Using the ELIM-I in practice

Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack, Emily Armstrong, Dr Penny Levickis, Vicky Gilroy

Building on work led by Professor James Law

www.research.ncl.ac.uk/elim-i

Part 1

To be used in conjunction with

- The ELIM-I Guidance handbook
- The e-learning for healthcare resources Best Start in Speech, Language, and Communication
- Intervention resources from Newcastle University
- Tiny Happy People Resources - BBC

This training will cover……..

Part 1: Overview of the ELIM-I steps

Part 2: Overview of the ELIM-I resources

Part 3: Background to the ELIM-I intervention

Part 4: Step by step guide to delivering the ELIM-I

- a. Preparation – Assessment - Conversation - Universal Support
- b. The Intervention – Shared Goal Setting
- c. The Intervention – a Self-directed approach
- d. The Intervention – a Coaching approach and Signposting

Part 5: Accessing the resources

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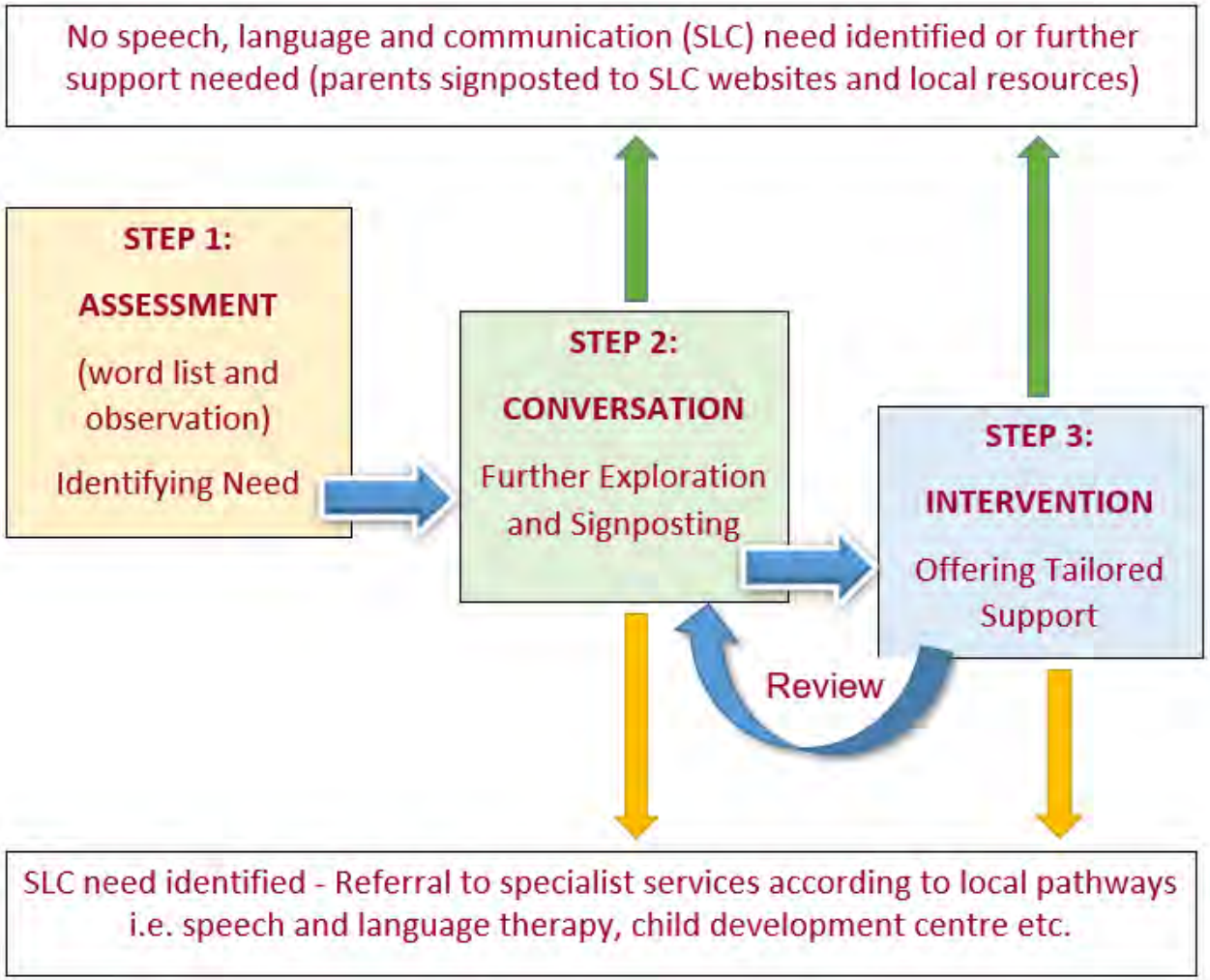
Part 5: Accessing the resources

THE EARLY LANGUAGE IDENTIFICATION MEASURE AND INTERVENTION



[Early language identification measure and intervention: guidance handbook (publishing.service.gov.uk)]

Preparation

Step 1
Assessment

Identify whether child is at risk on ELIM measure

Step 2
Conversation

Explore parent's views, child's development and signpost

Step 3
Intervention

Supporting parent/caregiver to increase responsive contingent interaction

Support needed *

Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Signposting

Physical and social resources

Support not needed

Universal Talking Together booklet

Review

*also onward referral if meet local criteria

Optional step

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Part 2

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Part 5: Accessing the resources

Resources - overview

Practitioner

Parent/caregiver

Supporting your child's language
Tip 1: Get down to your child's level
Pilot
Newcastle University

Out and about
Pilot
Newcastle University

Resources - overview

Practitioner Handbook

- Detailed Guidance
- ELIM-I Measure

Practitioner Guide

- ELIM-I Overview
- Conversation guide
- 'COM-B decision-making
- STAR coaching model

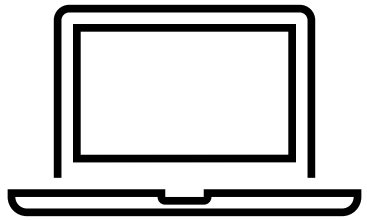
Shared decision-making cards

Universal Pack

- Booklet with advice and QR codes to webpages

Super Communicator Pack

- Booklet with QR codes to videos
- Used for coaching or self-directed approach
- Step by step through support



Website

- Red Book
- Invitation template
- Text messages & links
- Templates for Signposting

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Part 3

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Part 5: Accessing the resources

Aim of the intervention

- The ELIM-Intervention aims to improve the language and communication development of children aged 2- 3; 06 years, and to support parents to interact and communicate more effectively with their child to support SLC development
- It is an approach to SLC development support that is:
  - equitable
  - consistent
  - Feasible

•And draws on theories of:
  - Shared decision-making
  - Engagement & partnership
  - Strengths-based approaches

Responsive Contingent Interaction (RCI)

- The focus of intervention is on increasing the frequency with which children experience Responsive Contingent Interaction (RCI)
- Language is learned through interaction, the most important interaction being that between parent-child and educator-child
- Language is easier for children to learn when it occurs in interactions with certain qualities or characteristics
- These *characteristics* of interactions and their *consistency*, are more important for language learning than just the *amount* of language a child hears

How would you describe responsive contingent interaction to a parent to help them understand?

Responsive Contingent Interaction (RCI)

A responsive parent is not directive of their child's attention but follows their child's lead, watching and listening carefully for communication. They respond to their child's communicative attempts with language relating to the child's focus of attention.

They are also responsive to the child's developmental level so the language they use is in the child's Zone of Proximal Development – one step ahead of the child's development

Responsive Contingent Interaction (RCI)

In the ELIM-Intervention we:

- Aim to increase parent/caregivers us of RCI
- Focus on characteristics and qualities of interaction which are important for children aged 2 – 3 years
- We have identified 9 responsive-contingent characteristics of interactions – we call these 'Super Communicator' tips
- To help parents to understand the idea we talk about being 'Super Communicators’

HOW TO BE A
SUPER
COMMUNICATOR

Responsive Contingent Interaction (RCI)

In the ELIM-Intervention we:

- Seeing RCI is easer than describing RCI!
- In collaboration with the BBC’s Tiny Happy People, we have developed 'Super Communicator' videos to help demonstrate these responsive-contingent interactions
- Each of the 9 tips has its own video and these can be viewed on the BBCs Tiny Happy People website

Responsive-contingent interaction in ELIM-Intervention

- Each tip depicts parents following their child's lead, watching and listening carefully for communication and responding with language relating to the child's focus of attention

‘Together Time’

- We aim to help parents to use Super Communicator tips in their daily routine
- The resources encourage families to find a ‘together time’ in which they can try out and practice the tip(s) they choose
- ‘Together time’ is a time when parents feel most in tune with their child
- Importantly, this may be one of their daily routines
- No need to ‘fit in’ an extra intervention behaviour or activity but instead make their everyday interactions more conscious and meaningful

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Optional step

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Optional step

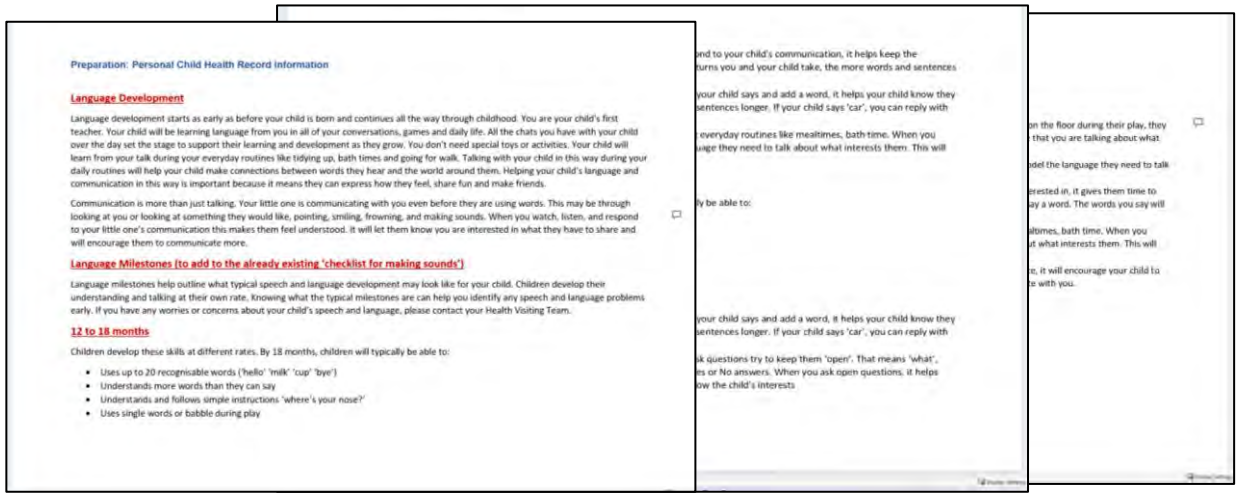
Aims

- Support parents to
  - have clear expectations of the 2 – 2 ½ review, its focus and benefits
  - feel prepared to complete the ELIM tool and understand its purpose
  - feel ready for shared goal setting and to see themselves as equal partners in decision making
  - feel ready to ask questions and voice any concerns

Resources

Red Book information

Additional text which could be added to the red book



Preparation: Personal Child Health Record information

Language Development

Language development starts as early as before your child is born and continues all the way through childhood. You are your child's first teacher. Your child will be learning language from you in all of your conversations, games and daily life. All the chats you have with your child over the day set the stage to support their learning and development as they grow. You don't need special toys or activities. Your child will learn from your talk during your everyday routines like tidying up, bath times and going for walk. Talking with your child in this way during your daily routines will help your child make connections between words they hear and the world around them. Helping your child's language and communication in this way is important because it means they can express how they feel, share fun and make friends.

