# Unit 4222-358 Support positive practice with children and young people with speech, language and communication needs (CYPOP 15)

**Level:** **3**
**Credit value:** **4**
**UAN:** **L/601/2861**

### Unit aim

This unit aims to ensure that practitioners work with children and young people at the centre of their practice and that they base their work on the strengths of the children and young people rather than their difficulties.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people.

### Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

There are links to:

- Some of the competencies from CCLD Units 302, 306, 308, 312.
- Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

Learning outcome 3 must be assessed in relation to a real work situation

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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Assessment Criteria

## Outcome 1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs

The learner can:

1. explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
2. compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
3. provide examples of how current research evidence supports positive practice.

## Outcome 2 Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people

The learner can:

1. identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
2. explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs
3. explain own role in the process of how targets are set, monitored and evaluated along with specialist
4. compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

## Outcome 3 Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs

The learner can:

1. review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication
2. demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
3. demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

## Outcome 4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people.

The learner can:

1. explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
2. explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
3. review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.