



HELLO case study

All practitioners have a secure understanding of babies and young children's communication, language and literacy development
Happy Hedgehogs Pre-school



What was the gap/problem?

After completing the HELLO Tool, I decided to focus on
Section B1,

" All practitioners have a secure understanding of babies and young children's communication, language and literacy development."

This was chosen as we have a staff team with varying experience. We have new staff and staff who have been in the job role for several years.

By exploring this outcome I planned to ensure all staff had the same knowledge and understanding of the stages of children's speech and language development.

What were your goals?

My goals were as follows;

- To ensure that all practitioners within the setting have a clear understanding of children's communication, language and literacy development.
- To review practices used within the setting to ensure that all aspects of communication and language development were fully supported.
- To review practices in regard to tracking children's speech and language progress.

What did you do?

The action plan that I created contained 6 different parts. These were all carried out with the staff team of 8 members of staff. Each action was as follows.....



What did you do?

Action 1

A questionnaire was devised by myself and distributed to all staff. By distributing the questionnaire I wanted to get a baseline assessment of each member of staffs understanding of children's communication, language and literacy development. This questionnaire would then be distributed again at the end of the project to see if knowledge had been increased by the different actions of the project.

Communication and Language Staff Questionnaire

Please rate the following questions on a scale of 1-4

1 – Very Confident 2 = Confident 3 – A little unsure 4 – Not at all confident

Name: _____				
How confident are you in.....				
Understanding how children's speech, language and communication skills develop from the age birth to five years old.	1	2	3	4
Understanding different ways to develop speech, language and communication.	1	2	3	4
Monitoring children's individual progress in relation to their speech and language development.	1	2	3	4
Identifying children's next steps in speech and language development.	1	2	3	4
Identifying the different stages of speech and language linked to ages and stages of development.	1	2	3	4
Knowing who you would contact if you had concerns about a child's speech and language?	1	2	3	4
Discussing a child's speech, language and communication skills with their parents.	1	2	3	4
Sharing your own personal skills and knowledge with colleagues in relation to children's speech, language and communication development.	1	2	3	4
Describing the definition of the terms Speech, Language and Communication.	1	2	3	4
Finding the right tools to identify if a child has a speech and language difficulty.	1	2	3	4

What did you do?

Action 2

A staff meeting was organised to share information in regard to the HELLO Project. I discussed the two areas that I had chosen to develop in the setting, and explained why. I shared a power point presentation which I had prepared and handed out supporting materials.

What did you do?

Action 3

The power point that I created contained the following information.

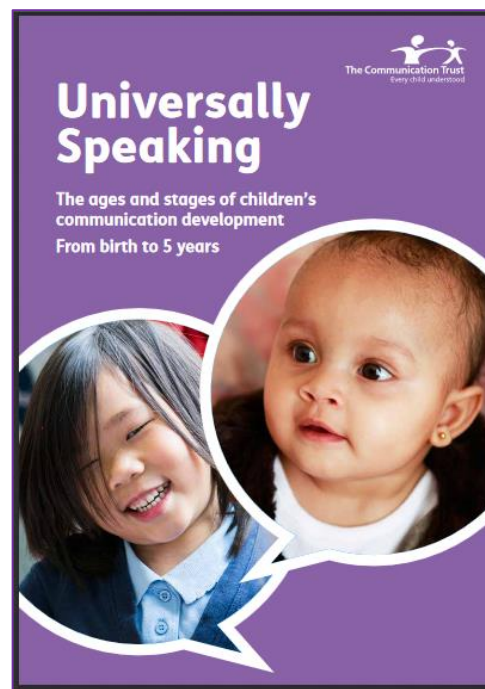
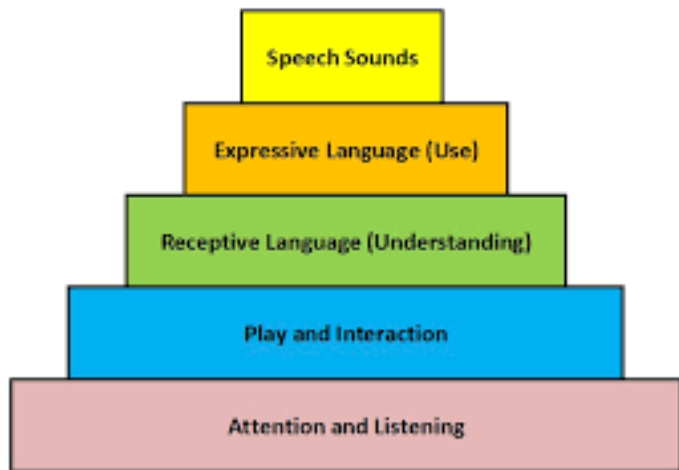
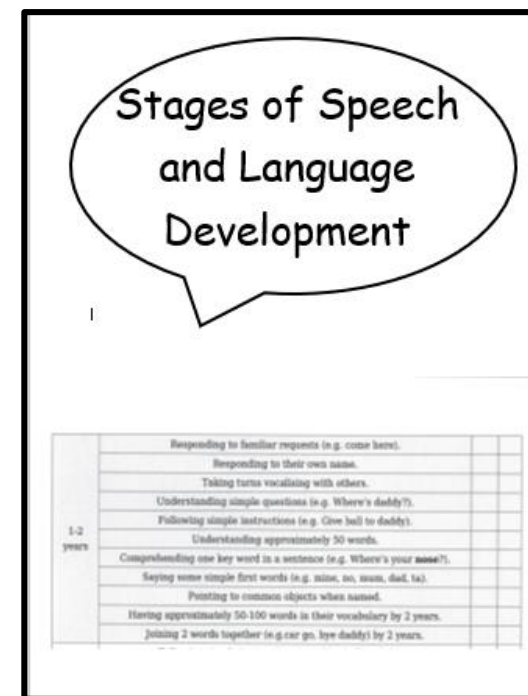
- What is Speech, Language and Communication?
- Stages of communication and language - By ages
- What we use to monitor children's speech and language.
- How do we measure a child's progress?
- What to do if we are concerned?
- Referral to other services.
- Working in partnership with other professionals.



