

ELIM-I Practitioner Guidance



This additional practitioner guidance to using the Early Language Identification Measure and Intervention (ELIM-I) is designed to be used in conjunction with the following resources:

- The ELIM-I Guidance handbook: www.gov.uk/government/publications/best-start-in-speech-language-and-communication
- The e-learning for healthcare resources: [Best Start in Speech, Language, and Communication \(https://portal.e-lfh.org.uk/Component/Details/682693\)](https://portal.e-lfh.org.uk/Component/Details/682693)
- ELIM-I resources from Newcastle University: <https://research.ncl.ac.uk/elim-i>
- Tiny Happy People Resources – BBC: <https://www.bbc.co.uk/tiny-happy-people/elim>

Introduction

Early Language Identification Measure-Intervention (ELIM-I) aims to support the early identification of children with and at risk of Speech Language and Communication Needs (SLCN) at the 2 – 2 ½ year Healthy Child Review and to offer appropriate tailored support to families and children.

This practitioner guide aims to support the successful implementation of the ELIM-I into Health Visiting (HV) teams' practice.

Before using the ELIM-I Health Visiting teams should be familiar with:

- The ELIM-I Guidance handbook published by Public Health England <https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication>
- The e-learning for healthcare resources - Best Start in Speech, Language, and Communication <https://portal.e-lfh.org.uk/Component/Details/682693>

In 2021 the ELIM-I measure, training and handbook were disseminated to HV teams by Public Health England. In 2022-23 a further set of resources to support the use of ELIM-I in practice were developed by Newcastle University in partnership with the Institute of Health Visiting (iHV) and BBC Tiny Happy People. These are available from <https://research.ncl.ac.uk/elim-i>.

This practitioner guidance supports HV teams to use those resources and deliver ELIM-I.

In the following pages we provide an overview of ELIM-I, a step-by-step guide to assessment and support, and an overview of resources to support ELIM-I implementation.

The following pages provide information on:

- Overview of the ELIM-I.....page 4
- Detailed Steps.....page 5
- Resources to support ELIM-I implementation.....page 9
- Training Slides.....page 16

Overview of the ELIM-I

THE EARLY LANGUAGE IDENTIFICATION MEASURE AND INTERVENTION

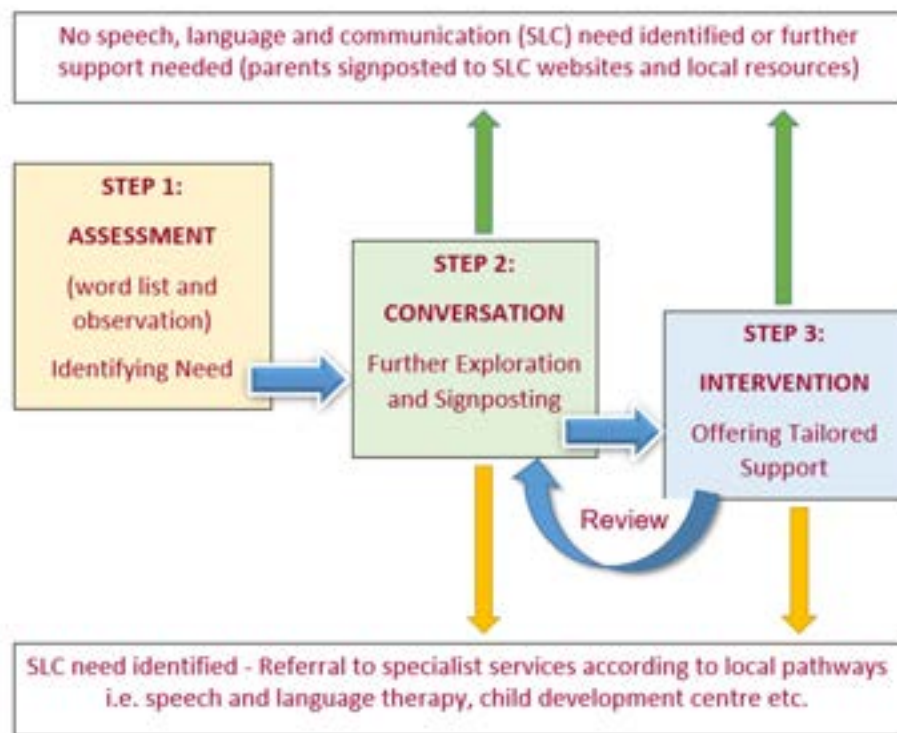


Figure 1

Step 1 ELIM Assessment – where need is identified using the word list and practitioner observation.

Step 2 Conversation – between practitioner and parent/carer. Any parent/carer concerns are discussed, and there is further exploration where a need has been identified in step 1, the assessment. If there is a pronounced need, consider referral to specialist services. If there is no need identified, parents/carers are signposted to speech language and communication websites and local resources.

Step 3 Intervention – where a risk of speech, language or communication need has been identified in steps 1 and 2, the practitioner offers tailored support to parents/carers. If a pronounced speech, language and communication need is identified during intervention, referral is made to specialist services according to local pathways – that is, speech and language therapy, child development centres.

Steps 2 and 3 are underpinned by review of progress.

Detailed Steps

To support use of the ELIM-I resources, a more detailed diagram is found below. Training videos talking through these steps in more detail can be found at <https://research.ncl.ac.uk/elim-i/elim-i/elim-i-trainingandhandbooks> and training slides are included in this guide. We encourage practitioners to watch the training prior to using ELIM-I.

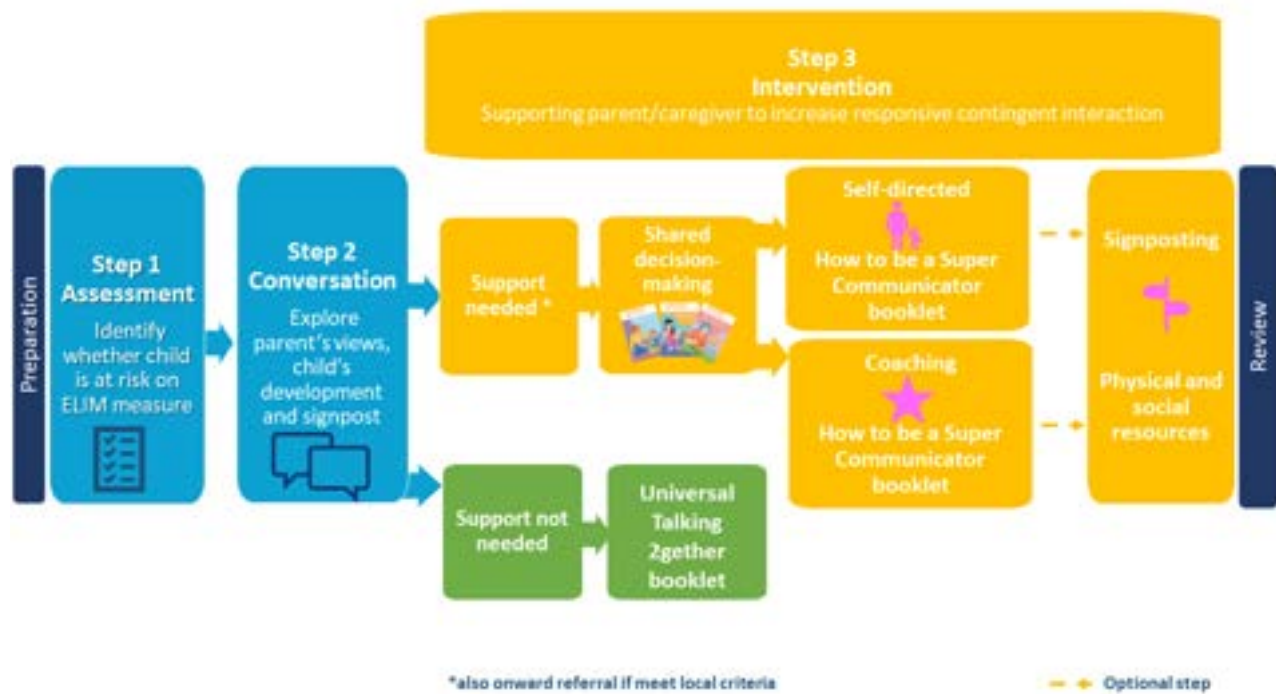


Figure 2

Steps 1 and 2 are provided for ALL families and Step 3 is provided for children where the practitioner and the family have agreed that extra support for the child's speech language or communication is needed.

