

Pediatric communication kit for children, families and health providers

About the pediatric communication kit

This kit is designed for use in health care settings to help children and healthcare providers work together for better communication. It includes tools and communication boards to use with children who have a communication need, such as when they have trouble speaking, understanding others or expressing themselves.

Chose the parts that work best for you. These resources can be downloaded and printed. It is completely optional.

Visuals (or pictures) can help children understand their healthcare providers and convey their thoughts while taking their time. Visuals can help children remember things, and they can make communication clearer, prevent arguments and make complicated information simpler.

To learn more about Communication Access, check out our resources on ahs.ca.

How I communicate



Here are some of the things you may wish to share with your healthcare team:

1. Your name
2. The language you prefer to use
3. If you would like a translator or interpreter to help you communicate with us
 - If you use specific tools or devices to help you understand or communicate with others, such as:
 - i. Hearing aids, cochlear implant, pocket talkers, etc.
 - ii. White boards, communication board, pen and paper, etc.
 - iii. Glasses, magnifying glass, braille
4. Other information that will help you feel more comfortable, like:
5. If you need help filling out forms
6. If you need someone to walk with you to where you need to go

Healthcare providers: Facility use

You can **print** this kit for a child to use. To assemble this kit, you will need to print the resources in this document and include the following:

- A **laminated piece of white paper** or card stock (makeshift whiteboard)
- Fishing line (if you wish to attach the marker to the clip board)
- A **plastic** clip board (wipeable)
- Pen
- White board marker
- Paper

When printing and providing a kit, please consider the following:

- Print resources in **colour** (if possible).
- For multi-child use, **lamine** resources or place them in a **page protector**.
 - When laminating, ensure you keep a 0.5-inch border around each item when cutting for a strong seal.
 - If you cannot laminate or use a page protector and give each child their own kit.
- **Clipboards** provided to the child **must be plastic/wipeable**.
- Laminated or page protected resources and clipboards can be sanitized by:
 - **Cleaning** first with (soap and warm water, or an AHS-approved disinfectant wipe to remove debris) and then,
 - **Sanitizing** using another AHS-approved disinfectant wipe.
- If you attach a marker to the clipboard (to keep it from getting lost), attach it with something that can be sanitized, such as fishing line. Rope or twine cannot be sanitized sufficiently.
- In addition to these resources, also give child a **pen and paper**. This allows them to write messages ahead of time and save frequent messages.

When sanitizing resources and the clipboard, do not place sanitized items back in a dirty container. **Clearly separate dirty and clean items**. You can sanitize the container you used to transport the items before cleaning, so you have a clean place to put items back into.

Patient communication boards instructions: To help the child communicate with others.

1. Tell the child this is one way for them to communicate while they cannot talk—for example, while on a ventilator.
2. Teach the child the meaning of the symbols before they use them. Show the child how the board works by pointing to the symbols that match the words you're saying out loud. This technique is called *aided language stimulation**. Not all words will be available on the board, so just point to the ones that are there.
3. Show them the alphabet boards. Tell them they can use either of these boards to spell what they want to say. This could be the name of a person or a short message.
4. Leave all communication boards close to the child. Hand the board to the child when you're communicating together. Encourage them to use both the phrases and alphabet board.
5. These boards have empty spaces you can customize. Either write in the words or add pictures if available. For example:

Names of important people

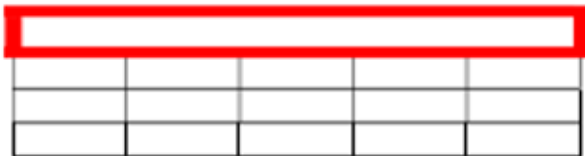
Pets

Places

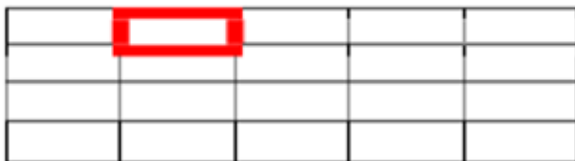
Favourite foods, toys, movies, etc.

If the child can't use their hands to touch the board, help them using the following method:

1. Establish a way for them to indicate a “yes” response (such as looking up or making a sound)
2. Point to each row in turn and ask if the message or letter is in that row. Pause between rows so they have time to scan the row: “Row one, pause. Row two, pause.”



3. The child needs to use their “yes” response to indicate this is the row they want. They **do not need** to indicate a “no” for each row they do not want.
4. Next, from the row they chose, move across each item in the row and name the item. Be sure to pause between each item.



