



TOPIC 1: AN INTRODUCTION TO DISABILITY SUPPORT WORK:

LESSON 1 abridged







**TEACHER GUIDE**

**TOPIC 1: AN INTRODUCTION TO DISABILITY SUPPORT WORK**

These lessons introduce the employability skills and focus on developing an awareness of disability and the role of a disability support worker.

**LESSON 1: AN INTRODUCTION TO DISABILITY SUPPORT WORK**

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**Course Introduction**

* Course overview, goals and expectations

**Introduction to employability skills**

Define the eight employability skills and a range of facets

* Explain why employability skills are important
* Recognize own employability skills
* Identify ways to develop employability skills

**An Introduction to Disability Support**

* Explain the term ‘disability”
* Identify a range of disabilities
* Explain the role of the disability support worker

**LESSON 2: DISABILITY AWARENESS**

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Develop an awareness of the issues faced by people with disabilities

**Autism Awareness**

* Understand how someone with Autism may feel and react to external stimuli

**Assistive Technologies**

* Understand how assistive technologies can support independence
* Understand the impact of visual and physical disabilities on daily living
* Use accessibility options to support people in accessing and sharing information
* Identify strategies that may support people with disabilities

**An introduction to challenging behaviours**

* Explain challenging behaviour and reasons that it may occur
* Identify potential triggers for challenging behaviour
* Suggest strategies for managing challenging behaviours
* Consider and discuss own response to challenging behaviours

**LESSON 1: AN INTRODUCTION TO DISABILITY SUPPORT WORK**

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Session Length: 5 hours

**Learning Objective**

This session will introduce the subject of disability, looking at a range of disabilities and the role of the disability support worker. It aims to encourage participants to explore their perceptions and broaden their knowledge of disabilities and to begin to consider how they might fit in the industry.

**1: WELCOME**

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**Estimated time: 45 – 60 minutes**

* Orientation to the facility
* Introduce yourself to learners
* Ask learners to introduce themselves to others
* Overview of the session
* Icebreaker Activity

**2: AN INTRODUCTION TO EMPLOYABILITY SKILLS**

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**Learning objective**

The aim of this activity is to define the eight employability skills and a range of facets,

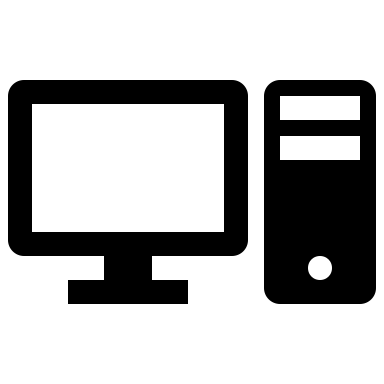
explain why employability skills are important, begin to evaluate own employability skills and identify ways to develop employability skills.

**Estimated time: 60 – 75 minutes**

Choose one of the following options to introduce employability skills.

**Option 1: Video: Introducing Employability Skills**





Video: Introducing Employability Skills

Youtube: <https://www.youtube.com/watch?v=N0OOB4o7i3k>

Length: 3.36 min

**Video Options**

There are a number of videos available about employability skills. Here are some alternatives.

1. Video: Employability Skills – All eight <https://youtu.be/vGjNI16pxn8>
2. Employability Skills Mark Wardle 10 videos <https://youtu.be/N0OOB4o7i3k>
3. Foundation Skills 11 videos Australian Government <https://youtu.be/X9QixTdHF1U>

**OPTION 2:** **PRESENTATION**



This is a discussion based-activity that introduces the facets of the employability skills. It discusses the way we use employability skills in daily living activities. There are 27 slides.

**Discussion Points**

The employability skills are Communication, Teamwork, Problem Solving, Initiative & Enterprise, Planning & Organising, Self-management, Learning, Technology

**Questions**

* What are technical skills?
* What are soft/employability skills? Give examples.
* Why are these skills important?
* How do we get employability skills?

Allow time for learner group to record answers in Learner Guide P. 2 & 3.

