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Topic 1

In this topic you will learn how to:

1A Work in collaboration with the person and others to identify communication needs

1B Use appropriate supports to aid the person's current communication capacity

1C Document the outcomes of this process in line with organisation procedures

1D Consult with additional people including family, carers and/or relevant others as required

1E Make appropriate referrals to professionals and other service providers as required in consultation with supervisor

Identify the current communication capacity and needs of the person

Effective communication aims to achieve a shared understanding of thoughts and ideas through the exchange of information. How this information is exchanged and interpreted will vary greatly based on the skills, knowledge and communication needs of the participants.

Many individuals have complex communication needs and require supports to aid their communication. As a community services worker it is important that you understand your role in identifying the current communication capacity of the people you care for, and are able to work collaboratively with others to identify and address communication needs.

Duration and intensity

The duration and intensity of the support required will depend on the needs of the person. Ongoing supports may be needed to ensure functional communication.

Training and mentoring

Training and mentoring may be required for the person's significant other. Training may also be required to prepare the person when transitioning from school and moving into employment.

Ethical practice

A code of ethical practice impacts on the implementation of AAC systems. Interventions must be selected on the basis of evidence that demonstrate the system will be of benefit to the person.

Basic AAC strategies

Basic AAC strategies aim to enhance and support an individual's communication capacity and participation opportunities through communication strategies. There are two types of basic AAC strategies that may be used.

Unaided

- ▶ Unaided AAC systems are those that do not use equipment. Everyone communicates using gestures, facial expressions, eye contact or vocalisation. This includes body language such as pointing, shrugging, folding arms, smiling, frowning and laughing. The use of this strategy depends on the level of the person's abilities.

Aided

- ▶ Using an aided AAC system means a person communicates by using an object. Aided AAC is made up of low technology aids and high technology aids:
 - Low technology aids may include photographs, communication boards, labels, signs or memory books.
 - High technology aids may include a computer or speech generating devices.

Correct use of AAC strategies

The correct use of AAC strategies requires a team approach to person-centred care. This is because there are often no standardised or normative tools to determine an individual's needs and appropriate strategies. Instead each case must be dealt with individually and involve a series of assessments and assessment tools to establish the person's functional goals and the best strategies to achieve those goals.

It is also important to be aware that an individual's communication abilities and needs can change over time and that AAC strategies need to be monitored and adjusted to meet the changing needs, abilities and goals of each individual.



Stroke

A stroke is a cerebrovascular accident (CVA) that is the result of either insufficient blood flow to the brain, called ischemia, or the bleeding into the tissues of the brain from a ruptured blood vessel. Individuals who have had a stroke may require communication aids due to the following communication difficulties:

- ▶ Trouble physically forming words
- ▶ Trouble understanding words
- ▶ Trouble remembering what words and symbols represent
- ▶ Trouble with confusing one word for another

Acquired brain injury

An acquired brain injury (ABI) means that depending on the nature and location of the injury, the person could experience impairments in their vision, muscle control and coordination, and speech. A person's cognitive function may be impaired leading to memory loss, and inability to focus and maintain attention and perception.

Cross cultural communication protocols

Culture impacts on our communication with others, our values, the way we solve problems, and family/work roles and responsibilities. Remember that everyone is an individual. In all communication, respect and tolerance must be demonstrated. When identifying the communication needs of a person from another culture there are aspects that need to be considered.

Cultural considerations include the following:

- ▶ Do you need to arrange an interpreter? If so, make sure you know the specific language/dialect.
- ▶ Will the AAC strategy need to incorporate more than one language?
- ▶ What are the family's attitudes towards professional intervention?
- ▶ Have there been negative experiences with professional intervention?
- ▶ How can you show respect for customs and values without making assumptions?
- ▶ How can you provide plenty of opportunities for clarification? Be aware of the language and jargon you use.

Identify a person's communication needs

Your own observations and those of others are an essential part of the process to identify needs. Seeing how a person communicates, who with and in what setting is very important. Always record your observations. Be objective and only write down what you see. You may need a professional to interpret your data.



1C Document the outcomes of this process in line with organisation procedures

Your organisation will have policies and procedures which outline the documentation requirements and standards that apply to your workplace. The completed documentation provides a formal record of a person's current behaviour, abilities and needs, and should be gathered and placed in the person's file. You need to understand the requirements and responsibilities of your work role regarding documentation obligations.



