measure implemented by the organization in the area of facilitating *'participation'* for people with a disability.

---

[1] Further information about the Disability Discrimination Act Education Standards can be found at http://www.dest.gov.au/sectors/school_education

Reasonable Adjustment

[2]"An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students."

The provision of a disability support worker to facilitate participation in education is one method of implementing a reasonable adjustment for people with a disability. A Disability Support worker is essential when the recommended reasonable adjustment can not be facilitated by alternate processes solely within the organisation. The tasks requested of the Disability Support Worker are determined through assessment of the student's learning needs, the inherent requirements of the course and the barriers that will impact on full participation. This assessment occurs through the Disability Office of the education provider.

Discrimination

Providing 'reasonable adjustments' and a support worker where necessary is one way of eliminating the risk of treating people with a disability less favourably than people who do not have a disability. When people are treated less favourably because of their disability it is formally recognised as *discrimination* based on disability.

There are two forms of discrimination that we must be aware of when working with people with a disability. They are:

- *Direct discrimination*: Treating a person with a disability less favorably than another person who does not have a disability, in the same or similar circumstance.

- *Indirect discrimination*: When a requirement, condition or practice that does not appear to be unfair, in fact discriminates against people with a disability.

---

[2] Disability Standards for Education Guidance Notes 2005

There are many adverse effects of discrimination that can impact on a person's life over a long period of time. Research has identified that the most damaging impact of discrimination is long term depression associated with negative self worth and a lowered self esteem.

Activity.

The impact of discrimination

You will be guided through an exercise by the facilitator. In this exercise you will be asked to consider a time in your life when you felt that you were treated 'less favorably' than others. You will be asked to write on one of the pieces of paper provided, the **thoughts** you had at the time of this occurrence, on another piece of paper you will be asked to write a **feeling** associated with the incident. All papers will be collected and responses recorded on the whiteboard. The responses will be discussed as a large group.

We will focus on the emotional, psychological, and physiological impact, intentional or unintentional discrimination can have on an individual or group. (Confidentiality will be maintained throughout this exercise and participation is voluntary).

_____
_____
_____
_____
_____
_____
_____
_____

The legislation and subsequent standards along with the progressive movement within the disability sector within education has supported a transition away from the medical model of disability to a social model of disability. It is important that Disability Support Workers have a clear understanding of these models so they understand the purpose and importance of their role within the organisation.

The Medical Model of Disability

[3]The medical model of disability sees the person with a disability as needing to adapt to fit into the world as it is. If this is not possible, then the person with a disability is excluded from genuine participation in education, employment and other social activities. Historically people with a disability were shut away in specialised institutions or isolated at home where often only their most basic needs were met. The emphasis with the medical model is on dependence, backed up by the stereotypes of disability that call forth pity, fear and patronising attitudes. Usually the focus is on the impairment, rather than the needs of the person.

Through this model it is believed that the power to change the situation for people with a disability lies within the medical and associated professions, with a focus on cures, normalisation and science. Often the direction that the lives of people with a disability take is directed in many ways by the professionals involved in their world.

Other people's assessments of people with a disability are used to determine where they go to school, what support they get, what type of education, where they live, whether or not they can work and what type of work they can do. Similar control is exercised over people with a disability by the design of the built environment which presents many people with a disability with barriers, thereby making it difficult or impossible for their needs to be met and limiting their opportunities. Whether it is in work, school, leisure and entertainment facilities, transport, training, education, housing or in personal, family and social life, there are many common practices and attitudes that continually exclude people with a disability.

---

[3] This Information was adapted with permission from the Self Direction Community Project. 2000 - 2005

Assumptions
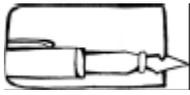
Activity

Think about the assumptions that are commonly made about people with a disability in general.

In a few words, what would you say are three common assumptions that are made regarding people with a disability? It is important at this stage to examine how you feel about people with a disability.

1. _____

2. _____

3. _____

This diagram illustrates the range of social contact for the person with a disability where the 'medical model' is applied. Some of your answers may be similar to those displayed around this diagram.

The Social Model of Disability

The focus to finding medically based cures can often distract us from looking at other causes of exclusion and disablement. Impairment and chronic illness exist and they often pose real difficulties for people with a disability.

Having a disability does not mean people are less suitable to participate fully in society. Fear, ignorance and prejudice by non disabled people also create barriers which restrict full participation for people with a disability.

The Social Model takes the approach that the 'cure' to the problem of disability lies in the restructuring of society, and that unlike medically based 'cures', which focus on individuals and their impairment, this is an achievable goal which will benefit everyone.

Prejudicial attitudes toward disabled people and, indeed, against all minority groups are not inherited, they are learned through contact with the prejudice and ignorance of others. It is believed that the education system has a large role to play toward challenging these attitudes and discrimination against people with a disability.

The education systems approach toward inclusion for all people regardless of disability, and the accommodations, structural and systemic changes occurring within the education sector to promote an inclusive learning environment are instrumental in changing culture and opportunities for genuine participation for people with a disability.

 Activity

Think of three things you think could be further improved within the education environment to enable a person with a disability to fully participate as an active student?

For example what changes need to take place, to enable students with a disability to successfully complete their studies?

1. _____

2. _____

3. _____

Badly Designed Buildings
Hypocrisy
No Parking Spaces
Segregated Education
Poverty and low Income
Lack of Enablers

Inaccessible Transport
Isolated Families
No Lifts
Prejudiced Attitudes
Poor Job Prospects

This diagram illustrates the disabling forces at work where the 'social model' is applied. You will notice that in contrast to the medical model, the arrows on the social model are moving outwards. The issues around the world are being addressed, and better facilities are slowly being provided for people with a disability, whereas in the medical model the focus is on the person with a disability and their ability to individually fit into the world as it is.

The social model of disability encourages us to look at ways that change can be made within our environment, our policies and our practices to create sustainable and meaningful inclusion for people with a disability. This approach has proven to provide improved opportunities for all people, not just for people with a disability. Examples of how through history, modifications or adjustments designed to remove barriers for people with a disability have improved access and participation for all people are highlighted below.

Typewriter. The first typewriter proven to have worked was built by the Italian Pellegrino Turri in 1808 for his friend who was blind, Countess Carolina Fantoni da Fivizzono.
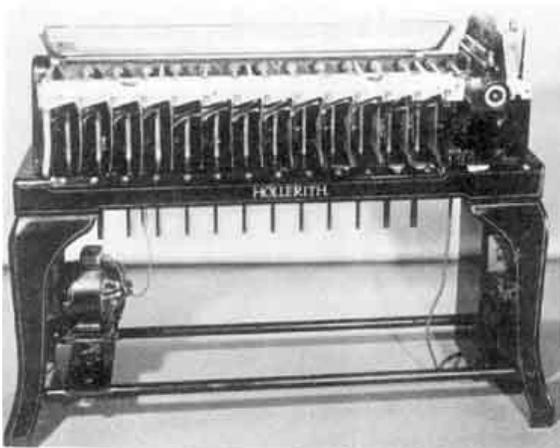
The Computer. In 1873 Herman Hollerith, a young student whom experts now recognize as having had a cognitive processing disability, designed the first tabulating machine to keep and transport information. They called this little invention the computer. In 1896 Herman Hollerith founded the Tabulating Machine Company. In 1924 the Tabulating Machine Company became known as International Business Machines (IBM).

The Telephone. Alexander Graham Bell the founder of the telephone grew up with a mother who was deaf. Alexander focused on communications for the deaf community. He was particularly interested in a form of hearing through vibrations. Bell's work with students who were deaf proved to be a watershed event in his life. Drawing parallels between multiple message and multiple notes in a musical chord, Bell arrived at his idea of the "harmonic telegraph." From this idea sprang the invention that made him renowned among inventors--the telephone.

Can you imagine your world without any of these inventions? Did you know that there are many utilities in our world that we take for granted that were originally designed and implemented to facilitate access for people with a disability?
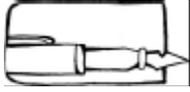
 Activity

Can you think of any other developments that were originally implemented to improve access and participation for people with a disability that have resulted in improved opportunities for all people?