**Handout:** Appendix 1 Includes facets of the employability skills.

Useful resource: Employability skills: from framework to practice: an introductory guide for trainers and assessors

<http://www.voced.edu.au/content/ngv%3A52958>

**2.2: TRY IT OUT - THE MARSHMALLOW CHALLENGE**

****The Marshmallow Challenge – Build a Tower

<http://www.tomwujec.com/design-projects/marshmallow-challenge/>

**You will need:**

Per group of 4 – 5 participants

* 20 sticks of spaghetti
* 1 metre of string
* 1 metre of tape
* 1 marshmallow
* Scissors

**Instructions**

Create the tallest, standing and unsupported tower possible using the spaghetti, string and tape.

* You may break the spaghetti, string and tape.
* The whole marshmallow must be placed on the top of the structure when it is finished.
* You may not support the tower in any way.
* You have 18 minutes to complete the activity.

Time the activity and, at intervals, remind the group how much time is left.

**Discussion Points**

Ask these questions.

* Which employability skills did you use to complete this activity?
* How did you use them?

Allow learners time to complete the writing activity in the Learner Guide P. 3.

Some other questions to consider.

Leadership

* Was there a leader on your team? Who was it and who decided who the leader would be?
* If you had no leader, do you think having designated someone a leader would have helped?

Collaboration

* What does collaboration look like and sound like?
* Did you feel everyone's ideas were well received during the activity?
* How did you deal with frustration?
* Were all teammates included?

Planning

* Did your team have a plan?
* Did the plan work?
* Did you change the plan at all? Why or why not?
* What worked?
* What didn’t work?

The Individual

* What did you learn about yourself?
* Are you a leader? Do you work well in groups? Do you work well under pressure? Do you become frustrated under pressure?
* What is something you could work on in the next challenge activity?

**2.3: LEARNER PLAN PART 1**



When you have finished the Marshmallow Challenge, complete Leaner Plan Part 1. Explain why and what Learner Plan Part 1 is and address any questions.

**Employability Skills:**

Speaking and listening – participating in a group discussion, offering opinions

Learning – exploring the employability skills through practice and discussion

**Evaluation:** Observation, learner feedback, oral questioning

**1: An introduction to Employability Skills**

A group of industry representatives and employers agreed that we need some general skills for the work place to help complete work-based activities effectively. They came up with a list of skills which they called employability skills.

These skills can be used in different work settings and job roles and are sometimes referred to as generic, transferrable or the soft skills of industry.

These eight skills are:

Communication, Teamwork, Problem Solving, Initiative & Enterprise, Planning & Organising, Self-management, Learning, Technology

**1.1 About employability skills**

What are technical skills?

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What are soft/employability skills? Give examples.

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Why are these skills important?

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How do we get employability skills?

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Write down two employability skills that you think you have. How did you get these skills?

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**1.2: The Marshmallow Challenge**

What skills did you use in this challenge? What did you learn about yourself?

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**3: DISABILITIES AND THE ROLE OF THE SUPPORT WORKER**

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**Learning objective**

The aim of this activity is to develop an understanding of disability including a range of disabilities and to explore the role of the disability support worker.

**Estimated time: 60 minutes**

**3.1: AN INTRODUCTION TO THE DISABILITY SECTOR**



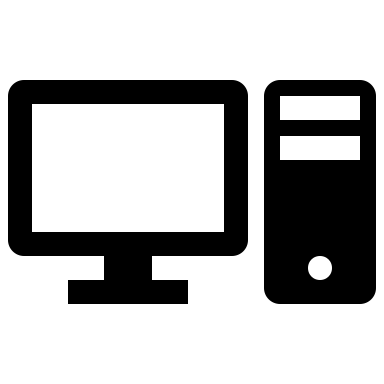
Use the presentation to guide the discussion and address these questions.

1. What is disability?
2. Who has disabilities?
3. Where do people with disabilities live?
4. What is the role of the disability support worker?
5. What are the attributes of a disability worker?

There is provision in the Learner Guide for notes.

**3.2: DISABILITY WORKERS – A CLIENT PERSPECTIVE**

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**Video: Disability Workers – A Client Perspective**

<https://youtu.be/owGBPpJ4YfE>

9 minutes 11 seconds

**Discussion**

Suggested questions

1. What do you think people with disabilities want from their support workers?
2. How does this reflect your thoughts on the role of the disability support worker?
3. What skills would support workers need to work with Ray and Ben?
4. How do you feel about Ben’s experiences with other people?
5. How do you feel about Ray and Ben’s attitudes to their disabilities?

