What's working and what's not working?

This tool gives a snapshot from different people's perspectives of how things are, what's working well, and what needs to be different.

What's working?		What's not working?
Positive relationships with key workers and trusted adults. Shows increasing independence during snack time and self-care routines.	Gracie	Finds transitions between activities challenging. Becomes frustrated when tasks are difficult and unable to communicate how she wants to be helped.

What's working?		What's not working?
Family feels listened to and involved in decision-making. Child's achievements are celebrated at home and in the setting.	Family	Family find it difficult to attend meetings during working hours. Family are finding it difficult to implement suggested strategies at home.

What's working?		What's not working?
Attendance at setting is giving experience of different children and environments.	Professionals	Updated advice required from Speech and Language therapy (SaLT) service to implement similar strategies at home and setting.

What's working?		What's not working?

Staff understand the child's strengths, needs and favoured activities. Regular reviews of progress take place.	Setting	Staff confidence in implementing specific interventions especially around communication. Transitions – takes a long time to transition between activities, especially in the afternoon when Gracie is tired.

What needs to happen next to build on what's working and change what's not working?

Develop a way that works for Gracie to manage frustration when tasks are difficult.

Work with the family to break down strategies to implement at home into small steps.

Request input from Speech and language therapy (SaLT) service around implementation of communication intervention.