5. The child needs to use their “yes” response when you reach the item or letter they want.
6. If spelling, you can guess the word after 2 letters are selected, but make sure to verify with the child if it is correct.

*For more *aided language stimulation* resources, visit:

- Videos: <https://youtu.be/wCVfMWdAKbE> or <https://youtu.be/fIFNMky22-U>
- Website: <http://www.project-core.com/aided-language-input-module/>

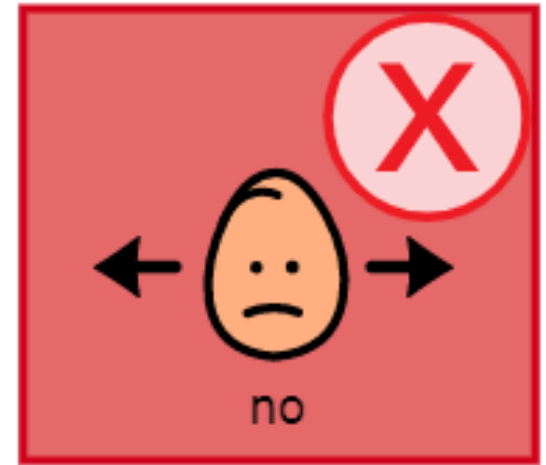
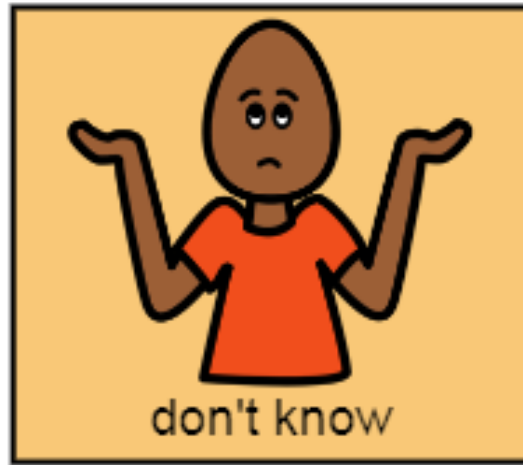
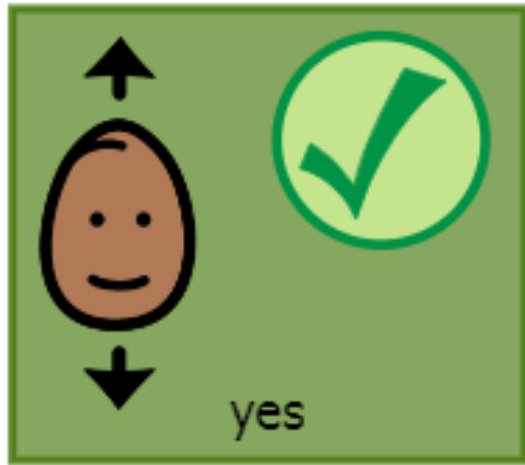
Core board is based on the work by:

[Project Core - http://www.project-core.com/](http://www.project-core.com/)

If these board do not work for the child, other options are available at:

<http://www.project-core.com/communication-systems/>









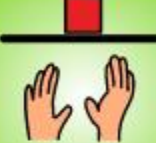


























Short answer: For the child to say “yes, no, or I don’t know”
























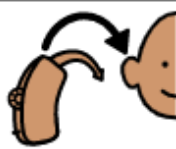













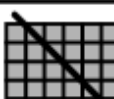
Communication Boards: To help the child communicate with others.

10				tired		pain		sad		scared		good		bored
9				hot		cold		need something		light on/off		hungry		thirsty
8				bathroom		pee		poop		please move me		get up		leave me alone
7				book		listen to music		toys		tablet		TV		game
6				yes		don't know		no		mom		dad		doctor
5				nurse		I have a question		not on this board						
4														
3														
2														
1														

