

# Video observation Form 3

## The approach and behaviour of the adult partner

### Physical approach

- Distance between the partners – is this acceptable and suitable?
- Position and orientation – turning towards, aligning head and adapting to the position of the child.
- Ability to be still.
- How the adult partner's movements reflect or tune in with the child's.

### Multi-sensory approach

- Does the adult partner take account of the child's sensory impairment?
- Note how touch, sound, movement and vocalisation are used:
  - to attract attention
  - to maintain contact
  - to inform child of what is going to happen
  - to back up spoken language.
- Is the touch used acceptable to the child?

### Use of spoken language

- Is the language used:
  - simple, clear and directed to the child?
  - relevant to what is happening?
  - relevant to the child's understanding?
- Is the language used to reflect the child's feelings?
- Note how questions are used.
- Is sign used alongside speech? If so, how?

### Interactive skills

- Note the pace and timing of the interaction. Is it calm and unhurried? Does it flow? Are pauses and silences allowed?
- Does the adult partner monitor the child's responses and change interaction to suit?
- Note how the adult partner responds to non-verbal signals, eg through movement, touch, vocalisation, speech or imitation.
- Does the adult partner follow the child's lead?
- Is the child given the opportunity to initiate and make choices?
- Does the adult partner promote the child's independence?