Documentation guidelines

When documenting the communication capacity and needs of the person, it is critical that the information is reliable and valid. Documentation may be used and shared among the support team so it is important that the information is correct and accurate.

Here are some guidelines to follow.

When documenting:

- ▶ make sure the information you are recording is accurate, i.e. names are spelt correctly and contact details are current
- ▶ record the date the documentation was received or created and the name and position of the person who created it
- ▶ ensure language is clear and concise
- ▶ don't use jargon or technical language unless it is appropriate to do so and you have used the correct words
- ▶ don't abbreviate terms unless you know it is appropriate to do so
- ▶ use concrete descriptions not emotional language if describing behaviours
- ▶ check you have the intended meaning if paraphrasing or summarising
- ▶ practise principles of confidentiality in terms of what information is collected, how it is stored and who it is released to
- ▶ record what tasks people are assigned to and dates for follow up.

Documentation process

Documentation is an essential part of any process. Without accurate documentation valuable observations may be lost. Documentation should be comprehensive as well as compliant with the auditing requirements of your organisation.

Process guidelines to follow:

- ▶ Record the outcomes of the processes used for identifying needs
 - ▶ Record the current level of the individual's ability to communicate
 - ▶ Record the form or method you are to follow within your organisation
- u are in doubt about a procedure

Example

Document the outcomes of this process

Documenting processes and their outcomes according to organisational procedures is an integral part of community services work. The following provides an example of minutes taken at a case conference.

Case conference meeting minutes

Present: Joe Smith; Pam Smith (mother); Jack Smith (brother); Peter Kent, case manager; Jan Brown, speech pathologist.

Purpose: To identify Joe's communication needs and his current level of communication.

Pam said that Joe does not initiate any communication but responds verbally with 'yes' and 'no' when asked specific questions about needs and daily activities. He understands instructions such as 'Clean your teeth', but appears to lose focus if more than one instruction is given. Joe occasionally points to pictures and vocalises but it is impossible to be sure what his meaning is.

Peter told day program staff that Joe likes cooking and drawing activities but does not interact with anyone. Peter also noted Joe understands instructions such as, 'It's time to get your lunch'.

During the meeting Joe sat at the table and drew abstract pictures. He did not make eye contact with anyone. His body language indicated he was listening to Pam and Jack. Joe did not respond to Peter or Jan in any discernible fashion. At stages Joe would get up and go to the door. When Pam said they would go home soon he sat down but repeatedly pulled at her arm. Pam said Joe did this when he was in a strange environment and wanted to leave. When Jan offered some picture cards Joe did not respond. Later he picked the cards up and sorted through them, vocalising to himself.

Conclusion: Joe currently appears to have little expressive communication. He has receptive communication in familiar settings and for single sequence instructions. Joe is using nonverbal communication intentionally.

Action:

- ▶ Jan to visit Joe at home to complete a formal assessment.
- ▶ Peter to develop a list of activities that Joe can do at day programs where he might be encouraged to increase his level of decision-making and participation.
- ▶ Jan to work with Peter on developing some choice cards to trial.

Practice task 3

1. Provide one reason why it is important that documentation is reliable and valid.

2. Provide one example that can help you decide if a task is beyond the boundary of your work role.

Staff who work with the person can offer valuable insights. They can provide information on the person's preferences, their strengths, challenges and the sort of environment that supports them best. These people include staff from day programs or employment settings, schools, personal care workers and recreational or community services organisations. Those in this group are also potential communication partners.

Health professionals

You are most likely to consult with health professionals such as speech pathologists, occupational therapists, physiotherapists and psychologists who are able to explain the person's cognitive level or muscle strength, and the type of system best suited for them.

Consult with family and friends

It is the people who live with the person (family members/carers) and those who know them well personally that can give valuable insight into interpreting the person's nonverbal communication and help identify their communication needs. You need to ensure family members and friends are involved in communication strategies and follow up with further discussions if required. It is important to confirm and clarify information with them to ensure the most effective means of assistive communication is identified.

Example

Consult with additional people as required

May is a community services worker who has recently starting supporting Peter, a 35-years-old man with Down syndrome. Peter does not verbalise many words. May notices that he is good friends with Ethan who has cerebral palsy and uses picture cards. May sees their interaction as a good opportunity to observe Peter's needs and how he communicates. She makes a game of it. She watches as Peter starts using Ethan's cards to make choices of his own.



