

# Language Enrichment Pilot Project Audit Report Little Hands SureStart

2008



**SureStart**



**This report has been written by Kate Crossan on behalf of Little Hands SureStart.**

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## **FOREWORD**

Little Hands SureStart is an innovative, child focused, community based health and education initiative. It aims to give every child the best possible start in life.

Through the following research, Little Hands SureStart has compiled their findings into a report that they wish to share with other Organisations working with 0-4 year olds.

This report provides you with the 'Tools and Techniques' used to measure and place benchmarks and evaluates the progress of children's 'language development' in a Nursery setting.

I would like to take this opportunity and acknowledge the Holy Family Primary & Nursery School for participating in this programme, allowing Little Hands SureStart to compile this report.

**Martina Storey**  
**SureStart Manager**

## **EXECUTIVE SUMMARY**

The Language Enrichment Program aimed to improve understanding and use of language, enhance early literacy skills and develop attention, listening and speaking of 52 children attending Holy Family Nursery Unit 2006- 2007. One speech and language therapist from Little Hands SureStart spent 8 sessions assessing the children and 20 sessions of in class support in both nursery classes. The speech and language therapist provided training for education staff, 2 workshops for parents and materials and resources for the classroom.

A random sample of 25 % of the group was tested before and after the project. Statistically significant, measurable gains were made in the areas of vocabulary development, understanding and use of language in the test group as measured by t test scores.

On average these children gained 17.2 months on their age equivalent in the 7month period on the BPVS test of vocabulary development.

Children standard scores rose by 16 points and 14.5 points on measures of understanding and use of language respectively.

The results were also interpreted according to percentages of children scoring below average before and after the project. There was a significant change across all areas tested, for example on tests of vocabulary and use of language, 30% of children scored below average pre project and 0 % scored below average post project. Qualitative and quantitative data showed an improvement in attention and listening skills and the development of early literacy skills.

The results must be interpreted in the light of the fact that there was a small sample size and there was no control group. Gains therefore cannot be attributed solely to the work of the project but also the high standard of teaching throughout the school day.

However, the teachers reported that the project enabled them to place extra emphasis on language development throughout the curriculum.

An independent evaluation of the teacher's perspective on the project indicated high levels of satisfaction with all aspects of the project and that the children made gains not only in the targeted language and literacy skill areas skills but confidence in speaking, participating in class, taking turns and in general socialisation.

The approach was collaborative throughout with SureStart Speech and language therapist, teachers and classroom assistants working together on shared goals. The teachers also report that the project has added to their professional practice and they will be able to implement the aims of the project with future nursery intakes.

The speech and language therapist found the experience of working collaboratively with education staff both professionally rewarding and beneficial. The SLT was also an effective use of time and resources in so much as there were significant gains made with limited time commitment from the SLT.

“Developed language and subsequent literacy skills are crucial factors in ensuring access to the whole of the curriculum, later academic success, positive self-esteem and improved life chances”

Snow P.C. and Powell, M.B. (2004)

**Kate Crossan**

**Speech and Language Therapist**

# ACKNOWLEDGEMENTS

Sincere thanks are extended to:

~~Martina Storey Manager Little Hands SureStart~~

Mr Garry Matthewson, Principal Holy Family Primary School

Mary Coulter Team Leader Community SLT WHSCT

Mrs. Darragh Cosgrove, Nursery Co-ordinator Teacher Holy Family Nursery Unit

Andrea and Caroline Administrators in Little Hands SureStart

Katherine Forbes Childcare assistant Little Hands SureStart

Mrs. Paula Mc Greillis, Nursery Teacher Holy Family Nursery Unit

Ms Sonia Harkin Classroom assistant, Holy Family Nursery Unit

Ms Anne Marie Brown Classroom assistant, Holy Family Nursery Unit

The pupils and parents of Holy Family Nursery Unit 2006-7

Mr Jim O' Neill of J O' Neill Consultancy

Mrs Brenda Crossan statistical analysis

Anita Harron Advisory Speech and Language Therapist WHSCT

## INTRODUCTION

This pilot project resulted from a needs assessment in the SureStart Creevagh/ Springtown catchment area that indicated there was a need to improve the communication skills of the preschool population in the area.

Holy Family Nursery Unit teachers identified a growing trend of speech and language difficulties. In one intake, 18 out of 26 children had been referred to WHSCT for speech and language therapy. This is in keeping with nationwide research, which indicates that upwards of 50% children UK-wide start school with impoverished language.

The I CAN report 2006 entitled “The Cost to the Nation of Children’s Poor Communication” provided a review of current research in the area and noted that

- Without solid foundations in language and communication skills, children run the risk of school failure, low self esteem and poor social skills
- There is a clear association between early social disadvantage, communication disorders and later special educational needs.

The report stated that children with impoverished language could catch up if they have the right support. It highlighted the need for communication support from parents, education of carers and the preschool workforce and focused intervention as ways of minimising the risk of these difficulties developing into permanent problems.

