

# Trainee's Assessment

**Describe communication with people with a communication disability in an aged care, health, or disability context**

US 26982 V1

Level 2 Credits 4

Name \_\_\_\_\_

careerforce

## Trainee's assessment

This trainee's assessment contains:

- Instructions for the trainee
- Assessment tasks
- Feedback form
- Assessment result sheet

## Tips for the trainee

Before you start this assessment you must read the instructions.

The following colours show different areas of this assessment:

- **Green boxes:** sections to be filled out and usually signed – by you or someone else such as an assessor, verifier or supervisor.
- **Purple boxes:** areas for the assessor to write in. Please do not write in these boxes.
- **Blue boxes:** tasks where you are asked to give a written or spoken answer.

**A person assessed as competent in this unit standard is able to:**

**Outcome**

**Task and evidence**

Describe communication with people who have a communication disability.

1

One – Written or spoken answer (Blue)

## Instructions for the trainee

- Your answers to the assessment tasks need to show the assessor that you have a full understanding of the topic. The assessor may require you to discuss your responses.
- This assessment is “open book”, which means that you can use any information you wish when you are completing this assessment. This information may include learning materials, books, the internet, and your organisation’s policies and procedures.
- Your answers can be written or spoken.
  - When you write your answer, use pen in the space provided. Initial any alterations you make. Please write your name on any additional pages and attach them to the assessment.
  - When you answer verbally, the assessor will make full notes of your answer in the space provided in this assessment or may use a digital voice recorder.
- If you require assistance with any aspect of the assessment, please contact your assessor.

### Definitions of terms

The word **trainee** in this assessment refers to the person being assessed. Other terms that may be used are candidate, student or employee.

**Person** refers to a person accessing services in a health or disability setting in either a residential care facility or in a private home – the person’s own or a friend’s, group’s, or family member’s. Other terms used for the person being supported include client, consumer, individual, resident, service user or tūroro.

### Abbreviations

**ER** refers to the evidence requirements of the unit standard – the evidence (descriptions, explanations, documents etc) that you must provide, and/or the actions that you must do or demonstrate.

**MER** means “more evidence required”.

### References

- Careerforce workbook – 26982 V1  
Describe communication with people with a communication disability in an aged care, health, or disability context.

# Task One – Describe communication with people who have a communication disability (written or spoken answer)

ERs 1.1 - 1.5

**Question 1:** What are **four features** of good communication with a person who has a communication disability? How effective is each feature in improving communication?

Four features of good communication with a person who has a communication disability	How effective is this feature in improving communication?
<i>Sample answer: Speaking clearly.</i>	<i>Speaking clearly improves the chance of the message being understood.</i>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

**Assessor's use only**  
Notes and decision:

○

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○

○

Some aspects of communication might create difficulties when communicating with a person who has a communication disability.

Choose **three** aspects from the following list – cognition, expressive language, hearing, non-verbal language, receptive language, social communication, vision, voice – and answer the question below.

**Question 2:** What difficulty in communication might this aspect cause?

**Sample answer:**  
Voice.

**Sample answer:** Problems with speech may cause difficulties in expressing needs.

**Aspect 1**

**Aspect 2**

**Aspect 3**

**Assessor's use only**

Notes and decision:



Particular methods (modes) of communication can be used when interacting with people who have a communication disability.

**Question 3:** Think of **three** people who have a cognitive, functional or sensory communication difficulty. For each person choose one communication method from the list below and describe how effective it is when communicating with a person who has a communication disability.

**Communication methods:** (You may choose to use any of these communication methods more than once.)

- Changing your behaviour to suit the person you are supporting.
- Verbal or spoken communication.
- Non-verbal eg sign language.
- Use of body language and the way you position yourself.
- Written messages.
- Any other.

**Describe how your chosen communication method is effective in communicating.**

**Sample answer:**

**Type of disability:** *sensory disability of hearing impairment*

**The communication method chosen:** *Body language and position of body*

**How would this method be used?** *I would position myself close to the person and make sure the person could see my mouth.*

**In what ways is this method effective in communicating?** *This would be effective as the person could see my lips to be able to lip read.*

**Person with a sensory disability (ie hearing, seeing)**

Type of disability:

The communication method chosen:

How would this method be used?

In what ways is this method effective in communicating?

**Assessor's use only**

Notes and decision:

**Person with a cognitive disability (ie trouble with understanding)**

Type of disability:

The communication method chosen:

How would this method be used?

