

CWDC Outcomes Workbook

Standard 4:

Know How to Communicate Effectively



This series of workbooks and the associated workshops were designed by Aaron Fennell, Training and Development Officer at Harrow Council Children's Services.

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This workbook and associated materials have been distributed within the North West London Fostering Consortium, of which Harrow Council is a member.

Types of communication

1

4.2a; 4.2b
4.1b

- List some techniques you use for communicating with children and young people.

- What are some common difficulties in communicating with children and young people?



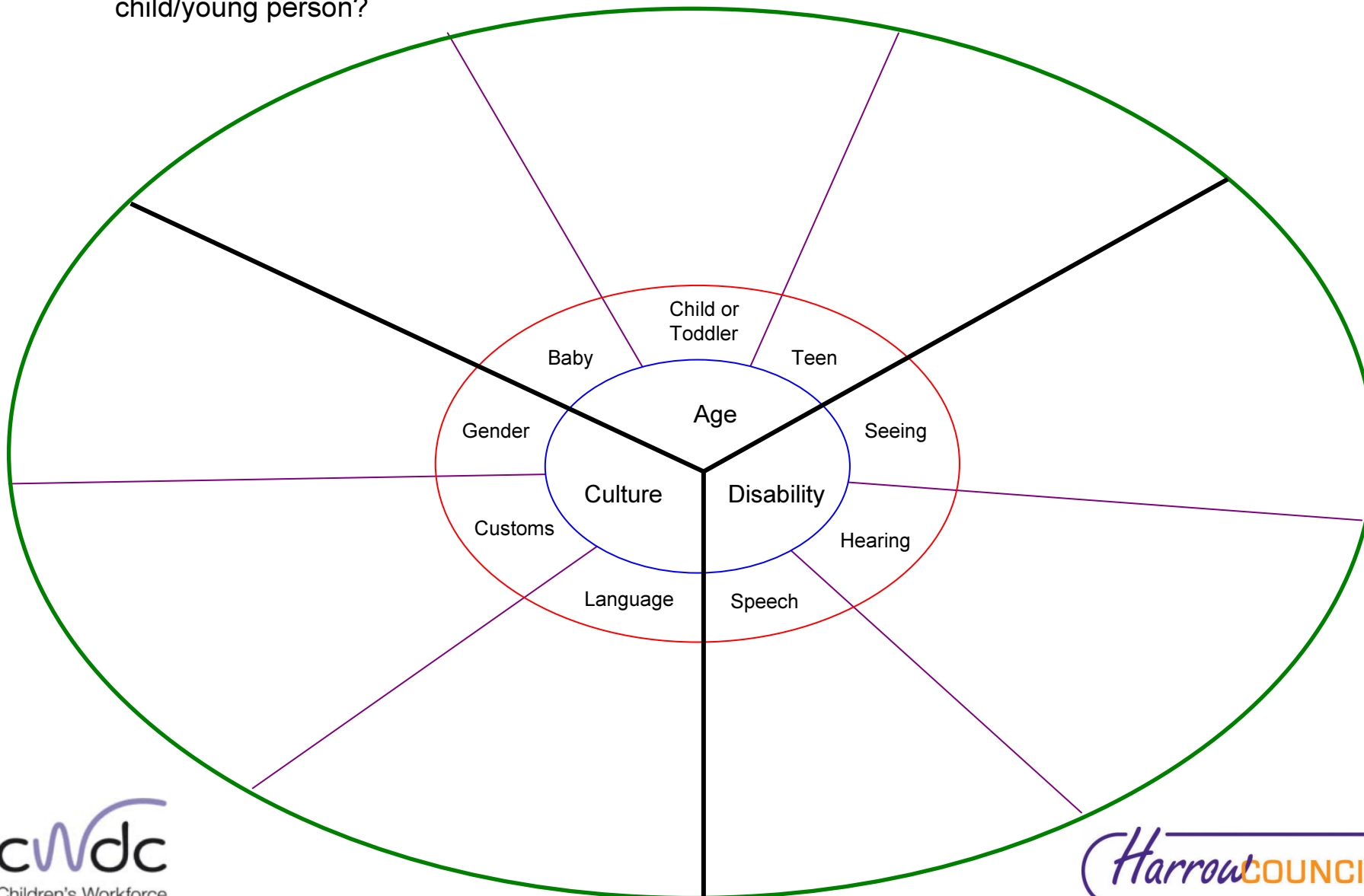
- Why is it important to identify and use an appropriate means of communication for each child?

