

**Introduction****What is this unit about?**

This unit is about interacting with and responding positively to children and adults. It includes verbal and non-verbal communication skills involved when working with children and when dealing with adults, together with the importance of valuing people equally.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is for those who assist in work with children and adults.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Interact with and respond to children
2. Interact with and respond to adults
3. Communicate with children
4. Communicate with adults

**Place in the NVQ/SVQ framework**

This is a mandatory unit in the level 2 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

Key Skills	Core Skills
Working with Others: 1.1, 1.2	Working with Others: Access 3
Communication: 1.1, 1.2	Communication: Intermediate 1

**What we mean by some of the words used in this unit**

<b>Adults</b>	Adults you meet at work. This will vary according to your role and responsibility, but may include one or more of: colleagues, visitors to the setting and members of children's families
<b>Children</b>	Children who you work with, except where otherwise stated
<b>Listen</b>	Paying attention to what the child or adult is communicating in order to respond appropriately. Listening includes negotiated and agreed alternative methods of communication in situations where there may be hearing difficulties
<b>Language</b>	Includes signing, symbols and other non-verbal language
<b>Positive relationships</b>	Relationships that benefit the children and the children's ability to participate in and benefit from the setting

# CCLD 201

## Contribute to positive relationships

### The National Standard

#### Element CCLD 201.1

#### Interact with and respond to children

##### **Performance criteria**

This is the national standard which you must meet:

1. Show children you are paying attention and listening to them
2. Use a considerate and sympathetic approach whilst paying attention and listening to children
3. Allow children to express themselves in their own time, using their own words or alternative communication
4. Ensure that all children are allowed to express themselves and are acknowledged
5. Accept and acknowledge children's expression of feelings
6. Ask children questions to confirm your understanding of their language and expressions

### The National Standard

#### Element CCLD 201.2

#### Interact with and respond to adults

##### **Performance criteria**

This is the national standard which you must meet:

1. Give adults your full attention when they are communicating with you
2. Demonstrate that you have understood them
3. Respond confidently, in a way which shows you have listened to their views with care and attention
4. Clarify any misunderstandings
5. Make suggestions and give information when requested

**CCLD 201****Contribute to positive relationships**

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 201.3</u></b>	<b><u>Communicate with children</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Communicate clearly, in ways that the child will understand</li> <li>2. Use language and actions that show children that their views, feelings and opinions have been listened to with care and attention</li> <li>3. Help children to express their needs and make choices</li> <li>4. Demonstrate your understanding of children's preferred ways of communicating</li> <li>5. Encourage children to use different communication methods</li> <li>6. Model positive communication skills for children</li> </ol>	

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 201.4</u></b>	<b><u>Communicate with adults</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Approach adults with courtesy and respect, using preferred names</li> <li>2. Value adults' individual needs and preferences</li> <li>3. Exchange information with adults in line with agreed practice</li> <li>4. Use communication methods that are appropriate to adults</li> <li>5. Adapt the ways in which you communicate when difficulties are experienced</li> </ol>	

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K2C1</b>	The importance of giving children full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture
<b>K2C2</b>	Why it is important to give all children the opportunity to be heard and how you do this in a group
<b>K2D3</b>	An outline of how children's communication skills develop within the age range 0-16 years
<b>K2C4</b>	Why it is important to give children sufficient time to express themselves in their own words
<b>K2D5</b>	Why it is important to help children make choices and how you can assist them to do this

<b>K2C6</b>	The key features of effective communication and why it is important to model this when interacting with adults and children
<b>K2C7</b>	The main differences between communicating with adults and communicating with children
<b>K2C8</b>	How to demonstrate that you value adults' views and opinions and why it is important to the development of positive relationships
<b>K2C9</b>	Communication difficulties that may exist and how these can be overcome
<b>K2C10</b>	How to cope with disagreements with adults
<b>K2M11</b>	Why it is important to reassure adults of the confidentiality of shared information and the limits of this
<b>K2M12</b>	Organisational policy regarding information exchange
<b>K2C13</b>	The importance of communicating positively with children and families
<b>K2C14</b>	How children's ability to communicate can affect their behaviour