Talking Together

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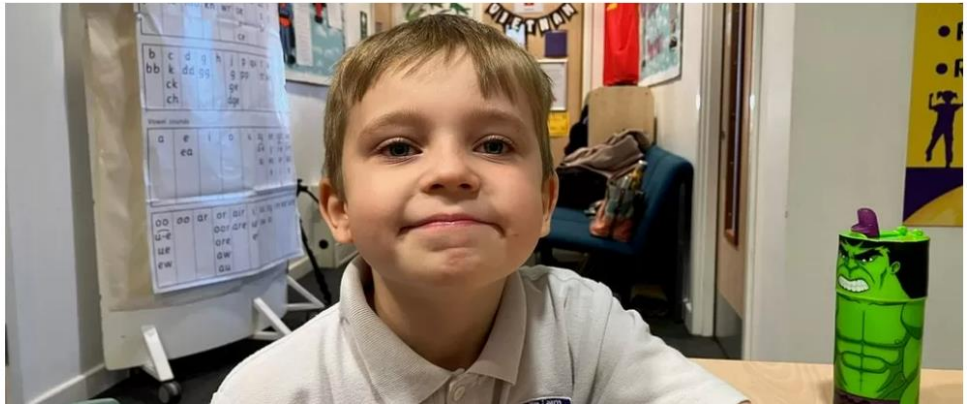
State of Nation

Family & Education | Young Reporter

Child speech delays increase following lockdowns

14 hours ago



What is the BSB Innovation Hub?

- A partnership of BSB and Born in Bradford (BiB)
- Uniting leading academics from York, Sheffield, Bradford & Leeds
- To establish an innovative experimental birth cohort (BiBBS) and provide a centre for evaluation of effectiveness of the BSB innovations

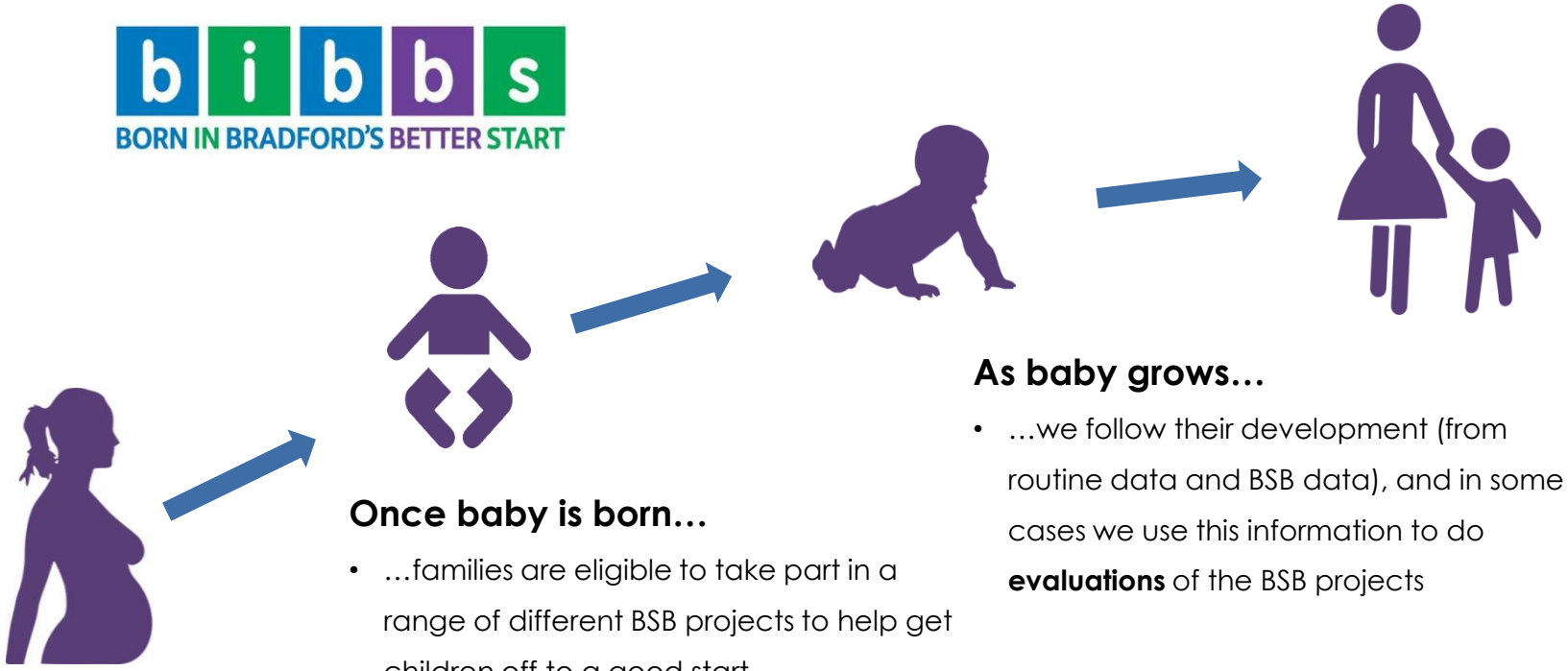
Better Start BRADFORD
INVESTING IN THE FUTURES OF OUR CHILDREN

