**Early Years Practitioner Toolkit for a Graduated Response in**

**Speech, Language and Communication Support.**

(Formally known as ‘ARMMS Checklist’)

**Child’s Name:** **Child’s DOB:** **Date this form was started:**

This toolkit is designed for your records, to give you resources and ideas to use in your work with a family. It isn’t for handing out to parents/carers.

Choose 3 strategies to focus on at any one time that you think will make the most difference to the child and family; they can be from different sections.

Send a copy of the completed form with any referrals you make to Speech & Language Therapy.

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| ✓ if focus area | Environmental Strategies **(PLAN)** | What will be put in place, by Who, How Often? **(DO)** | **After 3 months:** What difference has this made? **(REVIEW)** |
|  | E1. Sing **favourite** **songs and rhymes every day**, including some actions songs.* National Literacy Trust [information and leaflets](https://literacytrust.org.uk/resources/rock-bye-baby-singing-helps-your-baby-grow/) (create an account to access leaflets)
* Words for life - [online songs and rhyme lyrics](https://wordsforlife.org.uk/themes/songs-and-rhymes/?page=2)
* Swindon SALT [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/764/TalkToYourChildInYourOwnLanguage.pdf)
* Tiny Happy People [videos](https://www.bbc.co.uk/tiny-happy-people/nursery-rhymes-and-songs-collection) of parents singing different nursery rhymes (scroll down)
* [Video to demonstrate singing with a baby](https://www.youtube.com/watch?v=iNT9T-csr0A)
* [Video of clapping games](https://www.bbc.co.uk/tiny-happy-people/clapping-games/zmgr92p) when listening to songs with children.
* Video of [parent singing incy wincy spider](https://www.youtube.com/watch?v=vrr7Hqp-Im4) with a little one.
* Vide of [parent singing twinkle twinkle](https://www.youtube.com/watch?v=1WR61wl-19Q) with little one.
* NSPCC ‘look say sing play’ [resource pack](https://learning.nspcc.org.uk/research-resources/leaflets/look-say-sing-play-early-years-resources-parents)
* Nottingham NHS [song booklet](https://www.nottinghamshirehealthcare.nhs.uk/download.cfm?doc=docm93jijm4n6997.pdf&ver=15537)
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|  | E2. **Screen time is reduced to a set time/amount per day**. This includes tablets, computers, phones or TV* Swindon SALT [leaflet on TV](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/765/tvtipslre.pdf)
* Nottingham NHS [leaflet on screen time.](https://www.nottinghamshirehealthcare.nhs.uk/download.cfm?doc=docm93jijm4n6992.pdf&ver=11715)
* Short [video on screen time](https://www.youtube.com/watch?v=_J5_0lnSk8o)
* Mayo Clinic [tips for reducing screen time](https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/6-tips-to-reduce-childrens-screen-time)
* A suggested [structured way](https://www.mytoddlertalks.com/kims-blog/replace-childs-screen-time) to increase play time and reduce screen time.
* Child Mind Institute [info and advice.](https://childmind.org/article/value-screen-time-toddlers-preschoolers/)
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|  | E3. Looking at **books every day.** * Why are books important ([leaflet)](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/768/tips-sharingbookslre.pdf)
* How to choose and look at books with children ([info sheet](https://swindonspeechandlanguagetherapy.files.wordpress.com/2020/04/books-books-books.pdf))
* Has the child received the relevant [Bookstart](https://www.swindon.gov.uk/info/20058/childrens_library_services/290/bookstart) pack(s)
* [Swindon Stories](https://literacytrust.org.uk/communities/swindon/) – local National Literacy Trust hub website – any special events they could access?
* List of [Swindon Libraries](https://www.swindon.gov.uk/directory/18/libraries_in_swindon) – which one can the family get to?
* How to [join Swindon Libraries](https://www.swindon.gov.uk/info/20026/libraries/298/join_the_library) – does the child have a library cards?
* Hungry Little minds ‘READ’ [booklet](https://wordsforlife.org.uk/documents/358/HLM_Book_READ_Digital_V4.pdf)
* [Video](https://www.youtube.com/watch?v=VidhbqVvzsw) of parent looking at a book with a little one.
* Words for life [info and tips on sharing stories in different languages](https://wordsforlife.org.uk/activities/sharing-stories-together/)
* SLT Bryony Rust gives tips for exploring books with children in this [video](https://www.youtube.com/watch?v=zSTwPGwjFjE&list=PLbyR0AhBsCTSm3eNY_NFVcWfm_L-gUMkI&index=2).
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|  | E4. If a **dummy** is used, it is **limited to sleep times**.* Swindon SALT [leaflet and tips](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/764/TalkToYourChildInYourOwnLanguage.pdf)
* National Literacy Trust [information on dummies](https://literacytrust.org.uk/resources/dummies-and-learning-talk/) (create an account to access).
