

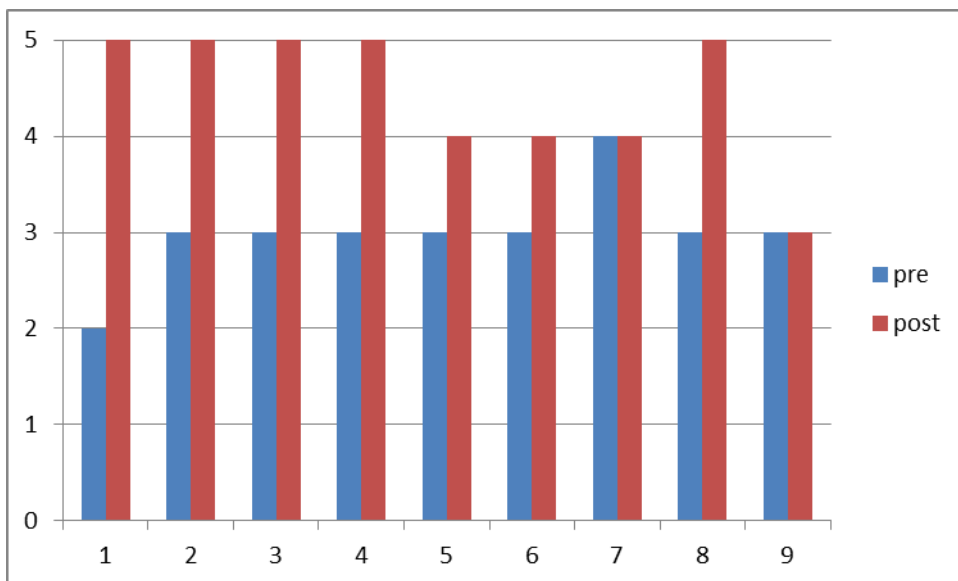
Elklan course evaluation, Summer 2014.

The 10 week OCN accredited Elklan course, 'Speech and Language Support for Under 5's' was run in March –July 2014, by Rebecca Jones, Flying Start Speech and Language Therapist.

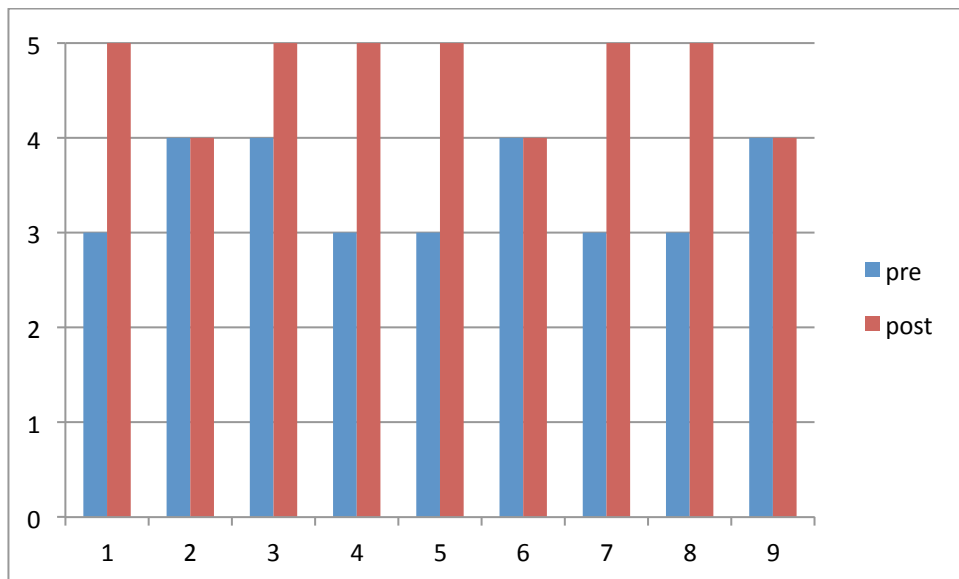
There were 9 course participants, consisting of 7 childcare staff and 2 Health Visitors. 8 participants opted to do the Level Two qualification and 1 the Level Three.

