

Renfrewshire Council & Health and Social Care Partnership

Renfrewshire's Inclusive Communication Environments

Self-Evaluation and Action Plan Framework



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Introduction

Renfrewshire Council Educational Psychology Service and Renfrewshire Health and Social Care Partnership Speech and Language Therapy Service have developed a joint initiative to develop the capacity of all educational establishments to support and develop the language and communication skills of all children.

Early years, primary, and secondary establishments will be awarded '**Inclusive Communication Environment**' status when they can provide evidence of good practice in supporting and developing speech, language, and communication.

'**Inclusive Communication Environment**' status will be achieved through a self-evaluation and supportive assessment process. This will provide a multi-agency endorsement of an establishment's capacity to support the development of all children's communication skills.

The 'Inclusive Communication Environment' Key Indicators Framework

We want establishments to be able to demonstrate an ongoing development to meet the speech, language, and communication needs of all pupils. This may include training, learning conversations, work with families and children/young people, and links with other agencies.

There are three key indicators which form the basis of supportive practice:

- **Indicator One:** A physical environment that enhances and promotes opportunities for speech, language, and communication for all pupils.
- **Indicator Two:** Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.
- **Indicator Three:** The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.

This document contains practical suggestions on good practice which, if implemented, will provide evidence of how each indicator is being met.

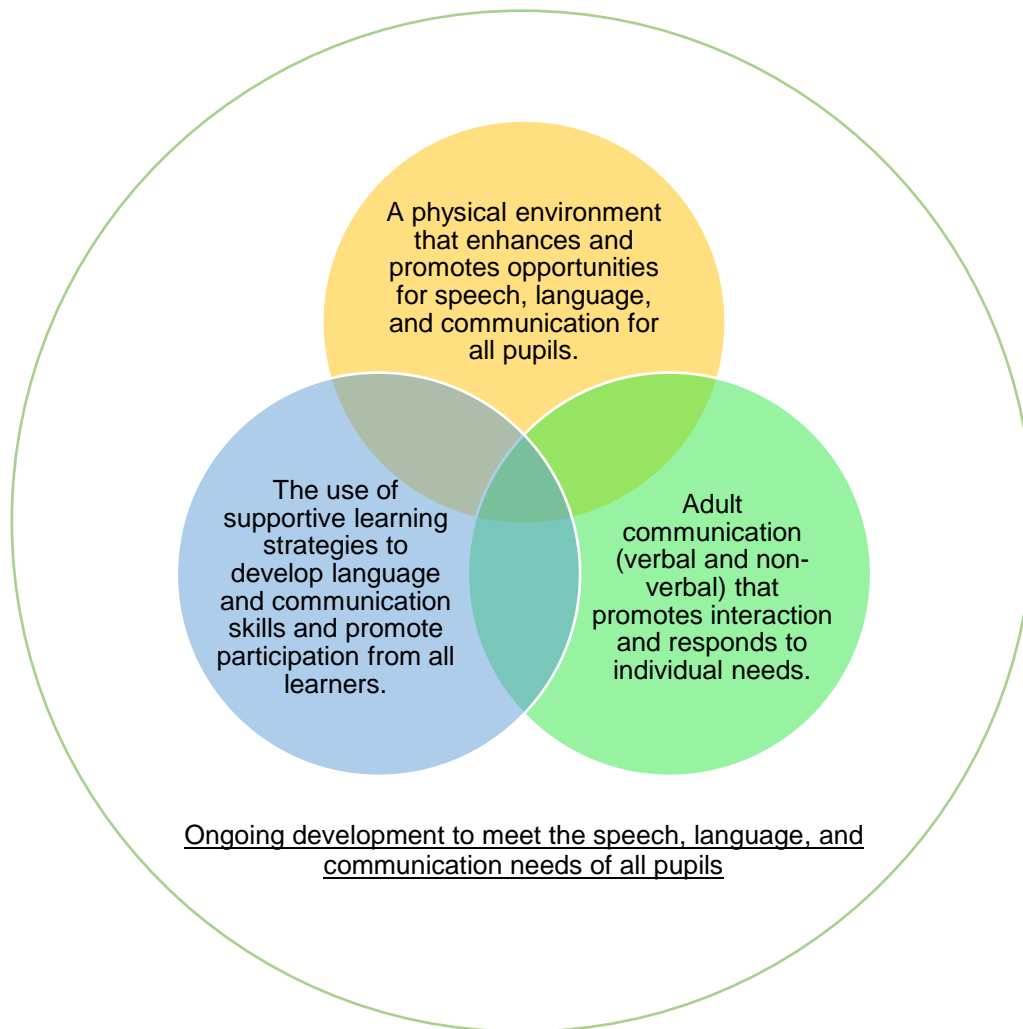


Figure 1: Graphic showing RICE Key Indicators

Links to RNRA Pathway

To streamline the delivery of whole establishment initiatives from Renfrewshire Educational Psychology Service, RICE will be supported through the RNRA training and Core Group structure. This will allow your link Educational Psychologist to support your progress towards becoming an Inclusive Communication Environment by delivering training and coaching support in Core Group meetings. RICE is now an optional focus for establishments to adopt, similar to choosing a Nurture Principle to take forward as a focus for the session. We would advise that an establishment chooses **either** a Nurture Principle or RICE as a focus for the session rather than trying to take both forward due to the training requirements for each focus. This can be discussed further with your link Educational Psychologist.

