

7 Minute Briefing: Communication



7

What can we do to help?

- Choose the best location at the best possible time.
- Speak in the here and now – use present tense.
- Chunk information into smaller pieces – think one idea per sentence.
- Tell people what to do rather than what not to do – negative statements can be more difficult to understand.
- Check understanding at each point – don't say "do you understand", ask "what have we planned", "explain what we have talked about".
- Use concrete words for time – Sunday, rather than yesterday.
- Think about the words you use – does the person know what the words mean? Can you use a simpler word?
- Avoid using hinting, sarcasm, and non-literal language.

6

Reviewing the placement

All placements are visited and supported by a Supervising Social Worker. Where there are older children in the home, their views are sought on a bi-monthly basis. Their views are also sought, and health and wellbeing reviewed as part of the annual Foster Placement Review.

All Carers have at least one unannounced visit every year.

5

Signs of difficulty

- Slow, confused or inaccurate responses.
- The person may only respond to part of the question.
- Difficulties with providing information in a logical sequence.
- May find it difficult to give the right amount of information.
- Difficulties remembering times, dates or details of events.
- May use yes/no responses more frequently than you would expect.
- May take information literally or find sarcasm difficult to understand.
- May have difficulties with literacy.
- May repeat back what you have said, but not add their own details.

4

Social Language

Social language has 3 components:

- The ability to use language for different purposes (greet others, request a pay rise, build relationships),
- The ability to adapt language to meet the needs of the listener or situation (talking differently to a baby versus talking to an adult, being aware of the listener's knowledge of a situation and giving more or less information),
- Following the unspoken rules of conversation (taking turns, standing at the right distance, using volume well, using gestures right for the situation).

These rules are often different across families and cultures.

1

Communication

Communication is the act of transferring information from one place, person, or group to another. Every communication involves at least one sender, a message, and recipient. This may sound simple, but communication is actually very complex and has a huge impact when it goes wrong.

Clear communication is key to assessing a person's mental capacity. It is included in Principle 2 of the MCA Code of Practice and referred to throughout the code.

2

Did you know?

Nearly 20% of the population may experience communication difficulties at some point in their lives. 7% of children aged c.5 years have a specific speech language impairment, and a further 1.8% have speech, language and communication needs linked to other conditions such as learning disabilities, autistic spectrum conditions, cerebral palsy etc. Around one third of people will have some level of communication difficulties (called aphasia) following a stroke. 50-90% of people with learning disabilities have communication difficulties. Mental health difficulties can have a significant impact on language and communication skills.

3

Receptive Language

Receptive language means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read. Receptive language often depends on understanding the context of what is being said, for example, the word "fast" can mean going quickly, however if we talk about being "stuck fast" the word means the opposite.