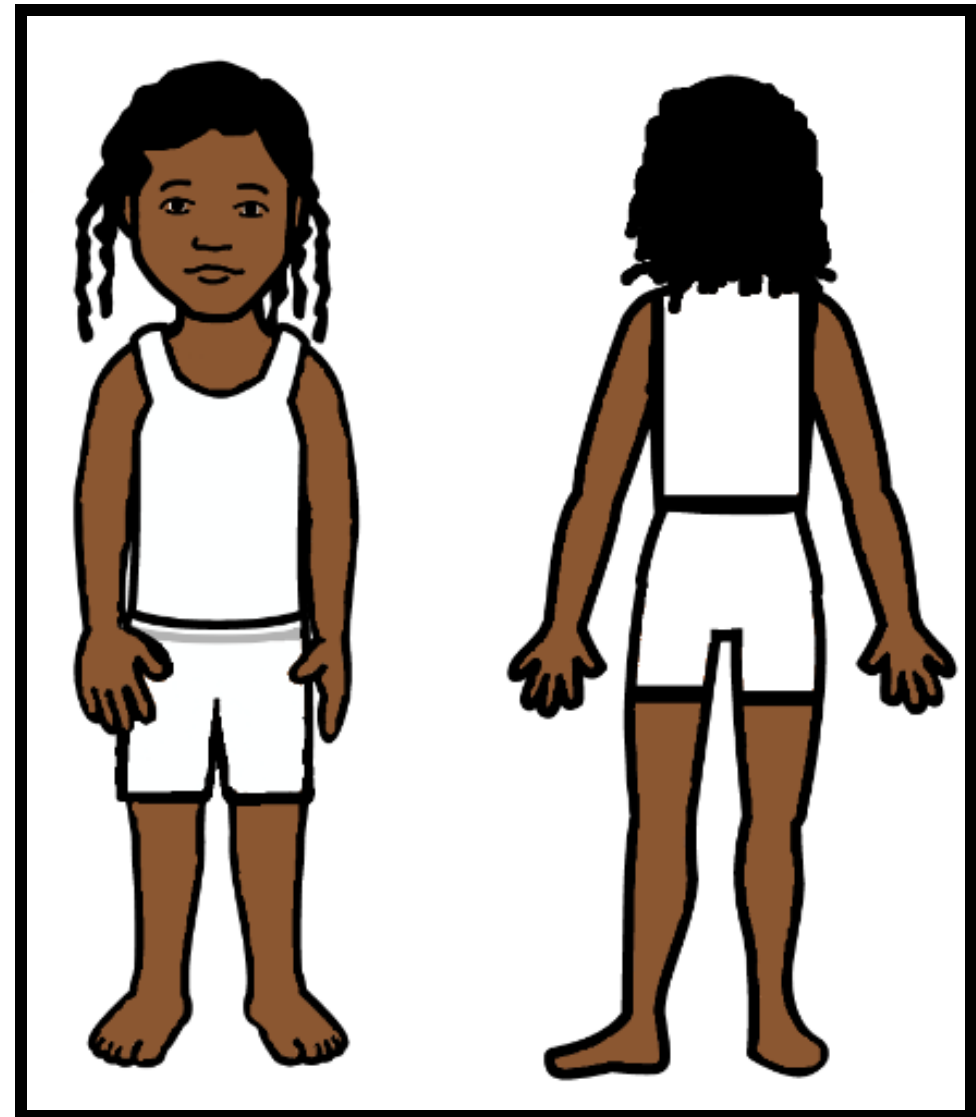
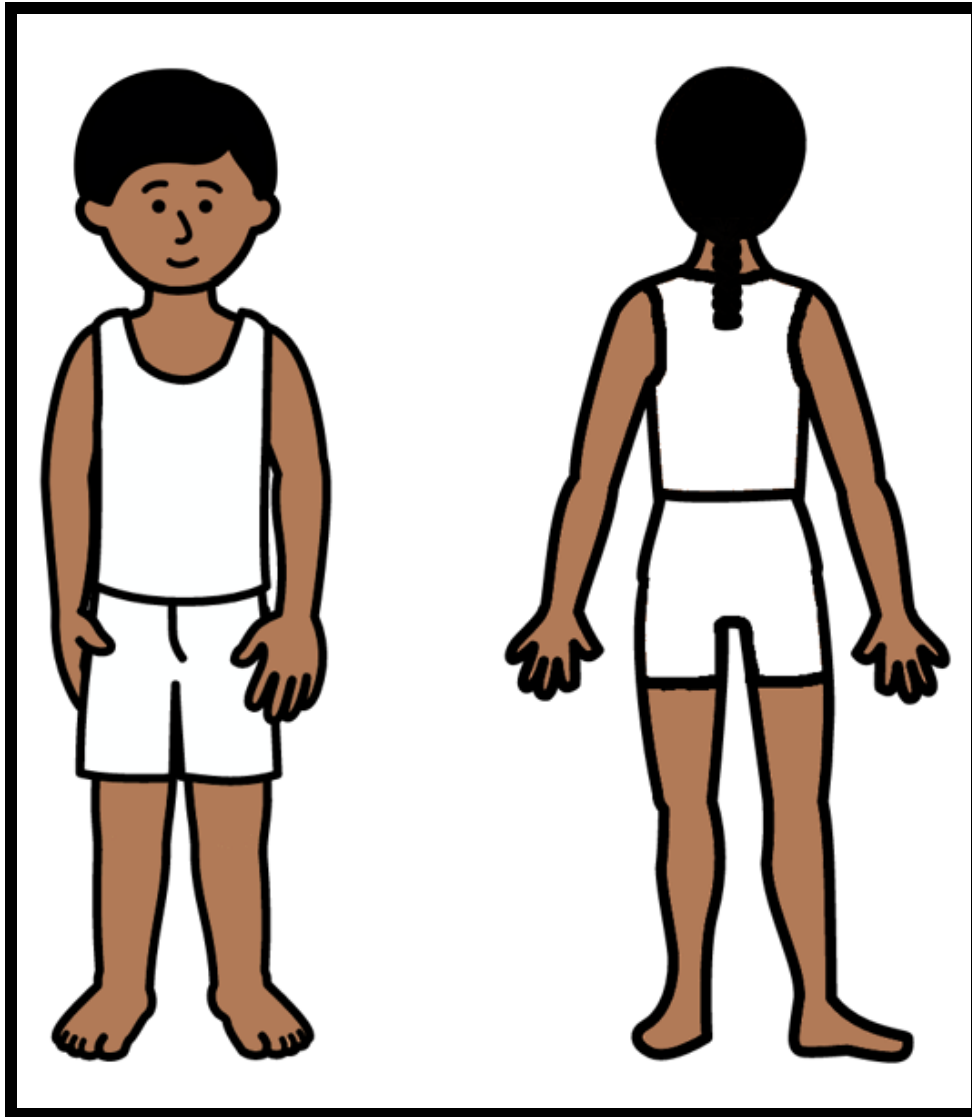
Communication Boards: To help the child communicate with others.