There is further evidence to suggest that there is a critical age for such interventions. Bishop and Adams (1990) discovered that children with speech and language disorder whose language difficulties were resolved by 5 1-2 were more likely to go on to develop good reading and spelling than those whose difficulties were not resolved. Therefore a supportive environment for communication in the 0-6 years at home and in school is seen as critical to success for these children.

The report highlighted the need for

- A central role for communication in the curriculum
- Focused early intervention programs
- A skilled and confident children’s workforce
- A supportive communication preschool environment (parents and carers)
- Integrated approaches

The Language Enrichment Project is best described as an integrated, focused early intervention program for communication. It was designed and developed to include many of the principles of good practice as outlined in the research review outlined above.

The participants in the project were 2 classes of 26 children in the Holy Family Nursery Unit 2006/7, their teachers and classroom assistants, the SureStart speech and language therapist and the parents of the children. The project aimed to improve understanding and use of language, enhance early literacy skills and develop attention, listening and speaking.

The project involved:

- Two day “Elkan Speech and Language Support for under 5’s” training for 2 teachers and 2 classroom assistants provided by SureStart speech and language therapist August 2006
- 20 in class support visits to each classroom from SureStart speech and language therapist. This involved SLT and teachers team teaching 4 groups of 13 children. It took place in 7 months between November 2006 and May 2007.
- Weekly language based lesson plans for teachers to use in class.
- Formal and informal assessment and evaluation of speech language and early literacy skills of a random test group of 10 pre and post the project in Oct 2006 and June 2007.
- An independent evaluation of the teacher’s perceptions of the project by J O’Neill Consultancy.
- Statistical analysis and written report on the project
- Provision of materials and resources to teachers to support speech and language work in the classroom.
- Consultation support for children with specific communication needs (liaison with core SLT services, discussion of IEP’s, modification of lesson plans etc.)
- Two workshops for parents in Dec 06 and May 07
- Liaison with and referral to SureStart services and core SLT department to support parents.

## **AN INTEGRATED APPROACH**

The Speech and language therapist (SLT) and nursery unit teachers started joint planning in June 2006 for the following academic year. The teachers and classroom assistants wished to participate fully in the project, to be involved in SLT training and to integrate SLT techniques into the curriculum on a daily basis. There was a commitment to making communication a major focus for the year and to adapt the curriculum accordingly.

The SLT developed the weekly program in consultation with the teachers and tailored it towards the themes and plans already in place in the classroom in order to maximise carryover of vocabulary and concepts. The teachers were given weekly lesson plans and any materials they required to continue the work during the week. Use was made of existing resources in the classroom that were familiar to the teachers and children. The weekly intervention was delivered via the teacher and SLT “team teaching” small groups (13 children) in the classroom. Both teachers and SLT monitored the children’s progress weekly and changes were made to the program accordingly. The integrated approach offered an opportunity for teachers and SLT to learn from each other’s areas of expertise and proved to be mutually beneficial.

The nursery was also able to avail of other SureStart services as all children in the project were registered with Little Hands SureStart. This included 4 sessions of Jo Jingles (song and nursery

rhymes) in the classroom.

The SLT was also able to link and liaise with the core Speech and language therapy service on behalf of the parents and teachers.

## **A SUPPORTIVE PRESCHOOL ENVIRONMENT FOR COMMUNICATION**

As all parents of the 52 children were registered with Little Hands SureStart the SLT was in the unique position of being able to directly refer parents to their own SureStart parent support worker or to other SureStart parent support programs as needs were identified. Referrals were also made to SureStart's "Talk and play" (an adapted Hanen SLT program for parents) for those children who were experiencing speech and language delay.

Two workshops were provided for the parents of the children in both classes. In winter term, the workshop was on theme of "Play and toys" and in the summer term it was on "How to prepare children for Primary One". The uptake was disappointing but the feedback from the parents who did attend was positive. The parents were given information on the project via the workshops, letters home and the Nursery newsletter. A summary of the success of the project will be shared with the families.

## **A SKILLED AND CONFIDENT CHILDRENS WORKFORCE**

Two teachers and two classroom assistants attended the SLT training in August 2006. This took the form of a two-day Elklan training 'Speech and language support for under 5's'.

The teachers rated the training highly in the evaluation. They were given written material and checklists as part of the course, which they were able to refer to when discussing the needs of individual children during the project.

Below are some of the comments from teachers and classroom assistants on the two-day Elklan training 'Speech and language support for under 5's'.

"I thought this was an excellent course, very informative and totally relevant to what we need in our work"

"The course was delivered in a relaxed atmosphere with opportunities to apply the theory to actual situations"

"Very interesting. I have gained a lot"

"I specifically liked the topics on what is normal in speech development, learning about autism and what I could do in class to help in different situations."

"I enjoyed all aspects of the course and found useful tips and strategies I will be putting into practice"

## ASSESSMENT

10 out of the 52 children were randomly chosen as the test subjects and were given formal (standardised) and informal speech and language assessments. The first assessments took place in October 2006 and the children were tested again in June 2007 having participated in the project. Two children from the test group were currently having speech therapy for moderate to severe speech and language difficulties.