1.   _____

2.   _____

3.   _____

Section 2

Exposing Assumptions

Definitions and understanding of Disability

[4]Around 19 percent of Australians aged between 15 and 64 years of age have a disability. Students with a disability are like all learners; they are diverse with a wide range of skills knowledge and needs.

A disability may be defined as any physical, sensory, neurological, intellectual, cognitive or psychiatric condition that can impair a person's ability to perform an activity in the manner considered to be within the normal range for a person.

Most people are affected by a disability at some stage in their lives. For some, the disability will be genetically determined, for others their disability will arise from environmental causes such as an accident, illness or aging. More people acquire a disability during their life than are born with a disability.

Disabilities may be short or long term and some are episodic. They may affect a person's capacity to communicate, interact with others and to learn or function independently. Disabilities may be temporary or permanent.

There is a very broad range of disabilities and there are varying degrees of severity within different disabilities. Some of the types of disabilities that students may have include:

- Sensory impairment, involving vision, hearing or speech
- Physical or mobility impairment
- Psychological or psychiatric impairment (mental illness)
- Disabilities that may result in multiple impairment such as cerebral palsy or Acquired Brain Injury
- Intellectual disability
- Learning disabilities including dyslexia
- Medical conditions and other disabilities

---

[4] Working with Diversity : Quality training for people with a disability (2004) Australian National Training Authority

Activity

Take a moment to list the different types of disabilities that you are aware of. We will then share and discuss as a large group our knowledge and experiences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Our learning from people with a disability informs us that we cannot assume that all people with a particular disability have the same experiences. It is therefore essential that a clear understanding of the perceived barriers within the learning environment are understood for each individual. Reasonable adjustments and forms of disability support will vary for each student according to their own needs.

This guide offers some examples of disability and the intervention approaches that are designed to alleviate access barriers for the student. As a Disability Support Worker you will be advised of the assessed support needs for each student that you work with, these support needs will define your role with that student. The assessment is determined collaboratively through consultation with the Disability Coordinator (Disability Liaison Officer) and the student.

Disability types

Disabilities result from injury, illness or genetic disorders. Many people have more than one impairment which can be variously disabling depending on the provisions that society makes for the person's inclusion. For example, a person who uses a wheelchair may have no difficulties negotiating a well designed, accessible building but could be completely disabled in the adjacent building which is poorly designed.

Following are brief descriptions of some disability types.

Blindness or Vision impairment

[5]It is estimated that there are about 300,000 Australians who are blind or have some kind of vision impairment. While some people have a total absence of vision, approximately ninety percent of people classified as legally blind have some useable vision. Access requirements of people with vision impairments will therefore vary widely.

Deafness or Hearing Impairment

It is estimated that there are approximately 30,000 deaf people in Australia who have no useable hearing and whose first language is Auslan (Australian Sign Language). In addition it is believed that between one and three million Australians have varying degrees of hearing impairment but use mainly oral communication.

Mental Illness

Disabilities labeled as psychiatric or psychological may include schizophrenia, clinical depression, bipolar disorder, eating disorders such as anorexia nervosa, and anxiety disorders. Anxiety and depression are two of the most common psychological disabilities evident in the adult education environment. The impact of mental illness will vary according to the type of mental health condition.

---

[5] http://www.adcet.edu.au

Learning Disabilities

Learning disability is the result of a neurological disorder which may cause the learner to receive and process some information inaccurately. The most common learning disability found in the tertiary environment is Dyslexia which is characterized by problems with reading, spelling, writing, speaking, or listening. Research indicates that at least 10% of the population have a learning disability which can cause significant difficulties in perceiving and/or processing and/or communicating auditory, visual or spatial information.

Asperger's Syndrome and Autism

Asperger's syndrome is an autistic spectrum disorder caused by a neurological dysfunction which particularly impacts on social functioning. As the ability to function within groups is so intrinsic to the way that most teaching and learning takes place, students with autism or Asperger's syndrome may find the experience of education daunting, despite having the intellectual capacity to study at a range of levels. However, many students have successfully completed a range of subjects and programs with a common emphasis on mathematics and computing.

Physical Disabilities

Conditions that result in physical disabilities include spinal cord injury, arthritis, cerebral palsy, acquired brain injury, multiple sclerosis and a number of other conditions of the muscular, nervous and respiratory systems. These conditions tend to result in some degree of restricted activity in mobility and manipulation, such as restricted arm and hand movements and communication.

Health Conditions

A wide range of medical conditions may impact on students' learning and their ability to attend lectures and tutorials, complete assignments by due dates or be assessed in the usual ways. These conditions include epilepsy, asthma, diabetes, kidney disorders, cystic fibrosis, cancer, hepatitis, chronic fatigue syndrome (CFS) and HIV/AIDS. While some of these conditions are lifelong, others such as CFS, may last for periods ranging from a few months to several years.

Intellectual disabilities

The term 'intellectual disability' refers to a group of conditions caused by various genetic disorders and infections. These conditions result in a limitation or slowness in an individual's general ability to learn and difficulties in communicating and retaining information. As with all disability groups, there are many types of intellectual disability with varying degrees of severity.

Acquired Brain Injury

[6]Acquired brain injury relates to injury to the brain, which results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain injury can occur as a result of trauma, hypoxia, infection, tumor, substance abuse, and degenerative neurological diseases of stroke. These impairments to cognitive abilities or physical functioning may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

 Activity

In groups of no more than four, discuss and record responses to the following questions. You will be asked to feedback your thoughts to the wider group.

1.   What barriers to participation in education might occur for people with vision impairment?

_____

_____

_____

_____

_____

---

[6] Brain Injury Australia. http://bia.net.au/

2.   What barriers to participation in education might occur for people with a learning disability?

_____

_____

_____

_____

_____

3.   What barriers to participation in education might occur for people with a physical disability?

_____

_____

_____

_____

_____

4.   What barriers to participation in education might occur for people with a mental health condition?

_____

_____

_____

_____

_____

5.   What barriers to participation in education might occur for people with a hearing impairment?

_____

_____

_____

_____

_____

6. What barriers to participation in education might occur for people with a chronic medical condition?

_____

_____

_____

_____

_____

7. What barriers to participation in education might occur for people with Asperger's syndrome?

_____

_____

_____

_____

_____

8. What barriers to participation in education might occur for people with an Aquired Brain Injury?

_____

_____

_____

_____

_____

9. What barriers to participation in education might occur for people with an Intellectual Disability?

_____

_____

_____

_____

_____

Inclusivity through Language and Communication

Effective communication is an important tool in fostering and promoting an inclusive learning environment. Our language and use of certain terminology can identify and expose our personal values and attitudes.

> [7]*Your words have the power to shape personal and societal attitudes. When negative, words can be a barrier as difficult to overcome as a flight of steps is for a person using a wheelchair. When positive, they provide the affirmation that people with a disability are equal members of our society and should be thought of and referred to accordingly.*

A common response for people who have not had the opportunity to become familiar with a person with a disability is to avoid the person to protect themselves from doing or saying the wrong thing. This is often not a malicious act, but one based on concern of inadvertently discriminating.

The following guide to appropriate use of language will assist you to develop personal confidence when communicating with people with disabilities.

 Activity – Language as a barrier

In groups no larger than four, complete the language table on the next page. As you do, consider how you would like to be addressed. Responses will be discussed in the wider group.

---

[7] (Robert Plant, Chairman of Community Disabilities Alliance 1996)

Extracted from *A way with words: guidelines for the portrayal of people with a disability*. (1996)

Language as a barrier

Misuse of language	Consideration	Appropriate use of language
Abnormal, subnormal	Negative term that implies failure to reach perfection	
Afflicted with	People with disabilities do not see themselves as afflicted	
Birth defect, deformity	People are much more than their disability. They are a person first	
The blind, or the visually impaired		
Confined to a wheelchair or wheelchair bound	A wheelchair provides mobility not restriction	
Cripple, crippled	These terms convey a negative image of a twisted ugly body	
The deaf	Only appropriate when referring to a community	
The disabled	Remember we are all a person first	
Epileptic		
Fit, attack, spell		
Insane, lunatic, maniac, neurotic, mental patient, psycho, schizophrenic, psychotic	This language has contributed to the myths attached to people who have a psychiatric disability	

Section 3

The Disability Support Worker

Disability Support Workers in Adult Education

[8] The Disability Support worker role has a number of different dimensions with different titles, which include notetaker, scribe, class participation assistant, integration aide, reader, library assistant, personal assistant, sign interpreter, adaptive technology support, alternate format support, tutor and mobility and orientation guide.

