



## National Unit Specification: general information

**UNIT** Working with Physically Disabled Children and Young People  
(SCQF level 6)

**CODE** F7J2 12

### SUMMARY

The Unit will introduce candidates to a range of physical disabilities and the possible effects of these on the development of children and young people. It should enable them to support effective learning for children and young people with a physical disability. This is a specialist optional Unit in the Professional Development Award in Education Support Assistance (SCQF level 6).

This Unit is suitable for candidates who wish to develop knowledge, understanding and skills needed to work with children and young people with physical disabilities.

### OUTCOMES

- 1 Investigate a variety of common physical disabilities in children or young people.
- 2 Investigate the possible effects of a physical disability on the general development of a child or young person, and on their informal support network.
- 3 Investigate the possible additional needs of a child or young person with a physical disability.
- 4 Investigate ways to meet the needs of a child or young person with a physical disability within the learning environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 5)
- ◆ Working with Others (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT      Working with Physically Disabled Children and Young People (SCQF level 6)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate a variety of common physical disabilities in children or young people.

##### **Performance Criteria**

- (a) Explain the meaning of the term 'physical disability'.
- (b) Explain the different categories of physical disabilities and their possible causes.
- (c) Identify and explain a range of common physical disabilities within each category.

#### **OUTCOME 2**

Investigate the possible effects of a physical disability on the general development of a child or young person, and on their informal support network.

##### **Performance Criteria**

- (a) Explain the possible effects of a physical disability on the general development of a child or young person.
- (b) Explain the possible impact of a physically disabled child or young person on their informal support network.

#### **OUTCOME 3**

Investigate the possible additional needs of a child or young person with a physical disability.

##### **Performance Criteria**

- (a) Identify and explain the possible additional needs of a child or young person with a physical disability.
- (b) Explain the importance of developing mobility and independence in a child or young person with a physical disability.
- (c) Explain the importance of developing communication and sensori-motor skills in a child or young person with a physical disability.

## National Unit Specification: statement of standards (cont)

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### OUTCOME 4

Investigate ways to meet the needs of a child or young person with a physical disability within the learning environment.

#### Performance Criteria

- (a) Describe the ideal classroom environment for promoting the effective learning of a child or young person with a physical disability.
- (b) Describe a range of strategies for supporting a child or young person with a physical disability within the learning environment.
- (c) Identify and describe a range of apparatus and equipment appropriate for supporting a child or young person with a physical disability within the learning environment.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

#### Outcome 1

Evidence is required to demonstrate that candidates have achieved Outcome 1 to the standards specified in the Outcome and Performance Criteria. The evidence for this Outcome must be obtained under controlled supervised conditions at appropriate points throughout the Unit.

Candidates must explain **three** categories of physical disability and describe their causes.

#### Outcomes 2, 3 and 4

Candidates are required to carry out an investigation into a child or young person with a physical disability.

Candidates must examine the possible effects of the physical disability on two of the following:

- ◆ physical development
- ◆ emotional development
- ◆ social development
- ◆ intellectual development

They should then examine the possible impact of a physically disabled child or young person on their informal support network.

The folio must also contain evidence of:

- ◆ four types of positioning equipment or other apparatus
- ◆ two strategies

## National Unit Specification: support notes

### UNIT Working with Physically Disabled Children and Young People (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

##### SUMMARY

This Unit has been developed as a specialist optional Unit within the Professional Development Award in Education Support Assistance. It may also be delivered as a free-standing Unit for use in developing knowledge, understanding and skills needed to work with children and young people with physical disabilities.

Candidates will have the opportunity to gain an understanding of:

- ◆ the range and causes of physical disabilities
- ◆ the possible effect of these disabilities on the development of a child or young person
- ◆ the possible effect of these on the family and peers of a child or young person
- ◆ the possible additional needs of a child or young person with a physical disability
- ◆ the importance of promoting mobility, independence and communication
- ◆ the strategies and technological equipment available to promote effective learning

##### Outcome 1

Candidates will be introduced to a range of physical disabilities (eg cerebral palsy, spina bifida, muscular dystrophy, cystic fibrosis, severe epilepsy and asthma) which can reflect the interests of the candidate group. In discussion, a range of causes will need to be identified:

##### (a) Acquired

- accidental injury
- premature/difficult birth
- infections
- jaundice
- medication/drug abuse by parents
- lead poisoning etc

##### (b) Genetic/chromosomal abnormalities

The need for early identification and assessment should be emphasised. At this point in the Unit, candidates should be aware that such disabilities and their effects vary from one child or young person to another. They should also be aware of the need to respond to and support the individual in the context of her/his family.

## National Unit Specification: support notes (cont)

### UNIT Working with Physically Disabled Children and Young People (SCQF level 6)

#### Outcome 2

Candidates need to understand that the range of effects of different disabilities on any child or young person will vary enormously from person to person and that each individual will have their own blend of needs as a result. However, within the teaching of the Unit some generalisations may be made.

Candidates will be given the opportunity to study the effects of physical disability on early child development (ie from birth) through the primary school years to adolescence. Candidates need to consider the different effects of a congenital physical disability on the normal development patterns of a child or young person.

