

Demonstrate an ability to support a person with a communication impairment

Level 4

Credits 5

Purpose People credited with this unit standard are able to: describe the communication process; demonstrate an understanding of augmentative communication strategy; demonstrate an awareness of assessing for communication; and recognise, and demonstrate an augmentative communication strategy used by a person with a communication impairment.

Subfield Community Support

Domain Human Services

Status Registered

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Entry information Open.

Replacement information This unit standard replaced unit standard 1842 and unit standard 1843.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Community Support Services Industry Training Organisation Limited

Accreditation and Moderation Action Plan (AMAP) reference 0024

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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 (Code of Health and Disability Services Consumers' Rights) Regulations 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 be assessed in the workplace. This can be through 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 simulated 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**
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.
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.
 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: *Progress Without Punishment: Effective Approaches for Learners With Behaviour Problems* (New York, NY: Teachers College Press, 1998); Donnellan, Anne M; LaVigna, Gary W; Negri-Shoultz, Nanette; and Fassbender, Lynette. This is available from major educational retailers.
Current speech language communication principles include but are not limited to those outlined in *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs* 3rd ed. (Baltimore, MD: Paul H Brookes, 1999); Beukelman, David R; and Mirenda, Pat. The latest version (2005) is available at <http://www.brookespublishing.com>.

Elements and performance criteria

Element 1

Describe the communication process.

Performance criteria

- 1.1 Description defines communication in terms of current speech-language communication principles.
- Range verbal, vocalisation, body language, gesture.
- 1.2 Communication is described in terms of function, strategy, acknowledgement, and current speech-language communication principles.

1.3 Ways that enhance communication are described in terms of factors that promote successful communication with a person with communication impairment.

Range environmental, communication partners, communication strategies.

1.4 Barriers to communication are described in terms of factors that reduce the likelihood of successful communication with a person with a communication impairment.

Range environmental, communication partners, communication strategies.

Element 2

Demonstrate an understanding of augmentative communication strategy.

Performance criteria

2.1 An augmentative communication strategy is described in terms of a reason why a person with a communication impairment would use this strategy.

Element 3

Demonstrate an awareness of assessing for communication.

Performance criteria

3.1 Behaviour is defined in terms of a recognised theoretical model.

3.2 The definitions are in terms of objective and observable actions.

3.3 Three reasons for baseline information gathering are described in terms of current communication assessments.

3.4 Key components of a communication assessment are identified and an example given of information gathered in terms of a person with a communication impairment's situation.

Range disability information, communication environments, communication partners, communication strategies, communication goals; evidence is required of a minimum of three components.

Element 4

Recognise an augmentative communication strategy used by a person with a communication impairment.

Performance criteria

- 4.1 An augmentative communication attempt used by a person with a communication impairment is recognised in terms of the communication strategy and intended message.

Element 5

Demonstrate an augmentative communication strategy with a person with a communication impairment.

Performance criteria

- 5.1 Importance of communication partners using an identified augmentative communication strategy is described in terms of consistency and increased success rate.
- 5.2 Two ways in which a communication attempt by a person with a communication impairment may be acknowledged are described in terms of own behaviour.
- 5.3 Use of an augmentative communication strategy with a person with a communication impairment is demonstrated in terms of accuracy and appropriateness.
- 5.4 Progress in relation to use of an identified augmentative communication strategy is recorded.
- Range date, strategy (ies) used, receptive language, expressive language, communication partners, evaluation.
- 5.5 Planning for ongoing implementation of the communication plan is described in terms of commitment to the strategy.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services Industry Training Organisation Limited enquiries@cssito.org.nz if you wish to suggest changes to the content of this unit standard.