

## CHS158 Enable individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services

### OVERVIEW

This standard covers working alongside and under the supervision of a Speech and Language Therapist to support children and adults with communication difficulties and whose first language is not English. This involves enabling equity of Speech and Language Therapy services to individuals from ethnic minority groups, and empowering and enabling parents, carers and significant others to facilitate the individual's communication skills. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

### KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

- 1.the current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to enabling individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services
- 2.your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- 3.the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- 4.the needs and abilities of the individuals with whom you are working
- 5.the belief systems, cultural differences and communication styles of the cultural/linguistic groups you are working with
- 6.the importance of providing effective communication between the Speech and Language Therapist, the individual and significant others
- 7.the differences in developmental norms between English and your other specialist language
- 8.the factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy in the individual group with which the worker works and the impact of these factors on the progression of therapy
- 9.the factors which must be considered in planning and designing appropriate activities and materials for different individuals in the individual group with which you works (including age; level of functioning and behaviour; level and method of

- communication; physical, medical, sensory, emotional, perceptual and cognitive needs and abilities; culture and ethnic background; personal beliefs, interests and experience)
- 10.the factors which affect individuals' ability to learn, sustain concentration, access and use materials and equipment and process information
  - 11.how therapy can be modified and progressed in relation to individual performance
  - 12.the types of materials and equipment which may be used to support the individual's therapy and appropriate methods of preparing, producing and ordering them as appropriate
  - 13.the different interpreting styles and techniques preferred by individuals with particular communication difficulties
  - 14.the linguistic and phonetic aspects of communication associated with your other specialist language
  - 15.the procedures and techniques involved in providing speech and language therapy related care and support and how these can be tailored as appropriate to reflect different age groups and cultural needs
  - 16.methods of identifying indicators of possible communication and swallowing disorders and the appropriate procedures for referring individuals to the Speech and Language Therapist
  - 17.the types of linguistic and cultural advice and information which might be required by the Speech and Language Therapist and other members of a multi-disciplinary team and the appropriate procedures for offering such advice and information
  - 18.the potential barriers to individuals accessing services in terms of methods used, and the location and times of appointments and ways in which such barriers may be overcome
  - 19.the information that should be recorded and the importance of doing this as soon as possible after working with the individual
  - 20.record keeping practices and procedures in relation to speech and language therapy programmes/treatments
  - 21.the sort of information that might be needed by the practitioner prior to or during the course of a programme or treatment

## PERFORMANCE CRITERIA

You must be able to do the following:

- 1.provide accurate interpretation where needed to ensure effective communication between the Speech and Language Therapist, individual and significant others
- 2.assist the Speech and Language Therapist to reach a differential diagnosis by advising on any linguistic and phonetic aspects of communication specific to home language or culture
- 3.undertake delegated aspects of speech and language therapy programmes in the individual's preferred language, in line with your scope of practice and local policies and procedures
- 4.provide speech and language therapy related care and support to individuals and significant others as appropriate and tailored to their cultural needs
- 5.assist the Speech and Language Therapist in preparing, producing and ordering materials suitable for use with bilingual/non-english speaking individuals

- 6.offer appropriate and detailed linguistic and cultural advice and information to the Speech and Language Therapist and other members of the multi-disciplinary team to support the individual's care pathway
- 7.support the Speech and Language Therapy service in identifying potential barriers to individuals accessing services

## **ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: Core 1 Communication. This standard has replaced AHP21