The standardised assessments used were the British Picture Vocabulary Scales (BPVS) the Clinical Evaluation of Language Fundamentals Preschool (CELF Preschool) subtests of Linguistic Concepts and Recalling Sentences in Context.

As part of the assessment the SureStart speech and language therapist conducted an informal test of phonological awareness which determined if the children could delete syllables and could fill in the last line of a nursery rhyme

The teachers were asked to rate the attention level of the test group on the Mc Conkey scales pre and post the project. They also filled out a checklist on the social language skills of this group pre and post the project.

It was decided to get an objective view of the teacher's involvement in the project and that an independent evaluation should take place. This was provided by Jim O' Neill Consultancy.

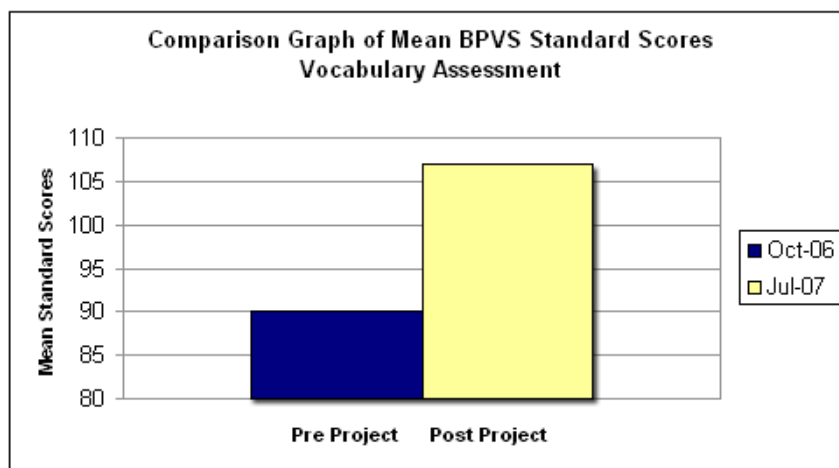
There was no control group .All children received service. The sample size was small and the results need to be interpreted in this light.

## VOCABULARY

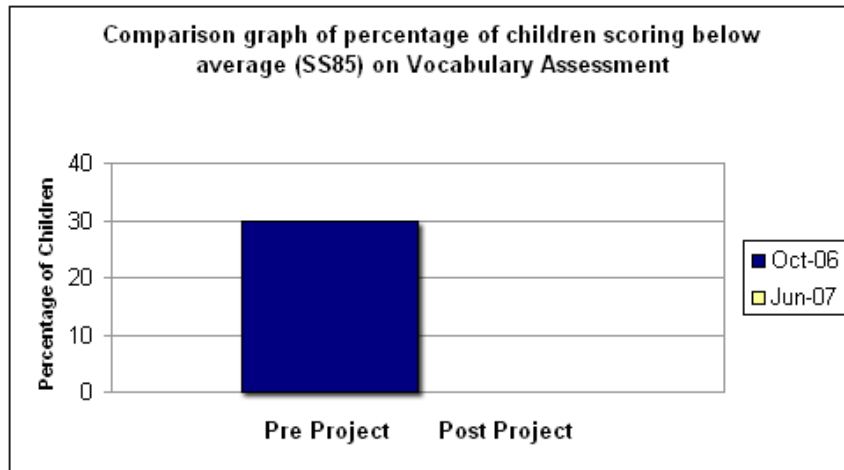
Children's understanding of single vocabulary was assessed on the BPVS British Picture Vocabulary Scales and analysed according to

- Change in standardised scores (table one).
- Changes in the percentage of children scoring below average i.e. scores below 85 (one standard deviation below the mean) (Table two).  
Children scoring below the mean are normally at higher risk of long-term speech and language difficulties.
- Change in number of months gained on age equivalent scores (table three).

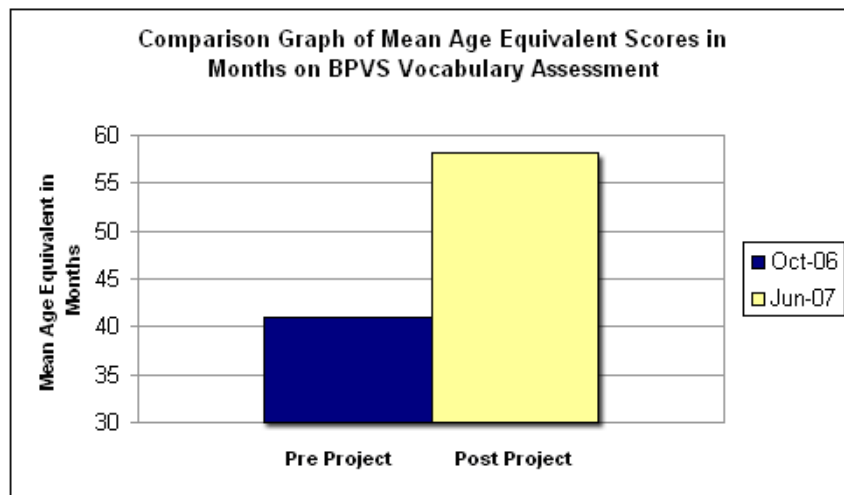
**Table One**



## Table Two



## Table Three



## INTERPRETATION OF RESULTS

The three graphs show that the children made significant gains in receptive vocabulary.

