

Developing a feedback mechanism to understand the
experience of patients
with limited verbal communication
(learning disability inpatient services)

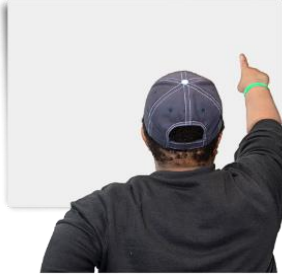


<https://youtu.be/AmYLSAhwfW0>

A few examples

	Observation	Evidence	What can we do
I feel safe at Greenways 	D seems to know the roles of most staff especially the domestic that brings his meals, the nurses that brings his medication and the staff that spend most time with him doing therapeutic observation. D does not seem to know names of some staff, but he will try to repeat your name to you if you ask him to.	D gets agitated and starts to bang his hands and feet if he does not know staff. But with staff he does know he will say their name and smile.	Staff to help D identify their roles by always introducing themselves to D Prior to any engagement with their names and what they have come to do for/with him.

A few examples

	Observation	Evidence	What can we do
I make choices in the things I do 	J finds it difficult to structure his day independently and fill his time in a meaningful way without support. Therefore, J benefits from having a visual orientation board to identify key pieces of information regarding his day e.g day of the week, weather, supporting staff, activities. This board is updated every morning by staff.	When J has his board completed and staff go through it with J and support him to choose activities, he is visibly calmer and will point to the board and engage in the activities he has chosen.	The visual orientation board must be updated each morning. It is important for staff to allow J to make his own choices as this will help him in the community. Help J by giving 2 options to choose from.