Course participants were asked to complete the Sandwell Elklan course evaluation questionnaire at the start of the course, and again at the end of the course, with no access to their original scorings. A summary of their ratings is shown in the graphs below. The ratings are on a five point scale, 1 being least confident and 5 the most confident.

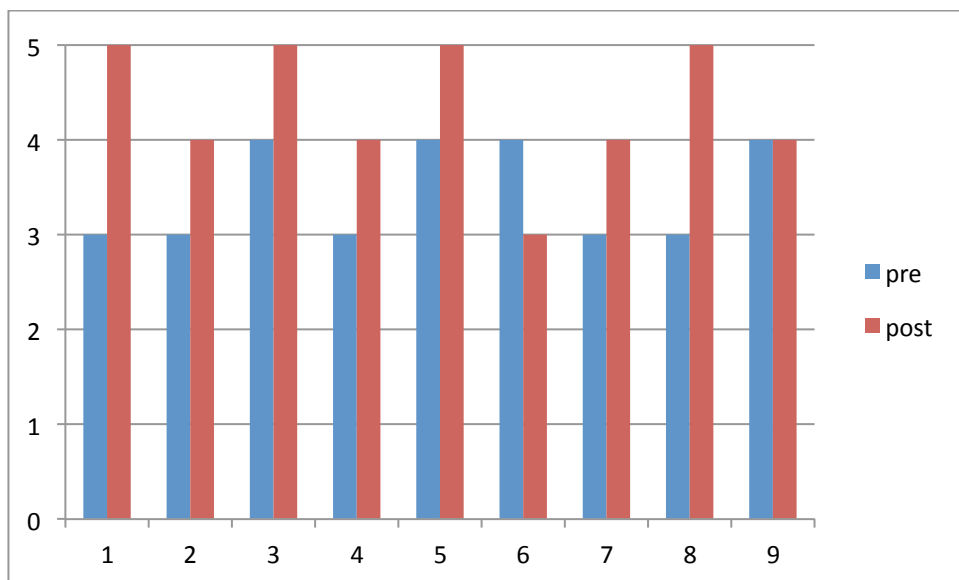
1. How confident would you be to describe the difference between the terms 'speech', 'language' and 'communication'?



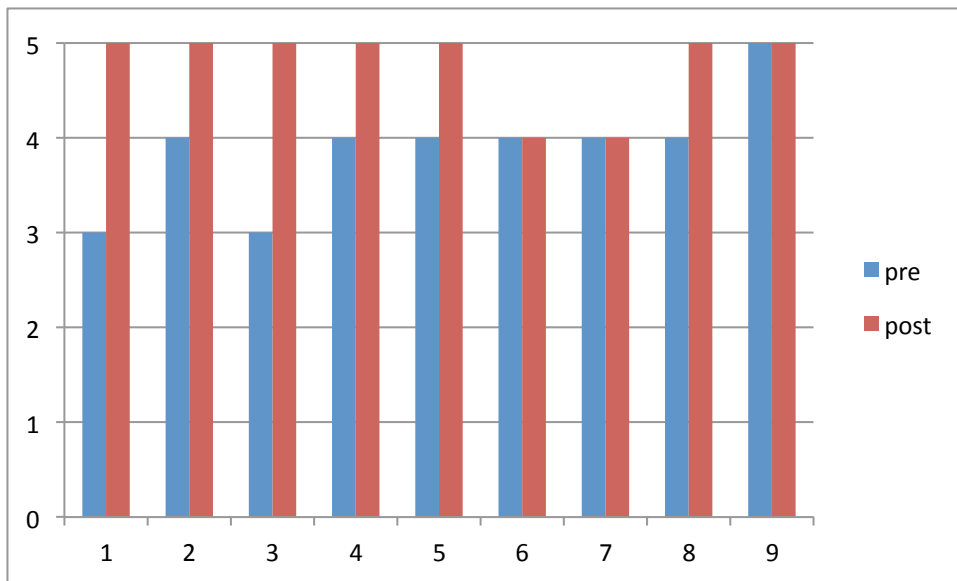
2. How confident do you feel in identifying a child's non-verbal communication skills?