b i b
We are family
BORNINBRADFORD

b i b b s
BORN IN BRADFORD'S BETTER START

Birth Cohort

BORN IN BRADFORD'S BETTER START



In pregnancy…

- …mums and dads are asked to join the study
- …they answer some baseline questions
- …we ask to follow their progress as their baby grows

Once baby is born…

- …families are eligible to take part in a range of different BSB projects to help get children off to a good start

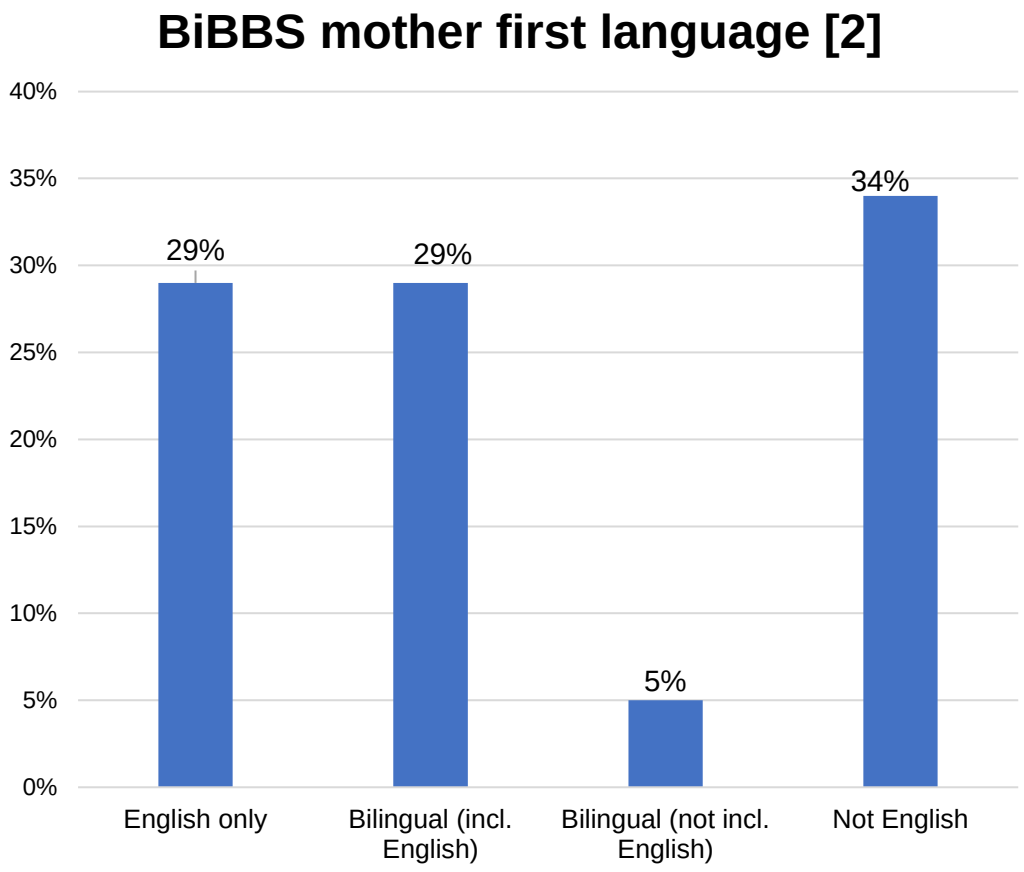
As baby grows…

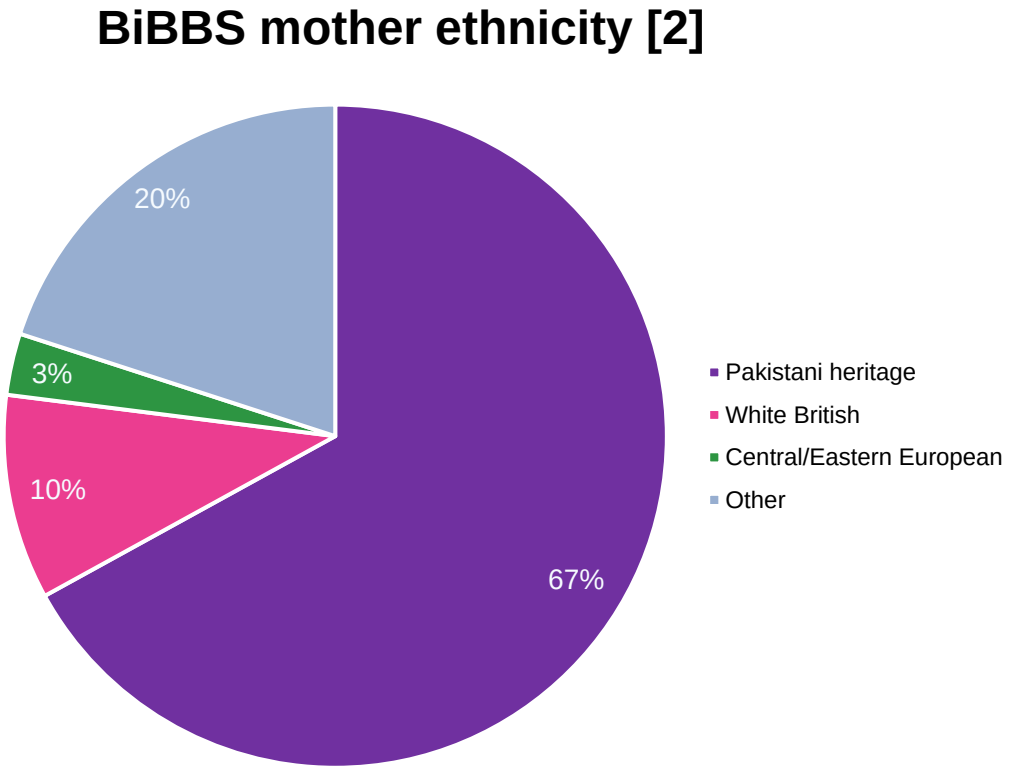
- …we follow their development (from routine data and BSB data), and in some cases we use this information to do **evaluations** of the BSB projects

