

## Appendix 2: Attunement Profile

(to support a nurturing approach in Early Learning and Childcare (ELC) settings and primary and secondary schools)

### Background

The following profile is based on the Attunement Principles which are used in Video Interaction Guidance (VIG) (AVIGuk) but have been adapted for this context. These principles are drawn from a strengths based approach whereby positive aspects of attunement are identified and shared to help highlight positive practice. Practitioners may choose to identify areas of development but these should be owned by them rather than by peers or management.

The following profile can be used for a number of purposes:

- To support practitioners in their own reflections on their attunement style with children and young people in the classroom/playroom, Nurture Groups or other settings.
- To support practitioners who are engaged in reflective practice with peers around their attunement style.
- To support video feedback sessions where video is collected and edited to highlight moments of attuned interaction (this is usually best facilitated by someone who is familiar with the technique, for example, an Educational Psychologist).
- To support professionals in their interactions with colleagues – this may be particularly useful for those in management or leadership positions.
- To support children and young people in their interactions with their peers.

### Implementation

This tool can be used alongside the Observation Profile and Staff Questionnaires to help support staff in their development of a nurturing style of interaction in the classroom/playroom or around the school/ELC setting.

The implementation of the profile is flexible but the following suggestions may be helpful.

1. A practitioner identifies that they want to further develop aspects of how nurturing and attuned their relationships are with children and young people through self-evaluation. They then use the Attunement Principles within the profile to guide them in this, identifying key areas they feel are strengths and key areas they wish to develop. This can be kept as a personal record but may inform discussions around self-evaluation.
2. A practitioner or group of practitioners (approx. 3-4) decide they want to focus on specific areas of attunement and spend time developing these in their own setting and sharing progress about their areas of strength and areas of development in this group. Video feedback may be used to support this if appropriate.

## Attunement Profile

Key Attuned Principles		Comment	Peer Feedback
Attentiveness to others	Looking interested with friendly posture (making eye contact, nodding, smiling)		
	Giving time for the interaction – watching and waiting for their cues		
	Turning towards the other person		
	Wondering aloud about what they are doing, thinking or feeling		
	Demonstrating enjoyment		
	Using friendly, warm intonation		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Encouraging and receiving initiatives	Waiting and watching before speaking		
	Listening actively		
	Using friendly and/or playful intonation as appropriate		
	Naming what the child/young person is doing, might be thinking or feeling		
	Naming what you are doing, thinking or feeling		
	Showing you have heard, noticed the other's initiative		
	Showing that you are receiving with body language (for example, nodding, acknowledging what has been said)		
	Being friendly and/or playful as appropriate		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Encouraging and receiving initiatives	Returning eye contact, smiling, nodding in response		
	Receiving what the other is saying or doing with words		
	Repeating/using the other's words or phrases		
Key Attuned Principles		Comment	Peer Feedback
Developing attuned interactions	Responding to the other person through words or body language		
	Checking the other person is understanding you		
	Waiting attentively for your turn		
	Giving a second (and further) turn on same topic		
	Giving and taking short turns		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Developing attuned interactions	Co-operating - helping each other		
	Having fun/showing enjoyment in the interaction		
Key Attuned Principles		Comment	Peer Feedback
Guiding	Scaffolding - judging the amount of support required and adjusting accordingly		
	Saying 'no' when needed but doing this in a positive, supportive way		
	Extending, building on the other's response		
	Providing help when needed		
	Offering choices that can be understood		
	Making suggestions that the other can follow		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
<b>Deepening Discussion</b>	Supporting goal-setting		
	Sharing viewpoints		
	Collaborative discussion and problem-solving		
	Naming differences of opinion Naming contradictions/ conflicts (real or potential)		
	Reaching new shared understandings		
	Managing conflict		

## Attunement Profile: Recording Sheet

Date of Focus (Observation)	Key Strengths	Areas of Development
	<ol style="list-style-type: none"><li>1.</li><li>2</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2</li></ol>
	<ol style="list-style-type: none"><li>1.</li><li>2</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2</li></ol>
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