

Unit Title: **CYPOP22 Understand the speech language and communication needs of children and young people with behavioural, social and emotional difficulties**

Level: 3

Credit value: 3

Guided learning hours: 25

Unit accreditation number: M/601/2884

## Unit purpose and aim

This unit aims to provide the knowledge and understanding of the way in which behaviour and social and emotional difficulties are linked with speech, language and communication. It also provides the knowledge and understanding to effectively support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the links between language, behaviour, emotional and social development difficulties</p>	<p><b>The learner can:</b></p> <p>1.1 Explain why behaviour can be seen as a means of communication</p> <p>1.2 Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people</p> <p>1.3 Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people</p> <p>1.4 Describe the <b>range of behavioural, emotional and social difficulties</b> that children and young people may experience</p>	<p><b>Range of behavioural, emotional and social difficulties may include:</b></p> <ul style="list-style-type: none"> <li>• withdrawn or isolated</li> <li>• disruptive and disturbing</li> </ul>

	<p>and how they can affect speech, language and communication development</p>	<ul style="list-style-type: none"> <li>• hyperactive and lacking concentration</li> <li>• immature social skills</li> <li>• challenging behaviours arising from other complex special needs</li> <li>• emotional disorders</li> <li>• conduct disorders/hyperkinetic disorders</li> <li>• anxiety</li> <li>• self-harm</li> <li>• school phobia</li> <li>• depression</li> </ul>
<p>2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties</p>	<p>2.1 Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs</p> <p>2.2 Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties</p> <p>2.3 Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development</p> <p>2.4 Explain how <b>positive changes</b> to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties</p>	<p><b>Positive changes may include:</b></p> <ul style="list-style-type: none"> <li>• increased accessibility of the language used in behaviour management techniques</li> <li>• ensuring children and young people understand verbal and written information</li> <li>• clear visual support</li> <li>• making rules, routines and boundaries clear, explicit and understandable</li> </ul>

		<ul style="list-style-type: none"> <li>• decreasing visual and auditory distractions</li> <li>• increased staff awareness and skills</li> <li>• ensuring approaches which support children to ask for clarification</li> </ul>
<p>3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs</p>	<p>3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour</p> <p>3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p> <p>3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p>	
<p>4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs</p>	<p>4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour</p> <p>4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people</p>	

## Assessment

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

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

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

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD: 337

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.