- On average the children gained 17.2 months on their age equivalent in the 7-month period.
- On average children's standard scores rose by 16.3 points
- 30% of the sample scored one standard deviation below average pre project.
- 0% scored below one standard deviation post project.

There has been a reduction of 30% to 0% in the percentage of children possibly at risk for future language and literacy difficulties in the test group in the area of vocabulary development.

## ATTENTION AND LISTENING SKILLS

The ability to pay attention long enough to another speaker in order to hear and listen to new information is essential for learning language and is the foundation for acquiring academic skills.

Teachers were asked to rate the attention level of the child pre and post project based on a scale describing 6 stages in the development of attention. The scale, adapted from Reynell 1977, gives approximate age equivalents for these stages (see appendix)

According to teacher report, many of the children made gains over and above what would be expected with maturation in the 7 months of the project.

### Pre project

70 % had scored below their age equivalent in October 2006

30 % had scored at their age equivalent level in October 2006

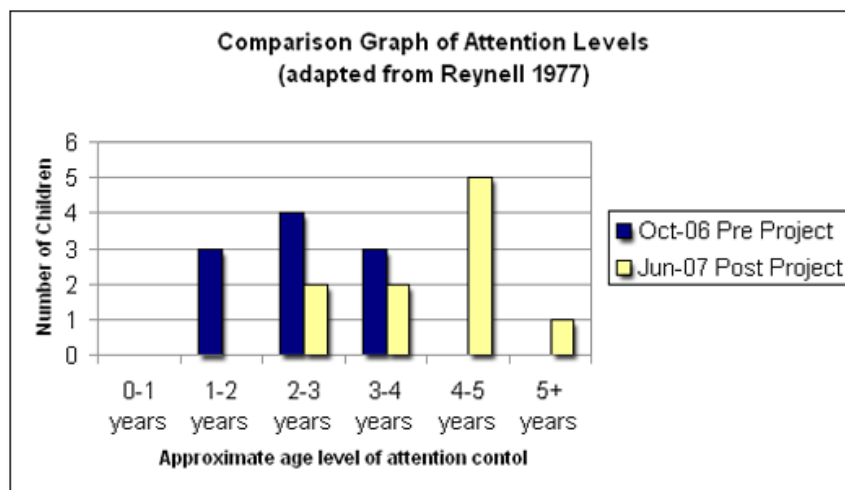
### Post project

20 % had scored below their age equivalent in June 2007

20 % had scored at their age equivalent level in June 2007

60% had scored above their age equivalent level in June 2007

**Table 4**

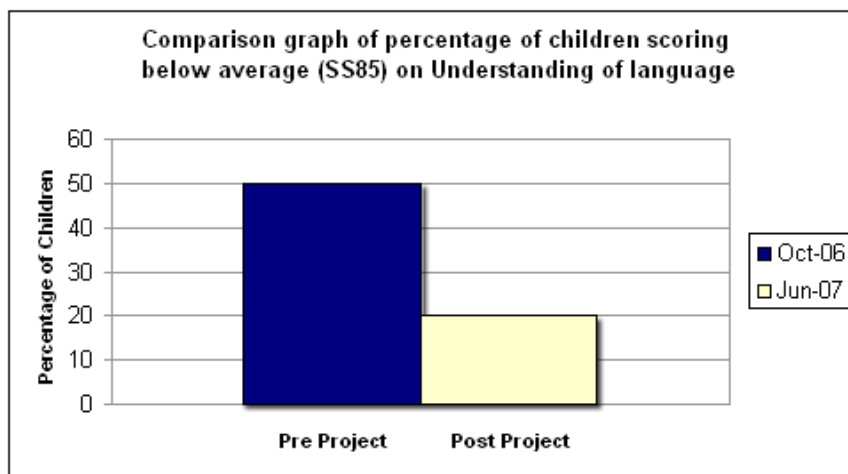


## UNDERSTANDING OF LANGUAGE

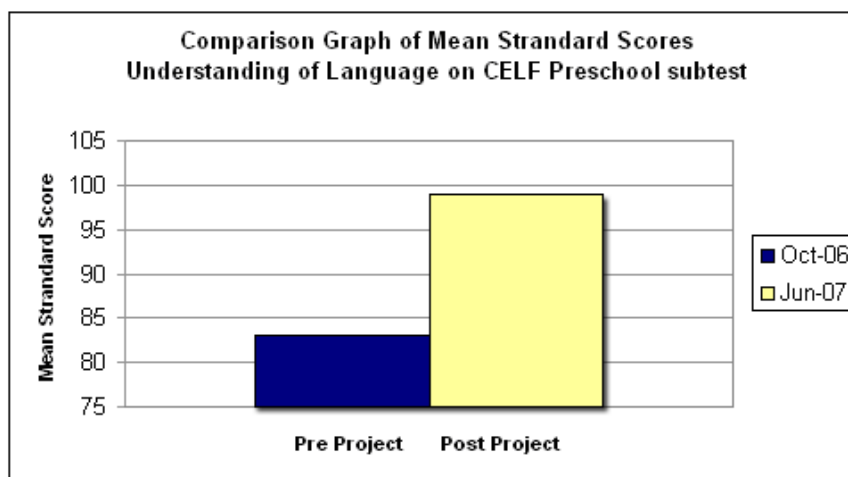
Children's understanding of language was assessed on the CELF Preschool subtest of Linguistic Concepts analysed according to

- Change in standardised scores (table five)