Disability support workers are employed to fulfill the role of specific support services and provide assistance to students with disabilities who are undertaking education and training within an academic environment, workplace, or through flexible modes which can be a combination of lecture or class based, workplace and off campus studies. [9]Disability Support workers are recognized as one of the most important groups in making sure that students with disabilities can participate as fully as possible in the adult education and training environment. The presence of Disability Support Workers frequently makes the difference between students with disabilities succeeding in their education and training goals or withdrawing from study.

The various roles within the Disability Support Worker position will differ with regard to the qualifications and training required. At times the position descriptions for the same role will also differ from institution to institution yet across the education sector the fundamental qualities required, in any Disability Support Worker are the same, they are as follows:

- strong interpersonal, communication and organisational skills

- a genuine commitment to providing unobtrusive support to assist students with disabilities to achieve their goals

- awareness of and respect for the rights of students with disabilities; and

- the ability to provide support while facilitating independence and self-determination.

---

[8] Guidelines for Student Support Workers at Gippsland Institute of TAFE (2001)
[9] http://www.adcet.edu.au/Uploads/Documents/Disability

Disability Support Workers are also responsible for treating clients, their decisions and their choices with respect through encouraging a sense of independence, autonomy and positive self-esteem, and honoring the client's rights to dignity, privacy and confidentiality. The catch-words are: 'unobtrusive', 'specific', 'respectful', while facilitating the development and maintenance of 'independence', 'positive self-esteem', 'dignity', 'privacy', and 'confidentiality'.

Disability support staff are usually employed on a casual basis either directly by the education organization or through an external attendant care service. Regardless of the employment status, the role and responsibilities attached to the position are similar across the sector. Each organization will have an established position description for the Disability Support Role.

Orientation phase

Upon appointment to a Disability Support Worker position, a meeting is usually set up with the organisations Disability practitioner often referred to as the Disability Liaison Officer (DLO). At this meeting general and specific aspects of the required tasks within the role are discussed and agreed upon.

It is also important that a meeting occur with the student that you will be providing a service to prior to beginning the support role. This meeting usually occurs with the DLO as facilitator. The DLO's role is to ensure that both the Disability Support Worker and the Student are clear on the expectations of each other, the support to be provided, the best practice approaches to the specific support provision and the boundaries for this support.

It is important to understand that the decisions about the type of support to be implemented have already been determined through an assessment process that has occurred prior to the recruitment of the Disability Support Worker.

This assessment is coordinated by the Disability Liaison Officer in collaboration with the student. The assessment results in a support plan that has been determined as the appropriate level and type of assistance according to the specific needs of the student, a goal of balancing the student's independence and dignity with the support provision, and the legislation.

Process in determining and establishing a Support Plan for students.

Student with a disability approaches the Disability Coordinator

Assessment occurs by the Disability Coordinator which is supported by formal medical practitioner documentation and Student input.

The Student Support Plan is developed and endorsed by the Student, Course coordinator and the Disability Coordinator

An appropriate Disability Support Worker is recruited to implement the support components of the plan.

A meeting between the Disability Support Worker, the Student and the Disability Coordinator occurs to clarify role and responsibilities.

Activity

Think about your role as the Disability Support Worker and the type of information and guidance you might require from the Disability Coordinator (Disability Liaison Officer) and the Student prior to beginning the support role, list your thoughts here.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Some points to consider might include:

- each parties individual rights and responsibilities
- clarification of the support role and any specific information such as preferred style of notetaking
- tasks that may be required to be completed prior to the next scheduled meeting
- contact details and the process for alerting the organization of any absences in a timely manner, this is essential for both support staff and students
- reporting requirements
- boundaries of the role and strategies for promoting independence for students
- timesheet submissions
- feedback, supervision and ongoing contact arrangements between the disability Coordinator, the Disability Support Worker and the Student.

Below is a checklist that you might like to complete as a Disability Support Worker when you contract to provide support for individual students. If you do not have all of the information on this checklist you may need to organise a meeting with the Disability Coordinator or Agency Coordinator.

Support Checklist

1	Student Name	Yes		No	
2	Specific needs of this student	Yes		No	
3	The current timetable for scheduled support for the student	Yes		No	
4	The room numbers and room locations	Yes		No	
5	A campus map or directions to locate the rooms	Yes		No	
6	The course being undertaken	Yes		No	
7	The names of direct teachers/lecturers	Yes		No	
8	The student's preferences to support style	Yes		No	
9	Any out of class support requirements	Yes		No	
10	The specific attributes required of you as the support worker	Yes		No	
11	The contact details for the Disability Liaison Officer	Yes		No	
12	Timesheet submission dates	Yes		No	
13	Where to access timesheets	Yes		No	
14	How to access supervision & guidance as a support worker	Yes		No	
15	The process for discussing any concerns that might arise	Yes		No	

Identification
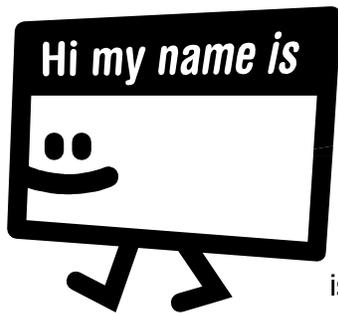
The Disability Support Worker is provided with an identification badge. It is essential that the Support Worker identify to the teacher/lecturer that they are in the class / lecture in a professional capacity. It is also appropriate for the teacher/lecturer to ask to view any notes that may have been taken, at the end of the lecture. This is a good opportunity for clarification of points or further input by the lecturer on key areas of learning. Notes are also periodically reviewed by the Disability coordinator. This is essential to ensure a quality service is maintained at all times.

Confidentiality / Privacy

Students who access the Disability Coordinator have made a decision to disclose information about their disability or medical condition. It is very important that respect and sensitivity toward disclosure and confidentiality is applied at all times and at all levels within the organization. The Disability Support Worker, teachers / lecturers and other personnel do not need to have sensitive information about the student's disability or medical condition. The important information that needs to be shared, with the student's permission, relates solely to the 'reasonable adjustments' that are required under legislation to be implemented to facilitate inclusion and full participation.

Most education providers have developed internal policies around privacy and confidentiality which reinforce that staff do not need to know the type of disability, but do need to know the impact that the disability will have on the student's ability to study and the recommended strategies to minimise these impacts.

An important component of the Disability Support Workers role is to honor the student's rights to dignity, privacy and confidentiality. It is imperative that Disability Support Workers comply with privacy legislation and confidentiality procedures of the organization. To comply it is essential that the following guidelines are adhered to in the strictest sense.

Confidentiality / Privacy Guidelines for Disability Support Staff

To comply with privacy legislation Disability Support Workers must not:

1.	Ask personal questions about the student's disability, of the student or any other person
2.	Talk about the student to any other students or staff
3.	Share information with others about the support plan for individual students
4.	Discuss the student's progress with anyone other than the Disability Coordinator
5.	Discuss the student's medical condition or class needs with any other person

The Disability Coordinator will review the support plan for each student with a disability throughout the year. At this time the coordinator will seek information from the Disability Support Person that is relevant to the role that is undertaken with the student. If the Disability Support Worker has concerns or queries they can also approach the Disability Coordinator at any time throughout the year to seek clarification and direction.
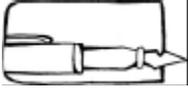
 Activity

In groups discuss and record strategies for maintaining the dignity, confidentiality and respect of students that you are providing support to. It is important to also consider how the support worker can be as inconspicuous as possible within the learning environment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Some points to be identified include:

1. Ensuring that teachers/lecturers do not defer comments for the student to you as the support worker. It is essential that direct communication between the student and lecturer is maintained at all times.