The table below describes each step of the ELIM-I in more detail and indicates corresponding resources for each step.

	Resources
<p>Preparation: We have made some resources which can help parents/caregivers prepare for the review. These are available on the ELIM-I webages and can be used at practitioner discretion. They include additional text which could be added to the red book and text which can be provided in the review invitation.</p>	<p>https://research.ncl.ac.uk/elim-i/elim-i</p>
<p>Step 1 is to use the ELIM measure with the family which involves the word list and the observation. From this the practitioner will know whether or not the ELIM measure suggests the child may need additional support.</p>	<p>The ELIM-I measure</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 1: Assessment)</p>
<p>Step 2 involves practitioners having a conversation with the family to explore their views, insights, concerns, the challenges they face and the resources they have and explore the child's development in a little more depth. Then the practitioner and family make a decision together about whether the child needs support.</p>	<p>Conversation Guide</p> <p>Practitioner Guide pg. 11-12</p>
<p>The majority of children will not need intervention. For these children the practitioner provides a pack of information with links to online resources relevant to all families to help them support their child's language and communication. (Green section in Figure 2).</p>	<p>Universal Talking Together Booklet</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Outcome)</p>
<p>Step 3 involves offering the intervention for those children who do need support. This is support from the HV team to help the parent/caregiver to increase their responsive contingent interaction with their child. The Super Communicator booklet contains details and video links to support this conversation.</p>	<p>How to be a Super Communicator Booklet</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>THP resources</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources/bbctinyhappypeoplevideos</p>
<p>Some children may require immediate onward referral. It is vital to note that this support from the HV team does not replace onward referral to SLT and others if the child meets local criteria for immediate referral. This might be if social communication is an issue, or broader developmental or sensory concerns are evident, and should follow local SLCN referral pathways.</p>	<p>Local SLCN pathways and Speech and Language Therapy referral guidance.</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Additional Materials)</p>

	Resources
<p>Shared decision-making is the first step of the intervention. The practitioner helps the family to choose one of the responsive behaviours they feel they would like to try to do more often.</p> <p>The practitioner then helps the family to choose the context in which they would like to practice that behaviour – their best ‘Together Time’</p>	<p>Shared decision-making cards https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>Super Communicator tips https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>Together Time cards https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p>
<p>The level and type of tailored support the family needs is then agreed with the family. This is based on information shared during the decision-making and the conversation.</p> <p>To decide on the type of support, the practitioner considers the barriers and enablers which are in place for that specific family to be able to increase their use of responsive interaction with their child in their daily routines.</p>	<p>COM-B model</p> <p>Enablers for increasing responsive interaction</p> <p>Mapping barriers and enablers to tailored support</p> <p>Practitioner guidance pg. 13-14</p>
<p>The practitioner draws on their knowledge of the COM-B model to consider these in a structured way, drawing on the detailed insights they gathered in Step 2 and their knowledge of the family.</p>	<p>COM-B model</p> <p>Practitioner guidance pg. 13-14</p>
<p>Intervention delivery. The practitioner delivers the level and type of support that they believe is right for that family. Support is proportionate to their need and gives enough support for that particular family to be able to change, and is tailored to their circumstances so it fits the families preferences, context, and resources. This is supported by the resources in the Super Communicator booklet and Tiny Happy People (THP) resources. The links to the THP resources are in the Super Communicator booklet.</p>	<p>How to be a Super Communicator booklet https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>THP resources https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources/bbctinyhappypeoplevideos</p>

	Resources
<p>The family then receives EITHER a self-directed approach OR coaching approach.</p> <p>Self-directed involves one additional visit and discussion of the resources in the Super Communicator booklet and linked videos to support them to implement the goal agreed in the shared decision-making.</p> <p>Coaching involves between 2 and 4 additional visits. This involves discussion of the Super Communicator booklet and also coaching following the STAR model.</p> <p>Showing the family how to use the Super Communicator tip,</p> <p>Trying the tip – encouraging the family to try it out,</p> <p>Appreciating – feeding back positively on the Super Communicator tips the parent is using,</p> <p>Reflecting – encouraging the parent to reflect on this and trouble shoot any difficulties.</p>	<p>How to be a Super Communicator Booklet</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>THP resources</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources/bbctinyhappyypeoplevideos</p> <p>Practitioner guidance pg. 15</p>
<p>There is optional additional signposting for physical and social resources.</p> <p>Physical resources: The How to be a Super Communicator booklet includes guidance and video links for using books and toys and making the most of everyday materials and daily routines to support language development.</p> <p>On the ELIM-I website there are downloadable templates to create signposting to local book and toy libraries.</p>	<p>How to be a Super Communicator Booklet</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p> <p>THP resources</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources/bbctinyhappyypeoplevideos</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Additional Materials)</p>
<p>Social resources: At the ELIM-I website there are downloadable templates to create signposting to local playgroups and childcare.</p>	<p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Additional Materials)</p>

	Resources
<p>Review: after an agreed time call or visit the family and review progress using the notes and questions they may have made on the 'Super Communicator Goal Reflection cut-outs' and decide if further action is needed.</p>	<p>How to be a Super Communicator Booklet (including Super Communicator Goal Reflection cut-outs)</p> <p>https://research.ncl.ac.uk/elim-i/elim-i/elim-imeasureandinterventionresources</p> <p>(Step 3: Intervention)</p>

When going on a visit the practitioner will need:

- The ELIM-I measure
- The Practitioner Guidance
- The shared decision-making cards
- The Talking Together booklet
- The How to be a Super Communicator booklet.



Resources to support ELIM-I implementaton

Practitioner Guidance

This ELIM-I practitioner guide includes the resources which practitioners need to prepare for the 2 – 2 ½ year Healthy Child review. These are:

- ELIM-I Conversation topics pg. 11-12
- Enablers to increasing responsive communication & mapping to type of tailored support pg. 13-14
- STAR Coaching approach pg. 15
- Training slides pg. 16-46

Talking Together Booklet

How to be a Super Communicator Booklet

ELIM-I webpages

The webpages include:

- Background of ELIM-I development
- Training videos and slides
- Resources for printing
 - Practitioner guidance
 - Shared decision-making cards
 - Talking Together booklet
 - How to be a Super Communicator Booklet
 - Templates for signposting resources
 - Templates for red book and invitation letters
- Tiny Happy People videos
- Text and links for text messages with embedded links to videos
- Guidance on costs and ordering for printing of resources.

Step 2 Conversation: futher 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 (for example, “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 there 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 barriers and enablers.

Make sure you have considered the pattern of languages to which the child is exposed

10. Does your child speak or hear more than 1 language at home?

11. Which languages does your child hear at home?

12. Which languages does your child use at home?

Further exploration and signposting

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?

