

## CHS156 Develop activities and materials to enable individuals to achieve specified communication goals

### OVERVIEW

This standard covers your role in relation to developing and adapting delegated therapy programmes to achieve communication goals specified by a speech and language therapist. You will be working without direct supervision, and may be on another site or working and liaising with other agencies. You will therefore have a considerable degree of responsibility for managing both the programme, and the individuals with whom you are working and liaising with their carers and key workers. This standard covers working with all individuals who require speech and language therapy and whose needs have been assessed by a speech and language therapist, who has delegated specific aspects to you. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

### KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to developing activities and materials to enable individuals to achieve specified communication goals
2. Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
3. The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
4. The importance of working within your own sphere of competence when and seeking advice when faced with situations outside your sphere of competence
5. The needs and abilities of the individuals with whom the worker is working
6. The previous and expected progress of the individuals with whom the worker is working
7. The factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy in the individual group with which the worker works and the impact of these factors on the progression of therapy
8. The factors which must be considered in planning and designing appropriate activities and materials for different individuals in the individual group with which the worker works

- 9.The factors which affect an individuals' ability to learn, sustain concentration, access and use materials and equipment and process information
- 10.The types and forms of speech and language therapy which are suitable for the individual group with which the worker works
- 11.The overall goals of the therapy programme, and how to break down therapy into manageable goals for the individual, including the methods and practice of task analysis
- 12.How to design and develop therapy which takes account of the factors which must be considered, within the boundaries of the overall therapy plan
- 13.How therapy can be modified and adapted to increase its effectiveness, within the boundaries of the specified therapy programme
- 14.Record keeping practices and procedures in relation to diagnostic and therapeutic programmes/treatments
- 15.The normal patterns of learning, development and communication in the individual group with which the worker works, including how visual and auditory perception develop,
- 16.The nature and causes of common speech and language disorders in the individual group with which the worker works
- 17.The potential future pattern of the disorder and how this may affect lifestyle
- 18.The nature and purpose of different therapy approaches and methods and how they may be used and adapted for the individual group with which the worker works, within the boundaries of the overall therapy plan
- 19.The amount of stimuli and its effect that can be processed by individuals at different stages of development and levels of functioning
- 20.The role of carers/key workers and multi-disciplinary teams in setting aims and objectives

## PERFORMANCE CRITERIA

You must be able to do the following:

- 1.identify and agree to the communication goals to be achieved from the therapy plan as specified by the speech and language therapist with parent/carer
- 2.seek advice from the speech and language therapist as soon as possible, where goals are not being met as expected
- 3.correctly analyse specific communication goals and, following guidance where necessary, identify the hierarchy of tasks and skills needed to achieve the goals accurately
- 4.accurately identify the individual's needs, abilities and interests from appropriate information sources and use these to inform the planning and design of the therapy
- 5.plan and design therapy to take account of the individual's progress to date in speech and language therapy and the likely future progression of their communication
- 6.select appropriate therapeutic techniques and plan the way in which they will be applied according to the needs of the individual and the focus and progress of the therapy programme
- 7.design activities and materials which are appropriate to the individual's age and level of functioning and enable them to achieve the identified goals, aims and objectives and to maximise their communication skills

8.design activities and materials for group therapy to enable active participation of each group member

### **ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB7 Interventions and treatments. This standard has replaced AHP19