***One to One interaction with a child aged 5 (Year 1) in a primary school setting***

***Background information related to my One to One interaction***

*My work experience is currently taking place in Moss croft Primary School. My formal one to one interaction with a child aged 5 took place on Wednesday 7th November 2018. This interaction gave me the opportunity to develop and practise my communication skills in a Health and Social Care related setting. The child who was present in the one to one interaction was in year 1. I started my work experience the same day I done my one to one interaction because the care professionals in the setting set me a reading task which was to interact with one child. I took this opportunity because the children and teachers made me feel welcome straight away. Also, some of the teachers I was located with I already knew because I attend Moss croft Primary School when I was younger. The one to one interaction was set in the afternoon because I familiarised myself with the children in the morning before doing the interaction. The purpose of my one to one interaction was to develop mine and the child’s communication skills but also, to develop the child’s reading skills. This interaction gives me the experience to know what it is like to communicate with individual’s in a health and social care setting.*

***Preparation for my one to one***

*I did not do a written plan my interaction with the child as I knew I wanted to do a one to one reading interaction. However, I had to make sure that I had all the equipment I needed. Before the interaction begun. I made sure that I had the care professionals reading record so I could see what reading age/ colour the child was. The child’s book colour that I was communicating with was red, so I supplied a variety of books so the child could choice from. This made the child excited to read as they could pick whatever book they wanted. I also made sure I had a pen and paper to make notes if the child was stuck on words as well as note Argyles communication theory so I could follow it. By doing this I knew that effective communication between me and the child was going to be present in the interaction. By viewing the child's prepared language in the morning showed me what they were capable of reading.*

***Awareness of the client’s individual needs and communication preferences***

*Before my one to one interaction with the child, I was allowed to access the reading book record the classroom teacher has to record their pupil’s progression and reading scores. By doing this I could see what the child’s reading age was and identify a book that was appropriate for their learning/ reading abilities. I took into account that the child is much younger than I am therefore will find words difficult to pronounce. Also, I familiarised myself with his preferred language in the morning so I knew if I had to use a different method of communication. This was not the case because the child spoke English and had no problems with their hearing. For extra knowledge and background information about the child, I spoke to the year 1 teacher who teaches the child. The teacher told me what the child is capable of and also what they need to work on as they struggle with certain words. Also, the care practitioner showed me the child’s English book so I could get a rough understanding of what the child needs help with when pronouncing and spelling words. This gave me a huge advantage in my one to one interaction with the child because it gave me the opportunity to help them and increase their literacy skills. If I did not have this information, effective communication wouldn’t have been present in my one to one interaction because I wouldn’t have had no understanding of what the child is capable of as well as what they need to improve on. Most importantly, by having knowledge and information before the interaction took place, allowed me to communicate effectively without any barriers getting in the way.*

***Environmental Barriers***

*Environmental barriers limit peoples functioning and opportunities if not dealt with* ***(Springer link)****.*

*In the year 1 classroom, it was very noisy and there where distractions because there were young children present in the area. Also, the classroom had lots of pupils inside it. I knew that if I done my one to one interaction in there, it would have caused a lot of barriers to mine and the child’s communication. To overcome this potential barrier, I made sure that I located the child and I to a quieter, calmer classroom where no one could distract are communication. Also, I had to turn the lights on in that classroom so the child could see the pages to their book as well as see me. If I did not do this, it could have resulted to a potential barrier because the child wouldn’t have seen what they were reading. By spotting these environmental barriers allowed me and the individual to communicate effectively. I also made sure that I slowed my language down so the young child could hear everything I was saying in a clear effective way. Next time, I would choice a different area to do my interaction because it was an open classroom and three children came in towards the end of my one to one interaction. This could have affected are communication because the child I was interacting with could have got distracted by the other children.*

***My use of communication skills during my one to one interaction***

*When the interaction was taking place between me and the child, I actively listened to them read their reading book to me. This shows that I was listening and understanding everything that they were saying to me. When the child mis-pronounced words, I corrected them, and showed them how to break down words so they understood the book better. This demonstrates that effective communication between me and the child was in use because the little boy knew how to pronounce the words correctly after me explaining to him. Also, I followed Argyles communication theory, so my communication was effective for the individual. By asking the child questions about the book at the end of the one to one reading, showed that I was listening to what the book was about and because of this I asked the child questions about it to see if he had great understanding.*

