

Care Skillsbase: Skills Check 10

Different Ways People Communicate Feelings

Interviewer's pack

Contents

- Skills Check activity for general use
- Skills Check activity for domiciliary use
- Feedback form
- Personal development form

Summary	
Suitable for	All job roles
Skill checked	Spoken communication
Covers	Language and concepts associated with communicating feelings
Learning for interviewer	Can the member of staff discuss with understanding the different ways that people communicate their feelings?
Learning for member of staff	Different ways people communicate feelings, challenging behaviour, how to promote good communication
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)
How it works	Offers information about the different ways people communicate. Use it to develop a short discussion to check the person's spoken communication skills.
Notes	Uses colour but will work printed in black and white. If person can't read questions or write short answers, read questions to them and ask them to tell you the answers.
Before you start	Read the general guidance in the Skills Check area of the Skillsbase website.

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie-careskillsbase.org.uk

Understand the Job: Different Ways People Communicate Feelings

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

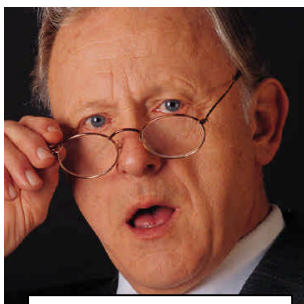
(Date: Day-Month-Year)

1. Did you know?

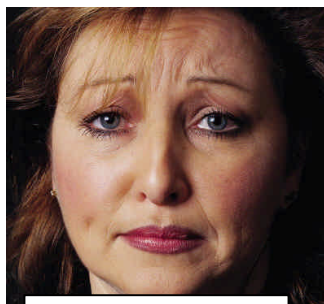
Part of a carer's job is to know how a person **feels** even when that person **can't tell us** in words.

Look at these people.

How are they feeling?



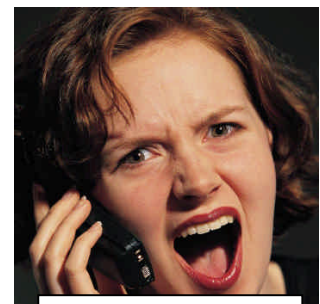
1.



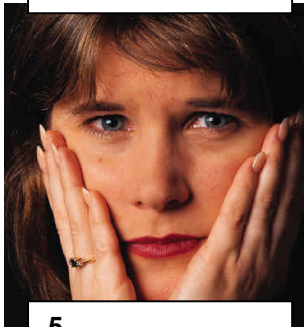
2.



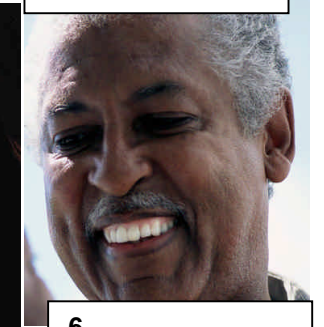
3.



4.



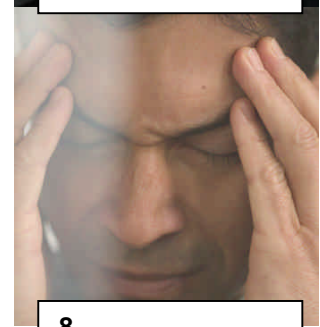
5.



6.



7.



8.

2. Actions speak louder than words

Behaviour can be a form of communication. What feelings might these **behaviours** express?

Behaviour	What the person might be feeling (you may note any ideas here)
1. A person won't look at you when you talk to them	
2. Someone throws a cup at you	
3. A person cries	

Understand the Job: Different Ways People Communicate Feelings (continued)

3. Are you good at promoting communication?

If someone doesn't want to talk, what might you do to **encourage** them?

Here are some ideas. Tick (✓) the ones you would try.

	(Tick)		(Tick)
Ask them how they are feeling		Give them time to respond	
Talk a lot to them		Pay attention to them	
Sit quietly with them for a little while		Tell them how upset you are that they won't talk to you	
Leave them alone – they'll talk when they're ready		Something else (What?)	

