# Intellectual barriers

Learning aim A: Understand the different types of health and social care services and barriers to accessing them

Learning aim A2: Barriers to accessing services

Some people can have intellectual difficulties that make accessing services difficult.

1. **RECAP** Give **two** reasons why a person might have an intellectual disability.

Reason 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **CHALLENGE** the following ways in which we can overcome intellectual barriers, describe how they could benefit individuals when accessing health and social care services:

|  |  |
| --- | --- |
| **Method** | **How they can benefit** |
| Makaton |  |
| Pictures |  |
| Informal care (friends and family) |  |
| Speech and language therapist |  |

1. **EXTENSION** Read the scenario below. Then add simple instructions to the table that Jay can understand

Jay has a learning disability. He finds it difficult to read and understand complicated text. Jay has just moved into supported living accommodation. Kelly, his key worker, wants to make sure he remembers important information.

Hint

Sometimes it is easier to use an image or a diagram than to write out a long explanation.

|  |  |
| --- | --- |
| Safely making a hot drink using the kettle | Remembering to take medication twice a day – morning and night |
|  |  |
| Not answering the door unless the person is known to Jay | Contacting key worker, Kerry |
|  |  |