 what	 why	 who	 where	 when	 stop
 I	 not	 want	 same	 different	 more
 you	 turn	 open	 all	 some	 finished
 she	 make	 do	 look	 on	 good
 he	 go	 help	 like	 up	 here
 it	 can	 put	 get	 in	 that

Communication Board: To help the child communicate with others.

 hungry	 tablet	 book	 toys	 listen to music	 thirsty
 light on/off	 visit/talk	 pillow	 family	 blanket	 leave me alone
 sit	 get up	 walk	 please move me	 sleep	 lie down
 shower	 bathroom	 glasses	 hearing aid	 wash	 brush
 hot	 good	 bored	 scared	 tired	 cold
 pain	 sick	 call	 I have a question	 spell	 not on this board

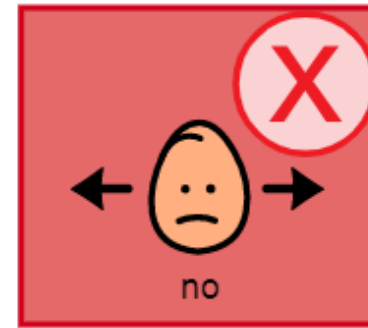
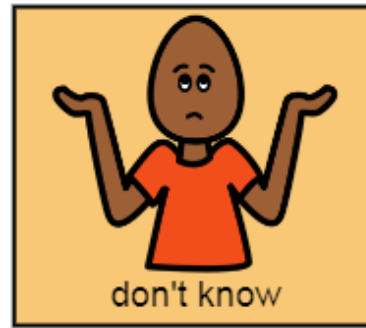
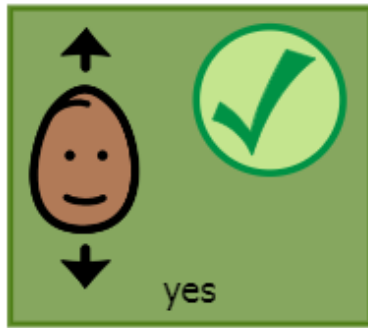
Body pictures: To show body parts for pain, injury, medical testing and questions.



Healthcare provider board: To help the child and healthcare provider understand each other. Healthcare providers talk, point to matching pictures and wait for the child to indicate they understand (such as with a nod or slow eye blink).



