



Pediatric communication kit for children, families and health providers

All visuals from [Boardmaker.com](https://www.boardmaker.com)

About the pediatric communication kit

This kit is designed to 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 they have trouble speaking, understanding others or expressing themselves.

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

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](https://www.ahs.ca).

How I communicate

See instructions on the next page.



1. The name I go by is _____

2. There may be a different name on my record (circle): no yes _____

3. My preferred language is: _____. I want to use an interpreter (circle): yes no

4. Hearing: _____ Vision: _____

5. I use _____ to communicate. It is located _____

6. My language use and understanding: _____

7. Other information I would like to share: _____

How I communicate instructions

1. Write your name.
2. Write if you have a different name on your health record.
3. Write what language you use and circle “yes” if you need an interpreter.
4. Write any devices you use for hearing, such as hearing aid, cochlear implant, pocket talker. Write anything you use for vision, such as glasses, magnifying glass, braille.
5. Write your **communication tool**, for example:
 - White board
 - Paper and pen
 - iPad
 - Communication board
 - Communication device

Write where your communication tool or hearing devices are located, for example: backpack, computer bag, purse, pocket or bedside.

6. Write how you use and understand language, for example:
 - I need extra time to process and understand what you are saying.
 - Use visuals to help me understand.
 - I understand short phrases / single words / pictures / sign language.

7. Share any other Information you think is helpful, for example:

- Put my communication book in easy reach so I can point with my stylus.
- Make sure my hearing aids are in and the batteries are working
- I use switches to access my device. Make sure they are in the right position.
- I need a communication partner to help me with visual and/or auditory scanning to communicate. Make sure my communication or alphabet board are in the right position.
- Body movements/gestures help me.
- I look up to say “yes.”

Healthcare providers: Facility use

cleaning and set up

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:

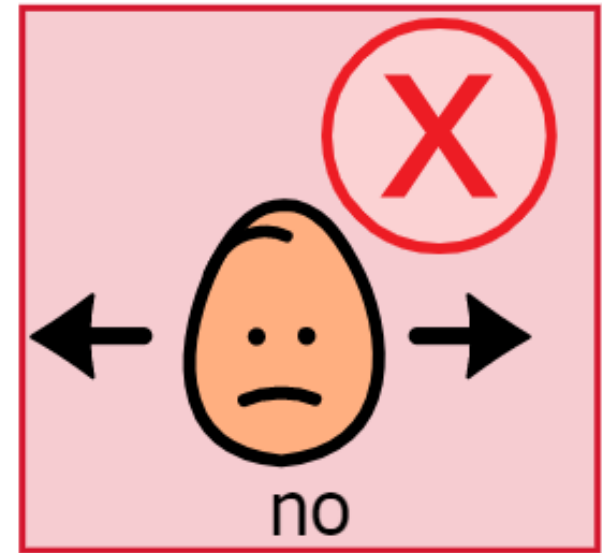
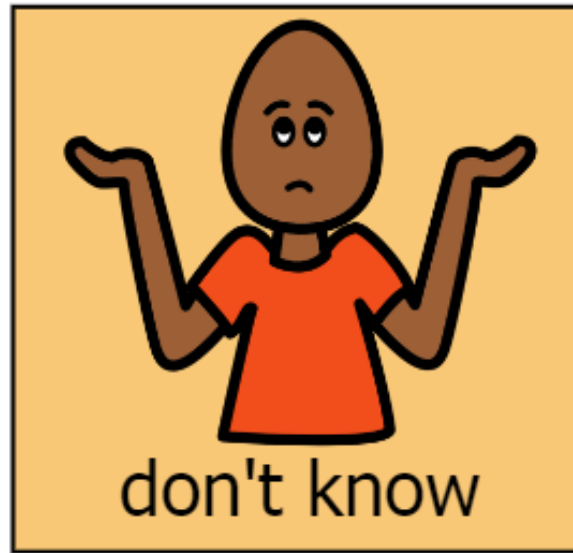
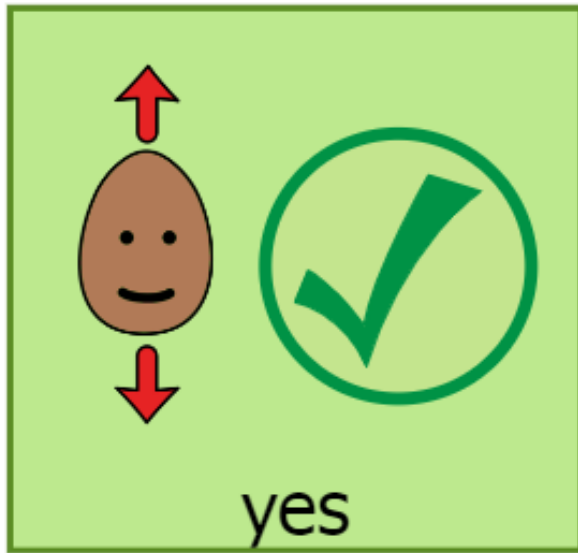
- A **laminated piece of white paper** or card stock (makeshift whiteboard)
- Fishing line (if you wish to attach the marker to the clip board)
- A **plastic** clip board (wipeable)
- Pen
- White board marker
- Paper

