Unit 51: Supporting Individuals with Sensory Loss with Communication

Unit reference number: A/616/7423

Level: 5

Unit type: Optional

Credit value: 5

Guided learning hours: 37

Unit summary

There are many ways in which we can communicate with one another. These methods of communication can become increasingly important when supporting those that suffer from sensory loss.

This unit will help you to understand the implications for individuals who experience communication difficulties due to sensory loss, whether they are born with sensory loss or acquire it later in life. You will explore the development of language, how language and culture are linked and the impact of sensory loss on communication and language. You will examine a variety of different specialist communication systems and assess their strengths and limitations. You will demonstrate competence in supporting individuals with sensory loss with their communication, assessing which of the different methods of communication will best meet their needs. You will show the individual how to use the chosen method and adapt it as necessary, guiding and supporting others in using specialist communication systems with the individual. Finally, you will review how these systems meet the needs of everyone involved.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand language development	1.1 Explain the difference between language and communication
	1.2 Analyse the relationship between culture and language
	1.3 Explain how an understanding of language and communication informs practice
2 Understand factors that affect the language and communication of an individual with sensory loss	2.1 Compare and contrast the impact of congenital and acquired sensory loss on: • communication • language
	2.2 Analyse the potential impacts of a deteriorating condition on an individual's communication
3 Understand the complexities of specialist communication systems	3.1 Analyse when specialist communication systems may be used
	3.2 Critically evaluate the strengths and weaknesses of specialist communication systems
4 Be able to support individuals with sensory loss with communication	4.1 Critically evaluate the suitability of different communication methods to meet the needs of individuals with sensory loss
	4.2 Demonstrate a range of suitable communication methods to the individual and/or others
	4.3 Adapt communication methods according to need and context
5 Be able to support others to make use of specialist communication	5.1 Advise others about specialist communication
	5.2 Support others to make use of specialist communication with the individual

Learning outcomes	Assessment criteria
6 Be able to review communication work	6.1 Review how communication support to individuals with sensory loss meets identified needs in relation to: • own work • agreed ways of working • work with others

Content

What needs to be learned
Learning outcome 1: Understand language development

The difference between language and communication

- Chomsky's nativist theory, and Language Acquisition Device.

- Skinner's behaviourist theory of language development.

- Communication as a process; Argyle's communication cycle.

- Mix of verbal and non-verbal communication; Mehrabian's elements of personal communication.

- Schramm's feedback loop, and field of experience models.

- David Berlo's SMCR model.

Communication

- Communication cycle of idea formulated.

- Message composed.

- Message sent.

- Message received.

- Understood and responded to, e.g. non-verbal communication of happiness – using a smile may elicit a smile in response, verbal greeting may elicit a return greeting.

Language

- One type of communication among many types.

- Different languages.

- Different dialects.

- Use of slang and jargon to establish group identity.

- Language to represent ideas.

- Forms of language, e.g. spoken, written, text.

Culture and language

- Language reinforces culture, e.g. use of 'please' and 'thank you' in some cultures to show politeness.

- Use of honorific tense in grammar to show politeness in many languages; importance of language in establishing and maintaining relationships, e.g. bonding between parents and child, in education and in interviews for employment.

- Western cultures.

- Helps practitioner understand individual variations such as how autism or dementia impacts on communication.

- Helps practitioner recognise which method is most appropriate to establish a professional relationship with the individual and for the situation.

- Helps overcome potential barriers such as different expectations of service.

What needs to be learned

How language and communication informs practice

- Helps practitioner understand variations, e.g. cultural variations in non-verbal communication.

Not looking someone in the eyes is a sign of respect in Eastern cultures but a sign of untrustworthiness in

Learning outcome 2: Understand factors that affect the language and communication of an individual with sensory loss

The impacts of congenital and acquired sensory loss

- Physical, e.g. reduced safety, risk taking, mobility, diet, exercise, learning new physical skills.

- Intellectual, e.g. reduced ability to learn information/skills, need to learn new systems/technologies for communication.

- Emotional, e.g. reduced sense of wellbeing, depression, self-concept.

- Social, e.g. reduced opportunities to socialise, limitations on communication with friendship groups, new social interactions due to membership of support groups.

- Language, e.g. limitation on new language learning, new methods and ways of viewing language and communication.

- Financial, e.g. limited opportunity for work, attitudes of employers towards a person with sensory loss.

The potential impacts of conditions on an individual's communication

- How communication can be impacted by a range of factors/conditions:
  - viral
  - bacterial
  - neurological
  - cardiovascular
  - muscular
  - respiratory
  - mental health
  - learning disability
  - genetic
  - environmental factors (age, injury, exposure to noise etc.).

What needs to be learned
Learning outcome 3: Understand the complexities of specialist communication systems
Specialist communication systems which may be used
• British Sign Language.
• Makaton.
• Braille.
• Moon.
• Deaf-blind sign language.
• Communication augmented by technology.
Learning outcome 4: Be able to support individuals with sensory loss with communication
Communication methods
• Formal and specialist communication systems.
• Informal communication systems specific to individuals.
• Adapted communication methods as a combination of other methods.
Learning outcome 5: Be able to support others to make use of specialist communication
Others by whom the individual may be supported
• Those working directly with the individual within the setting.
• Informal carers, e.g. friends, neighbours, family members.
• Professionals from outside the setting.
Learning outcome 6: Be able to review communication work
Conduct reviews of how the communication methods used are meeting different needs
• Social needs.
• Daily living activities.
• Independence.
• Emotional needs.
• Language and communication development needs.

Information for tutors

Suggested resources

Books

Bathurst B – *Sound: Stories of Hearing Lost and Found* (Wellcome Collection, 2017) ASIN B01KI4VS3K

Hatt A and Issa T – *Language, Culture and Identity in the Early Years* (Bloomsbury Academic, 2013) ISBN 9781441146144

Leigh I W and Andrews J F – *Deaf People and Society: Psychological, Sociological and Educational Perspectives* (Routledge, 2016) ISBN 9781138908147

Marshall K – *A Creative Toolkit for Communication in Dementia Care* (Jessica Kingsley Publishers, 2015) ISBN 9781849056946

Mason V and Milne E – *Speech, Language & Communication Pocketbook* (Teachers' Pocketbooks, 2014) ISBN 9781906610708

Mayor B – *Language, Communication and Education* (Routledge, 2017) ISBN 9781138468283

Tongue A – *How To Cope With Visual Impairment* (Kindle Edition, 2012) ASIN B007EYJG7I

Journals

Journal of Visual Impairment and Blindness – the international peer-reviewed journal of record in the field of vision loss

The Gerontologist® – provides a multidisciplinary perspective on human ageing through the publication of research and analysis in gerontology, including social policy, program development, and service delivery

Websites

www.actiononhearingloss.org.uk	Action on Hearing Loss – a charity for people in the UK with hearing loss.
www.careengland.org.uk/sensory-loss-care-homes-diagnosis-awareness-response	Representing the interests of independent care services in England.
www.deafblind.org.uk	Charity representing those with combined sight and hearing loss.
www.fifthsense.org.uk	Fifth Sense – the charity for people affected by smell and taste disorders.
www.nhs.uk/conditions/anosmia	NHS guidance on loss of smell and related loss of taste.

| www.rnib.org.uk | Royal National Institute of Blind People |
| www.sense.org.uk | Charity supporting those with other combined sensory impairments. |

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 4, 5, and 6 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 4, 5, and 6.

Assessment of learning outcomes 1, 2, and 3 (knowledge) may take place in or outside of a real work environment.