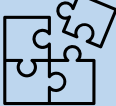








Training and self-evaluation for adult-child interaction

An Early Language and Communication Improvement Story Board from Stirling

 The issue	 The team	 Our idea
<p>Through our self-evaluation observations using the language is fun together toolkit, we identified areas with gaps and focused on our spoken environment.</p> <p>Through- out our playroom observations we observed educators asking a high level of questions to children during play, and identified a need to upskill with levels of engagement at children's level during all play experiences</p> <p>A group of 18 children were identified, we focused on this group of learners using explicit teaching to develop their listening and talking skills. Almost all of the children in the group accessed targeted support through group work using 'Encouraging children to listen' strategies and Nursery Narrative resources.</p>	<p>Involvement from the whole staff team.</p> <p>Support from Speech and Language therapist Kirsty.</p> <p>The staff team identified a communication champion.</p>	<p>To increase educator's knowledge and understanding of supporting children's language development and using positive strategies to promote this.</p> <p>To develop educator's confidence in using these skills to support children's language development in their play.</p> <p>Through upskilling educators all children would be exposed to an enriched spoken environment, with strategies focusing on commenting a praise and plus one words.</p> <p>All children would have their individual communication needs met through supportive adult child interactions either universally or targeted.</p> <p>Children who were identified as requiring targeted support participated in a block of Encouraging children to listen or Nursery Narrative. Targeted groups were offered to children on a weekly basis, almost all children engaged in this.</p>
 Tools & resources we used.	 What we did	 The impact
<p>Training from Speech and Language therapist for all educators on Adult Child Interaction</p> <p>Educators awareness of the LIFT Self- Evaluation Toolkit and using this to support the development of their practice.</p> <p>Using Reflection on ACI guidance to identify data of positive language strategies being used before and after observations and peer reflections.</p>	<p>The whole staff team participated in training from our link speech and language therapist to develop their knowledge and understanding of adult child interactions, and the strategies that promote this.</p> <p>Educators practice was recorded to observe and analyse to support further next steps.</p> <p>Educators then participated in self-evaluation of their adult child interactions with the support of the Equity and Excellence Lead and Speech and Language therapist. This was done over numerous</p>	<p>Through observations over time we reduced the questions educators asked by 14%</p> <p>100% of educators increased their knowledge of possible language strategies through training.</p> <p>Recent audits showed an average of 85% of educators to always be at children's level during daily interactions at any one time and showed 94% of staff using at least 3 positive language strategies during play. This is a 38 % increase from our starting point in 2019.</p>

<p>Encouraging Children to Listen resource, gathering baseline data examples using the listening scores matrix which break down the components of listening; e.g. looking, staying quiet, appropriate sitting, listening to all the words.</p> <p>Nursery Narrative resource, gathering baseline data to capture children's receptive and expressive language skills.</p> <p>We linked the context of both the nursery narrative and Encouraging Children to Listen resources to structure the sessions provided to meet the individual needs of the children participating.</p>	<p>occasions, each time educators grow in skill and set themselves a different target to achieve in relating their new knowledge and understanding to practice.</p> <p>Specific interventions below were on offer to targeted children in smaller group experiences.</p> <p>Encouraging children to listen was implemented over a 4-week period, participating in 3-4 games during the session to develop listening skills.</p> <p>Nursery Narrative was implemented over a 10-week period, participating in experiences to develop attention, listening and language skills in order to further develop vocabulary and retell a simple story</p>	<p>While being audited, a snapshot showed over 50 % of educators demonstrated use of 70 % of positive language strategies which meant we achieved diamond award.</p> <p>Through Encouraging children to listen intervention 37.5% of children who participated demonstrated an improvement in their listening skills.</p> <p>Through Nursery narrative intervention most children have demonstrated an understanding of the story components Who, Where, When and What Happened. Most children also demonstrated language comprehension using verbs and positional language correctly. Showing of the children who attended consistently, there was a notable improvement in their phonological awareness.</p>
<p>  Our learning & next steps </p>	<p>Training for new members of staff to develop their knowledge and understanding of supporting children's language development through universal and targeted interventions.</p> <p>For regular continuous self-reflection to be embedded within practice encourage positive language strategies continue to be used during interactions and to support children's language development.</p> <p>Use of playroom and educator observations to identify children requiring targeted support. To also support educators to further develop their practice.</p> <p>Continue use of the ACI peer videos to support and challenge practice in play with children.</p>	
<p>  Find out more </p>	<p>Cowie Nursery- cowienu@stirling.gov.uk</p>	