

Unit 24: Understand the Context of Supporting Individuals with Learning Disabilities

Unit code:	LD 201
Unit reference number:	K/601/5315
QCF level:	2
Credit value:	4
Guided learning hours:	35

Unit summary

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.

Learners taking the Learning Disability pathway in the Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) must take this unit.

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities**

Legislation and policies: relevant sections from eg Equality Act 2010; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Disability Equality Duty 2006; National Health Service and Community Care Act 1990; organisational policies and procedures; Valuing People: A New Strategy for Learning Disability for the 21st Century (Department of Health 2001a)

Terminology: learning disability, equality, opportunity, rights, inclusion, difference, overt discrimination, covert discrimination, vulnerability, abuse, empowerment, stereotyping, labelling, prejudice, harassment.

Application of relevant legislation and policy: theory in practice, influences, experience

2 **Understand the nature and characteristics of learning disability**

Learning disability: definition: 'a state of arrested or incomplete development of mind'; somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning' not acquired as a result of accident or following the onset of adult illness (BILD 2004); mild, moderate, severe, profound learning disability

Causes of learning disability: eg before, during and after birth – environmental, genetic and chromosomal factors, unknown factors

Intellectual impairment: dyslexia, dyscalculia, dysgraphia, dyspraxia, auditory processing disorder, visual processing disorder, social or adaptive dysfunction, early onset

Models of disability: medical, social; community integration, person-centred approach, inclusivity

Impact: family actions and reactions; parents, siblings, extended family; demography

3 **Understand the historical context of learning disability**

Types of services: mental institutions, lunatic asylums, long-stay hospitals, special schools, community care, day centres

Terminology: eg special needs, mental handicap

Effects of past on present: attitudes and beliefs of society, underpinning factors – political, social and economic; labelling and stereotyping, segregation, long-stay hospitals, work-houses, poor inter-agency collaboration, improved inter-agency collaboration

Key changes: where people live, daytime activities, education, employment, sexual relationships and parenthood, the provision of healthcare; respite and day-care services, independent care options, informal carers, supported living

4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

Terminology: social inclusion, exclusion; advocacy; person-centred; active partner, empowerment participation, reducing inequalities of opportunity, respect, choices; issues and dilemmas, the role of facilitators

Empowerment and active participation: person-centred thinking; daily living, personal growth, promoting independence, providing support, control, self-advocacy, self-determination, independence, integration

5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

Attitudes: Thompson's PCS Analysis; society's changing attitudes; inclusivity; media-representation; values and ethics; cultural attitudes; religious attitudes

Labeling and stereotyping; positive aspects, negative aspects eg name-calling, intimidation, violence, butt of jokes etc. discrimination, decision-making, social learning.

Promoting positive attitudes: eg education, engaging with communities, integration, inclusion

External agencies and others: roles; external agencies – advocacy services, professionals, parent/carer support groups; campaign groups; others eg the individual, colleagues, families or carers, friends, other professionals, members of the public, advocates

6 Know how to promote communication with individuals with learning disabilities

Communication, verbal and non-verbal: language; spatial awareness, touch and body language, use of signs and symbols, technological aids; communication cycle – ideas occur, message coded, message sent, message received, message decoded, message understood

Appropriateness of communication: age; ability; cultural

Understanding: active listening; facial expressions; eye contact; clarifying; repeating; appropriate language; tone; pace; proximity; addressing misunderstandings

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	<p>1.1 identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities</p> <p>1.2 explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families</p>			
2 Understand the nature and characteristics of learning disability	<p>2.1 explain what is meant by 'learning disability'</p> <p>2.2 give examples of causes of learning disabilities</p> <p>2.3 describe the medical and social models of disability</p> <p>2.4 state the approximate proportion of individuals with a learning disability for whom the cause is 'not known'</p> <p>2.5 describe the possible impact on a family of having a member with a learning disability</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the historical context of learning disability</p>	<p>3.1 explain the types of services that have been provided for individuals with learning disabilities over time</p> <p>3.2 describe how past ways of working may affect present services</p> <p>3.3 identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:</p> <ul style="list-style-type: none"> - where people live - daytime activities - employment - sexual relationships and parenthood - the provision of healthcare. 			
<p>4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</p>	<p>4.1 explain the meaning of the term 'social inclusion'</p> <p>4.2 explain the meaning of the term advocacy</p> <p>4.3 describe different types of advocacy</p> <p>4.4 describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 explain how attitudes are changing in relation to individuals with learning disabilities 5.2 give examples of positive and negative aspects of being labelled as having a learning disability 5.3 describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers 5.4 explain the roles of external agencies and others in changing attitudes, policy and practice			
6 Know how to promote communication with individuals with learning disabilities	6.1 identify ways of adapting each of the following when communicating with individuals who have learning disabilities – verbal communication – non-verbal communication 6.2 explain why it is important to use language that is both ‘age appropriate’ and ‘ability appropriate’ when communicating with individuals with learning disabilities 6.3 describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)