



A2.2 – Educative resources for teachers

USER-PROVIDER RELATIONSHIP & COMMUNICATION

Module: 6 – SPECIFIC TRAINING

Sub-Module: 6.2. User-provider relationship & communication



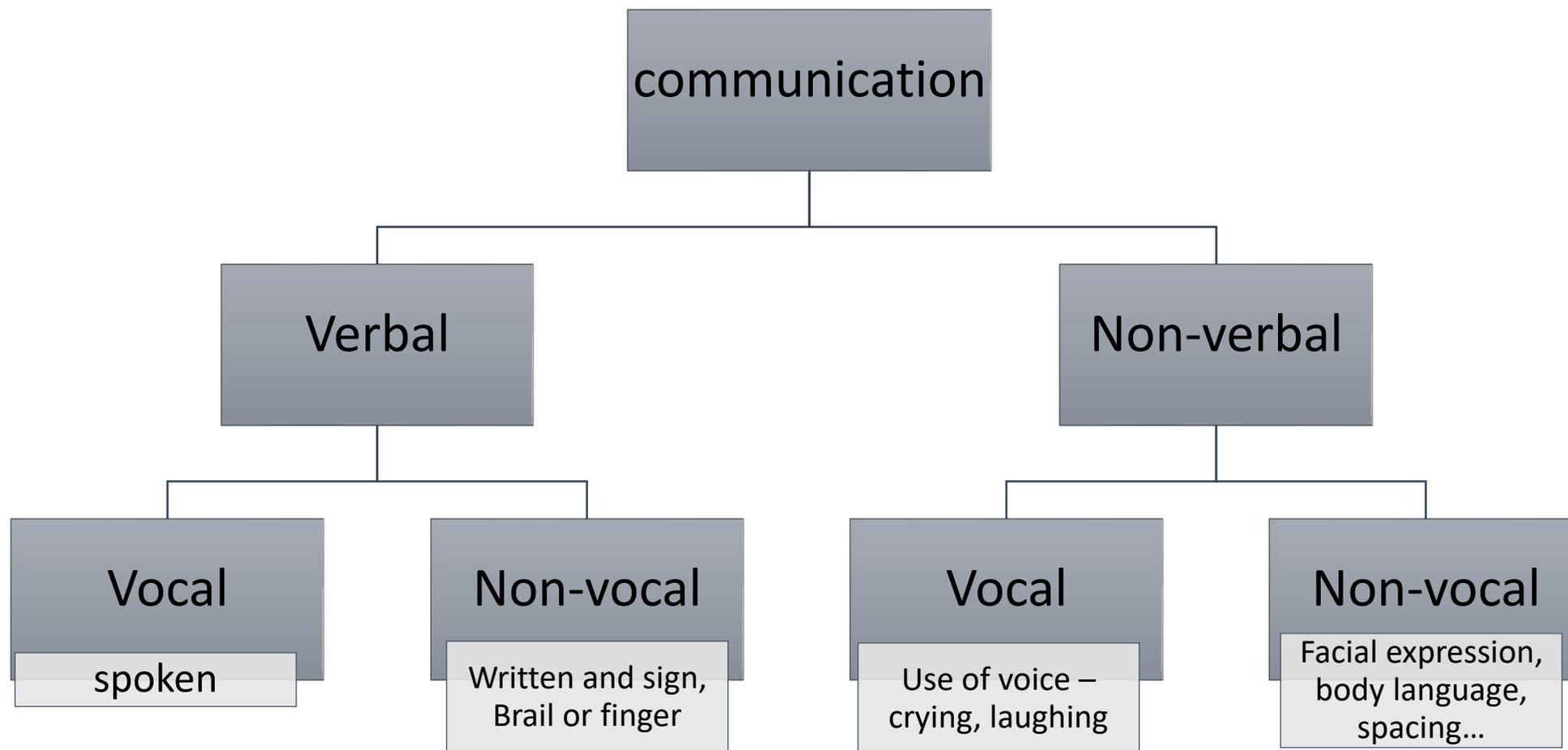
Introduction

Module	SELF-CARE
Sub-module	USER-PROVIDER RELATIONSHIP & COMMUNICATION
Lesson nr.	#1
Duration (minutes)	90
Date	

Lesson Outcomes

1. Basics of communication
2. Strategies of communication with children, cognitive impaired, deaf, blind, ect.
3. How to communicate with persons with dissabilities
4. How to understand and respect each other
5. Building the relationship

Fundamentals of communication



Communication is...

1. **One way** (reading the books, watching TV, listening the music/radio, observing the painting, ect.)
2. **Two way** (sender- receiver) 1:1 or in a group
3. Formal or Informal
4. Synchronous (conversation) or asynchronous (e-mail, text, letters)

Verbal communication - sender

How to affectively send the message?

1. Language (the code)
2. Words order, use of words (be polite), use of fillers
3. Timing (is it the right moment?)
4. Voice (loud/quiet)
5. Tone of voice (high/deep or low – soprano or bass)
6. Speed of speech (quick, eating letters, slow) and pauses
7. Sonority and melody

Non-verbal communication - sender

The sender should pay attention also to:

1. Eye contact and blinking
2. Facial expressions
3. Body language and gestures
4. Posture
5. Personal space
6. Physical contact
7. Appearance (clothing, hair, jewelry, makeup, perfume)

Pay attention to
cultural differences at
non-verbal
communication!

Non-verbal communication part 2

The sender should pay attention to:

1. Noise
2. The environment (intimacy, location of conversation)
4. Light/brightness
5. Feedback!

Fundamentals of communication – receiver

How to be or become an affective receiver?

