Unit 12

Supporting Individuals with Additional Needs
Unit 12

This unit aims to give you specialist knowledge that can be crucial to ensuring that those with additional needs meet their full potential.
How you will be assessed

You will be assessed by a set of assignments to demonstrate your ability to:

• understand the topic of how individuals with additional needs are supported.

• Assignments will be set for each learning aim, with a pass, merit or distinction grade given.
Learning aim A

Examine reasons why individuals may experience additional needs
Work in groups

Make a list of what you think the term ‘additional needs’ means to

• a wheelchair user,
• a blind person,
• a person with a terminal illness,
• to a deaf person.
Each group to choose an individual with additional needs

- Explain what their needs are in a variety of situations.
- For example, when travelling, working, getting dressed etc.

Keep your notes safe – you will need to refer back to see if you were right or whether you need to make any amendments to your lists.
Examine reasons why individuals may experience additional needs

Diagnosing or determining additional needs
Definitions of mild, moderate, severe and profound learning disabilities
Key terms

• **Diagnose** – identify the nature of an illness or other medical condition by examination of the symptoms.

• **Symptoms** – physical or mental features of a medical condition, which can be seen or felt by the patient, for example a headache or redness of the skin. They are often subjective and may not be visible to other people.
Homework
What are learning disabilities?
How are learning disabilities diagnosed?

Use different sources to find out more about learning disabilities.

• British Institute of Learning Disabilities (BILD)
• NHS Choices.
• Health centres, hospitals and social services departments provide leaflets
• Government white papers, such as *Valuing People: A New Strategy for Learning Disability for the 21st Century* (2001).
Thursday 8\textsuperscript{th} June 2017

\textcolor{red}{Diagnostic} procedures, tools and standards used to \textcolor{red}{diagnose} a disability - \textcolor{blue}{Dyslexia}
Learning disabilities can be described as mild, moderate, severe or profound.

- **Mild learning disabilities** - when an individual is able to talk but maybe not understand or be able to explain new information easily. They may, for example, need more time to fully understand complex ideas.
▸▸ Moderate learning disabilities - when an individual finds daily living activities, such as dressing themselves, more complicated and they may have only basic language skills to explain how they are feeling or what they want.

▸▸ Severe and profound learning disabilities - when an individual may have only very basic language skills and will perhaps communicate through gestures rather than words. These individuals will need a high level of support and will usually have more than one disability that requires support.
Diagnostic procedures, tools and standards used to diagnose a disability

Diagnostic procedures are used to determine what type of disability an individual has.

They are different for each condition, so it is important to research various websites linked to a specific disability.
Case study 1: Justyna

Justyna was assessed as having dyslexia when she was eight years old. She is now 14 years old and has received support since her diagnosis.

‘When I was assessed and found out I had dyslexia it felt like something made up, because no one had told me about it before. It makes me sad sometimes and I cry when I think how I couldn’t learn. I thought I was stupid or something, because my friends understood what was being taught in school and I didn’t. I couldn’t read, and I’d forget things, which made people laugh and tease me. It was just so frustrating because I knew I could do it. Most of the time I understood what was being said but couldn’t write it down or understand the words I was expected to read. I’m up there with the best now! And I don’t forget stuff for school as it is all colour coded for each day, like everything with a purple stripe is for Tuesday. My advice to people is that if you feel like you’re not coping with reading or don’t understand stuff, then tell someone and find out what is wrong and get the right support. Try to be confident; there is nothing to be ashamed of.’

1 How would you feel if you were Justyna before getting support?

2 How did getting support help Justyna with her emotions and day-to-day living?
Case study 2: Joe

Joe, a van driver living and working with dyslexia

Joe was recently diagnosed with dyslexia through a work initiative.

‘I’ve been a delivery driver for most of my life. People are startled to think I couldn’t read or write and say, “how’d you get about?”, but once I’d learned as a young kid to ask for directions to places, I remembered how to get there. Most deliveries were to the same places, so it was all right. I had new places to deliver to, but I got there by asking people for directions. I left school with no qualifications and teachers used to call me thick, I couldn’t wait to leave. I was 17 when I passed my driving test. I liked driving my uncle’s car, and back then the driving test only needed me to identify pictures of road signs, which was easy as my brother and uncle had helped me. Soon after, I got a job driving a delivery van.

