

***Practice* Based Scenario**

**Parents unhappy at child’s progress**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, eg as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into six parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to professional guidance
6. **Update your CPD diary:** for you to do
7. **The scenario**

**After several weeks of therapy (e.g. for phonology) a child is making limited progress. The parents are unhappy and seeking a second opinion.**



**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

1. **Next steps**

**What steps do you think you need to take next?**

1. **Prompts for consideration**

This is a situation which you will need to approach with care. You will need to find out why the family is taking this stand, but in a respectful and understanding way. It is only once you have spoken with the family that you will be able to suggest ways in which to re-engage them. You will need to be able to work with the family on a professional level and explain the risks to the child of not continuing with the current course of treatment.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently).

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. Is there local guidance about this type of scenario?
2. Is there a need to report concerns or escalate the problem?
3. Do you understand why the progress is slow?
4. Do you need to carry out more detailed assessment and analysis to determine an alternative intervention plan as the original isn’t working?
5. Why do the parents want a second opinion?

**Possible next steps**

1. Carry out a more detailed assessment and analysis of the child’s speech and/or language and identify whether the intervention plan needs to be altered based on your findings.
2. Discuss the issues with the family.
3. Discuss with other professionals working with the family.
4. Find out if there is nursery or school support available in order to extend help.
5. Could you make adjustments to help? For example:
	1. Use telehealth solutions
	2. Use of apps or website support by the family between sessions
6. **Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 – [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

8 – [Be open](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-12)

10 – [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

[Evidence based practice](https://www.rcslt.org/evidence-based-practice)

1. **Update your CPD diary**

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.