Quick Overview of EPS

• Named Psychologist to link with in first instance
• Telephone or email
• Info sheet sent September 2016-updated annually

• We can offer:
  • Consultation
  • Assessment and Intervention (via individual case work)
  • Training
  • Research
Delaying School Entry

• “Ready and Flexible P1 classes” rather than “Ready Children”

• Early liaison and good transition planning are central

• Need to be able to firmly evidence what the plan for and benefit of an additional year in nursery would be

• Process and outcome depends on date of birth:
  • Jan-Feb and not 5 when school year starts-automatic
  • Mid August to December and not 5 when school year starts-discretionary
  • If aged 5 once school year starts-should legally be in school-retention-requires an application to Case Management Review Group
Up Up and Away

HEATHER GORTON
DEPUTE PRINCIPAL PSYCHOLOGIST
Aims of Session

- To give you a quick guide to the current resource
- To give you some suggestions for using it
- To offer an overview of changes we’re making as part of a current review process
- To seek your support in launching the revised version
The Circle Early Years Framework

Cuddlers and Babblers
- Social Butterflies

Movers and Shakers
- Young Explorers

Environment
- Routine
- Motivation
- Skills

CITY OF EDINBURGH COUNCIL PSYCHOLOGICAL SERVICES
Blue Book-Tools to Identify Risk and Need

- Risk and Resilience Tool
- Literacy Rich Environment Tool
- Identifying Stages Tool
- Understanding Behaviour Tool
- Guidance on carrying out observations
- Developmental Milestones
Risk and Resilience Tool
Literacy Rich Environment Tool

D. Encouraging writing
- Is there a variety of materials available for writing and drawing? ...................................................... ✔ ✔
  e.g. Whiteboard, chalkboard, paint, magnetic letters, crayons, pens, pencils, pencil kits, adapted scissors, card, coloured paper, lined paper, white paper, computer.
- Are tools fit for purpose? (e.g. are they safe, are pencils sharpened, is playground clean?) ...................................................... ✔ ✔
- Do adults scribble children’s ideas and stories? .......................................................... ✔ ✔ ✔
- Are children involved in making written props? (e.g. shopping lists) .......................................................... ✔ ✔ ✔
- Are there examples of writing in scripts relevant to the children? .......................................................... ✔ ✔ ✔
- Is at least one area setup to be used for drawing and writing? .......................................................... ✔ ✔ ✔
- Is writing and drawing encouraged across learning? (e.g. tools to make music in the music corner, brush with water outside) .......................................................... ✔ ✔ ✔
- Are there materials for children to make their own books? .......................................................... ✔ ✔ ✔
- Can children play with the alphabet? (e.g. hiding letters in sand/jelly, letter cookie cutters or stamps, puzzles) .......................................................... ✔ ✔ ✔
- Is there a place where children know they can find their name to copy or to stick on a picture they have created? .......................................................... ✔ ✔ ✔
- Are children encouraged to read/write and communicate with others for a purpose? .......................................................... ✔ ✔ ✔
- Is the multi-sensory approach to learning to write? .......................................................... ✔ ✔ ✔

E. Planning and Reflection
- Is there a system for recording books that have been read and enjoyed? .......................................................... ✔ ✔ ✔
- Is there a system for recording best ways to engage each child in literacy activities? .......................................................... ✔ ✔ ✔
- Is use of the book corner monitored and evaluated? .......................................................... ✔ ✔ ✔
- Do you audit which children engage with the book corner independently and who only do it in adult organized activities? .......................................................... ✔ ✔ ✔
- Are literacy targets (for each child with an identified literacy need) displayed and accessible to all in the room? .......................................................... ✔ ✔ ✔
- Are literacy targets shared with parents? .......................................................... ✔ ✔ ✔
- Are literacy targets shared with parents? .......................................................... ✔ ✔ ✔
- Do staff carefully observe children and record their responses to literacy activities? .......................................................... ✔ ✔ ✔
- Is story-time planned in advance & books selected with clear aims? .......................................................... ✔ ✔ ✔
## Identifying Stages Tool

**What stage is the child at in their ENVIRONMENT?**

- **Cuddlers and Babblers**
  - The Child:
    - needs many adaptations/supports (for seating, sleeping, feeding)
    - uses objects/toys which are large in size and easy to hold
    - needs adults to facilitate all activities (reaching, holding, sitting, bouncing)
    - is comforted most by being picked up/cradled/held
  - **Movers and Shakers**
    - needs many adaptations for safety (stairgate, socket covers, choking hazards removed)
    - uses some adaptations to support independence (e.g. self-feeding)
    - seeks interaction with familiar adults
    - explores surrounding but lacks awareness of safety/danger and needs a high level of supervision
  - **Social Butterflies**
    - explores environments independently
    - recognizes some risks (the oven is hot) but unaware of own limitations
    - is becoming accommodating of other children
    - participates in small structured groups for a short time
  - **Young Explorers**
    - has a sense of safety and makes judgement in new situations about risk
    - understands risks and expectations in familiar environments
    - chooses to play with other children for extended periods and is appropriately wary of new/strange environments or people
    - adapts language to different situations (e.g. strangers, teacher, parent)

