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# The COAT: Communication Observation Assessment Tool

Identifying communication barriers and opportunities

## Talking Trouble Aotearoa NZ

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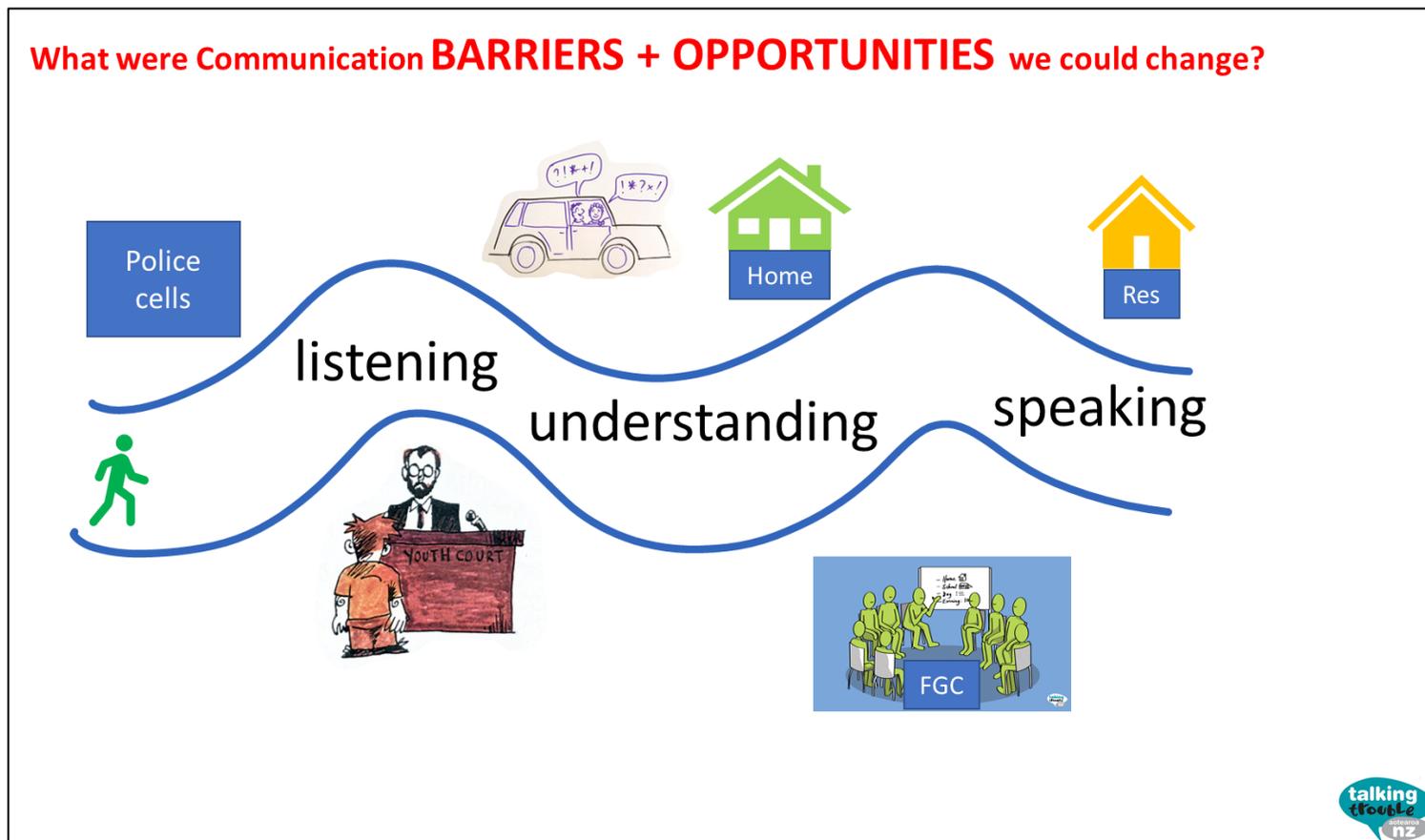


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# COAT: Talking Trouble Aotearoa NZ Communication Observation Assessment Tool: Communication Barriers and Opportunities

As you reflect on the communication context involved in your work, think about these questions below and consider:

- 1) What is already working well for language and communication – what are the things that you want to keep and develop more?
- 2) What are things that you think are ‘communication bottlenecks’ or barrier – what could be adapted or removed to create more effective communication?



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	Barrier	Opportunity
<b>A. Entering the system</b> <b>1. How did this young person enter the system?</b>		
<b>2. What was the first contact this young person had with the YJ system?</b>		
<b>3. What was the first contact their family/carers had?</b>		
<b>B. WHO</b>		

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1. <b>Who</b> was there?		
2. Did everyone speak the same <b>first language</b> ? If not, was there an interpreter?		

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<p>3. Were <b>cultural aspects</b> of communication considered? If so, how?</p>		
<p><b>C. WHERE</b></p>		
<p>1. <b>Where</b> did the interaction happen?</p>		
<p>2. Was the <b>place</b> it happened <b>helpful</b> for communication?</p>		

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3. What was helpful about that place?		
4. What wasn't helpful about that place?		
<b>D. THE INTERACTION</b>		
1. What happened and how long did it last?		

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<p>2. What was it about?</p>		
<p>3. What communication went on?</p>		
<p>4. How was this done? Verbally? Any written?</p>		

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<p>5. What did <b>you</b> need to find out from the young person or tell them?</p>		
<p>6. What did the <b>young person</b> need to find out from you or tell you?</p>		
<p>7. Where they left with any <b>written information</b>? If so, what?</p>		

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8. Did you know about their <b>literacy</b> levels?		
9. What did you <b>actually</b> communicate about? Anything that got left out?		
<b>E. SUCCESSFUL</b>		

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1. Was it <b>successful</b> communication?		
2. How did <b>you know</b> ?		
3. What could have been <b>done better</b> ?		

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<b>F. UNDERSTANDING</b>		
1. Did you think the <b>YP understood</b> what they needed to?		
2. What did the YP do that <b>made you think</b> they understood?		
3. How did you <b>check</b> understanding?		
4. Did the <b>family understand</b> what they needed to?		
<b>G. YOUNG PERSON'S VOICE</b>		

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1. Did the young person <b>say</b> anything?		
2. <b>How</b> did they communicate?		
3. Did they <b>ask</b> questions?		
4. Did they <b>answer</b> questions?		

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<p>5. Did the YP have <b>autonomy</b> - was there anything the YP had control over in reality?</p>		
<p>6. Did you pick up <b>speech, language or communication needs</b>? What?</p>		
<p><b>H. FEELINGS</b></p>		
<p>1. What points of this process cause</p>		

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<p><i>you</i> anxiety or disquiet?</p>		
<p>2. What points of this process make <i>you</i> feel <b>relaxed, comfortable</b>?</p>		
<p>3. What are the <b>key stress points</b> <i>you</i> experience as a professional in this process?</p>		
<p>4. What was <i>your</i> <b>mindset</b>? What <b>headspace</b> were <i>you</i> in? <b>What was going on</b> for <i>you</i> that day?</p>		

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<p>5. Any comments about how <b>you</b> <b>thought the young person was feeling</b> or what their mindset was?</p>		
<p><b>I. WHAT ELSE IS IMPORTANT</b></p>		
<p><b>1. What else have we NOT asked you yet about communication during this interaction?</b></p>		