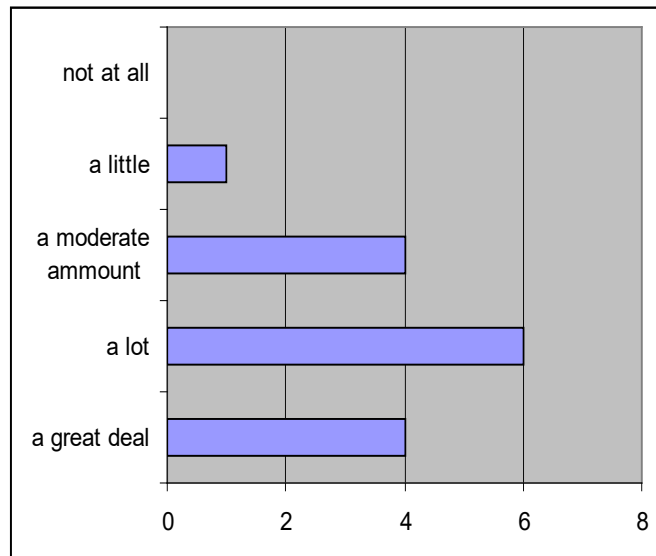


**Long Term Evaluation of Elklan training for Community Nursery Nurses**  
**Elaine Cragg Elklan tutor and coordinator**  
**10.04.14**

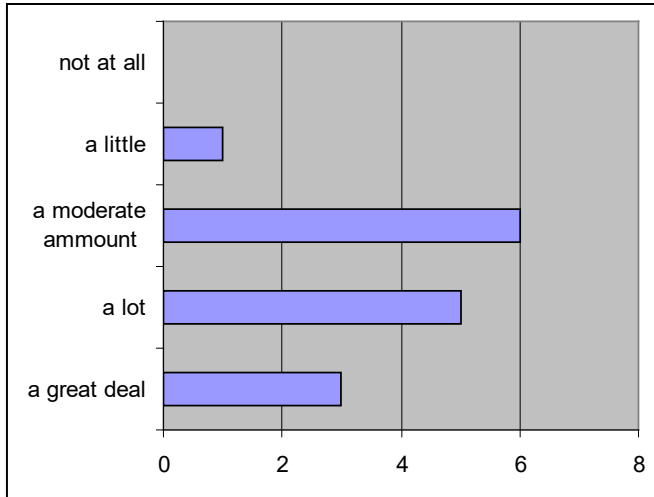
In summer 2013 a Survey Monkey was set up and 47 Community Nursery Nurses working for Lincolnshire Community Health Trust were asked to complete a survey of a few questions which would take less than 5 minutes. The aim was to collect information regarding the longer term impact of their completing the level 3 Elklan course "Speech and Language support for under 5s".

15 responses were received and the results are as below:

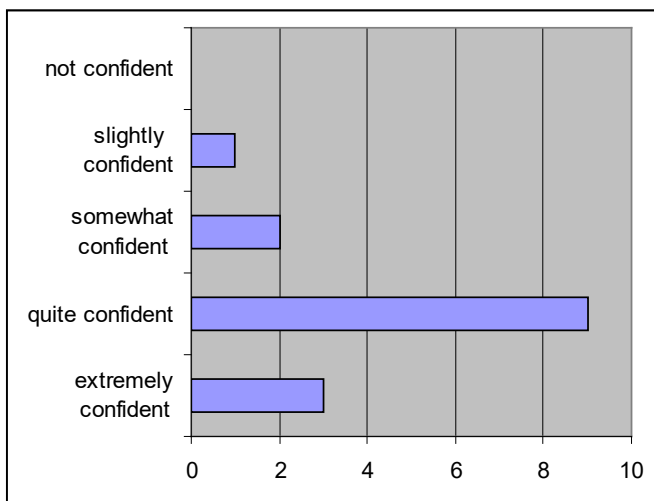
**Since finishing your Elklan course how much have you considered the course content when thinking what to say to families?**