Enablers for increasing responsive interaction

COM-B component	Enablers
<p>Capability</p>	<p>Has the skills and knowledge to...</p> <ul style="list-style-type: none"> • 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
<p>Motivation</p>	<p>Has the belief in their own capabilities and feeling of optimism so that they feel:</p> <ul style="list-style-type: none"> • they <u>can</u> increase their responsive interactions • it is <u>worthwhile</u> to make this change • it is <u>possible</u> within their current circumstances • the <u>child will respond</u> to them if they try • they have a definite <u>intention</u> to try to change • that what they do <u>will</u> make a <u>difference</u> to their child <p>.....they do not feel</p> <ul style="list-style-type: none"> • <u>embarrassed</u> using responsive interaction • that people may <u>judge</u> them if they try • <u>overwhelmed</u> by other demands in their life
<p>Physical Opportunity</p>	<p>Has access to:</p> <ul style="list-style-type: none"> • books, toys activities to support responsive interaction • contexts like playgroups, library drop-ins etc to support the of responsive interaction
<p>Social Opportunity</p>	<p>Has access to:</p> <ul style="list-style-type: none"> • 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 <u>self-directed</u> approach?	<i>This is appropriate if the family has most enablers in place and the only barriers fall in the category of Capabilities (i.e., relate to skills, knowledge self-monitoring and deciding on a goal)</i>
Would the family benefit from a <u>coaching</u> approach?	<i>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)</i>
Would the family benefit from support to <u>access toys and books</u> and to use the <u>available</u> <u>resources</u> they have to chat and play?	<i>This is appropriate if the family has barriers in terms of Physical Opportunities – that is few physical resources to support their child's play and development and limited access to contexts which support chat and play</i>
Would the family benefit from support to <u>access childcare</u> and <u>social support</u> in the <u>community</u>?	<i>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</i>



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*



Training Slides

On the following pages are copies of the slides that accompany the training on the ELIM-I website: <https://research.ncl.ac.uk/elim-i/elim-i/elim-ittrainingandhandbooks>. The training was developed to talk you through the resources you will need to be familiar with and what you will need to prepare before meeting a parent/carer.









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

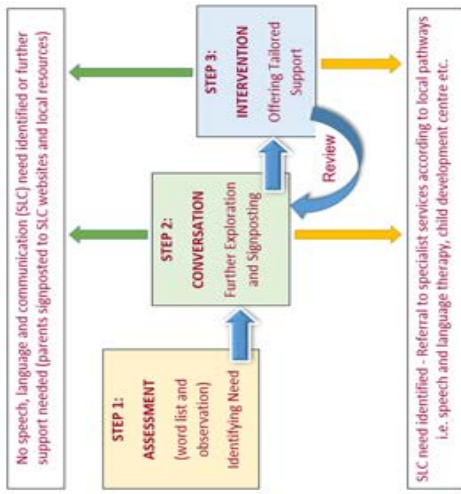
This training will cover.....

- 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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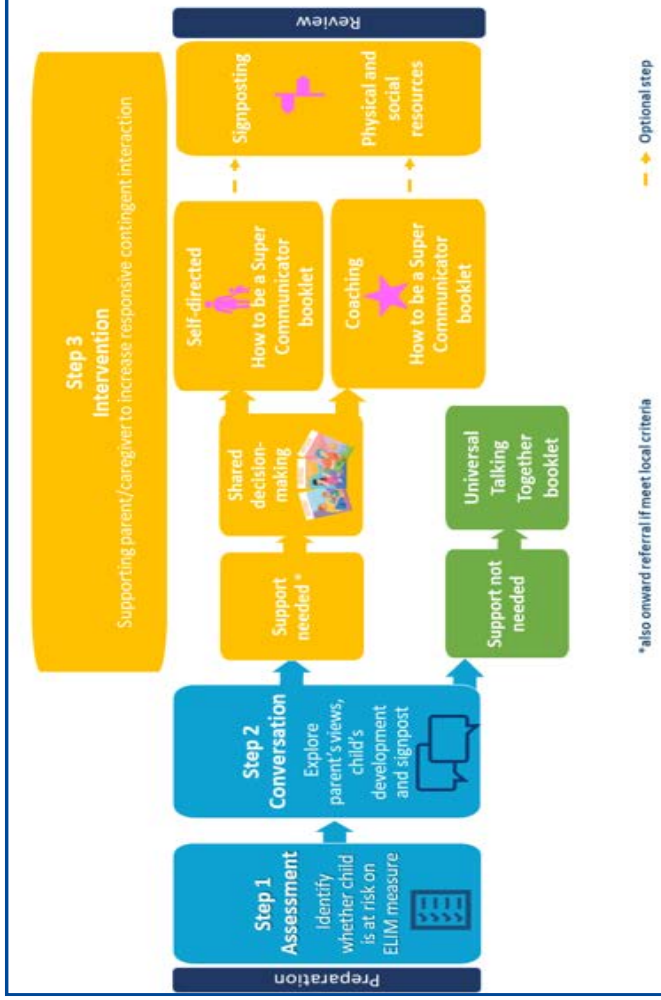


Early language identification measure and intervention: guidance handbook (publishing.service.gov.uk) 5

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www.research.ncl.ac.uk/elim-i Part 2



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Part 5: Accessing the resources

Resources - overview



ELIM-I Practitioner Guidance



Practitioner



Talking Together



How to be a Super Communicator

Parent/caregiver



Supporting your child's language



Out and about

Resources - overview



Practitioner Handbook

- Detailed Guidance
- ELIM-I Measure



ELIM-I Practitioner Guidance

- Practitioner Guide**
- ELIM-I Overview
 - Conversation guide
 - COM-B decision-making
 - STAR coaching model



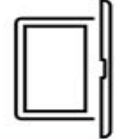
Talking Together

- Universal Pack**
- Booklet with advice and QR codes to webpages



How to be a Super Communicator

- 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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www.research.ncl.ac.uk/elim-i Part 3



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Part 3: Background to the ELIM-I intervention

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

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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



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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 use 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'



Responsive Contingent Interaction (RCI)

In the ELIM-Intervention we:

- Seeing RCI is easier 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 BBC's Tiny Happy People website

Responsive-contingent interaction in ELIM-Intervention

Get down to your child's level

When you get down to your child's level, they will be able to see what you are looking at. It will be more likely that you are talking about interests than the room.



Follow your child's lead

When you follow your child's lead, they will be able to see what you are looking at. They will be more likely to talk about what interests them. This will help them learn more quickly.



Pause and wait for your child

When you pause and wait for your child to respond, they will be able to see what you are looking at. They will be more likely to talk about what interests them. This will help them learn more quickly.



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. This will help them learn more quickly.



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. This means you and your child talk, the more words you use, the more your child will learn.



Copy what they say and add a word

When you copy what your child says and add a word, it helps your child know that you are listening. This means you and your child talk, the more words you use, the more your child will learn.



Use fewer questions

Questions are fun, but it's important to keep your child's attention on what you are saying. This means you and your child talk, the more words you use, the more your child will learn.



Open questions

When you ask open questions, you are asking your child to think about what they are doing. This means you and your child talk, the more words you use, the more your child will learn.



Have fun and use an interesting voice

When you get down to your child's level, they will be able to see what you are looking at. It will be more likely that you are talking about interests than the room.



- 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

Finding the right 'together time' for your family



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When you get down to your child's level, they will be able to see what you are looking at. It will be more likely that you are talking about interests than the room.



Follow your child's lead

When you follow your child's lead, they will be able to see what you are looking at. They will be more likely to talk about what interests them. This will help them learn more quickly.



Pause and wait for your child

When you pause and wait for your child to respond, they will be able to see what you are looking at. They will be more likely to talk about what interests them. This will help them learn more quickly.



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. This will help them learn more quickly.



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. This means you and your child talk, the more words you use, the more your child will learn.



Copy what they say and add a word

When you copy what your child says and add a word, it helps your child know that you are listening. This means you and your child talk, the more words you use, the more your child will learn.



Use fewer questions

Questions are fun, but it's important to keep your child's attention on what you are saying. This means you and your child talk, the more words you use, the more your child will learn.



