| Title | Support a person with a communication impairment | | |
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| Level | 4 | Credits | 5 |

| Purpose | People credited with this unit standard are able to, in relation to a person affected with a communication impairment: describe factors that can promote successful communication and barriers to successful communication; identify and describe different types of communication impairments; demonstrate knowledge of communication assessments; recognise an augmentative communication strategy; and describe and demonstrate an augmentative communication strategy. |
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| Classification | Health, Disability, and Aged Support > Health and Disability Principles in Practice |
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| Available grade | Achieved |
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## Guidance Information

1    Legislation and Code relevant to this unit standard include:
- Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (the Code);
- Health and Disability Services (Safety) Act 2001;
- Health and Safety at Work Act 2015;
- Human Rights Act 1993;
- New Zealand Bill of Rights Act 1990;
- Privacy Act 1993.

2    New Zealand Standard relevant to this unit standard:
NZS 8134.1:2008 *Health and Disability Services (Core) Standards*. Available at
https://www.standards.govt.nz/sponsored-standards/health-care-services-standards/.

3    References:
- The recognised theoretical model referred to in this unit standard is the LaVigna-Willis Model.  The model can be found in the following publication:
*Progress Without Punishment: Effective Approaches for Learners with Behaviour Problems* (New York, NY: Teachers College Press, 1989); Donnellan, Anne M; LaVigna, Gary W; Negri-Shoultz, Nanette; and Fassbender, Lynette.
- 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* 4th ed. (Baltimore, MD: Paul H Brookes, 2013); Beukelman, David R; and Mirenda, Pat. Available at: https://brookespublishing.com/.

4    In the health and disability sector, support should be given in a manner that maximises the independence of the 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 against the outcomes of this unit standard must fit within these broad parameters.

5    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 outcomes 2, 3, 4 and 5 can be simulated where naturally occurring opportunities for assessment do not exist.

6    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.

7    Definitions
     *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.
     *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.

## Outcomes and performance criteria

### Outcome 1

Describe factors that can promote successful communication with a person affected by a communication impairment, and barriers to successful communication.

### Performance criteria

1.1      Communication is described in terms of current speech-language communication principles.

         Range      verbal, vocalisation, body language, gesture, social and cultural contexts.

1.2      Communication is described in terms of function, strategy, acknowledgement, and current speech-language communication principles.

1.3      Factors that promote successful communication with the person who has a communication impairment are described.

         Range      environmental, communication partners, communication strategies, social and cultural contexts.

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

         Range    environmental, communication partners, communication strategies, social and cultural contexts.

## Outcome 2

Identify and describe different types of communication impairments for a person affected by a communication impairment.

## Performance criteria

2.1    Different communication impairments are identified and described.

2.2    Different communication impairments and their effects on communication are identified and described.

         Range    receptive and expressive language, augmentative communication.

## Outcome 3

Demonstrate knowledge of communication assessments that support a person affected by a communication impairment.

## Performance criteria

3.1    Behaviour is defined in terms of the La-Vigna Willis theoretical model.

3.2    Definitions are made 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.

## Outcome 4

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

**Outcome 5**

Describe and demonstrate an augmentative communication strategy with a person
affected by a communication impairment.

**Performance criteria**

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

5.2      The importance of communication partners using an identified augmentative
         communication strategy is described in terms of consistency and increased
         success rate.

5.3      Two ways in which a communication attempt by a person with a communication
         impairment may be acknowledged are described in terms of own behaviour.

5.4      An augmentative communication strategy is described, with reflection on the
         accuracy and appropriateness of the strategy.

5.5      Progress in relation to use of an identified augmentative communication
         strategy is recorded.

         Range      date, strategy used, receptive language, expressive language,
                    communication partners, evaluation.

5.6      Planning for ongoing implementation of the communication plan is described in
         terms of commitment to the strategy.

| Replacement information | This unit standard replaced unit standards 1842 and unit standard 1843. |
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| Planned review date | 31 December 2024 |
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**Status information and last date for assessment for superseded versions**

| Process | Version | Date | Last Date for Assessment |
|---|---|---|---|
| Registration | 1 | 24 November 1999 | 31 December 2021 |
| Review | 2 | 20 March 2008 | 31 December 2021 |
| Review | 3 | 23 April 2020 | N/A |

| Consent and Moderation Requirements (CMR) reference | 0024 |
|---|---|

This CMR can be accessed at https://www.nzqa.govt.nz/framework/search/index.do.

**Comments on this unit standard**

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.