

Communication Passports and Communication Dictionaries working with Adults with Learning Disabilities

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Communication Passports and Adults with Learning disabilities

- Brief intro- adults with learning disabilities
- Overview of Communication Passports
- Overview of student placement project with University of Manchester
- Overview of Communication Dictionaries

Overview

- Change in service provision-resettlement
- Normalisation, Social Role Valorisation (SRV) , Person Centred Planning (PCP)
- Total Communication



Total Communication

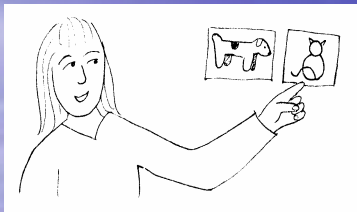


Total Communication is about communicating in any way you can.

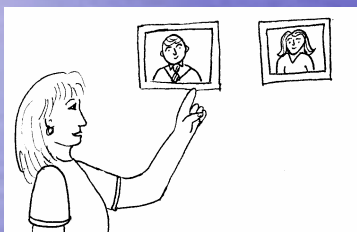
It's not just about talking, it's about signing.....



...pointing to pictures...



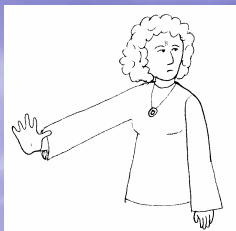
...symbols....



...photographs...



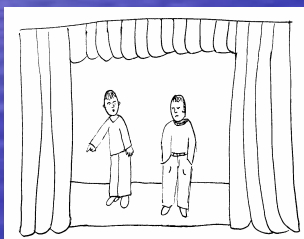
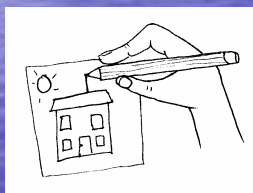
...or objects.



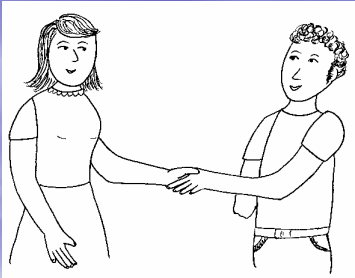
It's also about using gesture or body movement.



Facial expressions tell people how you feel.



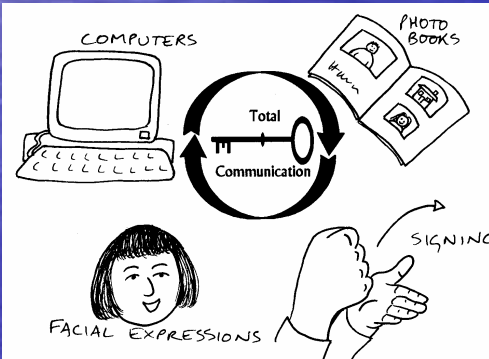
Writing, drawing, miming, drama and other art forms are all ways of communicating



Through communication we build relationships with other people. We let others know how we feel and what we think.



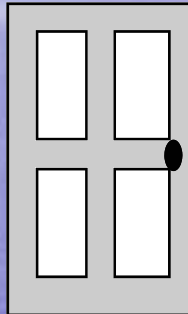
Being able to communicate and knowing that you are being listened to is important.



People who don't use speech *can* communicate. It's just a matter of being more creative.

Historical Perspective

- Re-settlement of Adults with Learning disabilities from Long-stay institutions. In the NW- Calderstones and Brockall
- Needed a philosophy to judge service quality- normalisation, SRV, person centred planning
- How does communication fit in?



**Total Communication
is the key
to inclusion**

Choice

Community presence

Community Participation

Respect and relationships

Competence

approaches we use

Intensive Interaction

Objects of reference

Low tech –switches

Visual images- photos line drawings symbols

Communication aids

Communication Dictionaries

Signalong

Social Stories

Talking Mats

PECS

Introduction

- 'Passports are a special way of sorting information. They don't contain ALL the available information about a person, but KEY information about day to day, 'need to know' things....
- Making a Passport is an enriching process and a learning experience ...
- And an end product-usually a booklet can also be charts, wall displays, videos, multi-media presentations...'