Open questions

When you ask open questions, you are asking your child to think about what they are doing. This means you and your child talk, the more words you use, the more your child will learn.



Have fun and use an interesting voice

When you get down to your child's level, they will be able to see what you are looking at. It will be more likely that you are talking about interests than the room.



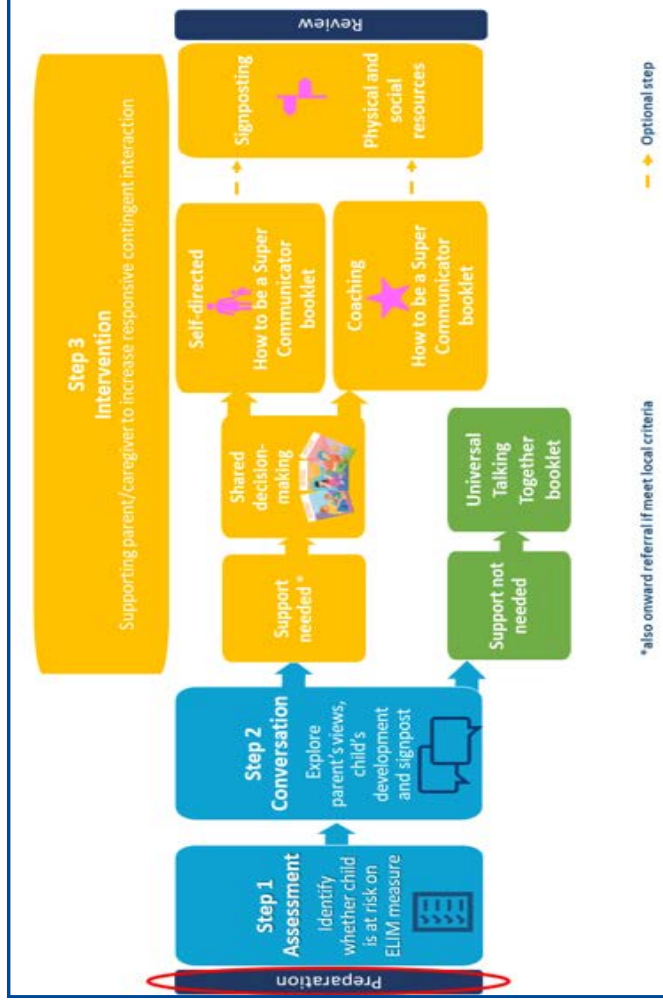
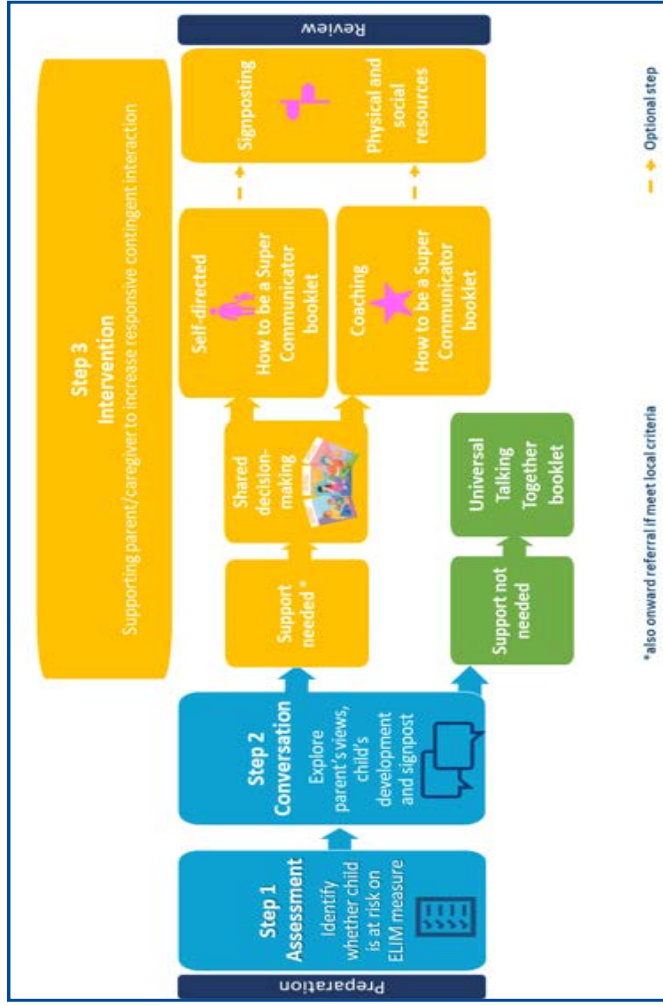
- Each tip depicts parents following their child's lead, watching and listening carefully for communication and responding with language relating to the child's focus of attention



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.ndl.ac.uk/elim-i Part 4a



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

Preparation

Resources

Red Book information
Additional text which could be added to the red book

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



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

Resources

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

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

1. Mammymum	11. Ahhh/uh	21. Ah (non-tone)	31. T	41. SW
2. Bubby	12. Car	22. Bait	32. B	42. Ahb
3. No	13. Book	23. Schwah	33. bchah	43. Day
4. Ball	14. Mee	24. School	34. kchah	
5. Juice	15. Hat	25. Friend	35. Truh	
6. Outtime	16. Book	26. Friend	36. Gahb	
7. Cat	17. Egg	27. Mchuh	37. Fud	
8. Thanks you	18. Pillow	28. Snoppy	38. Mapp	
9. Cat	19. Rabbit	29. Curry	39. Laff	
10. Hippohide	20. Train	30. Fush	40. Fry	
Column Total	Column Total	Column Total	Column Total	Column Total

ELIM word list
Total number of words the child says: /50/

ELIM word list
Please tick whether you observe the following behaviours (Yes/No/N/A) during the 2-2.5 year review.

1. Observed communicative intent (child appears to communicate something with a purpose)	Yes/No/N/A
2. Parents ready to engage in conversation	Yes/No/N/A
3. Observed playing words together (parents go down street)	Yes/No/N/A
4. Observed playing words together (parents go down street)	Yes/No/N/A
5. Observed parent and child take turn when communicating	Yes/No/N/A
6. Observed parent and child take turn when communicating	Yes/No/N/A
7. Observed parent and child take turn when communicating	Yes/No/N/A
8. Observed parent and child take turn when communicating	Yes/No/N/A
9. Observed parent and child take turn when communicating	Yes/No/N/A
10. Observed parent and child take turn when communicating	Yes/No/N/A
11. Observed parent and child take turn when communicating	Yes/No/N/A
12. Observed parent and child take turn when communicating	Yes/No/N/A
13. Observed parent and child take turn when communicating	Yes/No/N/A
14. Observed parent and child take turn when communicating	Yes/No/N/A
15. Observed parent and child take turn when communicating	Yes/No/N/A
16. Observed parent and child take turn when communicating	Yes/No/N/A
17. Observed parent and child take turn when communicating	Yes/No/N/A
18. Observed parent and child take turn when communicating	Yes/No/N/A
19. Observed parent and child take turn when communicating	Yes/No/N/A
20. Observed parent and child take turn when communicating	Yes/No/N/A
21. Observed parent and child take turn when communicating	Yes/No/N/A
22. Observed parent and child take turn when communicating	Yes/No/N/A
23. Observed parent and child take turn when communicating	Yes/No/N/A
24. Observed parent and child take turn when communicating	Yes/No/N/A
25. Observed parent and child take turn when communicating	Yes/No/N/A
26. Observed parent and child take turn when communicating	Yes/No/N/A
27. Observed parent and child take turn when communicating	Yes/No/N/A
28. Observed parent and child take turn when communicating	Yes/No/N/A
29. Observed parent and child take turn when communicating	Yes/No/N/A
30. Observed parent and child take turn when communicating	Yes/No/N/A
31. Observed parent and child take turn when communicating	Yes/No/N/A
32. Observed parent and child take turn when communicating	Yes/No/N/A
33. Observed parent and child take turn when communicating	Yes/No/N/A
34. Observed parent and child take turn when communicating	Yes/No/N/A
35. Observed parent and child take turn when communicating	Yes/No/N/A
36. Observed parent and child take turn when communicating	Yes/No/N/A
37. Observed parent and child take turn when communicating	Yes/No/N/A
38. Observed parent and child take turn when communicating	Yes/No/N/A
39. Observed parent and child take turn when communicating	Yes/No/N/A
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41. Observed parent and child take turn when communicating	Yes/No/N/A
42. Observed parent and child take turn when communicating	Yes/No/N/A
43. Observed parent and child take turn when communicating	Yes/No/N/A
44. Observed parent and child take turn when communicating	Yes/No/N/A
45. Observed parent and child take turn when communicating	Yes/No/N/A
46. Observed parent and child take turn when communicating	Yes/No/N/A
47. Observed parent and child take turn when communicating	Yes/No/N/A
48. Observed parent and child take turn when communicating	Yes/No/N/A
49. Observed parent and child take turn when communicating	Yes/No/N/A
50. Observed parent and child take turn when communicating	Yes/No/N/A

