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**Interaction observation with children in the early stages of communication**

**What communication skills do they use:**

* Do they babble?
* Do they take turns in conversation?
* Do they respond to certain adults because of their tone of voice?
* Do they point to objects or show you things?
* Do you know what their favourite book is?
* Do you know their favourite song?
* Do you know their interests?

**Context: Date: Length of time observed:**

**Adult being observed: Children:**

**Observer:**

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| **Does the Practitioner…** | **Evidence** | **Areas to discuss** |
| **Follow the child’s lead** | | |
| 1. Being at the child’s level face to face? |  |  |
| 1. Watch the child and look what they are doing? |  |  |
| 1. Look at what is interesting the child and follow their lead? |  |  |
| 1. Copy any noises and actions the child makes?   Pause and wait for the child to take their turn (10 second rule). |  |  |
| 1. Notice what the child is focussed on and use joint attention. This helps to develop attention and communication. |  |  |
| **Extending the child’s communication** | | |
| 1. Watch what the child is doing - If the child is pointing, you should look at what they are pointing at and name the item as you give it them. |  |  |
| 1. If the child holds an object up to show you, use this opportunity to interact with them about the object and talk about what the child is doing. |  |  |
| 1. Copy the child’s sounds and add your own sounds. |  |  |

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| **Does the Practitioner…** | **Evidence** | **Area to discuss** |
| **Extend the child’s language** | | |
| 1. Interpret the child’s actions e.g. The child holds their arms out, you say, “*Where’s Teddy”*? |  |  |
| 1. Talk about actions you are doing together with repetition, e.g., ‘Shake the rattle’? |  |  |
| **Awareness of adult’s interaction** | | |
| 1. Keep your language short and simple - specific to what the child is focused on. |  |  |
| 1. Use different tones of voice when interacting with the child.   Some children may not understand your words, but would understand your body language, e.g., facial expressions, routine actions, or gestures such as waving “*bye, bye”.* |  |  |
| 1. Be aware of the questions you use - are they relevant to the child’s age and stage of development?   Questions do not *always* relate to the child’s train of thought, so they may not tune into the practitioner. |  |  |
| Discussed with practitioner and next steps agreed: | | |

**Signed by Observer:**

**Signed by Practitioner:**

**Review date:**

**Daily opportunities to develop vocabulary within your setting**

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| **Does the Practitioner…** | **Evidence** | **Areas to discuss** |
| Engage in repetitive routines? e.g., ‘Playing Peek-a-boo,  Dropping objects from highchair (consider child’s schema). |  |  |
| Use nappy changing as an ideal time to have 1-1 interactions? |  |  |
| Use all the senses to explore what the child likes and dislikes? |  |  |
| Use real objects to help children learn about the world around them? |  |  |
| Sing nursery rhymes throughout the day?  Consider your actions and ensure they are appropriate to the song and stage of development.  Sing slowly and use different tones in your voice as you sing.  Help a child to wait and listen by cueing them into the song by counting 1, 2, 3, as you introduce each new song. |  |  |
| Share books daily, follow the child’s lead, allow children time to explore the book and follow their clues? e.g. When the child points, name the item they are pointing at. |  |  |
| Give praise through their actions and facial expressions? |  |  |
| Help the child to wait and listen by cueing them into an activity?  e.g., ‘Blowing bubbles, say “*Ready*…...(pause),  *Steady*… (pause)….*Go*”. Pause and allow time for the child to indicate they want more. |  |  |

**Conduct an observation of an adult interacting with a child in early stages of communication.**

**Observation analysis linking to key theorist**

**Practitioner name:……………………………………………….. Date:**

**Observer name:………………………………………………….Context:**

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| **Date:**  Concepts | **Context:** | **Evidence:** |
| Companionable Attention (Roberts 2010) | How does your baby know that they have your full attention? (Prompts: body language, eye contact, verbal language). |  |
| Companionable Apprenticeship (Roberts, 2010) | How is your baby part of everyday and real-life experiences?  (Prompts: joining in, commentary on everyday experiences). |  |
| Well-being (Laevers, 1994) | How does the adult ensure high levels of well-being? |  |
| Attachment (Bowlby, 1989) | How does the adult demonstrate an attachment with the child? |  |
| Community (Bronfenbrenner, 1979) | How does the adult make links with baby’s community (family, experiences)? |  |