COMMUNICATION RICH LEARNING ENVIRONMENTS
An Audit/Screening Tool

Aims

- Quality measure for use in settings to improve communication skills
- Using information already obtained from ITERS – R
- Focus on specific elements relating to communication & language development
- Quality achievement scores = 5-7 only

ITERS – R *Space & Furnishings (p10)*	Never	Some-times	Often	All the time
Does indoor space take account of communication friendly factors such as: noise levels, access to natural light, muted colours, lack of clutter, natural textured objects?				
Do adults talk to children about displayed materials produced by the children?				
Personal Care Routines (p18)	Never	Some-times	Often	All the time
Do adults manage transition times sensitively?				
Do adults maximise use of these times as language learning opportunities, saying rhymes/singing songs/clapping rhythms etc?				
Meals/Snacks (p20)	Never	Some-times	Often	All the time
Do adults promote meals as a pleasant communication experience for all?				
Do adults model turn-taking with each other & children during mealtimes?				
Do adults sit with children & use meal/snack times to model appropriate communication strategies including listening?				
Do adults model good oral motor skills & mouth movements through biting/chewing?				

Listening & Talking (p30)	Never	Some-times	Often	All the time
Do adults maximise all opportunities during the day to encourage children to communicate, using indirect commentary, labelling & social conversation?				
Do adults talk about & model a wide range of vocabulary, including feelings/emotions?				
Do adults model non-verbal communication positively, using facial expression & signing/gesture?				
Do adults link the language they model to the interests of the children, following their lead?				
Do adults adapt their own language to the level appropriate to the child's current development?				
Do adults recast & model words back to children accurately?				

Helping Children Use Language (p32)	Never	Some-times	Often	All the time
Are adults responsive to all attempts by children to communicate, including non-verbal ones?				
Do adults repeat & imitate early strings of sounds back to the children?				
Do adults use the strategies of extending & expanding to scaffold/support developing spoken language skills?				
Do adults use questions appropriately & at the right level?				

Music & Movement (p39)	Never	Some-times	Often	All the time
Do adults sing/share rhymes with children frequently throughout the session?				
Do adults encourage children to show enjoyment of music through body movements/clapping?				

Peer/Staff Interaction (p47)	Never	Some-times	Often	All the time
Do adults promote & model positive social interactions between themselves & the children?				
Do adults ensure that non-verbal & verbal messages match each other?				
Do adults ensure that all children share meaningful interactions with adults regularly?				