Scoring for ELIM observation

All questions 1-18 are a tick to indicate whether you have observed the behaviour. For questions 19-50 you should circle the letter in the box.

ELIM observation

Parent tick	Parent tick
Concern	No concern

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?'

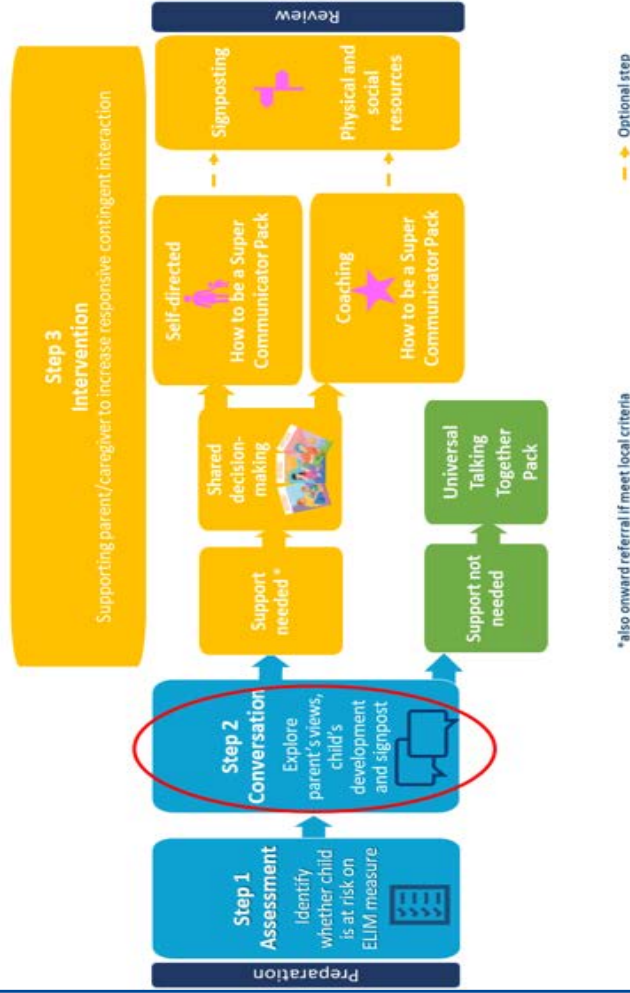
Step 1
Assessment

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?'

Step 1
Assessment



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

- 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



Step 2
Conversation

Resources

ELIM-I Conversation Topics

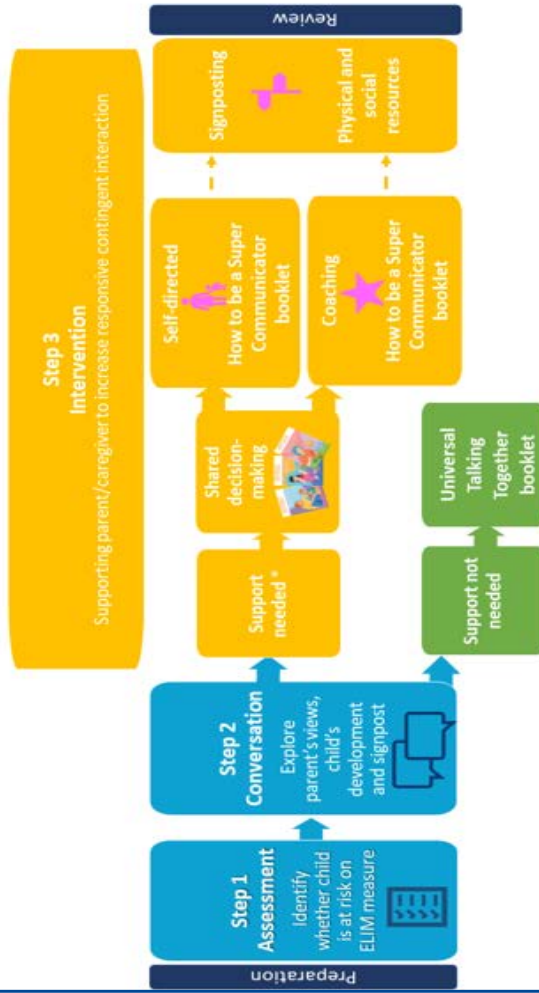
A reminder list of topics from Step 2 in ELIM-I Handbook which are recommended for exploration with parents

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



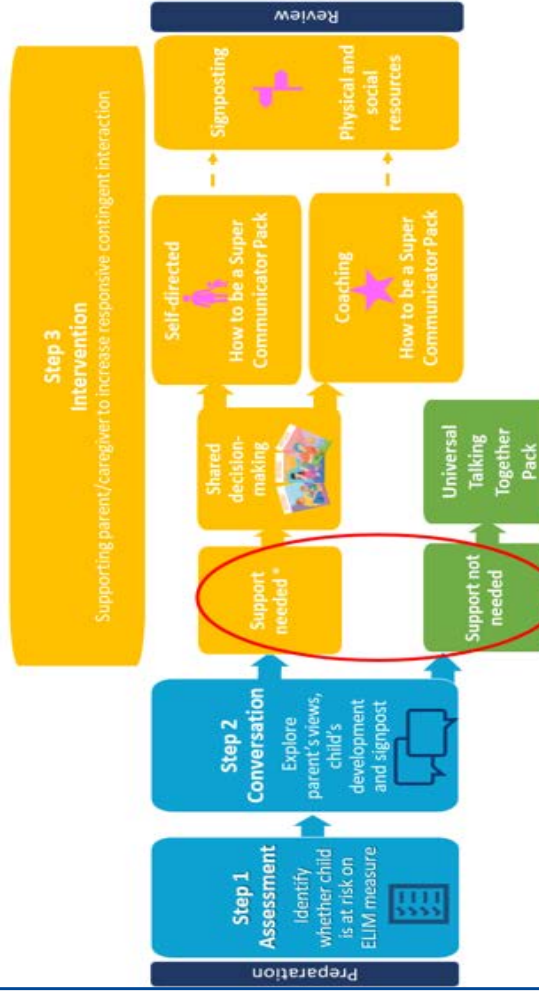
Model responsive behaviour to increase trust and partnership

Model responsive behaviour to increase trust and partnership. This involves demonstrating how to interact with the child in a way that is contingent on their actions. For example, if the child says a word, you can say the same word back to them. This helps the child to learn that their actions have an effect on others and that they are being listened to. This is a key component of responsive interaction and helps to build a strong relationship between the parent and the child.