Communication is more than just talking. Your little one is communicating with you even before they are using words. This may be through looking at you or looking at something they would like, pointing, smiling, frowning, and making sounds. When you watch, listen, and respond to your little one's communication this makes them feel understood. It will let them know you are interested in what they have to share and will encourage them to communicate more.

Language Milestones (to add to the already existing 'checklist for making sounds')

Language milestones help outline what typical speech and language development may look like for your child. Children develop their understanding and talking at their own rate. Knowing what the typical milestones are can help you identify any speech and language problems early. If you have any worries or concerns about your child's speech and language, please contact your Health Visiting Team.

12 to 18 months

Children develop these skills at different rates. By 18 months, children will typically be able to:

- Uses up to 20 recognisable words ('hello' 'milk' 'cup' 'bye')
- Understands more words than they can say
- Understands and follows simple instructions 'where's your nose?'
- Uses single words or babble during play

Invitation to the review

Text which could be provided in the review invitation

Includes prompts to support the parent to feel ready, know what to expect and prepare.

Preparation: Review invitation

This is an invitation to attend your child's 2-2½ year review with your Health Visitor.

Please scan the QR code for a video summarising the information below.

Why does my Health Visitor want to review my child at 2-2½ years?

This check-up is offered to every family when their child turns 2 years old. It gives you a chance to ask about anything you want to know more about, find out how your child is doing, and discuss any worries or concerns.

When your child turns 2, it is a key time for the development of speech, language, social, emotional, and cognitive skills, gaining independence and learning new skills and behaviours.

It is a good time to catch up with your Health Visitor and think about your child's next stage.

What questions will I be asked?

You will be sent a questionnaire about your child's development to fill in before the review. A health visitor can help you with this.

During the appointment, the Health Visitor will talk to you about your child's language development and general development. A measure called the Early Language Identification Measure will be completed. This involves a word list which you will complete based on the words that your child currently says. The list of words includes some which you would expect lots of children to say at this age and some which only very few children will say. The Health Visitor will also observe your child playing. This is not a test but it is a way of getting to know your child better as all children develop at different rates.

The Health Visitor will also:

- Review your child's development
- Discuss any concerns or address any worries you have about your child's development
- Offer guidance and advice to support your child's development
- Provide information and signposting to relevant services

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Optional step

Step 1
Assessment

Aims

- identify children aged 2-2 ½ years who may need support with their speech language and communication development using:
  - 50-word list
  - Practitioner observation

Step 1 Assessment

Resources

Public Health England

Early language identification measure and intervention

Guidance handbook

To support children's speech, language, and communication development as part of the 2 to 2½ year review in England

Department of Health & Social Care

Department for Education

The ELIM word list

Please tick which of the following words you have heard your child say:

1. Mummy/mum		11. (Aero)plane		21. Towel		31. Fit (can have different meanings)		41. Wet	
2. Bye/bye bye		12. Car		22. Bed		32. Like		42. After	
3. No		13. Book		23. Settee/sofa		33. Rip/tear		43. Day	
4. Ball		14. Milk		24. School		34. Shake			
5. Juice		15. Hat		25. Friend		35. Think			
6. Ouch/ow		16. Shoe		26. Person		36. Gentle			
7. Cat		17. Leg		27. Hello/hi		37. Fast			
8. Thank you		18. Pillow		28. Shopping		38. Happy			
9. Cold		19. Rubbish		29. Carry		39. Last			
10. Hug/cuddle		20. Plate		30. Finish		40. Tiny			
Column Total		**Column Total**		**Column Total**		**Column To**			

ELIM word list	Please t
Total number of words the child says	17 or under
/50	

The ELIM observation

The ELIM process also includes recording of a specific set of observations. Use this table to record what **you have seen** during the 2- 2 ½ year review, rather than what the parent/carer reports. Observations should be carried out during the review with this section completed towards the end of the review. You may decide to let the child have some toys to play with while carrying out the review with the parent/carer, to help you observe what the child does and how they interact with their parent/carer. Below the ELIM observation checklist are some guidance notes for the observation questions. Please make sure you are familiar with them before completing the observation:

Please tick which of the following behaviours you (the practitioner) observed or heard from the child when speaking with his/her parent/carer during the 2- 2 ½ year review.

		Yes	No
1	Observed communicative intent (child means to communicate something verbally to parent/carer)		
2	Speech mostly intelligible to parent/carers		
3	Observed putting words together (mummy up, more dinner)		
4	Do the parent/carer and child take turns when communicating?		
5	Does the child understand what is being said to him/her when their parent/carer asks them something which is NOT obvious from the context?		
6	Attention: (please circle which one you observe the child doing)		
	Fleeting (flits from one thing to another) / Single channelled (attention can't easily be shifted) / Accepts adult direction when playing		

Scoring the ELIM observation

For questions 1-5 place a tick next to each observation to indicate whether you have or have not observed that behaviour. **For question 6** please circle one of the three types of attention. If you circle 'Fleeting' you should explore this further in the Step 2 conversation

ELIM Observation	**Please tick**	
	Concern	No concern

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Step 1
Assessment

Actions

- Complete the 50-word list with the parent:
  - tick off the words the parent has heard the child say
  - score: tick whether the total number is '17 or under' or '18 or over'
- Complete the observation section:
  - you will observe the child's communication throughout the whole review, but you may also carry out specific observations to complete this should you need to
  - tick 'Yes' or 'No' against each observation and circle the type of attention you observe
  - score: tick 'Concern' if you ***have not*** observed ALL of the behaviours indicated, and tick 'No concern' if you ***have*** observed all behaviours indicated.
    - Note: 'fleeting' attention is considered as 'not observed' (i.e., would score '0')

Step 1
Assessment

You might say……..(word list)

'early words children use can indicate how their language is developing...these are some words children might use at this age...some of them many children will say (for example, 'mama') and some of them only a few children will say (for example 'gentle')...this list is designed to pick up a range of different words'

'we don't expect children to be saying all of these words - this is a range of words to try to help us understand the range of individual differences in how children learn words and in what order.'

'has [child's name] said any words yet? ...what was their first word?'

Step 1
Assessment

You might say……..(word list)

‘Let’s go through them and check them off if you have heard [xxxx] say the words – they don’t have to be saying them perfectly clearly – so they might say doo instead of shoe or tat instead of cat – but if you feel you have heard them make a good try at saying the word then we can check it off.’

'have you heard [child's name] say any of these words?...what about these words?'

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Support not needed

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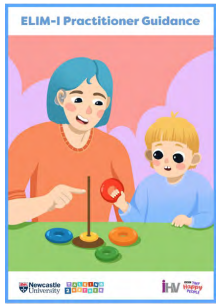
Optional step

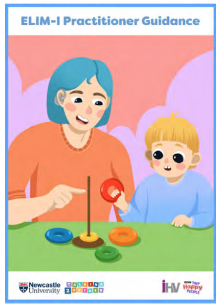


Step 2 Conversation

Aims

- ensure parents are offered the space and time to explore and raise any concerns
- enable practitioner to gain deeper understanding of
  - the support and community resources available to the family
  - the languages spoken in the home
  - the barriers and enablers in place in the family to using responsive interaction
- build trust with the family
- model responsive interaction

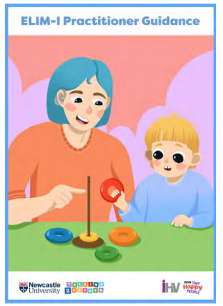
Actions



Step 2 Conversation

- Explore the key topics
  - Parent/carer's specific concerns
  - Patterns of languages child hears
  - Any concerns about behaviour
  - Barriers and enablers to responsive interaction
- Model responsive behaviour to increase trust and partnership

Resources

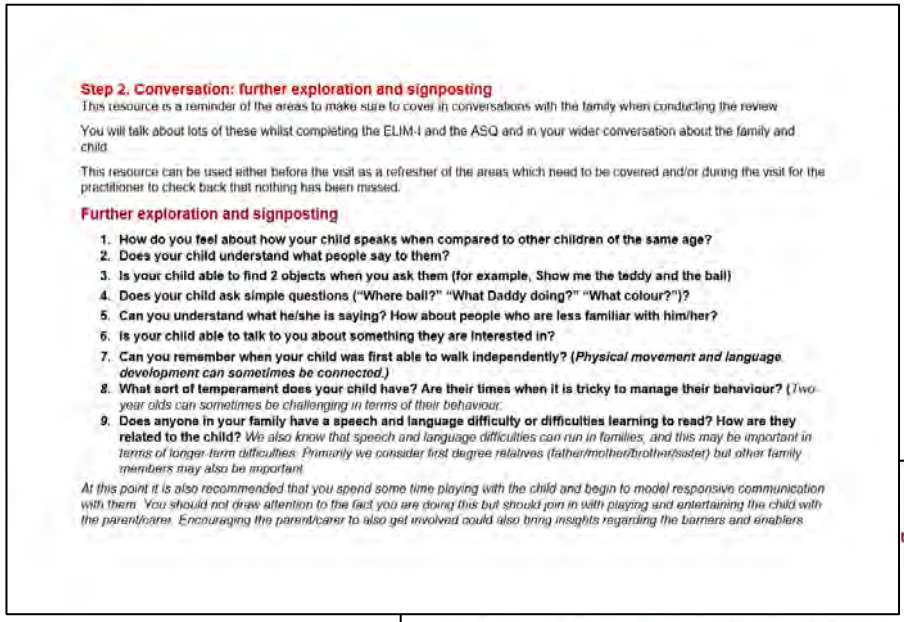


Step 2 Conversation

ELIM-I Conversation Topics

A reminder list of topics from Step 2 in ELIM-I Handbook which are recommended for exploration with parents

Includes a reminder to model floor play and responsive contingent interaction with the child & encourage parent to join in