**What stage is the child at in their ROUTINE?**

- **Cuddlers and Babblers**
  - The Child:
    - relies on adults to lead all routines
    - may participate in a routine using non-verbal signals (smiles, holding objects, kicking feet)
    - relies on adults to recognize and respond to needs
  - **Movers and Shakers**
    - takes a turn in familiar routines and learns what comes next (e.g. knows that when in pyjamas, milk is coming next)
    - can initiate simple social routines (like peek-a-boo) when given the opportunity
    - uses gestures and words in routines e.g. to say hello and bye bye
  - **Social Butterflies**
    - can anticipate routines and take a lead in familiar routines
    - engages in two-way participation in routines (now your boot getting dressed)
    - becomes defiant in some daily routines (e.g. brushing teeth at bedtime)
  - **Young Explorers**
    - can wait in routines
    - understands the start and finish of routines and expectation e.g. sits down when circle time is signaled
    - is independent in some daily routines (feeding himself/herself and can dress if clothes are laid out)
White Book-Planning to Meet Need

- Literacy at each stage
- Strategies within each stage of development
- Blank Bubble Pages for further ideas/planning
- Engaging parents as partners (home literacy tool & parent post cards)
Literacy at each stage

Social Butterflies

- can use paper pages and "read" to themselves
- have favourite books (and want to read them over and over again) and seek out favourite pictures in books
- can recite parts of books or even whole books
- make comments and ask simple questions e.g. "What's that?"
- like books with flaps to lift, noisy books and also books that rhyme or with predictable phrases in them
- might still prefer 1:1 story time but will start to be able to listen with a group of 2 or 3 other children with the right books and props

And later...

- can listen to longer stories (although might still be wriggly)
- still enjoy pictures and objects while listening in a small group
- can recall familiar stories and give simple explanations of "what's happening?" in the story
- might pretend to read to other children in play
- can draw lines up and down, side to side, zigzags and curves

<table>
<thead>
<tr>
<th>Strategies for this stage:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book ideas</strong></td>
</tr>
<tr>
<td>- Short stories (e.g. The Tiger Who Came to Tea)</td>
</tr>
<tr>
<td>- Repetition (e.g. Harry Muddly from Donaldson’s Dairy)</td>
</tr>
<tr>
<td>- Books about people (e.g. We’re Going on a Bear Hunt)</td>
</tr>
<tr>
<td>- Anticipation (e.g. Q Mauve 5)</td>
</tr>
<tr>
<td><strong>Song ideas</strong></td>
</tr>
<tr>
<td>- 1, 2, 3, 4, 5 once I caught a fish alive</td>
</tr>
<tr>
<td>- Round and round the mulberry bush</td>
</tr>
<tr>
<td>- Old MacDonald</td>
</tr>
<tr>
<td>- Under the bus</td>
</tr>
</tbody>
</table>

Play together

- Large piece jigsaws
- Visiting plants
- Shells
- Dancing
- Polishing and dusting

Toys to explore

- Pretend toys (e.g. playmobil)
- Sensory toys (e.g. water and sand)
- Construction toys (e.g. Duplo)
- Imitative play (e.g. cars and trains)
Strategies within each stage

**Principles**

**Cuddles and Babbles**
- Use physical support
- Use toys and everyday objects
- Use aids and adaptations
- Use sensory support
- Change positioning
- Allocate key carers

**Collaborate with parents and carers**
- Use calm approach
- Identify strengths and areas of concern

**Nurses and Shakers**
- Use gestures and objects
- Use key phrases
- Simplify language used
- Teach meaning
- Repeat until the child understands
- Repeat what you say and do

**Create opportunity for the child to initiate routines**
- Use modelling
- Use routines to structure the day

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**CITY OF EDINBURGH COUNCIL PSYCHOLOGICAL SERVICES**
# Engaging Parents-Home Literacy Tool

## Home Literacy Environment Tool: English

### A. At home your child has...
- pencils/crayons/pens and paper readily available for drawing and writing
- a place available for drawing and writing
- at least 10/20/50 books
- different types of books (e.g. pictures, lift the flap, rhyming stories)
- at least one rhyme book
- materials and toys to help learn the alphabet and letter sounds (e.g. magnetic letters, alphabet line, videos and books, electronic alphabet toys)
- words around at home (e.g. name on bedroom door, name on packed lunch, fridge magnets)
- certain times of the day when she expects a story

