

SCDCCLD0301

Promote effective communication



Overview

This standard identifies the requirements when promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

This Standard is tailored from SCDHSC0031 (Health and Social Care suite of NOS)

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Performance criteria

Establish understanding about children's communication

You must be able to:

- P1 work in ways, appropriate the **child's** ability, that promote **active participation** when establishing their preferred method of **communication** and language
- P2 observe the child to identify their verbal and non-verbal communication styles
- P3 seek information and advice from key people and others where you have difficulty communicating using the child's preferred communication method and language
- P4 work with the child and **key people** to identify any **extra support** or specific aids required for communication
- P5 recognise when communication methods are proving to be ineffective
- P6 seek information and advice when issues relating to communication are beyond your expertise
- P7 establish the child's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences

You must be able to:

Support children to interact through communication

- P8 develop relationships with the child and key people that promote communication
- P9 arrange the environment to minimise **barriers to communication**
- P10 make sure that any extra support or specific aids to communication are available
- P11 support the child to communicate using their preferred language and methods of communication
- P12 encourage the child to use any extra support or specific aids
- P13 pay full attention to the child when **listening** to them
- P14 use routines and activities to communicate with the child
- P15 use styles and methods of communication that are most likely to meet the child's preferences and needs
- P16 respond to the child in a way that shows you value and respect them
- P17 adapt your communication when it is proving ineffective
- P18 support the child to engage with key people and **others**
- P19 support people to communicate using the child's preferred methods of communication and to understand their responses
- P20 encourage the child to communicate their feelings and emotions in ways that will help you and other people to understand them
- P21 work together to overcome barriers to communication

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Communicate effectively about difficult, complex and sensitive issues with children and key people

You must be able to:

- P22 consider the setting and environment when difficult, complex or sensitive issues are to be addressed with children and key people
- P23 communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the child's needs, concerns and reactions
- P24 pace the interaction to allow the child and key people sufficient time to understand the content of the communication and for you to understand their reactions
- P25 support the child to express their responses to the issue
- P26 work with the child and key people to achieve shared understanding about the issue and its impact
- P27 maintain confidentiality within legal and work setting requirements and taking account of the child's safety and welfare

You must be able to:

Communicate using records and reports

- P28 work with the child to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and work setting requirements
- P29 exchange verbal reports with others to inform their work and yours
- P30 seek permission from appropriate people to access records and reports
- P31 access records and reports needed to inform your work
- P32 support the child to understand records and reports concerning them in keeping with their abilities and preferences
- P33 complete records and reports to inform others of your work with the child, in accordance with legal and work setting procedures and requirements
- P34 report any signs and symptoms that indicate a change in the care and support needs of the child, in accordance with work setting requirements
- P35 complete records and reports about any decisions made and actions taken regarding the care and support needs of the child
- P36 complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them
- P37 seek support to address any difficulties you have in accessing and updating records and reports
- P38 maintain the security of records and reports in line with confidentiality agreements and legal and work setting procedure

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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Theory for practice

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K35 legal requirements, policies and procedures for the security and

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- confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K38 specific conditions that can affect communication and language
- K39 how speech, communication and language differences and difficulties can affect identity, self-esteem and self-image
- K40 the importance of recognising behaviour as communication
- K41 how cultural differences can influence the use and interpretation of non-verbal communication
- K42 skills, styles and methods for supporting children to communicate
- K43 the importance of **play** when promoting communication
- K44 extra support and specific aids to communication that may be used in your area of work
- K45 the environments that are most appropriate for communication, including complex or sensitive issues
- K46 what action to take if a child's communication or reactions become extreme and could result in risk of harm to you, the child or others
- K47 conflicts and dilemmas created by difficulties in communication and language in your area of work

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress.

Children or young people are the children and/or young people you support and care for in your work

Communication may include using the child's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Extra support may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

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Listening may encompass other ways of attending to and receiving what children communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies.

Others are your colleagues and other professionals whose work contributes to the child's well-being and who enable you to carry out your role.

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Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. **Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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Suite Children's Care Learning and Development

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