



## ENABLING RISK: PUTTING POSITIVES FIRST

Risk Enablement Online Learning Resource

**ANSWER BOOKLET:** Suggested  
Answers to Activities in this Online  
Resource

[www.enablingriskresource.com.au](http://www.enablingriskresource.com.au)



### **CC BY-NC-SA**

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

### **How to cite this resource:**

Bigby, C., Douglas, J.M., & Vassallo, S. (2018). Enabling Risk: Putting Positives First. An online learning resource for disability support workers. Retrieved from: [www.enablingriskresource.com.au](http://www.enablingriskresource.com.au)

**Please note:** This section does not include answers to reflective activities as these require you to think about your own experiences as a disability support worker and write about those. You can discuss these responses in staff meetings or with a team leader or practice leader at your place of work.

# Table of Contents

<b>MODULE 1: Introduction to Risk .....</b>	<b>4</b>
ACTIVITY 1: Reflecting on my risk-taking behaviour .....	5
<b>MODULE 2: Enabling Risk for the People You Support.....</b>	<b>8</b>
ACTIVITY 2.1: Thinking about Risk Enablement.....	9
ACTIVITY 2.2: Maggie’s Cup of Tea.....	10
<b>MODULE 3: The 4 Essentials of Risk Enablement.....</b>	<b>12</b>
ACTIVITY 3.1: Josh’s Big Trip.....	13
ACTIVITY 3.2: Tom’s Business Idea.....	15
ACTIVITY 3.3: Gloria goes Rock Climbing.....	16
ACTIVITY 3.4: Josh wants a Phone.....	18
ACTIVITY 3.5: Dan’s Trek.....	20
ACTIVITY 3.6: Tanya’s Date.....	21
Extra Activity 3.2: David’s Skateboard.....	22
Extra Activity 3.5: Amanda wants to walk her dog.....	24
Extra Activity 3.6: Susan’s Smoothie .....	26
<b>MODULE 4: Risk Enablement in Action .....</b>	<b>29</b>
ACTIVITY 4.1: Cody is Moving out of Home.....	30
ACTIVITY 4.2: Angela’s Birthday Cake.....	32
ACTIVITY 4.3: Shane’s New Start .....	34
ACTIVITY 4.4: Chloe Catches the Train .....	39
ACTIVITY 4.5: Scissors for Romeo.....	43
<b>MODULE 5: Being Someone who Enables Risk .....</b>	<b>47</b>
ACTIVITY 5.1: Experiences from risk enablement .....	48
ACTIVITY 5.2: Application .....	48
ACTIVITY 5.3: Organisational Process and Support.....	49

# MODULE 1: Introduction to Risk

# ACTIVITY 1: Reflecting on my risk-taking behaviour

This activity asks you to reflect upon risks you have taken or were prevented from taking in your own life. As part of this process, you will consider the positive and negative outcomes associated with the risk and the categories to which they belong.

This activity has 3 separate questions. Please read the instruction carefully, then complete each of the tables below.

1. Think of a time when **you CHOSE** to undertake a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

## COMPLETED EXAMPLE

<b>Write a risky activity you did:</b> Travelled alone overseas for 6 weeks			
<b>List some positive outcomes that came from having done this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Met new people		✓	
Learned a different language		✓	
Became fit from all the walking I had to do	✓		
Felt a sense of achievement		✓	
<b>List some negative outcomes that came from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
I was homesick for the first few weeks		✓	
Spent more money than I had planned			✓
<b>Explain whether you will undertake this 'risky' activity again.</b> Yes, because I learnt a lot about myself and how to travel alone.			
<b>Are there any changes you would make or anything you would do differently the next time?</b> Make sure more than one person at home had a copy of my itinerary.			

2. Think of a time when **you CHOSE to NOT** participate in a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

**COMPLETED EXAMPLE**

<b>Write a risky activity you chose <u>NOT</u> to participate in:</b> <b>I declined an employment opportunity that was interstate</b>			
<b>List some positive outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Was easier to keep in contact with my friends		✓	
Did not have to move a new location		✓	✓
Did not have to leave my family		✓	
I enjoyed my current job		✓	
<b>List some negative outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not develop new skills		✓	
Did not meet new people		✓	
Did not experience living in another location		✓	
<b>Thinking about it now, would you have changed your <u>choice</u>? Explain.</b> The timing was the issue. If the offer had been made a few years earlier, I would have taken it. But I was now in a job I liked. So, yes, I would have made the same <u>choice</u> . I had spent some time researching the job description I was being offered, and it didn't appeal to me at that point in time.			

3. Think of a time when you **were PREVENTED from** undertaking a ‘risky’ activity. For example, it could have been a friend, family member, partner or employer who discouraged you or prevented you doing something you wanted to do. A completed example has been provided for you.

Write the activity at the top of the table, then complete the sections.

### COMPLETED EXAMPLE

<b>Write a Risky Activity you were <u>PREVENTED</u> from participating in:</b> My partner prevented me from learning how to ride a motorcycle. She was concerned I would get hurt.			
<b>List some positive outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not get injured	<input checked="" type="checkbox"/>		
Did not pay for driving lessons			<input checked="" type="checkbox"/>
<b>List some negative outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not learn how to ride a motorcycle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
I felt disappointed and frustrated that I wasn't supported		<input checked="" type="checkbox"/>	
I was dependent upon public transport		<input checked="" type="checkbox"/>	
<b>Now that you have had this experience, would you prevent another person from engaging in a risky activity? Explain</b> No, I wouldn't prevent another person from doing what they wanted – I understood that they cared, but I found it frustrating to deal with. As a matter of interest, years later, when my partner and I were no longer in a relationship together, I then learnt how to ride a motorcycle.			



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

# MODULE 2: Enabling Risk for the People You Support

## ACTIVITY 2.1: Thinking about Risk Enablement

1. Complete the table provided below by re-writing the missing statements. A completed example is provided for you at the top.