- Change in the percentage of children scoring below average i.e. scores below 85 (one standard deviation below the mean) (table six.)
- Children scoring below the mean are normally at higher risk of long-term speech and language difficulties.

**Table Five**



**Table Six**



## INTERPRETATION OF RESULTS

The graphs show that the children made significant gains in understanding language.

- On average children's standard scores rose by 16 points
- 50% of the sample scored one standard deviation below the mean pre project.

- 20% scored below one standard deviation post project,
- There has been a reduction of 50% to 20% in the percentage of children possibly at risk for future language and literacy difficulties related to understanding language.

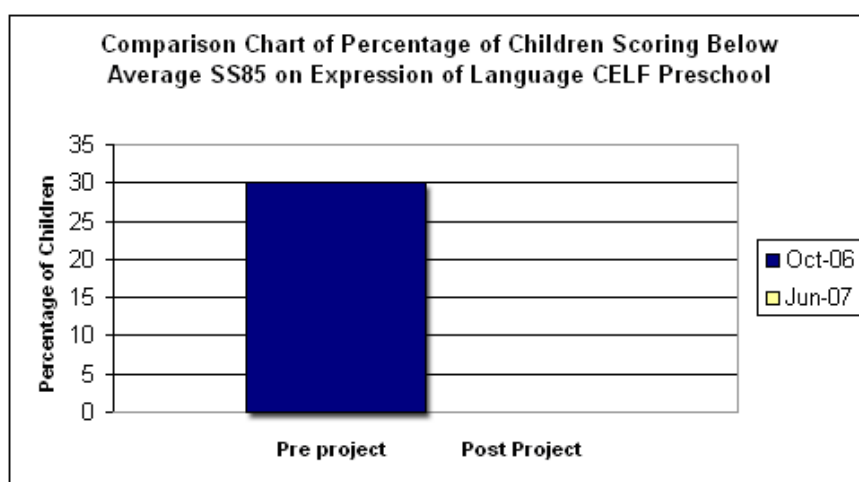
The children still at risk in this group are known to the core speech and language therapy service.

## EXPRESSION OF LANGUAGE

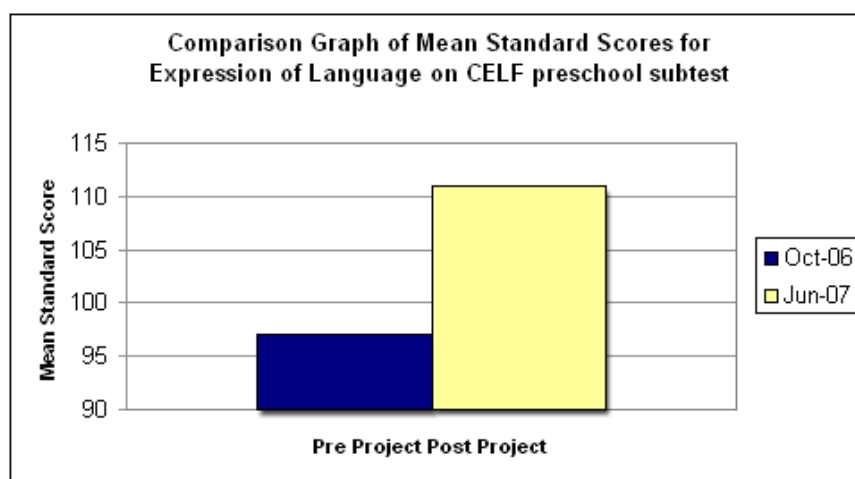
Children's use of language was assessed on the CELF Preschool subtest of Recalling Sentences in Context and was analysed according to

- Change in standardised scores (table seven)
- Change in the percentage of children scoring below average i.e. scores below 85 (one standard deviation below the mean) (table eight).
- Children scoring below the mean are normally at higher risk of long-term speech and language difficulties.

**Table Seven**



**Table Eight**



## **INTERPRETATION OF RESULTS**

- On average children's standard scores rose by 14.5 points which is a significant gain
- 30% of the sample scored one standard deviation below the mean pre project.
- 0% scored below one standard deviation post project.

There has been a reduction of 30% to 0 % in the percentage of children possibly at risk for future language and literacy difficulties related to expression of language.