The flowchart in Appendix 1 shows the support structure for establishments who are already on their RNRA journey.

The flowchart in Appendix 2 shows the support structure for establishments who are not on the RNRA journey.

Coaching and Support

Coaching and support from key health and education practitioners is a core component of this framework. The role of the coach is to support and encourage practitioners to manage their own learning and skill development. This will allow the establishment to maximise the learning environment to support speech, language, and communication. **Coaching will be delivered by the establishment's link Educational Psychologist and a Speech and Language Therapist from the locality.**

The Assessment and Award Process

This is a three-part process:

1. Completion of a self-evaluation framework (Appendix 4) and action plan (Appendix 5) identifying the establishment's strengths and development needs. The format in this document, or other frameworks such as CIRCLE may be used, to enhance self-evaluation and planning.
2. All establishments will receive an initial training session for all staff. Each establishment must engage with coaching for at least a year and, if necessary, further staff development. Further development may include identifying and accessing further training/CPD opportunities based on self-evaluation of staff knowledge and skills.
3. On-site visit by two appointed assessors for observations of the environment and staff practice (if agreed), discussions with lead RICE staff, and evaluation of a 'portfolio of evidence' based on the three key indicators of good practice. Assessors will seek evidence that practice has developed as a result of undertaking the Inclusive Communication Environment approach. Once accredited, the establishment's link Educational Psychologist will ensure improvements are maintained through their ongoing work with the establishment.

The flow chart at Appendix 3 outlines the process leading to assessment and award of Inclusive Communication Environment status.

Attaining the Inclusive Communication Environment Award

Each of the Inclusive Communication Key Indicators will be rated by assessors as follows:

1 = not achieved, 2 = developing, or 3 = achieved.

To be awarded full status, an establishment must score 3 (achieved) in Indicator Two and 2 (developing) in the remaining indicators. An establishment must be able to evidence two changes having been made for Indicator Two and one change for each of Indicator One and Indicator Three. **Indicator Two must be achieved for Inclusive Communication Environment status to be awarded.**

Indicator One: A physical environment that enhances and promotes opportunities for speech, language, and communication for all pupils.

Evidence:	Displays including items that invite comments from children
	Resources that are available for free play are easily reached by the children or easily within their line of vision
	Use of Visual Supports, particularly objects of references and physical objects to motivate. If appropriate to child's stage: visual timelines / now and next boards / choice boards / labelled equipment areas at child's eye level for use with all / group expectations (behaviour, listening, routines)
	Well defined activity areas
	Quiet areas or areas used for story time that are less visually distracting
	Outdoor play (if available) including imaginative role play some of the time.

Aspects which will be observed by the assessor
The assessor will look at the environment of your setting to ascertain if this Key Indicator is being met.

Portfolio evidence

You may wish to include photographs of your setting in your portfolio to demonstrate your understanding of the Key Indicator especially as displays and outdoor play can vary according to the season. Remember that if your photographs include children, you should get parental permission before submitting them. You may wish to include a copy of your curriculum or room plans if they include descriptions of displays or show how imaginative role play or language rich activities are planned for.

Indicator Two: Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.

Evidence:	Use simple repetitive language during everyday activities
	Gain children's attention before giving instructions
	Talk at an appropriate rate using short sentences
	Adapt their language to the level of the child's
	Model the correct sentence when they hear a child's incorrect attempt
	Extend the child's responses
	Encourage children to ask questions
	Use vocabulary the children can understand in everyday instructions
	Give children time to respond
	Give a running commentary on the child's activity rather than asking questions most of the time
	Use natural gesture and facial expression to support language.
	Use of Visuals to supplement spoken language
	Facilitating shared play and turn taking
	Modelling activities and talking about what children are doing
	Helping children to develop and extend imaginary play
	Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction
Using questions that invite conversation or encouraging reasoning skills rather than yes/no answers	

	Responding positively to children's efforts to communicate
	Awareness of attunement principles (see Appendix 7)
	Ensuring that all children have the opportunity to interact individually with an adult if they wish
	Speaking sensitively to shy or unsettled children
	Helping children to settle when they arrive if needed
	Playing alongside children without always directing their play
	Encouraging children's independence and self-confidence by acknowledging all efforts
	Clear communication of 'expectations' e.g., spoken and visual
	Letting children know of expected changes to the day e.g., visit to school
	Actively supporting children in solving their problems and disputes
	Respecting the child's other languages where relevant i.e., home language (if not English), sign language
<p>Aspects which will be observed by the Assessor: The assessor will spend some time observing how adults in the setting adapt their language and communication to encourage children's language development.</p> <p>Portfolio evidence You may wish to include information on how you develop adult-child interaction in your setting. Evidence could include information on training and development the setting has undergone in a relevant area; using peer observation to reflect on how staff in the setting use communication strategies such as those outlined above.</p>	

Indicator Three: The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.

