

H5SS 04 (SCDHSC0369) — Support Individuals with Specific Communication Needs

Overview

This standard identifies the requirements when you support individuals who have specific communication needs. This includes identifying individuals' specific communication preferences and needs, supporting individuals to interact with other people and monitoring communication to identify changing needs.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Communication cues may be those that are widely used and recognised by people; or specific to particular group(s); or specific to the individual.

Human aids to communication may include people who sign; people who take notes; people who 'mouth'; people who speed type.

The **individual** is the adult, child or young person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 29 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Identify individuals' communication preferences and needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Access information about the individual's communication and language needs.	
2	Where information is not available or appears incomplete, use other strategies and sources to identify the individual's communication and language needs.	
3	Observe the individual, their behaviour and communication cues to help you understand how the individual communicates and what specific messages they are communicating.	
4	Pay full attention to the individual when listening to them.	
5	Seek appropriate support when you have problems understanding and interpreting the individual's communications.	
6	Seek appropriate support when the individual has problems understanding you.	
7	Work with the individual, key people and others to identify the communication methods that best meet the individual's needs.	
8	Complete records and reports on communication needs and processes according to legal and work setting requirements.	

Support individuals to interact through communication

	Performance Criteria	Evidence Number where this criteria has been met
9	Support the individual to express their wishes about who they wish to communicate with and the ways in which they wish to communicate.	
10	Support the individual to overcome barriers they experience when communicating with others.	
11	Support the individual to develop communication methods and skills that will enable them to be understood by others.	
12	Support the individual to acquire any specific equipment to enable them to communicate.	
13	Support the individual to correctly set up and use communication equipment.	
14	Check that the equipment is working properly, taking appropriate actions to remedy any problems.	
15	Access other specialist services and facilities, including human aids to communication , to enable the individual to communicate.	
16	Provide opportunities for individuals to communicate with others using the communication methods and skills they have developed.	
17	Ensure the environment is arranged to minimise barriers to communication.	
18	Encourage the individual to engage with others.	
19	Encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them.	
20	Support other people who come into contact with the individual to communicate with them appropriately.	

Support individuals to interact through communication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Support people to understand and respect the individual's specific communication needs, to understand and interpret the individual's communications and to use appropriate strategies and methods to be understood by the individual.	
22	Encourage people to allow sufficient time for the individual to communicate their message, without interrupting.	
23	Work with the individual to enable them to communicate in new and changing situations and environments.	

Monitor individuals' communication needs

	Performance Criteria	Evidence Number where this criteria has been met
24	Examine records and reports to enable you to observe appropriately and recognise changes in the individual's communication needs.	
25	Observe the individual while they are communicating with you, with key people and with others.	
26	Work with the individual and key people to monitor any changes in the individual's communication.	
27	Evaluate the changes observed.	
28	Seek further help, advice and support when your evaluation suggests that the individual's communication needs have changed.	
29	Complete records and reports about changes to the communication needs of the individual according to legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 49 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	
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Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	Why the individuals' rights and preferences are particularly important when individuals are using specific communication methods and language.	
36	How communication may alter because of the individual's personal beliefs and preferences.	
37	How cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt to work with individuals.	
38	How and where to access information and support that can inform your practice when supporting individuals with specific communication needs.	
39	How to access, review and evaluate information, services, equipment and support to meet specific communication and language needs generally, and for the specific individuals with whom you work.	
40	Theories relevant to the individuals with whom you work, about working with individuals with specific communication needs.	
41	Theories about motivation and how to encourage people with communication difficulties to communicate including the use of positive reinforcement.	
42	How communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work.	
43	Methods, equipment and aids (including human aids to communication) to support individuals to communicate.	
44	How to arrange the environment to maximise communication and interaction.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
45	The effect which an inability to use recognised forms of language can have on the behaviour and attitude of an individual.	
46	The ways in which communication can be modified and augmented for different needs and made interesting/stimulating to the individual.	
47	the meaning of 'contact' and the different forms which it may take.	
48	The appropriateness of physical contact with the individuals with whom you are working.	
49	The nature of the communication differences of people who lack social understanding and imagination.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	