What if a **colleague** doesn't want to talk? What might you do?

(Use this space for notes)

Understand the Job: Different Ways People Communicate Feelings

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

Part of a carer's job is to know how a person **feels** even when that person **can't tell us** in words.

Look at these people.

How are they feeling?



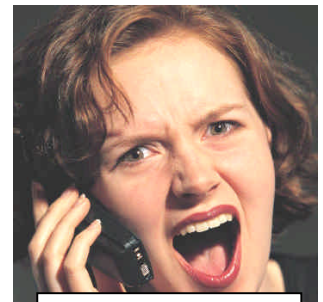
1.



2.



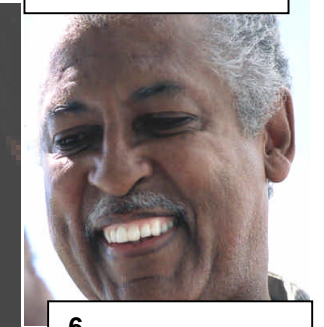
3.



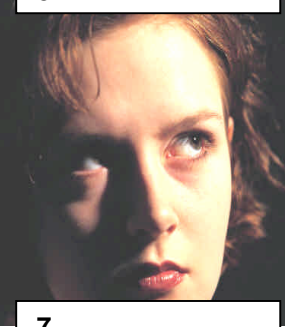
4.



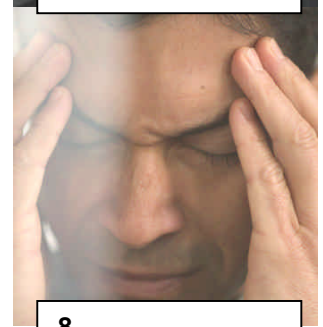
5.



6.



7.



8.

2. Actions speak louder than words

Behaviour can be a form of communication. What feelings might these **behaviours** express?

Behaviour	What the person might be feeling (you may note any ideas here)
1. A person won't look at you when you talk to them	
2. Someone throws a cup at you	
3. A person cries	

Understand the Job: Different Ways People Communicate Feelings (continued)

3. Are you good at promoting communication?

If someone doesn't want to talk, what might you do to **encourage** them?

Here are some ideas. Tick (✓) the ones you would try.

	(Tick)		(Tick)
Ask them how they are feeling	<input type="checkbox"/>	Give them time to respond	<input type="checkbox"/>
Talk a lot to them	<input type="checkbox"/>	Pay attention to them	<input type="checkbox"/>
Sit quietly with them for a little while	<input type="checkbox"/>	Tell them how upset you are that they won't talk to you	<input type="checkbox"/>
Leave them alone – they'll talk when they're ready	<input type="checkbox"/>	Something else (What?)	<input type="checkbox"/>

What if a **family member** doesn't want to talk to you? What might you do?

(Use this space for notes)

Feedback form	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
1. Interviewer's view	The member of staff...	No	Partly	Yes
a.	Used spoken communication effectively one-to-one.			
b.	Understands what key words and ideas mean in relation to his/her work.			
2. Interviewer's reasons	The member of staff...	No	Partly	Yes
a.	Expressed him/herself clearly, appropriately and with confidence.			
b.	Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c.	Spoke in a way that was easy to understand (pronunciation).			
d.	Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e.	Used clear, grammatically accurate language (grammar).			
f.	Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g.	Understood and responded appropriately to instructions and questions (listening).			
3. Next steps to help develop skills and knowledge for the job		Yes	No	
a.	Interviewer will arrange monitoring, feedback and support from a supervisor.			
b.	Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.			
4. Interviewer's signature	Staff member's signature			

Use the other side of this sheet for notes

Personal development form	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills		Tick (✓) if "yes"
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
English language skills (for staff from other countries)		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
2. How will the learning happen?		
3. What support and resources will be needed to make the learning successful?		
4. When will the learning happen?		
5. How will we know the learning has been successful?		
6. Progress review date		
7. Interviewer's signature	Staff member's signature	