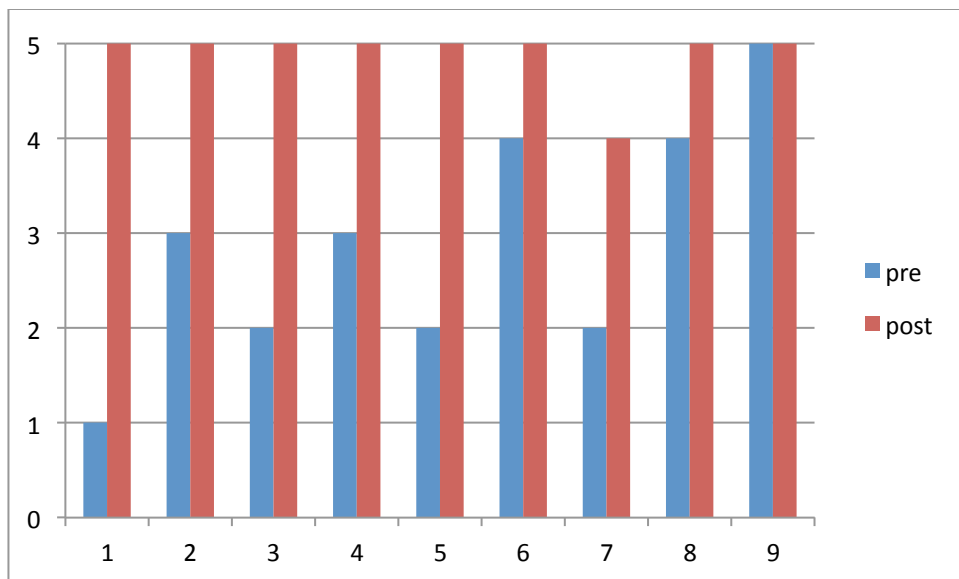
3. How confident do you feel to identify children who have difficulties with their speech, language and communication?



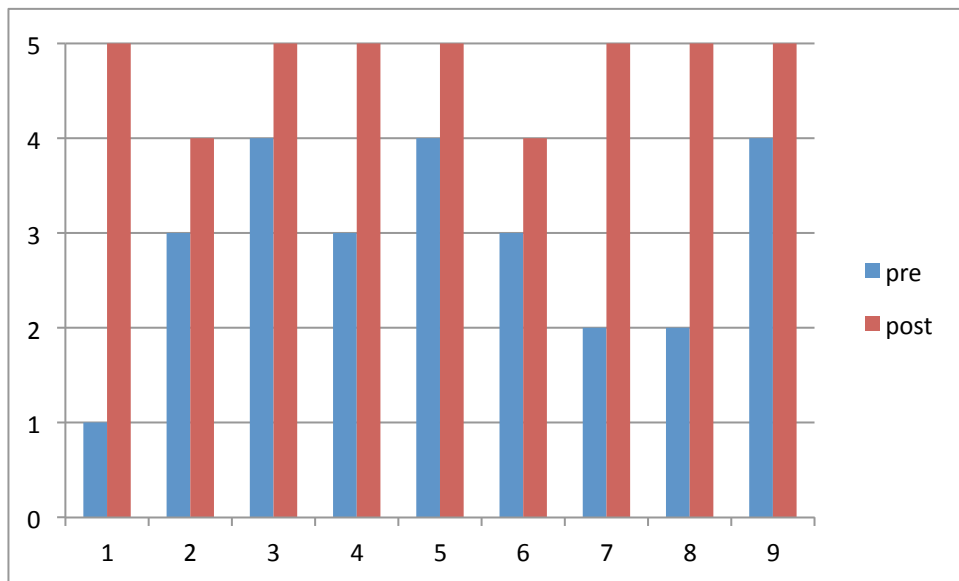
4. How confident do you feel in supporting a child's attention to task?