Sally Millar

Purpose and Quality of Information

- Job interview
- Hospital/emergency
- Flat or holiday villa share
- Meeting prospective in-laws

Process

- Collaborative team work
- Involve the passport owner
- Making pages interactive
- Encourages consistency

Who needs a passport?

According to Sally Millar:

- People coming into contact with large numbers of others, where communication between them is not easily achieved
- People facing transitions from one setting or service to another
- People in situations where there is rapid turnover of staff or a number of temporary or untrained staff

Other possible page topics:

- How you can help me to be the best I can be/this is how I work best
- My strengths/things I am good at
- Eating and drinking
- My sight
- Listening and hearing
- Things I like to talk about
- Things I can do for myself
- Things I can do with help
- Keep me safe- I need someone else to do these things for me
- Things I'm not supposed to do.....
- Things I'm working on/ lifelong learning
- Specific information (eg: videos I watch,computer games I play.
- My best day would be.....
- My worst day would be...

Symbolic Development

- Pre-symbolic – pre-intentional
- Objects
- Photograph
- Line drawing
- Symbol
- Written word



'table'

table

Communication Passports and S< Students from University of Manchester

- In NW not enough SLT students have under-graduate experience of working with Adults with Learning Disabilities
- Several retirements and career breaks meant ever decreasing pool of people applying for learning disability posts
- Decided to try group placements with 1st year students

Overview of Project

- Boardmaker training session at the University
- S< students to make own Communication Passport-bear in mind you may need to change it over the years.....
- 10 students to work with the Communication Therapy Team in Oldham
- Visits to houses, outreach bases, day centres- use own Passport to structure discussion
- Begin to collect information- carer interview, reading through files, discussion with family members, service user and staff
- Mock up draft version of passport
- Consultation-involving the Service User as much as possible
- Final version created and stored
- Return all photos/materials
- Evaluation

Outcomes

- Completed Communication Passports for Service Users on the Communication Therapy Waiting list
- S< students have own Communication Passport
- Positive experience of placement with adults with learning disabilities
- Placement offers overwhelming

Where to Get More Information

- Personal Communication Passports- guidelines for good practice by Sally Millar with Stuart Aitken. Call Centre
- www.callcentre@ed.ac.uk
- Person Centred Planning-see www.helensandersonassociates.co.uk
- Further info on inclusion/SRV/Normalisation see: <http://www.diligio.com/o'brien.htm>

Communication Dictionaries

- Based on combination of 'listen to me' section in Essential Lifestyle planning
- Dictionary in the 'Bringing People back home' training pack
- Clinical experience

Purpose of Communication dictionaries

- Means of preserving knowledge
- Collection of interpretations
- Way of documenting communication so it can be recognised and responded to consistently
- Can be used both for people who don't use spoken language and people who's speech isn't clear

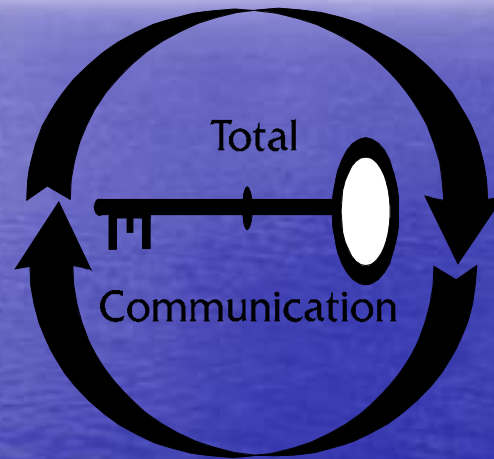
Pre-intentional/ intentional Communication

- Some people we support have very subtle or individual ways of communicating
- It's not always possible to attribute a definite meaning to some behaviours

Process

- Training session for staff and families
- 4 half day sessions
- Dictionary divided into 2 parts
- Part 1- expression
- Part 2 –receptive language
- Action plan with agreed aims

- **NAME:** Fred Bloggs **LANGUAGES SPOKEN:** English
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- **ADDRESS:** 1, Smith Street , Oldham



COMMUNICATION DICTIONARY

- **DATE OF COMPILATION:** July 2003
- **BY WHOM:** Joan Clarke, Kerry Nicholas , Rhiannon Barrett , Sarah Carmichael, Gary Rostron, Wendy Warburton, James Johnson, Carol Davies, Christine Howard, Alison Matthews.
- Updated 26th Nov 2006

COMMUNICATION DICTIONARY PART I EXPRESSION

Please fill in as much of the communication dictionary as possible, working with the person it is for, where you can. Think about speech, vocalisations, sign language, facial expressions, whole body movements, gestures, use of objects, position of head, legs and feet etc.

