

Unit 57: Provide Active Support

Level:	2
Unit type:	Optional (Group B2)
Credit value:	3
Guided learning hours:	27

Unit introduction

The purpose of this unit is to provide the learner with knowledge, understanding and skills in providing active support to increase an individual's participation in tasks and activities. The unit is aimed at those whose role includes providing direct support and assistance to individuals.

Active support is an approach that enables and empowers individuals to do things for themselves, by building on their existing skills and learning new ones. It provides individuals with more choices and control, in order to improve the quality of their life.

This unit covers how active support translates values into person-centred practical action with an individual; interacting positively with individuals to promote participation; implementing person-centred daily plans to promote participation and maintaining person-centred records of participation.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how active support translates values into person-centred practical action with an individual	1.1	Explain how the key characteristics of active support differ from the hotel model
		1.2	Define the terms: <ul style="list-style-type: none"> • Promoting independence • Informed choice • Valued life
		1.3	Explain how use of active support can promote independence, informed choice and a valued life
2	Be able to interact positively with individuals to promote participation	2.1	Explain the three elements in positive interaction that promote an individual's participation in activity
		2.2	Break a routine task into manageable steps for an individual
		2.3	Provide different levels of help to support an individual to participate in a task or activity
		2.4	Positively reinforce an individual's participation in an activity
3	Be able to implement person-centred daily plans to promote participation	3.1	Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement
		3.2	Use a structured person-centred format to ensure that a valued range of activities for an individual is available
		3.3	Use a structured format to plan support for an individual to participate in activities
4	Be able to maintain person-centred records of participation	4.1	Record an individual's participation in activities
		4.2	Describe changes in an individual's participation over time
		4.3	Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle

Unit content

What needs to be learned

Learning outcome 1: Understand how active support translates values into person-centred practical action with an individual

The key characteristics of active support that differ from the hotel model

- A person-centred approach, promoting participation and engagement of individuals through collaborative working.
- Encourages decision making by the individual.
- Provides respect and dignity, valuing the person as an individual.
- Increases the individual's control over their own lives by promoting choice.

Definitions of key terms

- Promoting independence – a way of working that supports individuals to become more self-managing within the limits of their own capabilities.
- Informed choice – a decision made by the individual in possession of all available facts, information and options.
- Valued life – a life where the individual is respected and supported to make choices that promote their own personal dignity.

How active support can promote independence, informed choice and a valued life

- Promotes the individual's engagement in activities of their daily life (within the home and local community).
- Takes a proactive approach, providing the right level of support to the individual.
- Builds on the individual's existing skills and supports them to develop new ones.
- Provides the individual with more choice, increasing their sense of control over their own life.

Learning outcome 2: Be able to interact positively with individuals to promote participation

Three elements in positive interactions promoting participation in activity

- Positive interactions – are supportive in nature and aim to encourage the individual to participate in activity.
- Three elements promoting constructive activity by individuals:
 - positive interactions – provide positive reinforcement of behaviour
 - level of support – that meets individual needs (lower level of support for those with more ability; higher level of support for those with limited ability)
 - positive reinforcement – involves praising and rewarding the individual for participating in an activity (e.g. making a cup of tea).

What needs to be learned

Breaking a routine task into manageable steps for an individual

- Analysing the task – what task needs to be performed.
- Watching the task being performed (e.g. tea making).
- Noting the order of actions within the task (correct sequence).
- Breaking task into manageable steps (depending on the individual's ability).

Levels of help to support an individual to participate in a task or activity

- Providing graded levels of assistance, so individual gets the right level of support.
- Grading level of assistance (more assistance to individuals with limited ability):
 - ask – indicating it is time to perform a task
 - instruct – providing verbal cues/prompts
 - prompt – providing signs/gestures indicating what comes next
 - show – demonstrating the task
 - guide – physically providing direct assistance.
- Individuals with more ability require fewer steps in the task, those with less ability require more steps in the task.
- As individual improves performing the task, can reduce number of steps.