**Employability Skills:**

* Speaking and listening – participating in group discussions, sharing opinions and stories, answering and asking questions
* Learning – developing an understanding of disabilities

**Evaluation:** Observation, oral questioning, learner feedback

**2: Disabilities and the Role of the Support Worker**

**What is Disability?**

The Australian Network on Disability defines disability as “any condition that restricts a person's mental, sensory or mobility functions. It may be caused by accident, trauma, genetics or disease. A disability may be temporary or permanent, total or partial, lifelong or acquired, visible or invisible” and more than 4 million Australians have a disability of some type.

<https://www.and.org.au/pages/disability-statistics.html>

**2.1: About Disability**

1. What are the different types of disability as defined in the Disability Discrimination Act? Provide some examples.

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1. What are congenital disabilities? Give some examples.

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1. What are acquired disabilities? Give some examples.

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1. Where do people with disabilities live?

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1. What is the role of the disability support worker?

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1. What skills and characteristics do disability workers need to work in the industry?

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**3.3: DIFFERENT ABILITIES**

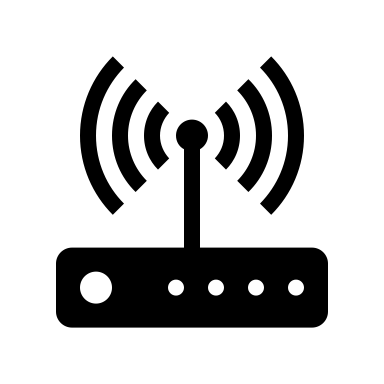
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**Learning Objective**

The aim of this activity is to extend knowledge about a range of disabilities. It aims to build communication skills and confidence through the presentation of information to the larger group.

**Estimated time: 60 minutes**

**Research activity – Pair Work**



Internet access and computers required for this activity.

Ask learners to work with a partner and allow thirty minutes to research and prepare brief notes. Negotiate with pairs to ensure a range of disabilities are researched.

Learners will present the information in pairs to the whole group.

**Guiding questions.**

Is this disability:

* An acquired or congenital disability?
* How does it affect the person?
* What type of support do they need?

**Employability Skills:**

* Problem Solving – finding answers to questions online, identifying search criteria, evaluating websites
* Speaking and listening – presenting information, answering and asking questions
* Team work – solving problems in pairs, negotiating roles with a partner

**Evaluation:** Observation, learner feedback, oral questioning

**Optional Activity**



Workforce Plus Work Plays VR Games provides an immersive, virtual reality experience of working in the disability sector. This activity takes approximately 30 minutes for four participants and addresses the content in activity 3. See Guidance Document for more information.

**Discussion points for VR experience**

* What did you expect from this experience?
* What did you learn about disability and the role of the Disability Support Worker?

**3: Different Abilities**

We know that more than 4 million Australians have some form of disability which is one in five people (The Australian Network on Disability) and that the Disability Discrimination Act has defined five categories of disabilities.

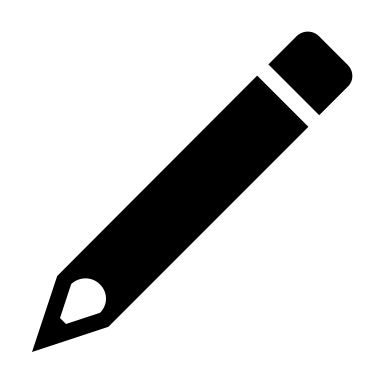
Working with a partner, choose an example of a disability from the list we discussed earlier.

Research and discuss the following questions.

Is this disability:

* An acquired or congenital disability?
* How does it affect the person?
* What type of support would someone with this type of disability need?

You will have approximately 30 minutes. Prepare notes and present your findings to the class.



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**LESSON 2: DISABILITY AWARENESS**

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Session length: 5 hours

**Learning Objective**

This session aims to develop an awareness of some of the issues faced by people with disabilities and how a disability support worker might provide support.

**1: AUTISM AWARENESS**

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**Learning Objective**

Understand how someone with Autism may feel when confronted with external stimuli.

**Estimated time: 55 minutes**

Introduce the subject of Autism. Explain that the class will undertake an activity where they will experience how someone with Autism may react to certain environmental stimuli.

