**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) |  |  |
|  | 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/) |  |  |
|  | 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). |  |  |
|  | 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) |  |  |
|  | 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). |  |  |
|  | 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](mailto:swindonparentinghub@swindon.gov.uk) |  |  |
|  | 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’ |  |  |
|  | 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). |  |  |
|  | 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) |  |  |
|  | 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) |  |  |
|  | 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). |  |  |
|  | 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+Sounds+to+Encourage+First+Words.pdf) * Swindon SALT [leaflet.](https://swindonspeechandlanguagetherapy.files.wordpress.com/2021/08/play-sounds.pdf) |  |  |
|  | 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) |  |  |
|  | 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. |  |  |
|  | 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. |  |  |
|  | 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](hhttps://www.swindon.gov.uk/schoolsonline/download/downloads/id/773/Visual-schedules-summary.pdf). * [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. |  |  |
|  | 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. |  |  |
|  | 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) |  |  |
|  | 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. |  |  |
|  | 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) |  |  |