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. I
 - If you cannot laminate or use a page protector, 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, please also give the 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 to 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.

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



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

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.

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/>

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.

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/>

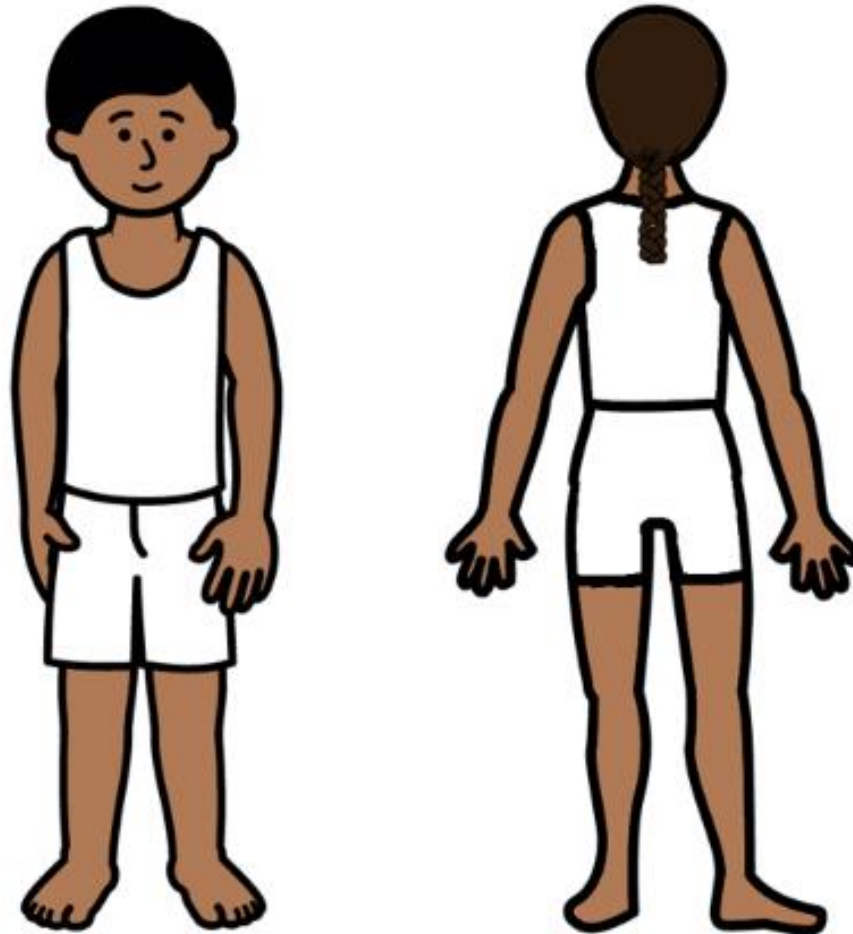
Core board 1: To help the child communicate with others.

