

Unit 4/LD 203: Provide active support

Unit code:	Y/601/7352
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	27

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills for providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Unit introduction

When providing direct support and assistance to individuals learners should understand the theory underpinning person-centred activities and the value of positive interaction. Breaking down tasks into their component parts will encourage and enable the individual to participate in activities. In learning outcome 1, the learner will develop their understanding of active support and how this helps an individual's participation.

Learning outcome 2 considers positive interaction as a way of promoting an individual's interaction in activity. In learning outcome 3 learners examine how person-centred daily plans promote participation in activities associated with a valued lifestyle.

The importance of detailed, accurate plans and records will demonstrate the individuals' participation and progress in activities associated with a valued lifestyle. This area is covered by learning outcome 4, where learners will investigate how to record an individual's participation in activities over time and how to record any changes in participation. Learners will also need to produce a report which demonstrates the extent to which an individual's participation represents the balance of activity associated with a valued life-style.

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
1 Understand how active support translates values into person-centred practical action with an individual	<p>1.1 Explain how the key characteristics of active support differ from the hotel model</p> <p>1.2 Define the terms:</p> <ul style="list-style-type: none"> • promoting independence • informed choice • valued life <p>1.3 Explain how use of active support can promote independence, informed choice and a valued life</p>
2 Be able to interact positively with individuals to promote participation	<p>2.1 Explain the three elements in positive interaction that promote an individual's participation in activity</p> <p>2.2 Break a routine task into manageable steps for an individual</p> <p>2.3 Provide different levels of help to support an individual to participate in a task or activity</p> <p>2.4 Positively reinforce an individual's participation in an activity</p>
3 Be able to implement person-centred daily plans to promote participation	<p>3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement</p> <p>3.2 Use a structured person-centred format to ensure that a valued range of activities for an individual is available</p> <p>3.3 Use a structured format to plan support for an individual to participate in activities</p>
4 Be able to maintain person-centred records of participation	<p>4.1 Record an individual's participation in activities</p> <p>4.2 Describe changes in an individual's participation over time</p> <p>4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle</p>

Unit content

1 Understand how active support translates values into person-centred practical action with an individual

Active support: a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

Hotel model: institutional style settings, organised mainly around staffing needs, are not person-centred and offer a poor quality of life to individuals eg where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

Values: hotel model living versus valuing the person first; how staff control shapes service user experience and behaviour; person-centred teamwork; everyday activities that make up day-to-day living, encourage interaction and promote independence

Terminology: promoting independence; informed choice; valued life

Active support in action: empowering staff and engaging service users; defining and using terms – active support, promoting independence, informed choice, supporting a valued life eg participating in social activities, sharing interests with others, developing relationships, skills and experiences

2 Be able to interact positively with individuals to promote participation

Positive interaction: definition-supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity; developing person-to-person relationships with service users; communicate clearly and effectively to meet individual's specific needs; benefits to staff teams and service users of participating in active support; positive interactions that promote service user's participation in activity

Task analysis: breaking routine tasks into manageable steps for an individual eg observing an activity, identifying and overcoming problem areas then communicating steps to the individual eg making a cup of tea

Levels of support: levels of help – definition – graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level; assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible; pro-active strategies that encourage participation; task analysis; devising strategies, structures and support to enable individuals to participate in activities and routine tasks

Positive reinforcement: definition – enabling participation in activities and routine tasks, what an individual gains from undertaking a specific task, naturally occurring rewards eg drinking a cup of tea the individual has just made or other things that the individual particularly likes eg praise and attention or a preferred activity as an encouragement or reward for participating in a specified activity

3 Be able to implement person-centred daily plans to promote participation

Opportunities for participation: implementing person-centred plans; identifying and tailoring opportunities to meet individual needs; providing meaningful daytime activities for those for whom work may not be an option

Valued range of activities: refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Formatting plans: structure and format plans that encompass valued activities; structure and format of plan to support individuals to participate in activities; devise goals and strategies to evaluate activities against a baseline

4 Be able to maintain person-centred records of participation

Record keeping: record and report effectively; use of appropriate language; avoiding use of negative language and statements; differentiating between fact and opinion

Valued lifestyle: the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Ensure a valued lifestyle: enable tracking of progress over time; report individual participation against measures of valued lifestyle

Essential guidance for tutors

Delivery

This unit could be introduced through initial class discussions to encourage learners to think about models of support and definitions of vocational language and terms. This will raise awareness of the focus of the unit. Learners should be encouraged to relate their understanding to workplace experience and apply theoretical learning to examples from the vocational setting.

Case study material and active learning techniques could be used to reinforce learning. Guest speakers from the field could be invited to help learners relate theory to practice. DVDs and media productions could be used to identify areas of good and of poor practice.

Learners should be encouraged to share their experiences and examples in small groups or in whole-class discussion.

Assessment

This unit could be assessed using a single case study, or through two or three smaller ones depending on the learner needs.

Learning outcome 1 requires learners to compare and contrast the theories of active support and the hotel model of support. Vocational terminology should be defined, explained and used in context.

For learning outcome 2, learners could use their real work environment to identify three elements of positive interaction that promote an individual's participation in a task or activity. Routine tasks should be broken into manageable steps for individuals. Learners also need to demonstrate the ability to offer different levels of help, from simple verbal reminders to actual physical guidance, which are needed to support an individual to participate in a task or activity. Learners should produce written evidence to indicate areas where positive reinforcement has been used. Steps within tasks might need to be tabulated and correlated with the levels of help required and the reinforcement used.

Learning outcome 3 requires learners to implement person-centred daily plans to promote participation. Structured daily plans from the learners' real work situations could be used as evidence, where opportunities provided for individuals to participate in a valued range of activities throughout the day have been identified. This should avoid lengthy periods of disengagement between the learner and the individual requiring support.

For learning outcome 4, learners need to provide evidence, within a real work environment, that they are able to maintain person-centred records of participation which describe changes in an individual's participation over time and reflect a valued lifestyle for the individual requiring support.

Learning outcomes 2, 3 and 4 need to be assessed in real work situations, where learners can demonstrate their skills in applying the knowledge elements of the unit in practical situations.

Indicative resource materials

Textbooks

Jones E, Perry J, Lowe K, Allen D, Toogood S, Felce D – *Active Support: A Handbook for Supporting People with Learning Disabilities to Lead Full Lives* (ARC Cymru). Available online at www.arcuk.org.uk/1000781/default/the+active+support+handbook.html

Thomas D and Woods H – *Working with People with Learning Disabilities: Theory and Practice* (Jessica Kingsley Publishers, 2003) ISBN 10: 1-853029734

Websites

www.arcuk.org.uk/	Association for Real Change – information, support and networking for providers of services to people with a learning disability
www.mencap.org.uk/	Mencap works exclusively with and for people with a learning disability
www.skillsforhealth.org.uk	Sector Skills Council for Care and Development