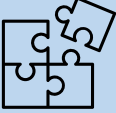









An Early Language and Communication Improvement Story Board from Dundee

 The issue	 The team	 Our idea
<ul style="list-style-type: none"> Lack of understanding of the most helpful ways to interact and talk with children. Lack of confidence of how to interact and talk with children. Lost opportunities to interact and talk with children. An observation that current engagement with families was not leading to a change in ways of interacting with children. 	<p>Families and children</p> <p>Early years practitioners</p> <p>Dawn Banks Parent Development Officer (Education Learning & Inclusion)</p> <p>Linda McRobbie Parent Development Officer (Education Learning & Inclusion)</p> <p>Sheena Flack Speech and Language Therapist</p>	<p>Introduce and reinforce a small number of top tips for interacting and talking with children.</p> <p>Use existing framework for learning and developing new skills - Peep Learning Together groups.</p>
 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> Improvement methodology tools Chatter Tots top tips Evidence base Peep Learning Together 	<ul style="list-style-type: none"> Used improvement methodology – PDSA cycles Agreed 4 communication top tips for sharing. Embedded the top tips in Peep Learning Together sessions. Worked with a group of families in the community to design and test Chatter Tots Peep sessions Delivered an information session for Peep trained Early Years practitioners. Supported EY practitioners in offering Peep sessions in EY settings across Dundee. 	<ul style="list-style-type: none"> Parents are increasing their knowledge and understanding of the top tips. EY practitioners are increasing their understanding and confidence of the top tips. 42 staff have attended the information training session since April 2023 which has increased the skill and capacity across Dundee EY settings to facilitate these sessions for families. Staff increased in confidence and skill to use improvement methodology.

 <p>Our learning & next steps</p>	<p style="text-align: center;">Our Learning</p> <ul style="list-style-type: none"> • The Chatter Tots Peep sessions are easy to facilitate, time efficient, enjoyable for all and help to introduce the tips to families. • Parents gain understanding as to why the tips are helpful for communication and language development. • EY practitioners facilitating Peep sessions see improvement in their own use of rehearsal and practice. • Mentoring practitioners supports them to feel confident to read the room and to be flexible to get the best out of each session. • Behaviour change is hard, the conditions have to be right, and we do not have influence over them all. • Working across sectors accelerates learning. <p>→ Capacity is key...</p> <ul style="list-style-type: none"> - EY practitioner availability (challenging with staff absence). - Both the EY practitioner and the parent/caregiver need to be open to learning and developing themselves. - Physical space needs to be available, welcoming and appropriate. <p style="text-align: center;">Change needs constant nurturing and support.</p> <p style="text-align: center;">Our Next Steps</p> <ol style="list-style-type: none"> 1. Test change of order of the tips over the 4 sessions. 2. Test continuous offer of Peep sessions where families can drop in and out over a longer period. 3. Test delivery of Peep sessions with non EY practitioners, such as library staff. 4. Test 'noticing the tips aloud'
 <p>Find out more</p>	<p>Dawn Banks - dawn.banks@dundee.gov.uk</p> <p>Linda McRobbie - linda.mcrobbie@dundee.gov.uk</p> <p>Sheena Flack - sheena.flack@nhs.scot</p>