Recently a work initiative, run by a proper trained person, diagnosed me with dyslexia. She couldn’t believe I could do my job, but luckily for me my company kept me on as I’d been with them for nearly 40 years. The company supported me in being mentored by a specialist. I sometimes have embarrassing situations when I’m not driving and asking for info, say, if I am on my own at a station, but in a way I’ve gotten used to it. I sometimes think, what I could’ve done if I’d the right support at school. But then I tell myself, “Joe, there’s no use thinking back!”’

1 How do you think Joe has coped in his life?
2 How would you describe Joe’s disability – mild, moderate or severe and profound? Explain your answer.
Dyslexia

Dyslexia affects an individual’s reading, writing, ability to organise and time management.

It does not affect their overall intelligence in social situations, or their ability to understand real-life situations. They are able, for example, to go to the cinema or cook a meal.
Diagnostic assessment

Diagnostic assessment is used in health and social care settings to provide detailed information about an individual’s need for support.

Assessment may include:
- finding out about the individual’s concerns
- establishing their experiences of home life, their education and whether they receive any social care
- looking at their medical history
- finding out whether they have had any specific assessment by a medical professional or team
- a physical examination.
Dyslexia.

Diagnostic assessments for individuals with dyslexia are completed in different ways.

School, college or university - usually carried out by a qualified specialist teacher who has an Assessment Practising Certificate.

Working - usually carried out by a chartered psychologist, registered with the Health and Care Professions Council, who specialises in specific learning difficulties.

The assessment for dyslexia normally covers literacy and numeracy, as well as memory and processing skills. Another sign of dyslexia is poor organisational skills.
Kara Tointon – “Don’t Call me stupid”

Think about:

• How she was diagnosed
• What support she requires
Diagnostic procedures, tools and standards used to diagnose a disability - Dyspraxia
You may have seen a child in your classroom having difficulties with some or all of the following....

- Getting changed/P.E
- Handwriting
- Copying from the board
- Remembering instructions
- Social interaction
- Cutting and sticking
Dyspraxia.
This is a condition in which the individual has issues with coordination.
Diagnosis

Diagnosis is usually made by a multidisciplinary team consisting of:

- a paediatrician,
- a paediatric neurologist,
- a physiotherapist,
- an occupational therapist,
- a speech and language therapist.

In the UK, the assessment method most likely to be used is ‘Motor ABC’. This tests a child’s gross and fine motor skills.
The child will be asked to perform simple movements to test gross motor skills such as moving around, jumping and balancing. Fine motor skills may also be tested.

The child’s ability to perform these skills is rated and compared with the normal range for children in their age group.

There will also be an assessment of their mental ability and a full medical history, to exclude other possible causes.

https://www.youtube.com/watch?v=4oq9SBoVDD0
https://www.youtube.com/watch?v=ncnVYYonMA5Y
Classwork

Research and make notes on the following:

• Definition of Dyslexia
• How Dyslexia is diagnosed

• Definition of Dyspraxia
• How Dyspraxia is diagnosed –ABC
• What tests are used in ABC test?

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Diagnostic procedures, tools and standards used to diagnose a disability

- Attention deficit hyperactivity disorder (ADHD)
ADHD

Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

Inattentiveness

The main signs of inattentiveness are:
• having a short attention span
• being easily distracted
• making careless mistakes – for example, in schoolwork
• appearing forgetful
• losing things
• being unable to stick at tasks that are tedious or time-consuming
• appearing to be unable to listen to or carry out instructions
• constantly changing activity or task
• having difficulty organising tasks
Hyperactivity and impulsiveness

- being unable to sit still, especially in calm or quiet surroundings
- constantly fidgeting
- being unable to concentrate on tasks
- excessive physical movement
- excessive talking
- being unable to wait their turn
- acting without thinking
- interrupting conversations
- little or no sense of danger
ADHD.

This is usually first noticed by parents or teachers.

