

EFFECTIVE COMMUNICATION WITH CHILDREN WITH LEARNING DISABILITIES.

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Learning Disability Communication Flashcards at
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The brain processes
visual information
60,000 times
faster than text.

3M Corporation, 2001

93%
of communication
is nonverbal.

Psychologist Albert Mehrabian

65%
of the population are
visual learners.

Kranzler, 1999



COMMUNICATION TODAY...



COMMUNICATION AND AUTISM

- It is estimated that about 20% to 30% of people diagnosed with Autism will never be able to develop speech.
- It is therefore essential that alternative functional communication is developed for these children.

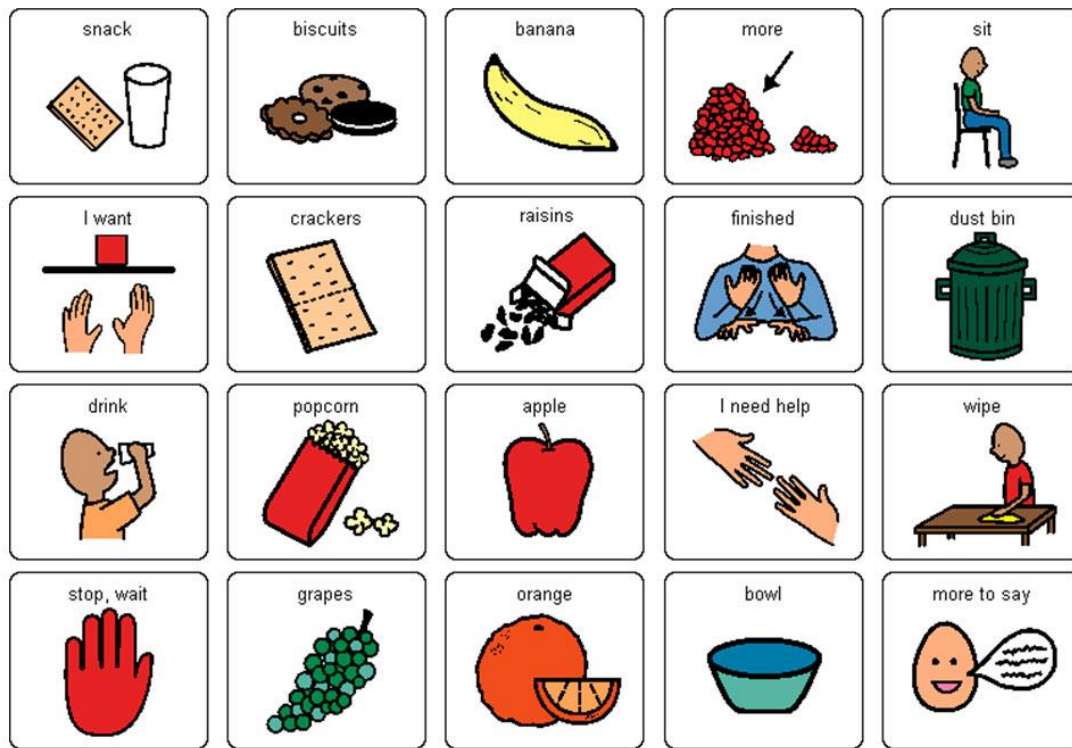


PICTORIAL EXCHANGE COMMUNICATION SYSTEM (PECS)

- PECS was developed in 2002.
- Benefits have found to include reducing behaviours that challenge, encouraging speech and increasing social communication.
- SEN schools focus their learning on pictorial communication tools, yet this is not replicated within the hospital, where anxieties may be far higher, especially if someone is out of routine.







PICTORIAL COMMUNICATION




EASY READ

Barking, Havering and Redbridge NHS University Hospitals

WHAT WILL HAPPEN AT MY BLOOD TEST?