Allow learners time to read Autism: An Overview (Learner Guide P. 8). Alternatively, present the information to the class and discuss their experience with Autism.

***Emphasise: Not everyone with autism has these problems***

**Instructions:**

1. Divide the class into groups of 5.
2. Explain that they will each have a job to do.
3. Go over their jobs and tell them they will start when you give the signal.
4. One student in each group will play the part of someone with autism. The other 4 people each have different jobs.
5. Have all the students take a turn being Person 1 before you discuss it.

**Person 1**: You will play the part of a person with autism. Your job is to try and listen to what Person 5 is reading to you so you can take a test on the material. Try to ignore everyone else.

**Person 2:** Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard but keep doing it over and over.

**Person 3**: Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

**Person 4**: Pat Person 1 on the head and shoulder the entire time.

**Person 5**: Using a normal voice, read a paragraph to Person 1 then ask them questions about what you read. Do NOT try to drown out the other noises.

**Discussion**

Ask these questions.

1. How did it feel to be have so much commotion going on?
2. Did it make them want to scream or get away?
3. Were they able to concentrate on the paragraph being read?
4. What might have helped?

**Source:** Disability Awareness Activity Packet Activities and Resources for teaching Students About Disabilities by Bev Adcock and Michael Remus

<https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf>

**Employability Skills**

* Speaking and listening – sharing opinions, asking and answering questions
* Problem Solving- identifying ways to assist someone with autism
* Learning – evaluating experiences from a different perspective

**Evaluation:** Observation, learner feedback, oral questioning

**Lesson 2 Disability Awareness**

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**1. Autism: An Overview**

Autism is a congenital, neurodevelopmental condition which affects people in different ways.

The three main areas where people experience difficulty are:

**Social interaction which may include:**

* Limited use and understanding of non-verbal communication such as eye gaze, facial expression and gesture
* Difficulties forming and sustaining friendships
* Lack of seeking to share enjoyment, interest and activities with other people
* Difficulties with social and emotional responsiveness

**Social communication which m**ay **include:**

* Difficulties initialising and sustaining conversations
* Stereotyped and repetitive use of language such as repeating phrases from television
* Talking continuously about one topic
* Not understanding humour, be literal in their interpretation of language or having difficulty taking turns in a conversation

**Restricted and repetitive interests, activities and behaviours which may include:**

* Unusually intense or focused interests
* Stereotyped and repetitive body movements such as rocking, pacing or arm flapping
* Adherence to routines
* Unusual sensory interests
* Sensory sensitivities to everyday sounds, smells, light, touch and taste
* Intellectual impairment or learning difficulties

**The common characteristic of people who have autism is that each is unique.**



**Source:** <http://www.amaze.org.au/uploads/2016/04/Amaze-Info-Booklet-April-2016-web.pdf>

**Activity: Autism Awareness**

**Instructions:**

We will divide into groups of 5 and each will each have a job to do.

One student in each group will play the part of someone with autism. The other 4 people each have different jobs.

The roles are:

**Person 1**: You will play the part of a person with autism. Your job is to try and listen to what Person 5 is reading to you so you can take a test on the material. Try to ignore everyone else.

**Person 2:** Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard but keep doing it over and over.

**Person 3**: Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

**Person 4**: Pat Person 1 on the head and shoulder the entire time.

**Person 5**: Using a normal voice, read a paragraph to Person 1 then ask them questions about what you read. Do NOT try to drown out the other noises.

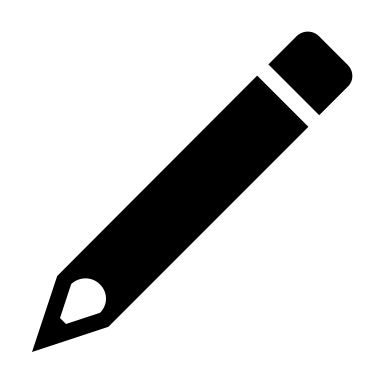
When you have all had a turn at being Person 1 we will discuss these questions together.

**Questions**

1. How did it feel to be have so much commotion going on?
2. Did it make them want to scream or get away?
3. Were they able to concentrate on the paragraph being read?
4. What might have helped?

