Unit 27: Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Unit code: CYPOP 15
Unit reference number: L/601/2861
QCF level: 3
Credit value: 4
Guided learning hours: 28

Unit summary

The unit aims to ensure that practitioners work with children and young people at the centre of their practice and base their work on the strengths of the children and young people rather than their difficulties.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcome 3 must be assessed in a real work environment.
Unit content

1 **Understand the concept of positive practice when working with children and young people with speech, language and communication needs**

*Recognise and build on strengths of a child or young person:* child at centre of assessment; building positive relationships; reflective listening skills; assessing child’s interests and preferences; using positive body language and facial expressions; assessing communication skills and needs; developing ‘can do’ attitudes

*Differences between strategies based on children and young people’s strengths and abilities and their difficulties:* social model eg identifying strengths and abilities, identifying barriers and finding resolutions; medical model eg labelling according to speech and language difficulty, focusing on difficulty, isolating

*Ways that current research evidence supports positive practice:* government reports; specialist research and reports; influence on attitudes and behaviours; influence of development on legislation; identifying and developing roles and responsibilities; influencing policy and procedures within settings

2 **Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people**

*Strategies and targets that can support children’ and young people’s speech, language and communication needs:* assessment framework of home country; holistic assessment eg identifying physical, health, cognitive, communication social and emotional needs; importance of early intervention; targets which are staged / achievable; identifying educational and non-educational needs; using positive language when identifying goals; personalised goals and support

*The process of how supportive strategies are selected and implemented:* Code of Practice for the identification of Special Educational Needs of home country; graduated approaches (5 stage); information sharing and contributions to assessment by relevant professionals eg children’s social worker, speech and language therapist; identifying when external specialist advice or support is required; developing Individual Education Plans; implementing SMART targets (specific, measurable, achievable, realistic, timely); identifying circumstances when a statement of educational needs is necessary; identifying strategies to monitor progress and identify success in meeting goals
Own role in the process of how targets are set, monitored and evaluated, alongside a specialist: own role description; boundaries of own role; accessing information from carers, colleagues; other professionals; contributing to initial assessment and reviews; carrying out formal and informal observations; contributing to target setting; using strategies and procedures for monitoring progress; following protocols for sharing information and providing feedback

How strategies and targets have been used to support children and young people with speech, language and communication needs:
identifying services and specialists to address identified needs; contributing to transition plans; identifying equipment and resources to meet needs eg communication aids, software, hearing equipment such as radio aids or loop systems, securing financial support; identifying appropriate setting to support needs

3 Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs

Particular issues and implications of own work setting for children and young people’s speech, language and communication: inclusive policies; the environment eg layout, noise reduction, acoustic tiling & carpeting, accessibility, lighting, visual and audio stimuli; staffing profile, range of roles and levels of responsibility; importance of teamwork; opportunities for staff training; systems for record keeping and information sharing; applying strategies to involve children, young people and their families; protocols for multi-agency working; providing accessible information using a range of methods

Ways to adapt and modify own communication, resources and tasks to support children and young people’s speech, language and communication: awareness of own verbal communication; adapting language to suit needs, age and stages of development; scaffolding language; adapting non-verbal communication skills eg body language, facial expressions, hand gestures; self as role model; using signs, symbols gestures adapting to the context /individual situation; using child’s preferred method of communication eg Makaton, sign language, objects of reference; using personal words for self-maintenance; providing specialist communication aids; dual language books; using and adapting resources to support communication eg cue cards and picture cards, photographs, favourite toys, familiar objects; adopting a multi-sensory approach; adapting activities to suit individual learning styles

Ways to find out the views of children and young people and take them into account when planning and delivering practice: children and families at the centre of planning; questioning techniques; reflective listening; ways to encourage children to ask questions; role of advocacy; providing opportunities for one-to-one communication; valuing individuals culture and background; empowering; encouraging independence; knowledge of child’s interests and hobbies; importance of informal and formal observation; providing opportunities for expression eg art, music, drama
4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people

*How speech, language and communication needs can affect social, emotional and cognitive development:* developmental norms; levels of ability to expressing feelings, fears or needs; limiting ability to forge relationships with peers and adults; limiting social skills; effect on self-esteem and confidence; difficulties in comprehension of spoken or written word

*How social, emotional and cognitive needs can affect speech, language and communication:* interrelationship between areas of development; links between cognitive development and communication, language and symbolic behaviours; effects of behavioural and emotional disorders on receptive and expressive language; displaying inappropriate emotional responses; effects on memory and thinking skills; difficulties in organising and expressing ideas; effects on language development at optimal stage; effects on concentration and attention

*The roles of other professionals and how to access additional support:* speech and language therapists; special educational needs coordinator (SENCO) Sensory Support teachers; autism advisory services; educational psychologists; health professionals; children’s social services; protocols and procedures for accessing services; specialist units eg speech and language, hearing impairment
## Learning outcomes and assessment criteria

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<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
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| 1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs | 1.1 explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies  
1.2 compare the differences between strategies based on children and young people’s strengths and abilities and those based around children’s difficulties  
1.3 provide examples of how current research evidence supports positive practice |                |                    |                   |
| 2 Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people | 2.1 identify and describe the different strategies and targets that can support children and young people’s speech, language and communication needs  
2.2 explain the process of how supportive strategies are selected and implemented to support children and young people’s speech language and communication needs  
2.3 explain own role in the process of how targets are set, monitored and evaluated along with specialist  
2.4 compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs |                |                    |                   |
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| 3  Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs | 3.1 review and identify the particular issues and implications of own work setting for children and young people’s speech, language and communication  
3.2 demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people’s speech, language and communication  
3.3 demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice |               |                    |       |
| 4  Understand how to work with others to support the social, emotional and cognitive needs of children and young people | 4.1 explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people  
4.2 explain how social, emotional and cognitive needs can affect children and young people’s speech, language and communication  
4.3 review and report on the roles of other professionals in supporting children and young people and explain how to access additional support |               |                    |       |