***Non- verbal Communication***

**Proximity & height**- Proximity is nearness to a place or person **(Collins English Dictionary).**

 In my one-to-one interaction with the child in the care related setting, I used proximity and height effectively. I made it a priority that I was around the child's height when doing the interaction. To do this I sat on a chair the same size as the boys one around a table. I positioned the chairs so that I was close enough to hear what the child was saying as well as the child hearing what I was saying to them. This made the one to one interaction more effective when we were communicating to each other. If I did not position the chairs, the child wouldn’t have been able to hear me because there would have been a gap that separated us. However, I left a little gap between our chairs because I didn’t want to enter the child's personal space. I was not nervous in my one to one interaction, I know this because the teacher who was observing me told me that. The observer present in the one to one interaction marked 1 (being excellent) as my rating score for proximity and height. This demonstrates that I used this skill effectively and to the best of my ability.

**Appropriate Posture**- Posture is the way you position/ present your body to individuals. **(Vocabulary Dictionary)**

 During my one-to-one interaction with the boy, I made sure that my body language was being presented to him in a positive way. To do this I made sure that I didn’t slope in my chair or have significant curvature to my back. If I done this the boy would imitate the body language that he was receiving from me. I made sure that I was positioned up straight to show that I was enthusiastic and ready to engage with the child. A positive posture demonstrated to children and teachers will show that I am being professional. Having appropriate body language showed that my interaction had good quality. The observer present in my one to one interaction with the child marked 1 (being excellent) as my rating score for appropriate posture. Also, the observer said that “you used this skill effectively and to the best of your ability”.

**Facial Expression**- Facial expressions is one or more emotions or positions of the muscles beneath your skin of individuals faces. **(Wikipedia)**

I made sure throughout my one to one interaction that my facial expressions where appropriate and professional to the child. When the child was reading his book to me, I made sure that my facial expressions was not presented in a negative way. For example, I did not frown or have boredom on my face. This is crucially important because if I showed the child that, the child would imitate me, which would have caused them to be bored and not carry out the task. This made me use positive facial expressions that will influence the child's learning more effectively. By doing this I had a smile on my face and maintained focus when the child was reading to me. The teacher who was observing me in Moss Croft Primary school marked 1 (being excellent) as my rating score for facial expressions. This implies that I carried out this skill effectively. The female observer said, “that I was amazing and do not need to make any improvements accept from maintain doing what I done in my one to one interaction with other children”.

**Eye contact**- Eye contact is individual’s awareness that two people are looking directly into one another's eyes. **(Wikipedia)**

My one to one interaction involved some eye contact with the child. At the beginning of the one to one reading, I had a conversation with the boy, so they knew who I was and for me to understand them to. When communicating with the little boy, I made sure that I was looking at them and focusing on what they were saying. By doing this it showed the child and observer that I was interacting with the child effectively and actively listening to them. I knew if I didn’t make eye contact with the child when communicating with them, it could come across to them and the observer that I was being arrogant and bored of what he was saying. I didn’t maintain eye contact all the way through the one to one interaction. This was because the child had to read their book to me. Also, I knew if I was just looking at the child all the time, they might have felt uncomfortable, so I avoided this barrier to are communication by not staring at the child all the time. By doing this and using eye contact appropriately made the one to one interaction more effective and beneficial. The observer present in the interaction marked 1 (being excellent) as my rating score for eye contact. The female observer didn’t give me any criticism to go off because she believed I carried eye contact out correctly and effectively. Next time, maybe I will pick an interaction that involves more eye contact so I can increase my skills.

**Gestures**- Gestures Is a movement from an individual's body parts to express the meaning of something, their ideas or even their feelings **(Cambridge Dictionary)**. During the interaction that involved a one to one reading with a little boy, I used hand gestures effectively. Also, the child would imitate my hand gestures to describe the book he was reading. I found that using appropriate hand gestures to describe words and meanings was very beneficial in helping the child understand English skills. The observer in the interaction marked 1 (being excellent) as my rating score for gestures.

***Tone of voice****- tone of voice is how individuals express themselves and the impression it leaves on other individuals* ***(acrolinx.com)****. In my one to one interaction with the young boy, I took into consideration that he was much younger than I am. Therefore, I changed my tone when communicating with the child. It was important that my tone of voice was presented to the child in a positive, calm way because if my tone was aggressive, it could have affected his feelings negatively. Also, I made sure that when I was speaking that it wasn’t too loud or too quiet. This was effective in the one to one interaction because the child carried out the task well and knew as well as understood every single word, I said to him. The observer present in the interaction said, “I was very calm and patient with the child when communicating with them”. Also, the observer marked 1 (being excellent) as my rating score for tone of voice and she never gave me any criticism.*