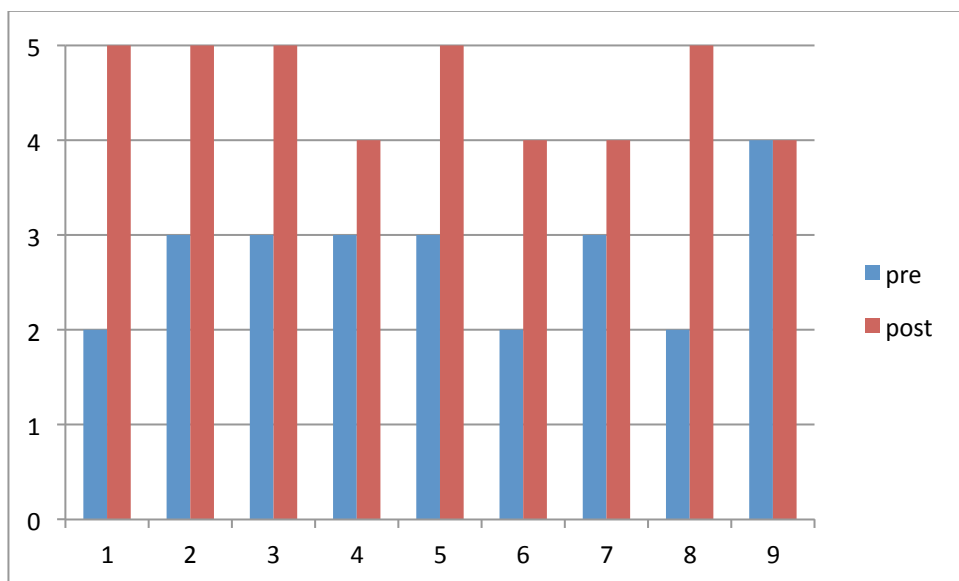
5. How confident do you feel in supporting children to work independently?



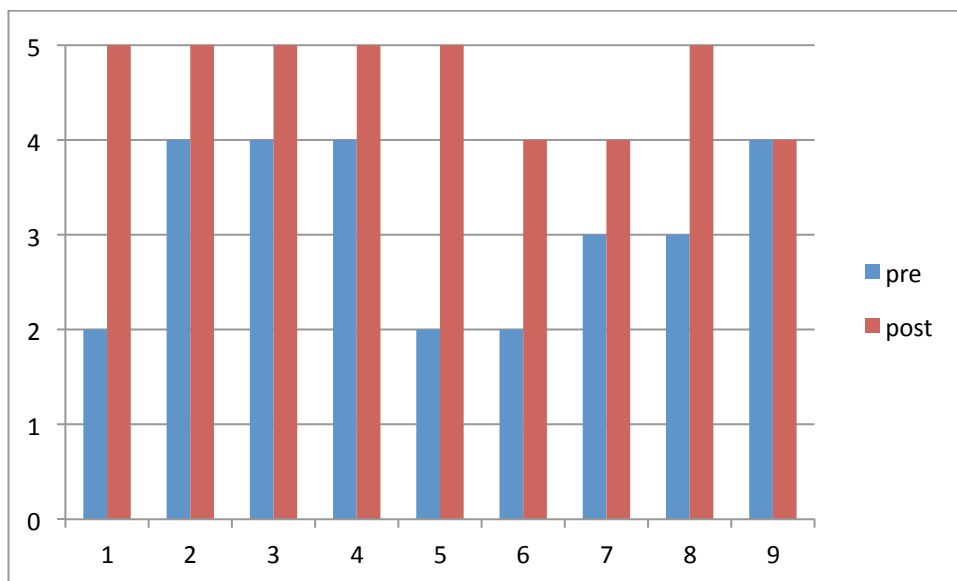
6. How confident do you feel in supporting children to remember tasks and instructions in the nursery?