Effects on the development of a child or young person need to be identified in the four aspects of physical, emotional, social and intellectual development. In discussion of possible effects on a child's **physical** development it needs to be remembered that there may be a necessity for appropriate positioning and stimulation in the early years (birth to five years of age) to allow for optimal learning.

In discussions throughout this Outcome, emphasis should be placed on the constant inter-relationship between factors in the environment and in the child or young person. If the environment is appropriate and supportive then many negative effects of a physical disability may be prevented or overcome.

#### Key issues which may need to be considered:

- ◆ self-esteem and confidence
- ◆ forming friendships
- ◆ social skills; eg social awareness and appropriate behaviour
- ◆ opportunities for practical experiences and activity learning
- ◆ functional movement and motor planning
- ◆ exploration and taking risks
- ◆ communication
- ◆ possible reasons for fear or hesitancy
- ◆ early intervention to promote appropriate movement patterns
- ◆ motivation
- ◆ fatigue
- ◆ physical discomfort and pain
- ◆ impact of physical disability in adolescence
- ◆ medical implications

## National Unit Specification: support notes (cont)

### UNIT Working with Physically Disabled Children and Young People (SCQF level 6)

#### Key factors involving family and peers:

- ◆ parent/baby bonding processes
- ◆ diagnosis/possible genetic implications
- ◆ process of adaptation for the parents
- ◆ parental expectations and feelings
- ◆ need for support and information
- ◆ relationship with siblings
- ◆ issues of over-protection at each stage of development

Candidates need to understand that each family and child will react and cope in their own way. This part of the Unit should be used to help the candidate see the children and young people within a wider context.

#### Outcome 3

Candidates should explore a possible range of additional needs in children and young people with physical disabilities from early years into adolescence. General additional needs can be identified in the four aspects of development: physical, intellectual, emotional and social. The process of identification and assessment of the needs of a child or young person should be emphasised and the setting of appropriate targets and individual educational programmes (IEPs), Coordinated Support Plans discussed.

Possible additional needs may be:

- ◆ safe opportunity to explore
- ◆ appropriate stimulation
- ◆ specific development of functional movement to include:
  - gross and fine motor skills
  - independence skills
- ◆ individual programmes of:
  - physiotherapy
  - speech and language therapy
  - occupational therapy
- ◆ medical/personal care:
  - continence management
  - eating and drinking
  - monitoring and administration of medicine
- ◆ development of autonomy, independence and management of own needs
- ◆ security, confidence and good self esteem
- ◆ support to develop social skills
- ◆ support to develop communication skills
- ◆ structured opportunity to socialise and participate in appropriate peer groups
- ◆ precise use of language by carers, teachers, assistants

## National Unit Specification: support notes (cont)

### UNIT Working with Physically Disabled Children and Young People (SCQF level 6)

- ◆ monitoring of medical needs and procedures
- ◆ access to appropriate support agencies
- ◆ access to local facilities

Candidates in a work environment should complete a Safe Moving and Handling course, provided by their employers. They also need to be aware of issues of confidentiality, respect and personal dignity and work in accordance with their employer's guidelines.

#### Outcome 4

Educational needs can be given the greatest emphasis in this Unit as access to the curriculum and the use of appropriate learning strategies are essential to the child or young person in a mainstream or special school. The role of the Education Support Assistant in facilitating this access should be developed. The candidates should explore:

#### Strategies and Equipment

- ◆ suitable environment to promote learning
- ◆ preparation/presentation of materials:
  - adaptation of materials for individuals
  - awareness of possible restrictions to visual field or hearing problems
  - recording and scribing
  - age – appropriate materials
- ◆ equipment:
  - for positioning
  - to aid mobility and independence
  - for leisure activities
  - for communication
  - adapted equipment: writing aids, sloping boards, sticky mats, etc
- ◆ technology: hardware and software
  - switches and switch friendly programmes
  - electronic and communication aids
  - pointers
  - symbol books
  - assisted writing programmes
  - a broad spectrum of ICT resources
- ◆ strategies to promote:
  - memory and concentration
  - positive behaviour
  - effective and meaningful learning
  - awareness, experience and understanding
  - enjoyment and motivation



## National Unit Specification: support notes (cont)

### UNIT Working with Physically Disabled Children and Young People (SCQF level 6)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A variety of methods can be used:

- ◆ thought-sharing and mind mapping
- ◆ small group exercises
- ◆ case studies
- ◆ worksheets/books/handouts
- ◆ large group discussions
- ◆ individual investigations
- ◆ video/audio materials
- ◆ visits to appropriate settings
- ◆ exchange of ideas from candidates' own experience and workplace
- ◆ simulation exercises
- ◆ visiting speakers

The information required to complete the investigation could be gathered from a variety of sources for example visiting speakers, the Internet, books, videos and/or placement experiences. Suitable case studies should be provided by the lecturer. Visits to other educational establishments may be useful.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit there is the opportunity to develop the Core Skills of *Working with Others* and *Communication*. Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following approaches to assessment are suggested:

- |                     |  |
|---------------------|--|
| Outcome 1           | Restricted response questions, lasting no more than 30 minutes               |
| Outcomes 2, 3 and 4 | An investigation based on a child or young person with a physical disability |

Time should be allowed for any necessary re-assessment.

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **National Unit Specification: support notes (cont)**

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### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)