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Early

Talk Boost

Early Talk Boost narrows
the gap between 3-4 year
olds with delayed language
and their peers

**Part 1 - Online
Practitioner Training**



Warm-up activity

- Introduce yourself to the group: with your name and your role in the setting.
- Next, say **one thing** you've heard about or know about *Early Talk Boost*.



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What is *Early Talk Boost* ?

- A language intervention designed for 3–4 year olds to boost their language skills.
- Includes:

Intervention
Manual

Set of eight
story books

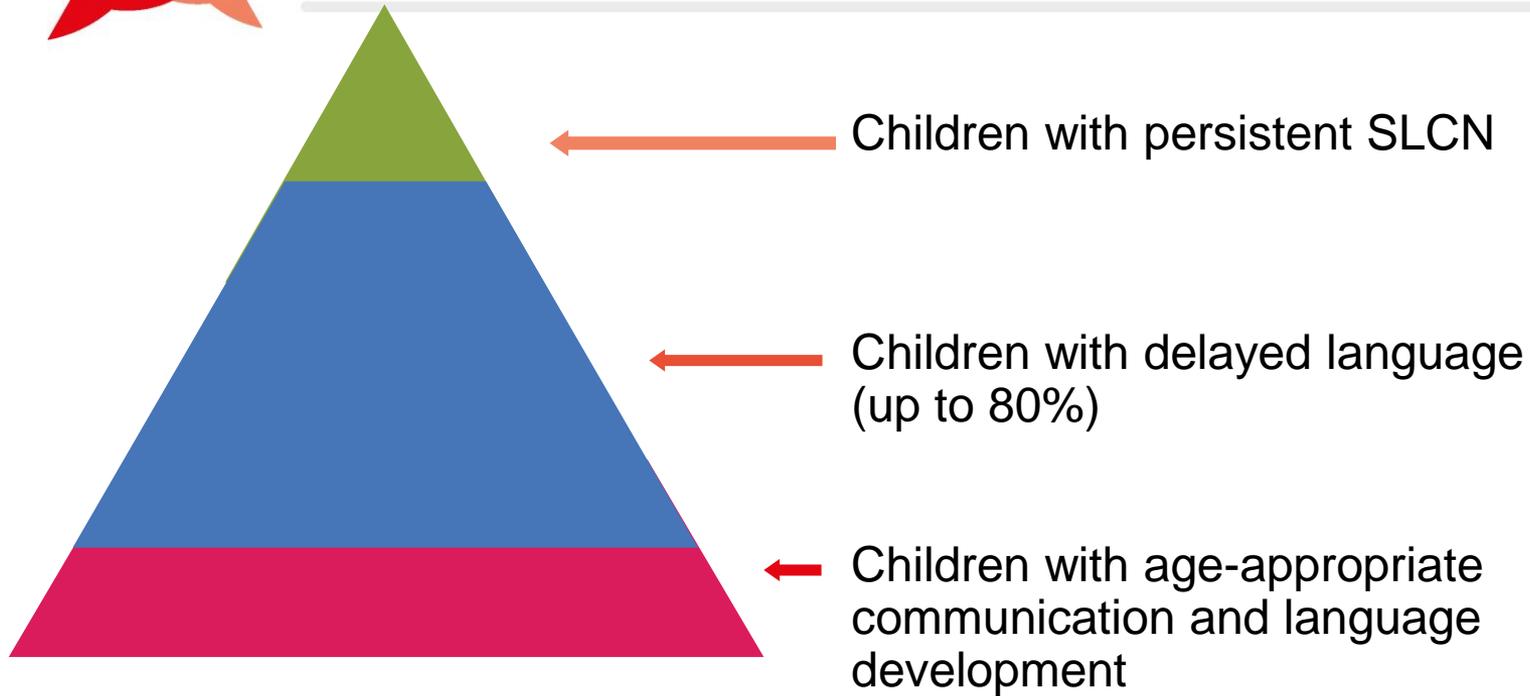
Toolkit of
resources

Tracker

- Parents are also involved in the programme.



Who is *Early Talk Boost* for?