**Source:** Disability Awareness Activity Packet Activities and Resources for teaching Students About Disabilities by Bev Adcock and Michael Remus

<https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf>



**Notes**

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**2: ASSISTIVE TECHNOLOGY**

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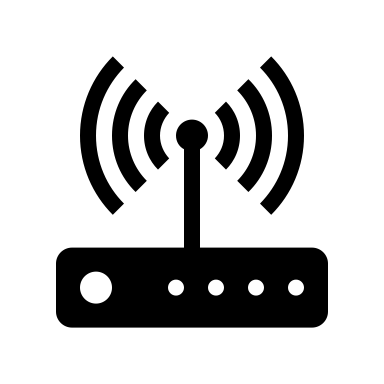
**Learning Objective**

The aim of this activity is to develop an understanding of how assistive technologies can support independence for those with disabilities and how we can use inbuilt accessibility options in computers and mobile devices to support people access and share information.

**Estimated time: 120 minutes**

**2.1: RESEARCH ASSISTIVE TECHNOLOGY**

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Internet access and computers required for this activity.

Ask learners to research the following and present and discuss their findings with the class.

Learners could work in pairs or individually to complete this activity.

1. Define assistive technology and provide some examples.
2. Investigate three items of assistive technology that might be used to assist someone with a disability.

List the technology/equipment, describe what it does, how it assists, who would use it (the client or the carer) and what the benefits of using this technology/equipment are.

**2.2: ACCESSIBILITY OPTIONS COMPUTERS**

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Discuss how we use computers to complete daily living activities giving examples such as banking, My Gov., booking flights and accommodation and for entertainment.

Explain that this can be difficult for some people for various reasons. Ask the group for examples.

**2.2.2: ACCESSING COMPUTERS WITH VISUAL AND PHYSICAL DISABILITIES**



Simulate visual and physical disabilities that could impact someone’s ability to use a computer. For example:

Use cheap swimming goggles painted, scratched and marked to simulate a range of conditions. For example, glaucoma, macula degeneration

Use thick gloves to simulate conditions like arthritis which impact keyboard and mouse use.

Ask some learners to wear goggles and some to wear gloves. Ask them to use the computer to research a specific topic.

**Discussion:**

How difficult it was to use the computer without being able to see and feel the keyboard and mouse?

How did you manage this?

**2.2.3: ACCESSIBILITY OPTIONS COMPUTERS**

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Explain that most computers and devices have inbuilt options to assist accessibility.

Instruct the group to type ‘Ease of Access’ into the Search Bar on a Windows computer.

Allow some time for them to explore the accessibility options. Alternatively, ask them to explore their phone and App/Play Store.

1. What existing accessibility functions are available to assist people with disabilities?
2. Which options could you use to assist with the problems you experienced?

**Discussion:**

Ask these questions:

* What Ease of Access options have you found?
* What Apps have you found that may assist someone with a Disability?
* Did you identify any barriers to use? If so, what were these?

Demonstrate accessibility options or ask individuals to demonstrate what they have found/know.

**Useful Resources**

Download handout: Accessibility Guide for Educators

https://education.microsoft.com/GetTrained/Accessibility-Guide-for-Educators

Microsoft Accessibility : <https://www.microsoft.com/en-us/accessibility>

Full range of accessibility options for Windows 7, 8 and 10

https://www.microsoft.com/en-us/accessibility/windows

**Employability Skills:**

* Problem Solving – identifying alternative means of access
* Speaking and listening – sharing opinions, asking and answering questions
* Learning – learning different ways of achieving objectives

**Evaluation:** Observation, demonstration, learner feedback

**2: Assistive Technology**

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Adaptive technologies can be used to support people with a range of needs. For example, it may be necessary to adapt the physical environment to assist people to access the community, employment or training.

**2.1: Research Assistive technology**

1. Provide a definition for the term, assistive technology, giving examples.

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1. Investigate three items of assistive technology that might be used to assist someone with a disability.

List the technology/equipment, describe what it does, how it assists, who would use it (the client or the carer) and what the benefits of using this technology/equipment are.

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We use computers to complete daily living activities such as banking, My Gov, booking flights and accommodation and for entertainment. This can be difficult for some people for various reasons.

Why could using a computer be difficult for some people with disabilities?

