



Crucial Knowledge

Unit R033 Topic Area 1

Life stages



Know More	Remember More	Understand it	Apply it
<p>Life stages</p> <ol style="list-style-type: none"> Childhood – 4 to 10 years Adolescence – 11 to 18 years Young adulthood – 19 to 45 years Middle Adulthood – 46 to 65 years Older adulthood – 65+ 	<ol style="list-style-type: none"> A child will start school and make friends. This is a period of puberty and peer groups are very important for this age group. A person can vote, go to university, get a job, get married, have children. Health can begin to decline as we go through the process of aging and women will experience the menopause. Retirement will happen during this life stage. 	<ol style="list-style-type: none"> Children venture away from home and spend whole days away from parents as they start school. At this stage they leave primary school and transition into much larger senior schools with many more pupils and teachers. During young adulthood, people reach the peak of their physical performance, usually in their 20s and 30s and are also at their most fertile. This stage is often the end of the ‘prime of your life’. However most middle-aged adults still have good health and not a notable change in their physical ability. Although the aging process can make this seem a negative phase, and older person will retire and spend time as they wish. 	<p>Give an overview of the expected milestones at each life stage.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Use your own words to describe and explain. - Consider the key things an individual will experience during the life stage.
<p>Areas of development</p> <ol style="list-style-type: none"> Physical Intellectual Emotional Social 	<ol style="list-style-type: none"> Physical refers to the development of an individual’s body. Intellectual concerns an individual’s thought processes such as thinking skills, understanding, learning, reasoning, comprehension and knowledge. Emotional refers to an individual’s feelings. Social concerns the individual’s relationships with others. 	<ol style="list-style-type: none"> Gross motor skills are large movements of the arms and legs. Fine motor skills are actions using smaller muscles such as grasping an object between the thumb and finger. As we get older mobility and muscle strength decrease and our physical ability declines. As we go older and our intellectual skills develop we can use more vocabulary and solve complex problems. Our ability to use logic and learn new skills also develops. As we age further we may become slower in problem solving or experience forgetfulness. At a young age we experience a growth in feelings and must learn how to cope with these. In adolescence hormone changes can cause mood swings, and young people will learn to regulate and control emotions to prepare for adulthood where we may enter marriage, stresses of income and loneliness in older adulthood. We develop social skills from birth by observing those around us, as we make friends and go to school social skills develop further. Adolescents become more independent and rely on peers, and can experience peer pressure. In adulthood socialising can be impacted by the arrival of children, but as children grow more time can be spent socializing with friends. 	<p>Select a life stage of your choice. Explain the how each of the PIES areas develops during this life stage.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - You may choose to base it on yourself or somebody you know. - Remind yourself of the common milestones in each developmental area.



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<p>Factors affecting growth and development</p> <p>Physical factors</p> <ol style="list-style-type: none"> 1. Diet and nutrition 2. Physical activities 3. Lifestyle choices 4. Genetics 5. Physical and mental health 6. Disability 7. Sensory impairment <p>Social factors</p> <ol style="list-style-type: none"> 1. Positive and negative relationships 2. Social inclusion/exclusion 3. Opportunities 4. Discrimination 5. Bullying 	<p>Physical factors</p> <ol style="list-style-type: none"> 1. Food is essential for life and necessary for health and well-being. 2. Regular exercise helps maintain correct weight and protect against heart disease. 3. Lifestyle choices can include sleep, exercise, alcohol intake, smoking, recreational drugs and personal hygiene. 4. Genetics play a significant role in the development of certain birth defects. 5. Physical health relates to the body and mental health relates to the mind. 6. Disability is a physical impairment or weakness that affects an individual's ability to do daily activities. 7. Sensory birth defects affect the development and function of the sensory organs. <p>Social Factors</p> <ol style="list-style-type: none"> 1. Secure positive relationships provide a safe, social base for a family to grow and develop. 2. Social inclusion is when an individual feels a valued member of their community. 3. An individual's life chances are the opportunities they have to reach their potential. 4. Discrimination is the non-acceptance of other types of people. 5. Bullying can take many forms and can happen anywhere. 	<p>Physical factors</p> <ol style="list-style-type: none"> 1. Having a well-balanced diet with a variety of nutrients helps people to stay healthy. 2. Exercise positively impacts the body by increasing blood flow to major organs, muscular strength/endurance and flexibility. 3. Lifestyle choices can have an immediate or long term effect. For example smoking may not have many immediate effects but many years later they may develop lung cancer. 4. Genetic birth defects can occur even when both parents are healthy due to chromosomes passed to the child. For example spina bifida and down's syndrome. 5. Serious illness can impact what a person can achieve and has an impact on family. Mental health conditions can impact mood, thinking and behaviour. 6. Some disabilities occur from birth, others as the result of illness or injury. 7. Many of these problems are caused by syndromes of inherited conditions. <p>Social factors</p> <ol style="list-style-type: none"> 1. Positive relationships can help prevent stress and negative can cause a lot of stress. 2. Inclusion helps an individual to feel as though they belong. Somebody could be excluded for many reasons such as unemployment or disability. 3. Not all individual have the same access to a wide variety of opportunities which can be a barrier to reaching their potential. 4. Discriminating against people is illegal. A person could be discriminated against for man reasons such as; gender, age, disability and sexuality. 5. Bullying could include physical or verbal abuse and threatening or intimidating behaviour. 	<p>Choose one physical and one social factor. Describe how each factor can affect growth and development.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Consider both positive and negative effects. - Interview somebody to get a first hand account of how a factor has impacted them.