## **EARLY LITERACY**

Early literacy can be defined as what children know about literacy before they learn to read and write. Some of these skills are print awareness, ability to tell a story, knowledge of vocabulary, sentence structure, familiarity with rhyme, rhythm and sequencing skills. All these areas were targeted as part of the Language Enrichment Program.

The test group were asked to tell a nursery rhyme and to delete one syllable from a compound word before and after the project.

70 % could finish a line of a common nursery rhyme before the project Oct 06(The teachers had spent the month of September on songs and nursery rhymes.). 100% could do this following the project.

30% of the children in the test group could delete a syllable from a compound word (say “snowman,” say it again but don’t say “snow”) in October 2006 and 100% could do this in June 2007.

These are informal measures but do indicate that readiness for literacy in primary one had been enhanced in this test group.

# Evaluation of Teachers Involvement in the Language Enrichment Project

## INTRODUCTION

In discussion with the staff of Holy Family Nursery School, a number of issues relating to children living in the surrounding area were raised in relation to the growing problem of speech and language difficulties.

The Nursery School has been open 6 years and over those years the problem of speech and language difficulties among local children has been growing. For example, out of a class of 26 children, 18 were referred for speech and language difficulties.

It was pointed out by staff of the Nursery School that part of the problem stems from over exposure to television, particularly a high incidence of watching cartoons which has inhibited the speech development of the children concerned. It was claimed that many children even have a TV and DVD in their bedroom.

An informal discussion among parents of children attending the Nursery Unit revealed that many children watched up to 6 hours of television per day. The teachers feel this has had an impact on the quality of the children's speech and language.

## Results from the Survey and Discussions with Staff

### **Do you think the children in the Nursery Unit benefited from this programme?**

"Early detection of speech and language difficulties. Instant access to professional advice on remediation. Children enjoyed and looked forward to the weekly session."

In discussions with staff, it was pointed out that there was often a long waiting list for referrals to speech and language assessment. The fact that the Speech and Language Therapist (SLT) was coming in to the Nursery Unit on a weekly basis meant that the children had immediate access to a professional service and could pinpoint each child's difficulties and in the process be able to plan a way forward for those children.

Whilst the service was never intended to be a substitute for speech therapy, it helped raise awareness and develop some actions whilst the child was waiting to access individual therapy.

### **Do you think you have gained extra knowledge in the area of speech and language development as a result of this project?**

"Both the training and the programme itself have helped the nursery staff focus on and highlight language development in all activities and areas."

### **How satisfied were you with how the Speech and Language Therapist worked with both you and the children?**

"The Speech and Language Therapist became an integral part of the nursery team almost immediately. The children were very receptive and responsive to her."

**How effective in your opinion is the model of SLT and teacher working together in the classroom to deliver the project?**

“I feel that this is an ideal model as the expertise of both professionals was complementary.”

In discussions with staff they claimed that they were fully involved all along the way. The planning

Social communication (taking turns, confidence in speaking, etc.)	1	2	3	4
Oral language (storytelling/ forming sentences, giving opinions etc.)	1	2	3	4
Understanding language (Following directions, understanding concepts etc.)	1	2	3	4
Phonological awareness	1	2	3	4
Attention and listening	1	2	3	4
Vocabulary development	1	2	3	4

process began in June last year and the SLT came back in October when the children were settled. There was mutual respect from both sets of professionals and the children not only enjoyed the sessions but also were looking forward to those sessions taking place.

Because of the level of planning, the staff knew in advance what activities would be taking place and if required, some preparatory work was done with the children before the SLT arrived. If required, follow up action also took place after the SLT had left. Therefore nothing was carried out in isolation.

**Which aspects of the project did you find most helpful in relation to class work, joint planning, discussions regarding individual children, Elkan training and specific strategies or techniques?**

“All aspects were very helpful.”

**Was there any part of the project you found not to be helpful to you or your children?**

“No”

**How relevant was the content of the Language Enrichment Project to the nursery curriculum?**

“The project embraced all six areas of the nursery curriculum and reflected relevant topics and themes.”

In discussions with staff they pointed out that through the year they carried out observations on the child in each curriculum area such as language development, social development, personal development etc. Each term they do an in-depth assessment on the child on their skills and knowledge. The SLT allowed them to highlight and raise awareness of the importance of speech

and language, which is also needed for other aspects of the curriculum such as numeracy skills. Through the project the children were gradually building up their comprehension of language and their ability to store information.

**Please rate how you perceive the children have developed in the skill areas listed below as a result of the project.**

**1 no change 2 some development 3 quite good 4 excellent development**

“We were delighted with the children’s progress in all of the above areas. The project has undoubtedly helped the children to prepare for Primary One.”

In discussions with staff they pointed out how they noticed confidence in the children was beginning to develop and grow as a result of the project. Also feedback to staff from the parents was very positive. One example was from a parent whose child was very introvert and shy when out in public but has since developed and grown in confidence.