2. Not participating in the class/lecture in any way, i.e. not to make comment, not to answer questions, not to prompt the student with responses.

3. Not interacting with other students or support staff in the classroom while providing support unless you are required to provide support to more than one person or are acting as a direct support to the teacher – in this situation you take classroom direction from the teacher/lecturer.

4. Identifying with the student their preference for your physical placement within the classroom, i.e. do you sit beside them or away from them? At times students do not want disclosure to occur at the class level and they prefer the support worker to be as inconspicuous as possible.

Activity

Read the story below. While reading, consider the significant people in both Helen and Anne's lives. Ask yourself, who were the key people that assisted Helen and Anne's transition from isolation and abuse to inclusion and participation. Record the significant people along with your reasoning at the end of the story.

Advocacy, Survival and Success
(The Story of Helen Keller & Anne Sullivan)

[10]The story of Helen Keller is well known. She was born without a disability but as a young child was impacted with a disease that left her blind and deaf. Her parents were unable to communicate with her or control her, and Helen grew up like an animal.

In desperation, the family called for help, which arrived in the form of Anne Sullivan. Anne had the understanding and love to bring Helen "back into the real world." How was it that she could perform such a miracle, when Helen's parents and countless doctors had failed to make any progress? Where did Anne find such love and patience?

---

[10] Extracted from readings on the American Foundation for the Blind Website. http://www.afb.org

Anne's Story

Anne Sullivan was the daughter of Irish immigrant farmers Thomas Sullivan and Alice Cloesy; she had one brother, Jimmie, who was crippled from tuberculosis. Growing up, Anne was subject to poverty and physical abuse by her alcoholic father and at the age of five, trachoma struck Anne, leaving her almost blind. Two years later, her mother died and her father abandoned his children to an orphanage in Tewksbury. This was a home for charity cases, and Anne roomed and boarded with the mentally ill, with prostitutes, and with people who could not maintain functioning lives in the society of that day.

Anne fought for Jimmy and herself to be together, and they had beds next to each other, but Jimmy had a tubercular hip from birth and he died at Tewksbury, leaving her with no caring family. Alone and frightened Anne began to exhibit violent behaviors and was considered to be hopelessly insane, she was consigned by doctors to a "living death" in a cage in the facility's basement.

One elderly nurse, however, felt affection for the girl. She began to eat her lunch outside the youngster's cage and sometimes left brownies within her reach. The girl seemed to ignore the brownies, but they would disappear as soon as the nurse left. Gradually, the little girl in the cage began to respond to the nurse's love. She began to talk, became less violent, and started responding to other treatments. As her condition improved, the girl was removed from her cage and allowed to meet other patients, and quickly became a valued helper in the institution. When an investigating committee visited Tewksbury to inspect the institution, Anne followed them, and near the end of the tour, she threw herself at the mercy of the chairperson Mr. Sanborn. She pleaded to be sent to a school for the blind.

Soon thereafter, Anne learned she was to be sent to Perkins Institute for the Blind in Boston, unable to read, unable to see clearly, with a scarred childhood, but with her ambition to succeed.

Anne was insecure about her background and excessively defensive toward ridicule, which she covered with rebelliousness. There were teachers who could not tolerate her quick mouth and ready challenge of authority, but a number of key teachers saw her potential and nourished her and shaped her. One of these teachers was Alexander Graham Bell who was a teacher for the deaf students at the school. At the age of 20 Anne delivered the valedictory address for the school graduation. This was a great moment of triumph.

Shortly after this Helen Keller's parents contacted the school for assistance. Alexander Graham Bell recommended that Anne Sullivan be offered the position of teacher to Helen, once again her life changed and so too did the world of Helen Keller who through the support and guidance of Anne, learnt to communicate. Helen went on to graduate from University, she is the author of many books and a world renowned advocate for the betterment of life conditions for the blind.
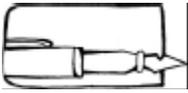
 Activity

Identify the significant people and their role in the lives of Anne Sullivan and Helen Keller.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____

Section 4

The Roles of the Disability Support Worker

Notetaker / Scribe

Notetaking is a proven way to provide equal access and contribute to the success of students who are deaf or hard of hearing or have other disabilities.

[11]Notetaking is a major service provided by Disability Support Services in adult education. Training for notetakers is often required because:

(i)   notetaking for another person requires a different set of skills to writing for oneself

(ii)   it is an important strategy for developing and ensuring consistency in quality and style between notetakers – for example, many students will have more than one notetaker

(iii)   notetakers work in such diverse settings: lectures, tutorials, laboratories, field trips, practical work sessions and having a set of guidelines assists the notetaker

(iv)   there are issues of health and safety in relation to Occupational Overuse Syndrome that as employers of notetakers we need to observe

A notetaker not only provides the student with notes but also enables the student to devote their full attention to the teacher, classroom discussion, Auslan interpreter and/or other learning activities.

Specific skills of a Notetaker include:

- Strong people skills
- Attentive listening skills
- Strong command of the English language
- Good short-term memory
- Specific content knowledge (not always a prerequisite)

---

[11] http://www.studentservices.utas.edu.au

The professional Notetaker has a strong ethical approach to confidentiality and a commitment to developing a professional working relationship with both the student and teaching staff. It is essential that the Notetaker and the student determine in partnership the style of notetaking that has the most meaning for the student, for example, preferred pen color, the structure of the page and the manner in which emphasis is highlighted for key points.

It is also important to establish up front whether the student wishes to sit alongside the notetaker or not. Some students prefer not to identify that they are receiving assistance within a classroom and therefore require the notetaker to sit away from them.

Notetaking Techniques

[12]Researchers have found that up to 80% of what we learn is forgotten within 24 hours. Taking a good set of notes is therefore critical for revising and for effective learning. Notes should be effective when read months later.

Notetaking is not just a matter of filling up line after line, recording everything the lecturer says. You must concentrate on getting the central ideas and concepts and recording them in a manageable format. Well presented lectures begin with an overview of what will be discussed or a review of past lectures, followed by the body of the lecture. In conclusion a summary is given and here you have the opportunity to check your notes. You may also need to approach the lecturer if anything is still unclear to you at the end of a session.

As well as recording notes from the content of the lecture it is vitally important to the student that all organisational information is recorded. If a lecturer makes an announcement, gives information on examinations, textbooks or room changes this information must be recorded. This information needs to be highlighted as different to lecture content and as important 'other' information. Often a lecturer makes a passing comment such as a possible exam question. Comments such as these are very important to the student.

---

12 Adapted from an information brochure by the Centre of Excellence for Students who are Deaf and Hard of Hearing @ NMIT
Promoting access to vocational education & training & the University of Tasmania website
http://www.studentservices.utas.edu.au/

As a note taker you will listen analytically and identify the following points in a presentation:

a) main headings

b) intermediate headings

c) minor headings

d) points

e) examples

f) references

g) definitions

h) questions

i) answers

j) key points

Space out the main ideas by skipping a line or two or dividing the page into columns. By leaving space at the top, side/s and bottom of the page and between chunks of information, the notes are easier to learn from and process later.

The white space can be used to add:

- content during a lecture when a speaker jumps backward and forwards
- extra notes when a student reviews the notes for exams
- supplementary notes, word meanings or examples for the student
- references.

Apart from the format there are many ways to emphasise key points from a lecture:

- underline important words and phrases
- asterisks* can be used
- circling is often used to draw attention to an important point
- boxing is a common method for definitions
- LARGE or PRINTED letters can make points stand out
- as can highlighting

If you are photocopying your notes, be careful. Some highlighters will not show up on the copy and others may delete the highlighted text completely.

If you have taken electronic notes you may need to tidy them up after the lecture, if this is the case you are usually required to email them within 24 hours to the student. The student may also provide a jump drive / USB, that you can hand back at the end of the class if you feel the notes are adequate at that time.

