

Important Steps – “Know What”	Key Points – “Know How”	Reasons – “Know Why”
<ul style="list-style-type: none"> Logical segments of a process when something happens to advance the work 	<ul style="list-style-type: none"> Make or break the job Make the work easier to do Avoid injury to team member 	<ul style="list-style-type: none"> Reasons for the Key Points
1. Greet the person.	<ul style="list-style-type: none"> Use a caring tone, respectful attitude, body language, & appropriate eye contact. Sit down if possible. Address cultural, language, & other communication needs. Include family members/caregivers or other support persons when present & appropriate. 	<ul style="list-style-type: none"> Hurried, worried, & distracted attitudes can be barriers to a person's ability to listen & remember information. Trained health interpreters help ensure quality & safety. Family & caregivers can support remembering.
2. Teach the person.	<ul style="list-style-type: none"> Identify the “must know” concepts or “must do” tasks to teach. Use reader-friendly teaching material people can keep & refer to later or share with others. Use plain language. Do not use technical terms or jargon. Segment topics when there are multiple things to teach or demonstrate; teach & then check understanding for each. (Chunk and Check) 	<ul style="list-style-type: none"> Easy-to-understand materials are good reminders after the conversation & at home to support learning, sharing, & finding information. Technical terms & jargon are barriers to understanding in all settings. Explaining using everyday language, analogies, & visuals is helpful. Checking understanding after each “must know” concept or task helps keep things clear.
3. Ask “Please tell me in your own words.....(what you just taught).”	<ul style="list-style-type: none"> Take responsibility for being clear. Preface with a message that doesn't sound like a test of the person, e.g., “I want to be sure I did a good job of explaining all of this to you.” or “We talked about a lot of things today...” Ask the person, in a caring way, to explain or show back, using their own words. If a person is not able to teach back, explain in a different way & re-check. Clarify with non-shaming open-ended questions that cannot be answered with only “yes” or “no.” Never ask, “Do you understand?” 	<ul style="list-style-type: none"> It is our responsibility to make sure we are clear and to not make the person feel they are being tested. Purpose is to make sure you explained it well enough for this person to take important action & stay healthy & safe. Being able to say it in their own words helps reveal what they understand or remember, and internalize learning. Most people will say they understand whether or not they do.
4. If person is unable to teach back correctly, teach again in a different way, & recheck.	<ul style="list-style-type: none"> Be sure they have hearing aids, glasses, or other needed supports. Repeat the process 2-3 times if the person is not frustrated; it may be necessary to try again later. If the person or family is unable to teach back after multiple tries, alternative approaches may be needed. 	<ul style="list-style-type: none"> Multiple opportunities to hear the teaching, with different words, may enable them to teach back. Alternative approaches are critical when the person's safety is at risk.
5. Document.	<ul style="list-style-type: none"> Document use of & the person's response to teach-back. 	<ul style="list-style-type: none"> Other team members need to know what people have been taught & what they may need more help with.