

## Unit 4222-387 Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/6167

### Unit aim

The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

### Learning outcomes

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

1. Understand Acquired Brain Injury
2. Understand the impact on individuals of Acquired Brain Injury
3. Understand the specialist communication needs of an individual with Acquired Brain Injury
4. Understand the impact that personality changes can have on an individual and those providing support
5. Understand the impact of challenging behaviour

### Guided learning hours

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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## Assessment Criteria

### Outcome 1 Understand Acquired Brain Injury

The learner can:

1. define acquired brain injury
2. describe possible causes of acquired brain injury
3. explain the difference between a traumatic brain injury and other forms of acquired brain injury
4. describe brain injuries that are
  - mild
  - moderate
  - severe.

### Outcome 2 Understand the impact on individuals of Acquired Brain Injury

The learner can:

1. discuss initial effects of Acquired Brain Injury on the **individual**
2. explain the long term effects of Acquired Brain Injury to include
  - physical
  - **functional**
  - cognitive
  - behavioural effects
3. explain the **concepts of loss** in relation to Acquired Brain Injury for individuals and carers.

### Outcome 3 Understand the specialist communication needs of an individual with Acquired Brain Injury

The learner can:

1. define dysphasia and dysarthria
2. explain the effects of dysphasia and dysarthria on communication
3. compare the different techniques required to support an individual with dysphasia and dysarthria
4. evaluate different intervention strategies and assistive tools that support communication.

### Outcome 4 Understand the impact that personality changes can have on an individual and those providing support

The learner can:

1. explain the impact of **personality changes** on the individual
2. explain the impact of personality changes on those caring for the individual
3. explain how lack of **self awareness**/insight may affect the individual
4. explain the skills needed to support the individual and family/**carers** to come to terms with personality changes.

## **Outcome 5    Understand the impact of challenging behaviour**

The learner can:

1. explain behaviours which are considered challenging
2. analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
3. explain **measures** that should be taken to manage the risk from **challenging behaviour**
4. explain the process for reporting and referring challenging behaviour.

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### Additional guidance

- The **individual** is the person requiring support. An advocate may need to act on behalf of an individual.
- **Functional** - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.
- **Concepts of loss** – consider stages of grief as outlined by Elizabeth Kubler Ross and Warden
- **Personality changes**
  - Irritability
  - Disinhibited behaviour
  - Frustration
  - Loss of social skills
  - Lack of self awareness
- **Self awareness** – ability to understand the impact of behaviour on others
- **Carers**
  - Spouse/partner
  - Child
  - Parent
  - Sibling
  - Friend
- **Challenging behaviour**
  - Physical attack
  - Threatening language
  - Sexual disinhibition
- **Measures** – actions required to manage risk e.g.
  - Policies
  - Supervision
  - Support from colleagues
  - Make a risk assessment
  - Risk management plan