

Translating the Five Good Communication Standards into Practice



Jill Bradshaw

A PLACE TO
INSPIRE / AN
APPROACH TO
CHALLENGE



University of
Kent | Tizard
Centre

What are some of the communication issues?

- Understanding communication
- Being able to express yourself
- Communication environments
 - People may have very little to do
 - People may have very little time spent with them
 - Few opportunities to use communication skills
 - Communication from others often not adapted in terms of complexity / form

The Five Good Communication Standards

Royal College of Speech and Language Therapists, (2013), Five good communication standards. London: RCSLT.

- Detailed description of how best to communicate with individuals.
- Services demonstrate how they support individuals to be involved with decisions.
- Staff value and use competently the best approaches to communication with each individual they support.
- Services create opportunities, relationships and environments that make individuals want to communicate.
- Individuals are supported to understand and express their needs in relation to their health and wellbeing

Translating the Five Good Communication Standards into Practice - Group discussion

- On the following slides we have included information from the document about how services will know when a standard has been achieved.
 - Have a look at these.
 - Is there anything you want to add to these?
 - Which of these might be more important?
 - Which of these might be easier to achieve?
 - Which of these are currently seen in services the you have involvement in?

Detailed description of how to communicate

- Communication passports, profiles, dictionaries or guidelines are current and up to date.
- Involvement of individuals/families/friends.
- Individual easily recognisable from description.
- Staff can describe of how they adapt their communication in line with the guidance.
- Each individual's communication is responded to positively, as detailed in their description.
- Communication needs are referenced across all care plans and in the day-to-day life and care of the individual.

Services demonstrate how they support individuals to be involved with decisions

- Staff demonstrate they understand how individuals show they like or dislike something. Staff then build an individual's day around these preferences.
- Staff understand how visual approaches can support decision making and involvement. They can give examples of how they are used.
- 'Patient stories' used to inform service development.
- Evidence of a culture of asking opinions, acting on the feedback and changing accordingly. Individuals report they feel involved.

Involvement in decisions cont.

- Evidence of a culture of reflective practice.
- Access to and use of PALS, complaints procedures and advocacy is clear.
- A range of accessible resources are available fits all” approach.
- Capacity assessments are completed and full multidisciplinary/inter-agency best interest assessment are completed where appropriate.

Staff value and use competently the best approaches to communication

- Carers speak the language of individuals in a way that they can understand.
- A communication strategy is in place.
- There is a learning and development framework, focusing on communication.
- There is access to a variety of communication learning and development opportunities.
- Bank and new staff have time to learn about the communication needs of individuals.
- Staff use inclusive communication.
- Positive communication is observed.

Use of best approaches cont.

- Staff understand that feelings impacts on communication.
- Staff have access tools such as communication checklists and to specialist support.
- Staff know how to maintain any specialist equipment and people are assessed regularly.
- Staff use positive body language and facial expression, promoting dignity and respect.
- Positive behaviour strategies recognise communication difficulties as a significant risk factor and include individualised and clear proactive and reactive communication strategies.

Services create opportunities, relationships and environments that promote communication

- People feel welcomed, understood and relaxed.
- Individualised visual communication supports.
- Staff are observed 'having a chat' with people who do not use formal language.
- People interact equally with everyone.
- There is a place for carers and people with a learning disability to discuss how they feel.
- Staff can explain how they make the most of every opportunity to enable people to express themselves and understand what is being said to them.

Opportunities cont.

- Staff are observed spending time with an individual for no purpose other than interaction and communication.
- Staff create opportunities for interaction and involvement.
- Staff are observed to use a social style of interaction which includes sharing, showing or commenting, not solely directing and questioning.

Individuals supported to understand/ express needs in relation to their health and wellbeing

- Health passports or similar tools are in place and used by staff.
- Evidence of use of capacity assessments and consent or best interest meetings regarding health assessment and treatment decisions .
- Evidence of staff considering communication needs in all documents around health.
- Staff know how individuals express pain and discomfort and act accordingly.
- Primary and secondary healthcare is able to meet needs without referral to specialist services.

Health and wellbeing cont.

- Reasonable adjustments in terms of appointment/meeting length and time, waiting, support staff and environments.
- Accessible information
 - about food choices, including accessible menus reflecting individuals' preferences.
 - explaining any health conditions and how to manage them.
- If appropriate, good practice guidance on eating, drinking and/or swallowing (dysphagia) is readily available.

Action planning.

- What else might be needed to ensure the implementation of the Five Good Communication Standards.
- What can we do to help this to happen?