Common Problems for Notetakers

Trying to write too much:

To some extent the amount of detail in the notes will depend on the style of the lecturer. If the lecture delivery is unstructured, detailed and rapid, more selectivity will be required to produce meaningful notes.

Panicking:

Panicking can occur when the notetaker tries to write too much. The listen/store/write process breaks down, and whole blocks of information can be missed.

Neatness vs. fullness:

A fine balancing act is required to produce notes which are attractive and which also contain a maximum of information. In some instances neatness may have to be sacrificed slightly in favor of fullness of information.

Content:

Occasionally a notetaker may struggle to understand the content of the lecture. The notetaker needs to notify the Disability Coordinator immediately and advise them of the difficulties. Often accessing readings associated with the subject can reduce these difficulties, if this does not assist the notetaking task may need to be reassigned.
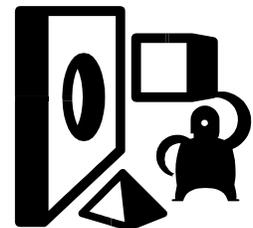
Poor listening skills:

Notetaking requires a high degree of sustained concentration. Notetakers who are bored, tired, unwell or easily distracted will not take good notes.

Occupational Overuse Syndrome:

It is essential that notetakers take all reasonable steps to prevent workplace injury through overuse. You must develop your own health and safety plan. In doing this, think about the notetaking assignments you have. Be strategic about what classes you work in, some are easier than others; try to find a balance in your day. Moving from two hour lecture to two hour lecture can be physically exhausting, it might be better to role share with another notetaker if the student is scheduled in a full day of lectures.

Notetaking for the Student who is deaf

Many notetakers work with students who are deaf or hearing impaired. A notetaker is required because the student who is deaf needs to visually focus on an Auslan Interpreter who is signing the lecturer's comments for the student. It is impossible for the student to take notes and watch the interpreter at the same time. You do not need to be able to use sign language to take notes for a deaf student. It is however a strength to have some awareness of signing and to be able to use basic signs as an introduction. Auslan is the primary language for the Deaf community; English is recognised as a second language therefore notes must be clear and concise and neatly printed for students.

Activity

The two handed Auslan Alphabet is listed below. We will use this alphabet to practice signing our name and a basic introduction such as;

"Hi my name is _____ I am your notetaker in this class".
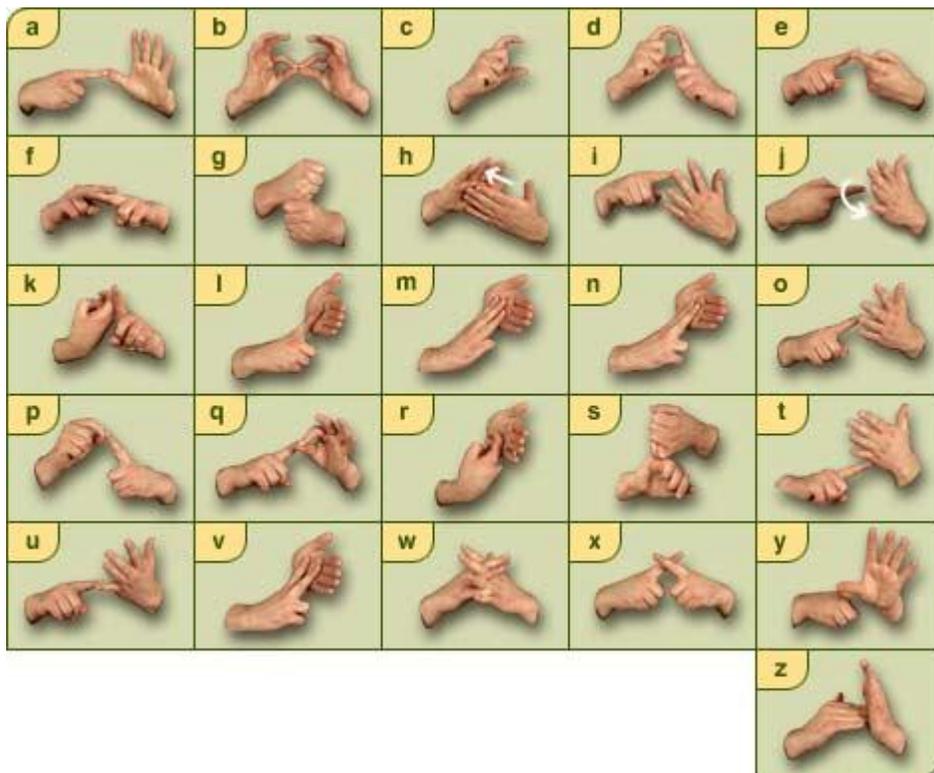
The Auslan Alphabet can be practiced further by accessing the interactive Auslan Signbank which was developed by the 'Royal Institute for Deaf and Blind Children'. The signbank is located at http://www.auslan.org.au/. The signbank allows you to request practice of particular words that you would like to learn in Auslan.

Professional Ethics of the Notetaker

1. *Notetakers must keep all assignment-related information strictly confidential. Like an interpreter or advisor, notetakers do not share information about the students they work with. This includes:*

    - Who in class they take notes for
    - Why the student needs services

3. *Notetakers must transcribe lectures as faithfully and completely as possible.*

    - "Transcribe" does not mean a word-for-word record of everything the instructor says.
    - However, notetakers must provide a useful and correct set of notes the student can use to study and complete assignments.

4. *Notetakers do not use notes to advise, interject personal opinion, or counsel students.*

    - Class notes should reflect the instructor's meaning and intent, without added commentary or opinion.
    - There are times notetakers may want to add their own ideas, especially when they are knowledgeable or have strong feelings about the subject. However, the notetaker's role is to only convey the instructor's ideas and opinions.

5. *Notetakers do not counsel or advise the instructor or students.* The notetaker's job is to create a tool, but they are not tutors, advisors, or counselors. The Note-taker should not assume a formal role beyond taking notes.

   - If there is difficulty that the instructor can address—such as talking too fast or not providing enough time to copy overheads—the notetaker can bring it to the instructor's attention, but only in the context of taking better notes for the student.
   - If there is a difficult issue, the note-taker can bring it to the attention of someone with a more formal role, such as the Disability Coordinator.

6. *Notetakers behave in a manner appropriate to the situation.* Notetakers are a part of the professional team that supports students with disabilities. As part of that team, they need to take their role seriously by:

   - Attending every class they are assigned to
   - Ensuring they provide enough time for the coordinator to arrange for a substitute when they cannot be there
   - Completing notetaking tasks responsibly

Sign Interpreter

[13]It is estimated that there are approximately 30,000 deaf people in Australia who use sign language to communicate.

Sign interpreters facilitate communication between a person who is deaf/hearing impaired and hearing people by translating (voicing) spoken English into AUSLAN (signing) and vice versa.

Each country has its own sign language and in Australia, the language is called Auslan (Australian Sign Language). Auslan is a language in its own right and is not simply a manual form of English. It is a visual-spatial language with meaning expressed in signs, which include body movement and facial expression. Auslan is recognised within Australia as a language other than English. For deaf people to access the community and enjoy the same rights as other people, the services of a qualified Auslan interpreter are often required, particularly in important life situations such as education. Auslan Interpreters have undertaken extensive training to be accredited through the National Accreditation Authority for Translators and Interpreters.

The major task of an interpreter in the education environment is to interpret all classroom communication, without exception, from and between teaching staff, other students, audio-visual materials and the learner.

Auslan interpreters need to have a knowledge of social and cultural aspects of the deaf community and are required to follow a Code of Ethics that specifies appropriate behavior when interpreting and assisting interpreters to make decisions relating to their role, obligations and rights. The Code of Ethics emphasises the importance of confidentiality, accuracy and impartiality.

---

[13] http://www.deafsocietynsw.org.au/asliansw/professional/use.htm

Orientation and Mobility Guide

[14]Orientation refers to our understanding of where we are in the environment. We use our senses to gather information from around us and combine this with our knowledge of where we have come from and where we plan to go. Mobility relates to our ability to move safely and confidently through the environment.

