

Unit 1/LD 201: Understand the context of supporting individuals with learning disabilities

Unit code:	K/601/5315
QCF Level 2:	BTEC Specialist
Credit value:	4
Guided learning hours:	35

Unit aim

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.

Unit introduction

To support individuals with learning disabilities, learners should have a good understanding of the relevant legislation and its practical application. They should also be aware why legislation is necessary. By considering the history of provision for individuals with learning disabilities, learners can be made aware of the need to promote individual empowerment and active participation. Learners will be introduced to relevant legislation and policies that have influenced the everyday experiences of individuals with learning disabilities as well as their families.

Learners will be introduced to the nature and characteristics of 'learning disability'. They will discuss sociological perspectives and consider the impact on a family that includes a member with a learning disability. Investigating the historical context of learning disability in greater depth, and considering the changes that have occurred over time, will enable learners to develop an understanding of how past ways of working compare to, and have influenced, current ways of working.

Learners will examine the basic principles and practice of advocacy, empowerment and active participation, ensuring that they understand, and can relate, theory to practice.

Prejudice, labelling and stereotyping are all part of society's views and attitudes towards those with learning disabilities. Learners will examine the positive and negative impact of society's views and attitudes on individuals and their families and consider the roles that external agencies and others have played in promoting change.

By investigating the communication cycle and practical strategies that can be used to ensure messages and information are understood, learners will develop

understanding of the importance of communication. They should be able to describe and explain the theory of communication in good practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities</p>	<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>
<p>2 Understand the nature and characteristics of learning disability</p>	<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>
<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"> a) where people live b) daytime activities c) employment d) sexual relationships e) the provision of healthcare

Learning outcomes	Assessment criteria
<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>
<p>5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</p>	<p>5.1 Explain how attitudes are changing in relation to individuals with learning disabilities</p> <p>5.2 Give examples of positive and negative aspects of being labelled as having a learning disability</p> <p>5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers</p> <p>5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p>6 Know how to promote communication with individuals with learning disabilities</p>	<p>6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities a) verbal communication b) non-verbal communication</p> <p>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</p> <p>6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings</p>

Unit 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

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

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 content 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, work houses, poor interagency collaboration, improved interagency 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, provide 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 (P(personal), C(cultural) and S(structural)); society's changing attitudes; inclusivity, media-representation, values and ethics; cultural, religious

Labelling and stereotyping: positive aspects, negative aspects e.g. name calling, intimidation, violence, butt of jokes, discrimination, decision making, social learning

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

External agencies and others: roles; external agencies – advocacy services, professionals, parent/carer support groups; campaign groups; others – friends and colleagues, members of the public

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

Essential guidance for tutors

Delivery

Some structured teaching will be needed for this unit to introduce specific concepts. However, learner experience and examples will be useful vehicles for discussion and will help when applying theory to practice. Learner observations will also be invaluable when discussing and developing effective communication skills.

The influences of policy and legislation should be discussed and their strengths, weaknesses and influences on day-to-day experiences. Guest speakers from the vocational area will encourage learner understanding and interest.

Assessment

A case study from the vocational area, or a fictional study, might be used to meet learning outcomes 2, 4, 5 and 6 drawing on underpinning theory to support examples and discuss areas not covered in the study. The case study would be introduced with an explanation of the term 'learning disability' (2.1) and lead to a discussion of at least three different causes of learning disabilities. The case study should identify the model of disability under discussion and describe an alternative model (2.3). Researching documentation, including those from the BILD (British Institute of Learning Disabilities) would help meet 2.4 and 2.5, and would again return to the case study. To meet 4.1 and 4.2, learners need to explain social inclusion and advocacy - each explanation should be supported with examples from, where possible, the vocational area. For 4.3 and 4.4 learners should describe different types of advocacy and how to build empowerment and active participation.

For learning outcome 6, learners should identify ways of adapting verbal and non-verbal communication when communicating with individuals who have learning disabilities by giving a list of the main features used in the case study (6.1). 6.2 requires discussion and reasoning of examples of using of 'age' and 'ability' appropriate language. The theory of communication and the communication cycle should be described for 6.3.

Learning outcome 1 might be met through a piece of written work identifying legislation and applying it to specific examples or experiences. Learning outcome 3 could be met through a piece of written work or presentation that investigates the historical context of learning disability. Learners could explore social history and write an essay or storyboard to present to the group.

Indicative resource materials

Textbooks

Cambridge P and Carnaby S (Editors) – *Person Centred Planning and Care Management with People with Learning Disabilities* (Jessica Kingsley Publishers, 2005) ISBN-13:978-1-84310-131-4

McFarlin Fletcher M J, Lyon Reid G, Fuchs L S, Barnes M A – *Learning Disabilities from Identification to Intervention* (Guildford Press, 2007) ISBN-13:978-1-84310-131-4

Race D G – *Learning Disability: A Social Approach* (Routledge, 2002) ISBN 0-415-25038-2

Thomas D and Woods H – *Working with People with Learning Disabilities* (Jessica Kingsley Publishers, 2003) ISBN 10: 1-85302 973 4

Welshman J and Walmsley J (Editors) – *Community Care in Perspective: Care, Control and Citizenship* (Publisher, 2006) ISBN 9781403992666

Websites

www.aboutequalopportunities.co.uk	About Equal Opportunities
www.bild.org.uk	British Institute of Learning Disabilities
www.equalityhumanrights.com/	Equality and Human Rights Commission
www.odl.gov.uk/working/ded/index.php	Office for Disability Issues
www.ukdpc.net/	United Kingdom Disabled People's Council