<b>The language of risk <u>enablement</u></b>	
<b>Risk minimisation statement</b>	<b>Risk <u>enablement</u> statement</b>
<i>"Tie up your shoelaces properly, Stuart. You'll trip and hurt yourself."</i>	<i>"Stuart, let me know if I can help you tie up your shoelaces."</i>
<i>"I'll put the cake in the oven, Shelley. It's too dangerous for you."</i>	<i>"Shelley, would you like some help with putting the cake in the oven?"</i>
<i>"Simon wants to ride a horse? No. That's far too risky. He's not allowed to ride horses."</i>	<i>"Simon, I hear you'd like to ride a horse. Let's take a look at how to make that work for you."</i>
<i>"Katie can't play the piano. Besides, we don't have one in the house."</i>	<i>"Learning how to play the piano sounds like a great idea, Katie. Let's see what we can do to make it happen."</i>
<i>"What? Mario wants to run a marathon? Well, that's just not realistic, is it?"</i>	<i>"Mario, let's look at how we can support you to run a marathon. It might take some time and planning, and we will explore that together."</i>
<i>"Claire, it's raining outside. You stay here, and I'll go get a coffee for us."</i>	<i>"Claire, would you like to walk with me to the corner shop so we can get a coffee."</i>
<i>"I'll manage the money, David. It's best if I do this for you."</i>	<i>"David, let me know if I can help you with managing the money."</i>
<i>'You can't go outside today. It's too hot and you'll get sunburnt.'</i>	<i>"It's hot outside. You might like to put on sunscreen and wear a hat so that you don't get sunburnt."</i>
<i>"No, there's no time to bake a cake today, Greg. I'm too busy."</i>	<i>"Greg, there is another staff member on in an hour. Is it alright if we wait until they arrive so that I can help you then with baking a cake?"</i>
<i>"Craig, stand back please. I'll cut the vegetables. This knife is sharp and I don't want you cutting yourself."</i>	<i>"Craig, would you like to cut up the vegetables for dinner? Let me know if you need help."</i>

## ACTIVITY 2.2: Maggie's Cup of Tea

Read about Maggie's scenario below, then answer the questions.



### Maggie's Cup of Tea

Maggie enjoys having cups of tea throughout the day. She has limited strength in her arms to lift a heavy kettle. Her disability support worker, Carol, was scalded with boiling water when she was a child and so she is concerned about Maggie burning herself.

The kettle is kept in a locked staff office at all times. When Maggie wants a cup of tea, she has to wait for staff to make it for her. Sometimes, staff are busy supporting other residents and so Maggie can be left waiting for some time. Other times, staff forget to bring Maggie her cup of tea.

1. What is considered to be the "risk" for Maggie.

The risk is that Maggie will burn herself with boiling water from the kettle. She has limited strength in her arms, so she is more likely to have difficulty lifting the kettle. Perhaps the risk is also psychosocial, especially if she is 'forgotten' by the support worker from time to time. She could feel uncared for or excluded.

2. List all the things that are 'getting in the way' of enabling Maggie to make a cup of tea.

- **Staff preferences:** Maggie's disability support worker, Carol, was scalded as a child, so she is adopting a 'parenting' role with Maggie.
- **Core values:** Carol values protection, so is making decisions that suit her values, rather than working in a way that suits Maggie.
- **Time:** The staff appear to be busy, so there is not enough time to help Maggie make a cup of tea.
- **Lack of training:** it is possible that Carol has not completed risk enablement training, so doing this might better inform her about how to enable Maggie's preferences.

3. What has happened to the balance of protection and choice in Maggie’s situation?

Write your response in the box below:

There is imbalance. There is more weight given to protection and this has reduced Maggie’s choice – which is to have a cup of tea.

4. Write all the ways that you think Maggie’s risk can be minimised, so as to enable her to make her cup of tea. An example has been provided for you

Write your response in the box below:

- An instant boil kettle can be purchased. This type of kettle has a button on it which, when pressed, will pour a fixed amount of hot water for one cup. This way, Maggie does not have to lift a full kettle with boiling water. ([click here for an example of an instant boil kettle](#))
- Carol can pour the boiling water into a **smaller jug** so that Maggie can better lift it.
- Can put the kettle in a **“Kettle Tipper”** – a metal aid that the kettle is placed in that means it can be easily handled and is supported.
- Carol can use the **hand-over-hand** approach with Maggie, so that she is better supported to hold the kettle.
- **Staff shift planning** might need to be reviewed, so that Maggie is given appropriate support to make her cup of tea.
- It might also be worthwhile talking with Maggie about her day. Often a cup of tea is considered to be ‘time for a pause.’ Therefore, perhaps a discussion about whether there are **other activities** Maggie would like to do could help.

5. Thinking about the work that you do, and the experiences that you have had, can you remember a scenario when a person with intellectual disability was so protected from possible harm that they had little choice? Describe what happened. What did you think about this?

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*



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

# MODULE 3: The 4 Essentials of Risk Enablement

## ACTIVITY 3.1: Josh's Big Trip

Watch the video "Josh's Big Trip" and then answer the questions.



Watch the video: **Module 3 Josh's Big Trip** on the website. It will get you thinking about what it means to be person centred and how it is important to enabling risk.

1. Josh is excited about going on a trip to Newcastle, but just as the group is about to leave, he changes his mind about going. Why does Josh react in this way?

*Write your response in the box below:*

Josh would like to go on a trip, but reacts by saying, "Sorry guys, I'm not going" when he realises that he will be travelling by car. Josh wants to travel by train, but he does not say this, until he is asked more closely.

2. Leon, Josh's Disability Support worker, phones Pete to seek advice. Instead of making a phone call, what could Leon have done to further understand Josh's choice?

*Write your response in the box below:*

Instead of making a phone call, Leon could have asked Josh directly about what he wanted to do. Josh has been 'trying to say' that he wants to travel by train. Josh was asked "what's changed" but perhaps asking in another way might have helped. Perhaps, "Josh, we are here to support you to take your trip, how can we do that?"

Also, Pete mentions that Josh has posters in his bedroom of trains. Being person centred means knowing what the person likes and wants to do.

3. Thinking about the work you do, what are some of the ways in which you practice being person centred when supporting a person with intellectual disability. Examples have been provided for you.

*Write your response in the box below:*

- I listen carefully to what the people I support want.
- The posters the person I support puts up in their room tell me what they are interested in.
- I **spend quality time** with the person I support to know them better
- I **ask** the person what they like and don't like
- I do different activities with the person so that I **learn** what their skills are.

## ACTIVITY 3.2: Tom's Business Idea



Watch the video: **Module 3 Activity 3.2 Tom's Business Idea** on the website to see an example of how to put positives first when enabling risk.

1. What is Tom's "exciting news"?

*Write your response in the box below:*

Tom's friend, Shane, is opening up a new restaurant and has asked for Tom to be the main investor in the business.

2. What could be the 'risk' in Tom's situation?

*Write your response in the box below:*

The risk in this situation relates to an effect, either positive or negative, on Tom's finances. If the restaurant is not successful, there is a possibility that he will lose money. However, he could also experience financial success if the restaurant does well. Tom has read through the financial plan, which he says is very detailed, so has done some research into the risk.

3. Describe how Tom's dad demonstrates Putting Positives First when talking with Tom.

*Write your response in the box below:*

Tom's dad does not attempt to eliminate the risk. He instead is positive in his reply, explaining that he is pleased to see Tom is thinking about his future. His dad also suggests to Tom that he could make an appointment to see a financial planner and he offers to go to the appointment with Tom. His dad reminds Tom that both he and his mother are there to help.

