

Demonstrate knowledge of the implications for a sibling when a family/whānau member has a disability

Trainee assessment portfolio

1811 V5 Level 3 Credits 3

Trainee name _____

NZQA number

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Important information for trainees

People assessed as competent in this unit standard are able to:

- Describe the possible experiences of siblings when a family or whānau member has a disability.
- Describe the possible roles and responsibilities of a sibling when a family or whānau member has a disability.
- Describe the possible support needs of a sibling to carry out his/her roles and responsibilities when a family or whānau member has a disability.

Special notes

There are no special notes for this unit standard.

References

- Careerforce workbook – 1811 V5:
Demonstrate knowledge of the implications for a sibling when a family/whānau member has a disability.
- Organisation's policies and procedures.

This trainee assessment portfolio contains

- Important information.
- Assessment tasks.
- Assessment record sheet.
- Feedback form.

Instructions

- Attach all written material to this trainee assessment portfolio.
- For moderation purposes please ensure that when a conversational response is given, a brief record of what was said is recorded.
- Please give this trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On completion the results will be processed and sent to Careerforce for registering on the National Qualifications Framework.
- Should you require assistance with any aspect of the assessments tasks, please discuss your concerns with your assessor.

Overview of assessment

Activity	Description	Unit Standard
Assessment Tasks	Describing possible experiences of siblings, possible roles and responsibilities of those siblings and possible support needs of a sibling when a family or whānau member has a disability.	Element 1
Task One (Blue)		Element 2
		Element 3

Written or oral assessment task

Task One – Describing possible experiences of siblings; possible roles and responsibilities of those siblings; and possible support needs of a sibling when a family or whānau member has a disability.

1 Describing five possible experiences of siblings when a family or whānau member has a disability (1.1)

For this activity you need to select five possible experiences of siblings when a family or whānau member has a disability from the list below, and outline the possible effects these experiences might have on family or whānau relationships.

- | | | |
|--|---------------------------|---------------------|
| Embarrassment | Isolation | Over-identification |
| Guilt | Concerns about the future | Resentment |
| Pressure to achieve | Anger | Anxiety |
| Jealousy | Maturity | Insight |
| Advocacy | Tolerance | Pride |
| Vocational opportunities | | |
| Other experience(s) – please identify them | | |

You need to support each of your descriptions with an example. These examples may be based on an actual case study (e.g. from an interview with a family member); or on a case study you have read in training resources or other documentation; or on your own experiences.

The following is an example of the type of response expected.

Possible experience	Impact on family/whānau relationship
<i>Example</i> Jealousy	Receiving attention from a primary caregiver (such as a parent) is one of the main ways in which a pre-schooler develops a positive self-image. Before a pre-schooler understands that his/her brother or sister has “special needs” the pre-schooler may notice that his/her parents are giving more time and attention to the sibling. The risk is that the pre-schooler will feel that he/she is less special and less loved than the sibling with the disability and will show jealousy through his/her behaviour. The parents may feel very guilty and concerned at this level of jealousy but feel that they cannot devote as much time to the sibling, leading to tensions within the family relationship.
1	

Possible experience	Impact on family/whānau relationship
2	
3	

Possible experience	Impact on family/whānau relationship
4	
5	

2 Identifying and describing four roles and/or responsibilities of a sibling of a person with a disability (2.1, 2.2)

Identify two different possible roles and describe two different possible responsibilities of a sibling of a person with a disability.

A role is a description of the part the sibling sees him/herself playing; and the responsibility is what the sibling believes is expected to be done within this role.

When identifying and describing the two roles and two responsibilities you need to make sure that they are as the sibling of the person with a disability would see them, and not as the parents/caregivers/other support professionals would see them.

Note: In the next part of this assessment (Section 3) you will need to identify support needs of the sibling, and support services and resources which the sibling may need to access, to be able to deal with the roles and/or responsibilities you identify and describe in this section.

1 Role	1 Description of the sibling's responsibility
2 Role	2 Description of the sibling's responsibility
Role	Description of the sibling's responsibility
<i>Example:</i> Caregiver	The sibling may feel that he/she has to assist with caregiving support for the sibling with a disability. This support may include assisting with daily support needs like dressing, supporting to eat, washing and bathing etc.
Role	Description of the sibling's responsibility
<i>Example:</i> Protector	The sibling may feel a responsibility to keep an eye on his/her sibling with a disability when at school, especially at break times when the sibling may feel the need to protect the sibling with a disability from teasing and bullying.
Role	Description of the sibling's responsibility
<i>Example:</i> Teacher	The sibling may feel the need to teach his/her sibling with a disability daily living skills and/or assist with school learning and homework tasks.

3 Describing the support needs of the sibling and possible support services and resources needed by the sibling to carry out roles and/or responsibilities (3.1, 3.2)

Using the two roles and two responsibilities that you identified and described in Section 2 above, describe the possible support needs that a sibling may have to carry out those roles and responsibilities, and the support services that are available to meet those needs.

It may be that the services and resources are the same for some of the identified roles and responsibilities you described above. It is not necessary to repeat the detail.

You may wish to include brochures and pamphlets describing some of the support services.

Note: You need to identify real services that are currently available and are accessible to siblings.

Role (From Section 2 above)	Support need(s) (Identify at least two support needs)	Support services or resources (Identify at least two services/resources)
1	1	1
2	2	2
<i>Example:</i> Caregiver	<ol style="list-style-type: none"> 1 Support to understand how to assist with the care needs of the sibling. 2 Support to assert own needs with parents/caregivers. 	<ul style="list-style-type: none"> • Sibling programmes – SibSupport NZ camps • Online support programme through www.carers.net.nz or www.parent2parent.org.nz
<i>Example:</i> Protector	<ol style="list-style-type: none"> 1 Support in dealing with bullying and teasing. 2 Support to develop own friendships separate from responsibilities to the sibling with a disability. 	<ul style="list-style-type: none"> • Sibling programmes • Youth groups, clubs etc • DARE programme • School counsellors

Assessor confirmation form

I confirm that _____
(the trainee) has completed all of the requirements for this assessment:

Assessor Name	Assessor Number
Signature	Date

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Level 3 Credits 3

Assessment record sheet

Trainee information			
Name			
Employer			
NZQA/NSI number (ROL)		Date of birth	

Trainee statement of authenticity			
I hereby state that the evidence submitted for assessment is my own work.			
Signature		Date	

Trainee performance summary (completed by assessor)			
Written or oral assessment task			
Task One	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	

Comments/feedback to trainee			

Assessment result (completed by assessor)			
I have assessed the trainee and confirm:			
<input type="checkbox"/> The requirements have been met to demonstrate competency in 1811 V5.			
<input type="checkbox"/> Further evidence is required to demonstrate competency.			
Name		Assessor number	
Signed		Date	

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for his/her records and another copy sent to Careerforce so the credit can be registered on the NQF.

Quality Assurance Manager
Careerforce Ltd
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Christchurch 8144

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Feedback form

Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager
Careerforce Ltd.
www.cssito.org.nz
PO Box 25 255
Christchurch
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

Topics or aspects of the content of this document	Yes	Maybe	No
Assessment record sheet is useful.			
Assessment questions are easy to understand.			
The assessment portfolio is well laid out and easy to follow.			

Additional comments

Contact details (optional)

Name	Organisation
Telephone	Email

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