A mobility guide is employed to assist a person with a disability who is unable to navigate around campus or move quickly between different locations. Guiding a person with vision impairment successfully requires some specific training which is provided for Disability Support Workers who will undertake this task. Often the Disability Support worker employed as a mobility guide also provides other forms of assistance such as electronic notetaking for students with vision impairment.

People with vision impairment also use the professional services of an Orientation and Mobility Instructor through an organization such as Vision Australia and Guide Dogs Australia to orient them to independently navigate new environments.

Orientation is all about:

- Where am I?
- Where am I going?
- How do I get there?

People with vision impairment use their residual vision and senses such as hearing, touch and smell to develop skills in navigating new environments.

Disability Support Workers are often required to undertake orientation and mobility tasks with students when there has been an unexpected change of venue and the student has no prior experience navigating to the new venue. If the change is permanent the student will also undertake professional orientation and mobility training with an accredited service.

---

[14] Guide Dogs Victoria. http://www.guidedogsvictoria.com.au/our-services/orientation-mobility/

Adaptive Technology Assistant

[15]The use of computers and ICT (Information Communications Technology) is now a fundamental part of day to day life and accessing the computer can be a significant factor in a user's quality of life. Adaptive Technology is an ever evolving and changing dynamic field as new, redesigned, re-engineered, updated, and emerging technologies compete for attention.

Assistive and adaptive technologies assist in overcoming, or reducing, barriers to full participation in education. Technology is now a recognized resource and tool for removing access barriers within education for students with a broad range of disabilities. Assistive products include devices, peripherals, software and customized systems that meet one or more needs. The resources are diverse and varied and cater to individuals who require intervention, support and tools to aid in study, writing, reading, research, planning, organization, problem solving, time management as well as in pursuing leisure options. Students encounter a variety of situations where they may require specific or generic mainstream solutions.

Disability Support Workers are trained to understand how Adaptive Technology works and how to train students with a range of disabilities to use the software. Many organizations have a technology area where students can receive one on one tutoring in the use of adaptive technology. The goal is to enable the student to become an independent user of the software and technology. Becoming an independent user equips students to develop skills that they can take with them post education into the workforce.

Adaptive technology and its availability within the mainstream has opened the door to many more opportunities for access to education and employment for students with a disability.

---

[15] Inclusive technologies: Useful Study, Research and Access Tools. Office of Training and Tertiary Education.

The Inclusive Technologies Resource Kit (2007) developed by the National Disability Coordination Officer program hosted by RMIT University on behalf of the Office of Training and Tertiary Education is an excellent learning resource for those interested in learning more about the different technologies and software available.

The adaptive technologies most commonly used within education include:

Text to Audio Applications

Users hear text that has been captured from 'third party sources' (including emails, web sites, documents, instructions, fact sheets, study notes, encyclopedias) on their personal computer or portable devices including:

- Ipods
- MP3 players
- PDA's (portable digital Assistants)

Text is translated into a sound file so that information that is only accessible on a computer screen can be voiced on another more portable or accessible device.

This software supports students who find reading difficult. It caters to students who fatigue or who need to read large amounts of information. Students benefit from repeatedly listening to study notes, research data and important information.

Speech to Text Applications

Students can dictate letters, emails, assignments' and surf the web by voice command. Speech to text software such as Dragon Naturally Speaking is compatible with the full Microsoft Office suite including Internet explorer.

Users can create text files electronically (on their computer) by speaking into a microphone attached to their computer. Most people speak at 120 words per minute but type at

approximately 40 words per minute. Using speech to text can result in completing work up to three times faster, as a result speech to text is no longer only recognized as a tool to remove barriers for people with a disability, it is software that has been picked up as a mainstream resource within education and the workplace.

Screen Magnification

Screen magnification enables users with low vision to locate and find content. The software increases the size of objects, icons and menus as well as content in dialogue boxes. Color mode on screens can also be enhanced. Many magnifiers are available on line as freeware and can be added to Microsoft toolbars.

Planning and Organisational Tools

There are a number of software programs which assist students to plan and organize their learning. Programs such as 'Inspiration' and 'Rationale' are both commercial products which allow a 30 day download and trial period. These programs enable the user to:

- Create electronic mind maps
- Help students organize and navigate around complex information
- Clarify reasoning
- Communicate reasoning quickly and effectively
- Maintain data in a meaningful way
- Experience increased productivity and confidence with text
- Experience increased capacity to be independent of external supports

Additional features of these software programs include:

- Pronunciation and word wizard
- Word prediction
- Fact mapper
- Study skills toolbars
- Summary tool
- Text to audio and speech to text

Participation Assistant

The title of Participation Assistant can vary across organizations; the role is sometimes referred to as 'Academic Support Worker'. The participation assistant is responsible for providing high quality support that is broader than pure notetaking, for students with a disability under the direction of the Disability Coordinator. Tasks within the role can include:

- Providing assistance to students in accessing resources from the library
- Assisting students within a class / lecture environment by taking notes and also ensuring the working environment is conducive to the students needs.
- Assisting students within a learning environment such as a science or technology laboratory.
- Providing emotional support to students who experience extreme anxiety within a learning environment.

Participation assistants must have the attributes specified for all roles within the education sector that apply to working with people with a disability.

These attributes include:

- An understanding of inclusive practices
- An ability to manage complex situations in a calm and responsible manner
- An appreciation of the issues relating to the participation of students with disabilities
- Excellent interpersonal and communication skills
- Excellent notetaking skills including active listening
- An ability to work with minimum supervision
- Reliability, punctuality and a responsible attitude
- A respectful attitude toward diversity
- An awareness of and respect for the rights of students with disabilities
- The ability to provide support while facilitating independence and self-determination

Tutor

The role of the Tutor is to provide high quality one on one tutorial instruction to students with a disability. There are occasions when the impact of a person's disability detracts from their ability to fully concentrate or comprehend the learning material during formal classes or lectures. This is most common for people who experience chronic fatigue, have a learning disability or are experiencing adverse effects of medication. Reinforced learning through tutorial sessions is a means of supporting the student to stay on task, stay up to date with their workload and to minimize the stress that occurs when disability or health conditions detract from the quality of learning.

Tutorial support is most often provided in blocks of two hours each week although this may vary depending on the unique needs of each student. The Tutor is employed based on the following attributes:

- Proven knowledge and skill level in the learning content (commonly a final year student, recent graduate or sessional teacher)
- An understanding of the importance of self generated outcomes for learners
- A professional and organized approach to developing and implementing tutorial sessions
- An ability to work with minimum supervision
- Reliability, punctuality and a responsible attitude
- A respectful attitude toward diversity
- An awareness of and respect for the rights of students with disabilities
- The ability to provide support while facilitating independence and self-determination

Examination Support Worker

Students with disabilities often require alternate examination arrangements. The Disability Support Worker can have a range of roles to assist students with exams, these may include:

- Scribing responses to questions
- Reading questions for students
- Supervising students who have breaks during the examination
- Supervising students who have examinations at alternate times to other students

To maintain integrity of the examination process and the student's academic performance, the examination support worker is generally not the same support worker that has provided other forms of assistance to the student throughout the academic year. Providing a different support worker at exam time is essential to remove the risk of over familiarity which can result in inadvertent assistance such as prompting during the examination.

The examination support worker is briefed on the needs of the student and is aware of all aspects of the support requirements prior to the exam.

Alternate Format Support Worker

Many students with a disability require their learning resources in alternate formats. Alternate format means in a format that is not typically, text based, 12 point, serif font, printed material. Examples of alternate format include:

- Braille
- Electronic
- Audio
- Large print
- Captioned visual

Education providers are responsible for facilitating the provision of learning resources and materials in a format that is meaningful and useful to the student. For example if a student cannot read standard print or has difficulty with the printed English language they can request their materials in electronic or audio format to enable them to use screen reading software or mobile audio devices such as MP3 players to listen to the material.

The procedures that are applied for students with a disability have been instrumental in creating change in the format and quality of learning resources and materials for all students. Education providers are now more aware of the need for accessible material and are now more likely to make available electronic information resources for students as well as hard copy resources.