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

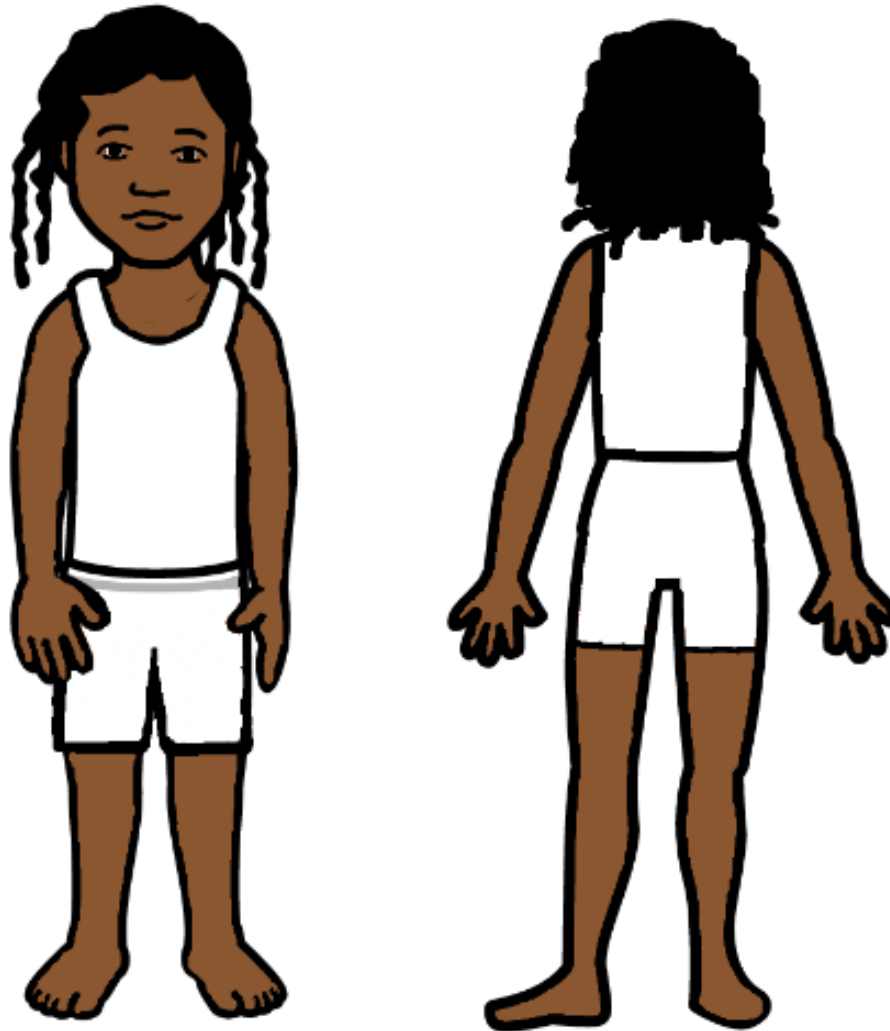
Core board 2: To help the child communicate with others.

 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.



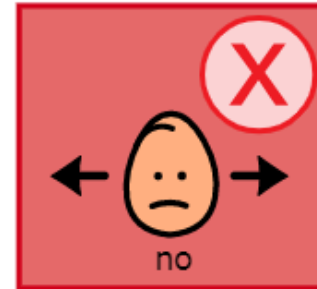
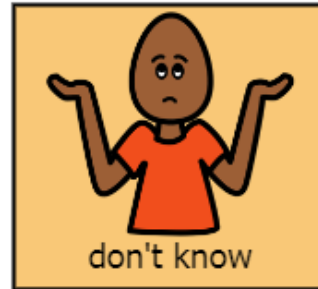
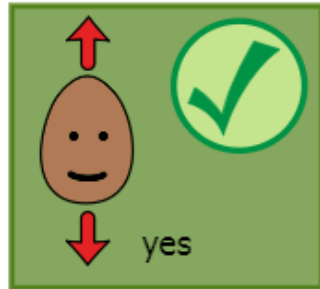
Body pictures: To show body parts for pain, injury, medical testing and questions.



