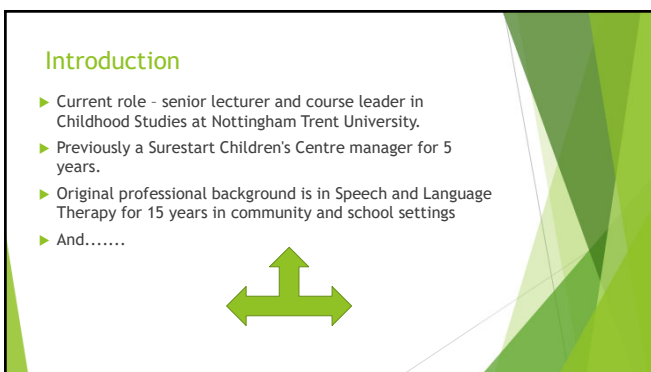


Talking 2 year-olds: a holistic approach







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A parent of two year olds

► (once upon a time.....)

A long time ago in a galaxy far, far away....

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A typical 2 year-old?

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What has gone before?

► The first 1001 days - conception to age two

► Early relationships - joint attention (Beuker et al. 2013).

► <https://www.nspcc.org.uk/globalassets/documents/news/critical-days-manifesto.pdf> [accessed 1/6/20]

► Murray and Egan (2014) note the quality and quantity of spoken language that children hear from caregivers in their early years is an important influence on development

It takes two to talk
<http://www.hanen.org/Programs/For-Parents/It-Takes-Two-to-Talk.aspx>

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A typical 2 year-old? SLC markers.

- ▶ Possibly using 50+ words
- ▶ Understands many more
- ▶ Joining some together in short phrases
- ▶ Sounds will not all be clear or fully developed
- ▶ Listening/attention often "single channelled"
- ▶ Sensory, cognitive and physical co-ordination - it's all going on!
- ▶ Humans not robots!
- ▶ And.....

According to longitudinal research studies....

- ▶ Much more likely than previous 2 year olds to be in some kind of Early Childhood Education and Care (ECEC).
 - ▶ EPPE study 1997- 2003 (3yrs - KS1)
- https://www.researchgate.net/publication/237527842_The_Effective_Provision_of_Pre-School_Education_EPPE_Project_Findings_from_Pre-school_to_end_of_Key_Stage1
- ▶ Study of Early Education and Development (SEED) - to 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/627098/SEED_ECEC_impact_at_age_3.pdf

Why?



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Why?

- ▶ The 2-year funding for children from disadvantaged families (maybe)
- ▶ Ideas in the chat

"I can't wait for him to go to nursery"

Theoretical model

- ▶ The EST - ecological systems theory - Urie Bronfenbrenner
- ▶ Considers the whole child
- ▶ A socio-cultural rather than psychological perspective on development
- ▶ Sees a two-way interaction between the child and their environment
- ▶ Includes macro as well as micro systems around the child

Social pedagogy

Claire Cameron
And
Peter Moss

Sees:

- ▶ The child as a whole person
- ▶ The practitioner as a person in relationship with the child
- ▶ Childrens' lives in groups as key
- ▶ An emphasis on the team and who else "brings up" children - parents
- ▶ The centrality of relationship - listening and communicating

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The child as a whole person - it's all going on!



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The relationship with the practitioner

The EYE (Brebner et al 2016)

May not feel confident in their skills or knowledge in relation to children's SLC but....

- ▶ High quality responsive EYEC "provides young children with a better chance of developing strong speech and language skills" (p279).
- ▶ The relationship is key - strong attachments are a platform for providing rich learning experiences in particular with regard to speech, language and communication development.
- ▶ The practitioner's knowledge of each child in their care is essential - considering each one as an individual with different skills, abilities and challenges.

Getting to know you.....

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The group - the enabling environment for social communication opportunities indoors and outdoors





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The parents - the unique family
family liaison about their children's communication development -
the importance of reciprocal relationships.



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The communication relationship
Mutual interest and positive regard

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Practical strategies

- The “Hand rule”
- Conversational partner
- Expansion
- Level of language
- Modelling
- Wondering
- Respectful listening

THE COMMUNICATION ENVIRONMENT

Biscuit exercise

Describe the biscuit in the chat (don't eat it yet...)

Have a sniff - tell me some more

Take a bite and tell me some more....



Your EY community

- ▶ Is it an enquiring community?
- ▶ What do you want each adult and child to learn about communication?
- ▶ How will you respond when a child or adult experiences difficulty in communicating?

Can I help?

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What will you do?

- ▶ Peer observations?
- ▶ Room observations
- ▶ Specific training - in house or from outside - invest
- ▶ Sharing good practice
- ▶ Read
- ▶ Build on practitioner knowledge - what does it say in the EYFS and Development Matters? About.....
- ▶ The unique child? Positive relationships? The enabling environment? The COEL?

Partnerships

- ▶ Health visitors - the 2 year check
- ▶ Bookstart
- ▶ SLTs - what is the local provision? Is there a universal public health approach to mentoring and training practitioners?
- ▶ <https://www.nottinghamshirehealthcare.nhs.uk/childrens-slt-resources> [accessed 6/7/20]
- ▶ Parents
- ▶ Great child public health resources in "Tiny Happy People"
- ▶ <https://www.bbc.co.uk/tiny-happy-people> [accessed 6/7/20]

Finally.....

- ▶ Are our relationships with our two year-olds authentic?
- ▶ Are we open to listen, learn and share as well as to track, teach and talk?

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