1. Language must be understood
2. Decode/interpret verbal and non-verbal
3. Do not interrupt the speaker
4. Keep an eye contact
5. Respect the distance
6. Ask questions for clarification
7. Be polite and respectful, do not judge

Fundamentals of communication – part 2

As a receiver you should pay attention to:

1. Your non-verbal communication (face expression, eye contact, gestures)
2. To stop aggressive communication
3. Your emotional state
4. To stop un-effective communication (you don't understand the message)

TASK 1 – Verbal and non-verbal communication

1. Working in pairs
2. Introduce yourself to your neighbour in 5-10 sentences (2 times repeated)
3. As a receiver first time focus only on verbal communication of your pair
4. Write down 3-5 important data
5. Second time as a receiver pay attention on non-verbal communication
6. Write down 3-5 elements that came into your focus
7. Discuss with your pair elements of non-verbal communication

7C of communication

First you have to ask yourself – **What is my purpose in communicating with this person?**

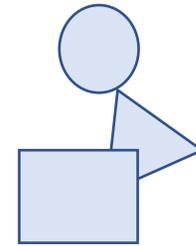
1. Clear – easy to understand
2. Concise – focus, stick to the point
3. Concrete – not too many details
4. Correct – error-free
5. Coherent - logical
6. Complete –have you include all relevant information
7. Courteous – friendly, open, honest

TASK 2 – Effective communication isn't easy

Working in pairs

You will need paper and pencil. Each pair sits with backs together.

1. Person A draws something simple on a paper (example 3 figures).
2. Person B try to recreate the picture only by listening the instructions of a person A.
3. Thy compare the pictures and discuss the way of communication



Now pairs reveres. Person B draws simple figure (animal, object – lamp, ect). Person A now try to recreate the drawing. Important: persons B must not say what is on the picture, but can only describe what must me drawn (draw a circle, add oval on the right side...). They compare pictures at the end and discuss the way of communication.

Differentiation at communication 1

Children

1. Age is important – strategie must be addopted to age
2. Parents usually understand the „language“ of toddlers and small kids
3. Cartoons, drawings, toys as a help
4. Clear communication
5. Do not underestimate them
6. Describe what, how and when something will be done.
7. Name objects
8. Give a reward at the end of procedure (kiss, hug, candy)

Differentiation at communication 2

Person with cognitive impairment

1. Try to identify the severity of cognitive stage
2. Was/is present from birth or later in a lifespan
3. If possible try to connect through oral/verbal communication, if not touch, scent
4. Simple tasks, one task at time, clear voice, talk slowly,
5. Identify persons ability to orientate (time, space, personal)
6. Be patient
7. Explain what will be done, name objects, use drawings, ect.
8. Give a reward at the end (if)

Differentiation at communication 3

Person with visual impairment

1. Verbal communication is the most important (be clear)
2. Brail if possible (non verbal for clarification)
3. Your position in the room is important
4. Elements of your voice (tone, loudness, pauses, choice of words..)
5. Avoid usually used sentences (as you can see, look here, I can show you...)
6. Describe what will be done, how will be done, when you will start...

Differentiation at communication 4

Person with hearing impairment

1. Visual communication is the most important
2. Sign or finger language if possible, „reading“ from lips
3. Use of non-verbal strategies (show with hands, point, facial expression)
4. Prepare written material
5. Use paper-pen if needed
6. Try to get interpreter for sign language
7. Wait for the response and understanding
8. Show what will be done, how and when

Respect is a choice

First, respect yourself. With communication respect can be shown. Try to:

1. Listen and be present
2. Be thoughtful of others' feelings and keep your emotions in check
3. Acknowledge others and say thank you – be polite
4. Address mistakes with kindness – do not judge
5. Make decisions based on what's right (moral values, dignity), not who you like
6. Respect boundaries/impairments/culture/opinion – be kind
7. Live and let live – seek understanding

TASK 3 – Respect

1. First go into pairs. Stop speaking.
2. Stand facing each other on comfortable distance, have an eye contact. DO NOT SPEAK! Do not touch each other. Remain 30-60 sec.
3. Come closer, remain eye contact, be quite (keep so cca 30-60 sec.).
4. Go one step back. Still in silence, just with eye contact. Remain 30-60 sec.
5. Describe how did you both feel, how distance and eye contact affect communication and respect.

Why respect is important?

1. Effects deeply on relationship (communication, dignity, conflicts, love, kindness, understanding, happiness, ect.)
2. Showing respect is the right thing to do and it is the right response
3. Respect affirms those worthy of respect
4. It encourages behaviour that's respectful
5. Provides a solid foundation for relationship
6. Without respect we lose heart

TASK 4 – The meaning of respect

1. The whole group mix.
2. Go to someone you do not know much
3. Spend 3-5 minutes asking each other what it means to be shown respect
4. Open discussion for the whole group
5. What they have heard
6. How can respect/disrespect affect individuals?

Relationship

In good relationship we can observe:

1. Trust
2. Respect
3. Self-awareness
4. Inclusion
5. Compromise
6. Appreciation
7. Open communication

Building good relationship

1. Identify your relationship needs (carer - caregiver)
2. Find common goals
3. Be positive
4. Appreciate others
5. Avoid gossiping
6. Manage your boundaries
7. Take time and also schedule time to build relationship
8. Focus on your emotional intelligence
9. Listen truly and carefully



GIVINGCARE
Empowering Caregivers

Thank you!

Teachers's name

Teachers e-mail

Date of the session