Evidence:

Re-reading favourite stories to children

Making time to say rhymes as well as singing with groups of children

Frequently supporting songs and stories with actions, objects, or puppets

Using concrete and visual methods to introduce new concepts and vocabulary with appropriate repetition

Seeking opportunities to repeat and reinforce new vocabulary

Linking children's spoken language with written language

Giving prompts/supports to those who struggle to understand and checking children have understood instructions

Cue in children who are not attending or struggling to understand e.g., name before instruction

Accepting non-verbal communication as well as verbal

Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group

Talk about their own interests other than just the task in hand

Speak in groups to children and adults as well as during free play

Have opportunities for supported conversation with their peers as well as opportunities to interact with their peers without adult intrusion

Have opportunities to share books with their peers

	Have opportunities to use their mother tongue if this is not English
<p>Aspects which will be observed by the assessor The assessor will look at the teaching and learning within your setting to ascertain if this Key Indicator is being met.</p> <p>Portfolio evidence You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., planning frameworks, literacy development linked to language.</p>	

Indicator One: A physical environment that enhances and promotes opportunities for speech, language, and communication for all pupils.

Evidence:	The use of visual cues/symbols/displays/timetables used consistently across the school about location, people, equipment, behaviour expectations (e.g., same subject symbols in each classroom)
	Displays that invite comments from children and positioned for easy access.
	Optimal positioning of children depending on their individual needs/ learning styles e.g., cushions or chairs may help some stay in place; hoops, carpet squares or coloured tape can be used to indicate personal space
	Organisation of school and classroom to provide well defined areas e.g., quiet areas, talking areas etc with symbols/pictures and labels
	Use symbols/pictures to aid children's understanding
	Label equipment (storage) with pictures and words
	Use of visual planners/timetables which can be arranged to show the structure of a lesson or activity or the structure of the day and the week
	Consider positioning for children for communication activities e.g., alongside not opposite
	Resources available for free play that are accessible to children or easily within their vision
	Quiet areas or areas used for story time that are less visually distracting
Outdoor play where imaginative role play is available some of the time	

Aspects which will be observed by the assessor
The assessor will look at the environment of your setting to ascertain if this Key Indicator is being met.

Portfolio evidence

You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., visual timetables, posters. Remember that if your photographs include children, you should get parental permission before submitting them. You may wish to include a copy of your plans if they include descriptions of displays or show how the physical environment has been adapted to support language and communication.

Indicator Two: Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.

Evidence:	Use language at a level understood by pupils e.g., simplify own oral language where necessary
	Augment talk with non-verbal clues/ gestures
	Get pupil attention/ cue in listening for key information
	Support pupils to listen and attend in whole class, group, and individual contexts.
	Respect a child's mother tongue or alternative communication methods e.g., signing
	Model and recast appropriate speech and language forms
	Consider the range and level of questions used
	Use repetition effectively
	Identify core vocabulary and concepts for lessons
	Plan-for pre-teaching of vocabulary/concepts where necessary
	Seek opportunities to repeat and reinforce new concepts new vocabulary
	Consider reducing the vocabulary/concepts where necessary
	Celebrate success at speaking and listening
	Facilitate shared play and turn taking
	Model activities and talk about what children are doing
Support children to develop and extend imaginary play	
Support outdoor play by modelling language based on the child's activities and encouraging peer interaction	

	Using questions that invite conversation or encourage reasoning skills rather than yes/no answers
	Awareness of attunement principles (see Appendix 7)
	Providing opportunities for children to share their views and be 'heard'
	Clear expectations for cooperative turn-taking for speaking and listening
	Clear expectations of learning outcomes and success criteria
	Support a range of strategies to think about feelings and express them appropriately by actively supporting problem solving and disputes using visual supports to de-escalate e.g. The Incredible 5-Point Scale, PAtHs, Emotion Works
	Recognition and accommodation of feelings – identifying ways of calming down, if necessary, e.g., calm spaces/ time out
	Opportunities for play without adult direction
	Supporting pupils to make choices using verbal and non-verbal means
	Interacting alongside pupil without always directing their learning
	Ensuring that all children have the opportunity to interact 1:1 where necessary
	Encouraging children's independence and self-confidence by acknowledging all efforts
	Letting children know of expected changes to the day e.g., visit to school
	Actively supporting children in solving their problems and disputes
	Responding positively to children's efforts to communicate

Aspects which will be observed by the assessor

The assessor will look at the teaching and learning within your setting to ascertain if this Key Indicator is being met.

Portfolio evidence

This Key Indicator will be assessed through observation of practice; however, you may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., EAL supports, examples of planning to demonstrate vocabulary learning.

Indicator Three: The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.