Pain communication board: To help the child and healthcare provider communicate about pain.



Feel Good



Little Sore



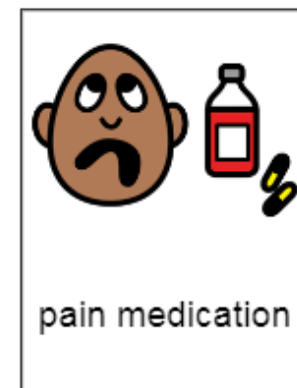
Hurts Little



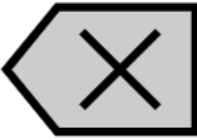
Really Hurts



Worst Hurt



Alphabet board: For children who can spell by pointing or scanning. If the child cannot touch the board, establish a way for them to signal “yes,” such as with a long eye blink. Then point to each row and ask, “Is it in this row?” Wait for the child’s signal before moving to the next row. After a “yes,” go through each item in that row and wait for a “yes” response. You do not need to establish a signal for “no.”

A	B	C	D	YES	SPACE	1	6
E	F	G	H	NO		2	7
I	J	K	L	M	N	3	8
O	P	Q	R	S	T	4	9
U	V	W	X	Y	Z	5	10


Keyboard Alphabet Board: For children who can spell by pointing or scanning. If the child cannot touch the board, establish a way for them to signal “yes,” such as with a long eye blink. Then point to each row and ask, “Is it in this row?” Wait for child’s signal before moving to the next row. After a “yes,” go through each item in that row and wait for a “yes” response. You do not need to establish a signal for “no.”

Q	W	E	R	T	Y	U	I	O	P
A	S	D	F	G	H	J	K	L	
yes	Z	X	C	V	B	N	M	no	
1	2	3	4	5	6	7	8	9	0
I made a mistake	New word	End of Sentence	Do you understand?	Wait please					

Countdown board: helps children to know how long to do something or how many times to repeat something.

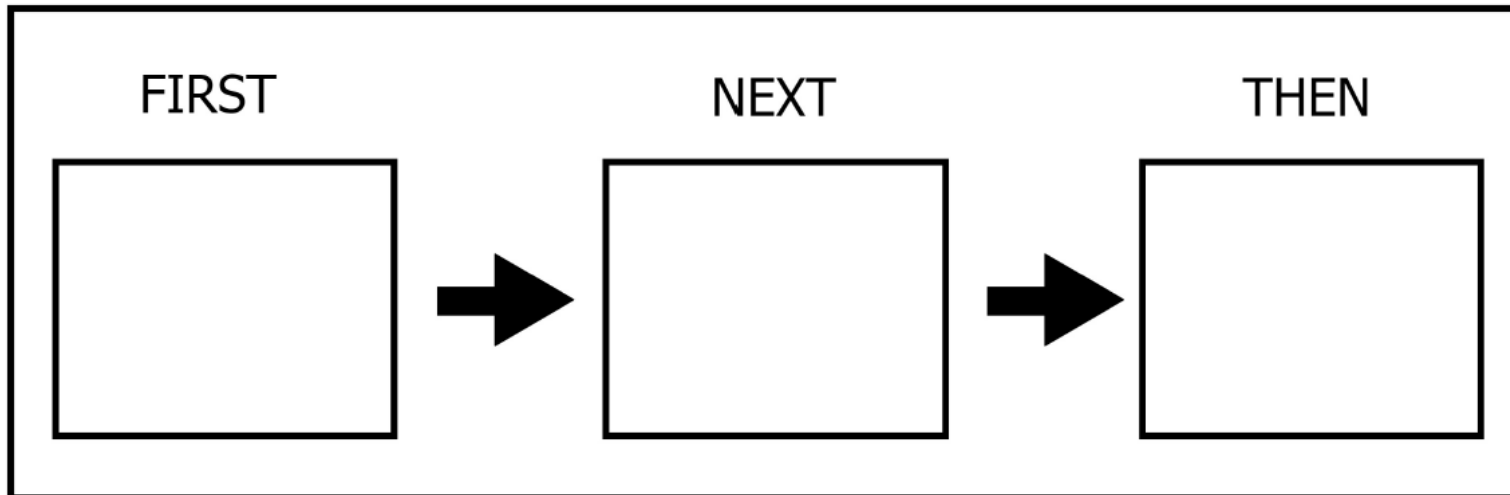
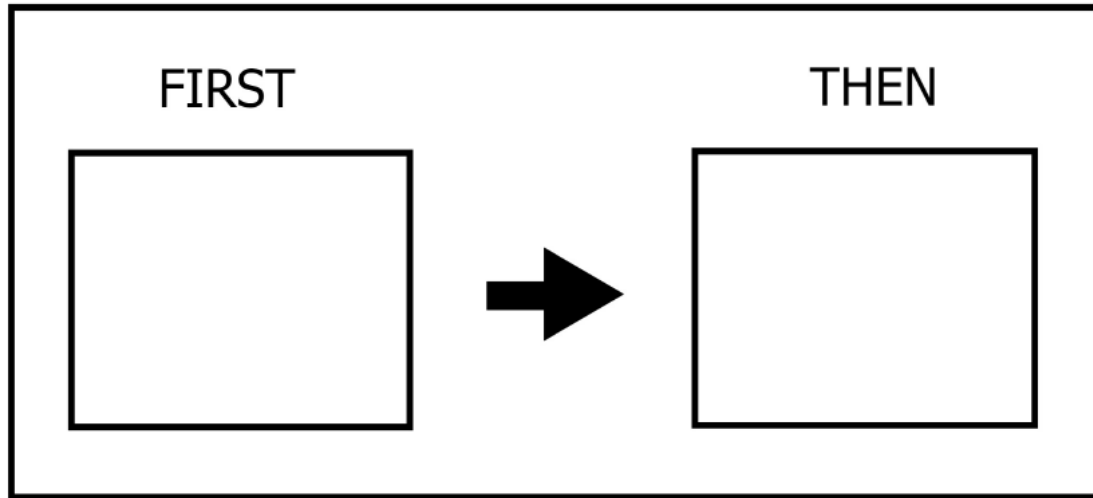
- For example, you can say, "Only 2 more needles, and then we're all done," while checking off each needle as it is completed.
- It can also be used to count down the remaining minutes. For example, say, "Only 5 minutes left," and add a check mark after every minute.

