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| **Inclusive Voice of the Child** | **What to consider…** | **Examples of how to capture…** |
| General | Is the child active, lively?  Are they tired, lethargic?  Are they loud, quiet? | Role Play activities, puppets, small world play, pictures, photos, books, emotion cubes |
| Social and family relationships | Does the child show strong attachments to family members?  How does the child react to members of the family? | Communication boards/mats.  Narrative observation -through the duration of pick up or drop off times  Sociograms |
| Developmental  (Including milestones, emotional and physical development) | Do behaviour management strategies work?  Does routine support or cause dysregulation?  Are tantrums age appropriate? | Narrative observations, magic moments.  Screening tools.  Developmental checklists. |
| Social, emotional and mental health (SEMH) | Does the child show any strong attachments?  Is the child outgoing, introverted?  Relationships with peers, what do they look like?  How does the child react to other children?  How does the child react in large and small groups?  How does the child respond to strangers? | Sociogram, tracking observations.  Communication boards/mats. |

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| **Observation Methods-**  **Magic moments**- jotted on a post it, can be added to voice of child work/journals (great for catching “firsts and milestones”)  **Tracking**- using a floorplan of the area, where does the child gravitate, what space/area do they prefer, is there an area they avoid  **Narrative observation** -through the duration of an activity is more detailed and can support assessments, developmental progress  **Sociograms**- observations of friendships and interactions, often used to understand/develop SEMH |