Step 2. Conversation: further exploration and signposting

This resource is a reminder of the areas to make sure to cover in conversations with the family when conducting the review

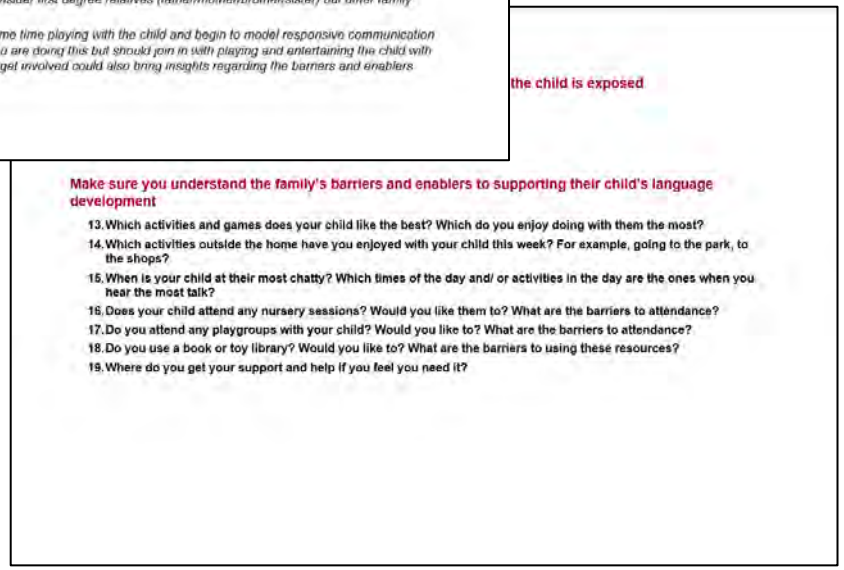
You will talk about lots of these whilst completing the ELIM-I and the ASQ and in your wider conversation about the family and child

This resource can be used either before the visit as a refresher of the areas which need to be covered and/or during the visit for the practitioner to check back that nothing has been missed.

Further exploration and signposting

1. **How do you feel about how your child speaks when compared to other children of the same age?**
2. **Does your child understand what people say to them?**
3. **Is your child able to find 2 objects when you ask them (for example, Show me the teddy and the ball)**
4. **Does your child ask simple questions ("Where ball?" "What Daddy doing?" "What colour?")?**
5. **Can you understand what he/she is saying? How about people who are less familiar with him/her?**
6. **Is your child able to talk to you about something they are interested in?**
7. **Can you remember when your child was first able to walk independently? (*Physical movement and language development can sometimes be connected.*)**
8. **What sort of temperament does your child have? Are their times when it is tricky to manage their behaviour?** *(Two-year olds can sometimes be challenging in terms of their behaviour.*
9. **Does anyone in your family have a speech and language difficulty or difficulties learning to read? How are they related to the child?** *We also know that speech and language difficulties can run in families, and this may be important in terms of longer-term difficulties. Primarily we consider first degree relatives (father/mother/brother/sister) but other family members may also be important.*

At this point it is also recommended that you spend some time playing with the child and begin to model responsive communication with them. You should not draw attention to the fact you are doing this but should join in with playing and entertaining the child with the parent/carer. Encouraging the parent/carer to also get involved could also bring insights regarding the barriers and enablers



the child is exposed

Make sure you understand the family's barriers and enablers to supporting their child's language development

13. Which activities and games does your child like the best? Which do you enjoy doing with them the most?
14. Which activities outside the home have you enjoyed with your child this week? For example, going to the park, to the shops?
15. When is your child at their most chatty? Which times of the day and/ or activities in the day are the ones when you hear the most talk?
16. Does your child attend any nursery sessions? Would you like them to? What are the barriers to attendance?
17. Do you attend any playgroups with your child? Would you like to? What are the barriers to attendance?
18. Do you use a book or toy library? Would you like to? What are the barriers to using these resources?
19. Where do you get your support and help if you feel you need it?

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Optional step

	Outcome from Steps 1 and 2		Interpretation *Action*
1	Word list: ≥18 words AND Observation: All behaviours observed AND Conversation: No parental concern	✓	No risk of SLCN *Talking Together info pack*
2	Word list & Observation: ≥18 words & all behaviours observed BUT Conversation: Parent concern	✓ !	No identified risk of SLCN *Intervention*
3	Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed	!	Risk of SLCN *Intervention*
4	Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed AND Child meets local criteria for immediate support from SLT and/or Pediatrician	!	Risk of SLCN *Intervention AND* *Referral*

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Optional step

Aims

Universal Talking Together booklet

- ensure all families are provided with accessible evidence-based guidance on child language development and enriching home learning environments
- ensure all children can reach their potential in terms of speech and language
- provide a safety net for any children missed by ELIM-I or for children whose SLCN may emerge later

Resources

Universal Talking Together booklet

The booklet includes information about:

- Why language is important
- How to be a Super Communicator with a QR code to Tiny Happy People videos
- 9 super communicator tips with QR codes linked to videos for each on THP
- Useful resources (BBC's Tiny Happy People and Better Health Start for Life Campaign)
- Finding the right 'together time'
- Summary of the 9 tips

Why is langua

- Your child is learning new
brain connections faster
- Language development
born and continues all th
- You are your child's first t
language from you in all
daily life.
- All the little chats you ha
the stage to support the
grow.
- You don't need special to
learn from your talk durir
tidying up, bath times ar
- Helping your child's langu
way is important becaus
they feel, share fun and
- Your child's language he
through childhood.

How to be a Super Communicator

- Your child's language helps set their path for learning right through childhood.
- Language and communication support your child to understand the world around
and interact with others.
- Being a 'Super Communicato
words and sentences.

There are lots of ways to be a **'Sup**

Follow the tips on the next page. T
time of the day, during everyday r

Scan the QR code to watch some f
they are helping their child to lear

BBC Tiny Happy People

Super Communic

Get down to your c

When you get down to you
will be able to see what yo
and hear your sentences m
will be sure that you are to
interests them the most.

Follow your child's

When you follow your child
interests, you can model th
need to talk about what i
will help them learn words

Pause and wait for

When you pause and wait
show you what they are in
them time to start commu
to your actions or words. Y
look at an object or say a
say will be all about what
making it easier for them

Describe what your child is doing

When you describe what your child is doing or looking at, you are modelling the language they can use to talk about what interests them. This will help them learn words more quickly.

BBC Tiny Happy People

Listen, watch and respond

When you listen, watch and respond to your child's communication, it helps keep the conversation going about something your child is interested in. The more turns you and your child take, the more words and sentences your child will learn.

BBC Tiny Happy People

Copy what they say and add a word

When you copy what your child
a word, it helps your child know t
shared their ideas with you and h
learn how to make their sentence
your child says 'car', you can reply
***car'**, **'fast car'** or **'red car'**.*

Ask fewer questions

Questions can put pressure on a
when they may not have the lang
answer. To help your child, descri
happening and talk about what
as you and your child do it.

Ask open questions

When you do ask questions, try t
'open'. That means 'what', 'why',
'who' and 'how' questions that en
more than just Yes or No answers.
ask open questions, it helps open
conversation, allowing it to contir
more turns and follow the child's

Have fun and use an inte

When you show you are having f
interesting voice, it will encourag
to focus and listen to what you a
Having fun together will encoura
to communicate with you.

Resources

BBC Tiny Happy People

The website includes activities, short videos a
articles with helpful tips and advice to suppo
your child's communication. The QR code will
activities to do with your child to support the
development. Almost any daily activity is a ch
have fun with your child.

NHS Start for life

The website includes tips, games and activitie
child to support their language and literacy d

Some people find it helps to choose a time of day to practise the Super Communicator tips. Think about when might be your best 'Together Time', this is when you feel you can really tune in to your child. Have a look at these examples and see which might work for you.

Finding the right 'together time' for your family

Bath time

Breakfast, dinner or

Out and about

Bed time

Some people find it helps to choose just one tip to concentrate on. Choose one tip you think you could do more often during your 'Together Time'.

Choosing a Super Communicator Tip

Get down to your child's level

Follow your child's lead and interests

Pause and wait for your child to show you what they are interested in

Describe what your child is doing or looking at - imagine what they are thinking and feeling and say that

Listen, watch and respond to your child

Copy what they say and add a word

Ask fewer questions and instead describe what is happening

Ask open questions

Show you are having fun and use an interesting voice

Using the ELIM-I in practice

Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack, Emily Armstrong, Dr Penny Levickis, Vicky Gilroy

Building on work led by Professor James Law

www.research.ncl.ac.uk/elim-i Part 4b

This training will cover……..

Part 1: Overview of the ELIM-I steps

Part 2: Overview of the ELIM-I resources

Part 3: Background to the ELIM-I intervention

Part 4: Step by step guide to delivering the ELIM-I

- a. Preparation – Assessment - Conversation - Universal Support
- b. The Intervention – Shared Goal Setting
- c. The Intervention – a Self-directed approach
- d. The Intervention – a Coaching approach and Signposting

Part 5: Accessing the resources

Preparation

Step 1
Assessment

Identify whether child is at risk on ELIM measure

Step 2
Conversation

Explore parent's views, child's development and signpost

Step 3
Intervention

Supporting parent/caregiver to increase responsive contingent interaction

Support needed *

Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Signposting

Physical and social resources

Support not needed

Universal Talking Together booklet

Review

*also onward referral if meet local criteria

Optional step

Aims

Step 3
Intervention
Supporting parent/caregiver to increase responsive contingent interaction

To increase parents/carers' use of specific 'responsive interaction' behaviours for 10 to 15 minutes per day in a specific context which suits the family's resources and constraints and is part of their usual daily routine.