Overview of the training

Session 1	<ul style="list-style-type: none">• Background to <i>Early Talk Boost</i> and early language development
Session 2	<ul style="list-style-type: none">• Selecting children for the groups• Using the <i>Early Talk Boost</i> Tracker
Session 3	<ul style="list-style-type: none">• Running the <i>Early Talk Boost</i> groups
Session 4	<ul style="list-style-type: none">• How to support children's language• Partnership with parents and parent workshops



Session 1: Background to *Early Talk Boost* and early language development

- Quiz: facts and figures about early language

Why do the *Early Talk Boost* intervention?



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Quiz: Question 1

- Other children who are good at talking?
- Children's TV programmes and tablets?
- Adults?

From whom do children learn language skills best?





Quiz: Question 2

- 6 weeks?
- 9 months?
- 1 year?
- 17 months?

At age 3, what's the language skills gap between disadvantaged children and those from wealthier backgrounds?



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Quiz: Question 3

- If they have delay at age 5 they catch up with their peers by age 7
- Their vocabulary skills stay the same
- Their vocabulary skills fall behind

What happens to the vocabulary skills of children in persistent poverty between the ages of 5 and 7?





Quiz: Question 4

- 5%?
- 10%?
- 15%?
- 25%?

At age 3, what percentage change can we make to a child's language by working with parents?





Quiz: Question 5

- True or False?

Children who are introduced to English as a second language will have speech, language and communication needs





Thinking about Talking – Making a Sandwich

- How did the 'Making a Sandwich' exercise go for you?
- What skills did you pull out from your conversation?

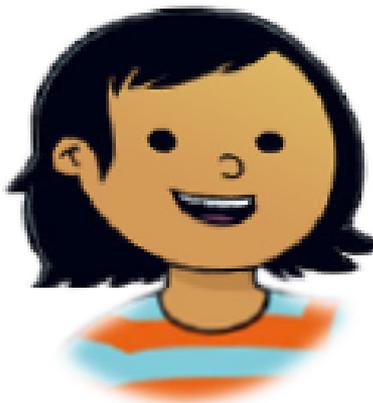


How do we communicate?

We put together what we hear, and **Understand**

We plan and organise what we will say

We hear,
attend and listen



We use words to share
meaning – **Talking**



We make and use sounds
to form words – **Speech**

Using language to interact with other people – **Communication**

We have to want, need and be confident to communicate

With thanks to The Communication Trust for this model



What are the building blocks of language?

- If we built a tower to represent the way language develops, the foundation blocks would be:

Hearing

Attention

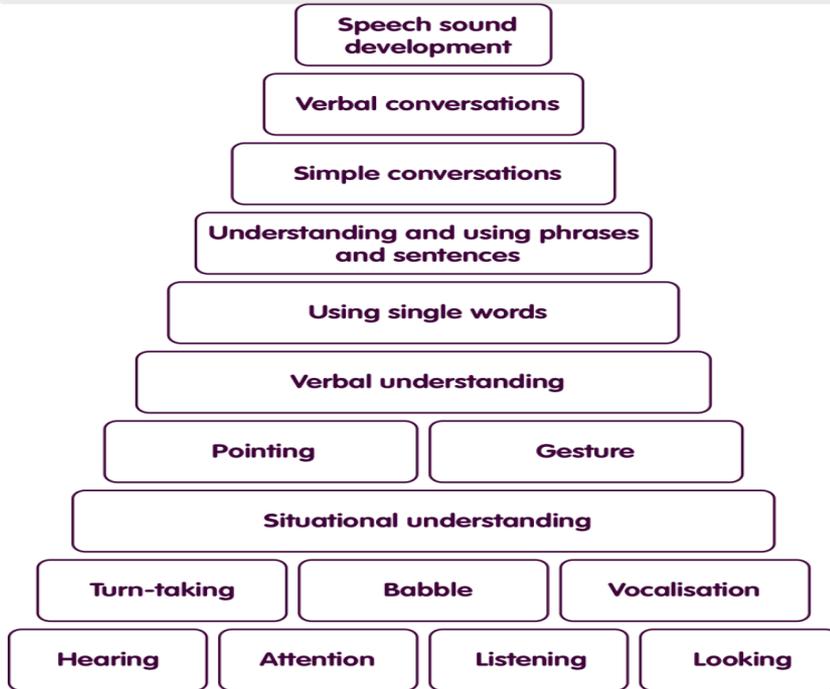
Listening

Looking

- What would happen if these skills were not secure?



Building blocks of language





Early Talk Boost supports

Attention and listening

- These are the foundation skills for speaking and listening.

