

Inclusive Practice

SLC 1 – Interaction – The Practitioners Role



Please note: the SLC cards should be worked through in order from cards 1 - 6

Meaningful interactions are the foundation of which we can build strong speech, language, and communication skills. It is crucial that children have ample opportunities to interact with an adult or with other children throughout the day.

Do staff recognise the value of interactions? Have there been any professional development opportunities provided to support staff's understanding and develop their skills in this area?

TASK 1

What strategies do you apply to encourage interactions? Think about how they differ depending on the situation e.g., during play, during circle time, during small group work.

Watch the Responsive Interactions for Pretend Play video clip:

- <https://youtu.be/W34UiOUQWcc>

What did you make of the adults approach? What did they do differently and what difference did this make to the child in terms of his interaction and communication?

TASK 2

Using the adult/child interaction checklist from the ECAT (Every Child A Talker) Strategy, review a colleague's interaction with a child. Allow time to feedback.

- Adult/child interaction evaluation (leicestershire.gov.uk)
resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/12/2/Adult-child-interaction-evaluation.pdf

Further reading

- Every Child a Talker: Guidance for Early Language Lead Practitioners (Foundation years)
foundationyears.org.uk/wp-content/uploads/2011/10/ecat_guidance_for_practitioners_12.pdf
- Universally Speaking (ican.org.uk)
ican.org.uk/i-cans-talking-point/professionals/tct-resources/universally-speaking/
- Quality Interactions Early Years - YouTube
www.youtube.com/watch?v=efeizNuuEo0