



Case study: Matilda and the chatterbox!

Matilda is three years and two months old. She has been attending Farmhouse Day Nursery for nearly a year (initially accessing a FEEE2 place and now the full 15 hours of FEEE) but rarely speaks to adults or her peers, appearing very timid. When she does communicate with others Matilda mainly uses non-verbal communication (gestures or facial expression) or whispers one or two words to individuals who are close by. Assessment-wise this puts Matilda 'at risk of delay' as - when using the Child Monitoring Tool to assess Matilda's speech, language and communication skills - her Key Person identifies her 'best fit' as 16-26 months in *Speaking (Expressive Language)* and 8-20 months in *Social Communication*. Although mum reports that Matilda is very chatty at home (and has even shown staff videos to prove it!), her Key Person Sarah would like to use Matilda's EYPP funding to support her *Expressive Language* and *Social Communication* skills within the setting and help prepare her for the transition to school next September. Matilda's Key Person has devised the following strategies, linked closely to Matilda's biggest interest in life - her dog, Floss!

Use of an individual chatterbox: Sarah (Key Person) to devise a 'chatterbox' for Matilda (one off cost of £15-20) and spend 15 minutes at the beginning of each daily, 3 hour session (weekly cost of £8.38) sharing it with Matilda, with the aim of encouraging her to feel confident within the setting, exploring the items and speaking confidently about something she has experience of and is interested in - dogs! Initially Sarah will do this one-to-one with Matilda, but it may be useful to extend this to include other children, in small communication groups, as and when appropriate. It will also be useful to leave the chatterbox out for Matilda and her peers to access independently.

Developing a relationship with the Key Person: Sarah (Key Person) to arrange regular home visits (fortnightly to start with, moving to monthly as appropriate) for half an hour at a time. This will enable her to share information with mum regarding accurate assessment and to encourage Matilda to communicate with her Key Person (Sarah) in a familiar environment. Once Matilda is comfortable with Sarah (Key Person) the setting may invite mum in to visit them for half an hour 'stay and play' sessions, encouraging Matilda to use expressive language within the setting alongside familiar adults and then peers (fortnightly / monthly cost of £6.70 for Sarah to prepare for and spend half an hour conducting a home visit / stay and play session).

These strategies will be recorded on a Child Monitoring Tool Action Plan and reviewed regularly by Sarah and her manager to ensure they are helping Matilda to make progress within the setting and supporting her developing school readiness.

Every Child a Talker – Child Monitoring Tool actions

Name: Matilda Green	Age in Months: 38 months	Attendance pattern: Mon-Friday 9-12pm Good attendance record	Attends another early years setting? No
Date of observation: 01.05.2015	ELLP: Zara Walker	Key Person: Sarah Kirk	
<i>Identify if the child is 'at risk of delay', 'as expected' or 'ahead'</i> Listening & Attention: As expected			
Receptive Language (understanding): As expected		Expressive Language (talking): At risk of delay	Social Communication: At risk of delay
Listening & Attention: 30-50 months Next steps: strategies to use N/A		Receptive Language (understanding): 30-50 months Next steps: strategies to use N/A	
Expressive Language (talking): 16-26 months Next steps: strategies to use 1. Chatterbox – dogs – to be developed and shared one-to-one with Matilda and Key Person (Sarah), every morning for 15 minutes. Sarah (Key Person) to introduce key vocabulary (dog, ball, walk, brush, bark) and further develop relationship with Matilda. Sarah (Key Person) to extend Matilda's language (i.e. 'dog!' – 'yes, big dog!') and provide a secure space for Matilda to express herself verbally about a topic she is keen on (use the smaller room or a Communication Friendly Space within the main room). 2. Sarah (Key Person) to arrange regular home visits (fortnightly / monthly) to discuss assessment and progress with Matilda's family and encourage her to communicate in an environment she is comfortable in.		Social Communication: 8-20 months Next steps: strategies to use 1. Once the relationship with Sarah (Key Person) develops and as Matilda shows readiness, extend the chatterboxes to be shared with other children, in small communication groups, encouraging her to communicate with her peers about something she feels confident talking about. Provide and extend the chatterbox resources – i.e. into the role play area to encourage cooperative play and verbal communication between Matilda and her peers. 2. Once Matilda is comfortable expressing herself verbally in front of Sarah (Key Person) at home, invite mum in to attend 'stay and play' sessions at the setting, to discuss assessment and progress and encourage Matilda to express herself verbally with the support of familiar adults. Perhaps even invite Floss along too!	
To be reviewed on: JULY 2015			

Date:	
Listening & Attention Progress Made	Receptive Language (understanding): Progress Made
Expressive Language (talking): Progress Made	Social Communication Progress Made

Matilda Green 04.02.2012

Early Communication and Language

Stage	Listening & Attention	Understanding (Receptive Language)	Speaking (Expressive Language)	Social Communication (Strands from PSED, Communication & Language)
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quietens or alerts to the sound of speech. Fleeting attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. (by 12 months)	Gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'. (by 11 months)	Gazes at faces and copies facial movements, eg sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. (by 12 months)
8-20 months	Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person (eg 'Where's Mummy?', 'Where's your nose?'). Understanding of single words in context is developing, eg 'cup', 'milk', 'daddy'.	Uses single words. (by 16 months) Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (eg 'teddy', 'more', 'no', 'bye-bye').	Likes being with a familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests and to share an interest. (by 18 months)
16-26 months	Listens and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with action or vocalisations. Rigid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Beginning to put two words together (eg 'want ball', 'more juice'). (by 24 months) Uses different types of everyday words (nouns, verbs and adjectives, eg 'banana', 'go', 'sleep', 'hot'). Beginning to ask simple questions.	Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.
22-36 months	Singled channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. (by 36 months) Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, eg. turning to a knock on the door, looking at or going to the door.	Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' (by 30 months) Understands 'who', 'what', 'where' in simple questions (e.g. 'who's that/that?', 'What's that?' 'Where is?') Developing understanding of simple concepts (e.g. 'big/little')	Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with toy, saying 'I have it'. Uses a variety of questions (e.g., 'what, where, who'). Uses simple sentences (e.g. 'Mummy gonna work'). Beginning to use words endings (e.g. 'going, cats').	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
30-50 months	Listens to others in one to one or small groups when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. 'What do we use to cut things?'). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because'). Can retell a simple past event in correct order (e.g. 'went down slide, hurt finger'). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. 'who, what, when, how'. Uses a range of tenses (e.g. 'play, playing, will play, played').	Beginning to accept the needs of others, with support. Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.
40-60+ months	Maintains attention, concentrates and sits quietly when appropriate. Integrated – can listen and do in a range of situations with range of people; varies according to the demands of the task. Two-channelled attention – can listen and do for a short span. Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.	Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Understands instructions containing sequencing words: 'first ... after ... last' and more abstract concepts – long, short, tall, hard, soft, rough. Demonstrates understanding of 'how?' and 'why?' questions by giving explanations.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Expresses needs/feelings in appropriate ways. Shows awareness of the listener when speaking. Works as part of a group or class, taking turns.

June '14 18 months
October '14 32 months
Jan 2015 35 months
April 2015 38 months

