

# ELIZABETH JARMAN<sup>®</sup>

THE COMMUNICATION FRIENDLY SPACES APPROACH



A Presentation by Elizabeth Jarman, UK



"It's time to challenge some of the historical and often stereotypical ideas around learning environments for children." Elizabeth Jarman

"All your life, you must see with a child's eyes." Henri Matisse, Artist.

'In a survey of schools who had developed their grounds, 65% reported an improved attitude to learning, 73% an improvement in behaviour and 64% a reduction in bullying. 84% of schools noticed improvements in social interaction while 85% reported an increase in healthy active play.' (Learning Through Landscapes information leaflet – Professional Grounds Advice 2008)

Studies (Faber Taylor, Kuo, and Sullivan, 2001; Kuo & Faber Taylor, 2004) by researchers at the University of Illinois conclude that children with attention deficit disorder (ADD) show a greater ability to focus immediately after spending time in nature.

"The cycle of asking questions, noticing, interpreting and trying out, will inform change to our environments" Elizabeth Jarman.

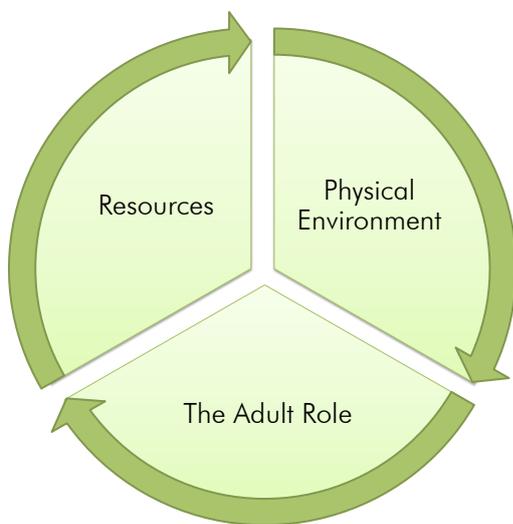
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# THE COMMUNICATION FRIENDLY SPACES™ APPROACH

## An Overview

The Communication Friendly Spaces™ Approach (CFS™) focuses on the role that the environment can play, if used intelligently, to support speaking and listening skills, emotional well-being, physical development and general engagement. CFS™ takes account of what we know today about brain development, language acquisition, attachment theory and child development, blended with a much deeper awareness of the way that the environment can set the scene effectively for learning to flourish.

Elizabeth Jarman says, “it’s critical to understand how the physical space needs to connect with the underpinning pedagogy of the setting or school. It’s essential to tune into the environment from the learner’s perspective. We need to observe the way that children interact with the environment if a developmentally appropriate, inclusive and responsive learning space is to evolve, which really meets the needs of children in the space and reflects their preferred contexts for learning.”



The CFS™ Approach involves a great deal more than merely altering the appearance of a learning space. Understanding the theoretical base for the work is essential. CFS™ has drawn on global research evidence and so far over 100,000 delegates have accessed CFS™ training.

Significant impact has been captured through hard and soft data. Feedback has been overwhelmingly positive.

The Communication Friendly Spaces Handbook<sup>(1)</sup> provides more information. See [www.elizabethjarmantraining.co.uk](http://www.elizabethjarmantraining.co.uk)

<sup>(1)</sup> The Communication Friendly Spaces Approach Handbook can be ordered from [www.elizabethjarmantraining.co.uk](http://www.elizabethjarmantraining.co.uk) and has a RRP of £25.00.

# NOTES

## Transition

- Have you ever considered the potential of 'the way in'?
- Do the walk in to your school/ setting as families would. What would adults notice? What about children?
- Could you add some provocations or talking points? What impact might this have on family interaction and engagement?

# NOTES

## Maximize the Use of Space:

- See the whole space inside and out as one
- Consider screening areas to break the space down, to define and protect areas
- Create flexible environments
- Think about softness
- Align spaces to the developmental stage of the learners
- Reflect preferred contexts for learning.

