

# SCDSS7

## Identify and implement creative assistive technology (AT) options



### Overview

#### Elements of Competence

- 1 Plan options and strategies which respond to an individual's needs and wishes, the task requirements and environmental factors
- 2 Implement care plans and facilitate AT services for and with individuals
- 3 Review and modify AT in response to changing needs and wishes, tasks and environmental factors and evaluate outcomes.

#### About this standard

This standard relates to working with individuals, their carers and other members of a multi-disciplinary team, where appropriate, to assist individuals to access and use assistive technology (AT) effectively to sustain independent living. The standard is relevant for all levels. Sections of the standard can be used for induction purposes, professional development and for training.

For this standard you will be expected to work in partnership with individuals and to collaborate with key people to identify and assist them to access and use AT.

Although the primary responsibility for your professional development rests with you, the standard also requires management support to facilitate the continuing professional development of the workforce.

#### Evidencing your performance, knowledge and understanding

The **performance criteria** sections and the **knowledge and understanding** section indicate areas that you should be able to evidence in relation to your performance or knowledge and understanding.

#### Key principle

Communication underpins the entire standard and all the standards in this suite. It is vital that those working in the field of sensory impairment with children, young people and adults have the necessary and appropriate skills to communicate effectively with people who may use a range of communication tools/ techniques or methods. This standard relates to those working with people who need sensory support services and all communication must be appropriate to the needs of people with sensory support needs. It is also important that workers recognise the need for specialist communication skills and the risk of miscommunication.

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### Performance criteria

#### **Plan options and strategies which respond to an individual's needs and wishes, the task requirements and environmental factors**

*You must be able to:*

- P1 demonstrate awareness of a range of appropriate AT options both high tech and low tech as well as of non AT options
- P2 demonstrate how to integrate a range of options to create a coherent plan acceptable to the individual and the funding organisation
- P3 explain information on the use of AT to individuals using their preferred communication methods
- P4 demonstrate that the support plan addresses the needs arising from the functional impairment and meets the needs and wishes of the individual
- P5 ensure the support plan enables task completion and accommodates environmental factors
- P6 have awareness of the risks arising from the identified options and from not employing the options
- P7 demonstrate that AT strategies and options enhance and support sensory function
- P8 agree and record decisions and concerns raised with/ by the individual and note how these have been actioned/ resolved

#### **Implement care plans and facilitate AT services for and with individuals**

*You must be able to:*

- P9 work with the individual and their key people to agree a plan
- P10 make and respond to referrals from a range of agencies
- P11 assess and advise on the optimal funding route acceptable to the individual and their key people to access AT
- P12 deliver, fit, setup and install AT or arrange for this to happen
- P13 support the individual and their key people in the use of AT
- P14 demonstrate how to use AT safely to individuals and their key people
- P15 implement a programme using AT to increase the capacity of the individual and to perform desired activities
- P16 clean, recycle and dispose of AT with the individual and their key people
- P17 maintain, repair, calibrate or adjust AT with the individual and their key people
- P18 independently represent and advocate with and on behalf of the users of AT
- P19 agree relevant trial and review periods for AT and make records of the decisions made with individuals and their key people

#### **Review and modify AT in response to changing needs and wishes, tasks and environmental factors and evaluate outcomes**

*You must be able to:*

- P20 review provision and identify emerging/ changing needs and potential problems with individuals and address in their care plan

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- P21 give feedback to individuals and their key people when there are difficulties in using AT
- P22 modify, customise and adjust AT in response to changing needs and wishes, tasks and environmental factors with the agreement of the individual
- P23 monitor and evaluate the quality of service provided by external suppliers in collaboration with the individual
- P24 evaluate the suitability of new AT for individual health and well-being needs
- P25 document and record decisions agreed with individuals and their key people

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### Knowledge and understanding

*You need to know and understand:*

### Core Values - Use and develop methods and systems to communicate, record and report

- K1 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others
- K2 knowledge and practice that underpin the holistic person-centred approach which enables you to work in ways that:
  - K2.1 place the individual's preferences and best interests at the centre of everything you do
  - K2.2 provide active support for the individuals
  - K2.3 recognise the uniqueness of individuals and their circumstances
  - K2.4 empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks
- K3 methods and ways of communicating that:
  - K3.1 support equality and diversity
  - K3.2 support the rights of people to communicate in their preferred way, media and language
  - K3.3 are ethical and adhere to any codes of practice relevant to your work
  - K3.4 respect other people's ideas, values and principles
  - K3.5 ensure people's dignity and rights when identifying and overcoming barriers to communication
- K4 how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/ colleagues, about communication, recording and reporting
- K5 how to challenge information, documents, systems, structures, procedures and practices that are discriminatory, especially in relation to individuals' communication and information needs