Resources

Step 3
Intervention
Supporting parent/caregiver to increase responsive contingent interaction

How to be a Super communicator booklet

Shared decision-making cards

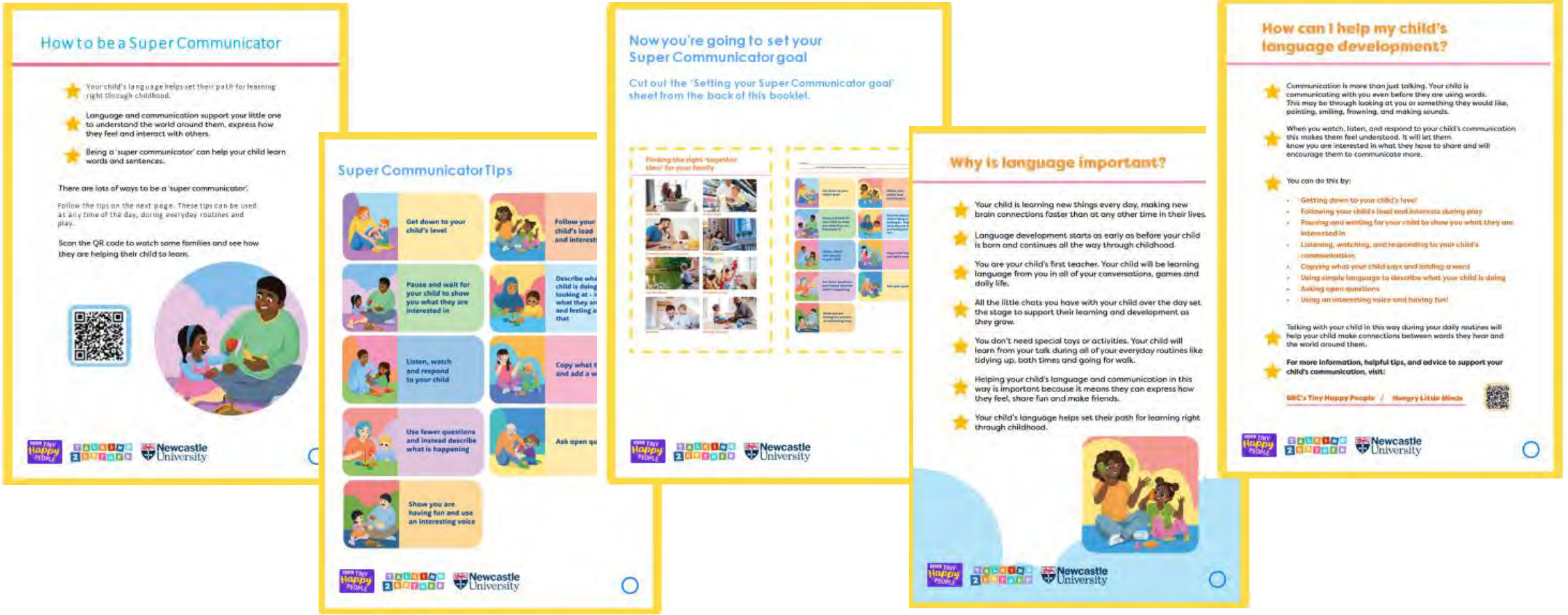
How to be a super communicator booklet

Four sections

1. Resources to support discussions of need and shared goal setting
2. Super communicator tips – the how and the why
3. Other ways to support your child's language
4. Cut out resources to support goal setting, reflection and remembering

How to be a super communicator booklet

1. Discussions of need and shared goal setting



How to be a super communicator booklet

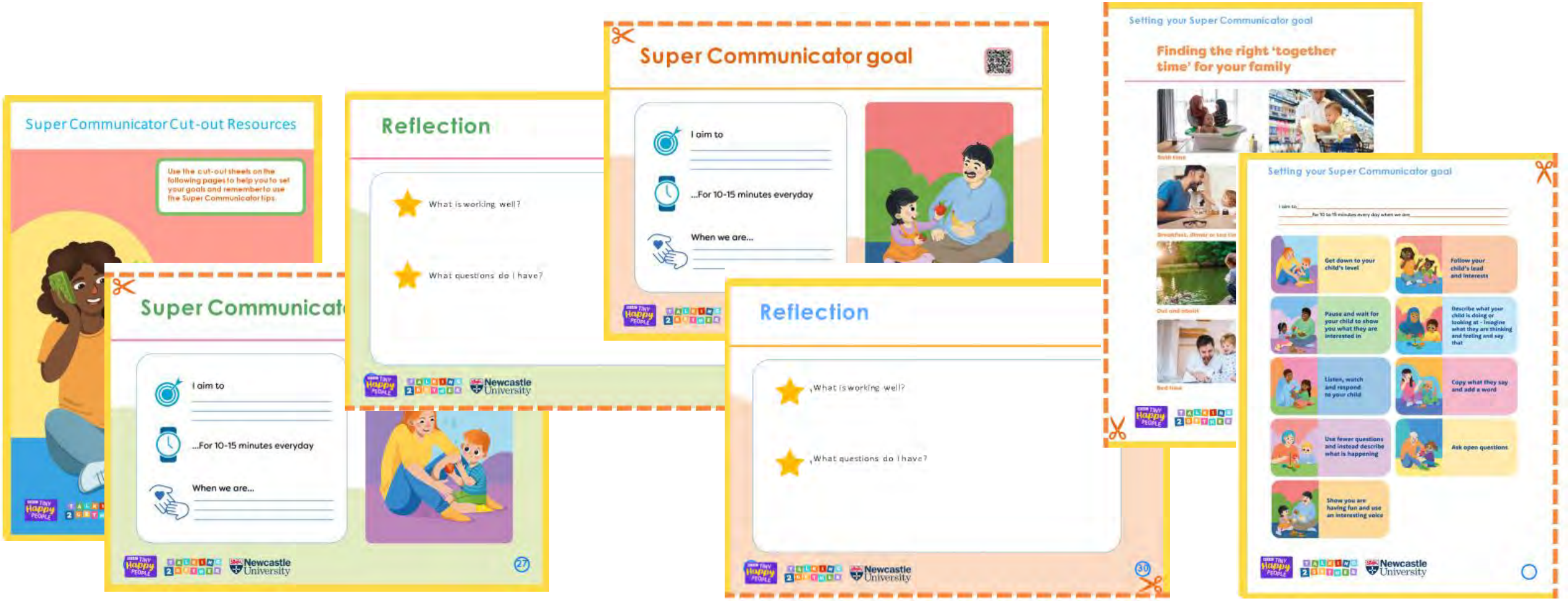
2. Super Communicator tips – the how and the why

How to be a super communicator booklet

3. Other ways to support your child's language

How to be a super communicator booklet

4 Cut outs to support goal setting, reflection and remembering



Preparation

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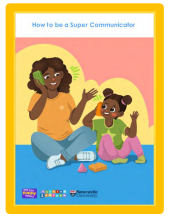
Optional step

	Outcome from Steps 1 and 2		Interpretation *Action*
1	Word list: ≥18 words AND Observation: All behaviours observed AND Conversation: No parental concern	✓	No risk of SLCN *Talking Together info pack*
2	Word list & Observation: ≥18 words & all behaviours observed BUT Conversation: Parent concern	✓ !	No identified risk of SLCN *Intervention*
3	Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed	!	Risk of SLCN *Intervention*
4	Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed AND Child meets local criteria for immediate support from SLT and/or Pediatrician	!	Risk of SLCN *Intervention AND* *Referral*

Aims



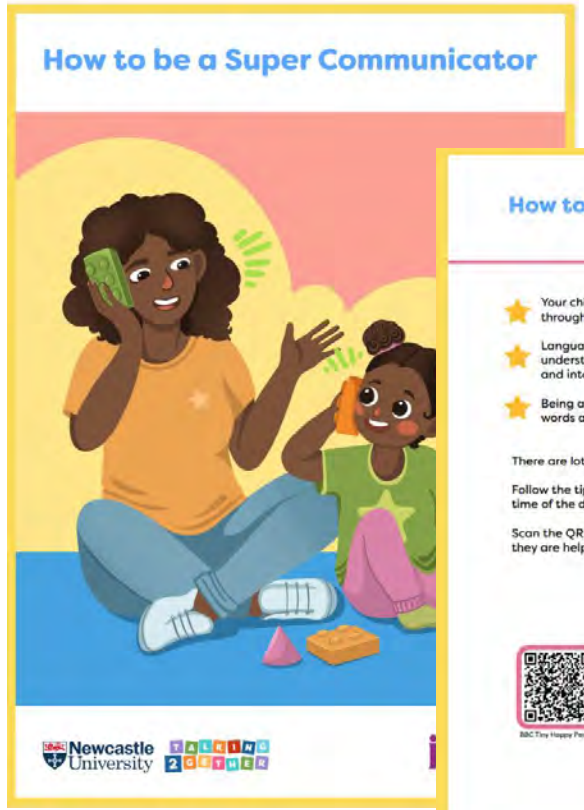
Support needed *

- To share with parents that their child may be at risk of SLCN
- To begin the process of collaborative working between the parent and practitioner to support the child's language development
- Increase parent's understanding of responsive interaction
- Increase parent's understanding of why this is important for their child
- Ensure sure parents do not feel blamed for their child's difficulties whilst also understanding they can make a difference to help their child

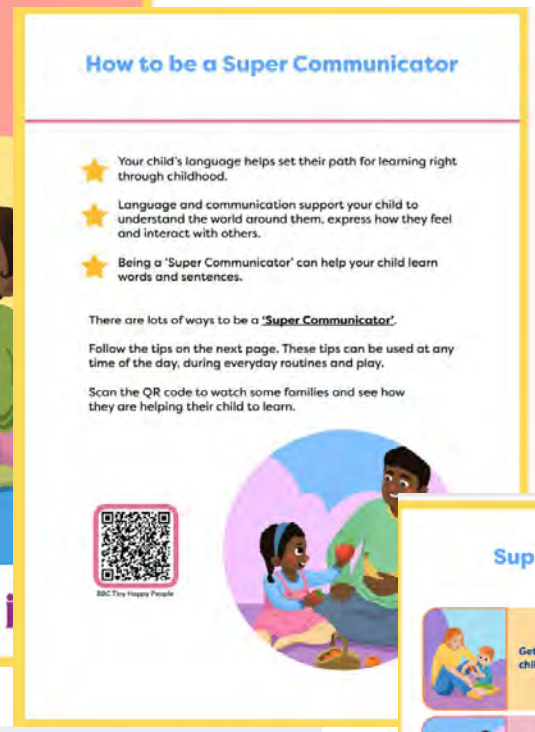
Resources

How to be a Super Communicator Booklet

- Page 1 – How to be a super communicator and THP video link
- Page 2 – summary of the 9 tips



Support needed *



Support needed *

Actions

1. Explain and discuss the outcome of the ELIM assessment
2. Provide with ‘How to be a Super Communicator’ booklet
3. Talk about working together to find ways that can help their child
4. Discuss how specific kinds of talk and interaction support children’s language development to improve more rapidly.
5. Explain how some children find it harder than others to pick up language and communication. For these children there is a need to become ‘super communicators’ and increase responsive communication to help them to learn from those around them.
6. Show the ‘super communicator video’ - which shows parents/caregivers interacting with their toddlers and engaging in responsive communication in everyday contexts - responsive interaction behaviours are tagged and explained

Support needed *

You might say……

“From our conversations and from the wordlist we filled in it seems like [child’s name] might need a little help to support them to learn words and sentences.

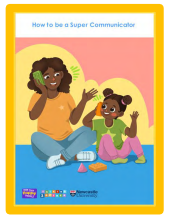
Some children find it harder than others to learn to talk just like some children walk later than others.

There is no clear reason why some children find this harder than others.