***Touch****- Touch is being in contact with another individual* ***(Cambridge dictionary).*** *I made sure that I appropriately touched the child if needed in the one to one interaction. However, the task I carried out for this interaction did not involve direct touch. When the child said a word correctly or sentenced that they had been struggling with previously, I gave him a high five. I touched in him an appropriate way to show praise and to show him that I was extremely happy and proud that he got it correct. Also, when the one to one interaction ended the child hugged me to say goodbye, but I made sure that I was gentle and professional. The observer marked my performance as 1 (being excellent) for touch.*

*Overall, I believe that my nonverbal communication was very effective during my one to one interaction. This was because I carried out my nonverbal communication to the best of my ability and the observer picked up on this to. It is evident that my nonverbal communication was very effective to the young child because they were all marked as being excellent. Also, the child carried out the one to one interaction without any problems because they understood what I was saying and knew I was happy to work with them.*

***Verbal communication***

*Verbal communication is the sharing of information between individuals by speech* ***(Business Dictionary)***

*I believe that my verbal communication was very effective throughout my one to one interaction with the child. This is because I used paraphrasing so the child could understand what I was saying. Also, I used humour to make the child enjoy the task that we were doing. Throughout the interaction I made show that the child understands the messages I was giving to him. The female observer said that my verbal communication was very good.*

***Avoiding jargon****- Jargon is special words that are used by certain groups of individuals, particularly in work places* ***(Cambridge Dictionary****). I knew that if I used jargon when communicating with the child, it could have caused barriers to our communication, because of this I avoided using jargon. The one to one interaction was with a child so I knew I had to use language that he would understand. This made the communication between the two of us clear and understandable because I didn’t use big, difficult words that he may not understand. The female observer picked up on this and said I used this skill effectively during the interaction. With me doing this she marked 1 (being excellent) for avoiding jargon.*

***Avoiding slang****- Slang is words and phrases that are very informal, and individuals may struggle to understand what is being said* ***(English Oxford Living Dictionaries)****. During my interaction. I avoided using slang because I wanted the child to understand me in a professional, clear way. The language I use with my mates daily was totally different from the way I communicated with the young boy as well as the observer. I made sure I used words that the child understood instead of shortening them because if I done that, the young boy possibly wouldn’t have known what I was saying or know the meaning behind them. To make sure I knew the child understood everything I was saying to them, I asked them questions about their understanding of what I was saying. By avoiding this barrier to communication made it easier for me to speak to the boy more effectively. The observer picked up on this and commented by saying “your chosen words and speech made the child understand what they needed to do and answer”. The observer marked 1 (being excellent) for avoiding slang in the one to one interaction.*

***Clear speech-*** *Clear speech is when someone communicates with others in a clear understandable way* ***(Nottinghamshire healthcare).****Throughout my one to one interaction, I used this skill effectively because I made sure that my communication was at a correct, effective noise level when I spoke so that the child could hear me at. This gave me and the young boy a great advantage because he was able to hear everything, I said and give him a greater opportunity to carry out the task. If I didn’t speak clear or have the correct noise level when I spoke the child wouldn’t have been able to hear me therefore would cause a huge barrier to our communication. Also, having clear speech made the interaction have good qualities. The observer marked 1 (being excellent) for clear speech. This demonstrates that I used this skill to the best of my ability.*

***Listening skills***

***Using reflective listening****- Reflective listening is a type of listening that involves individuals respecting what others say as well as paying attention to the way they express their feelings and emotions.* ***(Wikipedia)***

*Throughout my interaction with the child, I actively listened to what he was saying to me and when he was talking about his favourite hobbies. I listened and showed interest in what he was saying. Also, I could relate to some of the things he was saying because I have had experience of doing some of the sports, he was interested in. This demonstrates that I understood his emotions and feelings and could relate to them too. Also, in my one to one interaction, I used a bit of paraphrasing. This is where individuals use their own words to express someone else's message or ideas. This got used when the observer gave me instructions for the one to one interview, however I changed the instructions in my own words to tell the young child. I done this because the child may not have understood the teacher's instructions but they understood what I was saying.*

*I reflected on the work I produced in the one to one interaction with the child. I done this to see if I carried out the interaction to the best of my ability and whether it was effective for the child's knowledge. I realised I did because the child had great understanding of what they were supposed to do. Also, the observer said the work I carried out was excellent and the child enjoyed having me teaching them for a period. When the interaction finished, I summarised the important points of the interaction and the things that stood out for me. Also, I stated what I learned and understood the child's learning abilities and current level they are at in their work.*