* iCAN [information on dummies](https://ican.org.uk/i-cans-talking-point/parents/do-dummies-affect-speech/)
* Bounty [tips for reducing dummy use.](https://www.bounty.com/baby-0-to-12-months/development/top-tips-for-stopping-your-babys-or-toddlers-dummy)
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|  | E5. **Background noise (e.g. music/TV) is turned off when talking and playing with the child*** [Advice for settings](https://www.earlyyearspdp.com/mod/page/view.php?id=306).
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|  | E6. The **child** has weekly opportunities to interact with children of a similar age.* Some children may be eligible for groups run by the Swindon parenting hub e.g. Honey Bees, PEEP. Here’s a summary of their offer: <https://swindonsendfamiliesvoice.org.uk/wp-content/uploads/2020/12/Parenting-Hub-What-can-we-offer-Nov-2020.pdf>. Email them for their ‘Early Outcomes Referral form’: swindonparentinghub@swindon.gov.uk
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|  | E7. Children over 6 months are given **opportunities each week to drink from an open cup (no lid/straw/spout).** * Swindon SALT [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/755/opencupsandbottleslre.pdf)
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| ✓ if target area | Adult-Child Interaction Strategies **(PLAN)** | What will be put in place, by Who, How Often? **(DO)** | **After 3 months:** What difference has this made? **(REVIEW)** |
|  | ACI 1. Adults spend 5-10 minutes each day at the child’s eye level, simply **copying exactly what the child is vocalising and doing.** * [Videos](https://www.youtube.com/watch?v=9FEOeG-9Zpo) of this from babies upwards.
* Swindon SALT [leaflet](https://swindonspeechandlanguagetherapy.files.wordpress.com/2021/08/special-time.pdf) on ‘special time’
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|  | ACI 2. **Parents/carers use their first language** with the child, even when looking at books.* Swindon SALT Service [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/764/TalkToYourChildInYourOwnLanguage.pdf)
* National Literacy Trust [leaflets in different languages](https://literacytrust.org.uk/resources/time-together-multilingual-families/) (create an account to access).
* National Literacy Trust information and advice leaflet on [Bilingualism.](https://literacytrust.org.uk/resources/understanding-bilingualism-early-years/) (create an account to access).
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|  | ACI 3. Adults always **get down to the child’s eye level** when playing with them.* [Video of the difference it makes](https://www.youtube.com/watch?v=a3bwD-ufnLM) (up to 1:35 mins)
* [Video](https://www.youtube.com/watch?v=a3bwD-ufnLM) of this in action with a pre-verbal child (from 2:17-4:59 mins)
* Leeds NHS [quick tips video.](https://www.youtube.com/watch?v=F9G2KqnbGJs)
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|  | ACI 4. Adults use at least **5 comments to every 1 question** when talking with the child. * [Video](https://www.youtube.com/watch?v=Q8kh0VDIOT8) about commenting.
* [Video](https://www.youtube.com/watch?v=a3bwD-ufnLM) showing commenting with pre-verbal child (from 2:17-4:59 mins).
* Swindon SALT leaflet on [careful use of questions](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/759/Questions.pdf)
* Swindon SALT leaflet on [interpreting](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/757/Repeat.pdf) – commenting on what a child is trying to communicate.
* Swindon SALT leaflet on [commenting.](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/743/CommentsPL.pdf)
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|  | ACI 5. Adults show the child the next step in their talking by **adding one more word** to what the child says (i.e expanding). * The start of this [video](https://www.youtube.com/watch?v=K-2eqkvGauU) has great examples of expanding, and the start of this [video](https://www.youtube.com/watch?v=55-SIwjXngI) too.
* Swindon SALT leaflet on [expanding](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/747/Expand.pdf).
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|  | ACI 6. Where the child isn’t using any words yet, adults start with **modelling ‘play sounds’** e.g. animal noises, sound effects, vehicle noises.* Video of modelling [‘peek a boo’](https://www.youtube.com/watch?v=P26zjE5_Q0c)
* Although American, here is [a list of example ‘play sounds’](https://static1.squarespace.com/static/5b9aa4d3a9e02884bac7bd80/t/5ca370271905f4cd7e591546/1554214952841/Fun%2BSounds%2Bto%2BEncourage%2BFirst%2BWords.pdf)
* Swindon SALT [leaflet.](https://swindonspeechandlanguagetherapy.files.wordpress.com/2021/08/play-sounds.pdf)
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|  | ACI 7. Adults **follow the child’s lead** by basing their language on what the child is saying, doing or looking at. * Video (from 1:38 mins – 2:30mins)