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What existing accessibility functions are available to assist people with disabilities?

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Which options could you use to assist with the problems you experienced?

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**TEACHER GUIDE**

**3. AN INTRODUCTION TO CHALLENGING BEHAVIOURS**

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**Learning Objective**

This activity aims to discuss challenging behaviour and identify reasons that they may occur

**Estimated time: 45 minutes**

**3.1: UNDERSTANDING CHALLENGING BEHAVIOURS**

**3.1.1 DISCUSSION**

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Ask what makes a good day for you?

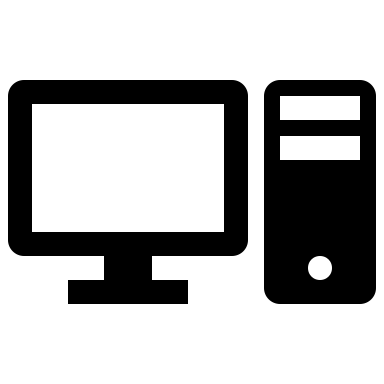
List the things that get you off to a good start to the day. What happens if things don’t go smoothly?

How might this impact someone who has an intellectual disability?

**3.1.2: VIDEO: UNDERSTANDING CHALLENGING BEHAVIOUR**



Vivien Cooper parent and Peter McGill, professor, discuss challenging behaviour and the reasons behind behaviour described as challenging.



Video: Understanding challenging behaviours

<https://youtu.be/tQTx26ELkSs>

Time frame: 3 minutes

**Discussion**

Ask what are the main takeaways from the video?

* Daniel doesn’t understand social boundaries
* He self-harms which puts him in danger of serious injury
* Challenging behaviours are the means by which people with learning difficulties control their environment
* It is important to understand why the challenging behaviours are occurring so they can be managed effectively.

**3.2: GROUP ACTIVITY**



Break the group into small groups.

Provide learners with copies of handout: Understanding Challenging Behaviour Part 1 (See link below)

Ask them to read the handout and discuss. Ask them to write the main points on sticky notes.

Write these three headings on the whiteboard.

1. What are challenging behaviours?
2. Why do they happen?
3. What can be done?

When the learners have finished, have them place the sticky notes on the white board in the areas identified.

Discuss each point with the whole group asking for their input.

Further Questions:

* How you feel about managing challenging behaviours?
* How do you think these behaviours would be managed in a group setting?
* How can you support colleagues when faced with challenging behaviours?

The handout “Understanding Challenging Behaviour Part 1, can be downloaded here:

<http://www.challengingbehaviour.org.uk/understanding-behaviour/understanding-behaviour.html>

**Useful Resource:**

Challenging Behaviours Fact Sheet:

Download: <https://www.scopeaust.org.au/wp-content/uploads/2015/04/ChallengingBehavior-fact-sheet.pdf>

**Employability Skills:**

* Reading – understanding text
* Speaking and listening – expressing opinions, listening to and respecting other’s opinions, active listening

**Evaluation:** Observation, oral questioning, learner feedback

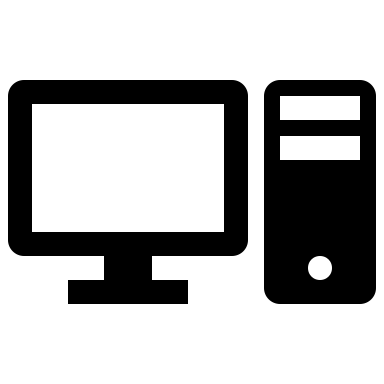
**3: Challenging Behaviours**

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Disability support workers are exposed to a range of challenging behaviours in the course of their daily work. These behaviours can be distressing and stressful for the person displaying the behaviour and for those around.

**3.1 Understanding challenging behaviours**

**Watch the video: Understanding Challenging Behaviours**



Video: Understanding challenging behaviours

<https://youtu.be/tQTx26ELkSs>

Time frame: 3 minutes

1. What are the main takeaways from this video?

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**3.2 Understanding Challenging Behaviours Part 2**

1. What are challenging behaviours? Give some examples.

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1. Why do challenging behaviours happen?

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1. What are some strategies we can use to support a person who has challenging behaviours?

