

Demonstrate an ability to support a person with a communication impairment

Trainee assessment portfolio

16874 V2 Level 4 Credits 5

Trainee name _____

NZQA number

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Important information for trainees

People assessed as competent in this unit standard are able to:

- Describe the communication process.
- Demonstrate an understanding of an augmentative communication strategy.
- Demonstrate an awareness of assessing for communication.
- Recognise an augmentative communication strategy used by a person with a communication impairment.
- Demonstrate an augmentative communication strategy with a person with a communication impairment.

Special notes

- 1 The performance of all elements of this unit standard must comply with any relevant cultural or legislative requirements including the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (The Code of Health and Disability Services Consumers' Rights) Regulation 1996.
- 2 In this sector, support given to a person should be given in a manner that maximises the independence of that person. Support must be appropriate to the needs of the person and utilise existing strengths and, wherever possible, optimise the use of the local community. Performance of the elements of this unit standard must fit within these broad parameters.
- 3 It is preferred that people seeking credit for this unit standard demonstrate competence and are assessed in the workplace. They may be in paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider. Assessment against Elements 2, 3, 4 and 5 can be in a simulated setting where naturally occurring opportunities for assessment do not exist.

4 An ability to integrate theory with practice in the workplace should be demonstrated. This will call for a variety of modes of assessment and forms of evidence to show consistency of performance across a range of situations.

5 Definitions

- a **Communication impairment** is an abnormality or loss of psychological, physiological or anatomical structure or function, which affects a person's ability to communicate with others.
- b **Augmentative communication** refers to forms of communication that augment, or add to, speech, or are used instead of speech when speech is non-existent or unintelligible. Examples of augmentative communication include signing, communication books and electronic devices.
- c The **recognised theoretical model** referred to in this unit standard is that developed by the Crisis Prevention Institute, LaVigna-Willis Model. This model can be found in the following publication: Donnellan, Anne M. et al (1998). *Progress Without Punishment: Effective Approaches for Learners With Behavior Problems*. New York: Teachers College Press. This book is available from major educational retailers.
- d **Current speech language communication principles** include but are not limited to those outlined in: Mirenda, Pat & Beukelman, David R. (1999). 3rd ed. *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs*. Baltimore: Paul H. Brookes. The latest version (2005) is available at <http://www.brookespublishing.com>.

References

- Careerforce workbook – 16874 V2 Demonstrate an ability to support a person with a communication impairment.
- Organisation’s policies and procedures.

This trainee assessment portfolio contains

- Important information.
- Assessment tasks.
- Workplace verification.
- Feedback form.
- Assessment record sheet.

Instructions

- Attach all written material to this trainee assessment portfolio.
- Read through the checklists for the workplace verification tasks; if you can confidently tick all the boxes you are ready to be assessed.

- Your performance of the activities needs to be completed in a professional manner which shows the assessor/verifier that you have a full understanding of all that is involved. The assessor/verifier may require you to perform the tasks on more than one occasion to ensure that you have demonstrated sufficiency of performance.
- Please give this trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On completion the results will be processed and sent to Careerforce for registering on the National Qualifications Framework.
- Should you require assistance with any aspect of the assessment, please discuss this with your assessor.

Overview of assessment

Activity	Description	Unit Standard
Assessment Tasks Task One (Blue)	Describing the communication process.	Element 1
	Demonstrating an understanding of an augmentative communication strategy.	Element 2
	Demonstrating an awareness of assessing for communication.	Element 3
Workplace verification Task Two (Grey)	Recognising an augmentative communication strategy used by a person with communication impairment.	Element 4
	Demonstrating an augmentative communication strategy with a person with communication impairment.	Element 5

Written or oral assessment tasks

Task One – Describe the communication process.

1 Defining communication in terms of current speech/language communication principles (1.1)

Give in writing or orally a brief definition of each of the following terms as they apply to the communication process.

Verbal	
Vocalisation	
Body language	
Gesture	

2 Describing communication in terms of function, strategy and acknowledgement (1.2)

Please complete the following table. You are required to briefly describe the factors in writing or orally, and provide an example to support your description.

Factor	Description	Example
Function		
Strategy		
Acknowledgement		

3 Describing how communication can be enhanced, including consideration of barriers to establish successful communication with a person with communication impairment (1.3) (1.4)

Complete the following table in writing or orally, explaining why/how the environment, the communication partner(s) and communication strategy(ies) can enhance communication.

For each area, identify at least one potential barrier to communication.

	Enhance	Barriers
Environment		
Communication partners		
Communication strategies		

4 Describing an augmentative communication strategy (2.1)

Your responses to the following questions may be based upon a real situation or a simulated situation.

From the following list select one augmentative communication strategy and explain in writing or orally why a person with communication impairment would use such a strategy.

- Voice Output Communication Aids (VOCA)
- Communication books or boards
- Conversation books
- Signing
- Picture Exchange Communication System (PECS)
- Visual strategies
- Personal Communication Dictionary
- A Book About Me (Communication Passport)

Selected strategy:

Describe briefly the communication impairment the person has.

Describe the strategy – how it functions, what it does (e.g. VOCA).

Describe how the strategy will assist and enhance the communication for the person involved.

5 Demonstrate an awareness of assessing for communication (3.1), (3.2), (3.3)

Answer the following questions in writing or orally.

Give a definition of behaviour using a recognised theoretical model (for example, Positive Programming – Donnellan).

How is this model used to inform support people about a person's communication?

Give **three** reasons why thorough assessment information is important.