In what ways is this method effective in communicating?

**Person with a functional disability (ie trouble with everyday activities)**

Type of disability:

The communication method chosen:

How would this method be used?

In what ways is this method effective in communicating?

**Assessor's use only**

Notes and decision:



**Question 4:** For **four** of the disabilities listed below, identify **two factors (or communication difficulties)** and describe how these factors make it difficult for people with this disability to communicate.

Disabilities include brain injury, dementia, hearing loss, memory loss, visual impairment, other.

A sample answer has been given as a guide for you.

Disability	Communication difficulty one	Communication difficulty two
<b>Brain injury</b>	<i>Sample answer:</i> Talking – difficulty with speech.	<i>Sample answer:</i> Listening – not hearing or understanding what is being said.
<b>Brain injury</b>		
<b>Dementia</b>		
<b>Hearing loss</b>		
<b>Memory loss</b>		
<b>Visual impairment</b>		
<b>Other</b>		

**Assessor's use only**  
Notes and decision:

Assessor – **four** answers required

**Question 5:** Choose **three** communication aids from the list below. For each of these aids describe which disability the aid would be used for and how it would help communication with people who have a communication disability.

**Communication aids** – allowing response time, Braille, communication books and boards, computers, hearing aids, internet access, mobile phones, personal organisers, prompting, sign language(s), other.

Disability	Communication difficulty one	Communication difficulty two
Braille	<i>Sample answer:</i> Blindness.	<i>Sample answer:</i> Gives people who are blind the ability to read, using raised dots.
Communication books and boards		
Computers		
Internet		
Hearing aids		
Mobile phones		
Personal organisers		
Prompting		
Sign language(s)		
Allowing time for the person to respond		

### Assessor's use only

Notes and decision:

Assessor – **three** answers required

## Assessor's feedback on the trainee's performance

<b>Task One:</b> Achieved <input checked="" type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:
<b>Reassessment:</b> Achieved <input checked="" type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:

## Instructions for the trainee

### When you have finished the assessment

- Please give your completed assessment and any additional material to your assessor. You might like to make a copy for your records.
- When you have been assessed as having achieved this unit standard, the results will be sent to Careerforce for registering credits on the New Zealand Qualifications Framework.
- Your assessor will give your assessment material back to you. Please keep it safe.
- If you wish to appeal against the assessment result or process, you should complete an "Appeal of Trainee Assessment Result Form". This form can be downloaded from the Shortcuts/Forms/Trainee Forms section of the Careerforce website [www.careerforce.org.nz](http://www.careerforce.org.nz)
- **Please complete the trainee's declaration below.**

### Trainee's declaration

I was told about and understood the assessment requirements.

I have prepared my answers myself.

I agree that this document can be photocopied for the purpose of moderation, as part of quality control processes.

I agree that once the assessment decision has been made, my personal details and results will be sent to Careerforce for registering credits on the New Zealand Qualifications Framework.

Trainee's signature:

Trainee's name (please print):

Date:

# US 26982 V1 – Describe communication with people with a communication disability in an aged care, health, or disability context

Please complete this feedback form to help us to improve our assessments.

Please respond to the questions with a tick in the relevant circle and with comments in the boxes

	Yes	No	Sometimes
Did you think the assessment booklet was well laid out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you find the assessment questions easy to understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you most like about this assessment?

What did you least like about this assessment?

If you could change something to improve this assessment, what would it be?

Additional comments:

Contact details (optional)

Name:	Workplace:
Phone:	Email:

When you have completed this page, please pull it out, fold it in three, secure it with tape and send it (Freepost) to: Senior Educational Support Administrator, Careerforce, PO Box 25 255, Christchurch 8144 Fax (03) 371 9285

# US 26982 V1 – Describe communication with people with a communication disability in an aged care, health, or disability context

Level 2 Credits 4

## Assessment result sheet (completed by assessor)

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

## Trainee's performance summary

Assessment tasks	Achieved
Task One	<input checked="" type="radio"/>

Comments/feedback to the trainee

Assessment result	
I have assessed the trainee and confirm:	
<input checked="" type="radio"/> The requirements have been met to demonstrate competency in 26982 V1.	
Name:	Assessor's number:
Signed:	Date:

For the credits to be registered on the New Zealand Qualifications Framework, send a copy of this form to: Training Support Team, Careerforce, PO Box 25 255, Christchurch 8144