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<p>Factors affecting growth and development</p> <p>Emotional factors</p> <ol style="list-style-type: none"> 1. Anxiety/fear 2. Sadness/happiness 3. Grief 4. Attachment 5. Family security <p>Economic factors</p> <ol style="list-style-type: none"> 1. Family income 2. Employment 3. Debts 4. Bills 5. Wealth 6. Education 7. Public/private health providers (services) 	<p>Emotional factors</p> <ol style="list-style-type: none"> 1. Anxiety means worrying or having negative thoughts. Fear is the response to an immediate threat or dangerous situation. 2. Feeling happy or sad can have an impact on an individuals health and well-being. 3. Grieving is an individual's response to loss. 4. Attachment is important throughout childhood and adolescence, it is essential for healthy growth and development. 5. For most people family is important for providing emotional stability. <p>Economic factors</p> <ol style="list-style-type: none"> 1. Whatever a person earns each week will be used to feed, buy clothes and house the family. 2. Some people have low wages or may be on zero hours contracts. 3. Debt is when an individual owes money to someone 4. Everyone has household bills for items such as heating, rent or mortgage and food. 5. Wealth consists of money in savings and assets like property and valuable items. 6. A good education can lead to a good, well paid job which means a decent income. 7. Access to health services can be unequal. Free services are provided by the NHS but some individuals also choose to pay. 	<p>Emotional factors</p> <ol style="list-style-type: none"> 1. People can be fearful about a stressful situation. Anxiety can cause panic which can impact quality of life. 2. Happy individuals are likely to adopt a healthier lifestyle and be positive. People who are sad are more likely to have negative thoughts about themselves and those around them. 3. Grief can cause anxiety, depression, panic, stress and withdrawal from friends. 4. Individuals who are securely attached to parents/carers during childhood tend to be good at forming new relationships. Those who are insecurely attached can be dependent, clingy and jealous. 5. People should feel secure in the family home and be able to relax and be themselves without fear or rejection. <p>Economic factors</p> <ol style="list-style-type: none"> 1. If income is low a family may find it difficult to pay bills and buy food and with little disposable income their will be few treats. 2. Zero hours contracts mean some weeks there is little work, and so little pay. Individuals cannot plan as they do not know how much they will have week to week which causes worry. 3. If an individual is struggling in a low income they may borrow money but then finding money to pay what they owe can cause stress and anxiety. 4. If household services are not paid for they will be cut off. This could mean no gas or electric for heating, hot water, light and cooking. 5. Wealth means a family can afford bills, buy luxuries, live in a warm comfortable home and have better access to services. 6. Not everyone has the chance as some children may miss school or their parents may have a negative attitude to school and education. 7. Rural location and poor transport, lack of money for transport, mobility issues, homelessness and language are all barriers to accessing services. 	<p>Choose one emotional and one economic factor. Describe how each factor can affect growth and development.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Consider both positive and negative effects. - Interview somebody to get a first hand account of how a factor has impacted them.