## ACTIVITY 3.3: Gloria goes Rock Climbing

Read about Gloria's scenario and then answer the questions.

### Gloria is going rock climbing

Gloria is a 25 year-old woman with intellectual disability who likes trying out new sporting activities, keeping fit and meeting other people. She has low support needs. Gloria saw a documentary on television recently where people with intellectual disabilities were learning how to rock climb and she has been talking about it ever since. She is keen to get the activity booked as soon as possible.

1. Identify all of the things that you would consider to be **positive** risks if Gloria were to go rock climbing.

*Write your response in the box below:*

Gloria could:

- Feel **happier** having tried something new
- **Learn** how to rock climb
- **Meet** new people
- Feel **empowered, supported, motivated and excited**
- Get some **exercise**
- Be able to **talk** about her **experience** with others
- Be able to **decide** if this is an activity she would like to continue with

2. Identify all of the things that you would consider to be **negative** risks if Gloria were to go rock climbing.

*Write your response in the box below:*

Gloria could:

- Experience some sort of **physical injury**, like a sprained muscle or a graze
- Find that **she doesn't like rock climbing** after having tried it (but that could also be a positive outcome, because her interests will be clearer)

3. If you were Gloria's disability support worker, how would you respond if you were being **reactive**?

Write your response in the box below:

If I was being **reactive**, I would respond by saying something like:

*'Rock climbing? No, that is not an option for you, Gloria. It's dangerous and you might get hurt.'*

4. If you were Gloria's disability support worker, how would you respond if you were being **proactive**?

Write your response in the box below:

If I was being **proactive**, I would respond by saying something like:

*'Rock climbing? Mmm, that sounds interesting, doesn't it? OK, let's make some enquiries, Gloria, and we will see how we can make that work for you. I think the local sports centre has just finished building its new outdoor rock climbing wall. Let's see when it is available for us to go and have a look at. We can speak with the instructors about you booking a session and go from there. We will make enquiries about actual rock climbing in the outdoors too if you'd like.'*

5. Thinking about the work you do, can you remember a time when you or someone you work with was reactive rather than **proactive** while supporting a person with intellectual disability to undertake an activity? Explain the scenario. What are your thoughts about this?

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## ACTIVITY 3.4: Josh wants a Phone

Watch the video “Josh wants a phone” and then answer the questions.



Watch the video: **Module 3 Josh wants a Phone** on the website. It shows an example of how to stay true to preferences.

1. Why does Josh want a phone?

Write your response in the box below:

Josh would like an iPhone because there is a football game that he would like. He has seen Patrick's iPhone with this game and he wants one like that.

2. What are considered to be the **positive** risks for Josh in this scenario?

Write your response in the box below:

Positive Risks include:

- Josh can have his own phone
- He can choose to play the football game when he wants to
- He may be able to discuss the game with Patrick and compare scores, so he might feel more included
- In the video, Josh appears happy and excited to be getting his phone

3. What are considered to be the **negative** risks for Josh in this scenario?

Write your response in the box below:

Negative risks include:

- Financial considerations in relation to buying an iPhone and then the ongoing costs of having a phone

4. Describe how Josh's disability support worker goes **about Staying True to Josh's Preference** while reshaping his choice.

*Write your response in the box below:*

Josh's support worker asks what it is that he likes about Patrick's phone. So they explore the reason for Josh wanting a phone.

Josh's support worker initially is concerned about whether Josh will be able to afford it, given that he is using money to paint his room. However, his support worker then further considers the cost of the phone and suggests an alternative to an iPhone that will allow Josh to still play the football game.

In the end, with some searching, they work out that the football game is also available on a cheaper Android phone and they go for this option.

Josh's support worker stays true to Josh's preference by being person centred, and suggesting another way to still enable Josh to have what he wants – to play a football game on a phone.

## ACTIVITY 3.5: Dan's Trek



Watch the video: **Module 3 Activity 3.5 Dan's Trek** on the website to see an example of how to Stay True to Preferences.

1. What is Dan's preference?

Write your response in the box below:

Dan is keen to go on a wilderness trek that his friend, Phil, just returned from.

2. What could be the 'risk' in Dan's situation?

Write your response in the box below:

Dan's support worker, Owen, explains that he is worried about the risk to Dan's physical health and safety. He is concerned that Dan might not be fit enough for the trek, he is worried about Dan's ability to balance and that he could experience fatigue.

3. Owen, one of the disability support workers suggests an alternative activity for Dan. What is the alternative activity and how does Dan respond?

Write your response in the box below:

**Alternative Activity Suggested:** Owen suggests that they could go to the beach instead.

**Dan's Response:** Dan says he has been going to the beach his whole life and that he wants to try something new for a change.

4. Tony is the disability support worker who arrives to take over the afternoon shift. What does he suggest as a way forward so that they stay true to Dan's preferences?

Write your response in the box below:

Tony thinks about other ways to make the trek happen. He agrees that they need to think about Dan's health, but discusses that they could start with a short trek that is close to home and then try something that would take a few days. He asks Dan and Owen how the plan sounds. Dan is happy with this possibility. Owen then suggests that Phil could also join them. Dan thinks this is a great idea. They have worked together to plan a way to make the trek happen, and they have stayed true to Dan's preference.

## ACTIVITY 3.6: Tanya's Date



Watch the video: **Module 3 Activity 3.6 Tanya's Date** on the website to see an example of Minimising Harm.

1. Tanya has been asked out on a date by someone she met at the gym and she is excited about going. What does her mum think is the 'risk' to Tanya in her situation?

Write your response in the box below:

Tanya's mum does not think it is a good idea that she go on a date. Tanya's mum wants her to be 'safe' and has realised that Tanya does not know much about the person asking her out. There is a potential risk to Tanya's psychosocial well-being in this scenario – both if she dated and it did not go well, but also if she were to be prevented from dating in the first place by her mother. She may also have an underlying sense that Tanya does not have the skills to manage a close or intimate relationship.

2. What does Tanya want?

Write your response in the box below:

Tanya wants to find someone who she can have some fun with and who sees her for her and who cares about her.

3. What things does Tanya's disability support worker ask her to think about as a way to minimise harm?

Write your response in the box below:

Tanya's disability support worker asks Tanya to think about getting to know the person who wants to date her by having phone conversations with him first before setting up a date. Tanya is encouraged to think about taking it slow. Then, if he sounds like someone Tanya would like to meet, her support worker agrees that she will take her to meet him and they can have their date then. Both Tanya and her mother agree with these suggestions. Tanya is worried about him changing his mind, but she is reassured that both her support worker and her mother will be there for her whatever happens.