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



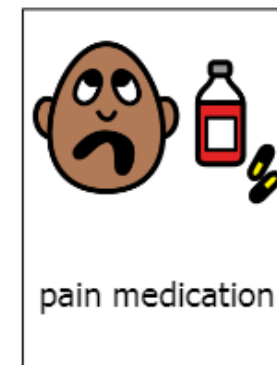
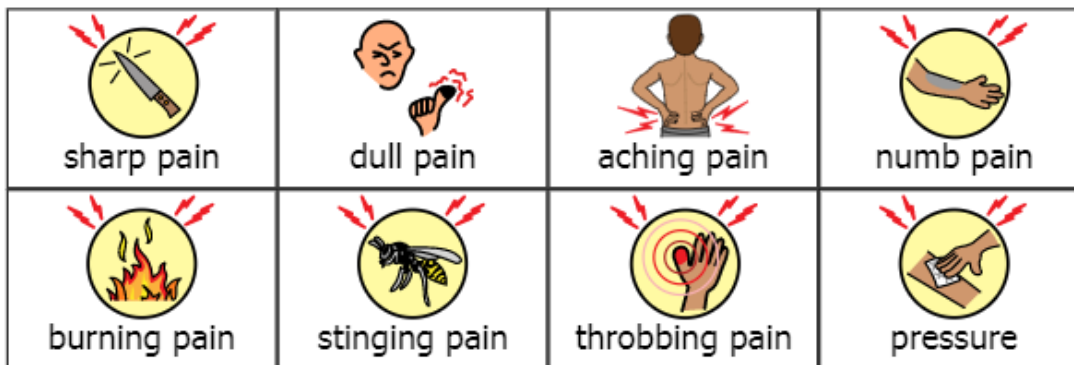
Hurts Little