	Your doctor has asked for a blood test
	You can sit with mum or dad. They can give you a big hug!
	The nurse will put a band around your arm. This might be quite tight!
	The nurse will clean the skin, this will feel a bit cold and wet

Version 2 January 2016




Barking, Havering and Redbridge NHS University Hospitals

HAVING AN ULTRASOUND

	Doctor uses this machine to see the pictures
	A probe is used to do an ultrasound scan
	Gel is put on the probe This might be cold
	Doctor looking...
	Waiting...

TAKING PRIDE IN YOUR CARE

WHAT HAPPENS AT EEG?

	An EEG looks at the activity in your brain
	The doctor will put some sticky paste on a probe
	The probes are put on your head
	The probes are attached to wires which are connected to a computer.
	The doctor looks at your brain activity on the computer

'I WANT...' CARDS

- A pack of 22 cards was created.
- Images were selected which were child-friendly but accurately portrayed the most common requests of the medical professional or patient.
- The images were shown to a number of patients and families and feedback was positive.
- Practitioners should be able to carry them and have them to hand when required.



'I WANT...' CARDS

Pulse Oximeter



The nurse wants to
Check your pulse



I want to
Go to the toilet



I want to
Watch a DVD

PATIENT STORY



PATIENT STORY

- K is 13 years old. He has Autism, Learning Disabilities and Global Developmental Delay.
- K was non-verbal until he was 7 years old. He has Echolalia; he repeats what he has heard as a form of communication, but does not always understand the meaning.



PATIENT STORY

- K needed to attend many healthcare appointments and his mum was having difficulties supporting him in these environments.
- K became very distressed and non-compliant; simple examinations became a battleground.



SMALL CHANGES MAKE A BIG DIFFERENCE

- When the doctor used the flashcard (for the first time) which showed a picture of a doctor feeling a tummy, K gave implied consent to have the examination.
- K's ultrasound went smoothly and with much reduced difficulty than previous attempts.



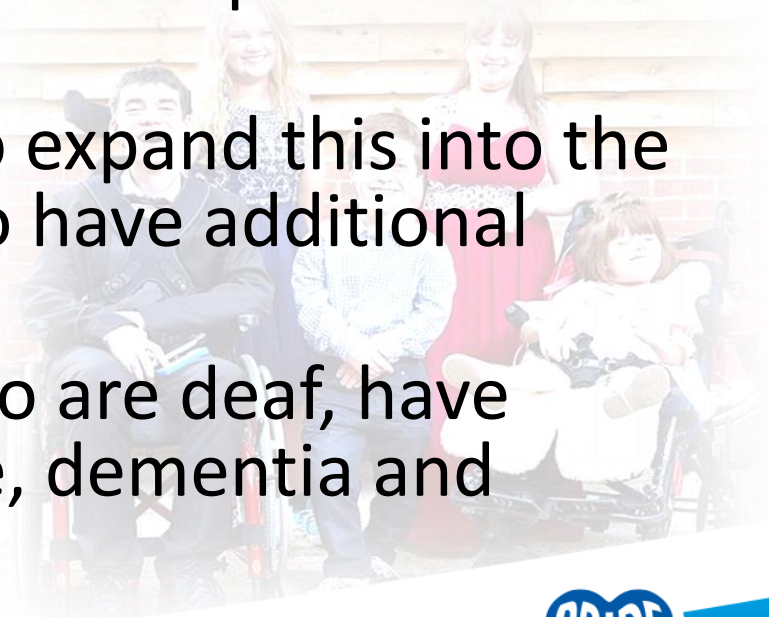
SMALL CHANGES MAKE A BIG DIFFERENCE

- This method has been expanded to all aspects of K's medical care, including other hospital and health care setting appointments.
- He is no longer distressed as he knows what is going to happen.



NEXT STEPS....??

- The concept of the flashcards is simple but the impact is significant.
- The Trust is exploring how to expand this into the adult sector for patients who have additional communication needs.
- This would include those who are deaf, have English as a second language, dementia and stroke patients.



THANK YOU FOR LISTENING

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