Where resources cannot be obtained in the appropriate format in the first instance, alternate formatting is required. Skills essential to undertake alternate formatting include:

- Knowledge of alternate materials and media formats (e.g. Braille, audio-recording, electronic files, captioning).
- Knowledge of computer software and hardware
- Knowledge of copyright legislation
- Knowledge of assistive technologies and OCR software
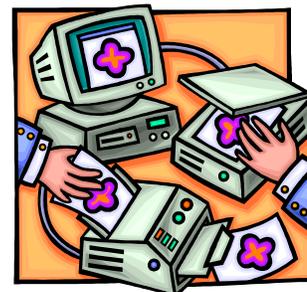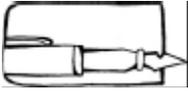
Activity

Inclusive practices within education are approaches that remove barriers for students by ensuring that all students have equal access to the learning process and learning materials through inclusive direct teaching methods. This does not always occur and students are sometimes excluded from fully participating if they do not have access to a Disability Support Worker.

You are asked to list any roles that may be requested of the disability support worker in the following situations that would assist the organization to remove the barriers and improve participation for the student.

Barriers to participation

1.   A student with vision impairment has not been provided with accessible learning resources.

    _____
    _____
    _____
    _____
    _____

2.   A student with a physical disability who is upright and mobile is at risk of falling due to uneven walk areas and classes spread across the campus.

    _____
    _____
    _____
    _____

3.   The handouts are poorly developed and the students with a learning disability will not be able to scan the material for listening in audio format.

_____
_____
_____
_____
_____
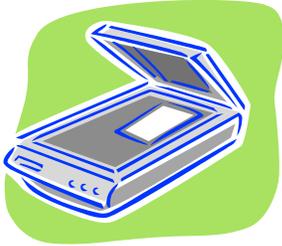
4.   There are frequent changes made to class or lecture rooms at the last minute with no orientation to the new venue, this causes difficulties for the students with vision impairment who also cannot read the sign on the door advising students of the new location.

_____
_____
_____
_____

5.   A student who has Chronic Fatigue Syndrome will have difficulty completing a three hour exam in one block.

_____
_____
_____
_____

6. There are a number of students in the Certificate II Information Technology class who have borderline intellectual disabilities. They experience difficulties following more than one instruction at a time and may fall behind in their studies.

_____
_____
_____
_____

7. A student who is on medication for a chronic condition has difficulties in the morning classes when the medication impacts on their comprehension and concentration.

_____
_____
_____
_____

8. The lecturer will be using videos as learning resources. The student who is deaf will not be able to hear the content of the video.

_____
_____
_____
_____
_____
_____

9. A number of students who have learning disabilities do not know about the adaptive software and technology that can assist them in the learning process.

_____
_____
_____
_____

Section 5

Workplace Assessment

Final Assessment

Disability Support Workers who are undertaking this induction training as the CHCCS102 Certificate One 'Work preparation' course are required to have the following workplace requirements signed off by their direct supervisor (Disability Coordinator), as evidence that they have integrated the knowledge into aspects of their work in an adult learning environment such as a TAFE, University or Community education provider, in line with the third component of the assessment process - *Workplace experience as a Disability Support worker within a learning environment*.

The student: _____   Date: _____/_____/_____

1.   Understands and demonstrates a commitment to the legislation, ethics, privacy and procedural requirements for employment within the Adult education Disability Support sector.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

2.   Demonstrates personal attributes such as appropriate dress, behaviors, courtesy and time management to work roles.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

3.   Recognises and complies with appropriate lines of communication with supervisors and colleagues in the workplace.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

4.   Collects, analyses and organises information in a manner that complies with standards of style, format and detail.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

5.   Displays an attitude of respect for students with a disability and encourages the development of independent learning skills through appropriate models of support.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

6.   Is aware of the legislation that governs the application of OH&S procedures, the rights and duties of employees of the organisation and the OH&S signs and symbols relevant to their work area.

Supervisor: _____   Date: ____/____/____

Comment: _____

_____

_____

Section 5

Career Pathway for Disability Support Workers

Career Pathway for Disability Support Workers within Adult Education - (CHC02 Community Services Training Package)

CHC10102 Certificate 1 in Work Preparation	CHC20302 / CHC20102 Certificate Two level qualifications.	CHC30302 Certificate 111 in Disability Work	CHC40302 Certificate 1V in Disability Work	CHC50102 Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).	CHC60102 Advanced Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).
Pathway Qualification Basic induction / orientation.	Composite of compulsory and elective units are not related to role and tasks of Disability Support Worker in Adult Education Sector	Entry level to the role of Disability Support Worker within Adult Education. (Note-taker, Participation Assistant)	Support Worker. More autonomous worker. Collaborative practices in partnership with teachers /lecturers.	Entry level Disability Liaison Officer / Assessment of intervention strategies for students, consultation and negotiations with teaching staff and allocation of work tasks.	Senior Disability Liaison Officer. Direct supervision and guidance of staff. Budget responsibility. Demonstrated accountability for personal and group outcomes within broad parameters.
Routine and predictable tasks. Demonstrate knowledge by recall in a narrow range of areas. Demonstrate basic practical skills such as the use of relevant tools. Perform a sequence of routine tasks given clear direction Receive and pass on information.		**Defined skills, methods and procedures.** Demonstrate some theoretical knowledge. Apply a range of well developed skills. Apply known solutions to predictable problems. Some discretion and judgment required. Take responsibility for own outputs in work. Supervised.	**Broad range of skilled applications – ability to evaluate and analyse current practices and develop new criteria and procedures for current practices.** Provision of some leadership and guidance to others in the application and planning of the skills and interventions.	**Self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, techniques for self and others.** Strategic initiatives, personal responsibility and autonomy in performing complex technical operations or organising others.	**Significant range of fundamental principles and complex techniques across a wide variety of contexts.** Significant judgment in planning and design, technical, conceptual and leadership skills related to products, services, operations and procedures. Analyse Diagnose Design and execute.

CHC10102 Certificate 1 in Work Preparation	CHC20302 / CHC20102 Certificate Two level qualifications.	CHC30302 Certificate 111 in Disability Work	CHC40302 Certificate 1V in Disability Work	CHC50102 Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).	CHC60102 Advanced Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).
3 compulsory units		8 compulsory units 6 recommended elective units	10 compulsory units 4 recommended elective units. (If compulsory and recommended units in cert 3 are completed only 5 mandatory and 4 elective units remain. Italics highlight cert 111 units).	11 compulsory units 4 elective units. (If compulsory and recommended units in cert 1V are completed only 8 mandatory and 0 elective units remain. Italics highlight cert 1V units).	16 compulsory units 4 elective units (If compulsory and recommended units in the Diploma are completed only 15 mandatory and 2 elective units remain. Italics highlight diploma units).
CHCCS101A Prepare for work. CHCOHS201A Follow OHS procedures. BSBCMN103A Apply basic communication skills.		CHCADMIN5C work within the administration protocols of the organisation. CHCCOM2B Communicate appropriately with clients. CHCDISIC orientation to disability work. CHCDIS2C Maintain an environment designed to empower people with disabilities.	*CHCCOM3C Utilise specialist communication skills to build strong relationships.* *CHCCS301A Work within a legal and ethical framework.* *CHCDISIC orientation to disability work.* *CHCDIS2C Maintain an environment designed to empower people with disabilities.*	*CHCCOM3C Utilise specialist communication skills to build strong relationships.* *CHCDIS2C Maintain an environment designed to empower people with disabilities.* CHCAD4A Provide advocacy and representation.	CHCAD3A Undertake Systems Advocacy CHCADMIN4B Manage the organisations finances, accounts and resources CHCCS4C Manage the delivery of quality client service CHCCS7C Coordinate the assessment and delivery of services to clients with particular needs.