At this stage May knows that an assessment by a speech pathologist would be valuable. She talks with Peter's key worker at his residential unit. Together they talk to Robert, Peter's brother and guardian. After obtaining permission from Robert, May arranges an appointment with a speech pathologist.

By consulting with others and involving a specialist May is giving Peter the best opportunity to improve his communication.

Occupational therapists

Occupational therapists assist people to be more independent in their daily lives. In regard to AAC they can assess and advise on:

- ▶ the positioning of the body in order to assist with using AAC strategies
- ▶ access to computers and adaptive aids
- ▶ cognitive and memory assessment and retraining
- ▶ home assessment and modification
- ▶ physical rehabilitation to improve coordination, strength and movement.

Physiotherapists

Physiotherapists work on motor skills development and training and can provide advice about improving muscle strength and range. Physical therapy can improve quality of life through the promotion of:

- ▶ mobility
- ▶ functional ability
- ▶ movement.

Psychologists

Psychologists work with the way our minds interpret the world and can assist with:

- ▶ interpreting behaviour
- ▶ counselling and mental health support
- ▶ identifying and implementing motivational strategies.

Education specialists

Education specialists identify cognitive ability and learning style preference. For example, in order to use a communication board a person needs to understand the concept of scanning. It may be necessary to practise this in incremental stages. Education specialists are able to identify strategies that develop cognitive abilities.

Teachers and care staff

Teachers, support staff, day program workers, work supervisors and residential staff all have knowledge of how a person communicates and what sort of environment encourages them to communicate. Since they are in regular contact with the person they can contribute in many ways.

Technical specialists

Technical specialists can provide provision, service and advice on electronic and mechanical aids to improve communication. This can include:

- ▶ computer technology development or modification of software programs
- ▶ engineering adaptation or development of electronic and mechanical devices.

Daily routine	Communication method
▶ Mall shopping	▶ Electronic device
▶ Walking	▶ Electronic device
▶ Meals	▶ Placemat with symbols
▶ Corner store shopping	▶ Request card
▶ Toileting	▶ Activity overlay on wall

Current communication needs

To address current communication needs, the AAC strategy may need to be updated and revised to reflect the person's age and abilities. As a person ages, interests and vocabulary will change, resulting in on-going revisions and adaptations. People may be motivated to communicate about different topics, and use different phrases and different terminology. For example, if a person's environment changes, they may need more participatory phrases included on a message device, such as 'Have you fed the cat yet?' and 'How was your weekend?' If a person uses visual scene displays for communication, the scenes may need to be adjusted to reflect current environments, objects, individuals or events. It is important that information is provided and shared to all people involved with support in a timely and collaborative manner to ensure strategies remain appropriate.

Example

Provide information in relation to the person's likes/dislikes, daily activities and current communication needs

Here is an example of how AAC strategies may be scheduled into a weekly routine that tailors to the person's needs and preferences. This information can be shared with relevant professionals in order to review and monitor strategies.

Day	Activity	Communication method
Monday	Library	Binder
Tuesday	Movie	Device
Wednesday	Shopping	Device
Thursday	Movie	Device
Friday	Swimming	Laminated page on board
Saturday	Dishes	Device
Sunday	Movie	Device

2C Adjust available tools and programs to address individual needs and preferences

After developing an AAC strategy, it may be necessary to adjust tools and programs to meet the person's individual needs and preferences. Adjustments may be required to reflect cognitive and motor skills or changes to the person's communication needs, abilities and/or environment.

Adjust tools

In some cases, adjustment may be as simple as adding additional vocabulary to an electronic device. Alternatively, a person may need an entirely new tool to meet a change in physical or cognitive capacity. Some strategies will need to be adjusted to allow for transitioning from one environment to another.



One way of identifying what adjustments are required is to complete a task analysis by breaking down a task into individual steps and identifying what is required in each step. This is something you can do in all aspects of your work, whether you are developing a strategy or supporting someone to learn. The best way to complete a task analysis is to either physically or mentally walk through the task. The person and aid need to be positioned correctly for optimal success, and you will need to consider the way the person can access their aid.

Here is some information on task analysis and correct positioning.

Task analysis

Break down the communication strategy into steps so you can see the specific skills and knowledge required. It may be that one step is preventing the whole strategy from working. If you can identify the problem step, it may be possible to implement a strategy to address the step or even to remove that step entirely. For example, a person may successfully use word cards at home but, because they also have a mild vision impairment, their cards need to have larger print when they are at a restaurant.