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TEACHER GUIDE

SUPPORTING LEARNERS WITH DISABILITIES



Example adjustments for learners with hearing loss or learning disabilities like Dyslexia

*The suggested teaching strategies in all the Teachers Guides are based in inclusive practice and more specifically, from the sources below. Different strategies may be required depending on individual needs. If learners disclose a disability, consult them regarding their individual needs and adjust or provide alternatives accordingly.*

GENERAL TEACHING STRATEGIES FOR A LEARNER WITH DYSLEXIA

* Provide power point slides, handouts and class activities prior to class for pre-reading
* Verbalise text written on white board
* Provide word lists/glossaries so learners can learn industry specific language
* Provide one-to-one time so learners can clarify content and expectations

**Source:** Dyslexia Booklet – A Resource for Tertiary Practitioners in Disability

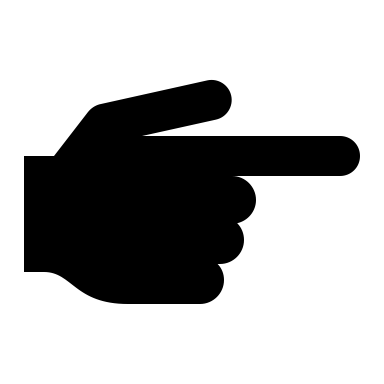
<https://www.adcet.edu.au/resource/9471/dyslexia-resource-guide/>

TEACHING STRATEGIES TO ASSIST A LEARNER WITH HEARING LOSS

* Ensure background noise is minimalised
* Repeat clearly any questions asked by students before answering
* Don’t speak when facing the white/blackboard
* Provide written handouts to supplement discussions and/or activities

**Source:** ADCET Australian Disability Clearinghouse on Education and Training

https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired/



An extensive range of strategies is available from ADCET.

LANGUAGE

Introduce the language of the industry and keywords by providing a glossary and/or word list.

Appendix 2: Word list Lesson 1 and 2 (not included in Learner Guide)

Word Lists are included in Topic1: Lesson 1 & 2 and Topic 2: Lesson 1 & 2.

A number of glossaries are available online which address acronyms and terminology. Here are some examples.

NDIS glossary

Including a list of common abbreviations and acronyms

<https://www.ndis.gov.au/glossary>

ACE DisAbility Network

Adult Education and Disability Terms and Acronyms

<http://www.acedisability.org.au/information-for-providers/>

Learning Difficulties Australia

Comprehensive glossary specific to learning difficulties.

<https://www.ldaustralia.org/386.html>

VIDEOS

A number of suggested videos are included in a number of lessons. The videos include Closed Captioning (CC) which will allow people to read audio commentary.

Make sure everyone knows how to access and manage videos online. The Learner Guide includes links to the videos and discussion questions. Learners could watch the videos prior to lesson and consider the questions.

Equipment:

* Internet and computer access
* Earphones

To enable closed captioning on Youtube videos:

1. Open the video you want to watch.
2. On the control bar at the bottom of the video, click CC

Transcripts will aid in comprehension and are available for most Youtube videos.

To access a video transcript on Youtube.

1. Underneath the video and to the right, click the 3 dots to expand more options
2. Click *Open transcript*

Transcripts can be copied and printed. Ensure you include the link to the relevant video.



TED Talks videos include sub titles and transcripts and can be downloaded in audio (mp3) or video format (mp4) to watch or listen to offline.

A range of videos on disability issues are available here:

<https://www.ted.com/talks?sort=newest&topics%5B%5D=disability>

# Appendix 1.

# Employability Skills

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Employability skills or generic skills are a set of recognised skills that are transferable within the Australian workforce.

In the past, 'hard skills' – industry speciﬁc skills – were considered more important than 'soft skills' – employability skills. However, in a technology driven world where knowledge (industry speciﬁc) rapidly becomes obsolete, it is the soft skills that are now the most important.

It is now common for people to have up to six careers in their lifetime rather than one single career. This means we rely on the soft skills that are transferable to different jobs and different industries, rather than the technical or discipline speciﬁc skills.

The Department of Education, Science and Training (DEST), the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) have developed the following list of employability skills sometimes referred to as soft skills or generic skills.

