

Case study for *What Works*

Please use this form to guide you in sharing an example of how you have used one of the interventions on *What Works* in your practice. We appreciate as much detail as possible, as this will help other practitioners make an informed decision about using that particular intervention.

Name of intervention	Talking Time
Your name and role	Karen Legge Speech and Language Therapist

Context: Talking Time was introduced and accepted enthusiastically in all Foundation Stages across all four schools I was working in as part of the 'Talk of the Town' randomised control trial.

Children: The schools chose to deliver the intervention to target groups of children, rather than universally across the setting.

Adults: Teaching assistants who were already working closely with the children were selected to run the intervention so that strategies from the sessions could be reinforced in the wider Foundation Stage settings. It was also agreed that children of this age were also more likely to respond to an adult they knew for the pre and post assessment (The Communication Trust Progression Tools) and when delivering the group.

Practicalities: The initial challenges faced were

- prioritising and timetabling the sessions into an already busy week
- the correct identification of the children to take part in the groups
- the identification of an appropriate member of staff to deliver the group sessions
- supporting the staff member to assess the children and to deliver the groups.

Outcomes: The groups were run consistently, over the two years, in all four schools, with two schools having children moving from scoring 100% amber on the Progression Tools, during pre intervention assessment, to 100% green during post intervention assessment. However, the intervention has been particularly successful in one particular school. Here the Teaching Assistant has taken ownership and responsibility for the group from the beginning; liaising with Teaching staff to ensure that it is timetabled into the week and that sessions are delivered consistently. She has been keen to develop her knowledge of Speech, Language, and Communication and has seen the experience of working with a Speech and Language therapist and running the groups as an opportunity for her continuing professional development. As such she has been extremely committed to the groups and has kept closely to the timetable; completing all groups successfully. Children from this school made particularly good progress.

Group profile chart

1st Beginning

Name:	Understanding spoken language		Understanding and using vocabulary		Sentences		Storytelling and narrative		Speech		Social interaction	
	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	
Example Ben Smith	13	11	11	13	13	15	11	11	13	13	5	3
1 Lexie WJ	9	7	16	5	5	15	7	13	13	15	11	11
2 Oscar	5	5	13	5	5	5	3	3	7	5	3	3
3 Joby	15	9	19	9	11	15	9	9	15	11	13	11
4 Tatenda	13	11	13	15	7	15	9	16	13	15	9	15
5 Lennon	11	9	15	11	9	15	5	7	15	11	9	7
6 Molly	11	13	9	11	7	15	3	12	11	13	9	11
7 Jai Wei	14	11	9	11	5	7	3	11	13	13	5	7
8 Alfie	13	9	11	11	9	15	9	9	17	9	5	7
9 Maizie	11	13	15	11	9	15	3	13	9	11	7	11
10 Alice	9	11	11	11	15	15	7	13	15	13	7	11
11 Amber	7	11	11	9	11	15	5	7	13	9	11	9
12 Jashua	15	9	15	9	11	15	3	7	7	7	9	9
13 Kaycee	7	7	13	11	7	15	5	7	7	11	7	11
14 Mace	11	3	11	3	9	7	3	7	9	5	11	5
15 Logan	5	5	11	5	5	7	7	13	5	7	3	9

Group profile chart

2nd End

Name:	Understanding spoken language		Understanding and using vocabulary		Sentences		Storytelling and narrative		Speech		Social interaction	
	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	Obs	
Example Ben Smith	13	11	11	13	13	15	11	11	13	13	5	3
1 Lexie	15	11	15	13	15	15	15	15	13	15	15	15
2 Oscar	9	3	13	7	5	3	5	3	3	5	5	5
3 Joby	15	13	15	15	13	15	15	13	15	15	13	15
4 Tatenda	15	9	15	11	15	15	13	15	15	15	9	15
5 Lennon	15	9	15	11	15	15	11	13	15	15	15	15
6 Molly	15	13	15	13	13	15	11	13	15	13	11	13
7 Jai Wei	15	15	15	13	11	15	9	15	15	13	15	9
8 Alfie	15	13	15	11	13	15	9	15	11	13	15	9
9 Maizie	15	13	15	13	11	15	11	15	11	11	9	15
10 Alice	11	13	13	11	15	15	11	15	13	13	13	15
11 Amber	7	11	16	9	15	15	7	11	15	15	15	15
12 Kaycee	15	9	15	11	9	9	5	4	9	13	15	9
13 Logan	15	7	15	7	15	11	7	9	9	7	13	11

All schools have commented that the Talking Time intervention has supported and developed the language skills of their English as an additional language intake.

Top Tips/Conclusions: The Talking Time Intervention has been the most successful when it is prioritised and timetabled into the week by Teaching Staff and when the sessions are delivered by Teaching Assistants who know the children in the Foundation Setting well and who also work alongside the children on a daily basis. That same Teaching Assistant needs to understand how the intervention will support and develop speech, language and communication skills, and most importantly they need to enjoy delivering the group to the children. On the occasions when groups have been less successful some of the overriding factors have been staff who do not recognise the goals of the intervention or give priority to the groups and where they themselves do not enjoy delivering the sessions.