### B. Parents/Careers as readers. You...
- enjoy reading
- can read books and newspapers in English/home language
- read at home every day
- have a good vocabulary (number of words)
- started sharing looking at books with your child before the age of 1
- enjoy reading books with your child
- expect your child to try hard and do well at school

### C. At home, you or another adult...
- spend special time sitting and looking at books together with your child every day/every other day/once a week
- explain new words to your child nearly every day
- have talking time with your child daily (in any language)
- help your child learn nursery rhymes and songs
- take him/her to the library or bookshop
- encourage your child to use complete sentences when she asks for things
- are seen by your child reading and writing

### D. At home, you encourage your child to....
- love books and stories
- limit the amount of screen time (television, computer, games console)
- sing and learn rhymes about the alphabet and numbers
- draw, write letters and write his/her name
- learn the sounds that letters make (e.g. SSSSSS for sun)
- understand and learn new vocabulary (words) through stories
- enjoy outings and look around at new things
- play quiet table top games (board games and pairs)

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Why not photocopy this sheet so that you can use it.

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CITY OF EDINBURGH COUNCIL PSYCHOLOGICAL SERVICES
Engaging Parents-Parent Postcards

PARENT POSTCARD

Child's name:
This activity will help your child:
1. To look at you
2. To learn new sounds and words
3. To feel valued and understood

Repeat the noise that the child makes

- Image of children blowing bubbles.
Accessing Up, up and away

- 5 sets at Information and Resources centre, Peffer Place that you can check out and borrow. Can put more there if there isn’t enough.

- Ask your nearest local authority setting if you can access it via 365 Central under literacy called 'Early Years'. This now has all the documents on it and you can access it via the link below:

Review - What works well?

- Literacy Rich Environment tool (home literacy tool less used)
- Parent postcards
- Strategies and blank bubble pages
- Stages Tool (where staff have been trained and practice!)
Review-What needs improving?

- Stages tool- helpful but can be tricky to complete
- Behaviour tool less used, instructions difficult to follow, repetition
- Two books unwieldy to work with
- Need to make links to current legislation, policy and processes
- Maximising skills of carers tool not used
- Risk and Resilience matrix wording difficult to discuss with parents
- Bring more into line with revised primary resource
- Improve signposting/layout of the resource
- Ensure training/roll out is provided to a larger group of staff
What we did

- Pairs took sections away to improve
- Fed back to group
- Tested in settings
- Consultation in psychological services re well being tool
- Discussed with Early Years Literacy Support Group and Senior Managers
The Revised Resource!

Up, up and away!
Building Foundations for Literacy in the Early years

Practitioners’ and Carers’ Ideas in Practice
Identifying and Supporting Children’s Needs

CIRCLE Collaboration © 2011 All rights reserved
Pathway 1-Optimise the Environment for the child

- Literacy Rich Environment Tool (streamlined)
- Home Literacy Rich Environment Tool (relocated)
- Enriching Communication Tool (new)
- Strategies for Building Relationships (unchanged)
- Strategies for Developing Vocabulary (unchanged)
## Reflective Tool for Enriching Communication

<table>
<thead>
<tr>
<th>In place and working well</th>
<th>Partially in place</th>
<th>An area for development</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>★</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

### Do you......

- Allow the child to choose the toy; build on their interests
- Get face-to-face, at child’s level:
  - you can pick up on all the child’s communication
  - the child can see and hear your models of language
- Wait expectantly. Allow time for child to take a turn.
  They may:
  - initiate communication
  - respond
- Comment on what you see happening in the child’s play using simple phrases
- Use the same language each time within familiar routines
  - ‘ready, steady, ... go’
  - ‘coat on, shoes on’
- Create opportunities for child to communicate, eg avoid anticipating the child’s needs; wait - they may ask for help
- Support communication with visual cues
  - natural gestures or signing
  - Photos & visual labels/symbols
- Strategies that we will now try
Pathway 2 - Optimise

Opportunity for the child

- Risk and Resilience Tool (wording and orientation revised)
- Observation Tool (unchanged)
- Identifying Stages Tool (wording and instructions improved-hopefully!)
- Well being Tool (replaces behaviour tool-substantially revised)
- Strategies Profile and Map (unchanged)
Changes we’ve made

Summary of Child Evaluation Tools – Pathway 2 support

You have identified which children may need pathway 2 support

To identify a specific child’s need and their stages of learning

Child is making progress, monitor this and consider if they can return to receiving some universal supports or would benefit from ongoing supports.

* Use Risk and Resilience Tool
* Use the Observation Tool
* Use Milestones and Warning Signs (see appendix)

If concerned about developmental progress:

Use the Identify Stages Tool
* Create a quick profile
* Use the strategy map

If concerned about social and emotional well being:

Use the Well Being Tool
* Use the answers to identify which strategies could help
* Implement strategies

If child is developing bilingually consult with ASL services.