Evidence:	Use of a positive feedback strategy for class and individual children
	Validation of appropriate behaviour by describing it, modelling it, and visually representing it
	Supportive visual methods to explain information for learning, classroom procedures, teacher expectations, expected behaviour, etc.
	Awareness of effective use of non-verbal communication e.g., gesture, symbols
	Effective use of questioning and pupil feedback to ensure that all children have understood instructions
	Making sure pupils have direct experience of new concepts
	Make explicit links to previous learning
	Use of a range of teaching/learning styles according to need
	Encouraging hands-on, experiential learning
	Identify multisensory approaches to learning
	Identify activities for small-group learning
	Build in opportunities within a lesson for over-learning and repetition
	Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge
Identify key approaches for support staff to use with individuals/ small group whilst encouraging independence	

	Appropriate homework given for child's level of language and learning e.g., value real world learning and everyday experiences such as a trip to the shops
	Linking children's spoken language with written language
	Accepting non-verbal communication as well as verbal
	Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group
<p>Aspects which will be observed by the assessor The assessor will look at the teaching and learning within your setting to ascertain if this Key Indicator is being met.</p> <p>Portfolio evidence You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., planning frameworks, homework completed.</p>	

Indicator One: A physical environment that enhances and promotes opportunities for speech, language, and communication for all pupils.

Evidence:	The use of visual cues/symbols/displays of key vocabulary/ timetables used consistently about location, people, equipment, behaviour expectations e.g., symbols clarifying subjects on class door matching symbols in pupil timetable
	Optimal positioning in class of young people depending on their individual needs/ learning styles
	School 'expectations' and 'charters', etc are written in simple language and enhanced with symbols/photos
	Use of visual planners/timetables which can be arranged to show the structure of a lesson or activity or the structure of the day and the week
	Distinct areas in the classroom for resources with supportive labelling of equipment and containers etc.
	Use of visual tools to help pupils to structure answers and responses, e.g., group discussion prompts, research prompts
	Reference charts with pictures and key vocabulary to help young people to make contributions in different subjects

Aspects which will be observed by the assessor

The assessor will look at the environment of your setting to ascertain if this Key Indicator is being met.

Portfolio evidence

You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., visual timetables, posters. You may wish to include a copy of your plans if they include descriptions of displays or show how the physical environment has been adapted to support language and communication.

Indicator Two: Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.

Evidence:	Use language at a level understood by pupils e.g., simplify own oral language where necessary
	Augment talk with non-verbal cues/gestures
	Get pupil attention/cue in listening for key information e.g., cue in with name or highlight need to stop and listen
	Support pupils to listen and attend in whole class, group, and individual contexts
	Respect EAL or alternative communication methods e.g., signing/AAC where appropriate
	Model appropriate speech and language forms
	Consider the range and level of questions used
	Use recap and repetition effectively
	Identify core vocabulary and concepts for lessons and revisit frequently
	Plans for pre-teaching of vocabulary/concepts where necessary
	Seek opportunities to repeat and reinforce new concepts new vocabulary
	Consider reducing the vocabulary/concepts where necessary
	Celebrate success at speaking and listening
	Speak facing the class and stop speaking when writing on the whiteboard
Give advance warning that change is coming using either a verbal countdown to the change of activity or visual planner/timetable	

	Repeat instructions
	Restate and emphasise key points
	Slow down the rate of presentation
	Use shorter units of explanation
	Awareness of attunement principles (see Appendix 7)
	Provide opportunities for pupils to share their views and be 'heard'
	Clear expectations on learning outcomes and success criteria
	Encourage young people to monitor their own learning outcomes
	Careful consideration given to the choice of peers for group work e.g., patience with speech difficulties
	Give the young person alternative ways to make their contributions e.g., AAC, voice recording, speech to text
	Direct and explicit support re classroom and school expectations
<p>Aspects which will be observed by the assessor The assessor will look at the teaching and learning within your setting to ascertain if this Key Indicator is being met.</p> <p>Portfolio evidence This Key Indicator will be assessed through observation of practice; however, you may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicator e.g., EAL supports, examples of planning to demonstrate vocabulary learning, use of visual supports throughout school, evidence of peer observation.</p>	

Indicator Three: The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.

Evidence:	Supportive visual methods to explain information for learning, classroom procedures, teacher expectations, expected behaviour, etc.
	Awareness of effective use of non-verbal communication e.g., gesture, symbols
	Effective use of questioning and pupil feedback to ensure that all young people have understood instructions
	Make explicit links to previous learning
	Use of a range of teaching/learning styles according to need
	Encouraging hands-on, experiential learning
	Build in opportunities within a lesson for over-learning and repetition
	Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge
	Information is left on the whiteboard long enough for pupils to read and understand
	Reducing the amount of material student must process if required e.g., providing copies of PowerPoints
	Presenting material in smaller units at a slower pace if required
	Allowing extra time for completion when necessary and give planning time for oral responses
Explicitly teaches note taking and time management, and use of organisational systems e.g., diaries, keeping lists of subject requirements, including guidance on revising techniques etc.	

Aspects which will be observed by the assessor

The assessor will look at the teaching and learning within your setting to ascertain if this Key Indicator is being met.