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

## Extra Activity 3.2: David's Skateboard

Read about David's scenario and then answer the questions.

### David's Skateboard

David has always enjoyed riding his skateboard. He experiences great enjoyment from being able to get out and explore his neighbourhood. Skateboarding makes David feel alive, it enables him to have some independence and keeps him exercising.

Recently, David rode over an uneven path, lost balance and fell. This caused a deep graze to his elbow. The wound has taken a couple of weeks to heal fully, but David is otherwise well.

David's disability support worker has instructed that he is to no longer ride his skateboard down the street, only in the backyard.

1. Let's think about "Putting Positives First" for David. Explain all of the positive aspects that you can think of that he would experience from riding his skateboard when and where he wanted. An example has been provided for you.

*Write your response in the box below:*

- David feels **independent** when riding his skateboard.
- Skateboarding is a way of David **exercising**
- David could **meet new people** when out on his skateboard
- David gets the **opportunity to explore** his neighbourhood
- David experiences **joy** from riding his skateboard.

2. David's skateboarding has now been restricted to the backyard. Explain all of the things that you can think of that he would experience from having this change imposed on him. An example has been provided for you.

*Write your response in the box below:*

- David will **lose confidence** in his ability to ride his skateboard.
- There will be **fewer opportunities** for David to meet other people when he is out in the neighbourhood riding his skateboard.
- David could have reduced **motivation** in riding his skateboard if he can't do it where he wants to.
- Overall, this could negatively affect his **psychosocial well-being**.

3. In what other ways might David's disability support worker have responded to this situation? An example has been provided for you.

*Write your response in the box below:*

- Keep David's skateboarding routine the same.
- Asked David how he was, and whether his skateboard needed **repair**.
- Speak with David about what happened and **how he feels** about riding his skateboard now. Discuss with David whether he would **do anything different** the next time he went out.
- Discuss whether he would like to **wear elbow pads**, but it is David's choice not to.

4. Thinking about the work you do, can you remember a time when you or someone you work with did not consider "Putting Positives First" while supporting a person with intellectual disability? Explain the scenario. What are your thoughts about this?

*Write your response in the box below:*

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## Extra Activity 3.5: Amanda wants to walk her dog

Read about Amanda's scenario, then answer the questions.

### Amanda wants to walk her dog

Amanda has a dog called Bob. About three times per week, Amanda takes Bob for his usual walk along the nearby foreshore. The walk usually takes about 30 minutes.

Today, Amanda's disability support worker, Sarah, feels that it is too windy outside to walk Bob. She does not want to be out in the cold air and is concerned Bob will be hard to hold on the leash in such weather conditions. Sarah suggests that they compromise and go for a drive in her car with Bob. Amanda agrees to proceed in this way.

Sarah knows that Amanda likes milkshakes. During their drive, Sarah drives through the drive-through window at the local fast food restaurant to buy a milkshake for each of them. Sarah then parks the car in a parking bay along the foreshore, so that they can look out onto the beach while finishing their drinks. Sarah looks over at Amanda and is pleased that she appears happy. Bob is asleep.

1. What did Sarah see as the risk in this situation?

*Write your response in the box below:*

Sarah felt that it was risky being out in the cold air. She was also concerned that it would be difficult to keep the dog on the leash in windy weather.

2. Do you think Sarah's suggestion to go for a drive was in fact a 'compromise'? Explain your thoughts.

*Write your response in the box below:*

This was not a compromise as it did not really consider what Amanda wanted to do, which was walk her dog. Amanda agreed with Sarah's suggestion, but there was no compromise that was made as they did not talk it out together to come to an agreement that would be suitable for Amanda. The approach taken seemed to suit Sarah instead.

3. Explain whether you believe that Sarah remained true to Amanda's preference.

*Write your response in the box below:*

No. Amanda's preference was to walk her dog. This did not happen, but they all took a ride in Sarah's car instead.

4. In what ways could Sarah have supported Amanda to take Bob for a walk?

*Write your response in the box below:*

- They could still have walked Bob, but they might have agreed to have taken a less than 30-minute walk if the weather became a problem.
- As it was cold, they could have worn appropriate clothing – like a jacket, gloves, hat, scarf – to stay warm.
- They could have taken turns in holding Bob on the leash if he was more difficult to hold in the windy weather.

5. Sarah was pleased that she could see that Amanda was happy. Describe whether you think Amanda being 'happy' was a good outcome in this situation.

*Write your response in the box below:*

Happiness is a good emotion, but it probably is not the best outcome in this situation as Sarah did not follow through with what Amanda wanted.

6. Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with did not stay true to your client's preferences? Explain the scenario and your thoughts about the situation.

*Write your response in the box below:*

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## Extra Activity 3.6: Susan’s Smoothie



Read about Susan’s scenario, then answer the questions.

### Susan’s Strawberry Smoothie – Part 1

Susan likes to drink strawberry smoothies. Her disability support worker, Karen, is making one for her. Susan’s grip is weak, and Karen does not want Susan to cut herself while chopping up strawberries.

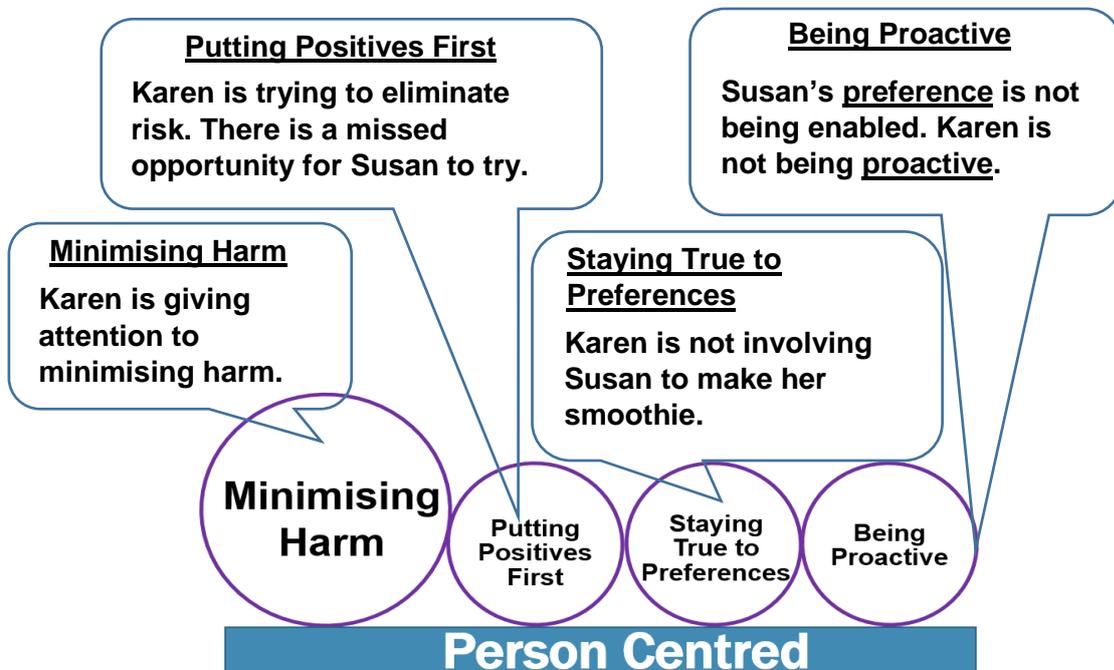
Susan would like to be involved, but instead watches while her smoothie is being prepared. She is not participating.

