Child Name: D.O.B. NHS Number:

Date completed: Practitioner Name:

The ELIM and Intervention includes **a word list** which the parent/carer needs to complete based on the words that the child currently says, and a specific **set of observations** shared within a conversation to inform decisions on a child’s SLC needs.

**Both** the word list and the observation must be completed. Make it clear to the parent that “this is not a test” – but it is a way of getting to know the child better and that all children develop at different rates.

Use this table to record what **you have seen** during the 2 to 2½ year review, rather than what the parent/carer reports.

Observations should be carried out during the review with this section completed towards the end of the review.

Please tick which of the following behaviours you (the practitioner) observed or heard from the child when speaking with his/her parent/carer during the 2 to 2½ year review.

Scoring: **Yes** = 1 **No** = 0

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | | | **Yes** | **No** |
| 1 | Observed communicative intent (child means to communicate something verbally to parent/carer) | | |  |  |
| 2 | Speech mostly intelligible to parent/carers | | |  |  |
| 3 | Observed putting words together (mummy up, more dinner) | | |  |  |
| 4 | Do the parent/carer and child take turns when communicating? | | |  |  |
| 5 | Does the child understand what is being said to him/her when their parent/carer asks them something which is NOT obvious from the context? | | |  |  |
| 6 | Attention: (please circle which one you observe the child doing) | | | | |
|  | Fleeting  (flits from one thing to another) | Single channelled  (attention can’t easily be shifted) | Accepts adult direction when playing | | |

Scoring the ELIM observation

**For questions 1-5** place a tick next to each observation to indicate whether you have or have not observed that behaviour.

**For question 6** please circle one of the three types of attention. If you circle ‘Fleeting’ you should explore this further in the Step 2 conversation.

|  |  |  |
| --- | --- | --- |
| **ELIM Observation** | **Please tick** | |
|  | Concern | No concern |
|  |  |  |
|  |  | **Total: /6** |

Outcome of ELIM practitioner observation and conversation

|  |  |
| --- | --- |
| **Discussion about child’s language development and information resources**, for example Tiny Happy People, universal offer |  |
| **Signposting to communication development support,** for example local groups, advice resources, review targeted support |  |
| **Referral** following ELIM  for example Speech language therapist, audiology, child development centre, consent to liaise with early years provider |  |

The ELIM Word list

Child Name: D.O.B. NHS Number:

Languages spoken at home:

Date completed: Practitioner Name:

This is designed to capture the range of words your child might be currently using at this age.

**Please tick which of the following words you have heard your child say:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Mummy/mum |  | 11. (Aero)plane |  | 21. Towel |  | 31. Fit (can have different meanings) |  | 41. Wet |  |
| 2. Bye/bye bye |  | 12. Car |  | 22. Bed |  | 32. Like |  | 42. After |  |
| 3. No |  | 13. Book |  | 23. Settee/sofa |  | 33. Rip/tear |  | 43. Day |  |
| 4. Ball |  | 14. Milk |  | 24. School |  | 34. Shake |  | 44. This |  |
| 5. Juice |  | 15. Hat |  | 25. Friend |  | 35. Think |  | 45. Our |  |
| 6. Ouch/ow |  | 16. Shoe |  | 26. Person |  | 36. Gentle |  | 46. Where |  |
| 7. Cat |  | 17. Leg |  | 27. Hello/hi |  | 37. Fast |  | 47. All |  |
| 8. Thank you |  | 18. Pillow |  | 28. Shopping |  | 38. Happy |  | 48. Much |  |
| 9. Cold |  | 19. Rubbish |  | 29. Carry |  | 39. Last |  | 49. Need to |  |
| 10. Hug/cuddle |  | 20. Plate |  | 30. Finish |  | 40. Tiny |  | 50. If |  |
| **Column Total** |  | **Column Total** |  | **Column Total** |  | **Column Total** |  | **Column Total** |  |

|  |  |  |
| --- | --- | --- |
| **Practitioner use only** | | |
| **ELIM word list** | **Please tick** | |
| Total number of words the child says | 17 or under | 18 or over |
| **/50** |  |  |

Recording the Early Language Identification (ELIM) and Intervention observation score

The ELIM and Intervention documentation contains the following grid to allow you to record what you observed or heard from the child when speaking with their parent/carer during the 2 to 2½ year review, as a score of **0** for not observed or heard, **1** for observed or heard.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | | | **Yes** | **No** |
| 1 | Observed communicative intent (child means to communicate something verbally to parent/carer) | | | **1** | **0** |
| 2 | Speech mostly intelligible to parent/carers | | | **1** | **0** |
| 3 | Observed putting words together (mummy up, more dinner) | | | **1** | **0** |
| 4 | Do the parent/carer and child take turns when communicating? | | | **1** | **0** |
| 5 | Does the child understand what is being said to him/her when their parent/carer asks them something which is NOT obvious from the context? | | | **1** | **0** |
| 6 | Attention: (please circle which one you observe the child doing) Please note only **1** option of the 3 should be selected | | | | |
|  | Fleeting  (flits from one thing to another)  (If selected, score = **0** for question 6) | Single channelled  (attention can’t easily be shifted)  (If selected, score = **1** for question 6) | Accepts adult direction when playing  (If selected, score = **1** for question 6) | | |
|  | ELIM Observation Score |  | **/6** | | |