

Unit 19: Understanding the Context of Supporting Individuals with Learning Disabilities

Unit reference number: Y/616/7302

Level: 2

Unit type: Optional

Credit value: 4

Guided learning hours: 35

Unit summary

This unit explore the meaning of learning disability and considers issues closely linked with learning disability support. This includes an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities.

In this unit, you will examine the historical context of learning disability and the key changes that have happened to attitudes and services provided. You will learn how views and attitudes have an impact on the lives of individuals with learning disabilities and their family carers. This will allow you to support individuals and challenge any discrimination that you may encounter.

You will learn about ways and reasons for adapting communications and how to check understanding so that you can promote communication with individuals with learning disabilities.

By the time you have completed this unit, you will have a good understanding of the legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

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 the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights and inclusion of individuals with learning disabilities 1.2 Explain how the legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families
2 Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability' 2.2 Describe different causes and characteristics of learning disabilities 2.3 Describe the medical and social models of learning disability 2.4 Describe the possible impact on a family of having a member with a learning disability
3 Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time 3.2 Describe how past ways of working may affect present services 3.3 Identify key changes in the lives of individuals who have learning disabilities
4 Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion' 4.2 Explain the meaning of the term 'advocacy' 4.3 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities

Learning outcomes	Assessment criteria
<p>5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</p>	<p>5.1 Explain how attitudes change in relation to individuals with learning disabilities</p> <p>5.2 Describe positive and negative aspects of being labelled as having a learning disability</p> <p>5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers</p> <p>5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p>6 Know how to promote communication with individuals with learning disabilities</p>	<p>6.1 Identify ways of adapting verbal and non-verbal communication when communicating with individuals who have learning disabilities</p> <p>6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities</p> <p>6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings</p>

What needs to be learned

Learning outcome 1: Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Legislation and policies

- Relevant sections from:
 - Equality Act 2010
 - National Health Service and Community Care Act 1990
 - Organisational policies and procedures
 - Valuing People: A New Strategy for Learning Disability for the 21st Century (Department of Health 2001).

Day to day experience

- Equality and opportunity.
- Rights, inclusion and difference.
- Overt and covert discrimination.
- Vulnerability and abuse.
- Empowerment.
- Stereotyping and labelling.
- Prejudice and harassment.
- Citizenship and equal life chances.

Learning outcome 2: Understand the nature and characteristics of learning disability

Learning disability

- Definition: 'a state of arrested or incomplete development of mind'. Somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning' not acquired as a result of accident or following the onset of adult illness (BILD 2004).
- Mild, moderate and severe.
- Profound learning disability.

Causes and characteristics of learning disability

- Before, during and after birth:
 - environmental
 - genetic and chromosomal factors
 - unknown factors.
- Dyslexia, dyscalculia, dysgraphia and dyspraxia.
- Auditory processing disorder.
- Visual processing disorder.
- Social or adaptive dysfunction.
- Early onset of impairment.

What needs to be learned

Models of disability

- Medical.
- Social.

Impact

- Family actions and reactions.
- Demography.

Learning outcome 3: Understand the historical context of learning disability

Types of services

- Mental institutions.
- Lunatic asylums.
- Workhouses.
- Long-stay hospitals.
- Special schools.
- Community care.
- Day centres.

Terminology

- Special needs.
- Mental handicap.

Effects of past on present

- Attitudes and beliefs on society.
- Underpinning political factors.
- Social and economic.
- Labelling and stereotyping.
- Segregation.
- Poor inter-agency collaboration.
- Improved inter-agency collaboration.

Key changes

- Where people live.
- Daytime activities.
- Education and employment.
- Relationships and parenthood.
- The provision of healthcare, respite and day-care services.
- Independent care options, informal carers and supported living.

What needs to be learned

Learning outcome 4: Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

Terminology

- Social inclusion and exclusion.
- Advocacy.
- Person-centred.
- Active partner.
- Empowerment participation.
- Reducing inequalities of opportunity.
- Respect.
- Choices.
- Issues and dilemmas.
- The role of facilitators.

Empowerment and active participation

- Person-centred thinking.
- Daily living.
- Personal growth.
- Promoting independence.
- Providing support.
- Control.
- Self-advocacy.
- Self-determination.
- Independence.
- Integration.

What needs to be learned

Learning outcome 5: Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

Attitudes

- Thompson's PCS Analysis.
- Society's changing attitudes.
- Inclusivity.
- Media representation.
- Values and ethics.
- Cultural and religious attitudes.

Labelling and stereotyping

- Positive aspects and negative aspects:
 - name calling
 - intimidation
 - violence
 - butt of jokes.
- Discrimination.
- Decision making.
- Social learning.

Promoting positive attitudes

- Education.
- Engaging with communities.
- Inclusion and integration.

External agencies and others

- Roles.
- External agencies:
 - advocacy services
 - professionals
 - parents/carer support groups.
- Campaign groups.
- Others:
 - the individual
 - colleagues
 - families or carers
 - friends
 - other professionals
 - members of the public
 - advocates.

What needs to be learned

Learning outcome 6: Know how to promote communication with individuals with learning disabilities

Verbal and non-verbal communication

- Spatial awareness.
- Touch and body language.
- Use of signs and symbols.
- Technological aids.
- Communication cycle:
 - ideas occur
 - message coded
 - message sent
 - message received
 - message decoded
 - message understood.

Appropriateness of communication

- Age.
- Ability.
- Cultural.

Understanding

- Active listening.
- Facial expressions.
- Eye contact.
- Clarifying.
- Repeating.
- Appropriate language.
- Tone.
- Pace.
- Proximity.
- Addressing misunderstandings.

Information for tutors

Suggested resources

Books

Billingham M et al – *BTEC Level 3 National in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Broussine E and Scarborough K – *Supporting People with Learning Disabilities in Health and Social Care* (Sage Publications, 2012) ISBN 9781849200844

Fulton R and Richardson K – *Individuals with Learning Disabilities: A Care Quality Guide for Health and Social Care Staff* (Pavilion Publishing and Media Ltd, 2014) ISBN 978-1909810938

Marshall T and Baker L – *Learning Disabilities Care A Care Worker Handbook* (Hodder Education, 2012) ISBN 9781444163261

Thurman, S – *Communicating effectively with people with a learning disability (Supporting the Learning Disability Worker LM Series)* (Learning Matters, 2011) ISBN 9780857255105

Websites

www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf	Website for current government legislation such as the Care Act 2014
www.mencap.org.uk	Charity –leading voice of learning disability
www.nhs.uk/Conditions/social-care-and-support-guide	NHS assessment guidance to care and support available and guidance to carers
www.skillsforcare.org.uk/Topics/Learning-disability/Learning-disability.aspx	Skills for Care-information on learning disabilities

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 of all learning outcomes (knowledge) may take place in or outside of a real work environment.