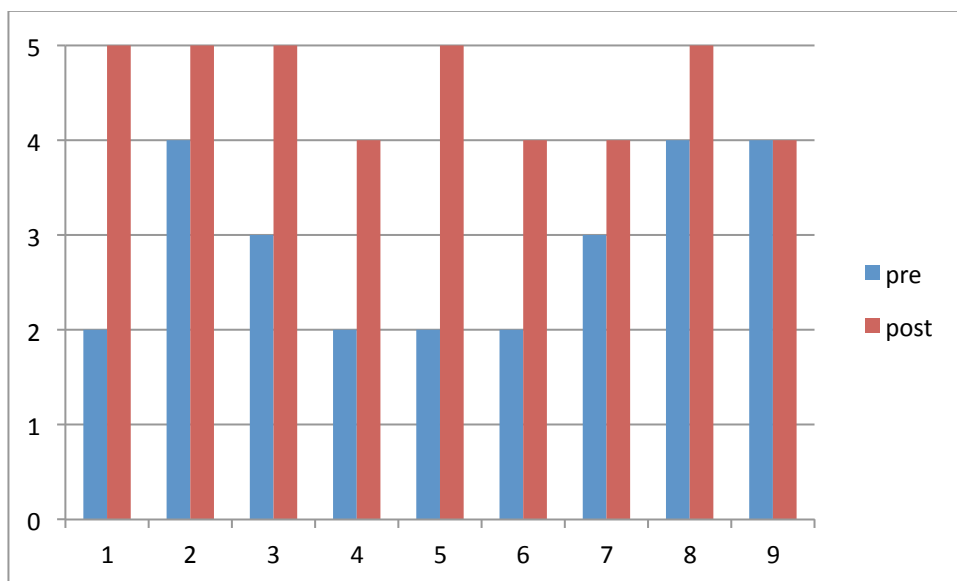
7. How confident do you feel in supporting children to understand and use new vocabulary?



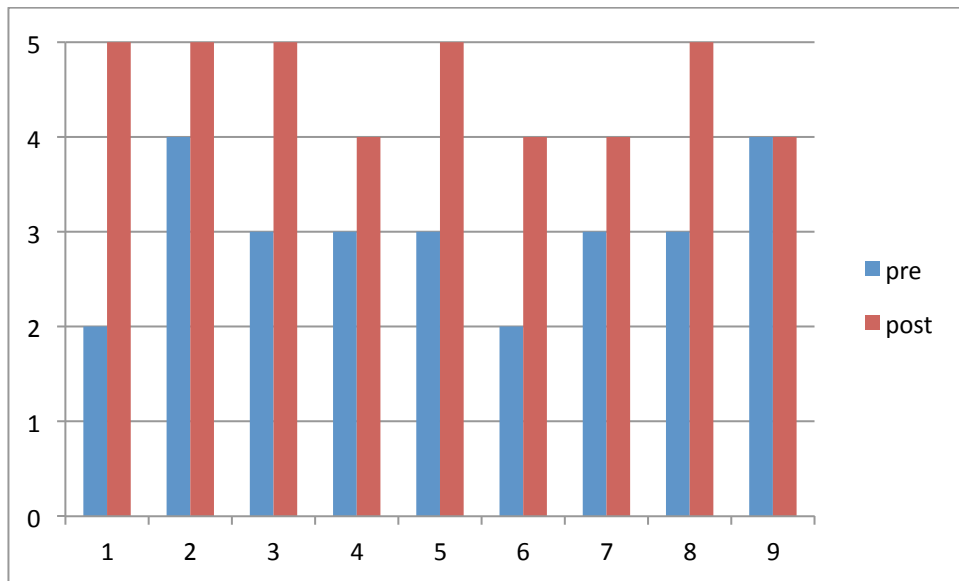
8. How confident do you feel in helping children to understand instructions and conversation?