1. What is considered to be the “risk” in Susan’s scenario?

Write your response in the box below:

The risk is considered to be Susan cutting herself with the knife while cutting up strawberries for her smoothie.

2. Complete the remaining blanks in the figure below to describe what is happening in Susan’s scenario with each Essential.



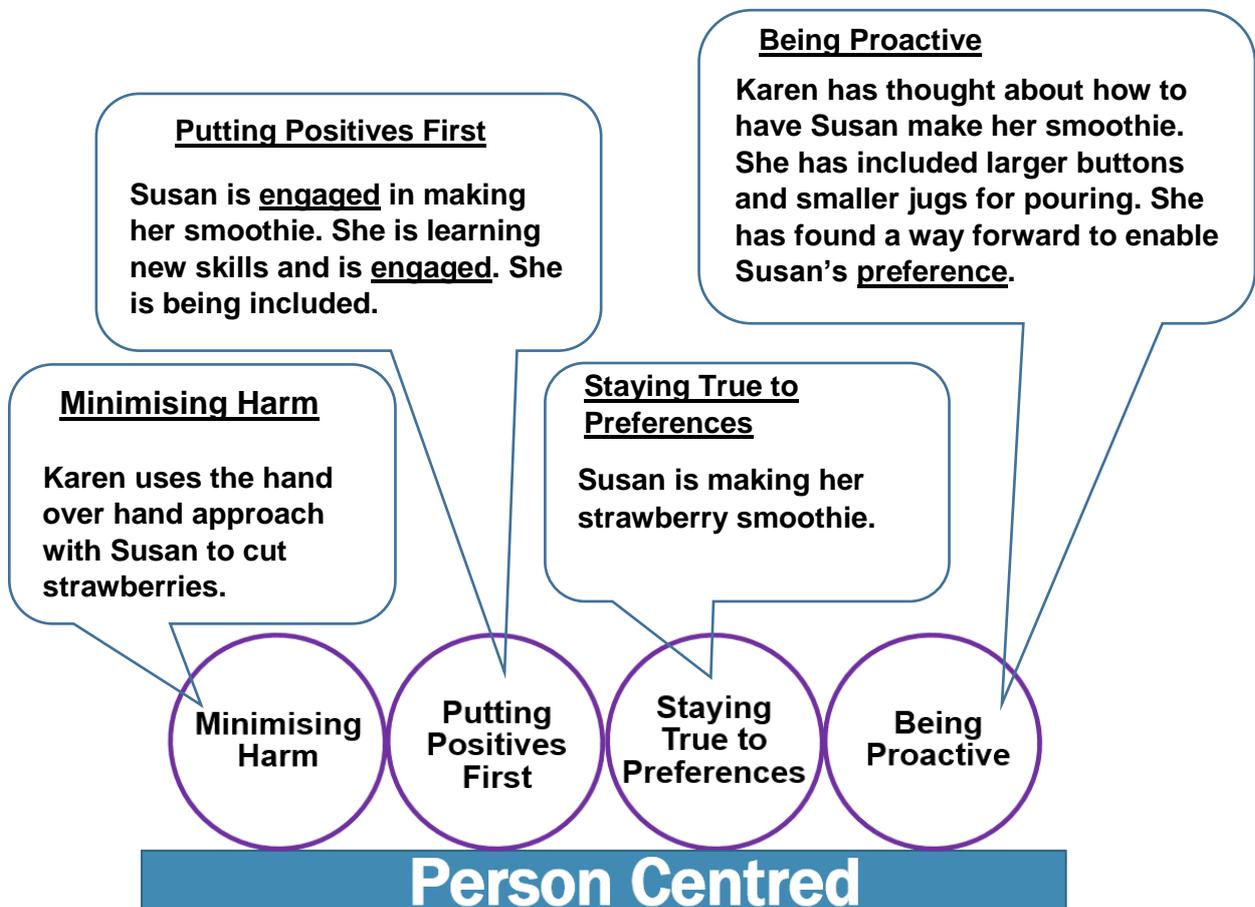
## Susan's Strawberry Smoothie – Part 2 with video

Karen has now completed her Risk Enablement training and has learnt about the 4 Essentials. Watch the video to see how Susan is now involved in making her strawberry smoothie



*Watch the video: **Module 3 Extra Activity 3.6 Susan's Smoothie** on the website to see how harm is minimised.*

3. Complete the remaining blanks in the figure below to describe what is now happening in Susan's revised scenario with each Essential.



4. Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with put too much importance on minimising harm? Explain the scenario, the outcomes and your thoughts about the situation.

*Write your response in the box below:*

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*



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

# MODULE 4: Risk Enablement in Action

## ACTIVITY 4.1: Cody is Moving out of Home

1. What are considered to be the “risks” in Cody’s scenario?

*Write your response in the box below:*

The risks for Cody include:

- **Financial** – that he might have difficulty paying the bills.
- **Physical Health & Safety** – that he might not take care of himself, and cook proper meals. The house might not be kept clean.
- **Psychosocial well-being** – that he might be taken advantage of by his friends and/or other people.

2. List the people who “**Worked Together**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- The person – Cody
- Cody’s Dad
- Cody’s family
- Parents of Cody’s friends
- Cody’s Friends
- Support worker

3. Describe what needed to be considered as part of the “**Context**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- **Financial** – Costs associated with renting, and other living expenses
- **Access** – location of new home and whether it is close to public transport, shops, restaurants
- **Social Inclusion** – how Cody and all of his friends get along when living together
- **Accommodation** – whether the house is of an appropriate size for all living there, and its cleanliness.