* Develop an action plan for the child
* Engage parents/carers in the action plan
* Implement strategies
* Review

If child is not making progress in response to the plan consider adjusting this further and requesting pathway 3 support. This should include completing an assessment of need and calling a child planning meeting.
## Well Being Tool

**Child’s Name:**

**Date of assessment:**

**Context: Home or EY setting**

<table>
<thead>
<tr>
<th>Physical Environment factors that support child’s well being</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable Toys &amp; equipment are available and used by this child</td>
<td></td>
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<tr>
<td>Environment is culturally appropriate and accessible for the child</td>
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<tr>
<td>Sensory elements of the physical environment have been considered (temperature, noise, tactile, smell, visual)</td>
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<tr>
<td>Space is arranged to include quiet and noisy areas and offer ease of movement for the child</td>
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<tr>
<td>Different spaces are assigned for different kinds of activity (eg, cosy area for stories and singing) and clearly labelled</td>
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</table>

<table>
<thead>
<tr>
<th>Social Environment factors that support child’s well being</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult expectations and boundaries are clear and consistently applied</td>
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<tr>
<td>Child’s successes are recognised, acknowledged and celebrated</td>
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<tr>
<td>Adults support child in naming their emotions in the moment</td>
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<tr>
<td>Child is supported &amp; encouraged to ask for/seek help when they need it</td>
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<tr>
<td>Adults give time to play alongside the child and let them lead the play</td>
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<tr>
<td>Adults facilitate child’s play with other children and help them learn appropriate social skills through play (eg turn taking)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily and Social Routines that support child’s well being</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular daily and social routines are in place &amp; fit child’s developmental stage eg transitions</td>
<td></td>
<td></td>
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<tr>
<td>Following appropriate adult support the child can demonstrate independence with key routines (visuals used to support if necessary)</td>
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<tr>
<td>Child is prepared in advance and supported when routines change</td>
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<tr>
<td>Adults communicate clear and realistic expectations with respect to rules and routines</td>
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<tr>
<td>There is a clear sequence of activities through the day and child has been supported to understand these everyday transitions if needed (eg use of visuals)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects of Motivation that support child’s well being</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities include child’s interests (even if unusual/unique)</td>
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<tr>
<td>Activities include right balance of familiarity as well as novelty and variety</td>
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<tr>
<td>Child is offered choice and encouraged to actively participate in choosing</td>
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<tr>
<td>Child is offered meaningful praise and reward for their efforts</td>
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<tr>
<td>Child stays engaged in an activity and is able to complete it</td>
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</tr>
<tr>
<td>Child engages in a range of different activities through the day</td>
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</tbody>
</table>
Pathway 2-Planning to Meet Children’s needs

- Strategies within each stage of development (unchanged)
- Introduction to strategies (unchanged)
- Strategies in relation to stage and literacy rich caterpillar (condensed)
- Blank bubble pages (for planning)
- Strategies for engaging parents and carers (adjusted-parent postcard now 2 way)
Cuddlers and Babblers

**Principles**

- Talk to the child
- Use a variety of toys
- Demonstrate what you would like the child to do
- Use multi-sensory approaches

**Strategies**

- Name and point at body parts when dressing
- Use bubbles and encourage the child to reach for them and pop them
- Point to and name objects in pictures and within books or on walls
- Put together a treasure basket containing day to day objects, toilet roll, deodorant lid, shaving brush, egg cup, pom-pom
- Talk to the child about what is happening now eg look the sun is shining
- Play with touch and feel books
- Show the child day to day object, name them and let the child hold them eg a spoon, book, fruit
- Say what is about to happen next eg ‘socks on, where are your shoes?’
- Introduce basic cause and effect toys eg rainmaker
- Get the child’s attention with noises that last eg music toy
- Hold the child’s favourite toy out and encourage them to reach for it
- Talk continuously with the child: describe what you are both doing and seeing
Blank bubble pages for planning

| Child's name | Ideas for home |
Parent Postcard-2 way
Appendices

- Developmental Milestones (unchanged and still useful)

- Description of Strategies and Supports (unchanged)
What / Where next?

- Currently with publications

- Summer term 2017:
  - Cost
  - Develop training package
  - Identify Cluster based teams to deliver training

- August 2017 re-launch at a cluster level
How you can help...

- What are your views re the changes so far?
- Is there anything else that needs to be altered/amended?

- Can you help with rolling out the training?
  - Volunteer as a trainer
  - Provide a venue
  - Advise us re timings

Live Q and A or email me at:

heather.gorton@ea.edin.sch.uk