Developing vocabulary

- Research shows that children with weaker vocabularies are at risk of experiencing difficulties with reading.

Building sentences

- Putting words together is a vital skill for having conversations and telling stories.



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Jake & Tizzy story books

A series of eight story books introduce the characters of Jake and Tizzy, who are used throughout the intervention, so that children will become familiar with them. The books:

- reinforce topics covered in the weekly sessions such as learning to listen, big and little, and action words
- introduce and practise a range of vocabulary
- focus on language structures required for building sentences.

Repeated reading of story books has an effect on children's narrative skills and print knowledge (Horst et al, 2011).



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Initial findings from the pilot study

After Early Talk Boost:

- Children make statistically significant progress in their early language.
- On average children make six months' progress after a nine-week intervention.
- This is twice the amount of progress of children not having the intervention.



Break time!



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Session 2: Selecting the children

The *Early Talk Boost* intervention is suitable for children with **language delay** (in some areas 50–80% of all children), e.g. those who have:

- difficulty listening/paying attention
- poor vocabulary
- difficulty understanding language
- difficulty organising and using language
- immature sentences
- difficulty explaining or describing
- difficulty taking turns.



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Selecting the children

The *Early Talk Boost* intervention will **not** benefit children with:

- identified learning needs/special educational needs
- difficulty with fluency
- isolated speech sound difficulties.



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Assessment and monitoring

The *Early Talk Boost* Tracker is provided with the intervention:

- to help you identify children for the intervention
- to monitor progress of the children after the intervention.

Note that the Tracker is not designed as a whole class screening tool.



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Early Talk Boost Tracker

The Tracker has four sections:

1. Attention and listening
2. Communication: Understanding of language
3. Communication: Speaking
4. Personal, social and emotional skills



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Early Talk Boost Tracker

- **Section 1: Attention and listening** and **Section 4: Personal, social and emotional skills** are completed from your observations and knowledge of the child.
- **Section 2: Communication: Understanding of language** and **Section 3: Communication: Speaking** involve:
 - checking the child’s ability to respond to instructions
 - checking the child’s ability to interpret information in pictures.

There are guidelines for what you can say and what you’ll need for these sections.



Early Talk Boost Tracker

- The questions in the Tracker are colour coded **Red**, **Amber** and **Green**.
- This colour coding relates to approximate age-specific milestones.



These questions relate to milestones for children aged approximately 2 years old



These questions relate to milestones for children aged approximately 2–3 years old



These questions relate to milestones for children aged between 3 and 4 years old

	Language: Understanding words and sentences	Resources needed Scoring guidance	Score		
			Always: score 2	Sometimes: score 1	Never: score 0
R	<p>3. Can the child understand everyday action words?</p> <p>Using Picture B, say: <i>Show me who's eating.</i> <i>Show me who's sleeping.</i></p>	 Picture B Score 2 for two correct responses. Score 1 for one correct response. Score 0 for no correct responses.			
A	<p>4. Can the child understand in and under?</p> <p>Using the bag, the box and two animals, put one animal in the box and one under the bag. Say: <i>Show me who's under.</i> <i>Show me who's in.</i></p>	 Bag Box and two animals Score 2 for two correct responses. Score 1 for one correct response. Score 0 for no correct responses.			



Scoring the Tracker

- Follow the guidance and use the online Tracker to get a numerical score and measure this against the child's age: at www.icantracker.org.uk (also linked on your ETB online page)
- Children scoring in the **Red** or **Amber** bands will benefit from *Early Talk Boost*.
- Children in the **Red** band may need further support, liaison with parents and consideration for external referral.
- Children in the **Green** band will not benefit particularly from *Early Talk Boost*.



Checking children's progress

- Use the Tracker to identify children who will benefit from *Early Talk Boost*.
- Use the Tracker after the intervention is complete to see how much progress the children have made.
- Identify next steps and any further support needed.



Online Tracker

www.icantracker.org.uk

- Gives you automated scoring for each child.
- Lets you track children's progress online before and after the *Early Talk Boost* groups.
- Produces reports you can share with parents and other professionals.
- Shares information with I CAN so we can continue to gather impact evidence on how *Early Talk Boost* is working.



Online Tracker + Building on Practice

www.icantracker.org.uk

- Create Tracker account for your setting
- Think about children that you think would be suitable for the group – feedback next session .



Any questions?



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