4. Describe the type of **“Planning”** that was undertaken in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- Discussions around re-shaping Cody’s preference
- Engaging a support worker
- Discussions with support worker about grocery purchases, household chores, and how they will manage arguments between them if these happen.
- Discussions with friends and family about trialling other accommodation options – like living at each other’s houses on weekends, trialling an Air BnB
- Downloading an App for Air BnB bookings
- Communicating with each other using Facebook

## ACTIVITY 4.2: Angela's Birthday Cake

1. What are considered to be the "risks" in Angela's scenario?

*Write your response in the box below:*

The risks for Angela include:

- **Physical Health & Safety** – there is concern that Angela could experience an unwanted effect to her blood glucose control if she were to eat cake and other treats at her birthday party.
- **Psychosocial Well-being** – if denied a cake, Angela could lose motivation, her well-being would be affected, and she would likely feel rather sad and frustrated that she could not have a cake on her birthday to share with family and friends.

2. List the people who "**Worked Together**" in Angela's scenario. Examples have been provided for you.

*Write your response in the box below:*

- The person – Angela
- Disability Support worker – Joan
- Dietitian
- General Practitioner
- Diabetes educator
- Practice Leader

3. Describe what needed to be considered as part of the "**Context**" in Angela's scenario. Examples have been provided for you.

*Write your response in the box below:*

- **Catering:** Foods Angela can eat, size of her cake
- **Health:** The type of blood glucose control Angela has normally
- **Schedule:** ensuring there is time for Angela to take a walk after her party. Ensure the time for added blood glucose readings.
- **Social:** confirming who will be at her party to ensure that she is supported and not isolated

4. Describe the type of **“Planning”** that was undertaken in Angela’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- Meal planning during the week to include vegetables and salad
- Added blood glucose level readings
- The need for extra activities (i.e., walks) for Angela
- Discussions with her health care providers – diabetes educator, dietician, general practitioner, practice leader
- Planning the other types of food to be available at the party and ensuring that these were low carbohydrate – that these were diet foods
- Ordering a smaller chocolate cake

## ACTIVITY 4.3: Shane's New Start

**Read Shane's scenario below, then answer the questions.**

Shane has recently been in jail and is currently on parole. Shane's parole conditions state he is required to have stable accommodation. Shane wants to live in his home town with his brother, Macca, who is a fly-in, fly-out worker in another state.

Macca is away from home a lot with work but would also like Shane to live with him. In the past, Shane has felt lonely and isolated and ended up with a group of peers who led him into criminal activity.

Shane has a moderate intellectual disability and has had part-time jobs in the past. He particularly enjoyed working on cars and with mechanics.

A high priority for Shane is not going back to jail.

Macca is leaving in 12-months' time and will be taking up a new job in the local area. You are working with Shane as his disability support worker.

1. What are considered to be the "risks" in Shane's scenario?

*Write your response in the box below:*

The risks for Shane include:

- **Financial** – that he might not be able to pay his bills
- **Physical Health & Safety** – that he might not be able to take care of himself when Macca is away (e.g., eat well, have good hygiene, keep the house clean).
- **Psychosocial well-being** – that he might return to jail, that he will be isolated when his brother, Macca, is away working and that he could get caught up in the wrong crowd again. Shane could violate his parole conditions also if his accommodation is not stable.

2. How will you be person centred with Shane?

By **talking** with and **listening** to Shane so that I will have a sense of what he wants to do. I will also be careful to understand what his concerns are so that we can work together on those too.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Shane's preference? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

Shane wants to live with his brother, Macca. It is important for Shane to have this opportunity to connect with his family and to have new experiences. Stable accommodation is important so that he does not violate his parole conditions.

Putting positives first means that I do not eliminate risk. There are many positives to Shane wanting to live with his brother. These could include: connecting with this brother, an opportunity to be supported to build confidence now that he is no longer in jail, learn new skills, meet new people, opportunity for employment, and the opportunity for him to start again.

b. Being Proactive

*Write your response in the box below:*

This essential encourages us to be positive. As his disability support worker, I will see how I can make living with Macca possible.

I will plan with Shane ways in which he can link in with social support groups, including the local sports centre, to manage times of isolation. We will meet the neighbours and see whether it possible that they can check in on Shane from time to time also.

We will discuss how he might find work in the area of car mechanics. He might enjoy this and it will give him some money to put towards his living expenses. We will consider whether there are any family members, other than Macca, that Shane can reach out to from time to time, and possibly stay with him when he would like the company. We will be sure Shane has a mobile phone with him in case he needs to make contact with people at any time.

We will explore what support Shane requires so that he is not likely to return to jail.

c. Staying True to Preferences

*Write your response in the box below:*

Shane's preferences are:

- i. To live with Macca
- ii. Not return to jail

I will work with Shane and Macca to determine when Macca is not going to be at home, so that Shane has more support at these times than others – from myself and other family members if possible. I will explore whether Shane would like assistance with house cleaning, grocery shopping and meal planning. We will explore local take away food options on those nights that he might like to order in, rather than make his own meals.

I will work closely with Shane and his parole officer so that I am clear about the conditions of his parole, so that we make sure that these are not violated. As Shane enjoys car mechanics, and has had part-time jobs in this area in the past, I will work with him to explore any opportunities for him to work at a local mechanic. We will need to explore methods of transport also to support Shane's independence.

Having a paid job will assist with his finances, and it might also broaden his networks and assist him with settling into life out of jail. It might reduce the risk of him getting caught up in the wrong crowd. We will need to check that this will not affect Shane's Centrelink payments. Macca would like Shane to contribute to some of the bills – like electricity and water costs.

If finding a job at a car mechanic becomes difficult, then I will explore other opportunities for part time work with Shane, so that we work together to re-shape his preferences.

I will need to be sure what it is that Shane wants and stay true to that.

## d. Minimising Harm

*Write your response in the box below:*

Through planning and working together, harm is being minimised for Shane in the areas of: finance, psychosocial well-being, physical health and safety.

Careful planning has taken place to explore Shane's opportunity to settle into life out of jail. This has included looking for part time work, and linking him in with social groups.

You have now thought about the 4 Essentials in relation to Shane's scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Shane's preference?

*Write your response in the box below:*

As his disability support worker, I have worked with the following people to enable Shane's preferences:

- The person – Shane
- Shane's brother, Macca
- Parole officer
- Other family members that Shane has
- Local car mechanic employer
- People at social support groups
- People at the gym
- The neighbours
- Staff at Centrelink

2. Explain whether you had **taken account of context** to enable Shane's preference.

*Write your response in the box below:*

I have considered:

- **Social isolation:** Ways to deal with isolation when Macca is away
- **Cost of living:** will explore opportunity for part-time employment, but also Centrelink allowances
- **Food options:** exploring local take away places, supporting Shane with grocery shopping, working out meal plans.
- **Transport:** have considered exploring this. This will be important also if Shane gets a job.
- **Accommodation:** considered house cleaning with Shane, considered Shane meeting his neighbours.

