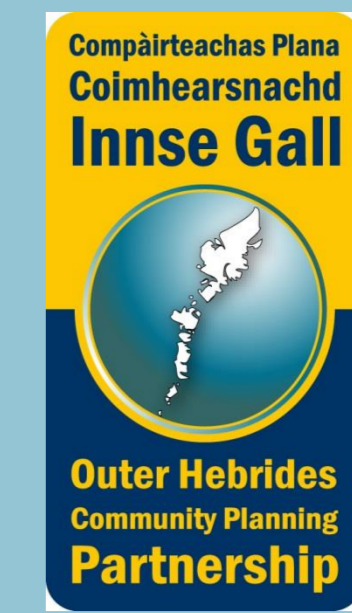


# Get Me Talking Programme



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In March 2018 professionals from agencies across health and education came together to identify change ideas to address ongoing speech and language concerns in young children in the Outer Hebrides as it was identified that there was an increase in referrals to early nursery placements by 33% due to delayed language development. Since there has already been a focus in supporting children's development in the pre-school years a team was put together to develop ways to support language development for children aged between 0-3.

**Aim: By March 2019 one parent and toddler group will have taken part in the *Get me Talking* programme and the parents involved will report a 25% increase in the use of strategies that promote language development with their children.**

## Method

An Early Years Support Officer, Educational Psychologist, Occupational Therapist and Speech and Language Therapist agreed that interventions needed to be carried out earlier in a child's life, and that to improve language acquisition, interventions must be run in partnership with families. They worked collaboratively using Process Mapping, Force Field Analysis and a Driver Diagram to identify specific changes. The *Get Me Talking* programme was developed to promote good quality interaction between parents and their young children in order to support language development.

## Process Change

Aim	Primary Drivers	Secondary Drivers	Change Ideas
<ul style="list-style-type: none"> <li>By March 2019 one parent and toddler group will have taken part in the <i>'Get me Talking'</i> programme and the parents involved will report a 25% increase in the use of strategies that promote language development with their children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Group leaders</li> </ul>	<ul style="list-style-type: none"> <li>Parents to attend sessions</li> <li>Parents to engage with their child(ren) during the sessions</li> <li>Increased parent confidence using strategies when engaging with their child(ren)</li> <li>Parents/group leaders to increase knowledge of the importance of key messages and strategies</li> <li>Increased confidence in group leaders facilitating the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Target already established parent/toddler groups</li> <li>Carry out fun and easily accessible activities</li> <li>Group leaders to model strategies when appropriate</li> <li>Programme developers to lead one session and to develop a package for group leaders.</li> <li>Group leaders to feedback to programme developers weekly</li> </ul>

*This is the most fun he has had in ages!*

*I realise now the effect of what I do has on my child!*

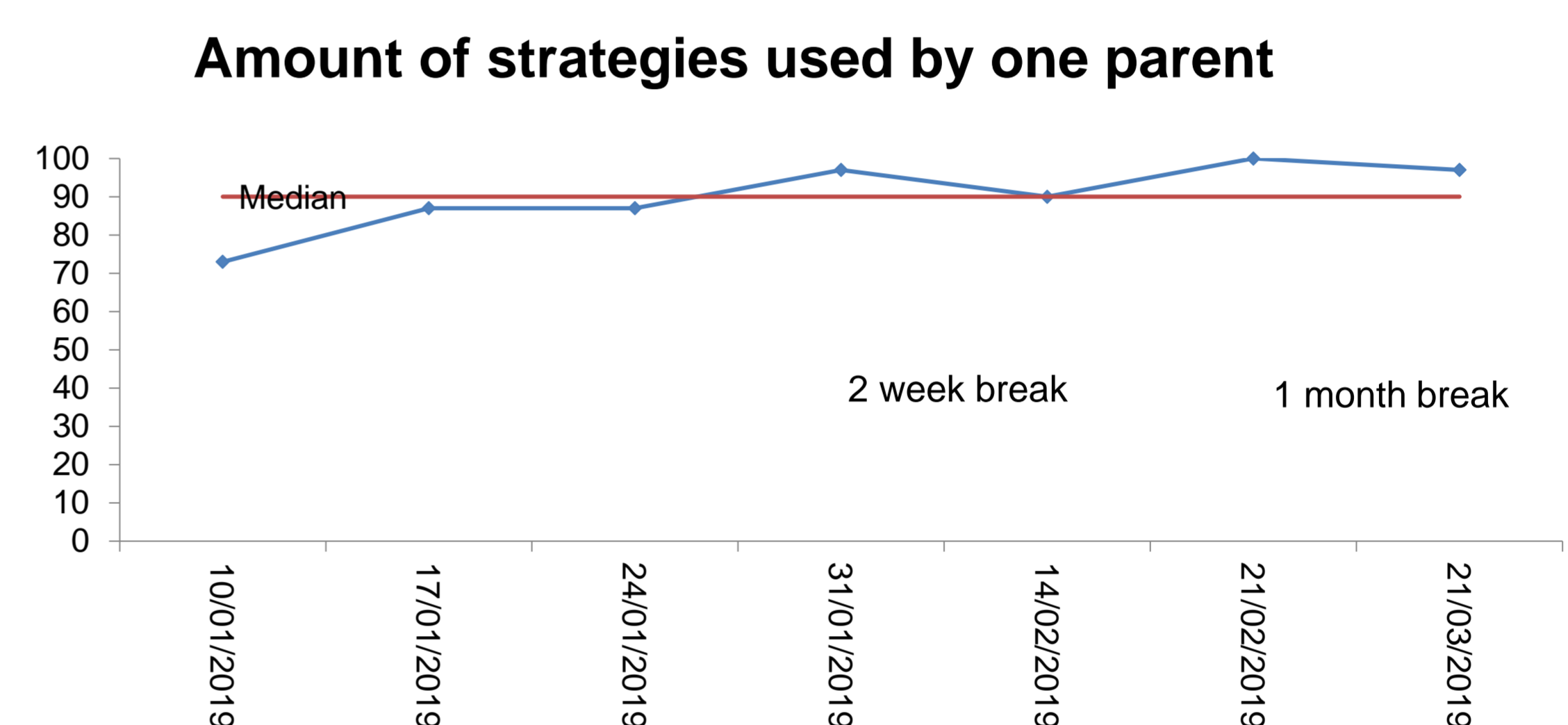
## Achievements

- The programme has been trialled in two supported parent/toddler groups and one local authority parent/toddler group.
- All parents have reported positive experiences during the sessions.
- Parents became more engaged with their children each week and have a better understanding of how to support their children's language skills.
- Group leaders noticed that parents engaged more with their children throughout the *Get Me Talking* programme compared to other parent/toddler programmes.
- There has been improved joint working between project developers, parents and Early Years staff.
- The *Get Me Talking* programme has been made into a package to be used in parent/toddler groups.

## Key Learning Points

- ☆The importance of collaborating with parents and group leaders about the programme and its delivery
- ☆The importance of collecting data
- ☆The importance of regular feedback and discussions with the group leader and with parents to enable change ideas if necessary

## Results and Conclusions



The above data highlights that one parent achieved a 24% increase in the use of strategies whilst engaging with her child after participating in seven sessions.

## Scale / Spread