# NOTES

## Storage, Resource Management and Materials

“Careful thought about the way in which resources are displayed and accessed can have huge implications on engagement and social interaction.”  
Elizabeth Jarman

Consider your resource offer in terms of:

- Scale, range and quality
- Awareness of developmental ability and expectation
- to play alongside and with others (solitary, parallel and co-operatively)
- Connections to terms of reference
- Access and presentation
- Representative and open ended
- Inclusive
- Current interests and links to schemas

# NOTES

## The Impact of Noise:

“the general effects of chronic noise exposure on children are deficits in sustained attention and visual attention; poorer auditory discrimination and speech perception; poorer memory for tasks that require the high processing demands of semantic material; and poorer reading ability and school performance based on national standardised tests.”

Sheild and Dockrell, 2009

# NOTES

## Targeted Use of Colour

- Deep, 'warm' colours give learning spaces an intimate, cosy feeling.
- Light, 'cool' colours make a room seem more spacious and have a calming effect.
- Wall colours can be warm or cool tones, but keep the colours fairly light and not greyed.
- It is a mistake to 'go overboard' with lots of bright, primary colours. This is just as bad as an all black and white room.
- Clean, clear, light colours are usually best for a learning atmosphere.

([www.glidden.com](http://www.glidden.com))

# NOTES

## The Effects of Light

Light levels stimulate brain activity different ways and often generate physical reactions. When light levels are wrong for students, they will switch off and lose concentration.

Children with lots of daylight in their classrooms progressed 20% faster in maths and 26% faster in reading in one year than those with the least.

# PROFESSIONAL DEVELOPMENT TASK: CREATE AND CAPTURE IMPACT

Following your CFS™ input, here is an optional task to help you get started. Document your CFS™ journey and the impact you see. It's good to reflect back on changes made.

Think about children you know well and work with regularly. Observe them closely. Where do they like to spend time in your setting/school? Do they prefer using the floor, outdoors or somewhere else as a place to enjoy activities and the company of others? Where do they communicate most regularly and confidently?

Create a CFS™ for the child or children you observed. Take photos of the area (before and after) and observe children's speaking and listening skills whilst they are in that space. How is the space supporting interaction?

Capture your observations in a visual and written format and use it as a helpful evidence trail to demonstrate impact.

**Think about how you are going to share the changes you have made and the impact on children's achievements with colleagues, parents and carers.**

Be really clear about how your environment responds to the child's preferences and developmental stage. What are their next steps in terms of communication?





Elizabeth Jarman is an internationally recognised education professional who specialises in developing Communication Friendly Spaces™. She is an award winning author. Her company is the sole provider of the Communication Friendly Spaces™ Approach which supports communication skills, emotional well-being and increased levels of engaged learning for children across all key stages. Elizabeth's work is widely recognised and respected and her thinking is professionally challenging the way that environments for children are viewed. In Europe, Elizabeth's has experience working as lead UK consultant with UNESCO advising on the development of Family Learning schemes. Elizabeth is currently leading an various projects both in the UK and abroad.

To further explore ways of working with us please get in touch:

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# ELIZABETH JARMAN® PUBLICATIONS



## The CFS™ Approach Handbook

This publication blends theory, global research and images alongside many new case studies which demonstrate how the CFS™ Approach has been used in a wide range of contexts to support informed environmental change. It will help you to re-think your space and make sure that it's really supporting children's communication skills, emotional well-being and physical development.



## Global Perspectives on Children's Learning Environments

This inspiring 150 page publication captures the collated reflections from practitioners around the world on children's learning environments in both text and amazing imagery, encouraging a review of your own context and understanding of the role the environment can play in supporting learning.



## The ELIZABETH JARMAN® Case Study Collection!

This collection of CFS™ Case Studies aims to demonstrate the impact of the CFS™ Approach in a wide range of contexts. Its 100 pages contain a variety of examples, where a re-think and better understanding of the role the environment can play has made a significant difference to children and families using the space.

PLEASE SEE THE FULL PUBLICATIONS COLLECTION AND RESOURCES ON THE WEBSITE