Really Hurts



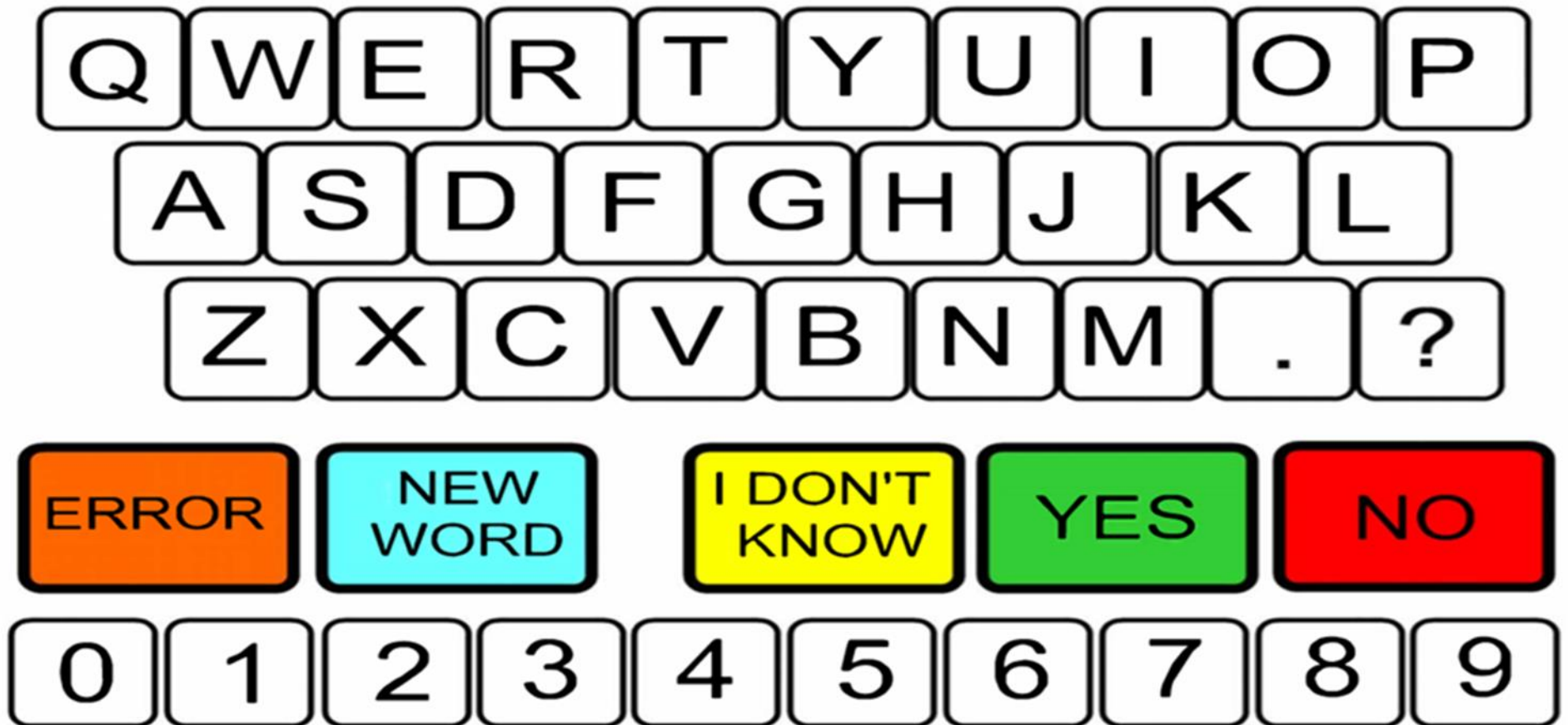
Worst Hurt



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	Mistake	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	0

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.”



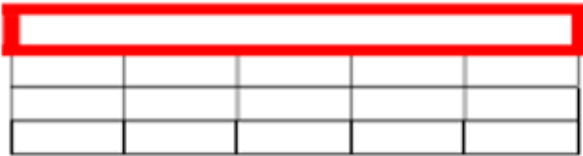
Communication board instructions: For children without an established communication method.

A patient may develop a need for a communication board while in hospital. To help a child learn how to use the communication board:

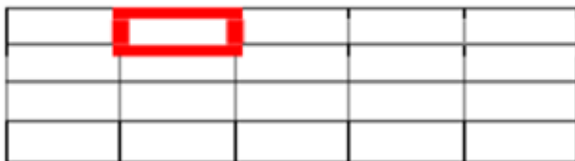
1. Tell the child this is one way for them to communicate while they cannot talk—for example, while on a ventilator.
2. Review the messages on the Child Communication Board. Give the child an example of how to use the communication board: If you would like a “blanket,” you can touch the “blanket” message on the board.
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.

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.”



