



UNIT 222

PROVIDE SUPPORT FOR THERAPY SESSIONS

In this unit, you will cover the following outcomes:

- 222.1** Understand the benefits of therapy sessions
- 222.2** Be able to prepare for therapy sessions
- 222.3** Be able to provide support in therapy sessions
- 222.4** Be able to observe and record therapy sessions
- 222.5** Be able to contribute to the review of therapy sessions

UNIT 222 (LEVEL 2 UNIT, 2 CREDITS) PROVIDE SUPPORT FOR THERAPY SESSIONS

What this unit is about

This unit is about providing support for therapy that has been devised by a specialist, e.g. a speech therapist. Therapists may visit schools to identify the specific needs of individuals and to monitor their progress. A learning support professional works with a pupil on a regular basis to lead them through the therapy. Other professionals may be involved in the overall process such as doctors and educational psychologists.

An example

Use this case study to think about the role of learning support staff in helping to make therapy successful.

Shortly after J joined the school members of staff began to notice that he did not speak very clearly even though he appeared to understand others. The class teacher discussed this with his parents. A specialist at the local hospital decided that he needed a small operation to allow his tongue to move more freely, and that he would need support to develop clear speech. A speech therapist has recommended activities for J and trained a member of the learning support team. His supporter works with him for half an hour each day to take him through the activities and record his progress. It will take some time for J to learn better control of his speech because the problem was not treated when he was developing language.

Useful words

Therapy sessions

These can include speech therapy, occupational therapy, physiotherapy, hydrotherapy and aromatherapy.

Active participation

Helping a pupil to take part in any activities and care as independently as possible, so that they are an active partner in their own care and support.



WHAT THEY SAY...

Free the child's potential,
and you will transform him
into the world.

Maria Montessori, educationalist

Guidance on evidence and assessment

You need to show a combination of performance and knowledge evidence for this unit. Discuss with your assessor how you are going to achieve this. There is space provided at the end of this unit for you to note down your planning. You might find this guidance helpful:

- To cover criteria 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1 and 5.2, you must be observed working with children and young people. Observation could be carried out by an expert witness who has professional expertise in the field, e.g. a speech therapist, and / or by an assessor who has the relevant experience. Assessment criteria 5.1 and 5.2 should be covered by the expert witness.
- Your knowledge could be covered by a combination of an assignment and professional discussion (or talking your observer through some of your actions after observation). Criteria that might be covered by professional discussion with your observer are: 2.1, 3.1, 3.3.

Suggested Assignment

This assignment is one way of providing evidence for the knowledge parts of this unit that do not have to be covered by workplace assessment. Your assessor may need to discuss some points with you. You will need to find relevant information from:

- books – keep a list of books that you use, making sure that you reference these clearly and consistently. Make a note of details such as author, title and publication date
- websites – keep a list of web addresses that you use
- the SENCO
- Specialist therapists and any other healthcare professionals involved in the pupil's care.

Research the topic of therapies, making sure that you cover the following criteria: 1.1, 1.2, 3.3. Then make brief notes on two different types of therapy that arise in

schools. You will need to cover information such as:

- **how the therapy session benefits the pupil**
- **how you can reassure and support a pupil who may be anxious about taking part in a therapy session.**



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Cross reference

You may be able to combine evidence for this unit with the following units: 201, 202, 203, 204, 207 and 212.

Assessed Evidence

You need to show that you understand and are able to complete all the criteria in this unit. Evidence of your knowledge and competence should be recorded by your assessor or by you, and referenced in the box below. On the next pages, these evidence references can be written in the relevant boxes.

Evidence reference	Evidence title	Assessment method

Assessment method key

- O** Observation **Q** Questioning **A** Assignment
- PE** Product Evidence **WT** Witness Testimony
- PD** Professional Discussion **RA** Reflective Account

Outcome One

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

1 To understand the benefits of therapy sessions, you must show that you can:

1.1 Identify different types of therapy sessions in which an individual may participate

1.2 Describe how therapy sessions can benefit an individual.



HINTS AND TIPS

Always check that an appropriate learning environment is available when supporting therapy sessions, e.g. a quiet place that is without distractions. Make sure that you understand exactly what support needs to be given. Check with the therapy professional if necessary.

Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

2 To be able to prepare for therapy sessions, you must show that you can:

2.1 Establish your own responsibilities in preparing for a therapy session

2.2 Identify with the individual their preferences and requirements for the therapy session.

2.3 Follow instructions to prepare the environment, materials, equipment and yourself for the session.



IN THE KNOW

Check the documents and activities prescribed for the individual pupil as you prepare for a therapy session. If equipment is going to be used, make sure that it is working beforehand. The SENCO should be able to give you access and advice on use, if you need it.

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Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

3 To be able to provide support in therapy sessions, you must show that you can:

3.1 Provide support during a therapy session that takes account of:

- a the therapist's directions

- b the individual's preferences and requirements

3.2 Promote active participation during the session

3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session.

Outcome Four

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

4 To be able to observe and record therapy sessions, you must show that you can:

4.1 Agree what observations need to be carried out during therapy sessions

4.2 Agree how observations will be recorded

4.3 Carry out agreed observations

4.4 Record agreed observations as required.



HINTS AND TIPS

Keeping accurate records of therapy sessions helps everyone involved track the pupil's progress. To cover Outcome Four, you will need to agree the best way to keep these records with the therapy professional leading the session.

Outcome Five

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

5 To be able to move and position an individual, you must show that you can:

5.1 Contribute to a review of therapy sessions to identify issues and progress

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5.2 Contribute to agreeing changes to therapy sessions with the individual and others.

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Unit sign-off

The evidence for this unit is a valid, sufficient and an authentic record of the candidate's current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

Signature of candidate	Date

I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

Signature of assessor	Date

Signature of IV (if sampled)	Date

Signature of EV (if sampled)	Date