**Do you think you will do anything differently with next years intake as a result of being involved with this project?**

“We hope to implement the programme as far as possible with the new children during the school year 07/08.”

**Are there any further comments you wish to make?**

“We are very grateful for having been given the opportunity to take part in this project. We feel it was extremely beneficial to children and staff.”

## **Conclusions**

The overall feedback from the staff was very positive and upbeat. They are anxious that this pilot project continues at the Nursery School as they recognise the benefits to the children, many of whom have a strong need for speech and language therapy and this project had enabled them to progress not only their speech and language skills but also their self-confidence.

**Jim O Neill Consultancy**

# **Holy Family Primary and Nursery School**

## **Speech and Language Project**

### Context :

Over the past number of years the staff of Holy Family Nursery have reported an increasing number of cases of pupils presenting with speech and language difficulties. This increase was not confined to the pupils at Holy Family as principals in other local primary and nursery schools have also referenced the same type of increase.

Accordingly, when the opportunity arose to take part in a nursery level speech and language programme, the school was delighted to take part.

The school's positive response to the invitation was guided by the increase in speech and language issues in the nursery as well as the school's previous participation in a speech and language programme for primary One pupils which produced significant benefits for both pupils and staff.

### Process:

The detail of the programme is outlined elsewhere in this report but essentially it involved a speech therapist operating in the nursery over an extended time period and during this time the therapist was able to engage with both pupils and staff. This engagement was targeted on speech and language issues.

### Outcomes:

Following the delivery of the programme during the nursery year, those pupils who transferred to the Primary One classes in Holy Family were then tested using the British Picture Vocabulary Scale (BPVS) during their first term in Primary One.

This test is a standardised test that is utilised each year in Primary One in both October and May. The administration of the test is performed by classroom assistants and the school has confidence in the accuracy of the outcomes of the test.

While I recognise that the scores outlined overleaf are showing data in respect to two different cohorts of pupils, the teaching and learning processes that both cohorts have undergone have been the same. The only significant difference between the two cohorts, in terms of provision, is that the Primary One 07/08 cohort had undergone the speech and language programme in Nursery while the 06/07 cohort had not.

Year	2006/07		2007/08	
	Number of Pupils	% of Pupils	Number of Pupils	% of Pupils
Performance Score of 106+	14	21.5%	14	27.4%
Performance Score of 95 - 105	22	33.8%	16	31.3%
Performance Score of below 94	29	44.6%	21	41.1%

A review of the outcomes revealed in the table identifies a clear increase in performance of those pupils who have undergone the speech and language programme. This hard evidence is supported by the qualitative information coming from the Primary One teacher's observations of pupil engagement and performance in class.

While, I accept that the data could be explained by a difference in the innate ability of the different cohorts of pupils, the view of the school is that certainly an element of the increased performance is related to the impact of the speech and language programme.

**Garry Matthewson**  
**Principal**  
**Holy Family Primary and Nursery School**  
**Derry**

# APPENDICES

## Appendix One

Plan for one month of weekly lessons

Theme: People who help us

TARGET/OUTCOME	ACTION	RESOURCES	EVALUATION
Increased development of listening attention skills	<p>Listening to environmental sounds and identifying them</p> <p>Good listening during story time. Listening to each other.</p> <p>Hearing and saying nursery rhymes.</p> <p>Finding one picture or person missing in a sequence of 3-4</p>	<p>Colour Cards CD Indoor and outdoor sounds and pictures eg fire engine, bus, train sounds etc.</p> <p>Nursery rhymes/songs Old Mac Donald Postman Pat</p> <p>Dress up costumes</p> <p>Photographs and Tesco wooden toys of people who help us</p>	<p>Assessment of attention pre and post project for test group</p>
Improved auditory memory for instructions and understanding prepositions.	<p>Following 2 and 3 part instructions</p> <p>Understanding prepositions in, on under, in front behind</p>	<p>Tesco wooden toys of people who help us</p>	<p>Standardised assessment of understanding language pre and post project for test group</p> <p>Measurement of instructions each child could follow by SLT/teacher</p>

TARGET/OUTCOME	ACTION	RESOURCES	EVALUATION
Increase understanding of new vocabulary and questions forms.	<p>Understanding Who? Identify people who help us from description e.g.</p> <p>I put fires out. Who am I?</p> <p>Answering yes /no questions.</p>	<p>Nursery Narrative Pack listening in a group techniques</p> <p>Photographs of people who help us</p> <p>Jigsaw of people who help us</p> <p>Matt and Molly stories</p>	<p>Weekly evaluation of all 52 children by SLT/teacher during tasks</p>
Developing knowledge of rhyme	<p>Whole class nursery rhymes</p> <p>Sorting rhyming objects</p> <p>Predictable literature with rhyme</p>	<p>Rhymes related to theme</p> <p>Rhyming box</p> <p>Book Five Little Monkeys</p>	<p>Assessment of rhyme knowledge pre and post project for test group</p> <p>Participation in rhymes and songs measured</p>
Knowledge of syllables in words	<p>Clapping out names of classmates/people who help us</p> <p>Guess who?</p> <p>Say fir- er - man</p>	<p>Jigsaw of people who help us</p> <p>Photographs of class and photos of people who help us</p> <p>Robot game</p>	<p>Assessment of syllable knowledge pre and post project for test group</p> <p>At end of project can all children clap the beats in their own name</p>