*also onward referral if meet local criteria

Optional step



*also onward referral if meet local criteria

Optional step

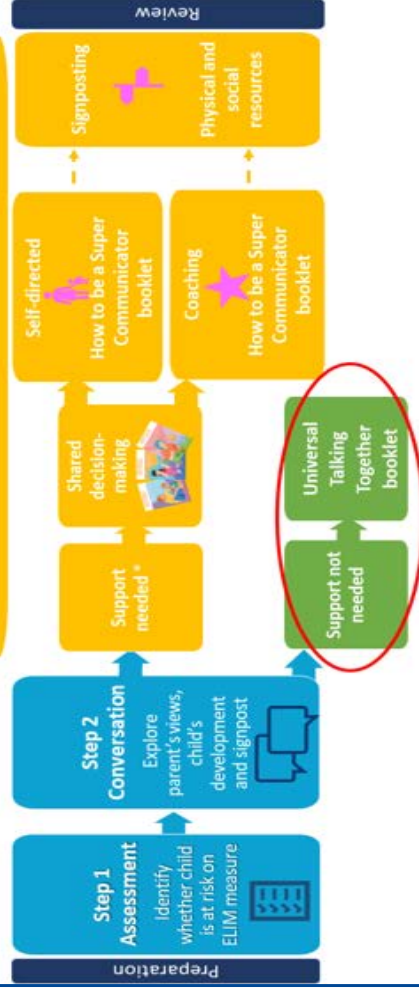
Outcome from Steps 1 and 2

Interpretation Action

1	Word list: ≥18 words AND Observation: All behaviours observed AND Conversation: No parental concern	✓ No risk of SLCN <i>Talking Together info pack</i>
2	Word list & Observation: ≥18 words & all behaviours observed BUT Conversation: Parent concern	✓ ! No identified risk of SLCN <i>Intervention</i>
3	Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed	! Risk of SLCN <i>Intervention</i>
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 <i>Intervention AND Referral</i>

Step 3 Intervention

Supporting parent/caregiver to increase responsive contingent interaction



*also onward referral if meet local criteria

Optional step

Aims

- 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

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

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

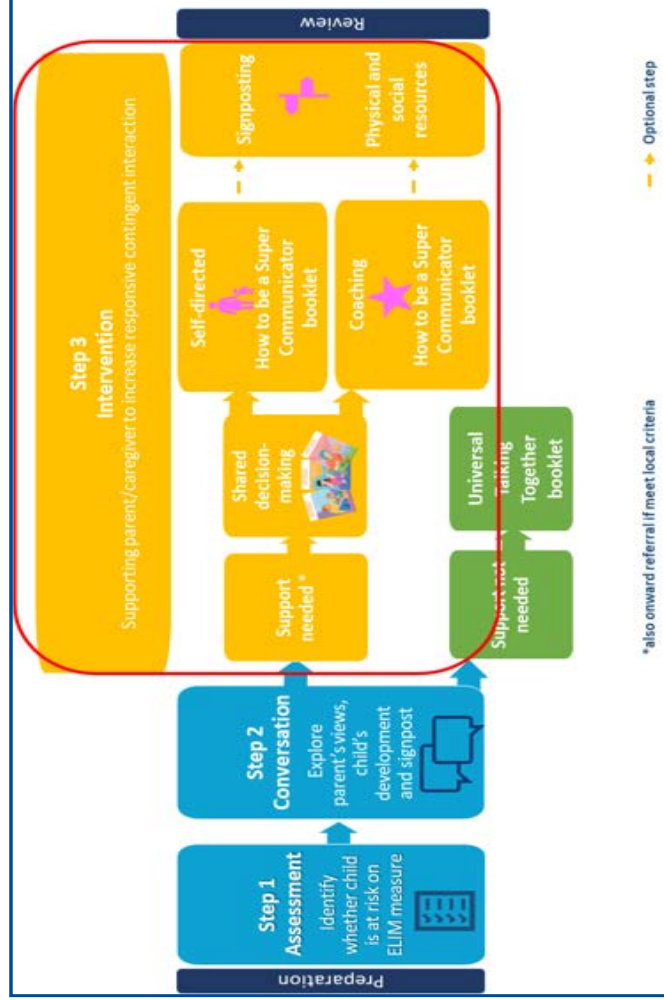
Part 2: Overview of the ELIM-I resources

Part 3: Background to the ELIM-I intervention

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

- Preparation – Assessment - Conversation - Universal Support
- The Intervention – Shared Goal Setting**
- The Intervention – a Self-directed approach
- The Intervention – a Coaching approach and Signposting

Part 5: Accessing the resources



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 Shared decision-making cards booklet



How to be a super communicator booklet

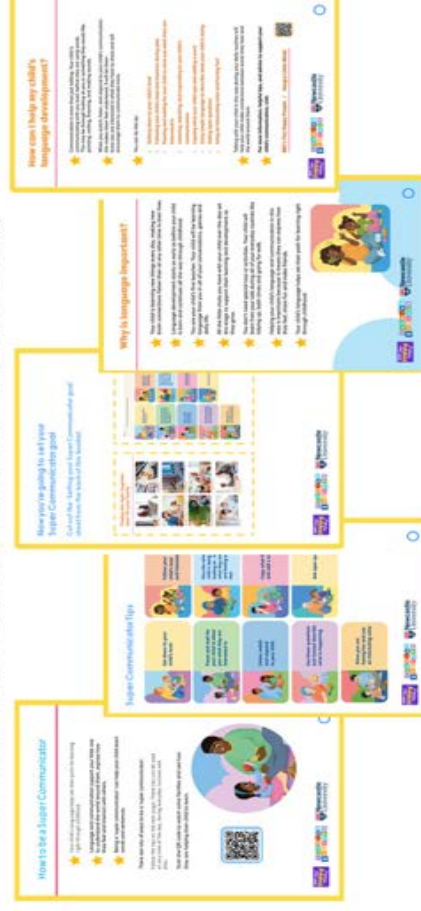
Four sections

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

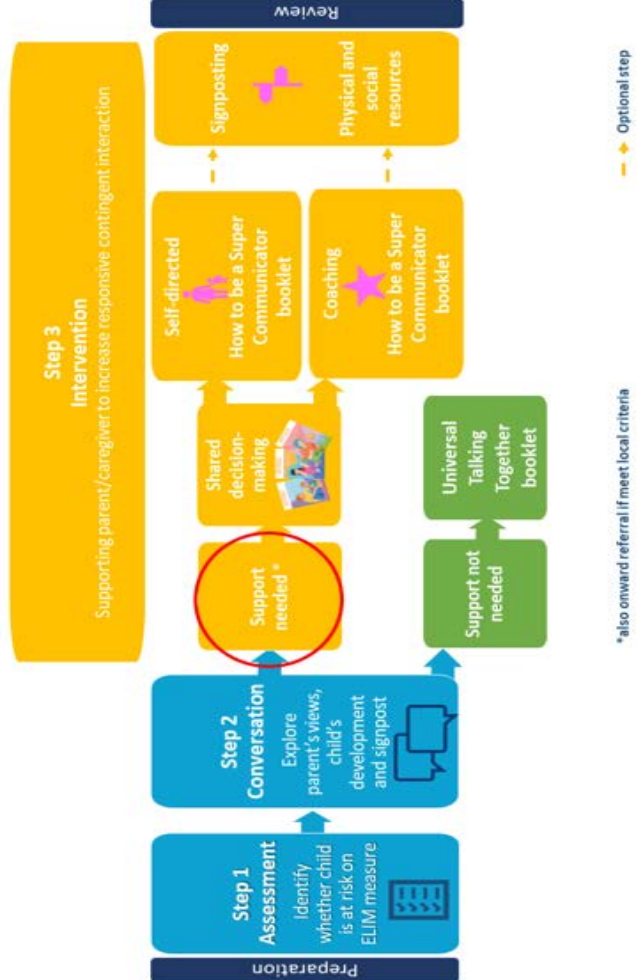
2. Super Communicator tips – the how and the why