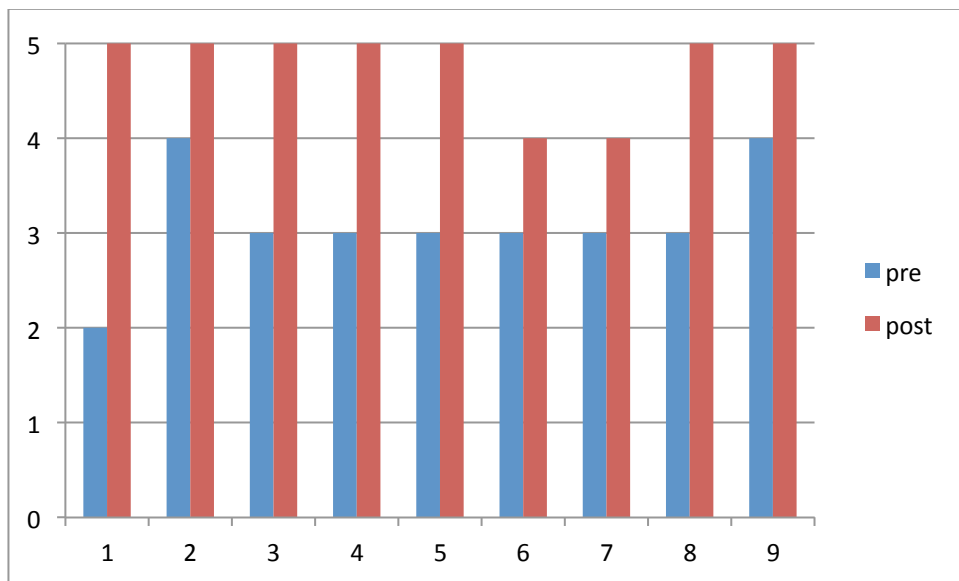
9. How confident do you feel that you are able to pitch / adapt your language to match the different abilities of children?



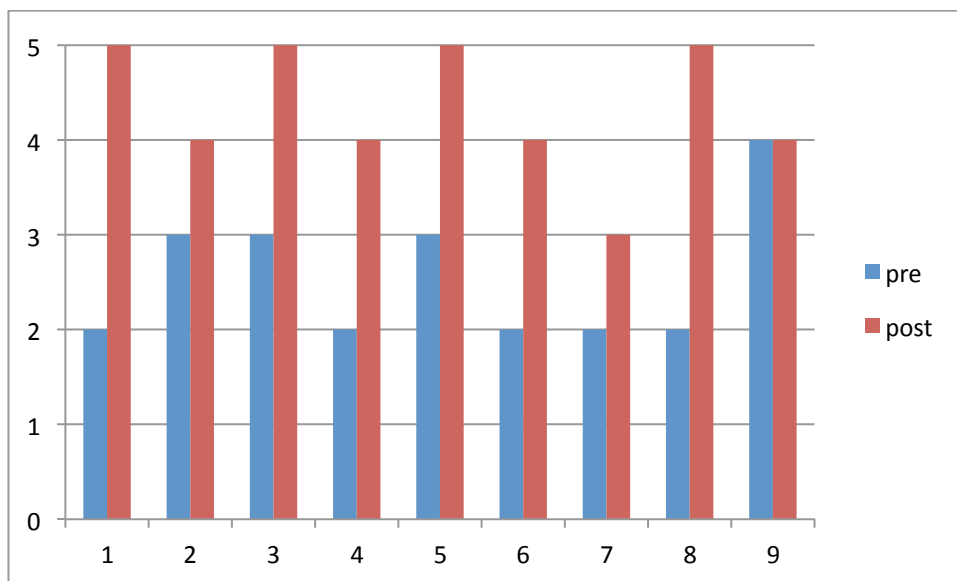
10. How confident do you feel in helping children to develop their talking skills?