But we can help them.

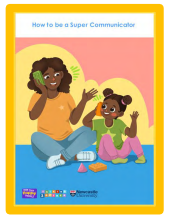
Often there are some simple steps we can take to help them to catch up.
We can talk about those with you and we have some guidance which can help”

You might also say, if onward referral is indicated



Support needed *

I also think it would be good to ask the Speech and Language Therapy Team to see if they have any other advice which could help [NAME] too and to check how he/she is progressing. How would you feel about that?”



Support needed *

You might say ……..

This video shows the specific ways of communicating which we know help children learn.

We know you will be doing lots of these already. When children are finding it harder to learn words and sentences we need to become super communicators and "dial up" our use of these ways of communicating

Let's watch the video together to see what we mean by being a super communicator

HOW TO BE A
SUPER
COMMUNICATOR

Preparation

Step 1
Assessment

Identify whether child is at risk on ELIM measure

Step 2
Conversation

Explore parent's views, child's development and signpost

Step 3
Intervention

Supporting parent/caregiver to increase responsive contingent interaction

Support needed *

Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Signposting

Physical and social resources

Support not needed

Universal Talking Together booklet

Review

*also onward referral if meet local criteria

Optional step

Aims

- Use a shared decision-making approach to enable a strengths-based approach and to build trust and feeling of working in partnership
- Increase parent's understanding of responsive interaction
- Help parents to reflect on what they are already doing to help their child
- Help parents to choose **one** super communicator tip to focus on doing more often - to practice 15 minutes every day
- Help parents to reflect on the times of day when they can best connect with their child and practice their chosen behaviour - when is their best 'Together Time'?
- Agree a goal of *when* they are going to practice their super communicator tip

Resources

Shared decision-making

Goal setting cut out

Shared decision-making cards

Shared decision-making

Actions

1. Sort the super communicator tips cards into 2 piles with the parent – those they are doing a lot already – those they think they could try to do more often.
2. If the parent is unsure you could point out things you have noticed they do to get the conversation started.
3. Ask the parent to choose 1 behaviour they would like to try to do more to help their child's language and communication development

Shared decision-making

You might say……..

It will help your child's language and communication to try to use these ways of talking more often.

We know you will be doing lots of these already. But if we choose one that you could try to do a little more this could help your child to learn words and sentences more easily.

Lets look through these card that list the super communicator tips and see which ones you do a lot already and which you might want to try to do more…..

I noticed you use a lovely interesting voice when you talk to…….

Shared decision-making

Actions

1. Support the family to reflect on their family's routines and what times of day are the best times to tune in and chat with their child.
2. Talk through how every family has different rhythms to the day and different times of the day when they might have the time or energy or help from others to be able to tune in to their child's communication
3. Sort the 'Together Time' cards into 2 piles with the parent – those they feel would definitely NOT work for them and those, which they feel they could try.

Shared decision-making

You might say……..

Every family has different rhythms to the day and different times of the day when they might have the time or energy or help from others to be able to tune in to their little one's communication.

We call this 'Together time' – the time of day when you can best tune in to your little one.

Can you think when might be your best time for 'Together Time'?

This could be based on what your little one finds more interesting, when you have help from a partner or friend, when you and your child are least tired, or when the household is less busy and distracting"

Shared decision-making

You might say……..

“Let’s take a look at these possible ‘together times’ – we are going to choose one for you to practice using the super communicator tips over this next week/few weeks.

Which of these would be your best together time? Or is there a different time that would be best for you?”

Actions

3. Show the parent the goal setting cut out
4. Support the parent to fill this in with the chosen super communicator tip and their chosen ‘Together Time’

“I aim get down to my child’s level for 10 – 15 minutes per day when we are out and about on the school run.”

You might say……..

Shared decision-making

"That's great – let's write down what you aim to do – so …….you will follow the child's lead for 15 minutes every day during bath time"

"Is there somewhere you can put this – like on your fridge – where you will see it every day?"

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Support needed *

Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Signposting

Physical and social resources

Support not needed

Universal Talking Together booklet

Review

*also onward referral if meet local criteria

Optional step

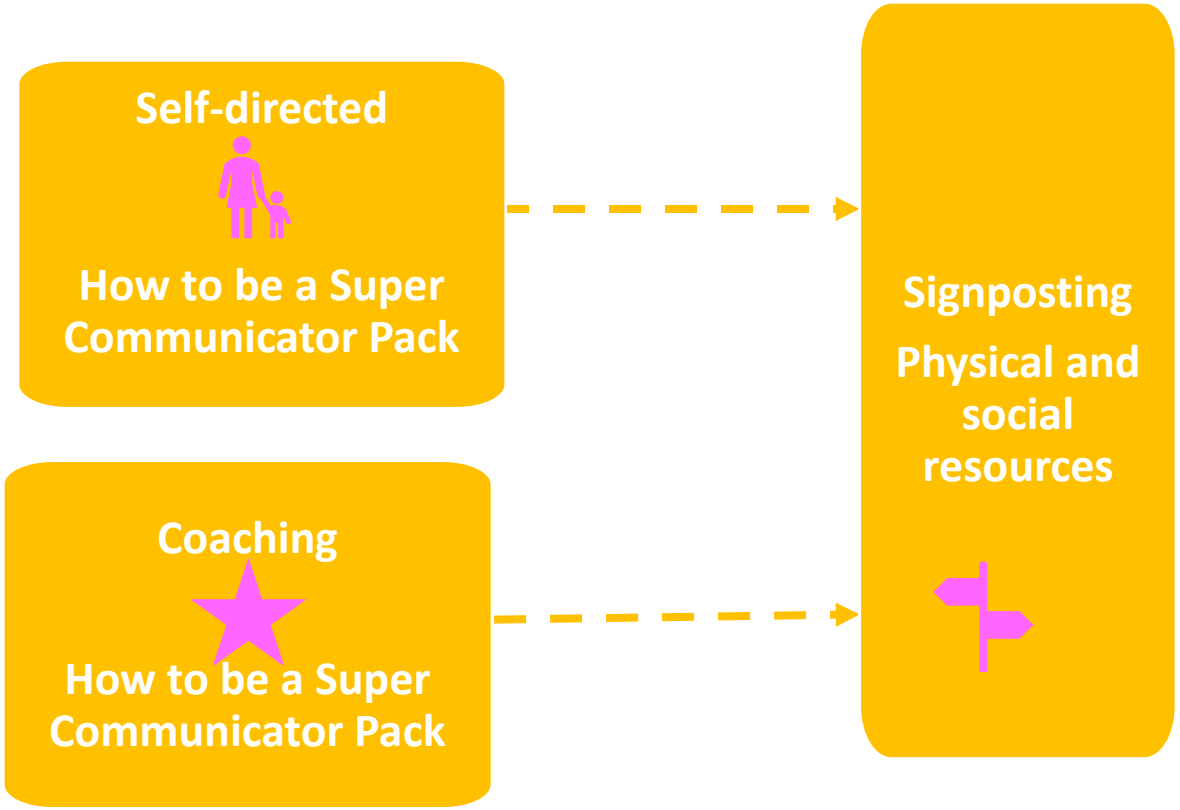
Step 3
Intervention

What are the options for tailored support?

One additional visit after goal setting
Optional text reminders
Telephone review

Or

Between 2 and 4 additional visits
Optional reminders
Telephone or face to face review



Optional extra information & support about physical &/or social resources

NOTE: Approaches use the same resources – the Super Communicator Booklet –differ in the level and type of support from the practitioner

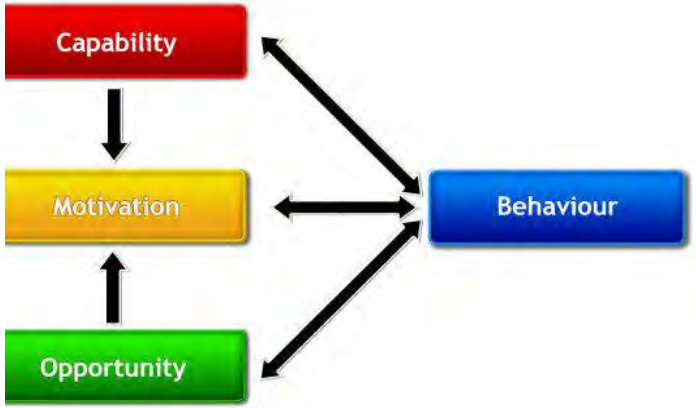
Aims

- To agree with the family the level and type of tailored support which would best support them to reach their goal
- The practitioner to support this decision by considering the barriers and enablers to responsive communication in place for this family drawing on
  - Your knowledge of the COM-B framework
  - Your knowledge of the family
  - The discussions during Step 2 – the conversation
  - The discussions during shared goal setting
- To agree a plan for future contacts

Reminder of the COM-B model

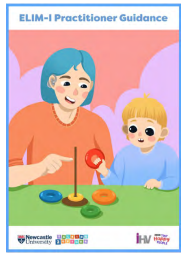
COM-B components and examples

COM-B component	Sub-category	Example
Capability	**Physical capability**	Physical skill, strength, or stamina
	Psychological capability	Knowledge or psychological skills, strength, or stamina to engage in the necessary mental processes
Opportunity	**Physical opportunity**	Opportunity afforded by the environment involving time, resources, locations, cues, physical 'affordance'
	Social opportunity	Opportunity afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things, for example the words and concepts that make up our language
Motivation	**Reflective motivation**	Reflective processes involving plans (self-conscious intentions) and evaluations (beliefs about what is good and bad)
	Automatic motivation	Automatic processes involving emotional reactions, desires (wants and needs), impulses, inhibitions, drive states and reflex responses



See page 32 ELIM-I Handbook

Resources



COM-B mapping

In Practitioner Guide find handout listing the specific enablers which support a family to increase their use of responsive communication categorised into Capability, Motivation, Physical and Social Opportunities and Mapping to type of tailored support

Enablers for increasing responsive interaction

COM-B component	Enablers
Capability	**Has the skills and knowledge to…** • Follow the child's lead and interests • Use responsive interaction behaviours in play, book sharing and daily routines • Choose developmentally appropriate activities, toys, books • Decide on a goal, monitor their behaviour, and stick to a plan
Motivation	**Has the belief in their own capabilities and feeling of optimism so that they feel:** • they can increase their responsive interactions • it is worthwhile to make this change • it is possible within their current circumstances • the child will respond to them if they try • they have a definite intention to try to change • that what they do will make a difference to their child **……they do not feel** • embarrassed using responsive interaction • that people may judge them if they try • overwhelmed by other demands in their life
Physical Opportunity	**Has access to:** • books, toys activities to support responsive interaction • contexts like playgroups, library drop-ins etc to support the of responsive interaction
Social Opportunity	**Has access to:** • a family and/or social network to support them emotionally and practically • a social group who also uses responsive interaction in a range of contexts • opportunities to spend time with their child which is rewarding for both the child and the parent/caregiver

