

Unit 159: Communicate with Children and Young People in Care Settings

Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	29

Unit Aim

This unit provides the knowledge, understanding and skills to communicate with children and young people through the use of play and distraction techniques.

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 outcome 2 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand why effective communication with children and young people is important in the work setting	1.1 Outline legislation, policies, standards, local ways of working and codes of conduct that apply to own role in communicating effectively with children and young people
	1.2 Identify the different reasons people communicate
	1.3 Describe barriers to communication and explain how you can overcome these
	1.4 Explain how communication affects relationships in the work setting
	1.5 Explain how age influences methods of communicating with: <ul style="list-style-type: none">• babies• infant• children• young people• adults

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Be able to meet the communication and language needs, wishes and preferences of children and young people and those involved in their care	2.1 Establish the communication and language needs, wishes and preferences of children and young people and those involved in their care
	2.2 Apply a range of communication methods and styles to meet the needs of the child or young person and those involved in their care
	2.3 Respond to the child or young person's reactions when communicating
	2.4 Explain the importance of person-centred communication and shared decision making
	2.5 Record the child or young person's preferred method of communication and how this information will be shared with others
3 Understand the rationale for the use of play and distraction techniques for communicating with children and young people	3.1 Explain how play supports the feelings and understanding of children and young people
	3.2 Explain age appropriate distraction therapy
	3.3 Explain age appropriate play therapy
	3.4 Evaluate the impacts of play and distraction techniques in relation to children and young people
	3.5 Explain when to implement play and distraction techniques with children and young people
	3.6 Describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people
4 Understand the implementation of play and distraction techniques in the work setting	4.1 Explain preparation and resources required prior to implementation of: <ul style="list-style-type: none"> • a play activity • a distraction technique • age appropriate information sharing
	4.2 Describe the role of observation, communication, listening and understanding when using play and distraction techniques

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.3 Explain the need for empathy when supporting children and young people
	4.4 Describe how others in the care team can contribute to and assist in play and distraction activities with children and young people
	4.5 Explain reporting and recording requirements in relation to the use of play and distraction techniques

Additional information about the unit

Exemplification of terms used in assessment criteria:

Care settings e.g. Adult, children and young people's health settings and adult care settings.

Preferences may be based on:

- Beliefs
- Values
- Culture
- Aspirations.

Children and young people are from birth to their nineteenth birthday.

Communication methods may include:

- Non-verbal communication:
 - Eye contact
 - Touch
 - Physical gestures
 - Body language
 - Behaviour
 - Sign language
 - Braille
 - Pictorial information
 - Written.
- Verbal communication:
 - Vocabulary
 - Linguistic tone.