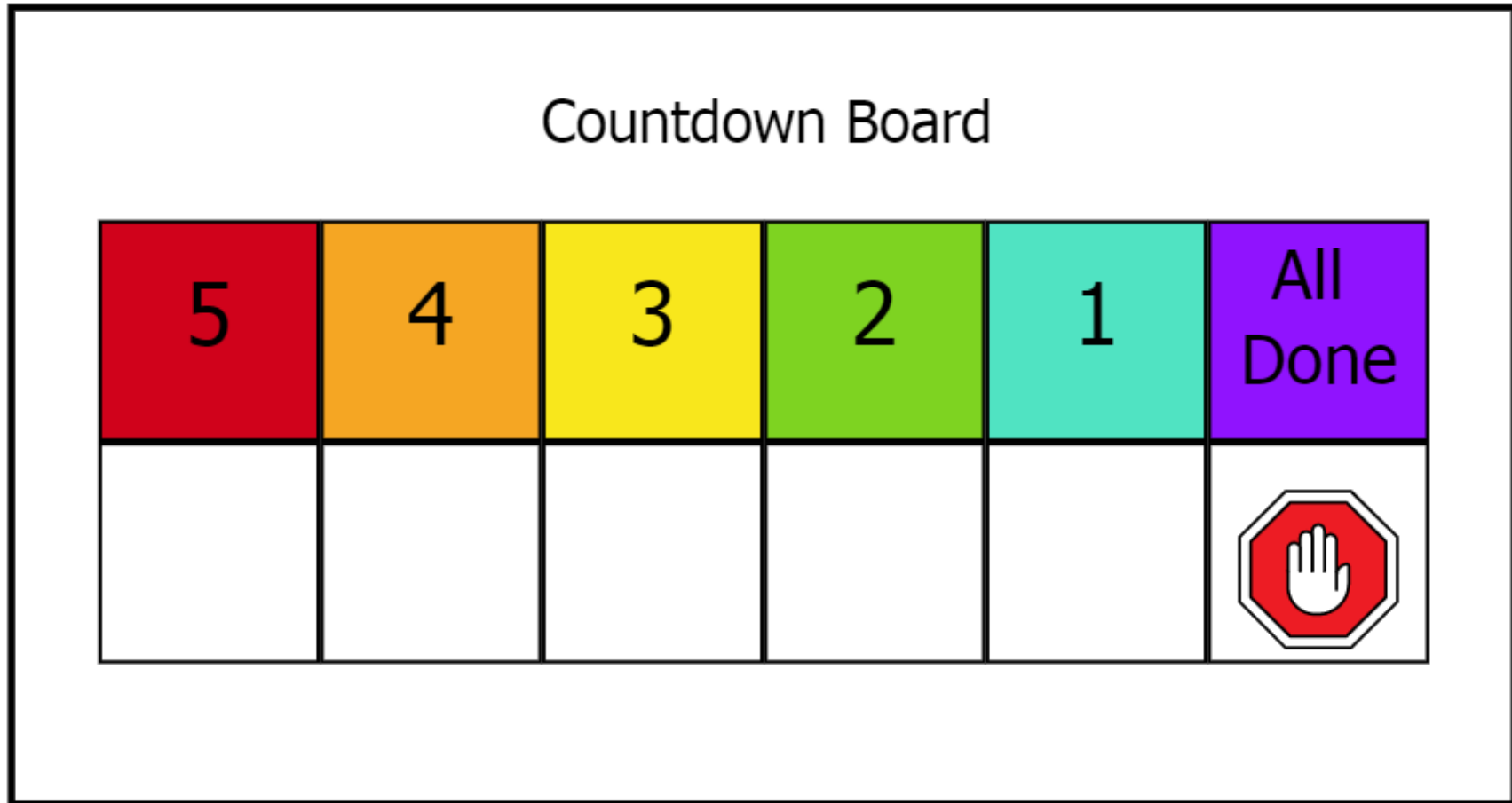
3. The child needs to use their “yes” response to indicate this is the row they want. They **do not need** to indicate a “no” for each row they do not want.
4. Next, from the row they chose, move across each item in the row and name the item. Be sure to pause between each item.



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.