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<p>Factors affecting growth and development</p> <p>Cultural factors</p> <ol style="list-style-type: none"> Community Religion Race Gender identity Sexual orientation <p>Environmental factors</p> <ol style="list-style-type: none"> Housing needs and conditions Pollution (air, noise, light) Neighbourhood Home environment (neglect and conflict) Access to services 	<p>Cultural factors</p> <ol style="list-style-type: none"> A community could be tight-knit where neighbours look out for each other or alternatively not get involved with their neighbours. Religious groups can affect how an individual behaves, as the religion has principles and rules for them to follow. Black, Asian and minority ethnic groups (BAME) generally experience poorer health, more unemployment, lower incomes and poorer housing than the white population living in the UK. This refers to the expected norms, behaviours and roles associated with being a woman, man, girl or boy. This is about who the individual is attracted to, both emotionally and sexually. <p>Environmental factors</p> <ol style="list-style-type: none"> Housing may be restrictive and have no garden, be cold and damp or overcrowded. Pollution can have a negative impact on health. Living in poor and/or run-down areas can impact development due to poor housing, crime and vandalism. A home should be a place of safety and security but a child or young person could be neglected meaning their basic needs are not met. Access to services like the GP can be difficult and can affect health and wellbeing. 	<p>Cultural factors</p> <ol style="list-style-type: none"> Much depends on the location, cultural aspects and the social networks within the community. The codes of behavior encourage an individual to behave in a way that is controlled and acceptable in society. Living in poor housing and a poorer neighborhood can affect development and prospects and result in these groups being subject to discrimination. Gender can influence someone's life opportunities for example men have tended to be promoted at work more often than women. Some individuals do not feel they belong to either gender (binary – male and female). They may wish to be known as non-binary as they do not identify as male or female. Sexual orientation is about who an individual would like to have a relationship. Adolescents can sometimes feel confused and this sometimes leads to worry and confusion. <p>Environmental factors</p> <ol style="list-style-type: none"> Cold, damp homes can lead to illnesses and overcrowding can cause stress and frustration. Air pollution can come from exhaust fumes and factories. Noise, land and water pollution can come from landfill sites and mining. Light pollution can be from excessive lighting at night and disrupt sleep patterns. Neglect could be physical, emotional or educational. Conflict may be in the form of domestic violence. 	<p>Choose one cultural and one environmental factor. Describe how each factor can affect growth and development.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Consider both positive and negative effects. - Interview somebody to get a first hand account of how a factor has impacted them.



Crucial Knowledge

Unit R033 Topic Area 2

Impacts of life events



Know More	Remember More	Understand it	Apply it
<p>Life Events</p> <ol style="list-style-type: none"> Expected Unexpected 	<ol style="list-style-type: none"> Likely to be experienced by most people. Unlikely to be experienced by most people. 	<ol style="list-style-type: none"> Puberty, starting school, moving house, having children, retirement, menopause, marriage, changing jobs, starting work. Bankruptcy, serious illness, disability, imprisonment, divorce, bereavement, accidents, redundancy. 	<p>Write a paragraph to explain what is meant by expected and unexpected life events and give examples to support.</p> <p>Top Tip - Use your own experiences, what expected and unexpected events have you experienced?</p>
<p>Types of life events</p> <p>Physical Events</p> <ol style="list-style-type: none"> Accident/injury ill health genetic disorders Puberty menopause. 	<p>Physical Events</p> <ol style="list-style-type: none"> Accidents can happen at home, work or when travelling. Long term illness or psychological conditions can impact an individual's physical, emotional, social and mental health. These are caused by abnormalities in genes. This can be a difficult life event as both males and females can be embarrassed about the physical changes they are experiencing. This is when a woman stops menstruation (periods) and can no longer have children. 	<p>Physical Events</p> <ol style="list-style-type: none"> Serious accidents can impact an individuals life for many years or the rest of their life. Chronic illnesses cannot be cured and symptoms need to be managed such as asthma or motor neurone disease. Examples of disorders include Fragile X, Down's Syndrome and cystic fibrosis. Some disorders can cause physical or learning disabilities, or both. Girls must learn to deal with menstruation (start of periods). Boys must deal with their voices breaking. Feelings may also be impacted due to hormonal changes. Symptoms such as hot sweats, mood swings and sleepless nights can be difficult to manage. 	<p>Explain one physical life event, what is it and who may experience it.</p> <p>Top Tip</p> <ul style="list-style-type: none"> - Consider if it is expected or unexpected. - Is it likely to happen at a certain life stage.