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



*also onward referral if meet local criteria

Outcome from Steps 1 and 2

Interpretation Action

Word list: ≥18 words AND Observation: All behaviours observed AND Conversation: No parental concern	✓ No risk of SLCN <i>Talking Together info pack</i>
Word list & Observation: ≥18 words & all behaviours observed BUT Conversation: Parent concern	✓ ! No identified risk of SLCN <i>Intervention</i>
Word list: ≤17 AND/OR Observation: ≥1 behaviour not observed	! Risk of SLCN <i>Intervention</i>
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 <i>Intervention AND Referral</i>

Aims

- 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

Support needed *



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

The collage features three main items: a booklet titled 'How to be a Super Communicator' with a QR code and a list of tips; a grid of 'Super Communicator Tips' with 9 numbered icons; and a video thumbnail titled 'HOW TO BE A SUPER COMMUNICATOR' showing a parent and child.

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

You might say



Support needed *

"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?"

You might say



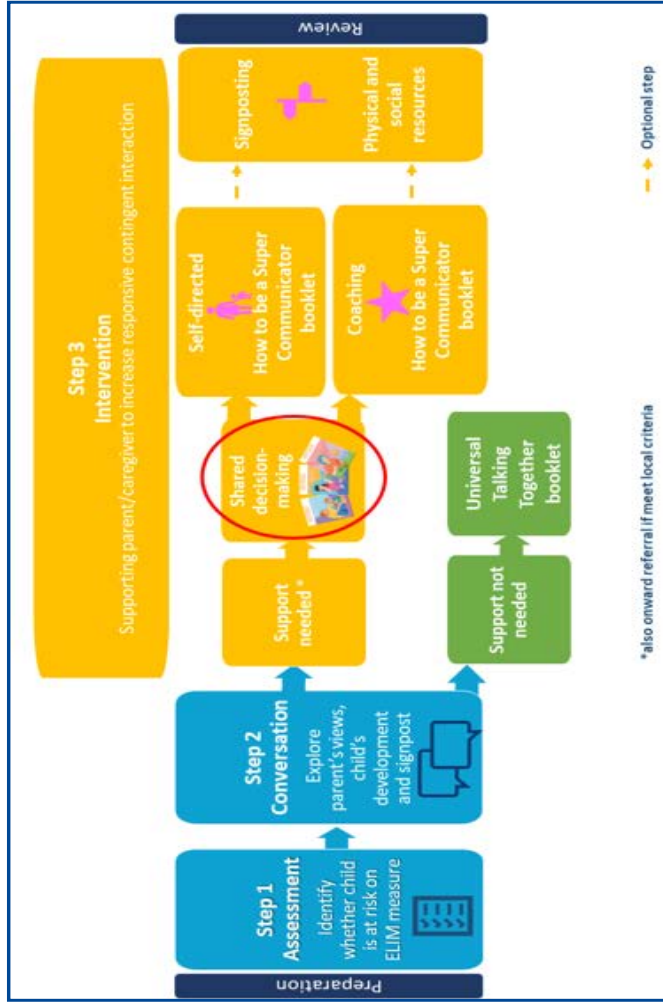
Support needed *

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





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

Goal setting cut out



Shared decision-making cards



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

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.....



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.



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"



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."



Shared decision-making

You might say.....

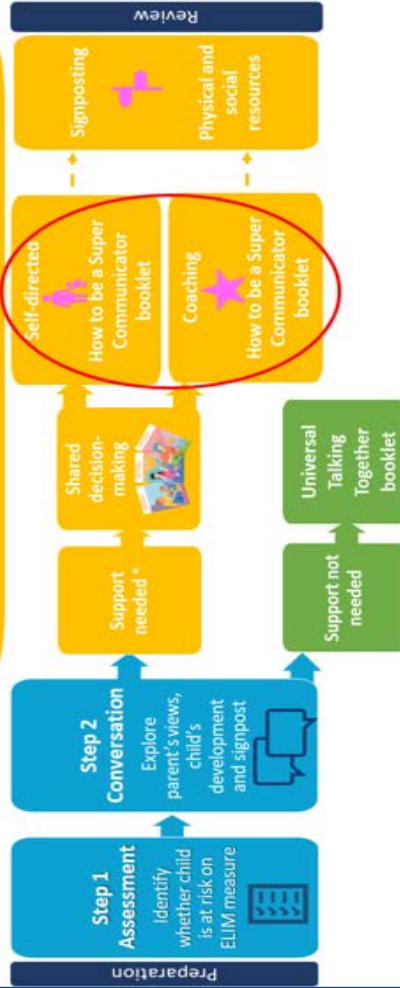
"That's great – let's write down what you aim to do – soyou will follow the child's lead for 15 minutes every day during bath time"

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

Shared decision-making

Step 3 Intervention

Supporting parent/carer to increase responsive contingent interaction



*also onward referral if meet local criteria

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

Self-directed
How to be a Super Communicator Pack

Coaching
How to be a Super Communicator Pack

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

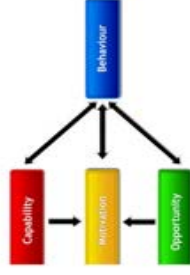
Aims

- 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	<p>Has the skills and knowledge to ...</p> <ul style="list-style-type: none"> • 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	<p>Has the belief in their own capabilities and feeling of optimism so that they feel:</p> <ul style="list-style-type: none"> • 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 <p>.....they do not feel</p> <ul style="list-style-type: none"> • embarrassed using responsive interaction • that people may judge them if they try • overwhelmed by other demands in their life
Physical Opportunity	<p>Has access to:</p> <ul style="list-style-type: none"> • books, toys activities to support responsive interaction • contexts like playgroups, library drop-ins etc to support the of responsive interaction
Social Opportunity	<p>Has access to:</p> <ul style="list-style-type: none"> • 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

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.

Deciding on level of tailored support <i>This is appropriate if the family has most enablers in place and the only barriers fall in the category of Capabilities (i.e., relate to skills, knowledge self-monitoring and deciding on a goal)</i>	
Would the family benefit from a self-directed 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 their 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

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”

Self-directed
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”

Coaching
How to be a Super Communicator Pack







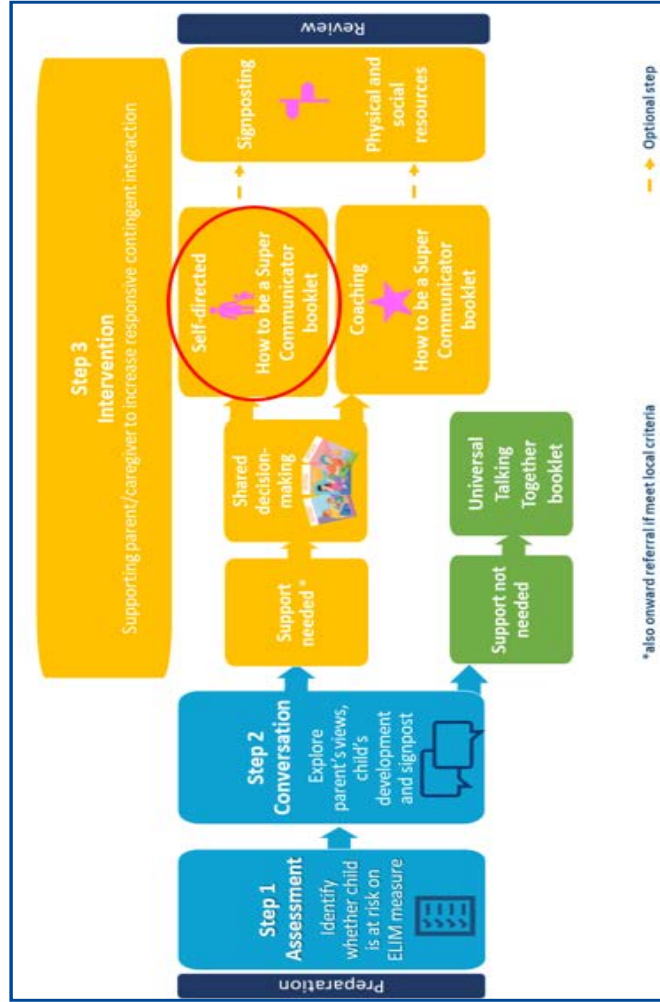



Using the ELIM-I in practice

Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack,
Emily Armstrong, Dr Penny Levicks, 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
 - 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

