

## Module Descriptions

<p><b>1. Legislative requirements</b></p>	<p>Provides a working knowledge of the Topics include:</p> <ol style="list-style-type: none"> <li>a. Federal legislation               <ul style="list-style-type: none"> <li>– The Disability Discrimination Act 1992 (DDA)</li> <li>– The Disability Standards for Education 2005</li> <li>– Terminology.</li> </ul> </li> <li>b. Victorian legislation               <ul style="list-style-type: none"> <li>– The Victorian Equal Opportunity Act 1995</li> <li>– The Victorian Equal Opportunity and Human Rights Commission.</li> </ul> </li> </ol>
<p><b>2. Dispelling myths</b></p>	<p>Considers some of the common mythologies around:</p> <ol style="list-style-type: none"> <li>a. Disability</li> <li>b. Intellectual disability</li> <li>c. Autism</li> <li>d. Mental health disorders</li> <li>e. Vision impairment</li> <li>f. Hearing loss</li> </ol> <p>And compares them with the facts.</p>
<p><b>3. Understanding inclusion</b></p>	<p>Develops an understanding of what the term “inclusion” means within an educational context. Topics covered include:</p> <ol style="list-style-type: none"> <li>a. Understanding inclusion</li> <li>b. Inclusion into learning</li> <li>c. Inclusion tips for ACE providers</li> </ol>
<p><b>4. Communicating with people with disability</b></p>	<p>Provides an understanding of how we communicate in general and what considerations we might have to make when communicating with people with disability. Includes:</p> <ol style="list-style-type: none"> <li>a. A general theory of communication,</li> <li>b. How different impairments impact on successful communication and strategies to overcome these impacts,</li> <li>c. Good practice in communicating with people with a range of disability.</li> </ol>
<p><b>5. Impacts of disability on learning and strategies to meet them</b></p>	<p>Recognises the impact of impairment on learning for people with disability and considers strategies to meet these impacts. Includes:</p> <ol style="list-style-type: none"> <li>a. Intellectual disability</li> <li>b. Mental illness</li> <li>c. Autism</li> <li>d. Acquired Brain Injury</li> <li>e. Physical disability</li> <li>f. Sensory disability .</li> </ol>
<p><b>6. Pre course interviewing</b></p>	<p>Enables teachers and/or administrators to interview students with disability prior to a course in order that they might better complete</p>

	<p>the A-frame or other learning plans. Includes:</p> <ol style="list-style-type: none"> <li>a. Why interview</li> <li>b. When to interview</li> <li>c. How to interview</li> <li>d. What to ask <ul style="list-style-type: none"> <li>– Reasons and goals</li> <li>– Experience</li> <li>– Work skills</li> <li>– Learning styles</li> </ul> </li> <li>e. Who can help</li> <li>f. Outcomes.</li> </ol>
<b>7. Classroom management</b>	<p>Provides some very basic classroom management techniques. This begins with a revision of adult learning principles and the provision of a supportive learning environment.</p> <p>Also included are:</p> <ol style="list-style-type: none"> <li>a. Development of group a code of conduct</li> <li>b. Use of group learning</li> <li>c. Behaviour management</li> <li>d. General good practice strategies</li> </ol>
<b>8. Working with support workers</b>	<p>Discusses:</p> <ol style="list-style-type: none"> <li>a. The differences in support workers: their roles and what can be expected from them</li> <li>b. Ways in which education providers can use support workers to best benefit the person they are supporting and the class in general.</li> <li>c. Support worker policies.</li> </ol>
<b>9. Disability action planning</b>	<p>Considers</p> <ol style="list-style-type: none"> <li>a. What a disability plan is</li> <li>b. Reasons for having a disability action plan</li> <li>c. How to develop and implement a disability action plan.</li> </ol>
<b>10. Duty of Care</b>	<p>Discusses:</p> <ol style="list-style-type: none"> <li>a. What Duty of care is including categories of care and standard of care</li> <li>b. Who is responsible and negligence</li> <li>c. Issues relating to duty of care and people with disability <ul style="list-style-type: none"> <li>– Dignity of risk</li> <li>– Confidentiality</li> <li>– Good practices.</li> </ul> </li> </ol>
<b>11. Managing volunteers with disability</b>	<ol style="list-style-type: none"> <li>a. Outlines the rights and responsibilities of volunteers</li> <li>b. Considers some of the adjustments that may have to be made to accommodate volunteers with disability</li> <li>c. Discusses the recruitment and induction processes of volunteers with disability</li> <li>d. Describes mentoring.</li> </ol>
<b>12. What is disability?</b>	<p>Provides an overall understanding of what is meant by disability and how our understanding of it has evolved.</p>

	<ul style="list-style-type: none"> <li>a. Considers trends and statistics regarding disability</li> <li>b. Compares definitions of disability within Australia in order to consider the usefulness of each definition within different contexts</li> <li>c. Describes the historical progression in thinking about disability</li> <li>d. Follows the theoretical underpinnings of current thinking about disability in Australia</li> <li>e. Considers appropriate and inappropriate terminology when referring to disability</li> </ul>
<b>13. How does the disability/mental health sector work?</b>	<p>Considers the framework that the disability and mental health services work within in order to be able to understand the constraints under which some participants live and learn. These include:</p> <ul style="list-style-type: none"> <li>a. The Victorian disability framework</li> <li>b. Disability Services</li> <li>c. Mental Health Services</li> <li>d. Funding.</li> </ul>
<b>14. Working with the disability/mental health sector</b>	<p>Explores the parameters that staff from the disability and mental health services work within in order to be able to encourage productive working relationships for the benefit of participants. Topics include:</p> <ul style="list-style-type: none"> <li>a. Common parameters</li> <li>b. Disability and inter-sector planning</li> <li>c. Protocols</li> <li>d. Working with support workers</li> </ul>