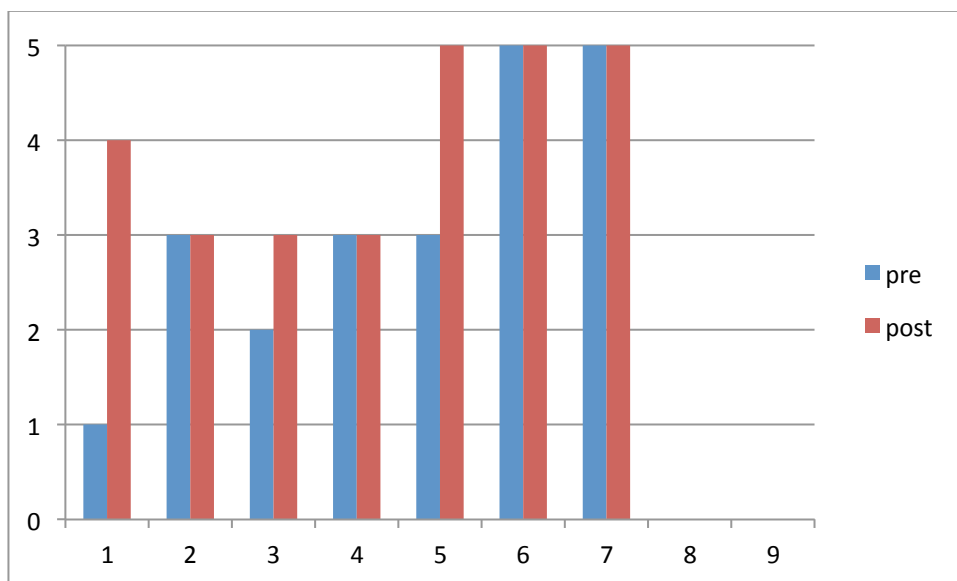
11. How confident do you feel in helping children to you their communication skills in a socially skilful way?



12. How confident do you feel in helping children who have speech sound difficulties?



13. How much do you and your colleagues work together to plan and support the development of children's speech, language and communication in the nursery setting?



The areas that saw the greatest increase in reported confidence were:

- Their ability to support children to remember tasks and instructions.
- Their ability to support children to understand and use new vocabulary.
- Their ability to support children to work independently.
- Their ability to support children who have speech sound difficulties.

On a different course evaluation sheet, course participants also commented on the following;

- **Content of the course:** This was rated an average of **4.8 out of 5**.
“Useful information regarding pre-school children’s communication.”
- **Quality of the teaching:** This was rated **5 out of 5** by all participants.
“Friendly course leader who was informative and supportive.”

When comparing their skills before and after the course, all participants reported an increase in each of the following:

- The effectiveness of their communication and engagement with children and their families.
- Their ability to promote the language skills of children with specific speech and language difficulties.
- Their ability to share information and collaborate with different agencies regarding a child’s communication skills.

Some qualitative feedback about the impact of the training on their practice included:

- “I found learning to alter my communication skills with young children invaluable.”
- “I think a lot more about the language I use with the children I work with.”

Case study showing the impact of this training on practice and children’s lives:

“During this course I made a visual timeline of our daily routine. I found that this strategy really worked, especially for one child who has very little language. When he hears the circle time song, he now runs to the timeline, takes off the ‘circle time’ picture and runs around showing all his friends-making noises and gesturing to the carpet area.” **Childcare Worker.**

Implementation of this strategy has seen this particular child, who is known to the Flying Start SLT team, make dramatic progress in his communication and behaviour in the childcare setting. Prior to the implementation of the timeline, he would run around nursery purposelessly and did not engage with staff or peers. His new understanding of the daily routine has given him the confidence to communicate and participate in nursery life. This good practice was also noted by a CSSIW inspector on a visit to this childcare setting, recognising the effective joint working and best practice operating in Flying Start.

Rebecca Jones.

Flying Start Speech and Language Therapist.

11.7.2014