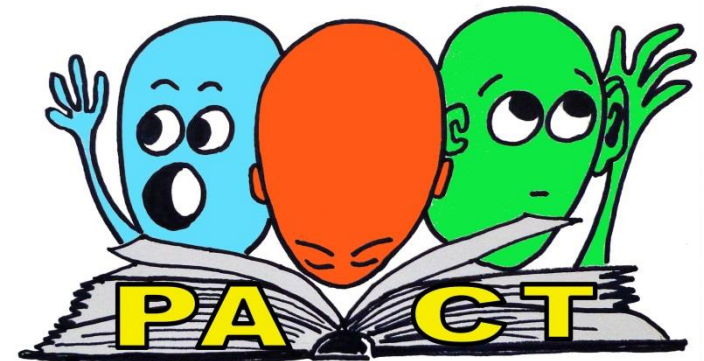


Evaluating a parent-delivered language enrichment programme for pre-school children living in socially-disadvantaged areas

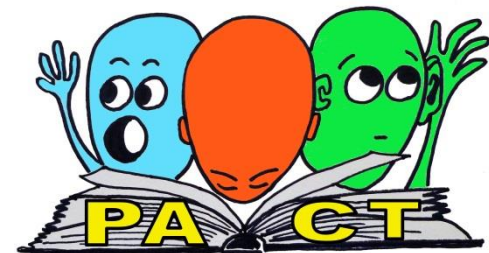
Kelly Burgoyne

Helen Whiteley, Maggie Snowling, Charles Hulme



Project Aims

- To evaluate the impact of a parent-delivered oral language teaching programme on the language and early literacy skills of pre-school children
- To equip parents with resources and strategies to help support early development and school readiness



Background

- Children from low-income backgrounds have poorer educational outcomes than their more affluent peers (DfE, 2015; Ofsted, 2014)
 - Group differences are evident from an early age and are particularly clear for literacy, language and communication skills (EYFS data; DfE, 2014)
- Positive relationship between parental involvement and academic achievement (e.g. Wilder, 2013)
- Will increasing parental involvement -> improved educational outcomes?
 - Strategy cited in policy recommendations (Ofsted, 2014; Field, 2010; Tickell, 2011; DfE, 2012)

Huat See & Gorard (2013)

- Reviewed 68 studies of interventions designed to raise attainment by increasing parental involvement (is there *a causal link*?)
- No studies of sufficient quality to provide a reliable evaluation
- Most promising phase for parental intervention is pre-school and preparation for primary school

Targets for intervention in the pre-school years



Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

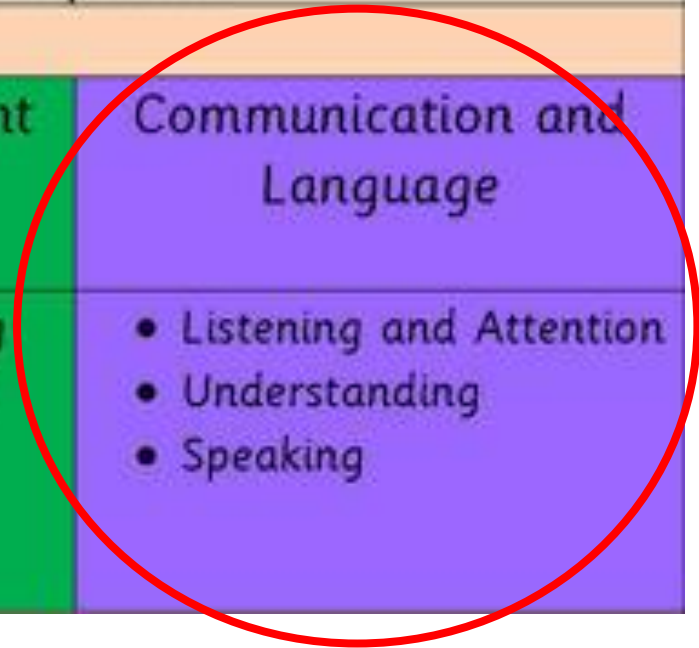
- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour

Physical Development

- Moving and Handling
- Health and Self-care

Communication and Language

- Listening and Attention
- Understanding
- Speaking



Targets for intervention in the pre-school years



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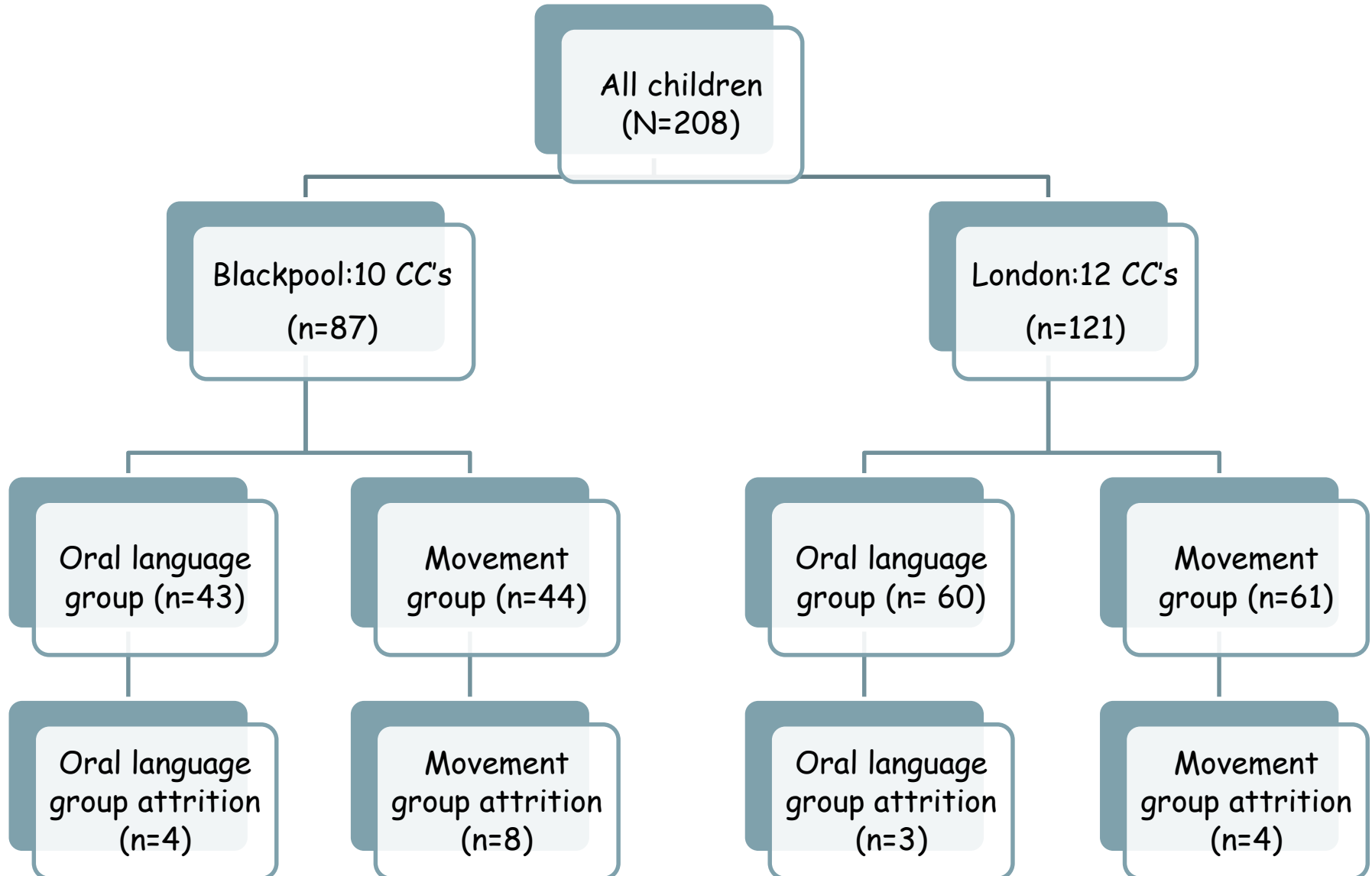
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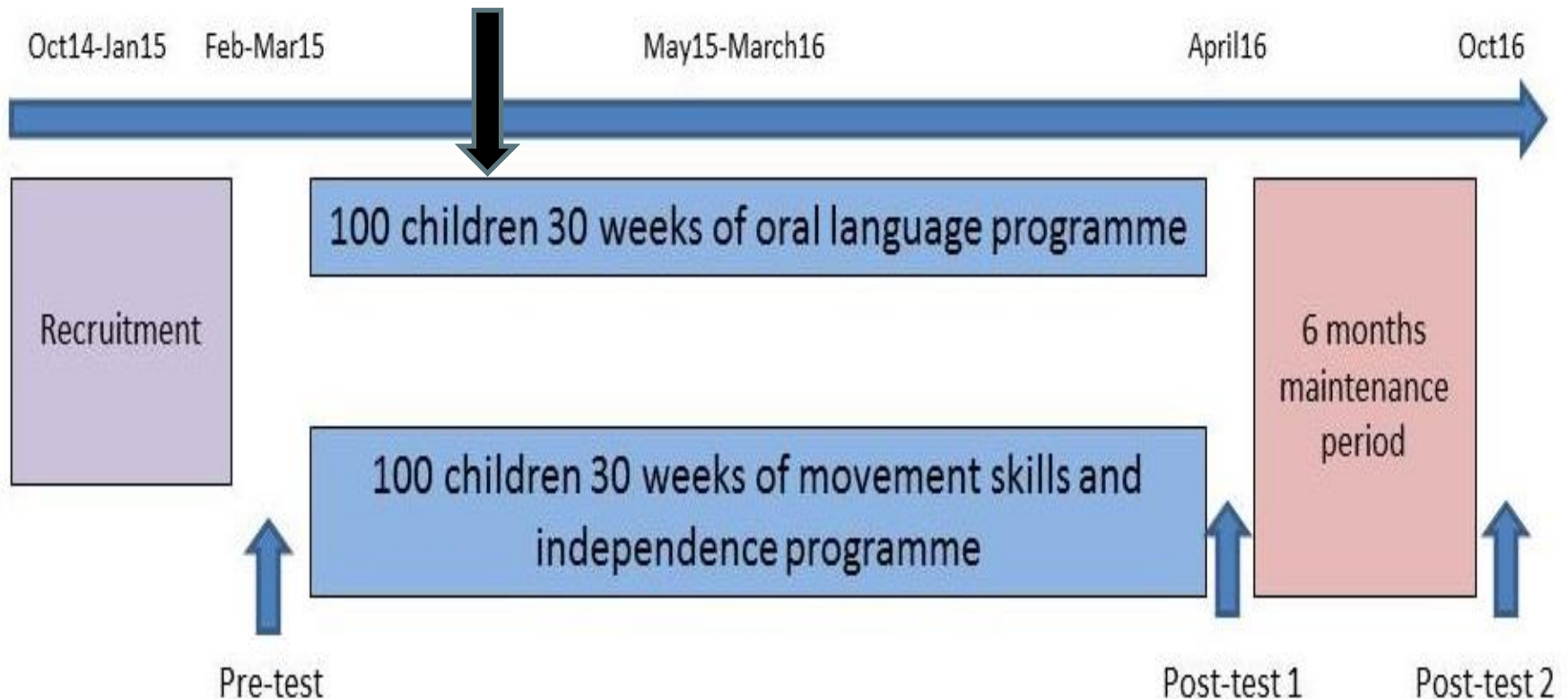
Communication and Language

