

# Unit 147: Provide Support for Individuals with Communication and Interaction Difficulties

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Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	39

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## Unit Aim

This unit requires the learner to have an understanding of different communication methods, communication impairments and disorders that cause communication and interaction difficulties and factors in interacting with individuals with communication and interaction difficulties. This unit enables the learner to support learning tasks and activities in work practice.

## Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 5 and 6 must come from real work activities.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand current legislation, national guidelines, policies, protocols and good practice to related to supporting individuals with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines that inform own role
2 Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of <b>relevant others within own work environment</b>
	2.2 Describe the roles and responsibilities of <b>others external to own work environment</b>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3 Understand communication impairments and disorders that cause communication and interaction difficulties	3.1 Explain how communication differs between <b>individuals</b> with and without communication disorders
	3.2 Identify the role of communication in developing self-esteem and expression
	3.3 Describe how oral, emotional and physical factors can affect an <b>individual's</b> communication
	3.4 Describe how oral, emotional and physical factors may be minimised or overcome
	3.5 Explain the relationship between different communication impairments relevant to own role
	3.6 Describe the communication impairments and disorders encountered in own role and the effects these have on: <ul style="list-style-type: none"> <li>• social interaction</li> <li>• learning</li> <li>• physical health</li> <li>• mental health</li> <li>• environment</li> </ul>
4 Understand methods of interacting with individuals with communication and interaction difficulties	4.1 Explain how to adapt vocabulary to meet the needs of <b>individuals</b> with communication and interaction difficulties
	4.2 Describe visual and auditory teaching approaches that can be used for <b>individuals</b> with communication and interaction difficulties
	4.3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication and interaction
	4.4 Explain the use of educational/behaviour support plans for <b>individuals</b> with communication and interaction difficulties

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5 Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1 Describe the language and communication needs of an <b>individual</b> encountered in own work role
	5.2 Obtain information about the <b>individual's</b> competence in communication and the therapist's planned <b>learning tasks and activities</b>
	5.3 Organise the environment and equipment to facilitate participation in planned <b>learning tasks and activities</b>
	5.4 Use modes of communication to encourage and assist the <b>individual</b> to participate in <b>learning tasks and activities</b>
	5.5 Assist the <b>individual</b> to use <b>augmented and alternative means of communication</b>
6 Be able to support individuals with communication and interaction difficulties to communicate with others	6.1 Encourage the <b>individual</b> to converse with relevant others
	6.2 Provide opportunities for the <b>individual</b> to initiate, respond and maintain communication and relationships with relevant others
	6.3 Encourage and support relevant others to respond to the <b>individual</b> with communication and interaction difficulties
	6.4 Promote the <b>individual's</b> autonomy with regard to expressive and receptive language
	6.5 Provide constructive feedback to the <b>individual</b> on their participation and progress
	6.6 Provide feedback to the therapist/supervisor on significant aspects of the <b>individual's</b> participation levels and progress

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Relevant others may include:** Parent/s, Carer, Those with parental responsibility, Practitioner, Supervisor, Advocates, peers, therapists

**Others external to the working environment** could include, external agencies, charities, public sector organisations.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Learning tasks and activities** may include:

- Physical
- Creative
- Cognitive.

**Augmented and alternative means of communication** includes the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols and voice output communication aids.