What did you do?

Action 4

As part of the staff meeting I also prepared supporting information to help the staff develop their knowledge and understanding of the different stages of speech and language development.

Stages of Speech and Language Development

1-2 years	Responding to familiar requests (e.g. come here).			
	Responding to their own name.			
	Taking turns vocalising with others.			
	Understanding simple questions (e.g. Where's daddy?).			
	Following simple instructions (e.g. One ball to daddy).			
	Understanding approximately 50 words.			
	Comprehending one key word in a sentence (e.g. Where's your nose ?).			
	Saying some simple first words (e.g. mine, no, more, dad, ta).			
	Pointing to common objects when named.			
	Having approximately 50-100 words in their vocabulary by 2 years.			
Joining 2 words together (e.g. car go, bye daddy) by 2 years.				

What did you do?

Action 5

A training session was organised through the training company Quality 4 Early Years - This training focused on "Speech, Language and Communication Difficulties"



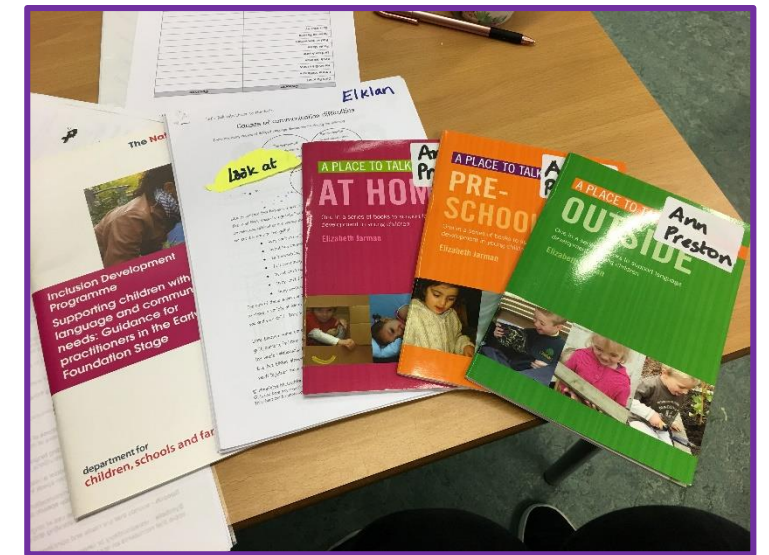
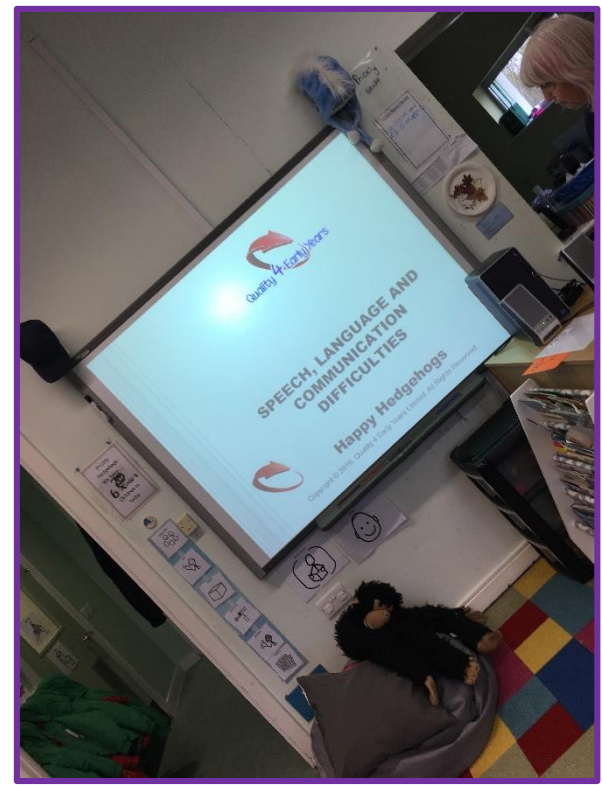
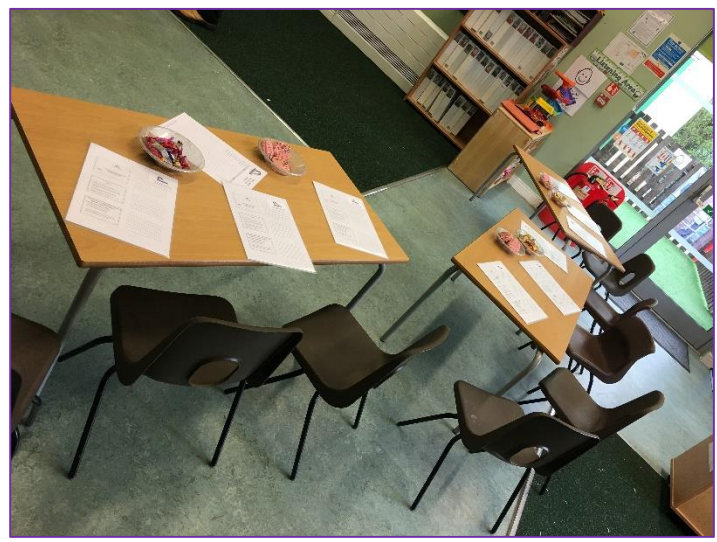
The aims of the course were as follows;

- Develop awareness of the importance of communication as the foundation for all learning,
- Enhance knowledge of the development of speech and language in the EYFS and of difficulties which may occur.
- Increase knowledge of effective strategies to encourage babies and young children to talk.
- Discuss and share planned activities for promoting language in early years settings.



What did you do?

The course was delivered on the 4th April 2019, and staff found it a very interesting and interactive session.



What did you do?



We carried out an activity to show how dummies can effect children's speech!



Interactive Learning Sessions

What did you do?

Action 6