Portfolio evidence

These Key Indicator will be assessed through observation although you may wish to include examples in your portfolio to demonstrate your understanding of them.

Appendices

Appendix 1: Support structure for establishments who are already on their RNRA journey

Appendix 2: Support structure for establishments who are not on the RNRA journey

Appendix 3: Coaching, Assessment and Award Pathway

Appendix 4: Self-evaluation record

Appendix 5: Action Plan

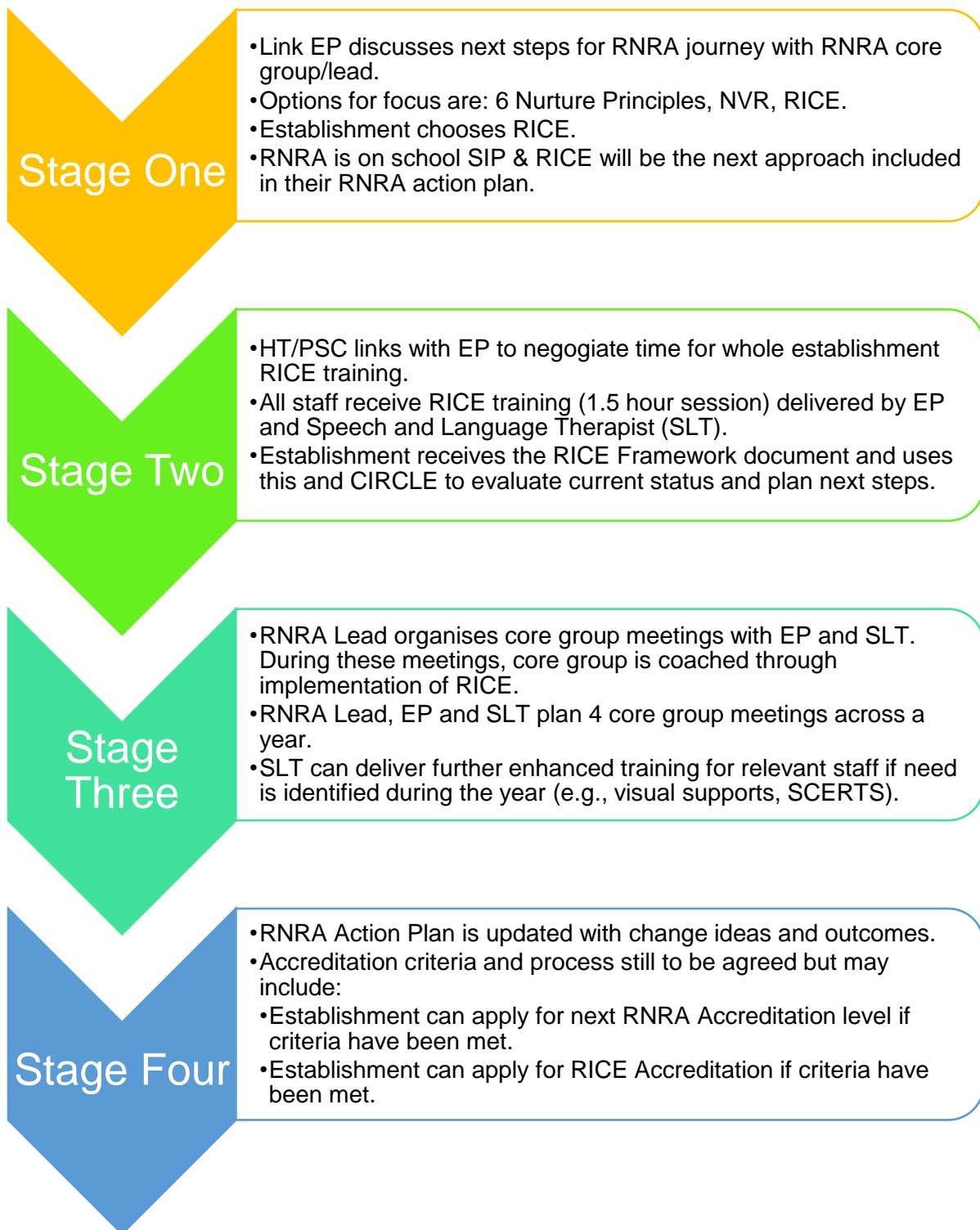
Appendix 6: Resources and Further Information

Appendix 7: Attunement Principles

Appendix 1: Support structure for establishments who are on their RNRA journey

This implementation plan depends on an establishment being at a stage in their RNRA journey where they have completed:

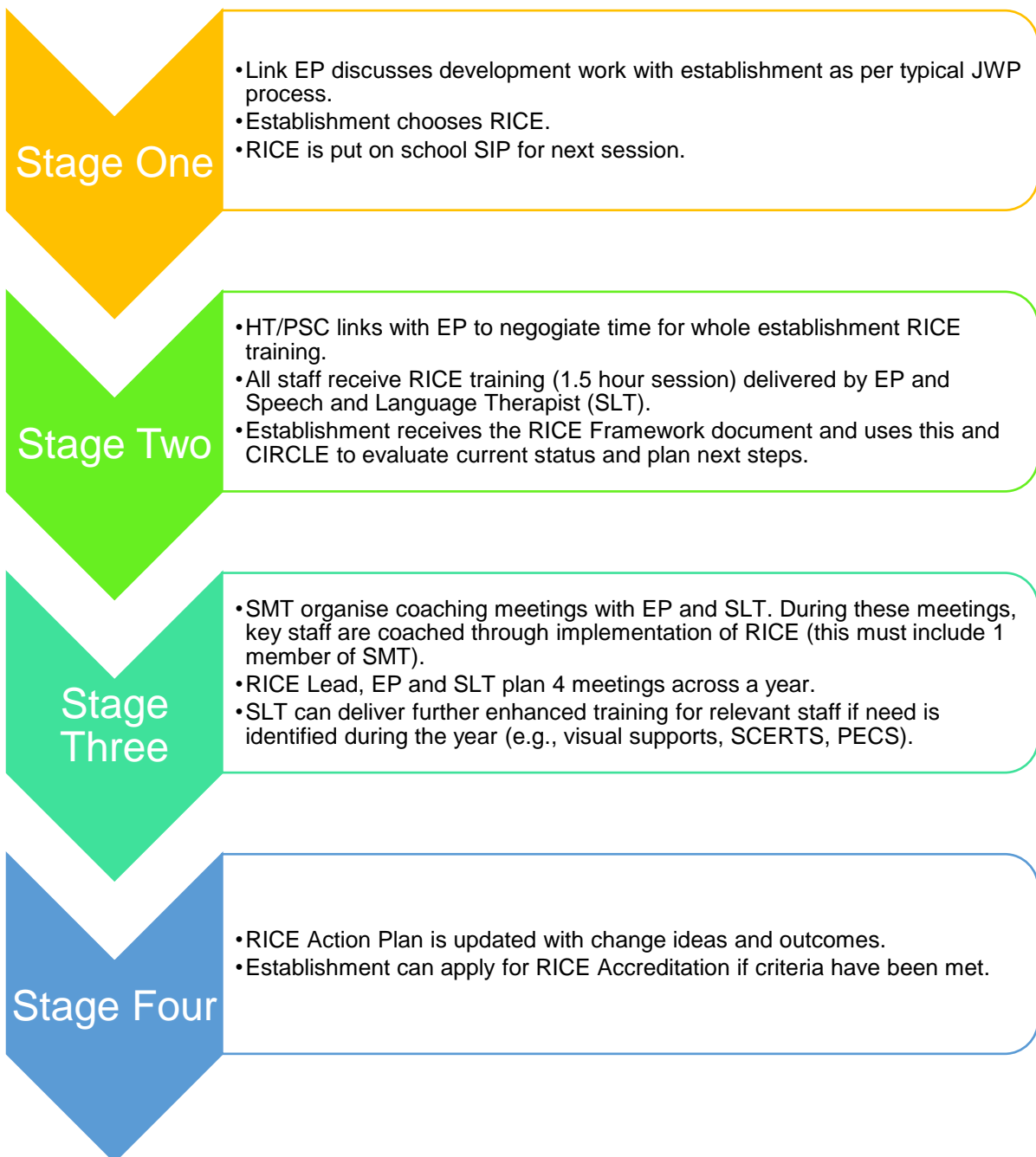
- Initial RNRA training
- At least one Nurture Principle training (no particular NP required)