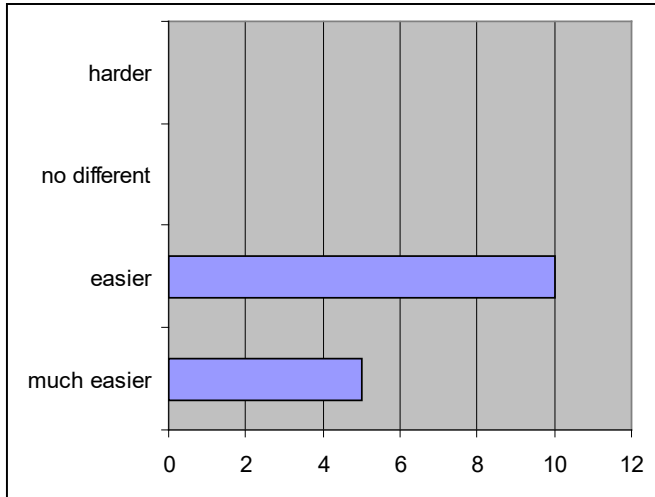
**How much have you used specific strategies and activities from the course when giving advice?**



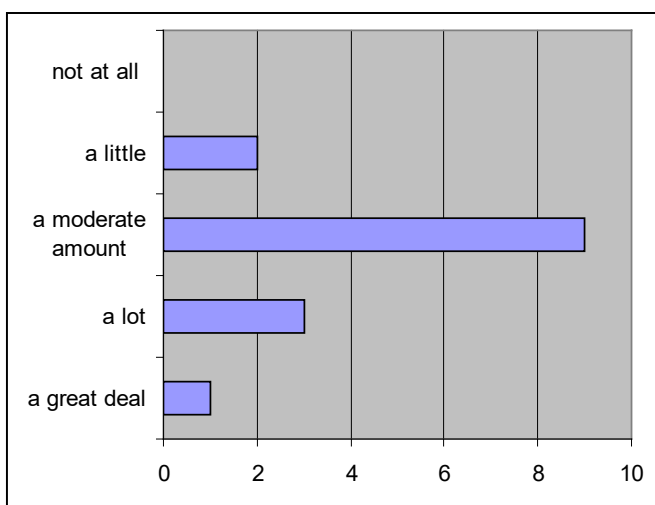
**How confident are you in interacting with small children, modelling this for parents?**



**Since attending an Eiklan course has this made assessing children easier or harder?**



## How much does your advice change parents' behaviours?



## **What 3 main changes in your practice would someone notice following your Eklan course attendance?**

More aware of speech and communication do assessments from a different angle (HV team NHS) More confident in my knowledge and passing the information to the parents

1. Discussing the importance of quiet time, time for listening and time for talking. 2. Discussing the importance of encouraging children to lead play activities and advise parents to add in key words. 3. Discuss the importance of parents not acknowledging their child's speech problem to the child directly.

More confidence at assessing a child. Less likely to refer as quickly. Different techniques used to assess.

I am more aware of non verbal communication I am more confident assessing speech development

More knowledge, confidence and tools available

Discussions with parents on stop, observe and repond strategy, Use of ICW's, and using the Hand rule to explain supporting and encouraging speech development.

Better materials used with parents ability to model strategies with families Evidenced based advice re communication

Time in observing children at play rephrasing questions to both children and parents content given when making referrals

Will review speech further before referring put strategies in place for family to work on

Confidence in giving speech and communication advice. Explaining child development to parents Type of advice / strategies given

Better knowledge of speech and language, Able to give parents the ability to help their children to develop better speech skills, Better strategies and activities for the children

Some of the advice offered to parents. Way in which we assess the child's level of understanding. More confident when dealing with speech concerns.

Not referring straight to SALT Assessing attention level and social skills Modelling.