A Child Behaviour Checklist (CBCL/6-18) is used to confirm diagnosis.

For diagnosing children between 6 and 18 years of age, parents and/or teachers are asked to use a marking scheme, with a rating scale for questions about the child’s behaviour.

The information from the allotted scores contributes to further assessment and diagnosis by specialist doctors and psychologists.
What is it like to have ADHD?

- https://www.youtube.com/watch?v=wbgEwUKQbGQ
- https://www.youtube.com/watch?v=rogt0_FVOrw
Friday 16th June 2017

Visit by current SENCO

Homework

Write down at least 3 questions to ask Mr Willis about the 3 conditions we have studied, the diagnostic procedures, tools and standards the SEN department uses to diagnose a disability and how the department respond to any diagnosis made.
Research Using NHS website;

• What is ADHD

• What are the different ways it is diagnosed?

• Look at the example of CBCL/6-18 – what key information is asked for and why?

• How is ADHD treated?
Friday 16\textsuperscript{th} June 2017

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Homework: Research
Attention deficit hyperactivity disorder (ADHD)

What is it?
How is it diagnosed?
How is it treated?

Due: Thursday 2017
Standards used to diagnose a disability

Friday 23rd June 2017
Homework

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Standards used to diagnose a disability
Standards of practice are given in

The Children and Families Act (2014)
The new SEND Code of Practice, which came into effect on 1 September 2014
Standards of practice – conditions set by central government, local government and local health authorities that care providers must follow.

Several organisations supply

- important information about specific disabilities, including case studies
- diagnostic tools to assess specific needs
- the qualifications needed by the assessor
- the standards by which they have to abide
For example

The following organisations support people with specific learning disabilities, as well as generally providing support and guidance to people with a learning disability, their families and carers.

▸▸ The Foundation for People with Learning Disabilities
▸▸ The National Autistic Society
▸▸ The Stroke Association
▸▸ The Royal Mencap Society
▸▸ The Epilepsy Society
▸▸ The British Dyslexia Association
Professional background, qualifications and experience of those undertaking the diagnosis and assessment

Specialists who work in social services, medicine or nursing, or teaching have to be qualified at degree level.

To diagnose and assess people with a learning disability in a specific area, they then have to undertake further study and specialise in that area of care.

An educational psychologist needs a degree in psychology, accredited by the British Psychological Society (BPS), before completing a BPS accredited doctorate programme.
Key words

**Prognosis** – a practitioner’s opinion or judgement about how an individual will recover from an illness or injury.

**Impairment** – mental or physical weakness.

*For example, a visual impairment means that an individual is unable to see clearly.*
## Parameters used to describe the diagnosed condition

<table>
<thead>
<tr>
<th>Type of condition</th>
<th>Cause</th>
<th>Severity</th>
<th>Stability over time</th>
<th>Prognosis</th>
</tr>
</thead>
</table>
| Stroke            | A blood clot or a bleed that interrupts the blood supply to the brain. Can result from lifestyle choices such as smoking, high blood pressure, obesity, high cholesterol levels, diabetes and excessive alcohol intake. Increasing age and a family history of strokes increase a person’s risk of having a stroke. | Life threatening when it happens, with muscle paralysis and speech impediment.        | In the short term, there may be:  
  - paralysis of one side of the body, depending which side of the brain is affected  
  - loss of mobility  
  - loss of speech  
  - memory loss  
  - depression, anxiety, frustration and anger.  
  Depending on severity of stroke and extent of damage, recovery and rehabilitation may be prolonged over several months or even years. | There may be long-term disability, including mobility and speech problems. Some individuals may never recover former abilities, affecting their ability to work or participate in daily living activities. They may have anxiety, panic attacks, inability to express emotions and apathy. Communication impairments may cause social isolation. Some individuals may develop seizures. Some individuals may develop dementia. |
Choose a Topic to Research

• Coronary Artery Disease
• Alzheimer’s disease
• (AD) Hearing impairment
• Visual impairment
• Type 1 Diabetes
• Type 2 Diabetes
Research
Cognitive and learning needs
Learning difficulties

What support is available to people with the following conditions?
• Dyslexia
• Dyspraxia
• Attention deficit hyperactivity disorder (ADHD)
Autism-spectrum disorders
Autistic Spectrum Conditions

- High functioning autism, Asperger's or PDD
- Extreme ability in some areas
- Above average I.Q.
- Average I.Q.
- Mild learning disability
- Moderate learning disability
- Severe learning disability
- Classic Autism
Introduction

ASD is a condition that affects social interaction, communication, interests and behaviour.