CHC10102 Certificate 1 in Work Preparation	CHC20302 / CHC20102 Certificate Two level qualifications.	CHC30302 Certificate 111 in Disability Work	CHC40302 Certificate 1V in Disability Work	CHC50102 Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).	CHC60102 Advanced Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).
		CHCDIS5C Contribute to positive learning. CHCOHS302A Participate in safety procedures for direct care work. CHCORG3B Participate in the work environment. CHCCS405A Work Effectively with culturally diverse clients and co-workers. **Recommended electives** CHCCOM3C Utilise specialist communication skills to build strong relationships. CHCCS301A Work within a legal and ethical framework.	*CHCDIS3C Provide services to people with a disability.* CHCDIS4B Design procedures for Support CHCDIS6C Plan and implement community integration CHCORG5B Maintain an effective work environment *CHCCS405A Work Effectively with culturally diverse clients and co-workers.* CHCOHS401A Implement and monitor OHS policies and procedures for a workplace.	CHCCM3B Develop, facilitate and monitor all aspects of case management. CHCCS3C Coordinate the provision of services and programs. CHCCS402A Respond holistically to client issues CHCNET4A Work with other services CHCORG6B Coordinate the work environment CHCINF5B meet statutory and organisational information requirements CHCDIS11C coordinate disability work.	CHCDIS11C Coordinate disability work. CHCINF4B Manage the organisations information system. CHCNET3B Develop new networks. BSBMGT505A Ensure a safe workplace. CHCORG10B Manage organisational change**.** CHCORG11B Lead and develop others. CHCORG19B Develop and maintain the quality of service outcomes. CHCORG2OB Promote and represent the service

CHC10102 Certificate 1 in Work Preparation	CHC20302 / CHC20102 Certificate Two level qualifications.	CHC30302 Certificate 111 in Disability Work	CHC40302 Certificate 1V in Disability Work	CHC50102 Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).	CHC60102 Advanced Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).
		CHCDISI4A Support students with additional needs in the classroom. **CHCDIS15B** Provide behavior support. **CHCDIS8A** Support Students with special needs. **CHCDIS3C** Provide services to people with a disability.	**Recommended electives** **CHCDIS16B** Provide advanced Behavior support **CHCMH1B** Orientation to Mental Health Work **CHCDIS5C** Contribute to positive learning **CHCDIS7B** Design and adapt surroundings to group requirement.	***CHCOHS401A*** *Implement and monitor OHS policies and procedures for a workplace.* **Recommended electives** ***CHCDIS16B*** *Provide advanced Behavior support* ***CHCDIS3C*** *Provide services to people with a disability.* ***CHCDIS7B*** *Design and adapt surroundings to group requirement.* ***CHCMH1B*** *Orientation to Mental Health Work*	**CHCORG28A** Reflect and improve upon professional practice **CHCORG7B** Manage workplace issues **CHCORG8C** Establish and manage new programs or services ***CHCCOM3C*** *Utilise specialist communication skills to build strong relationships.* **Recommended electives** ***CHCDIS16B*** *Provide advanced Behavior support* ***CHCCS402A*** *Respond holistically to client issues*

CHC10102 Certificate 1 in Work Preparation	CHC20302 / CHC20102 Certificate Two level qualifications.	CHC30302 Certificate 111 in Disability Work	CHC40302 Certificate 1V in Disability Work	CHC50102 Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).	CHC60102 Advanced Diploma of Disability Work (+ demonstrated experience – various degree level qualifications also align with the DLO role i.e. Social Work, Occupational therapist and degree or post grad studies in Disability).
					CHCMH4C Provide non-clinical services to people with mental health issues. **CHCCS601A** work with clients with specific and complex needs.

Section 6

Conclusion – Key Points

Key Points

- The approaches and attitudes of Disability Support Staff within an adult learning environment are central to the personal learning experiences and course outcomes for students with a disability.

- Effective and appropriate support processes which respect the individual and promote independent learning, while also facilitating access to information and full participation are recognized broadly as the most empowering approaches for students with a disability.

- Treating students the same does not result in equal opportunities for students who experience barriers to participation. Equitable practices accommodate differences and level the playing field to ensure all students have equal opportunity.

- The Australian Government considers that all people with a disability have the right to participate as fully as possible in community life. Commonwealth and State Governments are committed to increasing fair access to education and training for people with a disability, and appropriate legislation and strategic directions have been implemented.

- A 'Reasonable Adjustment' is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. Providing 'reasonable adjustments' and a support worker where necessary is one way of eliminating the risk of treating people with a disability less favorably than people who do not have a disability.

- When people are treated less favorably because of their disability it is formally recognised as *discrimination* based on disability.

- The Social Model takes the approach that the 'cure' to the problem of disability lies in the restructuring of society, and that unlike medically based 'cures', which focus on individuals and their impairment, this is an achievable goal which will benefit everyone.

- Around 19 percent of Australians aged between 15 and 64 years of age have a disability. Students with a disability are like all learners; they are diverse with a wide range of skills knowledge and needs.

- A disability may be defined as any physical, sensory, neurological, intellectual, cognitive or psychiatric condition that can impair a person's ability to perform an activity in the manner considered to be within the normal range for a person.

- Effective communication is an important tool in fostering and promoting an inclusive learning environment. Our language and use of certain terminology can identify and expose our personal values and attitudes.

- Disability Support Workers are recognized as one of the most important groups in making sure students with disabilities can participate as fully as possible in the adult education and training environment.

- Disability Support Workers are also responsible for treating clients, their decisions and their choices with respect through encouraging a sense of independence, autonomy and positive self-esteem, and honoring the client's rights to dignity, privacy and confidentiality.

- It is imperative that Disability Support Workers comply with privacy legislation and confidentiality procedures of the organization.

Participant Evaluation

1   Circle the number on the scale below that corresponds the most closely to your experience of this induction training.

The program was (please circle the applicable):

a	Stimulating	5	4	3	2	1	Dull
b	Informative	5	4	3	2	1	Uninformative
c	Well organised	5	4	3	2	1	Disorganised
d	Provided adequate information about the Support role.	5	4	3	2	1	Did not provide adequate information about Support role.
e	Efficient use of time	5	4	3	2	1	Inefficient use of time
f	Opportunity for interaction	5	4	3	2	1	Little or no opportunity for interaction
g	Met my needs as a participant	5	4	3	2	1	Did not meet my needs as a participant

2   The most useful components of the program were:

_____

_____

3   The least useful components of the program were:

_____

_____

4   Please provide any other suggestions:

_____

_____

References

AUSLAN Signbank. *Interactive Dictionary of Auslan (Australian Sign Language)*
http://www.auslan.org.au/

Australian Disability Clearinghouse on Education and Training (ADCET)
http://www.adcet.edu.au/

Australian National Training Authority (ANTA). Working with Diversity: A guide to Equity and the Australian Quality Training Framework. (2004)
http://www.dest.gov.au/sectors/training_skills/publications_resources/

American Foundation for the Blind. http://www.afb.org

Brain Injury Australia. http://bia.net.au/

Centre of Excellence. NMIT. *Supporting Students who are Deaf and Hard of Hearing in TAFE Institutions in Victoria.* http://www.nmit.vic.edu.au/excellence/publications.html

Deaf Society of NSW. http://www.deafsocietynsw.org.au/asliansw/professional/use.htm

Department of Education Science and Training (DEST) Australian Disability Standards in Education http://www.dest.gov.au/sectors/school_education

Disability Awareness Training: Self Direction Community Project. 2000 – 2005
http://www.selfdirection.org/

Disability Services Queensland. A Way with Words: Guidelines for the portrayal of People with a Disability.

Disability Services University of Tasmania. http://www.studentservices.utas.edu.au

Guide Dogs Victoria. http://www.guidedogsvictoria.com.au/our-services/orientation-mobility/

Human Rights Equal Opportunity (HREOC) website; http://www.hreoc.gov.au/index.html

Luke, A (1999) *Education 2010 and new times: Why equity and social justice still matter, but differently.* Education Qld. http://education.qld.gov.au/corporate/newbasics/html/library.html accessed February 23rd, 2005.

Office of Training and Tertiary Education. Inclusive Technologies Resource Kit: Useful Study, Research and Access Tools. Developed by the Disability Coordination Officer program. RMIT University (2007)

Notes

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....