Modelling of positive interaction during appointments. Carry out a more in depth assessment on speech and language Work with the family more before referring to SALT

More confident Understand more about speech problems and how to support children and their families Know when to refer on

## **Any further comments you wish to add?**

Course was excellent but was more accessible for people who are not within a health setting. Assessments and home work was hard to do as not working within a nursery setting.

I felt this course was aimed at pre school workers particularly the activities and home work

Very informative course and a new area to built and strengthen skills.

Eklan helped refresh attention levels and supporting strategies for parents when moving between levels.

I completed my Eklan training over five years ago, and feel that it is integrated into my every day practice.

A really good course and helps in every day practices we do in our jobs.

## Impact of Elklan training

To consider the impact Elklan training is having on the development of actual children all 63 practitioners on level 3 training in the Autumn Term 2013 were asked to provide a case study. All were able to explain the changes which had occurred as a direct result of their training. In this way they are reflecting the voice of the child:

- Child A is now a great deal more comfortable and confident to communicate both verbally and non verbally with other practitioners and the children around him. He has even begun to lead certain group activities through both practical activities and discussion time.
- Elklan training has had a big impact on all of the children in the setting. One child is beginning to use his speech. He is now beginning to repeat the sounds. I used some activities from the textbook and he now gives eye contact when he approaches you.
- I have been able to communicate better with a child who uses English as an additional language. I was able to find out that he only understood what his Mum was saying to him in English because she used a lot of non verbal communication (pointing etc) the child's development improved as he is now learning English words by making sure that the object you wanted him to say was held up near to your mouth and by repeating the word but giving him time to think about what you've said.
- One particular family have taken on board the idea of waiting for the child to speak and to look for clues in his non verbal communication. They said this has been a real eye opener as they had just thought he was lazy. He is now interacting better with his parents.
- A little boy who is 3 years old joined our nursery. He attended the first of a series of 6 weekly sessions. I talked to his mummy about the activities which had been done in the session and I was thrilled to discover that I had been planning similar activities/approaches. Mummy, therapist and I are 'working together' and rather successfully. The little boy grows in self esteem daily, speaking a lot more.
- Child A has been using a wider vocabulary and more explanation when talking about his play. He also has a better understanding of the questions asked and can therefore respond appropriately. He has become more social in his interaction with others as well. During 'talking time' in circle time we have encouraged turn taking and commenting on each other's comments and child A now enjoys talking about his interests with others.
- I was able to support a practitioner who had some concerns about a child's speech which was unclear but we determined that only two sounds fall outside of the developmental stage. Having used strategies which she shared with the parents to support the child the practitioner feels more confident and understands the child better. He appears to be less frustrated and is speaking more in group activities.
- Since starting the Elklan course I had the confidence to tell parents who had concerns about their child's speech that there were no concerns but I now know why there should be no concerns.

- In a group situation one child did not answer and was very quiet. I thought she lacked understanding but actually it was how I set my level of questioning, it was too high. Over a period of weeks her confidence has grown and she takes part in group work more now. Her attention and vocabulary have extended.
- One child I work with now initiates communication by approaching adults and takes them by the hand and leads them to activities. He is attempting to use verbal communication and joins in with singing and structured activities.
- I shared and demonstrated the ideas learnt during the Elklan course- following the child's play, talking about what the child was doing and limiting questions. The child was then able to stay at the activity for longer than expected, his interaction with the adult was much improved.
- The child was beginning to make more eye contact with the adults and trying to play with his brothers and sisters.
- It has made me adapt how I communicate with C. His parents are delighted by how much more articulate he has become. His concentration has increased which has made play and learning much more fun for him.
- A particular child had a problem understanding but parents were firing sentences at him when he was only functioning at a basic level of questions. He needed lots of non verbal communication and repeated language. I spoke to his parents and they have been doing this at home. I have noticed this child listens a lot more.
- I have introduced a 'quiet talk time activity' that allows the quieter members of my setting to have opportunities to talk and be listened to. I have spoken to my key child's mummy about this and asked her if she could chat with her child prior to coming into the sessions about what her child would like to tell her friends that morning
- At the beginning of term the child had a limited vocabulary and used 1-2 word combinations but by using modelling the child is extending his sentences to 3 words and also learning new vocabulary and concepts.
- Her Mum identified her daughter was still using a dummy and still drinking from a bottle. She was shocked that this could be impacting on her daughter's speech. There have now been changes and there has been a positive change in the pronunciation of sounds.