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

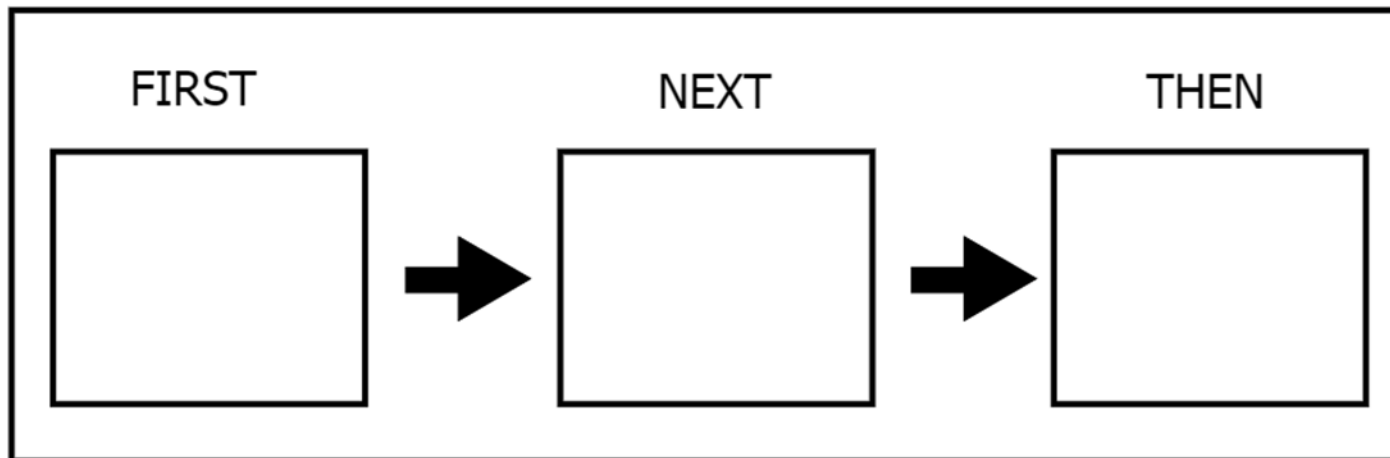
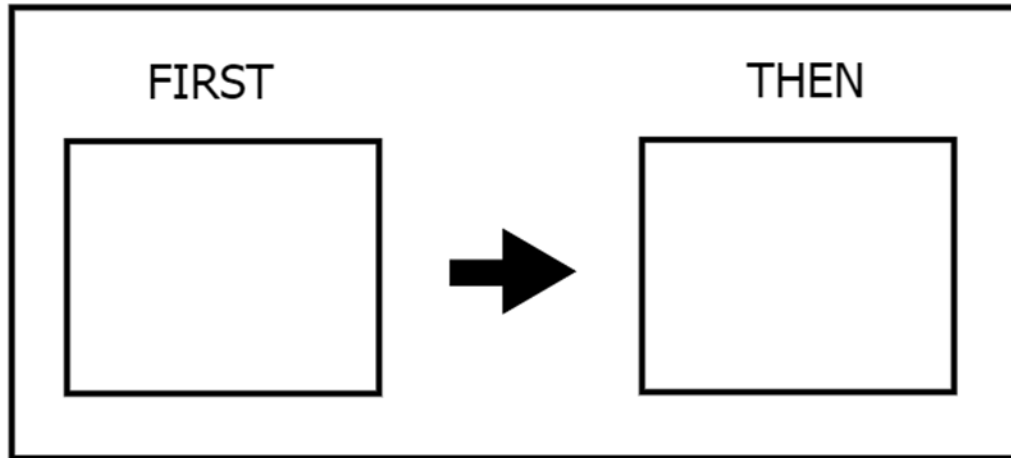
- For example, you can say, "Only 2 more needles, and then we're all done," while checking off each needle as it is completed.
- It can also be used to count down the remaining minutes. For example, say, "Only 5 minutes left," and add a check mark after every minute.



“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










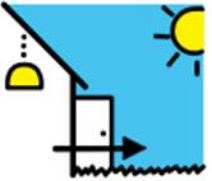















2

3

4

5

“First/Then” boards or “Visual schedule” pictures Cut and paste pictures to use in previous boards

 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

“First/Then” boards or “Visual schedule” pictures Cut and paste pictures to use in previous boards