	Deciding on level of tailored support
Would the family benefit from a self-directed approach?	*This is appropriate if the family has most enablers in place and the only barriers fall in the category of **Capabilities** (i.e., rela to skills, knowledge self-monitoring and deciding on a goal)*
Would the family benefit from a coaching approach?	*This is appropriate if the family has a number of barriers to using the behaviours and especially if they fall in the category – **Motivation** (i.e., relate to confidence, optimism, feelings of overwhelm, feel the change is worthwhile, believe their child will engage and can change, feel that what they do can make a difference)*
Would the family benefit from support to access toys and books and to use the available resources they have to chat and play?	*This is appropriate if the family has barriers in terms of **Physical Opportunities** – that is few physical resources to support th child's play and development and limited access to contexts which support chat and play*
Would the family benefit from support to access childcare and social support in the community?	*This is appropriate if the family has barriers in terms of **Social Opportunities** – that is limited access to childcare, social support networks, and contexts which encourage chat and play*

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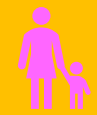
Would the family benefit from support to access childcare and social support in the community?	*This is appropriate if the family has barriers in terms of **Social Opportunities** – that is limited access to childcare, social support networks, and contexts which encourage chat and play*

Actions

1. Practitioner and family discuss the options for support (self-directed or coaching) and practitioner suggests an approach they feel would be beneficial based on the COM-B mapping.
2. Practitioner and family agree an approach and date(s) for additional visit(s) – a family plan might be useful here.

Self-directed



How to be a Super Communicator Pack

You might say……..

“How about I pop back in a week and we can look at how you are getting on with trying your super-communicator goal and I can drop off some more resources and ideas to help you?”

OR

“ I have some resources here to support you with using that super communicator goal – maybe we could look through them together now and then I can check back in in a couple of months to see how you are going”

Coaching

How to be a Super Communicator Pack

You might say……..

“How about we set up a few dates when I can pop back in and we can look at ways to help you to practice the super-communicator tip

I can bring some more resources and ideas to help you and you can ask any questions as you try it”

Using the ELIM-I in practice

Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack, Emily Armstrong, Dr Penny Levickis, Vicky Gilroy

Building on work led by Professor James Law

www.research.ncl.ac.uk/elim-i Part 4c

This training will cover……..

Part 1: Overview of the ELIM-I steps

Part 2: Overview of the ELIM-I resources

Part 3: Background to the ELIM-I intervention

Part 4: Step by step guide to delivering the ELIM-I

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Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Support not needed

Universal Talking Together booklet

Signposting

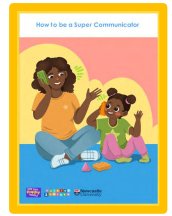
Physical and social resources

Review

*also onward referral if meet local criteria

Optional step

Aims

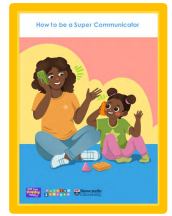


Self-directed

Review

- Address capability barriers to using responsive communication behaviours
- Provide resources and advice to support the parent to
  - Remember their goal
  - Remember why to use the super communicator tip
  - Reflect on how things are going

Actions



Self-directed

Review

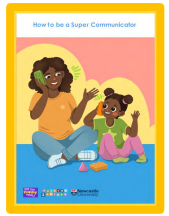
1. Remember how and why

- check with the parent their goal and their together time
- look at the relevant ‘how and why’ section in the booklet.
- watch the video example and talk through how their chosen tip will help their child’s language to develop
- ask if they have read the ‘why is language important’ page and see if they have any questions

Self-directed

Review

Resources



Super communicator tips - how and why pages & videos

Describes the specific super communicator tip they have chosen

QR code to THP video of that tip to help them see it modelled

Provides motivational information about how this super communicator tip can help their child

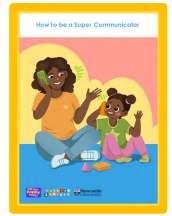
Why is Language Important

Outlines why language is important and celebrates parents as child's first teacher

FOLLOWING YOUR CHILD'S LEAD

Copycat games with a ball

Actions



Self-directed

Review

2. Remember what and when –

- check they remember what their chosen together time was and discuss ways that they can remind themselves or be reminded to do this every day – for example
  - Put their goal on the fridge (use cut-outs at the back of the booklet)
  - Set a reminder on their phone
  - If available in your team offer a weekly/fortnightly text message with QR/ hyperlinks to new video examples embedded (Optional)

Resources

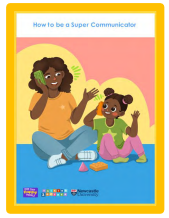
Remind and reflect cut outs

A place to reset the goal

A space to reflect on how it's going and record questions for the HV team and to discuss at the review

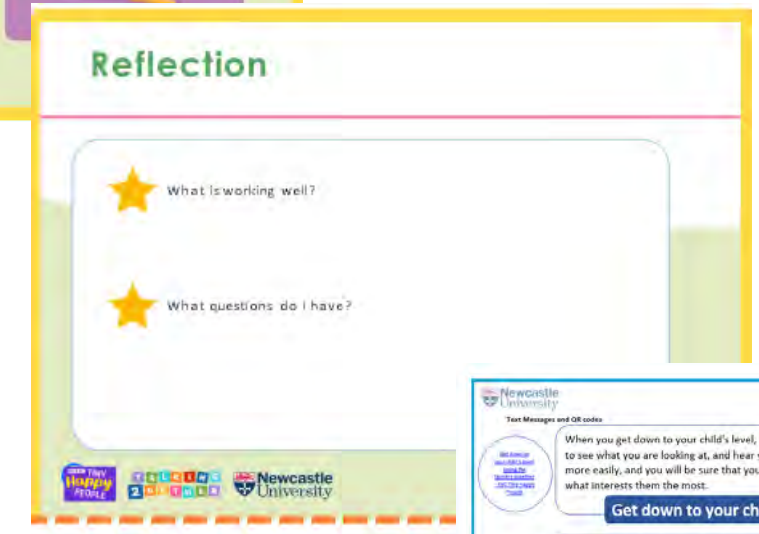
On the website

A set of prepared messages for a texting service if this is available to your team



Self-directed

Review



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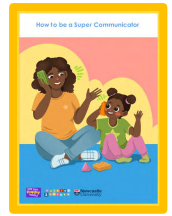


Self-directed

Review

3. Reflect – encourage to reset their goal and fill in the reflection section on the back of the card before a review
4. Review – after an agreed time (~2 months after 2–2 ½ year review) call the family and review progress – use the notes and questions they may have made on their cut out goals to support the family to reflect and ask questions – decide if further action is needed

Using the ELIM-I in practice

Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack, Emily Armstrong, Dr Penny Levickis, Vicky Gilroy

Building on work led by Professor James Law

www.research.ncl.ac.uk/elim-i Part 4d

This training will cover……..

Part 1: Overview of the ELIM-I steps

Part 2: Overview of the ELIM-I resources

Part 3: Background to the ELIM-I intervention

Part 4: Step by step guide to delivering the ELIM-I

- a. Preparation – Assessment - Conversation - Universal Support
- b. The Intervention – Shared Goal Setting
- c. The Intervention – a Self-directed approach
- d. The Intervention – a Coaching approach and Signposting

Part 5: Accessing the resources

Preparation

Step 1
Assessment

Identify whether child is at risk on ELIM measure

Step 2
Conversation

Explore parent's views, child's development and signpost

Step 3
Intervention

Supporting parent/caregiver to increase responsive contingent interaction

Support needed *

Shared decision-making

Self-directed

How to be a Super Communicator booklet

Coaching

How to be a Super Communicator booklet

Support not needed

Universal Talking Together booklet

Signposting

Physical and social resources

Review

*also onward referral if meet local criteria

Optional step

Aims

Coaching

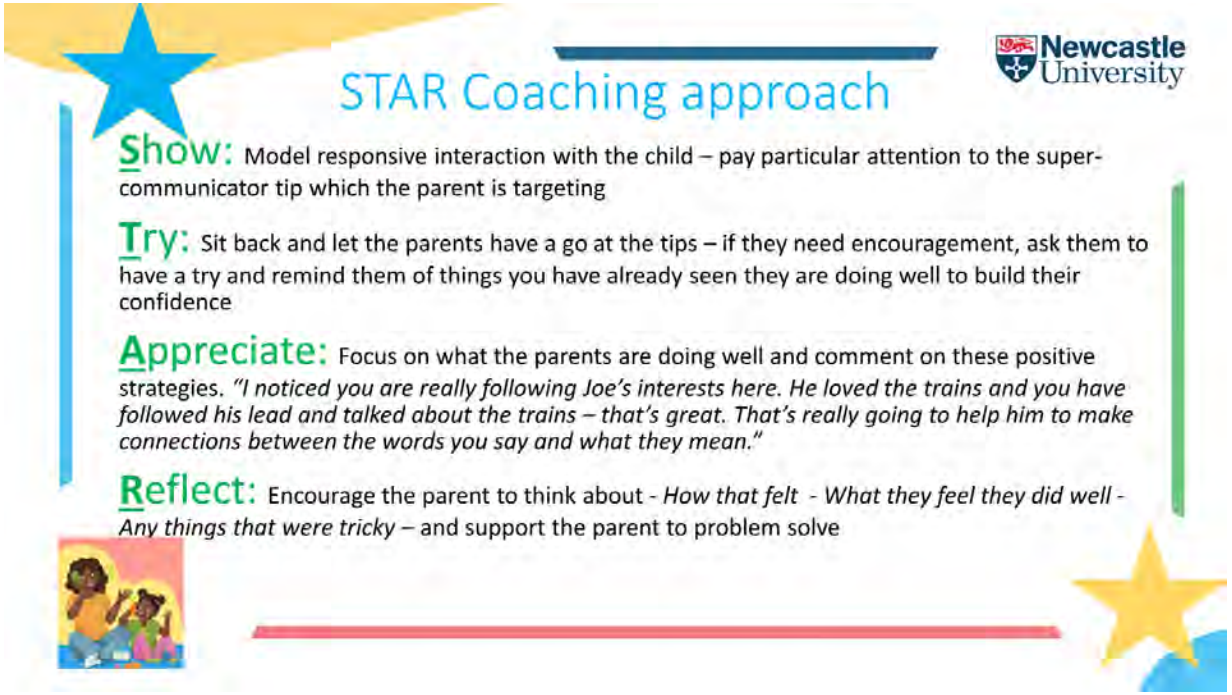
Review

- Address capability barriers to using responsive communication behaviours
- Provide resources and advice to support the parent to
  - Remember their goal
  - Remember why to use the super communicator tip
  - Reflect on how things are going
- Address motivation barriers to using responsive communication behaviours
- Provide support to increase the parent's
  - Confidence
  - Optimism
  - Self-efficacy
  - Resilience