Give **three** examples of baseline information that might be gained from an assessment.

6 Example associated with the key components of a communication assessment (3.4)

Your responses in writing or orally may be based upon a real or a simulated situation and person. The key components in a communication assessment are identified in the left-hand column. Give an example of information that might have been/was gained during an assessment for a particular person.

You may choose any three of the five components.

Key component	Example of what is/might be recorded from the/an assessment (real or simulated).
Disability information	
Communication environments	
Communication partners	
Communication strategies	
Communication goals	

Trainee performance (completed by your assessor)

Task One	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

Assessor confirmation form

I confirm that _____
(the trainee) has completed all of the requirements for: **Task One – Describing the communication process**

Assessor Name	Assessor Number
Signature	Date

Workplace verification

Task Two—Recognise an augmentative communication strategy used by a person with communication impairment; and demonstrate an augmentative communication strategy with a person with communication impairment.

Notes

- 1 This workplace verification needs to be completed in accordance with the organisation's policies and procedures.
- 2 The trainee must demonstrate awareness of the holistic components involved in supporting a consumer in his/her unique environment.
- 3 The trainee must complete this task as an observation (demonstration) in a real or a simulated setting.
- 4 For moderation purposes please ensure that:
 - a Where a conversational response is given a brief record of what was said is recorded.
 - b Evidence of observations may be included for this task and kept for moderation (for example, diagrams, photographs, facility plan).
- 5 If this demonstration is to be carried out in a real setting, approval must be obtained for this demonstration and consent must be obtained from the person with a communication impairment who is involved in the demonstration.

Assessor/verifier checklist	Tick when competent	
<p>Demonstrate or describe to your workplace verifier an augmentative communication attempt used by a person with communication impairment (4.1).</p> <p>Note: this task can be done in an actual or simulated environment.</p> <p>Your demonstration or description will need to recognise two key points:</p> <p>The communication strategy used, and the intended message of the person.</p> <p><input type="checkbox"/> Real situation.</p> <p><input type="checkbox"/> Simulated setting.</p> <p><input type="checkbox"/> Demonstration.</p> <p><input type="checkbox"/> Description.</p>	<p>Strategy used identified</p> <p><input type="checkbox"/></p>	<p>Intended message identified</p> <p><input type="checkbox"/></p>

Assessor/verifier checklist	Tick when competent
<p>Demonstrate an augmentative communication strategy/aid with a person with communication impairment (Element 5).</p> <p>Note: this demonstration can be done in an actual or simulated environment.</p> <p>You must demonstrate all of the following:</p>	
<p>The trainee assisted the person with communication impairment to make best use of the augmentative strategy (5.1).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee demonstrated consistency in supporting the person with the communication aid (5.1).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee demonstrated the importance of the involvement of the communication partner in terms of achieving an increased success rate through working with the person and the augmentative strategy (5.1).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee acknowledged the communication attempt by the person using the augmentative strategy twice during the demonstration (5.2).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee demonstrated the use of the augmentative strategy with the person by ensuring that the strategy was used with accuracy and appropriateness (5.3).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee recorded the use of the augmentative communication strategy and included all of the following: date, strategy(ies) used, receptive language use, expressive language use, communication partner or partners and evaluation of the strategy (5.4).</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>
<p>The trainee described the plan for ongoing implementation and showed committed support of the communication plan and strategy (5.5).</p>	<p>Description</p> <p><input type="checkbox"/></p>
<p>Assessor's overall comment</p> <p><i>(Please provide a statement which summarises your observations and describes the environment in which the demonstration and description took place.)</i></p>	

Trainee performance (completed by your assessor/verifier)			
Task Two	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

Assessor confirmation form

I confirm that _____
demonstrated competent and consistent performance, and the demonstrations were based upon ongoing observation of the trainee during the performance of normal duties, or in a simulated setting.

Assessor Name	Assessor Number
Signature	Date

16874 V2 – Demonstrate an ability to support a person with a communication impairment

Level 4 Credits 5

Assessment record sheet

Trainee information			
Name			
Employer			
NZQA/NSI number (ROL)		Date of birth	

Trainee statement of authenticity			
I hereby state that the evidence submitted for assessment is my own work.			
Signature		Date	

Trainee performance summary (completed by assessor)			
Assessment tasks			
Task One		<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment		<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Workplace verification			
Task Two		<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment		<input type="checkbox"/> No credit	<input type="checkbox"/> Credit

Comments/feedback to trainee			

Assessment result (completed by assessor)			
I have assessed the trainee and confirm:			
<input type="checkbox"/> The requirements have been met to demonstrate competency in 16874 V2.			
<input type="checkbox"/> Further evidence is required to demonstrate competency.			
Name		Assessor number	
Signed		Date	

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for his/her records and another copy sent to Careerforce so the credit can be registered on the NQF.

Quality Assurance Manager
Careerforce Ltd
PO Box 25 255
Christchurch 8144

16874 V2 – Demonstrate an ability to support a person with a communication impairment

Feedback form

Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager
Careerforce Ltd.
www.cssito.org.nz
PO Box 25 255
Christchurch
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

Topics or aspects of the content of this document	Yes	Maybe	No
Assessment record sheet is useful.			
Assessment questions are easy to understand.			
Verification tasks are appropriate.			
The assessment portfolio is well laid out and easy to follow.			

Additional comments

Contact details (optional)

Name	Organisation
Telephone	Email

Quality Assurance Manager
Careerforce Ltd
PO Box 25 255
Christchurch 8144