Positioning

The person with CCN knows what feels comfortable regarding positioning, but in addition an occupational therapist can offer specialist advice as well as information about mechanical supports. Ideally, a communication partner should be in a position where they can maintain eye contact with the person. This may not always be possible if they need to be standing next to the person to provide support. Personal preferences may include favouring left or right side, sitting or standing and the position where visual material should be in relation to eye level.

2D Seek advice from other staff and relevant others as required and work within scope of practice

You are not expected to be an expert in all aspects of communication when supporting people with CCN, but you need to know where to find the expertise to provide the best support. When developing communication strategies, you should involve staff who work with the person, the person themselves and their family. All these people bring a different perspective to the situation. For example, a health professional contributes information about the person's medical condition and abilities, family members provide information about personal preferences and the person's past history, and staff can describe the person's social interactions and abilities in different settings.



Scope of practice

Scope of practice describes the responsibilities and boundaries of a job role. Scope of practice also applies to the types of procedures and activities that may be required. Depending on your role within community services, you may be required to seek advice and recommendations from other staff members and health professionals regarding developing AAC strategies. If you are unsure of the scope of your role and your responsibilities, consult with your supervisor.

Seek advice from others

You may need to seek advice from a range of people regarding communication support aids and strategies. This advice may range from input from fellow workers on how the proposed method fits the person's preferences to expert advice from health professionals about the person's cognitive and physical abilities, and how they may impact upon the proposed strategy. You may also seek advice on how to best implement a change or adjust a strategy based on the person's behaviour and capabilities.

You may seek advice from:

- ▶ immediate or extended family
- ▶ physiotherapists
- ▶ occupational therapists
- ▶ physicians
- ▶ vision specialists
- ▶ social workers
- ▶ team members who work closely with the person.



Topic 3

In this topic you will learn how to:

- 3A Use different strategies and devices in AAC**
- 3B Document communication support strategies in the person's individualised plan**
- 3C Organise the environment to optimise communication opportunities**
- 3D Reinforce communication by timely and appropriate response**
- 3E Identify and respond to difficulties experienced by the person when communicating, within own work role and responsibilities**
- 3F Refer difficulties outside own role and responsibilities to appropriate person**
- 3G Provide practice opportunities and information to the person**

Implement an AAC strategy

In today's society people are accustomed to using some form of electronic communication. There is a great range of AAC aids and devices now available, and a shift in the attitude and expectations of how people with communication needs can participate in and contribute to the community.

As a community services worker you may need to demonstrate devices and optimise communication opportunities for people requiring communication aids. You will also need to identify and respond to difficulties, and refer difficulties to the appropriate person when they arise.

3B Document communication support strategies in the person's individualised plan

You will be required to complete many different kinds of documentation on a day-to-day basis. This documentation is frequently used for data auditing and for checking compliance with legislation and workplace procedures.

It is important that you are aware of, and follow, the documentation procedures in your workplace to ensure that you are meeting the legal requirements of your role.

Most professions and workplaces will have a documentation format that workers must adhere to. These formats are usually set up in such a way that they will prompt the writer about what information to include, so that they do not accidentally miss out any required information.

Your documentation requirements will include documenting the communication support strategies of a person in their care plan.



Document strategies

Once communication strategies have been developed you should ensure they are appropriately documented in the person's individualised care plan. Make sure you document communication strategies so all stakeholders are aware of what needs to be implemented and when you will review progress.

Reasons for documenting strategies:

- ▶ Initial identification should be documented so when the strategy is reviewed it can be seen if a change has occurred
- ▶ You need to clearly detail the strategy and the process of implementation
- ▶ It's important to inform potential partners so the strategy is used consistently in all settings
- ▶ Actions must be followed through
- ▶ You need to document the goals you have set and the dates for review
- ▶ Auditing and funding requirements must be met

Types of documentation

Types of documentation specific to the strategy can include communication plans or person-centred plans, chat books, communication dictionaries, meeting minutes and file notes.

Strategy documentation should include:

- ▶ what the strategy is
- ▶ who is involved in implementing it
- ▶ how it works
- ▶ when it is used
- ▶ why the strategy is being used.

Practical support methods

You need to be a role-model in order to provide a supportive environment. Where appropriate, show or model the desired action, and if there are any difficulties in the process, provide feedback to the appropriate person.