Resources

STAR coaching approach

Practitioner guide outlines the stages of the STAR coaching approach



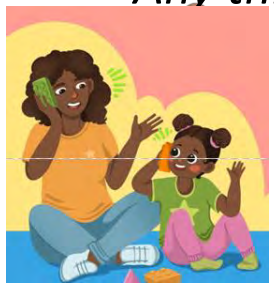
STAR Coaching approach

Show: Model responsive interaction with the child – pay particular attention to the super-communicator tip which the parent is targeting

Try: Sit back and let the parents have a go at the tips – if they need encouragement, ask them to have a try and remind them of things you have already seen they are doing well to build their confidence

Appreciate: Focus on what the parents are doing well and comment on these positive strategies. *"I noticed you are really following Joe's interests here. He loved the trains and you have followed his lead and talked about the trains – that's great. That's really going to help him to make connections between the words you say and what they mean."*

Reflect: Encourage the parent to think about - *How that felt - What they feel they did well - Any things that were tricky* – and support the parent to problem solve



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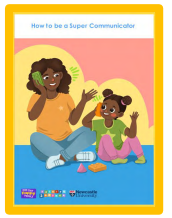


Coaching

Review

1. Remember how and why

- check with the parent their goal and their together time
- look at the relevant ‘how and why’ section in the booklet.
- watch the video example and talk through how their chosen tip will help their child’s language to develop

Resources

Coaching

Review

Super communicator tips - how and why pages & videos

Describes the specific super communicator tip they have chosen

QR code to THP video of that tip to help them see it modelled

Provides motivational information about how this super communicator tip can help their child

Why is Language Important

Outlines why language is important and celebrates parents as child's first teacher

Actions

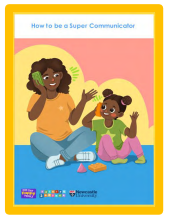
Coaching

Review

2. STAR – use the STAR approach to support the parent to practice the super communicator tip and gain confidence, self-efficacy and resilience

- Show –demonstrate responsive interaction with the child paying particular attention to the super communicator tip the parent has chosen as their goal
- Try – encourage the parent to join in and try as well
- Appreciate – comment and provide positive feedback on the responsive communication behaviours the parent is using
- Reflect – encourage the parent to think through how they feel, what went well, if anything was tricky and problem solve with them

You might say……



Coaching

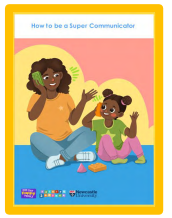
Review

“OK Let’s try using the pausing and waiting tip. How do you feel about having a try now?

I saw earlier that Jack is really loving when you get were down at his level chatting to him. Shall we give that another try and see if we can pause and wait too?”

Try

You might say……



Coaching

Review

“I noticed you really waited and watched to see what Jack wanted to communicate with you.

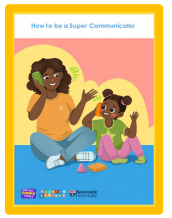
He was really interested in what you said and was really listening to you. That was great.

You noticed he held out the pegs to ask for help hanging out the washing and you talked about the pegs and clothes.

That’s really going to help him to make connections between the words you say and what they mean.”

Appreciate

You might say……



Coaching

Review

“How did it feel pausing and waiting like that?

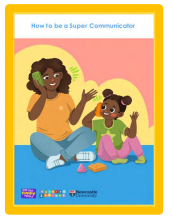
Yes it can feel strange when we first start a new habit like that but with time it will feel more natural……..

What do you think went well that time?

Yes I really saw that too……

Reflect

You might say……



Coaching

Review

“How do you feel Jack was responding to you waiting longer like that? Did you notice anything different about how he communicated with you?

Yes I saw……

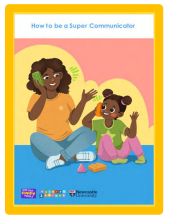
Was anything there anything tricky about that?

Yes remembering to do it is hard, you might want to put some of the cut out reminders from your booklet in places around the house to try to help you

Yes, if he is doing something that you need to stop because it is unsafe you can definitely jump in…….”

Reflect

Actions



Coaching

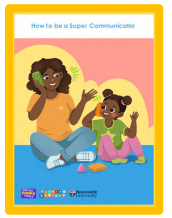
Review

3. Remember what and when – help them remember what their chosen together time was and discuss ways that they can remind themselves or be reminded to do this every day – for example

- Put their goal on the fridge (use cut-outs at the back of the booklet)
- Set a reminder on their phone
- If available in your team offer a twice weekly text message with QR/ links to new video examples embedded

4. Reflect - give the parent the remind and reflect cutouts which has their targeted super communicator tip on it and a space for reflection. Encourage to to fill in over the coming week/2 weeks and encourage to practice every day

Actions



Coaching

Review

5. At subsequent weekly or fortnightly visits

- Reflect and trouble shoot
- Decide whether to keep goal or choose a new one
- Repeat actions 1 – 4 (Remember why and how; STAR; Remember what and when; Reflect)

6 . Review – after an agreed time (~2 months after the final visit) call or visit the family and review progress – use the notes and questions they may have made on the ‘remind and reflect’ cut-outs to help the family to reflect on progress and ask questions – decide if further action is needed

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Review

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Optional step

Aims

- Ensure parent can make best use of the resources available to them in their home to support their child's language development

Signposting

Resources

Guidance using books and toys; making the most of everyday materials and daily routines

Information and links are in the ‘How to be a super communicator booklet’

QR codes link to Tiny Happy People Resources to see models

Signposting

Aims

- Ensure parent has access to resources (books, toys) to support interactions
- Encourage interaction with other parents
- Support access to 2 year offer where appropriate

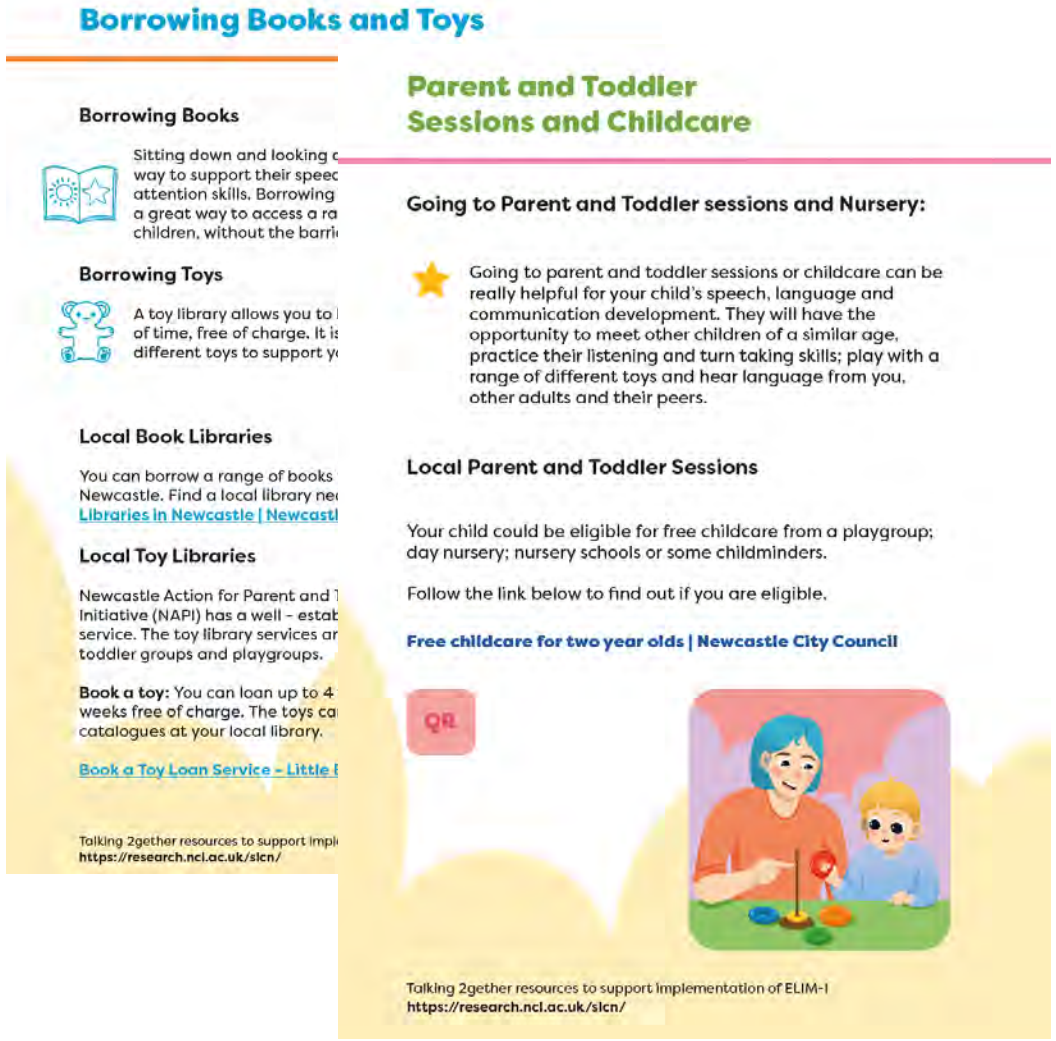
Resources

Borrowing Books and Toys; local parent and toddler groups and childcare

Downloadable templates

Describes local resources in terms of book libraries and toy libraries and can be locally adapted

Can use locally developed signposting resources in addition/as replacement however marketing identity supports parent to make links to child language



Using the ELIM-I in practice

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Part 5

This training will cover……..