Increase expressive language use and oral participation in class	Retelling stories Sequencing picture stories Act out familiar stories Answering Yes/No/Who/What/Where questions Identify the missing element in a story predicting what will happen next	Matt and Molly Stories Nursery narrative pack Acting and dress up clothes Puppets and masks	Assessment of expressive language pre and post project for test group Observation of non test group during activities Willingness of children to speak out, volunteer information and use appropriate grammar and sentence structure
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## Appendix Two

### **SPEECH AND LANGUAGE PILOT PROJECT HOLY FAMILY NURSERY SCHOOL**

Dear Parent,

We hope to start a new project with the local Creevagh/Springtown SureStart team. This will involve a speech and language therapist and from SureStart coming into the classroom one day a week and working along with the teachers and classroom assistants.

Working together, we hope to improve attention and listening skills, speaking, understanding and social skills. This will be done through play and games with the whole class but may also involve small group and/or individual work with children.

The project will run from October 06 and we will measure the success of the project in May 07. We will keep you informed of how the children are doing along the way.

If your child already goes a speech and language therapy clinic they must still go there. This project does not replace the need for individual speech and language therapy. It aims to improve the communication skills of all the children in the class.

I..... parent of.....agree that my child can work with the SureStart speech and language therapist and other SureStart workers while in the Holy Family nursery class.

## Appendix Three

### Little Hands SureStart Language Enrichment Project Evaluation

Today's date:

#### TEACHER EVALUATION

1. Do you think the children in the nursery unit benefited from this programme?

Yes  No

Please explain

2. Do you think you have gained extra knowledge in the area of speech and language development as a result of this project?

Yes  No

Please explain

3. How satisfied were you with how the speech and language therapist worked with both you and the children??

Yes  No

Please explain

4. How effective in your opinion is the model of SLT and teacher working together in the classroom to deliver the project?

Effective

Not Effective

Please explain

5. Which aspects of the project did you find most helpful?

- In class work
- Joint planning
- Discussions regarding individual children
- Elklan training
- Specific strategies or techniques
- Other

Please explain

6. Was there any part of the project you found not to be helpful to you or the children?

Yes

No

Please explain

7. How relevant was the content of the Language Enrichment Project to the nursery curriculum?

Relevant

Not Relevant

Please explain

## 8. Content of Programme Delivered

Please rate how you perceive the children have developed in the skill areas listed below as a result of the project.

1 no change 2 some development 3 quite good 4 excellent development

Social communication (taking turns, confidence in speaking, etc.)	1	2	3	4
Oral language (storytelling/ forming sentences, giving opinions etc.)	1	2	3	4
Understanding language (Following directions, understanding concepts etc.)	1	2	3	4
Phonological awareness	1	2	3	4
Attention and listening	1	2	3	4
Vocabulary development	1	2	3	4

Please comment

9. Do you think you will do anything differently with next year's intake as a result of being involved in this project?

Yes  No  Not sure

Please explain

10. Are there any further comments you wish to make?

**Thank you**

# Appendix Four

## SureStart Speech and Language Project

Holy Family Nursery Class

Child Name:  D.O.B:

Teacher:

General Presentation: (During testing)

Fluency / Voice:

Speech Intelligibility:

Completely Intelligible								Unintelligible	
1	2	3	4	5	6	7	8	9	10

		Standard Score	Chronological Age/ Age Equivalency
C.E.L.F	Comprehension		
Preschool Quick Test	Expression		
BPVS II			

	Never Good	Rarely Good	Sometimes Good	Often Good	Always Good / age appropriate	*Not applicable
Turn taking Skills						
Eye Contact						
Initiating Conversation						
Maintaining Conversation						
Asking Questions						
(Please note type)						
Answering Questions						
(Please note type)						

Attention & Listening: (Please circle appropriate age level)

Approximate Age Level	Attention Control
0-1 years	Can pay fleeting attention though highly distractible (distraction test)
1-2 years	Will attend to own choice of activity
2-3 years	Single channel attention: will attend to adult's choice of activity- but difficult to control (co-operative test)
3- 4 years	Single channel attention: easily controlled (performance test)
4- 5 years	Integrated attention: for short spells (pure- tone audiometry)
5 + years	Integrated attention: well controlled and sustained

Knowledge of rhyme

Can finish word or line of common nursery rhyme

Yes  No

Phonological Awareness

Child can clap along with sentences Yes / No

E.g. My Name is \_\_\_\_\_

I see a \_\_\_\_\_

Child can delete one syllable in compound words

Snowman

Armchair

Post-box

With Manipulatives Yes/ No

Without Manipulatives Yes / No

Onward referral recommended to SLT services: Y/N

Additional Comments:

**ACL**  
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