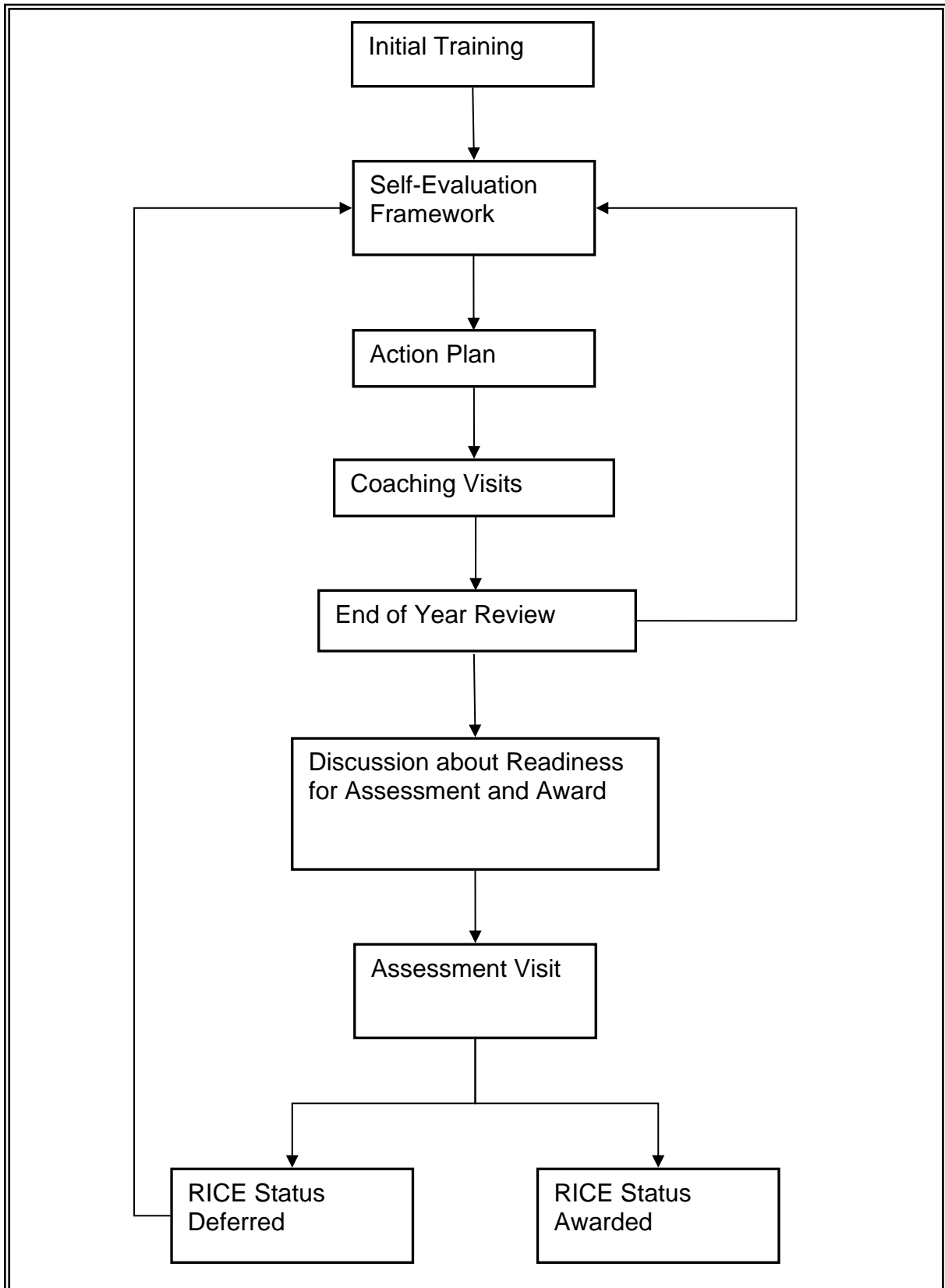
Appendix 2: Support structure for establishments who are not on the RNRA journey

This implementation plan depends on an establishment being at a stage in their RNRA journey where they have either:



- Not completed initial RNRA training
- Completed initial RNRA training but not completed at least one Nurture Principle training (no particular NP required)
- Had a significant pause in RNRA where it has been a number of years since being on the pathway (this may require further discussion as to why and how to re-engage)



Appendix 3: Coaching, Assessment and Award Pathway



Appendix 4: Self-Evaluation Framework

 Renfrewshire Council	Renfrewshire's Inclusive Communication Environments Self-Evaluation Framework	 Renfrewshire Health & Social Care Partnership	
<p>Use this framework to measure whole school or individual practitioner progress towards meeting Renfrewshire's Inclusive Communication Environment Key Indicators.</p> <p>You will need to think about and record the evidence for your current level of practice and to identify any next steps. Examples of good practice for each indicator can be found on pages, 13-21 (primary), 22-28 (secondary).</p> <p>There is a measure of progress for each indicator (1 = not achieved, 2 = developing, 3 = achieved).</p>			
Establishment:		Date:	
<p>Indicator One: A physical environment that enhances and promotes opportunities for speech language and communication for all pupils.</p>			
Level	Evidence	Next Steps	
1 2 3			

Indicator Two: Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.		
Level	Evidence	Next Steps
1 2 3		
Indicator Three: The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.		
Level	Evidence	Next Steps
1 2 3		

Appendix 5: Action Plan

Establishment Name	
Lead Staff	
What are we trying to accomplish? What results would we like to get? How would we like things to be different?	
How will we know a change is an improvement? How do we want things to be different when we have implemented our change? What data do we need to collect to measure it?	
What changes can we make that will result in the improvements that we seek? What evidence do we have from elsewhere about what is most likely to work? What does the team think is a good idea? What have other people done that we could try? Would this work in our school context?	
What is your aim?	

What is your change idea? <i>(Tasks)</i>	Key Indicator 1/2/3	How will you measure this? <i>(Plan-Measure)</i>	Who is leading/ involved? <i>(Do)</i>	Start/ Review date <i>(Do)</i>	What was your actual outcome? <i>(Study)</i>	What was the impact? What difference did this make? <i>(Study)</i>	What now? Adopt or abandon? <i>(Act)</i>

Appendix 6: Resources and Further Information

The Communication Trust <https://www.thecommunicationtrust.org.uk/>

The Communication Trust gives parents and professionals access to up-to-date information and research as well as top tips for supporting children and young people with speech, language, and communication needs.