Crucial Knowledge

Unit R033 Topic Area 2

Impacts of life events



Know More	Remember More	Understand it	Apply it
<p>Types of life events</p> <p>Relationship changes</p> <ol style="list-style-type: none"> Starting/ending relationships Divorce/separation Parenthood Bereavement <p>Life Circumstances</p> <ol style="list-style-type: none"> School starting/ changing/exclusion Redundancy Imprisonment Retirement Bankruptcy 	<p>Relationship changes</p> <ol style="list-style-type: none"> Relationships are important as they make individuals feel good about themselves and develop their self-esteem. This is the ending of marriage/partnership and can be a sad time especially if one person did not want it to end. Pregnancy can be planned and therefore expected or be unexpected. The death of a partner, parent, sibling or good friend can bring much upset and sorrow. <p>Life Circumstances</p> <ol style="list-style-type: none"> Starting or changing schools can be a traumatic experience. Exclusion could lead to mental health problems. Redundancy is when an individual loses their job. This is an unpleasant unexpected life event following breaking the law that has effects on both the individual and the family. Many older people are not retiring at 65 and choose to work longer to maintain their status, purpose and income. If someone has debts they cannot repay they can apply for bankruptcy. 	<p>Relationship changes</p> <ol style="list-style-type: none"> Relationships meet social, emotional and sexual needs and make individuals feel happy. However ending a relationship can be difficult and hurtful. Divorce is an unexpected life event which can cause much upset and bitterness and people may need time to get over the emotional trauma. The process can also be costly in financial and social terms. Parenthood is a huge change and alters the relationship of parents. Being a parent is hard work and carries a lot of responsibility. It can lead to practical issues such as financial matters, or lead to a feeling of loneliness and depression. <p>Life Circumstances</p> <ol style="list-style-type: none"> Starting school will involve leaving parents/carers and home to go into a new environment. Changing schools is similar due to a new environment, although starting secondary school with familiar friends is easier than changing schools due to moving area. Exclusion could lead to taking part in criminal behaviour. Redundancy can lead to a loss of identity and negatively impact self-confidence. An individual can be in physical shock and worry about finding another job to support themselves and their family. An individual will feel upset and miss out on important events or be unable to share experiences with family and friends. The family may have reduced income, emotional distress, stigma attached to the family and children bullied. Retirement can provide opportunity to spend time doing what an individual enjoys. Bankruptcy has implications on an individual's life, such as impacting their credit rating which makes it difficult to get a loan or credit and they can be banned from certain jobs like being an accountant or police officer. 	<p>Explain one relationship change and one life circumstances life event, what is it and who may experience it.</p> <p>Top Tip</p> <ul style="list-style-type: none"> Consider if it is expected or unexpected. Is it likely to happen at a certain life stage.



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Impacts of life events



Know More	Remember More	Understand it	Apply it
<p>Impacts that life events have on individuals</p> <ol style="list-style-type: none"> 1. Physical 2. Intellectual 3. Emotional 4. Social 5. Financial 	<ol style="list-style-type: none"> 1. Physical: illness/tiredness, pain, weight loss/gain, mobility, appearance. 2. Intellectual: adapting to change, learning new skills, learning impairment. 3. Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image. 4. Social: lifestyle choices, personal relationships with friends and family. 5. Financial: change in income, increased costs, change in wealth. 	<p>All individuals react to life events differently and may experience many different impacts in each area. For example ill health could lead to to:</p> <ol style="list-style-type: none"> 1. Physically there could be tiredness which means they need to sleep during the day, weight loss as their may be a loss of appetite and changes to appearance as pain is reflected in their face. 2. Intellectually they may have to adapt to change as they become tired and cannot think clearly. 3. Emotionally the individual may feel their mental health is affected if they feel a burden to family and friends or depressed as they feel they are not the same as everyone else. 4. Financially they may find that they cannot earn as much therefore there is a change in wealth which will impact on family, or their income changes if they can only work part time. 	<p>Select a life event that you have not yet looked at. Explain this life event and the impacts it could have on an individual.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Remember to consider how going through that life event will impact the individual, taking into account their life stage. - Structure your explanation by writing about each type of impact as a paragraph. Use PEE paragraphs to structure (Point, Explain, Example)
<p>Identifying individuals' needs based on the impacts of life events</p> <ol style="list-style-type: none"> 1. Weight gain 2. Stress/anxiety 3. Loss of income 4. Learning impairment 	<ol style="list-style-type: none"> 1. Losing weight can be difficult, but help can be accessed from the NHS. 2. Stress and anxiety affect most people at some time in their lives. 3. Citizens advice is a good place to start for anyone who has lost their income or is in danger of building up debt. 4. Anyone with a learning impairment as a result of a life event such as an accident can contact social services to ask for help and advice. 	<ol style="list-style-type: none"> 1. A GP or practice nurse will work out the individual's BMI (Body Mass Index) to see how much weight they need to lose and then set goals, refer to weight-loss programmes or be directed to local weight loss groups. 2. To deal with stress an individual can book an appointment with their GP or if they feel unable to weight contact 111. 3. Citizens advice offer advice on benefits may be available to help an individual. They can also help to work out a budget plan. 4. An individual may be offered help at home, especially if they need help with personal care, but they may have to pay for it, depending upon income. Adaptations may also be made to their home so they can continue to live independently. 	<p>Select one of the individual's needs. Research what support an individual with that need may need.</p> <p>Top Tip</p> <ul style="list-style-type: none"> - Use the internet and trusted sources such as NHS and citizens advice.



