

I CAN Tracker FAQs

The Tracker is a tool designed to help select which children would benefit most from I CAN's range of interventions. It does not replace other tracking and monitoring tools being used but can be used alongside these. It is not a formal or standardised assessment and is provided only for use with an I CAN intervention to show which children would benefit from the intervention, their starting point and to track progress.

Lots of children in my setting are learning English as an additional language; can I use the Tracker with them?

This Tracker is only designed to identify children's developing skills in English. To find out a complete picture of a child's language skills, you should observe and assess their skills in their home language and discuss with their parents. Please look at the I CAN website for more information about supporting and assessing children's home language skills.

When should I complete the Tracker?

You should complete the first tracker as soon as possible before the child begins the program and then complete the second tracker as soon possible after they have completed it.

I am working with a child who lacks confidence and doesn't say very much - will they benefit from an I CAN intervention?

You can use your professional judgement and knowledge of the children when selecting who would benefit. If you feel that some children would benefit from being in a small group to develop their confidence, then you should be guided by your knowledge of the child.

Sometimes language delay can appear to be lack of confidence because children don't have the language skills to take part in the activities of the setting. Using the Tracker will help you to determine whether a child lacks confidence but has language skills or has delayed language skills.

Some children I am working with have difficulties saying certain sounds – will they benefit?

The Early Talk Boost groups aren't designed for children who need help with speech sounds. If you are concerned about a child, check their progress on <https://ican.org.uk/i-cans-talking-point/progress-checker-home/> or use other assessments. If you are still concerned then they may require further assessment by a speech and language therapist and targeted support.

I am working with a child who is seeing a speech and language therapist; will they benefit from the intervention?

I CAN's Interventions are designed as a catch up intervention and the language activities get progressively more difficult. Children with ongoing speech, language and communication needs (SLCN) often need lots of opportunities to repeat and learn new concepts, so the group may not move at the pace this child needs. However, use your knowledge of the child and the intervention to decide whether you think they would benefit from aspects of the Talk Boost programme. You could also liaise with other professionals supporting the child to see if they feel whether the group would be supportive.

We track children's progress using Development Matters in the EYFS - why are the sections different?

The EYFS covers England only and Early Talk Boost is a UK wide intervention

How can I work out how many months progress children have made?

The Tracker is designed to give a broad measure of progress and to identify any areas of language and communication children may have developed in. Progress measured in months and using age norms would need to be done using standardised assessments.

What should I do if the children in my group do not move into the green scores during the intervention?

If a child is in the red section after completing the intervention, it suggests they are working below age expectations. We would strongly recommend further investigation or referral to a speech and language therapist. If the child is in the amber section they would benefit from continued monitoring and targeted support within the setting using the approaches introduced in the intervention.

If you have specific concerns about a child's speech, language and communication, I CAN's Enquiry Service can provide a free, confidential call-back or email service from an I CAN speech and language therapist. Find out more here - <https://ican.org.uk/i-can-s-enquiry-service/>

Is the paper-based version of the tracker the same as the online version?

Yes, the actual content of the tracker is the same as the paper tracker you complete.

Do I still need to complete the paper version of the tracker?

Yes, we recommend that you still complete the assessment with the child with the paper version as it can be very hard to do this while in front of a screen. We recommend taking the individual question scores on paper and then transferring them to the tracker, which will then automatically calculate the scores for you and assign the child a RAG rating.

Do I have to share my school data with my Local Authority?

No, sharing data with them is up to the individual setting. If you choose not to click the share data button, then your setting data will not be passed over to the Local Authority / MAT etc. We only share data with organisations that have previously contacted I CAN and we have an ongoing relationship with them. Many settings will choose to share data as this they are part of a wider rollout with success measures across the borough etc. needing to be produced.

What is the Projects option on the Edit Setting page?

I CAN undertakes a number of projects with settings and this is an easy way in which a setting can select the project they are part of and share the data without the need to download Excel files and email to a co-ordinator. If you are not part of an I CAN project you can ignore this option.

I am an Administrator for the setting, how do I add staff members?

We advise that any users that want to join the setting select their setting from the Register your setting page. If you are the Admin for that setting, you will be sent an email to approve that user. To do this please go to the 'Edit Setting' page and under users, they will appear, you can then approve. This is to stop random people accessing your setting's data.

What if Administrator leaves the organisation?

If an Administrator leaves an organisation and they delete their account, then the next person who is a user becomes the admin. If there is no other person attached to the setting, the next person who registers for the school will become the Admin. If the Admin leaves without notifying I CAN, then the setting can contact I CAN and we can manually select an Admin for you.

Please note – if a user applies for access and doesn't hear anything in 7 days, please contact I CAN and we will investigate for you.

How many staff members can be users?

There is no limit to the number of users a setting can have.

How do I edit my setting details if they are not showing?

Only your setting administrator can amend a school's details, please contact your admin person to make the changes or contact I CAN and we will be able to assist.

Can I delete a child?

At the moment there is no functionality to delete children but there will be in later versions of the tracker.

I am getting a blue chart, what does that mean?

This indicates that the child you are assessing is either too old or too young for the tracker you have selected. Please select the child to go through a different tracker.

A child missed a number of sessions, can I still enter the scores in the tracker?

Yes, you can. The child may score lower as a result of missing the sessions but their scores can still be entered and a comparison against age norms will be made. The option to select that a child did not follow the program as advised by I CAN or that they missed sessions, allows I CAN to identify these children and see what effect it might have on the outcomes, allowing us to improve future programs.

My PDF print out cuts across 2 pages, how do I fix this?

In the tracker, we are using the print option in the browser and so this allows you to increase or decrease the size of the print out to fit on the page. Once you click print you can use the various options to get the optimum print out you require.