It includes Asperger syndrome and childhood autism.
How common is ASD

There are around 700,000 people in the UK living with autism - that's more than 1 in 100.

People from all nationalities and cultural, religious and social backgrounds can be autistic.

It appears to affect more men than women.
Treatment

Treatment will always involve a range of specialists, known as a multidisciplinary team, working together with a child and their family.

This team may include:

- a paediatrician
- a psychologist
- a psychiatrist
- a speech and language therapist
- an occupational therapist.
After a detailed assessment, an individual personalised support plan will be created, which will usually be coordinated by the child’s key worker.
Research

Using the website [http://www.autism.org.uk](http://www.autism.org.uk), make notes on the following;

• What is Autism?
• How is it diagnosed?
• What types of behaviour do people with autism typically demonstrate?
• How might Autism affect communication?
• What are the different strategies, approaches, therapies and interventions available to autistic people?
• How might autism impact on access to health care?
• How might autism impact family life?
• How might autism impact on a child’s education?
• Make notes on legislation and statutory guidance to ensure organisations meet the needs of people with autism.
Monday

17th July 2017
Classwork

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• How Dyslexia is diagnosed

• Definition of Dyspraxia
• How Dyspraxia is diagnosed – ABC
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• Attention deficit hyperactivity disorder (ADHD)
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Asperger syndrome

Asperger syndrome is a form of autism.

It affects how a person relates to, and makes sense of, the world.

3 main difficulties, which are usually called the ‘the triad of impairments’

- social communication
- social interaction
- social imagination.
A few famous people with Asperger syndrome
Asperger syndrome

• They will find it **harder to understand signals** (facial expressions, voice, body language)

• May have **difficulty to communicate and interact** with others = anxious and confused.

• **Take literal meaning** from metaphors eg: ‘I wear my heart on my sleeve’

• often of average or above average **intelligence**,
Need a **personal approach** to their individual needs

- what they are **good at**
- what they **like to do**
- their special **interests**
- their **friends and family**
- **Anxiety triggers**
- how they **relax** if stressed (colours and sounds)
- the **type of friends** they like
- what they **like about themselves**
- what **important routines** they have
- Understanding how they **learn**
Pervasive developmental disorder not otherwise specified (PDD-NOS)

A group of disorders that affect the development of communication and social skills.

Symptoms of PDD-NOS may include:

- problems with using and understanding language
- difficulty relating to people, objects and events
- playing in an unusual way with toys and objects, such as ordering, reordering or categorising toys instead of playing with them or just carrying toys around without playing with them
- difficulty with changes in routine or familiar surroundings
- repetitive body movements.
The diagnosis of PDD-NOS is relatively new

‘This category should be used when there is severe and pervasive impairment in the development of reciprocal social interaction associated with impairment in either verbal or non-verbal communication skills’.
Studies on PDD-NOS suggest people with this condition can be placed into three groups

▸▸ a high functioning group where symptoms overlap with Asperger syndrome (about 25 per cent)

▸▸ where there is closer resemblance to autistic symptoms (about 25 per cent)

▸▸ that meets all diagnostic requirements of autistic disorder but where symptoms are mild. (about 50 per cent)
Childhood disintegrative disorder

A **regressive** condition similar to autism

- affects a child’s **language, social and motor skills development**.

- usually diagnosed at around age 3-4 (suddenly regresses)

- **Language** – words forgotten
- **child socialising** easily with other children - find it difficult to join in.
- **Regressing motor skills** - difficulty holding items
Research

Undertake internet research to find out:

• Which medical conditions can be genetically inherited?

• Which conditions are inherited when only one parent passes on a faulty gene?

• Which conditions are inherited only when both parents pass on the same faulty gene?