### Core Values - Contribute to the development and maintenance of healthy and safe practices in the working environment

*You need to know and understand:*

- K6 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when contributing to the development and maintenance of healthy and safe practices in the working environment
- K7 methods and ways of working that:
  - K7.1 support equality and diversity when contributing to the development and maintenance of healthy and safe practices in

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- the working environment
- K7.2 are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
- K7.3 are ethical and adhere to any codes of practice relevant to your work
- K7.4 respect other people's ideas, values and principles when contributing to the development and maintenance of healthy and safe practices in the working environment

### **Core Values - Take responsibility for the continuing professional development of self and others**

*You need to know and understand:*

- K8 up-to-date knowledge and practice of legal and organisational requirements for equality, diversity, discrimination, rights, confidentiality and sharing of information and to how update and develop your own, and the practice of other staff on these
- K9 know how to access training and development to enable you to manage ethical dilemmas and conflicts for individuals, those who use services and staff

### **Legislation and Organisational Policy and Procedures**

*You need to know and understand:*

- K10 country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to assistive technology and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information
- K11 international law and social policy, in broad terms, for the purpose of comparison
- K12 social policy, including policy on social care and children, education, health, housing and welfare rights
- K13 demographic and social trends
- K14 policies on diversity, discrimination and promoting independence/ autonomy of children, young people, adults, families, groups and communities and research on their effectiveness
- K15 knowledge and compliance with the Medicines and Healthcare products Regulatory Agency (MHRA) guidance and advice on safe practice
- K16 knowledge relating to the ethical use of AT, to support and empower the individual rather than controlling their behaviour or using AT as a substitute for social contact
- K17 organisational structures, policies and procedures for referral

### **Theory and Good Practice - In relation to information**

*You need to know and understand:*

- K18 awareness of how to signpost individuals to sources of information on available AT

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- K19 knowledge of policies, procedures and regulatory requirements for the security and confidentiality of information
- K20 understanding of social care, social work, social services and structures
- K21 lessons learned from both serious service and practice failures and from successful work practices and programmes
- K22 systems for monitoring quality

#### **Theory and Good Practice - In relation to assistive technology**

*You need to know and understand:*

- K23 understanding of factors to be considered with regard to body function, structures and of impairments as well as each individual's abilities, ambition and attitudes
- K24 understanding of factors relating to the execution of a task or action and each individual's preference about how that task is completed
- K25 knowledge of existing and emerging AT options and how to access them
- K26 knowledge of non AT options and how they may be integrated with AT options
- K27 knowledge of safe and effective practice in working with technology including electrical and mechanical equipment and their components
- K28 knowledge of how to take responsibility for device management
- K29 understanding of how to engage in maintenance of AT to the level appropriate to an individual's competence and to know when to refer for more specialist maintenance and repair
- K30 understanding of technical specifications and instructions to the level appropriate to your job role
- K31 knowledge of the reasons for the successful use of and for the abandonment of AT
- K32 knowledge of peer networks for AT users and how to access them
- K33 knowledge of how to work with individuals to adjust and refine the use of AT to meet an individual's needs and to ensure its compatibility with their other devices
- K34 knowledge of how to support the individual and their carer to carry out day-to-day maintenance and use of AT safely
- K35 demonstrate knowledge of how to negotiate risk management in relation to AT with the individual and with their carers
- K36 understand the importance of reporting device-related adverse incidents to the MHRA
- K37 knowledge of safe delivery, fitting, setting up and installing of AT
- K38 knowledge of how to evaluate AT services
- K39 knowledge of how to clean, recycle and dispose of AT safely
- K40 knowledge of how to repair and maintain AT safely
- K41 knowledge of how to calibrate AT effectively

#### **Theory and Good Practice - In relation to communication**

- You need to know and* K42 methods of consulting with different groups including children and young

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#### *understand:*

- people and adults, their organisations or groups and actively listening to their feedback
- K43 methods for collecting, analysing and interpreting feedback to enable decisions to be made about your support
  - K44 understanding of the impact of multiple impairments. be aware of the potential for miscommunication in these circumstances and therefore carefully plan how you will communicate with the individual and use or arrange the most effective communication methods
  - K45 having the skills to plan communication in advance and making sure either you have the necessary skills in place or have access to the specialist communication skills needed
  - K46 be aware that individuals may prefer to express themselves using a different mode of communication compared with how they prefer to receive information and adapt how you communicate accordingly
  - K47 be resourceful when overcoming barriers to communication and barriers restricting the independence of the people you support
  - K48 recognising and facilitating each person's choice and use of the language and/ or form of communication
  - K49 know how to interpret signs from the individual as to their wishes, although they may not make these explicit
  - K50 know how to encourage individuals and their significant others to describe their own needs and wishes
  - K51 know how to encourage significant others and key people to support the individual
  - K52 know how the nature of the relationship between the significant other(s) (or key people) and the individual may alter the extent to which you ask them to be involved, or the individual would wish for them to be involved
  - K53 maintaining the trust and confidence of individuals and key people by communicating in an open, accurate and understandable way
  - K54 knowledge of how to support individuals to communicate effectively their needs and wishes in relation to AT