Crucial Knowledge

Unit R033 Topic Area 3

Sources of support



Know More	Remember More	Understand it	Apply it
<p>Sources of Support</p> <ol style="list-style-type: none">1. Formal support2. Informal support3. Charity support	<ol style="list-style-type: none">1. Provided by paid health and social care staff who are trained and working in settings.2. Informal care is care given by those who are not paid to do so.3. These are organisations that are not run for profit and are independent from the government. It also includes community groups and self-help groups.	<ol style="list-style-type: none">1. Settings include:<ul style="list-style-type: none">• hospitals• health centres• care homes• day centres• children's services• hospices• respite care• rehabilitation centres.2. Informal support can come from:<ul style="list-style-type: none">• family/friends• religion/culture.3. Some charities are:<ul style="list-style-type: none">• Relate• Gingerbread• Cruse• Age UK• Mind• some specialist charities such as National Autistic Society and Diabetes UK.	<p>Find examples of each source of support available in your local area. How is the service accessed and what support do they offer?</p> <p>Top Tips</p> <ul style="list-style-type: none">- Consider how you can get an appointment (do you self refer or do you need a professional to refer you?)- What help do they offer and who to?



Crucial Knowledge

Unit R033 Topic Area 3

Sources of support



Know More	Remember More	Understand it	Apply it
<p>The roles of practitioners in providing support</p> <ol style="list-style-type: none"> 1. General Practitioner (GP) 2. Nurse 3. Midwife 4. Health visitor 5. Specialist doctor 6. Physiotherapist 7. Dietician 8. Social worker 9. Counsellor 10. Occupational therapist 11. Healthcare worker 12. Charity workers 	<ol style="list-style-type: none"> 1. First point of contact for individuals who require medical care or help. 2. Often based at a healthcare centre or a local surgery. 3. Work in hospitals or in healthcare centres. 4. Look after the welfare of all children under 5 or support people in their own homes if they have a disability or are older 5. A doctor trained in a specific area of medicine. 6. Usually based in hospitals or in the community, but can visit people in their homes. 7. Usually work in community or hospital settings. 8. Usually works of the local authority 9. Can work for the NHS or privately 10. Usually work in hospitals but also in the community, rehabilitation centres and day care centres. 11. Works in a hospital, healthcare centre or the local community. Their role varies on where they are based. 12. Some people are in paid roles, but many are volunteers. 	<ol style="list-style-type: none"> 1. They diagnose, provide advice, refer and prescribe medication. 2. They will perform tasks such as blood tests, taking blood pressure, giving injections and dressing wounds. 3. They supervise antenatal care of pregnant women (before birth), delivery of babies and post natal care (after birth) until the baby is 10 days old. 4. They can offer advice to parents on feeding and child development and also provide health education. 5. Dermatologists are doctors specializing in conditions of the skin, hair and nails. Cardiologists focus on the cardiovascular system. 6. They provide exercises and other treatments to help overcome issues caused by accidents, injury or disease and help with mobility. 7. They can educate about healthy diets and specific diseases related to food intake such as diabetes. 8. They assess individual needs, provide information, advice and support and arrange access to services an individual requires. 9. They help individuals explore changes they wish to make in their lives, help them to improve their lives and access the support needed and refer to other services or professionals. 10. In a hospital they may wash individuals, serve meals, strip and make beds, monitor conditions by taking temperature, pulse and respiration rate. In a healthcare centre they may sterilize equipment, process samples to be sent to the lab or take blood samples. 11. Charities and their workers are at the heart of a community and support people daily by offering support and solutions for problems. 	<p>Create a job profile for one of the practitioners listed to explain their role.</p> <p>Top Tip - Use the internet and trusted sources like NHS careers</p>