Countdown Board

5	4	3	2	1	All Done
					

“First, Then” or “First, Next, Then” board: This tool helps children know what to do and what is expected of them. The “first” box shows a task they have to do. The “then” box shows something they like or prefer. Use simple words and point to the pictures while explaining what will happen. Draw your own pictures or use the pictures in the last two pages of this kit. Examples:

- “First the doctor will look in your ears, then we can read a book.”
- “First needle, then iPad.”
- “First you will get a needle, next we will do an x-ray, then we can watch a movie.”



Visual schedule: This tool helps reduce anxiety by giving more information about what will happen and in what order. Check off each item as it is done. Draw your own pictures or use the pictures in the last two pages of this kit. For example, say: "Time to take your medicine" while pointing to the picture and checking it off. Point to the next pictures and say, "Next, we will have physiotherapy, and then we can watch a movie."


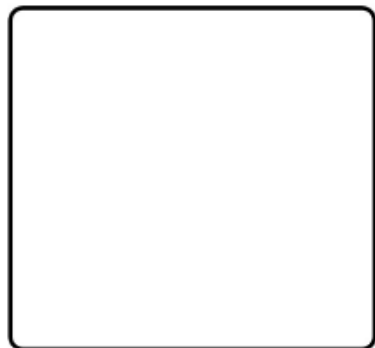
1

2


























3

4







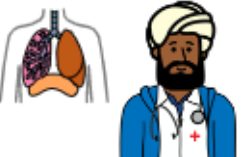










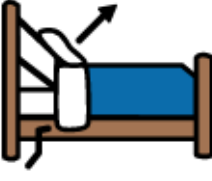



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Communication Kit Example

 walker	 wheelchair	 look in eyes	 look in mouth	 look in ear
 needle	 get dressed	 undress	 TV	 go outside
 walk	 sit	 sleep	 wake up	 family
 book	 game	 toys	 Play Doh	 tablet
 eat	 drink	 listen to music	 puzzle	 coloring book

Communication Kit Example

 doctor	 nurse	 physical therapist	 occupational therapist	 speech therapy
 recreational therapist	 psychologist	 social work	 ultrasound	 respiratory therapist
 MRI	 x-ray	 IV	 operation	 ventilator
 G-tube feeding	 needle	 thermometer	 medicine	 stay still
 vitals	 move bed/unit	 exercise	 call family	 any questions?

Communication Kit Example