#### **Theory and Good Practice - In relation to partnerships and collaboration with others**

#### *You need to know and understand:*

- K55 theories of poverty, unemployment, health needs and other sources of discrimination and disadvantage and their impact on social exclusion including access to AT
- K56 theories and methods about working in collaboration with the main groups of people using AT and related services
- K57 theories of organisations, group behaviour and organisational change
- K58 understanding of environmental factors relating to the natural and human made changes to the environment, support and relationships, others attitudes, services, systems and policies
- K59 managing risk (including methods for recognising, assessing and

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- managing risk) and protecting individuals from harm
- K60 aware of a range of funding routes including direct payments and individual budgets and demonstrate knowledge of how to assess the optimal funding route for the individual to pay for their AT
- K61 knowledge of the range of local and appropriate national AT resources and services including those provided by representative groups
- K62 awareness of the importance of integrated care planning and knowledge of how to effectively integrate AT
- K63 knowledge of an appropriate range of assistive technology options and how to integrate them
- K64 know how to compare the benefits of different AT options
- K65 awareness of power issues in various work settings and the impact these have on service outcomes, e.g. domiciliary settings, sheltered housing settings, etc.



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### Additional Information

#### Values

The values underpinning this standard have been derived from the key purpose statement\*. You must work within the principles and values of the relevant service standards, guidance and codes of practice/ conduct for health and social care in the four countries to achieve this standard.

(\*The key purpose of the sensory services workforce is to empower people who use these services to maximise their independence, opportunities, strengths and skills.)

#### Glossary

This section provides explanations and definitions of the key words and concepts used in this standard. Note, in National Occupational Standards it is quite common to find words or phrases used that you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. Therefore, we would encourage you to read this section carefully before you begin working with the standard and to refer back to this section as required.

#### **Active support**

Support that encourages the individual to maximise their independence and promotes lifestyle choices. In the case of children and young people this would also be relevant to the role of parent/ carer or the children themselves as a part of their own care planning process.

#### **Assistive technology (AT)**

Is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001).

#### **Communication**

This standard makes it explicit that you:

- 1 Must have the skills to be able to effectively communicate with the individual you are supporting, or in a case where specialist communicators are needed arrange for these to be put in place
- 2 Should use the individual's preferred means of communication both receptively and expressively in the most appropriate format and should listen actively
- 3 Need to be constantly aware that communicating will be complex and that the risk of misunderstanding is significant

#### **Constructive feedback**

Feedback that is a two-way process that is communicated in the most appropriate way to the person giving and receiving it to inform their personal development and growth. The standard requires you to seek constructive feedback to inform your own development. In the case of those working with

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children and young people, there will be opportunities for feedback directly to or from children, young people and their representatives.

### **Disadvantage, discrimination and social exclusion**

This relates to race, gender, religion, sectarianism, language, age, class, disability (including sensory disability), poverty, culture, belief and sexual orientation.

In practice you must take account of the relevant policies and procedures within your organisation or agency.

### **Empowerment**

Empowerment is a process of enabling individuals (children, young people and adults) who are at a disadvantage at both personal and organisational levels to gain more autonomy and control over their lives.

### **Guidance**

Guidance can be national, local or organisational.

### **Individuals**

In the standard "individual" refers to children, young people and adults who may require health and/or social care and children's, educational or training services. It also refers to advocates and interpreters or people who work with them to express their views, wishes or feelings and to speak on their behalf.

### **Issues**

Issues means, what impacts on the individual or is relevant to their experience. The use of the word "issue" does not imply a difficulty, but simply an aspect of the person's life that is the focus of the current work.

### **Key people**

Key people include: family, communicator guides, intervenors, Deafblind workers, friends, carers, social worker, support worker, role model, befriender, advocates, habilitation/ rehabilitation workers and others with whom the individual has a supportive relationship.

### **Maintain and Repair**

Maintain and repair includes:

- 1 Enabling a device, system or service to continue
- 2 Keeping the device, system or service in good condition by checking or repairing it regularly
- 3 Providing necessities for the continued use of a device, system or service
- 4 Repair includes restoring something that is damaged, worn or faulty to a good condition and setting right any disruption in service

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#### **Partnership working**

The process of working collaboratively with other professionals or organisations, e.g. Optometrists, Eye Clinic Liaison Officers, Hospital Departments, those in education or training, Local Societies and Voluntary and Community Services (Third Sector Organisations) to raise the profile of sensory support issues and to offer appropriate support to the users of assistive technology.