Swindon SALT leaflet on [following the child’s lead.](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/745/Follow-the-Leader.pdf) |  |  |
|  | ACI 8. Where the child isn’t using any words/or very few words, adults **repeat** the same words again and again in a play activity* Video of repeating [‘peek a boo’](https://www.youtube.com/watch?v=P26zjE5_Q0c)
* Swindon SALT leaflet on [repeating.](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/757/Repeat.pdf)
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|  | ACI 9. Adults **wait and take turns** more by leaving a gap of 10 seconds between the sentences they say to give the child chance to process and respond.* [Video](https://www.youtube.com/watch?v=Q8kh0VDIOT8) about leaving pauses/waiting.
* Swindon SALT [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/763/Take-Turns.pdf) on taking turns.
* [Video](https://www.youtube.com/watch?v=KAFcJVJHLCU) about importance of turn taking.
* [Video](https://wordsforlife.org.uk/documents/358/HLM_Book_READ_Digital_V4.pdf) of parent and child turn-taking (from: 2:32 minutes)
* [Video](https://www.youtube.com/watch?v=t3RvhJCTuds) of turn-taking with a child who babbles.
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|  | ACI 10. Adults **recast** a child’s words using the correct speech sounds so they can hear how the word should sound, without pressuring the child to copy it.* [Video](https://www.youtube.com/watch?v=PPkNFT5hFhc) about recasting.
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|  | AC11. Adults build in more **reasons** (communication temptations) for their child to communicate but not having everything easily accessible to the child or giving them all of something at once.* SLT [leaflet](https://swindonspeechandlanguagetherapy.files.wordpress.com/2021/08/communication-temptations.pdf) on communication temptations.
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| ✓ if target area | Visual Support **(PLAN)** | What will be put in place, by Who, How Often? **(DO)** | **After 3 months:** What difference has this made? **(REVIEW)** |
|  | V1. Where a child finds it difficult to follow the required routine, a **visual timetable/schedule** is in place and referred to throughout the day so the child knows what is happening next* [Video](https://www.youtube.com/watch?v=6EF9LENnybA) of visual schedules with younger and older children (from 2:20 mins – 3:53 mins)
* Swindon SALT leaflet.
* [Information video](https://www.youtube.com/watch?v=HM3o0NTSSbA) on visual schedules with examples by
* Another [video on using a visual schedule](https://www.youtube.com/watch?v=HeaQ5CndJH4) and how to use it with a child.
* [Explanation of visual TT](https://www.youtube.com/watch?v=BZmgG_S-PFQ), with sign support
* Example [symbols](http://www.speakingspace.co.uk/wp-content/uploads/2020/04/VISUAL-TIMETABLE-SYMBOLS.pdf) and [blank schedules](http://www.speakingspace.co.uk/wp-content/uploads/2020/04/Visual-Timetable-Formats.pdf) for creating a visual schedule.
* [Video](https://www.youtube.com/watch?v=5kSVrJja8S4) of how to use a ‘finished’ box with visual schedules.
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|  | V2. **Objects or photos** are used to show the child what the words they hear mean, especially about what will be happening next.* Swindon SALT [leaflet.](https://swindonspeechandlanguagetherapy.files.wordpress.com/2021/08/using-objects-and-pictures.pdf)
* [Video](https://pathway.thebalancedsystem.org/resources/parents-and-carers/young-child/5/) explaining objects or photos as visual supports.
* [Video](https://www.youtube.com/watch?v=NlBMB6A3Axs) of Bryony Rust showing how objects can be used to show child what’s happening next in their daily routine.
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|  | V3. Where a child finds it difficult to follow the required routine, **now and next** (or first, then) is used to show the child what favourite activity will happen after a desired activity is completed* [Video](https://www.youtube.com/watch?v=6EF9LENnybA) of now-next (from 1:47 mins – 2:20 mins)
* [Video](https://www.youtube.com/watch?v=AsBy-bGlgqs) of Now-Next chart.
* Sometimes ‘first-then’ can be used instead, as in this [video](https://www.youtube.com/watch?v=RpgPXKgIsnI).
* [Printable Now-Next boards](http://www.bodriggyacademy.info/Home-Learning-Now-and-next-resources/)
* Swindon SALT [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/750/Now-Next-Information-Sheet.docx)
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|  | V4. Parents and setting **are using some signs** with the child on a daily basis.* Swindon SALT Service [leaflet](https://www.swindon.gov.uk/schoolsonline/download/downloads/id/766/talkinghandslre.pdf)
* [Video of adult and child using a sign](https://www.youtube.com/watch?v=0hgiIcIJl38) for ‘more’ (this is a different sign to the one we use but it shows how signs can be used.
* [SALT videos of Signs](https://www.youtube.com/watch?v=JPbc87J6v_Y&list=PLEf46S8rPHPXTuzCDoYmksotaLAru1yVd) on Swindon Local Offer You Tube channel.
* We have a whole [webpage](https://swindonspeechandlanguagetherapy.wordpress.com/using-signs-to-support-spoken-communication/) of links to various sign resources.
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|  | V5. **Choices of activities, songs or books are presented visually** for the child to choose from.* [Video](https://www.youtube.com/watch?v=fGJ43IREqIY) of offering choices in books, toys and drinks.
* [Advice on visual supports in general, including choice boards](https://www.earlyyearspdp.com/mod/page/view.php?id=307).
* [Video](https://www.youtube.com/watch?v=6EF9LENnybA) of a choice board for lunch (from 1:29 minutes – 1:47 mins)
* Information [powerpoint](https://vimeo.com/497572711)
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