How does Fred tell you when he is:

YES	
Description of what Fred does: Fred nods his head and may vocalise, e.g.: 'mmmuh.' Fred will co-operate with whatever you've asked.	And we should Act on this and respond appropriately. Mirror back the 'yes' by saying it yourself and by nodding your head.
NO	
Description of what Fred does: Fred shakes his head and sometimes says 'mmuh', the tone of this vocalisation sounds like 'no', although the tone may vary. Fred may push an object away, he may resist physical prompts. He also turns his head or body away and puts his hand across his chest. If you persist, there is a possibility Fred may hit out.	And we should If you are unsure, repeat whatever you said as Fred will sometimes say no almost automatically. Talk to Fred about what you are doing, explain, use encouragement and patience, take your time. Try to understand how Fred is feeling and the reasons why he might have said no. Respect Fred's wishes when it's a realistic choice, bear in mind that gentle persuasion will sometimes help. If Fred is resistant, try walking away and come back in a few minutes and ask again. Sometimes this helps.

BORED

Description of what Fred does:

Fred may look at his arm or his watch; he may ask to do something else by pointing to the car or signing 'car'. He may fall asleep.

And we should

Explain what's happening to Fred, change the activity if possible or engage him more fully in the activity. Try to be enthusiastic about what you're doing. Try simple hand games or the 'turning away and looking' turn taking game.

HAPPY

Description of what Fred does:

Fred laughs, smiles, claps his hands and is very vocal. Sometimes he looks content. Fred will sometimes have a mischievous streak. His eyes sparkle. Fred will accept you in his space more comfortably, he will reach out to touch you more. Fred will also clasp his hands together.

And we should

Get into the spirit of things, respond appropriately depending on the environment.

ANGRY

Description of what Fred does:

There seems to be some overlap between angry and poorly. Fred may be less co-operative. Sometimes his voice sounds deeper and louder, he shakes his head and says 'mmuhh.' Fred might bite his hand, hit out, throw things, pace, be loud, or grab .When Fred hits out it tends to be indiscriminate. He occasionally pulls hair. (see description of how Fred says no)

And we should

Sometimes Fred appearing angry can be due to fear or confusion. After a seizure can be a particularly difficult time for Fred.

Try to remain calm, try to understand why Fred is angry. Try to make him feel comfortable, give him space if he needs it and try not to over-react. You may physically move away from him perhaps to the other end of the settee, however, it is helpful to carry on talking to him. Try throwing the ball to distract him, or flick through magazines. Scan for a reaction to make sure he's ok. Make sure the environment is safe. Try introducing a new activity, a game, some humour and encourage him to join in. This sometimes helps to distract him. A walk can help at times. Don't take the hair pulling personally ;it's not about disliking the individual.

FEEL ILL / PAIN

Description of what Fred does:

Fred uses a more feeble sounding 'mmuhh', this may be repetitive. He looks at the back of his right hand held out in front of him. This stems from a 'I need some sympathy' gesture after years of biting his hand. He may tap his chest if his chest hurts, sometimes he points to parts of his body if he's in pain, but not always.

Fred can become distressed or anxious if he has had a seizure or if he is constipated. He has occasionally pointed to a picture of a bathroom in a magazine, then pointed to himself. When Fred gets poorly, he seems tired and loses his appetite and he sleeps much more than usual.

And we should

Check out why Fred may seem unwell. Try to establish what may be wrong; this is usually by a process of elimination. Use a calm voice, speak more softly. Fred appreciates physical contact (as appropriate) when unwell. Consider whether Fred needs a bit more personal space- Fred will make this clear to you by vocalising in an unhappy tone and moving away from you. Do contact other members of the team if you are unsure. Contact Fred's Mum if possible before you contact the GP to discuss Fred's health.