3. Can you find examples of the **planning** you did to enable Shane's preference?

*Write your response in the box below:*

Planning has included speaking with Shane about his preferences. We have planned ways that he will meet people and reduce social isolation – through possible work, social groups, joining the local sports centre – we have discussed the choices in his meal plans and how he will keep the house clean.

We have worked out when Macca is away and will look to offer more support during those times. We have considered his finances – looking at part time employment opportunities and Centrelink payments. Shane will need to contribute to some house bills.

Things will need to be reviewed over time to ensure that things are working well and Shane is living life the way he wants to.

4. Briefly describe **what you did** to enable Shane's preference. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:** I started to explore ways in which Shane could live with his brother, Macca. Did not try to eliminate risk.
- **Being Proactive:** I worked with Shane to explore how he might manage social isolation during those times when Macca will be away working. We discussed many things like: part time work in car mechanics, joining local sports and social groups, meeting his neighbours, reaching out to other family members and ensuring he had a mobile phone.
- **Staying True to Preferences:** so that he could live with his brother, we discussed finances, how to pay for living expenses, organise meals and keep the house clean. I also considered working with Shane to think about part time jobs other than working with cars if that was not possible.
- **Minimising Harm:** Through all of this careful planning and working together with others, harm has been minimized. The risks were that Shane could get caught up in the wrong crowd, risk his parole violations and become isolated. All of these aspects have been considered. I will also be sure to review these to see how Shane progresses over time as he lives with his brother and settles into life out of jail.

## ACTIVITY 4.4: Chloe Catches the Train

**Read Chloe’s scenario below, then answer the questions.**

Chloe catches the train to work each day and has been doing so for many years. Recently, however, a new ticketing system has been introduced where train commuters have to ‘touch on’ and ‘touch off’. Chloe often forgets to do so and, as a result, has incurred large fines.

The support workers are now considering driving Chloe to work, or arranging a bus to come and pick her up.

Chloe is upset and frustrated as she enjoys catching the train but does not seem to understand she cannot afford to keep incurring fines.

Her support worker says, “Well, it’s tough, I know, but she just has to realise she can’t catch the train anymore. If she’s going to choose not to touch on and off, then that’s the consequence. No more train, it’s just too risky.”

1. What is considered to be the “risk” in Chloe’s scenario?

*Write your response in the box below:*

The main risk for Chloe is financial – she is incurring a lot of fines from not using the ticketing system properly.

2. How will you be person centred with Chloe?

*Write your response in the box below:*

I would talk with Chloe about what her likes and dislikes are. I would like to understand what it is about catching the train that she enjoys, and how we could work together to make that continue.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Chloe's preference to catch the train? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

Chloe enjoys catching the train, and it is important that she is supported to do this. Chloe would experience many positives from catching the train. These could include: meeting new people, feeling independent, being confident, learning, having different experiences, and getting some exercise.

b. Being Proactive

*Write your response in the box below:*

Rather than denying Chloe the opportunity to catch the train, I would be proactive and talk with Chloe about the current situation with the fines. I would want to know if she is aware of the new ticketing system and if not, would like to work with her to see how we can make that step clearer for her. Making the process simple for Chloe could be an important way forward.

I would ask Chloe if I can go with her when she next catches the train so that I can see how she uses the ticketing system – whether she doesn't touch on or off, or if it is the way she is holding the card that means the machine hasn't registered her touch on. Does she not load up her card with payment and is that the reason she is incurring fines in spite of her touching on or off? There could be many reasons to explore.

Getting to the cause of her fines is being proactive.

If she doesn't want me to go with her, I might 'shadow' her on the train instead. This will mean that I will observe her from a distance, but won't disrupt her usual process that she takes when catching the train.

If she catches the train with a friend, I will ask her friend to support her with the process if that approach is more comfortable for Chloe.

I would also contact MetroTrains who have issued the fines to see if there was a way to reverse these charges, and seek more information about why they have been issued. Is it a system error?

c. Staying True to Preferences

*Write your response in the box below:*

Chloe wants to catch the train. This is her preference. In order to stay true to her preference, we will need a time of exploration to further understand why she has been accruing so many fines. We might also need to involve Chloe in some simple training so that she understands how the ticketing system works.

I will need to speak with the other support workers who are considering driving her to work or arranging a bus. Neither of these are Chloe's preference, so they will need to be aware of this.

d. Minimising Harm

*Write your response in the box below:*

The harm in this situation has been identified as financial. Through discussions with Chloe and watching her use of the ticket machine, it will become clearer in what way harm can be minimised for her. Then, she can be given feedback about what she is doing to ensure she no longer accrues fines.

You have now thought about the 4 Essentials in relation to Chloe's scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Chloe to catch the train?

*Write your response in the box below:*

As his disability support worker, I have worked with the following people to enable Chloe's preferences:

- The person – Chloe
- MetroTrains customer service – to understand the reason for the fine
- Chloe's friend (if she travels with them on the train)
- Other support workers

2. Explain whether you had **taken account of context** to enable Chloe to catch the train.

*Write your response in the box below:*

I have considered:

- **Social inclusion**: catching the train means that Chloe might meet new people
- **Financial**: is there a way to ensure Chloe stops accruing fines?
- **Accessibility**: Chloe needs to be able to access transport when she needs to

3. Can you find examples of the **planning** you did to enable Chloe's preference?

*Write your response in the box below:*

Planning has included speaking with Chloe about the need to explore the way she uses the ticketing system. A number of options have been thought of to understand this – I could go with her, I could shadow her from a distance, or if Chloe travels with a friend, then they could assist her with the process. Rather than stop Chloe from catching the train, I would proactively get to the heart of why the fines are occurring.

I would also call MetroTrains to further understand why these fines have been issued. I will discuss with the other support workers that Chloe being driven to work by car or by bus is not her preference.

4. Briefly describe what you did to support Chloe to catch the train. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First**: Chloe loves to catch the train. I would want to be sure that she continues to be able to do this.
- **Being Proactive**: I will explore further the reasons as to why the fines are occurring. I will accompany Chloe on the train, have a friend accompany her, or watch her from a distance to understand what is happening. I will call MetroTrains to see if they can also provide an explanation.
- **Staying True to Preferences**: Chloe is being supported to catch her train. In order to do this, she might need some simple training in how to use the ticketing system. Other support workers will need to be aware of Chloe's preference because arranging that she travel to work by car or bus is not staying true to her preference.
- **Minimising Harm**: Through discussions, planning and observation and working with Chloe, harm is minimized. Once the reason for the fines is clear, then appropriate support and feedback can be provided to Chloe.

## ACTIVITY 4.5: Scissors for Romeo

**Read Romeo’s scenario below, then answer the questions.**

Romeo likes to cut out pictures from magazines for his scrapbook but staff say it is too dangerous for him to have a pair of scissors. Staff keep the scissors in the locked office because if Romeo sees the scissors he will try to grab them.