#### **Rehabilitation/ habilitation**

Rehabilitation involves a wide range of support that aims to maximise independence, skills and confidence. Rehabilitation can involve helping people regain abilities or functions lost due to illness or injuries.

Habilitation defines the coordinated use of medical, social, educational, and vocational measures to help people develop their functional ability. This contrasts with helping people to regain abilities lost due to illness or injuries rather than people who have been born with impairments.

#### **Response to poor practice**

Your response to poor practice may involve: offering constructive feedback, offering information and advice to enable the individual(s) concerned to access appropriate guidance and support and/ or reporting incidents of bad or dangerous practice to the appropriate authority.

#### **Rights**

The rights that individuals have to:

- 1 Be respected
- 2 Be treated equally and not be discriminated against
- 3 Be treated as an individual
- 4 Be treated in a dignified way
- 5 Have privacy
- 6 Be protected from danger and harm
- 7 Be cared for in a way they choose
- 8 Have access to information about themselves
- 9 Communicate using their preferred methods of communication and language

In the case of children and young people, they have the right to be actively involved in the decisions that affect them.

#### **Risks**

Risk is the inevitable consequence of people taking decisions about their lives. But it means different things to different people. There is no one definition. In social care, as in the rest of life, risk can be viewed negatively. Because of perceptions of risk which may or may not be real, a person might

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be prevented from doing things which most people take for granted. So perceived risk must be tested and assessed against the likely benefits of taking an active part in the community, learning new skills and gaining confidence. What needs to be considered is the consequence of an action and the likelihood of any harm from it. By taking account of the benefits in terms of independence, well-being and choice, it should be possible for a person to have a support plan which enables them to manage identified risks.

A decision about the perceived or actual risk needs to be taken in conjunction with the person using services themselves, as well as the professionals involved. Just as taking a risk is a personal choice, levels of risk are perceptions, and a judgement about an acceptable level of risk should be a joint decision.

#### **Services**

Refers to services provided by your own organisation or other agencies.

#### **Signpost**

Means to assist individuals to access the most appropriate information about assistive technology services and groups that will support their identified needs.

#### **Social Model of disability**

The Social Model of disability says that disability is caused **by the way society is organised**, rather than by a person's impairment or difference.

The Social Model of disability looks at ways of **removing barriers which restrict life choices** for people with impairments\* or differences.

When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

Disabled people developed the Social Model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.

(\* Impairment is defined as the limitation of a person's physical, mental or sensory function on a long-term basis.) Extract from children in the picture [www.childreninthepicture.org.uk/au\\_socialmodel](http://www.childreninthepicture.org.uk/au_socialmodel)

#### **Sources of information**

Will include a wide variety of current information. For example from:

- 1 Professional organisations, e.g. professional bodies, trade associations and trade unions
- 2 Professional contacts, e.g. colleagues, mentor, supervisor, tutors/

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lecturers and researchers

- 3 Written sources, e.g. professional journals, research reports and policy documents
- 4 Networks such as black and minority ethnic groups to consider cultural issues, e.g. fasting, festivals and priorities

**Support** Refers to the support you provide. It includes: verbal explanation, written information, accompanying the individual or arranging for this to happen.

### Transitions

Transitions are daily and intermittent changes in a person's life that may affect their well-being, the way they behave and develop and their ability to continue to learn and cope with other changes.

There are two major types of transitions: the first includes transitions within daily life, for example with adults moving from and to home/ the provision to a day centre, and for children going from and to home/ the provision to school. They also involve changing activities and routines within the day where there are differing expectations and requirements from the child, young person or adult.

The second is intermittent and involves a significant change for the person. These transitions can be divided into three categories. First, those that are common to most people; for example, when people move from one form of accommodation and living environment to another. Second, those that are shared by a significant number of peers, such as families separating. Third, those that are personal and may not be shared or understood by others.

For children and young people, the first will include transferring between years in the same school, or college or transferring from one school to another. It could also include transitional experiences such as physical changes, e.g. the onset of puberty. The second may be their parents divorcing. The third being in foster or residential care, having a parent or carer who abuses drugs or alcohol, or being a young carer.  
(Source: Leadership and management NOS Ref: LMC B3)

### Values and principles

Are those specified by: professional bodies, government, your employer, service users and their carers and by relevant national bodies.

## External Links

The knowledge and understanding for this standard will relate to country specific regulatory requirements and codes of practice applicable to the scope of your work and those of colleagues. It will also relate to your role and the level of

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responsibility you have within your organisation to undertake activities to achieve a high quality service.

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice for the performance described in this standard.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice according to your level of experience and seniority.

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