*I believe I used this skill effectively and to the best of my ability because I took into consideration the child's thoughts and feelings and fitted the interaction around their needs and ability. Also, the interaction task was a one to one reading, therefore I listened to the child as they were reading their books to me and corrected them if needed. By using reflective listening throughout my one to one interaction gave it great quality and effectiveness. The observer picked up on my listening skills and said that I was a great listener because I knew when the child made a mistake when reading. She marked 1 (as being excellent) for this skill.*

***Having an appropriate attitude and valuing the other person***

*In the primary school setting where I done my one to one interaction, I made it a priority that my attitude towards the task and child was very positive. It was important I done this because I knew I had to set a good example in front of the observer and child. Also, I wanted the child to imitate the positive attitude I was displaying to them. I believe I used this skill to the best of my ability because the observer said that I was very engaged and had a positive attitude in helping/ educating the child in the interaction. Also, throughout the one to one interaction, I valued the child. This is because I gave them time so I could interact with them on their own. This showed them that I was interested to spend time with them and help increase their knowledge. By displaying all these skills really helped me and the child form a positive bond and it was easier for the interaction to be completed correctly and effectively. By having a positive, calm attitude with the child as well as valuing them showed that the interaction had good qualities. Next time, I think I would show the child and demonstrate that I value them more. This could be presented through another task that involves more engagement and direct communication between me and the child.*

***A willingness to build an understanding of the other persons/ views/ turn taking***

*The interaction that took place with the child involved me understanding the child's views and opinions of the book they were reading to me. I believe that I carried out this skill effectively and correctly. This is because the child had different views of the book than what I did but I didn’t turn that into a negative, I made sure that I understood what they were saying and why they had them views. This demonstrates that I was willing to communicate and understand the child when they were expressing their views and opinions. By doing this made the child talk freely and feel comfortable expressing them thoughts and feelings with me. This gave the interaction good qualities and understanding of one another.*

*Turn taking is where individuals take turns to speak or do something without another individual doing it in the process* ***(Collins English Dictionary).*** *I made sure that I didn’t purposely interrupt the child whilst they were communicating to me or carrying out the task that I told them to do. This made it easier for the child to understand and feel comfortable doing the interaction with me as well as increasing their knowledge of words/ phrases. Also, I actively listened to the child when they were communicating with me and the child also used this skill too. This demonstrates that turn taking was present in the one to one interaction. However, there was no turn taking using objects because my interaction didn’t involve different objects or activities. Next time, my one to one interaction will involve puzzles and different activities to increase this skill in turn taking.*

***Encouragement***

*Encouragement is where you make another individual more likely to do something because you say words or actions that influence them to do it as well as making something more likely to happen.* ***(Cambridge Dictionary)***

*Throughout my interaction I made sure that the child maintained their enjoyment in the book. To do this I communicated with them about the book and showed them my interest in what they were reading. Also, before they began to read to me, I mentioned to them my love and interests in reading and said how good it makes me feel. I do this to influence the child to love reading throughout their educational years in Moss croft Primary School. Also, before and after the one to one reading took place, I asked the child open and closed questions. Open questions require more detail with an answer whereas closed questions only require simple short answers. When the child finished reading their book to me, I asked them an open question which was; “why do you like the book?”. This demonstrates that I wanted the child to elaborate and understand why they liked the book. Also, this gave me a great opportunity to find out how the child thinks and create bonds with them to help their learning. Before the interaction took place, I used closed questions because I didn’t want the child to become bored before the task began. I asked him “what colour his reading book was” and he replied turquoise. Another open question I asked the child was “what have you been doing today”? I asked them this to understand and relate to the child. When the child was answering the questions they were giving, I actively listened to them and paid full attention to what they were saying. This showed the child that I was focused on them and not distracted or bored. This made the communication in the one to one interaction effective and gave it good qualities. I believe I carried out these skills to the best of my ability therefore, I will apply this next time in a one to one interaction.*

*I made sure that I understood and took account of the child’s learning ability and was warm and respectful towards him. I know this because I chose a task to help him increase his English skills and express himself to me, also I listened carefully to them and was patient when they were reading their book to me. I was warm and respectful because I listened carefully to everything the child was saying to me and responded to him when he asked me a question or my opinion. I did not say any harsh words because I knew that it would have affected him. I made sure that I was respectful and had good chosen words to say to him. Being warm and respectful effected the quality of the interaction positively because communication flowed nicely between me and the child and the child felt safe and secure with me. Empathetic is the ability to understand and share feeling with another individual* ***(Cambridge English Dictionary).*** *I believe I was very empathetic because when the child was reading their book to me, I showed great understanding and listened to every word they were saying. Also, when the child was explaining the activities, they have undertaken in the day I also, listened and understood what he was saying as well as picked up on the child's feelings. With me being empathetic throughout the one to one interaction made the interaction have good qualities. Maybe next time I do a one to one interaction, I will choose an activity that lets me get to know the child more to increase my understanding of them. This will allow me to be more empathetic.*