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Part 4: Step by step guide to delivering the ELIM-I

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Part 5: Accessing the resources

The ELIM-I website: www.research.ncl.ac.uk/elim-i

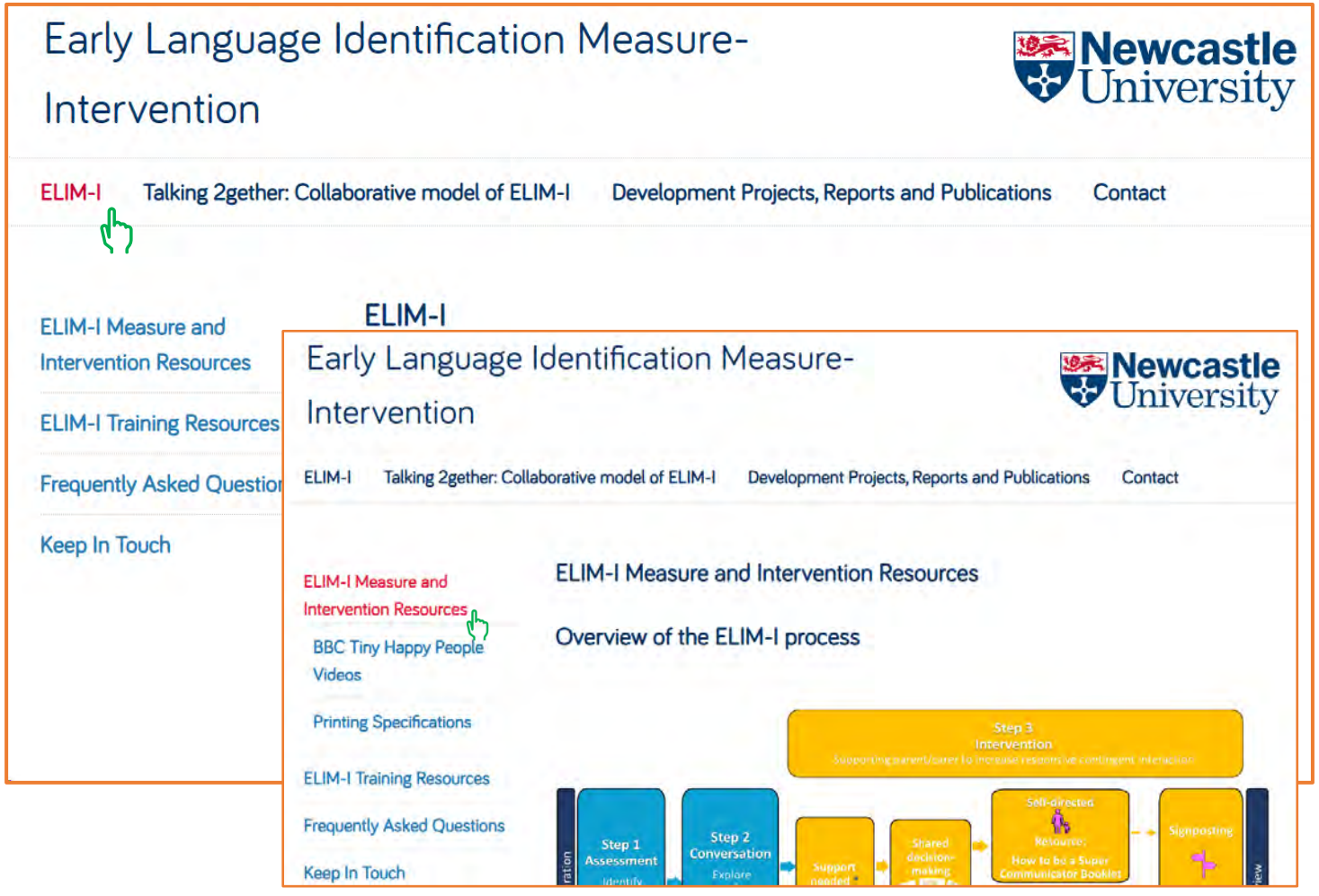
The ELIM-I website is a central point of access for ELIM-I resources

Here you will find information about the ELIM-I development, access training, and find materials for families and practitioners

Navigating the ELIM-I website

Use the headings to navigate through different sections of the website.

Resources are found under ELIM-I > ELIM-I Measure and Intervention Resources

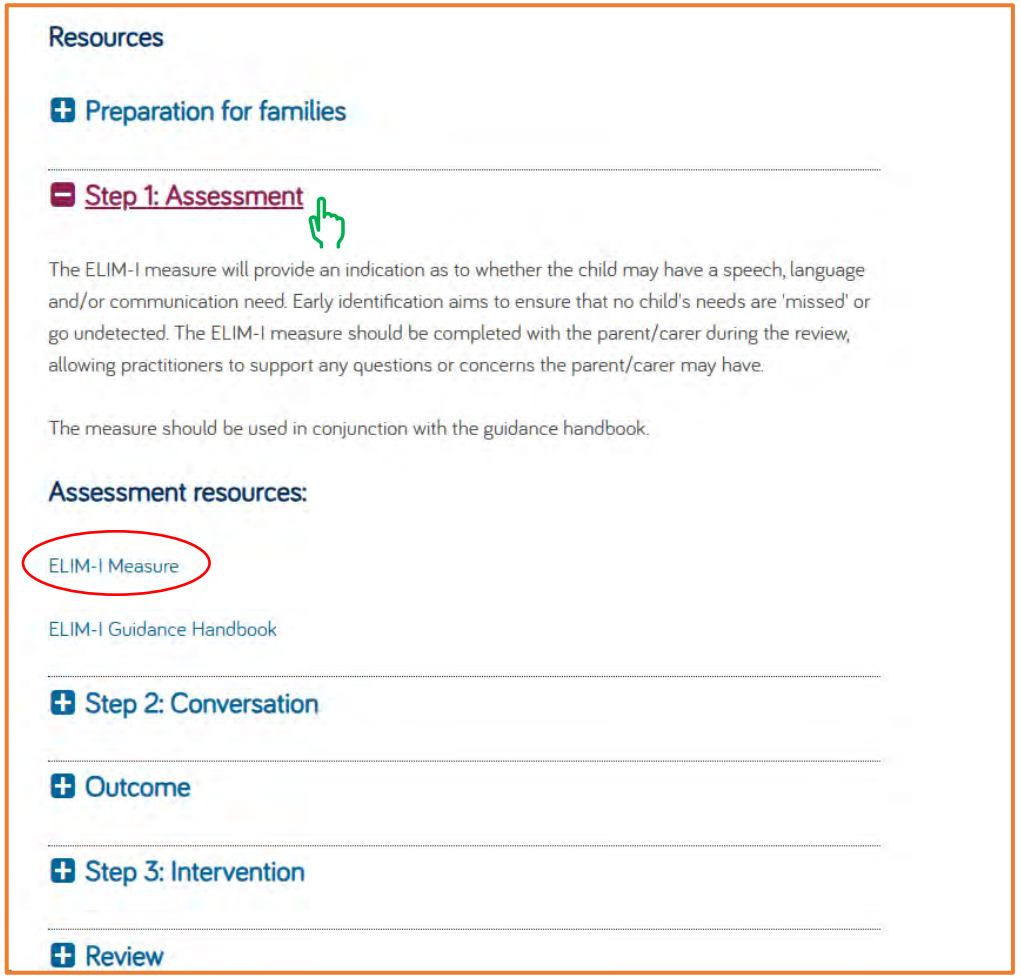


Accessing the ELIM-I Resources

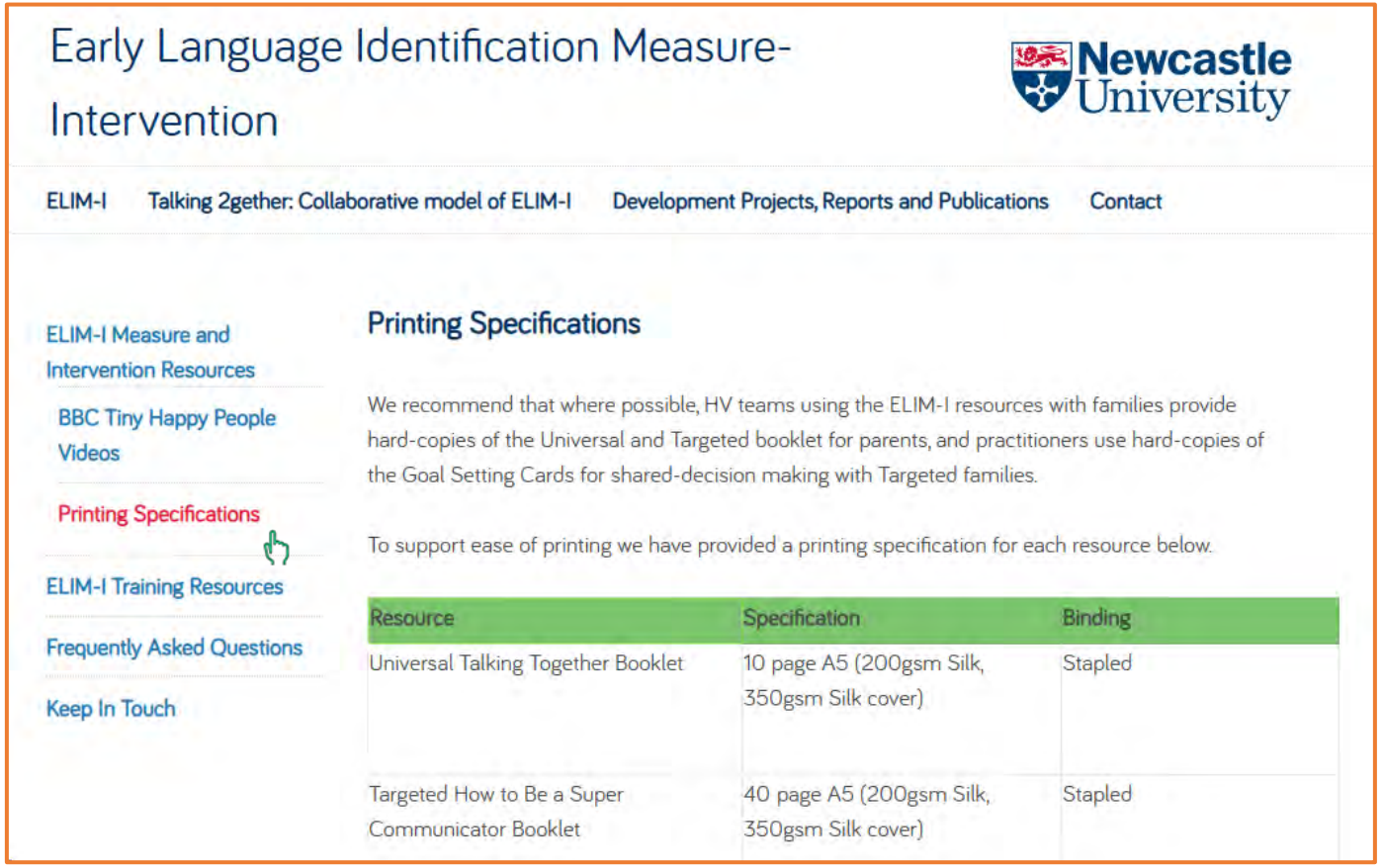
On the page ELIM-I Measure and Intervention Resources you will find a series of drop-down sections which align to each step of the ELIM-I.

In each section you will find corresponding resources for families and practitioners (these will be highlighted blue).

Click to download copies of the resources



Printing Resources

You may also print hard copies of the materials, and this is recommended for resources that will be used with families to support engagement

To support teams to order hard copies from print services we have included information about Printing Specifications