- Listening and Attention
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Randomised Control Trial



Timetable



The Teaching Programmes

- 6 x 5-week teaching ‘blocks’
 - Week 1-4 new teaching
 - Week 5 consolidation
- Delivered by trained family member in daily 20-minute sessions 5 times a week
 - Sessions are scripted and all resources are provided
- Families supported by trained staff in Children’s Centres
 - Weekly support sessions in early stages

Session structure: Oral language programme

Oral language programme session (20 minutes)		
Introduction	Settling the child into the session	2 minutes
Interactive reading	Sharing books together – exploring, talking and having conversations linked to books and stories	5 minutes
Vocabulary	Exploring new words and talking about what they mean	5 minutes
Narrative	Activities designed to support narrative and extended language skills including sequencing, storytelling and retelling, and summarising stories.	5 minutes
Plenary	Reviewing session content and closing session; sticker reward	3 minutes

Session structure: Movement skills and independence programme

Movement Skills and Independence programme session (20 minutes)		
Introduction	Settling the child into the session; warm up activities	2 minutes
Big Body Moves	Physical activities designed to support the child's gross motor development and co-ordination of large physical movements	5 minutes
Fingers and Hands	Work on fine motor skills to support co-ordination and manual dexterity through finger training and object manipulation activities	5 minutes
Pencil Skills	Building finger/hand strength and control through activities using pencils and crayons to colour, make marks and draw	5 minutes
Independence Activity and Reward	Activities to support personal development and independence; sticker reward	3 minutes

Participants: Pre-test data

Pre-test Feb-March 15: 3,01 (2,07-3,06); 102:106 (M:F)			
	Average Raw Score	Range Raw Score	
Expressive vocabulary (max.40; N=190)	8.53 (5.72)	0-22	36% -1SD (16.5% -2SD)
Receptive vocabulary (max.96; N=170)	31.45 (13.65)	1-66	53.7% -1SD (20% -2SD)
Beanbag Throwing (max.6; N=175)	1.35 (1.35)	0-6	N/A
Drawing Trail Errors (max.19; N=171)	14.57 (4.79)	1-19	79.8% -1SD (42.7% -2SD)

Parents' response to teaching programmes

Question	Mean (SD)
Do you expect to stay in the programme?	4.85 (0.52)
Do you think the programme will help get your child ready for school?	4.81 (0.49)
Do you feel confident to deliver the programme?	4.61 (0.57)
Do you think you will enjoy delivering the programme?	4.72 (0.52)
Do you think your child will enjoy the programme?	4.73 (0.56)

0 (not at all) - 5 (very much)

Children's response to teaching programmes?



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