Considerations with communication

2

4.2a; 4.2b
4.1b

- How does the way you communicate vary with different aspects (age, culture and disability) of the child/young person?



Encouraging communication

3

4.1a; 4.1c

Think of a conversation that you have recently had with a child/young person in which the child/young person expressed their views/thoughts/wishes/feelings/opinions.

- Write down what the child/young person said.



- What did you understand to be the greater context for the child/young person's statement? (That is, what were their thoughts, feelings, wishes, goals or expectations that were the real issue behind the statement?)
- Explain what you did and said to determine this. Give actual examples you used, especially those which demonstrate that you communicate in a clear, jargon-free way.

Encouraging communication

4
4.1d

Now consider a conversation in which you had to help the child/young person come to a decision about something. (This may or may not be the same example you used on the previous page.)

- If different to the example used on the previous page, what was this conversation about? What choices did the child/young person have to decide between?

- What did you say and do to help the child/young person come to their own decision? Give at least 3 specific examples.

- What was the decision that the child/young person came to?



Communication with Parents, Families and Friends

5

4.3a; 4.3b

Think of planning a contact visit between a child/young person you care for, and their parents.

- Write dot points on all the considerations you must make, all the information you need (including plans for cancelled contact), and where or who you must get this information from. If it helps, think of the very first time you had to arrange contact. **(If you have completed the workshop on Standard 2, refer to your answer on page 2 of the workbook.)**

Next, think of an issue that you have had to raise with a family member of a child you care for.

- What did the parent do or say (or not do or say) that caused concern?
- Why was this a concern to you?

What was your response?

- Where and when did you address the issue?
- What did you say and do to address the issue?

Confidentiality when communicating

6
4.3c

- Think of things (information) that a child/young person has told you or that you have found out about the child/young person from another source. Write these down in 'Information' column below. Next, think about who you should share this information with, and tick the appropriate box, or write that person's name in the 'Other' column. An example has been given.

Information	SW / SSW	Parents of the child	Other Carers	Others
Doctor informs you that the a young person is allergic to nuts.	✓	✓		Teacher / principal

Communication with Organisations

7
4.4a

- Think of a child or young person you care for, or one of your own children. Think of a service, organisation or professional involved with that child (e.g. school, doctor or health professional). Write down the name of the organisation or professional, and the reason for the child's involvement:
- What is one important point of information that came from the child being involved with this service?
- What could have happened if that piece of information was not passed on to you, or to other professionals/services?
- What is the importance of effective communication between services and professionals?



Keeping Records

8

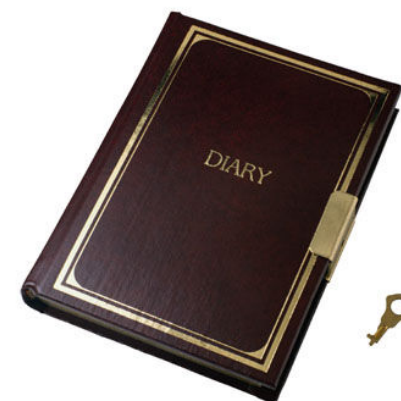
4.5a; 4.5b
4.5c; 4.5d

Why should carers keep records? (Consider immediate and future needs for records.)

What type of information should you record?

In regards to record keeping, what do the following 4 terms mean?

- Understandable
- Relevant
- Factual
- Concise



What can you do to help children and young people keep their own records?

Homework

9

- ❑ Next time you meet with your SSW for a review or supervision, ask them to complete the witness statement on the following page regarding your ability to communicate with them (4.4b), including your ability to use different forms of communication (4.2c).
- ❑ Find or write an entry in your carer diary that meets the four criteria for record keeping: understandable, relevant, factual and concise. Place a photocopy of this entry on your portfolio as further evidence for 4.5c. Be sure to make the entry anonymous by blanking out any identifying information about the child/young person.

