**Unit 1/301-Assessment criteria-2.12.2 2.3 2.4 2.5 Unit 2/305 Assessment criteria -3.1.3.2.3.3 -Skills for communication with adults and children**

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| **Communication skill** | **Benefits- what does it achieve?** | **What affects****Communication?** | **Skills/****Techniques to help** | **Communicating with adults** |
| **Active listening** | Boosts confidence and self-esteem.Allows repetition of key facts.Demonstrates interest. | **Age** | Use developmentally appropriate language. Use correct form of address (name or title). Be on same eye level.  | **Active listening and positive comments are still appropriate, although responses do not need to be exaggerated.** |
| **Open ended questions** | Encourages sustained conversation.Confirms understanding of key points.Allows modelling of vocabulary or grammar.Develops language skills. | **Context of communication** | Use body language, facial expression & tone to reflect context. Encourage use of appropriate vocabulary through modelling and repetition.  | **Communication with adults in school is usually on a professional basis; courtesy and respect should be shown, with use of the preferred form of address.** |
| **Visual props** | Promotes expansion of vocabulary.Reinforces meaning.Engages interest. | **Language** | Use visual props or sign language. Frequent repetition of key words or phrases. Use simple, unambiguous language. Allow sufficient time for responses. Learn key words (e.g.: greetings) in home language.  | **Adults usually have a longer attention span than children, so communication can be more prolonged.****More complex vocabulary and grammar can often be used** |
| **Non-verbal communication** | Helps to convey meaning.Provides further opportunities for self-expression and communication.Encourages participation | **Sensory impairment**  | Make effective use of specialist equipment. Use visual/tactile props or sign language. Speak clearly Ensure area is well lit and minimise distractions. Ensure face is visible when speaking.  | **It may be appropriate to communicate with adults in a range of ways; letter, telephone, email, etc., as well as face-to-face.** |
| **Positive responses** | Encourages consideration for others. Demonstrates respect for others’ views. Develops listening skills.  | **Speech, language or communication impairment**  | Use appropriate non-verbal communication. Be patient. Allow sufficient time for responses. Give full attention. Offer regular praise and encouragement.  |  |
| **Turn taking** | Demonstrates interest. Creates supportive atmosphere. Eye contact Helps to establish rapport  | **Cognitive abilities**  | Keep information clear and to the point. Avoid complex instructions. Regularly check understanding. Use visual props or demonstrations as appropriate.  | **More complex vocabulary and grammar can often be used** |
|  |  | **Emotional state**  | Recognise and respect reluctance to communicate. Use positive body language and facial expression. Use open questions to encourage communication.  |  |
|  |  | **Cultural differences**  | Use correct title/form of address. Respect etiquette (e.g. eye contact, personal space).  | **Communication with adults in school is usually on a professional basis; courtesy and respect should be shown, with use of the preferred form of address.** |

**Children and Young people**

301.2.1 Explain the skills needed to communicate with children and young people

**You are supporting a new child to the school with numeracy what are the main communication skills you would use and for what justification?**

301.2.2 Explain how to adapt communication with children and young people for:

a) the age of the child or young person

b) the context of the communication

c) communication differences

**Describe a situation at school with a pupil where you have had to adapt your communication styles? How was the support to the child made more successful by the communication skills you used?**

2.3 explain the main differences between communicating with adults and communicating with

children and young people

**Describe what techniques you would use to make communication more effective with children and describe in what ways these communication styles would differ and have to be adapted when communicating with adults?**

**Adults**

301 2.4 explain how to adapt communication to meet different communication needs of adults

305 3.1 demonstrate how to establish rapport and professional relationships with adults.

305 3.3 demonstrate strategies and techniques to promote understanding and trust in communication with adults.

**Scenario 1**

**You have got to contact a parent about an incident at school. What is the best form of communication and how would you manage the communication? What skills and communication styles would you exhibit and why would these be effective?**

**Scenario 2**

**You are in the staff room with a colleague who is upset about something. What skills would you use and for what reasons?**

**Scenario 3**

**You are on a training course and have been put in a group of people who you have not met before in order to complete a team building task. How do establish rapport and a professional relationship with the other team members?**

305.3.2 Demonstrate how to adapt communication with adults for:

a) cultural and social differences

b) the context of the communication

c) communication differences

**Scenario 4**

**You are on a school trip to a Mosque and you are introduced to a Bangladeshi mother who does not speak English very well. She invites you for a cup of tea. What communication skills would you use and how would you adapt to the situation?**

**Scenario 5**

**One of your colleagues is deaf and her she is not very fluent in English and you are not very fluent in British Sign Language. You need to pass on the lesson objectives from the teacher. What would be the most successful methods of communication?**

**Scenario 6**

**You are being interviewed for a new position at a new school. How do you adapt your communication to the situation and what skills do you use throughout the interview?**

301 2.5 305.3.4 use skills and techniques to resolve misunderstandings and conflicts constructively.

**Scenario 7**

**You are supporting a science lesson in a Year 9 classroom. There has been some light- hearted banter amongst the learners re the forthcoming school prom. You have intervened in a friendly way but the general chat has continued and as it hasn’t seemed to have affected their work – you have ignored it. When the lesson ends you are going towards the next class when you see that two of the learners are shouting abuse at each other. When you ask them what is wrong, one of them turns on you and shouts for you ‘to mind your own business!’**

**Action to take**

**Scenario 8**

**You are on playground duty with another teaching assistant (TA) and a volunteer helper you notice that a child has fallen over and the other TA goes to help the child. The volunteer helper suddenly turns on the TA demanding to know what she is doing and what her qualifications are in First Aid. When the TA tries to explain that she doesn’t have any qualifications, the volunteer helper butts in that she has no right to touch the child.**

**Action to take**

**Scenario 9**

**Sahid and Gemma are 4. They are playing in the outdoor area just outside the YR classroom. Sahid is riding the new shiny red bike. Gemma is shouting that she wants a go and is holding onto the back of the saddle. Sahid is shouting that it is, ‘Not your turn!’**

**Action to take**

305.3.5 explain when and how to refer other adults to further sources of information, advice or support.

**Describe a situation when you had to refer an adult to a further source of information, advice and support? What communication methods were most appropriate to use regarding the context?**

**PLTS-**

RL 5 - evaluate experiences and learning to inform future progress

TW 3 - adapt behaviour to suit different roles and situations, including leadership roles

TW 4 - show fairness and consideration to others

SM 7 - manage their emotions, and build and maintain relationships

EP 1 - discuss issues of concern, seeking resolution where needed

EP 2 - present a persuasive case for action

EP 3 - propose practical ways forward, breaking these down into manageable steps

EP 4 - identify improvements that would benefit others as well as themselves

EP 5 - try to influence others, negotiating and balancing diverse views to reach workable solutions

EP 6 - act as an advocate for views and beliefs that may differ from their own