Written by Elaine Cragg, SLT  
July 2014

Elklan Speech and Language support for under 5s course-level 3  
 St Giles Children’s Centre  
 Tutor: Elaine Cragg Speech and Language Therapist

Summary of Evaluation Form Feedback  
 Spring 2013

Between January and March 2013- 10 Early Years professionals completed the course “Speech and Language support for under 5s” at St Giles Children’s Centre and 9 completed a level 3 portfolio, achieving the accreditation. The feedback is collated on 1-5 rating scales below:

Content of the course:

Poor	OK	Good	Very good	Excellent
1	2	3	4	5
			20%	80%
			2	8

Quality of teaching from the course tutor:

Poor	.....	.....	Very Good	Excellent
1	2	3	4	5
			10%	90%
			1	9



Effectiveness of students' communication with children and their families:

Before course				
Poor	OK	Good	Very good	Excellent
1	2	3	4	5
10%	10%	50%	30%	
1	1	5	3	

After course				
Poor	OK	Good	Very good	Excellent
1	2	3	4	5
			30%	70%
			3	7

**Their ability to promote communication skills of children with difficulties**

<b>Before course</b>				
<b>Poor</b>	<b>OK</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10%</b>	<b>30%</b>	<b>60%</b>		
<b>1</b>	<b>3</b>	<b>6</b>		

<b>After course</b>				
<b>Poor</b>	<b>OK</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
			<b>70%</b>	<b>30%</b>
			<b>7</b>	<b>3</b>

Their ability to collaborate with other agencies re a child's communication skills:

<b>Before course</b>				
<b>Poor</b>	<b>OK</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10%</b>	<b>40%</b>	<b>40%</b>	<b>10%</b>	
<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	

<b>After course</b>				
<b>Poor</b>	<b>OK</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
			<b>70%</b>	<b>30%</b>
			<b>7</b>	<b>3</b>

**Elklan Speech and Language support for under 5s course-level 3**  
**St Giles Children's Centre**  
**Tutor: Elaine Cragg Speech and Language Therapist**

**Summary of Evaluation Form Feedback**  
**Spring 2013**

**Students attending:**

<b>Name</b>	<b>Role</b>	<b>Setting</b>	<b>LA area</b>

**A selection of comments made in the feedback:**

**Overall the course was excellent and beneficial to me in all areas of my work with children**

**It has taught me not to expect too much from children before they have reached their recognised language development stage for their age**

**It has taught me how to help children to achieve clearer speech and how to apply strategies to assist all age groups and abilities including those children with EAL**

**I really enjoyed this course**

**It was insightful useful and practical. I was easily able to implement it into my everyday practice**

**I enjoyed talking to people who worked in different settings from myself and gaining an insight into the differences between settings**

**I thoroughly enjoyed the course and have learnt a lot to assist with how I communicate with children**

**I have changed a lot of my practices and have much more confidence when discussing speech and language with parents. Thank you**

**I really enjoyed developing my own skills and learning how to improve my communication with children and their families to influence their development**

**Excellent. Very interesting and delivered in an interactive way which I enjoyed**

**More in-depth than I originally expected but a great learning experience which will support my work**

**I liked the fact that the course was delivered in small sessions and the tutor's enthusiasm for her subject**

**The course was taught well and with enthusiasm and I feel more confident in my abilities to support children with their language development and communication skills**