***Appropriate Communication for the occasion***

*Formalities are formal actions or procedures that are carried out as part of an activity or event* ***(Collins Dictionary)****. During my one to one interaction it was crucially important that I used the correct level of formality because If I used formal language consistently, the child wouldn’t have known or understood what I was saying. With the child only being in year 1, I knew that I had to use language and words that he would understand. By doing this the child understood the task properly because I explained it in a way that the little boy would understand. This gave the interaction good qualities. Maybe next time I do a one to one interaction, I chose an individual who is at a higher level so I can raise the level of formality. This will give me a great opportunity to increase my knowledge of a formal communication with another individual. With the child only being 5 years old, I made sure that the language I used to communicate was age appropriate. I didn’t say difficult words because if I did, it would have caused a huge barrier to our communication because the child wouldn’t have known what I was saying. Therefore, I prevented using big, difficult words in the one to one interaction. Also, I didn’t use impulsive language because I wouldn’t like the child to copy that and spread it to other pupils in the primary school. This demonstrates that I used language that was appropriate for the child. The observer present in the interaction picked up on this and said, “the language I used was effective and correct”. This gave the interaction good qualities because the child knew what I was saying and felt comfortable with the words I chosen.*

*When the child got stuck on words when they were reading their book to me, I was very calm and patient with them to help them understand and say the word correctly. The child got quite a few words wrong, but I didn’t get angry or frustrated, I worked with them, so they knew a method to split the word to pronounce it properly. This method worked for them and they used it throughout the interaction when they were reading their book to me. By doing this showed that the interaction had good qualities because I came up with a solution to help the child pronounce and understand words correctly. If I do another interaction that requires me reading one to one with a child, I will reveal this method to them because it worked in the interaction, I done in Moss Croft Primary School. I maintained confidentiality throughout the interaction and after it because I made sure that I didn’t tell individuals about the child's struggles or reading abilities. I knew it was important to not discuss a child with other children, so I didn’t because if I did, I knew that I wouldn’t have maintained confidentiality. This showed that I was professional and by me doing this gave the interaction good qualities. When doing another interaction, I will make sure that I always maintain confidentiality and will not reveal any personal information with other individuals.*

*Assertiveness is when someone is confident and are not afraid to say something that is on their mind* ***(Cambridge Dictionary).*** *In the interaction I showed some skills of assertiveness. When presenting the task to the child and communicating with them, I made sure that I said it confidently. This showed that I knew what I was doing and to show the child that I was there to help them increase their English skills. Also, by asking the child questions showed levels of assertiveness because I was keen to understand what the child was thinking instead of me revealing all my thoughts and feelings about the book. This also demonstrates that I used this skill appropriately and effectively because it fitted the task as I had to take the role of a support teacher towards the child. The child did not perform inappropriately in my one to one interaction. There behaviour was very good and they listened and understood what they needed to do. The little boy done the task without complaining or arguing. Also, when the one to one interaction was taking place, there was no distractions from other pupils in the school. This gave the interaction good qualities because the child was able to do the task correctly and effectively. The observer marked 1 (being excellent) for my performance in this specific skill.*

***Conclusion***

*When reflecting on the activity I chose for my one to one interaction, it showed me that on a whole it was very effective and helpful for the child's understanding. This is validated by my work placement observers report. The main strengths of the one to one interaction was my active listening. This was important because I listened very carefully to the child in order to correct their mistakes and show them a better method to pronounce and understand words. Also, another strength was the use of my nonverbal communication. I used this to the best of my ability. The observer commented on my listening skills and nonverbal skills saying that they were excellent. That is why she marked 1 (being excellent) for these skills. With the observer marking 1 for everything, I didn’t get any criticism to develop on for my next one to one interaction. However, I feel like I need to use more levels of formality and to do this, I need to choose an activity that allows me to communicate more. To help me increase my skills and knowledge that is required when working in a health and social care setting, I will watch more documentaries that have care professionals in. This will allow me to pick up on important information and strategies to perform well with service users in the care setting. Also, I can increase my skills by observing others.*

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