Romeo has developed a reputation for behaviours of concern and staff have asked for a referral to the behaviour support team to stop Romeo from grabbing the scissors.

1. What is considered to be the “risk” in Romeo’s scenario?

*Write your response in the box below:*

The risk for Romeo is that the scissors are dangerous. This could mean that there is a risk that he could cut himself. It is unclear whether he would be likely to harm another person with the scissors.

2. How will you be person centred with Romeo?

I would like to understand Romeo’s behaviour more. I would like to know what he likes about cutting out pictures and collecting pictures for his scrapbook. I would like to see what he creates with the pictures. I want to know what annoys him too in this situation, so I can support him better.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Romeo’s preference to have a pair of scissors? Describe what you would consider for each of the Essentials below.

- a. Putting Positives First

*Write your response in the box below:*

Positives can come from taking risks. I think that denying Romeo the scissors is leading to the behaviour that he is now showing. He is grabbing the scissors when he sees them, because he does not have easy access to a pair of them. At the moment, Romeo is frustrated and displaying challenging behaviour.

So far, positives have not been put first.

b. Being Proactive

*Write your response in the box below:*

I would like to work with Romeo and the members of staff to explore options for him to have a pair of scissors. I would want to see how to make this work for him and also ensure that he feels supported.

His current situation is saying to him that he is not in control – the staff are. An overly protective approach is being used.

I would like to discuss with Romeo why the staff have been keeping the scissors in the office and educate him to help him make sense of the situation and how we can move forward from that.

Rather than send Romeo for an assessment with the behaviour support team, I would like to firstly work with him to try different options to support him having a pair of scissors.

c. Staying True to Preferences

*Write your response in the box below:*

To stay true to Romeo's preference of having a pair of scissors, I would explore the following options with him:

- Trialling him having a pair of scissors with a **rounded edge** so that he is less likely to hurt himself or another person. He can keep this pair in his room in a pencil case.
- Romeo can also wear a **meshed glove** when using his scissors as this will prevent him from cutting himself. This can also be trialled.

It is possible to also reshape Romeo's preference. It would be important to understand if it is the scissors he wants or if he actually is looking for a way to keep images he likes. If he is interested in keeping pictures, then it might be worthwhile exploring the idea of Romeo having an iPad or computer where he could search and store pictures without the need for him to have scissors.

I would also inform other members of staff and the practice leader about this trial, or other approaches (e.g., iPad use), so that the support provided to Romeo is consistent between staff and he does not become confused with support workers doing things differently.

## d. Minimising Harm

*Write your response in the box below:*

Through discussions and trialling different things, harm will be minimised for Romeo. There are ways to minimise the risk of him cutting himself and hurting another member of staff. In a team meeting, and also in handover, staff will be informed about how we will be trialling different things with Romeo so that he can have his own pair of scissors. It is important that the approach taken to support him is consistent.

Now that you have considered the 4 Essentials in relation to Romeo's scenario, further define the aspects that are a part of the Risk Enablement Process.

1. Can you find examples of how you have **worked together** to enable Romeo's preference?

*Write your response in the box below:*

I have worked with the following people to enable Romeo's preferences:

- The person – Romeo
- Other disability support staff at Romeo's group home
- Practice Leader

2. Explain whether you had **taken account of context** to enable Romeo's preference.

*Write your response in the box below:*

I have considered:

- **Accessibility:** how Romeo can access a pair of scissors more easily.
- **Staffing:** that all staff are aware of the scissors trial with Romeo so that the approach in supporting him is consistent. Discussing this at a staff meeting is also important.

3. Can you find examples of the **planning** you did to enable Romeo's preference?

*Write your response in the box below:*

I talked with Romeo about what he likes about cutting out pictures. In doing this, it might assist in working out whether it could be possible to instead look at other ways of accessing and storing pictures (e.g., iPad, computer). I thought about planning a trial of different things for Romeo – scissors with rounded edges, use of meshed glove. I also was sure to speak with other disability support staff and the practice leader about trying different things with Romeo. It's important that the approach to supporting Romeo is consistent. Having this also discussed at a staff meeting can be helpful also. In the end, the aim is for Romeo to have his own pair of scissors. This might also help address his behaviour, so I did not involve the behaviour support team yet in my planning.

4. Briefly describe what did to support Romeo to have a pair of scissors. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:** I didn't want to continue with Romeo not having access to the scissors. Denying him access was starting to have an effect on him and this is shown through his behaviour of grabbing scissors.
- **Being Proactive:** I wanted to talk with Romeo about what the current situation was – why the scissors were locked away. But I also wanted to start to work with him to look at ways we could give him his own pair of scissors.
- **Staying True to Preferences:** I would be interested in trialing Romeo having a pair of scissors with a rounded edge, or him wearing a meshed glove to reduce the risk of him cutting himself. I would also think about other options – like the use of an iPad or a computer – that will allow him to save pictures if that is what he would like to do. Other disability support workers and the Practice Leader will need to be informed of these things being trialed, so that the approach with Romeo is consistent by all who support him.
- **Minimising Harm:** Through planning, talking with other disability support workers and Romeo, I will minimize harm through knowing his preference better, and trialing different ways forward. Currently, he is showing challenging behaviour, so it is evident that denying him access to the scissors is causing harm also.



If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the Contact Form.

# MODULE 5: Being Someone who Enables Risk

## ACTIVITY 5.1: Experiences from risk enablement

1. What were the main experiences the disability support workers had after enabling risk?

*Write your response in the box below:*

- Risk was positive.
- They were putting positives first and willing to give things a go.
- Enabling risks for the people they support was easier than expected
- Their clients are now more engaged.
- They were thinking about refining the risk the next time.
- Looking at things differently.
- Clients were getting enjoyment out of taking risk.
- They thought anything was possible.

2. How does reading these quotes make you feel about putting risk enablement into practice for someone you support?

*Write your response in the box below:*

*This is a reflective task. You are being asked to describe your feelings and thoughts about getting started with risk enablement. There is no right or wrong example you can provide here. Specific responses are not provided.*

## ACTIVITY 5.2: Application

*This is a reflective task. It is **your own** personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here. Specific responses are therefore not provided for any of the questions related to this activity.*

*To help you answer these questions, however, you can refer to any of the scenarios (i.e., Cody is Moving out of Home, Angela's Birthday Cake, Chloe Catches the Train, Romeo's Scissors) as a guide.*

*If you would like some further guidance about this activity, you can send an enquiry using the Contact Form.*

## ACTIVITY 5.3: Organisational Process and Support

*No suggested responses are provided for this activity, as this relates to your organisation in particular.*



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