Employability Skills for the Future

http://www.voced.edu.au/content/ngv%3A12484



**Initiative**

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Initiative is the ability to assess and initiate things independently. Workers who can use their imagination and common sense to see an opportunity and act on it without direction have initiative. Here are some ways to show initiative:

* adapting to new situations
* developing a strategic long-term vision
* being creative
* identifying opportunities not obvious to others
* translating ideas into action
* generating a range of options
* initiating innovative solutions.

**Communication**

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Communication is the sharing or delivering of information or news. Effective communication is more important in some jobs than in others. Poor communication can cause safety issues in some workplaces. Good communication helps to win business in other workplaces. Communication might be verbal or non-verbal. Here are some ways to demonstrate good communication skills in the workplace:

* listening and understanding
* speaking clearly and directly
* writing to the needs of the audience
* negotiating responsively
* reading independently
* empathizing
* using numeracy effectively
* understanding the needs of internal and external customers
* persuading effectively
* establishing and using networks
* being assertive
* sharing information
* speaking and writing in languages other than English.

**Teamwork**

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Teamwork is the combined actions of a group of people. Teamwork in the workplace means working together to achieve a goal or complete a task. Good teamwork in the workplace may be demonstrated in the following ways:

* working with people of different ages, gender, race, religion or political persuasion
* working as an individual and as a member of a team
* knowing how to deﬁne a role as part of a team
* applying teamwork skills to a range of situations eg, crisis
* identifying strengths of team members
* coaching, mentoring, and giving feedback.

**Technology**



In the workplace, this is often referred to as IT – Information Technology. Technology is the use of scientiﬁc knowledge to achieve practical outcomes. In the Australian workforce, this might mean:

* having a range of basic IT skills
* applying IT as a management tool
* using IT to organise data
* being willing to learn new IT skills
* having the occupational health and safety knowledge to apply technology
* having the appropriate physical capacity.

**Problem Solving**

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Problem solving is using your skills, knowledge and/or experience to formulate a solution to a problem. In the Australian workplace this might include:

* developing creative, innovative solutions
* developing practical solutions
* showing independence and initiative in identifying problems and solving them
* solving problems in teams
* applying a range of strategies to problem solving
* using mathematics including budgeting and ﬁnancial management to solve problems
* applying problem-solving strategies across a range of areas
* testing assumptions, taking the context of data and circumstances into account
* resolving customer concerns in relation to complex project issues.

**Self-management**

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Self-management means being able to operate largely unsupervised to complete a job or tasks. Evidence that you have good self-management skills might include:

* having a personal vision and goals
* evaluating and monitoring own performance
* having knowledge and conﬁdence in own ideas and vision
* articulating own ideas and vision
* taking responsibility.

**Planning**

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Planning is deciding on or arranging for something in advance. In the workplace, this might mean:

* managing time and priorities – setting timelines, coordinating tasks for self and others
* being resourceful
* taking initiative and making decisions
* adapting resource allocations to cope with contingencies
* establishing clear project goals and deliverables
* allocating people and resources to tasks
* planning the use of resources including time
* participating in continuous improvement and planning
* developing a vision and a proactive plan to accompany it
* predicting – weighing up risk, evaluating alternatives, applying evaluation criteria
* collecting, analysing and organising information
* understanding basic business systems and their relationships

**Learning**

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Learning means gaining new skills and knowledge. In the workplace, good learning skills can be:

* being able to manage your own learning
* contributing to the learning community at the workplace
* using a range of mediums to learn – mentoring, peer support, networking, IT, courses
* applying learning to technical issues (eg products) and people issues (eg interpersonal)
* having enthusiasm for ongoing learning
* being open to new ideas and techniques
* being prepared to invest time and effort in learning new skills
* acknowledging the need to learn in order to accommodate change.

**Source:** English for Work

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<https://creativecommons.org/licenses/by/3.0/au/legalcode>

**Appendix 2**

TOPIC 1

LESSON 1: AN INTRODUCTION TO DISABILITY SUPPORT WORK

**Word List**



Acquired disability

Congenital disability

DDA - Disability Discrimination Act 1992

Disability

Employability Skills

Intellectual

Neurological

Physical

Psychiatric

Sensory

**LESSON 2: DISABILITY AWARENESS**

**Word List**

Accessibility

Assistive Technology

Autism

Challenging behaviour

Physical disability

Visual disability