Here are some practical ways to support a person using communication aids.

Trained staff and carers

Make sure staff, carers and other communication partners understand the person's communication needs, ability, likes and dislikes and impairment. Make sure they can operate the aid and know how to resolve difficulties, such as replacing batteries.

Consistency

Ensure there is consistency across different settings. People with CCN need to have a consistent approach to their needs, so ensure they use the same strategy and/or device in whatever environment they are in (if appropriate).

Time for communication

One of the most important ways you can support a person is to give them the time to listen, construct their response and engage in a conversation. Always take the time to allow them to finish a conversation or request. Expect you will get a reply, even if you don't.

Ready access

Make sure there is ready access to communication aids. Once a strategy is in place, always have it available. The person needs to feel confident that having developed a method to communicate, they are able to use it. Make sure equipment is maintained.

Fostering conversation

If possible, encourage the person to engage in a conversation, rather than gaining responses to questions, requests and instructions. This gives the person a sense of control, builds their self-esteem and gives them the dignity everyone has a right to.

Motivators to learn

Make sure you use topics that interest the person. Also, give rewards to encourage learning such as, 'That's terrific' or 'Well done' when they complete a task or achieve a new goal.

Principles for teaching a skill

Use the technique of prompting then fading support by initially providing prompts and aids to help the person, then gradually withdrawing one of the aids that is not necessary.

3E Identify and respond to difficulties experienced by the person when communicating, within own work role and responsibilities

Identifying any difficulties a person is having with their communication strategy and resolving the problem is an important part of your responsibilities. This must be done as soon as possible, or the person may stop using the strategy.

You can identify when a person is having difficulty by using the following methods.

Observation

- ▶ Direct observation lets you know immediately if the person is having trouble. For example, you might notice they are reluctant to use their cards. Watch them for a while because they may begin to use the aid successfully after they are more comfortable with you.

Questioning

- ▶ Ask the person questions. Remember though that a quick 'How's it going?' may not identify a difficulty. You may need to ask questions such as, 'How can we improve this?' Some people don't like to admit they cannot do something or may not be able to communicate their feelings. Instead, you could ask their communication partners.

Checking

- ▶ Read care plans, file notes or checklists. These provide information from carers, support workers and health professionals about the range and frequency of use, and should include information relating to any difficulties the person is experiencing.

Identify difficulties experienced by the person

There are a range of difficulties that could arise. Be familiar with them and have strategies in place for resolving them. Make sure you understand your level of authority and the limits of your work role and responsibilities. In some circumstances you may not be able to resolve the problem yourself and have to refer the difficulty to an appropriately qualified person.

Common problems and suggested solutions are outlined below.

Technical issues

For example: a battery not being charged. A solution would be to update the worker duty statement to include charging the battery regularly.

Capacity

For example: a person with Parkinson's disease hitting the wrong keys on a computer due to tremors. A solution would be to use a key guard on the keyboard.

3F Refer difficulties outside own role and responsibilities to appropriate person

It is not usually your responsibility to provide or coordinate services to meet all of the person's needs or requirements. Your role is to ensure that any difficulties outside of your work role are referred on to the required health professionals. The initiatives or actions undertaken by these health professionals can then be integrated into the person's care plan.



Refer difficulties to the appropriate person

Resolving some difficulties will be beyond your role and responsibilities and will need to be referred to others. In all cases you need to make sure you follow your organisation's policies and procedures. For example, you may need to complete a formal referral form to request specialist assistance or a verbal referral may be required. If you are making any type of referral or request for assistance, have all the information at hand so you can explain to the specialist, carer or support worker exactly what the situation is and what may be needed. This includes the person's name, condition and specific difficulties.

Here are some types of difficulties you may encounter and who you may need to refer them to.

Difficulty	Referral
▶ Finding out the range of possible devices	▶ Refer to a speech pathologist
▶ The person's position in a chair limits their range of movements	▶ Refer to an occupational therapist
▶ The person's cognitive abilities are undetermined	▶ Refer to a cognitive therapist
▶ Needing to individualise the overlays in a computer program	▶ Refer to a technical specialist
▶ Your organisation does not provide the services the person requires	▶ Refer to another organisation or service provider
▶ A member of staff says she hasn't got time to 'muck about' with computers	▶ Refer to your supervisor

3G Provide practice opportunities and information to the person

You should ensure that all information and training leads to the communication strategy being used consistently by everyone involved in the person's care. Consistency is important because it makes it easier for the person to learn the process. Usually a person with CCN works well with consistent patterns of communication.