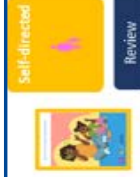





Aims

- 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

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



Follow your child's best and interests

How to help your child

• Play with your child

• Use their language

• Use their interests

• Use their skills

• Use their strengths

• Use their talents

• Use their abilities

• Use their skills

• Use their talents

• Use their abilities

• Use their skills

• Use their talents

• Use their abilities



Why is language important?

- It helps children learn to communicate with others
- It helps children learn to understand what others are saying
- It helps children learn to play with others
- It helps children learn to share
- It helps children learn to cooperate
- It helps children learn to be kind
- It helps children learn to be respectful
- It helps children learn to be responsible
- It helps children learn to be confident
- It helps children learn to be happy
- It helps children learn to be successful



FOUR CHILD'S
LEAD

Copycat games with a ball

Actions

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 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



Actions

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

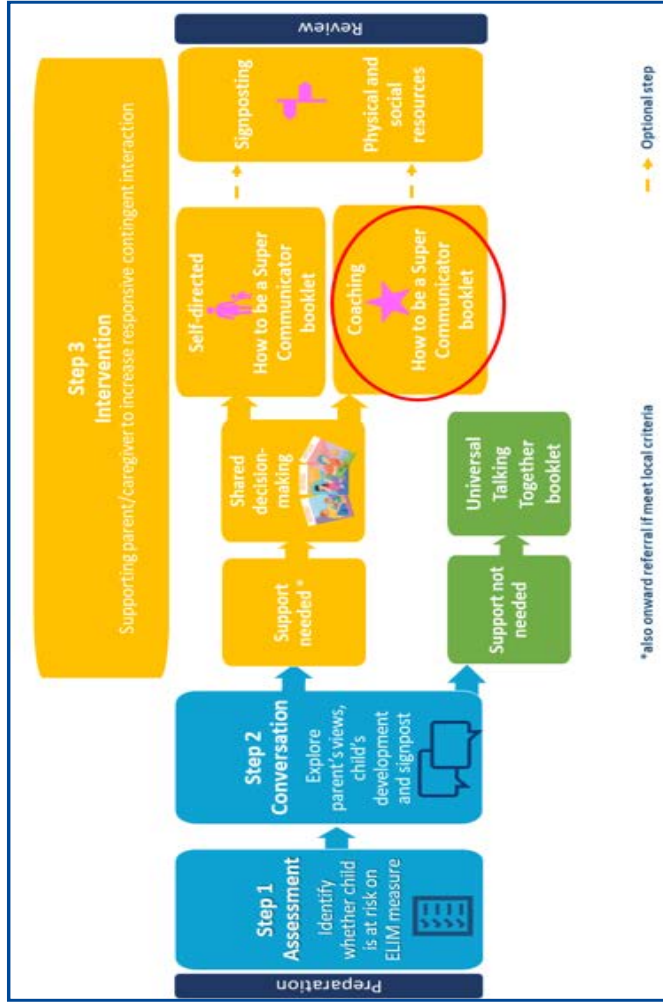
Professor Cristina McKean, Dr Jenna Charlton, Dr Christine Jack,
Emily Armstrong, Dr Penny Levickis, Vicky Gilroy
Building on work led by Professor James Law

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



This training will cover.....

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- Part 5: Accessing the resources



Aims

- 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




Coaching

Review

Resources

STAR coaching approach

Practitioner guide outlines the stages of the 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


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

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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



Actions



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



Coaching



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

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



Coaching



Review

Actions

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



Coaching



Review

You might say

*"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

"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



Coaching



Review

You might say

"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



Coaching



Review

You might say

"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



Coaching



Review

Actions

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 fill in over the coming week/2 weeks and encourage to practice every day

Actions

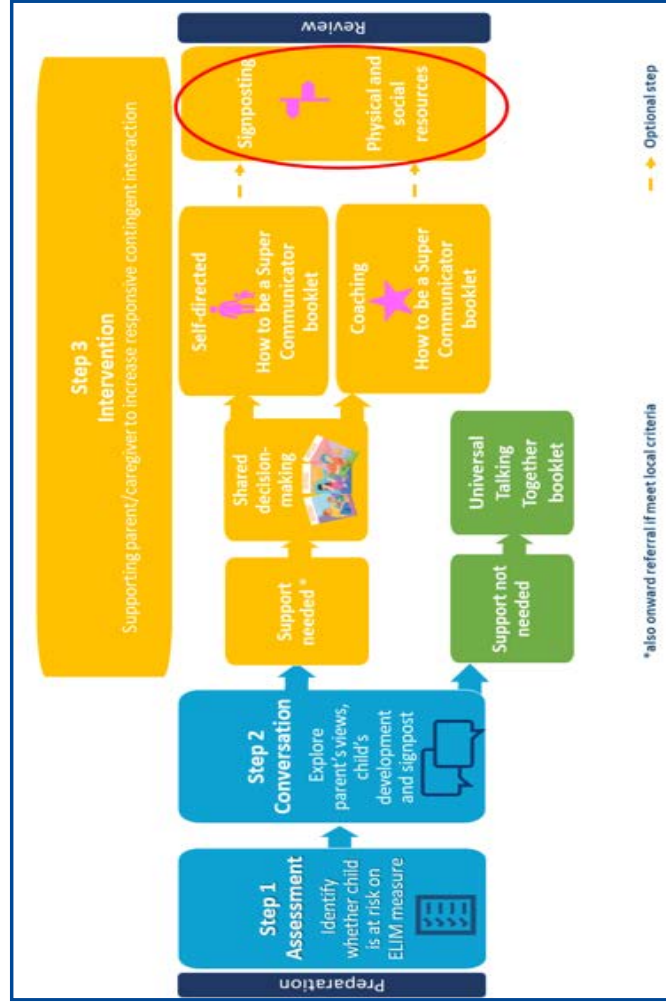
5. At subsequent weekly or fortnightly visits
 - Reflect and trouble shoot
 - Decide whether to keep goal or choose a new one
 - Repeat actions 1 – 4 (Remember why and how; STAR; Remember what and when; Reflect)
6. Review – after an agreed time (~2 months after the final visit) call or visit the family 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



Coaching



Review



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



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

Signposting



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



iHV

BIG TINY
Happy
PEOPLE



Newcastle
University

TALKING
2GETHER

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 5

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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**



Created by:

Cristina McKean, Jenna Charlton,
Christine Jack, Emily Armstrong in
partnership with BBC Tiny Happy
People, to support the ELIM-I



Designed by:

Roots and Wings

ELIM-I Practitioner Guidance

Created by:

Cristina McKean, Jenna Charlton, Christine Jack, Emily Armstrong in partnership with BBC Tiny Happy People, to support the ELIM-I

Designed by:

Roots and Wings