Positively reinforcing an individual's participation in an activity

- Using praise, attention (or doing a preferred activity) to encourage individuals to participate in a specified activity.
- Recognising the individual's achievement by praising frequently, to reinforce the behaviour.
- Varying amount of positive reinforcement depending on the individual:
 - as they improve, require less praise (can reduce frequency)
 - those with limited ability require constant praise (throughout the whole activity from start to finish).

Learning outcome 3: Be able to implement person-centred daily plans to promote participation

Providing opportunities for individual participation in activity throughout the day

- Through person-centred care plans that engage individuals in all activities of daily living (tailored to individual needs).
- Using different ways of organising activities to encourage participation (e.g. household tasks, interests, hobbies, social activities).
- Building on existing skills and focus on the interests of individuals.

Using structured person-centred format to ensure valued range of available activities

What needs to be learned

- Planning the best use of time that includes varied activities (e.g. domestic, personal self-care, educational, vocational, leisure, social).
- Format should be flexible to allow for spontaneous activities that may arise (e.g. taking advantage of different opportunities).
- Checking for preferences with the individual (include discussions with family or advocate).

Using a structured format to plan support for an individual to participate in activities

- Drawing up weekly timetables, setting realistic time frames (based on individual needs and ability).
- Using simple tools to assist with planning activities (e.g. activity support plans, participation records).
- Structuring activities into manageable steps that match individual's abilities, to ensure assistance is effective.

Learning outcome 4: Be able to maintain person-centred record of participation

Recording an individual's participation in activities

- Reporting and recording accurately (e.g. level of participation).
- Using appropriate language and correct terminology.
- Being objective, differentiating between fact and opinion.
- Promoting confidentiality of information (e.g. storage and sharing).

Changes in an individual's participation over time

- Needs of individual may change due to their condition (e.g. increasing or decreasing their ability to participate).
- Fluctuating moods or challenging behaviour that can vary the individual's level of participation/engagement (e.g. mental health).
- Identifying problems affecting individual's participation (e.g. distractions, losing interest in familiar tasks, needs more challenging activities).

Reporting on an individual's participation

- Reporting extent to which it represents the balance of activity associated with a valued lifestyle.
- Monitoring level of participation (e.g. tracking progress over time).
- Using appropriate methods to assess and measure outcomes for the individual living a valued life.

What needs to be learned

- Recommending changes on the basis of evidence to benefit the individual (e.g., positive risk taking to improve individual outcomes, if appropriate).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

Learning outcomes 2, 3 and 4 must be assessed in a real-work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Ashman B, Ockenden J, Beadle-Brown J and Mansell J – Person-centred Active Support: A Handbook (Pavilion Publishing, 2010) ISBN 9781841962726
Mansell J and Beadle-Brown J – *Active Support: Enabling and Empowering People with Intellectual Disabilities* (Jessica Kingsley Publishers, 2012) ISBN 9781849051118

Online publications

Care Quality Commission – Health and Social Care Act 2008 (Regulated Activities) Regulation (2014): Regulation 9 Person-centred care (www.cqc.org.uk)
Jones E, Perry J, Lowe K, Allen D, Toogood S and Felce D – Active Support: A handbook for supporting people with learning disabilities to lead full lives (ARC Publications, 2011) arcuk.org.uk/publications/files/2011/03/Active-Support-Handbook.pdf
Social Care Institute for Excellence – Personalisation: a rough guide (2012) SCIE Guide 47 (www.scie.org.uk)

Websites

www.bild.org.uk	British Institute of Learning Disability
www.communitycare.co.uk	Community Care
www.dh.gov.uk	Department of Health & Social Care
www.learningdisabilityengland.org.uk	Learning Disability England
www.mencap.org.uk	Mencap: The voice of learning disability
www.skillsforcare.org.uk	Skills for Care
www.skillsforhealth.org.uk	Skills for Health
www.stroke.org.uk	Stroke Association