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Sources of support



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<p>The roles of informal care givers in providing support</p> <ol style="list-style-type: none"> Physical needs Intellectual needs Emotional needs Social needs 	<ol style="list-style-type: none"> Supply practical, hands-on help. Give advice to support with change. Provide an emotional haven for an individual to talk and discuss anything. Provide opportunities to talk. 	<ol style="list-style-type: none"> Taking an individual to the hospital or supporting them with moving belongings in the event of separation. Use their own experiences to provide advice, help them see the positive aspects of a situation or help with things like budgeting. Allow a person to talk so they feel listened to and that their problems have been shared. Talking is good for mental health and for coping with life changes. Meeting for a chat and coffee can prevent isolation. 	<p>Select a life event an individual may be experiencing. Explain how informal care givers can meet their needs (PIES)</p> <p>Top Tip - Use a person you know or yourself to give a first hand account of how the informal care met the needs.</p>
<p>How practitioners meet individual needs</p> <ol style="list-style-type: none"> Enables/promote independence Medical/mental health support Care support Respite care Financial support Advice and guidance 	<ol style="list-style-type: none"> Allow individuals to have choice and encourage them to make decisions that affect them. Give individuals the medical support they require, use interpersonal skills and listen to the individual. Ensure an individual has all the help they are entitled to. Respite care gives individuals a break if they are caring for somebody every day. Ensure individuals are assessed for all the benefits and tax credits they are entitled to. Give advice and guidance that is accessible to allow better choices. 	<ol style="list-style-type: none"> Provide support if it is needed and help to carry out daily tasks to give an individual confidence and raise self-esteem. For example refer for further tests if needed and spend time listening to worries and needs. This can prevent an individual from becoming exhausted and unable to cope. Respite care breaks are organized by a social worker or healthcare professional and give both the carer and individual a break from the normal routines to improve quality of life and relationships. An individual will feel less pressure and may also get support for housing, adaptations to housing and transport. Individuals will feel more confident about making a choice if they have all of the facts. 	<p>Using your life event of your choice explain how can practitioners meet the individuals needs.</p> <p>Top Tip - Try to base this on yourself or someone you know so you are aware of what their needs are. If not you can guess for example someone who has a disability and requires care due to an accident may need respite care...and explain why.</p>



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Sources of support



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<p>Research and recommend personalised support based on individual needs</p> <ol style="list-style-type: none">1. Match support provision to specific individual needs2. Offer coordinated care and treatment3. Justify choices made4. Apply person-centred values	<ol style="list-style-type: none">1. Talk to the individual about the support they need in different areas of their life.2. Good care is based on an individual's needs.3. Once support is agreed between the practitioner and individual it should be explained.4. This approach sees the person as an individual and focuses on their needs, wants, goals and aspirations.	<ol style="list-style-type: none">1. The local authority has a duty to provide statutory care (Paid for) but the individual may have to make a financial contribution if they are able. Provision of services to deliver care in the home may be affected in rural areas so cost and time taken for the carer to travel will need to be taken into account.2. Most individuals receive care from more than one provider. Co-ordinated care is about the way those services work together to ensure the individual's needs are met. For example if a social worker notices an individual in more pain than usual on a home visit, they may contact the GP so they can be reassessed for pain relief.3. The explanation should give reasons about why the choices made will be suitable to meet their needs.4. The individual must be central to the whole process, with their support needs designed in partnership with the individual, their family and/or carers.	<p>Imagine you were recommending support to a young adult who had experienced bereavement.</p> <ol style="list-style-type: none">1) What support would you recommend and why2) How will this meet their individual needs.3) How have you applied person centred values of care. <p>Top Tips</p> <ul style="list-style-type: none">- Consider the different types of support available.- Consider the needs of somebody going through this life event based on the impacts.- Remember person centred is about keeping the person at the centre of all decisions.