Additional pages

- Tired
- Hungry/not hungry
- Thirsty /not thirsty
- Sad/upset
- Want music on
- Want to be alone
- Like someone/don't like someone
- Something is funny
- Interesting
- Feel anxious
- Go out/don't want to
- Go home/don't want to
- Additional pages

COMMUNICATION DICTIONARY PART II

UNDERSTANDING

In order to ensure that Fred understands what is being said we may need to communicate in a consistent way. How do you let Fred know the following:

EVERYDAY THINGS

EXAMPLE	WHAT I DO / SAY <u>NOW</u>	WHAT WOULD BE IDEAL?
<p>It's time to get up</p>	<p>At the moment each person has their own style of telling Fred it's time to wake up. After discussion it was agreed that it's nice for Fred to have this variety and he does not need a structured method, below are some ideas on how to wake him:</p> <ol style="list-style-type: none">1.Fred doesn't always feel good in the morning. Explain verbally that it's time to get up, give Fred a cup of tea, visit his room several times to explain what you will be doing today.2.Gently pull back the covers and see how vehemently he pulls them back. Make this into a game. Tickle Fred's arms, play the 'gimme 5' hand game.3.Knock on the door, open curtains a bit. Talk about breakfast, give Fred a cup of tea, talk about his books. Try to establish how he's feeling. Sometimes Fred will point to all the things he has to do before he gets his book, eg: pointing to his shoes, trousers, shirt etc.	<p>Pop into Fred's room to wake him. Run his bath, keep popping in. Try to establish how he's feeling.</p> <p>Fred needs to have his medication by 10am.</p> <p>It's not a good idea for Fred to lie too long if he's wet. Bear in mind what Fred was doing the day before, he may have had a late night or he could have had a seizure. It's important that Fred wakes up <u>very</u> gradually whatever time he gets up.</p> <p>Try to interact in a calm manner.</p>

Specific activity	What we do/say now	What would be ideal
Going swimming	Tell Fred verbally. Some member of the team show him his life jacket. One member uses the sign.	Explain verbally to Fred, use the life jacket as an object of reference and use the sign for swimming.
Going shopping	Members of the team explain verbally	Explain verbally and use the sign for SHOP. Show Fred the photo of him pushing the trolley when you go through his photo timetable.
Gym	Explain verbally	Explain verbally and use the photo on the photo timetable. Make sure you use the adapted sign for gym. Mime lifting weights above your head. See Fred's signing book.
Bowling	Explain verbally. Some members of the team use the photo of bowling.	Continue to explain verbally but also use the photo on the visual timetable and also the sign for bowling
Horizon's Club	Explain verbally	Explain verbally to Fred but also show him the photo and sign the letter 'h' to indicate Horizons. Encourage Fred to use the sign too.

Part 2

Everyday things

- Time to go out
- Time to have a bath
- We are going to specific places
- To see certain people
- To the toilet

Less frequent things

Doctor/dentist

Hairdresser

Festivals/celebrations

Something is not happening

No/yes

Additional ideas

Part 2

- Can be used as a long term plan for communication
- Bear in mind person's chosen form of communication and level of symbolic development
- Agree aims with team and be realistic about changes
- Agree responsibilities for implementation

ACTION AGREED

Introduce signs for new activities-toilet, Mum, no, gym, college, art, pottery, shop, cycling, later, please, Thankyou, cake biscuits

Introduce objects of reference for swimming (life jacket) football (clothes: ie: tracksuit bottoms and trainers)

Up-date the photographs

Try a sign of the day to help the team learn new signs

MONITORING

Introduce 5 signs every team meeting, feed back progress at team meetings and during supervision

Introduce the idea of Total Communication during new team members induction/shadowing.

Rhainnon and Joan to monitor the use of the photo board and to ensure new team members photos are included and photos are taken for new activities.

All new staff to be given time to read through the Communication Dictionary, look through the signing book and dvd.

Communication Dictionary to be updated on: 6/4/07