ICAN <https://www.ican.org.uk/>

ICAN's mission is that no child should be left out or left behind because of a difficulty speaking or understanding. You will find information, advice, and resources to help on their website

AFASIC <https://www.afasic.org.uk/> (UK)

AFASIC aims to help parents understand and help their children with speech, language, and communication needs. AFASIC have been supporting parents and helping children and young people since 1968

Cleft Care Scotland <https://www.cleftcare.scot.nhs.uk/>

Cleft care Scotland is a national managed clinical network, bringing together people born with a cleft lip and/or palate, their families and everyone involved in caring for them throughout their life to look at improving services

The Speech Language Communication Company <http://www.speech-language-communication-company.uk/>

SLCC are a Scottish registered charity which represents the interests of children and young people who have lived experience of speech, language, and communication impairments.

The British Stammering Association <https://www.stammering.org/>

The BSA is a registered charity which helps people who stammer. It helps by providing inspiration, encouragement, information, support, and advice, funded through a mixture of trust grants, fundraising and donations.

Action for Stammering Children <https://actionforstammeringchildren.org/>

Based in The Michael Palin Centre for Stammering Children, the charity is a strong supporter, commissioning specialist assessments and therapies for children and young people that stammer, appropriate research, and the training of speech and language therapists across the country.

MENCAP <https://www.mencap.org.uk/>

Mencap aims values and supports people with a learning disability, and their families and carers. Their vision is a world where people with a learning disability are valued equally, listened to, and included.

Contact <https://contact.org.uk/>

Contact support disabled children and their families with the best possible guidance and information. Contact have online information on issues such as education, benefits and family life, and parent resources which cover a range of topics including health and social care services.

Capability Scotland <http://www.capability-scotland.org.uk/>

Capability Scotland delivers care, support and education for disabled children and adults across Scotland.

Communication Matters <https://www.communicationmatters.org.uk/>

Communication Matters is a UK-wide organisation committed to supporting people of all ages who find communication difficult because they have little or no clear speech.

National Deaf Children's Society <https://www.ndcs.org.uk/>

The National Deaf Children's Society is the leading charity for deaf children. They provide information and support to all children no matter what their level or type of deafness or how they communicate.

National Autistic Society <https://www.autism.org.uk/>

NAS are the UK's largest provider of specialist autism information, advice and services for autistic people, parents and carers and professionals.

Autism Network Scotland <http://www.autismnetworkscotland.org.uk/>

Autism Network Scotland connects and communicates with individuals on the autistic spectrum, their families and carers, and practitioners working in the field of autism.

Scottish Autism <https://www.scottishautism.org/>

Scottish Autism are the largest provider of autism-specific services in Scotland and a leading authority and advocate for good autism practice. Scottish Autism seek to share knowledge and expertise with parents, carers, and other professionals in order to support the development of skills and strategies needed to provide the best care and support for autistic people.

The Autism Toolbox <http://www.autismtoolbox.co.uk/>

The Autism Toolbox is a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland.

CBeebies <https://www.bbc.co.uk/cbeebies/grownups/speech-and-language-difficulties>

Advice for parents on speech language and communication development.

The Literacy Trust <https://literacytrust.org.uk/>

The Literacy Trust are an independent charity dedicated to giving disadvantaged children the literacy skills they need to succeed.

Makaton <https://www.makaton.org/>

Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

Appendix 7: Attunement Principles



Principles of attuned interactions and guidance

Being attentive	<ul style="list-style-type: none"> - Looking interested with friendly posture - Giving time and space for other - Turning towards - Wondering about what they are doing, thinking or feeling - Enjoying watching the other
Encouraging initiatives	<ul style="list-style-type: none"> - Waiting - Listening actively - Showing emotional warmth through intonation - Naming positively what you see, think or feel - Using friendly and/or playful intonation as appropriate - Saying what you are doing - Looking for initiatives
Receiving initiatives	<ul style="list-style-type: none"> - Showing you have heard, noticed the other's initiative - Receiving with body language - Being friendly and/or playful as appropriate - Returning eye-contact, smiling, nodding in response - Receiving what the other is saying or doing with words - Repeating/using the other's words or phrases
Developing attuned interactions	<ul style="list-style-type: none"> - Receiving and then responding - Checking the other is understanding you - Waiting attentively for your turn. - Having fun - Giving a second (and further) turn on same topic - Giving and taking short turns - Contributing to interaction / activity equally - Co-operating - helping each other
Guiding	<ul style="list-style-type: none"> - Scaffolding - Extending, building on the other's response - Judging the amount of support required and adjusting - Giving information when needed - Providing help when needed - Offering choices that the other can understand - Making suggestions that the other can follow
Deepening discussion	<ul style="list-style-type: none"> - Supporting goal-setting - Sharing viewpoints - Collaborative discussion and problem-solving - Naming difference of opinion - Investigating the intentions behind words - Naming contradictions/conflicts (real or potential) - Reaching new shared understandings - Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)

Copyright Kennedy, H (2011) Table 1 Chapter 1 in Kennedy, H., Landor, M. & Todd, L. *Video Interaction Guidance: a relationship-based intervention to promote attunement, empathy and well-being* London: JKP