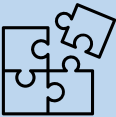









- |   |   |
|---|---|
| <input type="checkbox"/> Families               | <input checked="" type="checkbox"/> Universal |
| <input checked="" type="checkbox"/> Environment | <input type="checkbox"/> Targeted             |
| <input checked="" type="checkbox"/> Workforce   |   |
| <input type="checkbox"/> Identification         |   |
| <input type="checkbox"/> Intervention           |   |

## Early Language and Communication Improvement Story Board from Dumfries and Galloway

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<p>EV and SLT are frequently required to provide advice and strategies to pre-school settings for children at all levels of the Stages of Intervention.</p> <p>Effective change in practice is difficult to achieve unless the ELC staff understand the underlying principles of providing a supportive and inclusive learning environment which meets the needs of learners. Traditional training models often do not lead to change due to barriers such as</p> <ul style="list-style-type: none"> <li>Attendees needing further support to understand the principles and how to implement strategies</li> <li>Perceived barriers around how to implement strategies in their ELC setting</li> <li>Theory being shared is not perceived as specific to the issues staff are facing</li> <li>Training is not effectively rolled out to the staff team to enable change.</li> </ul>	<p>NHS CYP Speech and Language Therapy Early Years Team and the Educational Visiting Service.</p>	<p>To use our skills to facilitate learning that felt specific to the setting and was of value to the staff members undertaking it.</p> <p>SLT and Educational Visitors Enabling Development (SEED) was developed as a model for improvement based on coaching and whole setting intervention for the development of inclusive practice and environmental change.</p> <p>The project enables staff to embed high quality child-adult interaction, supportive and inclusive environments and a child-centred reflection to improve their practice.</p>

 <b>Tools &amp; resources we used.</b>	 <b>What we did</b>	 <b>The impact</b>
<p>Pre-project observation tool looking at: Environment, Adult-Child Interaction, Play</p> <p>Pre-project questionnaire to gather whole staff views on the areas they wanted to target for improvement</p> <p>Post project questionnaire to measure impact</p> <p>Post project observation tool to review areas targeted in focus groups</p>	<p>Staff split into small groups and assigned a topic (topics identified from questionnaire feedback, and discussion with setting manager).</p> <p>Each group offered 5-6 x 1 hour focus groups facilitated by an EV and a S&amp;LT. Coaching techniques used to support staff in their learning.</p> <p>At the end of each group staff identified an action plan they wanted to work on before the next group.</p> <p>End of project and whole day session arranged for an inset day for staff to come together to share their learning journey with each other and agree the plan for the setting to take their learning forward.</p> <p>Project delivered to 5 settings to date.</p>	<ul style="list-style-type: none"> <li>✓ Staff are more confident in supporting children with additional support needs.</li> <li>✓ Settings have shared understanding and skill set across the ELC team, enabling them to plan and develop more consistent support for children</li> <li>✓ Settings have a deeper understanding of why implementing strategies benefits both the child and the staff supporting the child</li> <li>✓ Improved outcomes in Inspection feedback</li> <li>✓ Specialist Services and ELC staff have a shared language and understanding when discussing children with additional support</li> <li>✓ Children will be better supported in their ELC environment, enabling them to thrive and access the curriculum at an appropriate developmental stage to allow them to fulfil their potential (UNRC)</li> <li>✓ Children are better understood by the staff members</li> </ul>
 <b>Our learning &amp; next steps</b>	<ul style="list-style-type: none"> <li>• Settings need to be ready for change and sign up to the project with that in mind</li> <li>• Coaching helped support staff to recognise areas for improvement and enabled them to do their own problem solving allowing them to identify strategies and changes that were achievable in their setting. This works better than a traditional “teach” model of training.</li> <li>• Settings have to be able to identify how to keep their learning journey moving forward once the project ends in order to continue to make improvements and to embed learning in their daily practice.</li> <li>• The project will now continue to be rolled out to further settings.</li> </ul>	
 <b>Find out more</b>	<p>Carol McQuillin, SLT @ <a href="mailto:dg.sltkids@nhs.scot">dg.sltkids@nhs.scot</a></p>	