

***Practice* Based Scenario**

**Friend requests advice on child’s speech**

**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 five 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 what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:**
6. **Update your CPD diary:** for you to do
7. **The scenario**

**Whilst at a playgroup a parent tells you that their two-year old cannot pronounce their r-sounds correctly and asks, ‘how can I make them do it?’**

**How should you respond?**

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**What would 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**

It is recommended that you think about the following prompt questions and formulate a considered plan.

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 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. What is your role in this situation?
2. Should/how would you explain about the child’s communication skills to the parent?
3. What evidence base are you using to support this explanation?
4. What should you consider about the parent’s role/ perceptions?
5. How can you empower the parent?
6. What general advice can you give?
7. What other sources of advice could you link to?
8. What is your duty of care?
9. What responsibilities do you have as a registered member of HCPC in this situation?

**Possible next steps:**

1. Discuss with parent what speech and language therapists can do to support them
2. Discuss with the parent your general knowledge on child speech and language development.
3. Stress the importance of seeking formal referral and assessment for specific advice for their child.
4. Be clear that in your relationship (as a friend) you are unable to give specific advice as detailed assessment would be required.
5. Do not act in your professional role, as this is not the role in which advice has been sought.
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:**

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

3 – [Knowledge and skills](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-7)

4 – [Delegate appropriately](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-8)

5 - [Respect confidentiality](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-9)

6 - [Manage risk](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-10)

9 – [Be honest and trustworthy](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-13)

[Difficult conversations](https://www.rcslt.org/having-difficult-conversations-guidance)

[Duty of care](https://www.rcslt.org/duty-of-care)

[Enabling service users, families and carers](https://www.rcslt.org/raising-awareness)

[Portfolio careers](https://www.rcslt.org/portfolio-careers)

[Raising Awareness](https://www.rcslt.org/raising-awareness)

**Contacts:**

[RCSLT Advisor](https://www.rcslt.org/supervision-contacts)

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.