In response to the information gained throughout the staff meeting, power point and training provided I asked staff to think more carefully when tracking their key group of children. I asked them to use the different materials I had provided to assess children's stages of speech, language and communication development.

As each member of staff had a variety of materials I wanted to see whether this made them think and look more closely at each child's stage of development.



What was the impact?

As this action plan was focused around staff and increasing knowledge the full impact I feel as not yet been observed.

The staff filled out the initial questionnaire at the end of the project again. Each member of staff graded their selves higher on each question, so in respect to supporting the knowledge of staff I feel that the project has achieved the outcome initially stated.

Staff are now in the process of assessing their key children's speech and language development. Already staff have approached me to say it has made them look at each child more closely. Some children have been tracked too high previously, and by using supporting documents such as the "Universally Speaking" this has given practitioners a clearer picture of a child's stage of development.



Reflect on the plan

By taking part in this project and focusing on the outcome B1 it has helped us as a staff team reflect on the following;

- Children's different stages of speech and language development.
- Assessment tools we use to track a child's progression - It is important to use various resources to track a child's progress.
- Are we tracking children too high?
- Have we missed children who need additional support?
- Do we provide quality experiences that support children's speech and language.
- Training as a full staff team is more beneficial than staff attending training one at a time. We all got the same message at the same time, so we are now all working towards the same goals.