Provide opportunities to practise

It is important that a person with CCN is given opportunities to practise their communication.

Sometimes this is as simple as ensuring that other workers and carers are using the current communication strategies to their maximum potential. Other times it involves taking a step back and asking the person a question, even when you know the answer. For example, if a person always chooses honey over Vegemite at breakfast, asking the person what they would like provides an opportunity for practising communication and making choices.

Here is a sample checklist that you could use when communicating with a person with CCN.

When I communicate with the person, do I:

- ▶ read the chat book on arrival?
- ▶ write in the chat book at the end of the day?
- ▶ maintain eye contact when talking?
- ▶ wait for a response?
- ▶ create opportunities for choices?
- ▶ prompt him/her to say each word after a selection is made?
- ▶ create opportunities for communicating with the rest of the group?



4C Identify barriers to the effective use of AAC strategies and devices

You need to be aware of potential barriers that can impact on a person's ability to communicate using their chosen AAC strategies. There may also be barriers to the person being able to use their devices effectively. Barriers need to be identified so they can be reduced or eliminated. In order to identifying barriers, you may need to gather information from the person, their family and carers, and other workers.



Identify barriers to AAC strategies

Strategies are developed based on the person's communication access method. Over time, there may be changes to the person's motor abilities, cognitive abilities, physical capabilities, vision and hearing, and fatigue level. If these changes are overlooked or not addressed, they will become barriers to the AAC strategy that is in place.

Here are some examples of other barriers.

Lack of knowledge

There may be lack of knowledge by community members on how to work with people with CCN.

Many people make assumptions, i.e. that a person who does not speak verbally does not understand what is being said, or that if a person is not making eye contact they are not listening.

Negative attitude

There may be a negative attitude held by family members and others about encouraging a person with CCN.

There may be differing opinions as to the ability of a person to make competent decisions. For example, a carer may be happy to use communication cards to ask what the person wants for dinner, but not for important decisions.

Policies

There may be policies that don't fully address the needs of a person with CCN.

The Medicare Benefits Scheme (MBS) only covers certain health services and items.

4D Work with other relevant people to overcome the barriers

Once you have identified a barrier to the effective use of communication strategies and devices you need to work with the appropriate people and community services to overcome the barrier. The more you work in this area the more familiar you will become with the various people you need to approach for their expertise and the types of solutions that exist.



Overcome barriers

There are a number of people that you can refer to when seeking to overcome communication barriers. You may need to obtain input from more than one person to address the area of concern.

The following outlines the people who can provide help, as well as the solutions they provide.

Speech pathologist

A speech pathologist:

- ▶ identifies reasons for speech limitation
- ▶ identifies the most appropriate AAC strategy and helps with implementing it.

Psychologist

A psychologist:

- ▶ provides support in developing strategies to motivate the person
- ▶ provides insight into possible access barriers.

Carer/family

Carers and family:

- ▶ provide information about interests and preferences
- ▶ informally identify barriers and provide feedback
- ▶ support decision-making by the person
- ▶ provide opportunities to communicate.

Education staff

Education staff:

- ▶ explain how to use devices
- ▶ let you know which libraries have communication devices
- ▶ run staff awareness sessions in AAC
- ▶ train staff in using communication strategies and devices.

Practice task 23

1. Describe why it is important to be timely when writing a record.

2. Explain how you can ensure your records are objective.

Summary

1. Regular monitoring and reviewing is essential if a person's communication strategy is to remain effective.
2. The quality of your reporting system, and in turn your service, is dependent on the quality of information you have to draw on. It is therefore essential that records are kept current.
3. When the reporting and recording system is not maintained to a professional standard, errors in service provision, judgment and reporting can result.
4. Part of your role may include implementing recommended modifications to communication strategies and devices.
5. You will need to closely monitor and document any modifications to a strategy or device to ensure that the change has been successful.
6. Make sure to involve the person in the modification process and remember that changes to communication strategies can be frustrating and exhausting.
7. Support workers can help increase a person's vocabulary either informally through incidental learning, or by using a structured approach to actively increase the vocabulary over a period of time.
8. It is essential that you complete all documentation in accordance with your organisation's policies, procedures and protocols. This ensures that you meet your reporting requirements and that your documentation is in a consistent and professional format for other team members to access.