COMMUNITY FUND

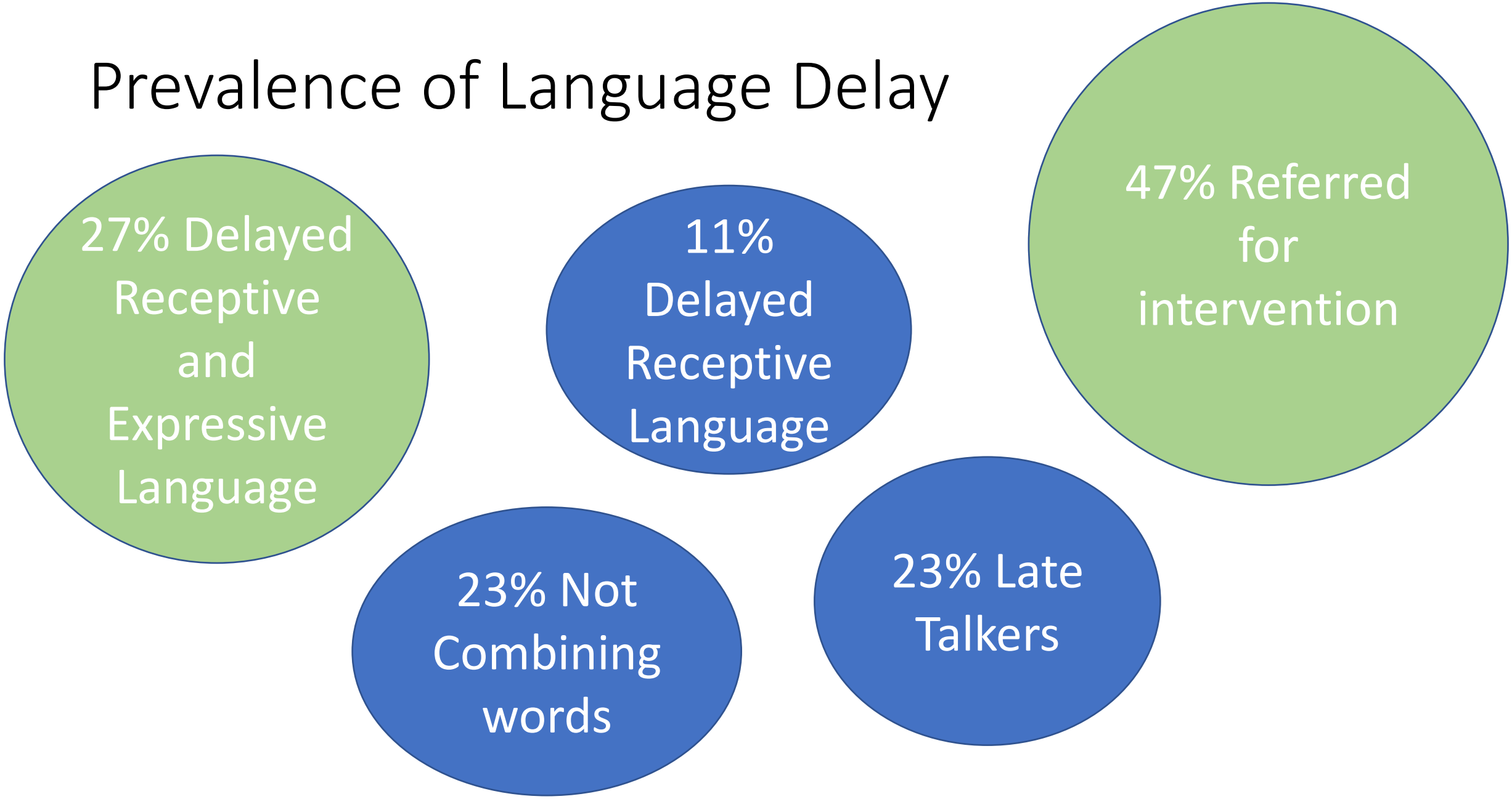
Better Start BRADFORD
INVESTING IN THE FUTURES OF OUR CHILDREN

Characteristics





Prevalence of Language Delay



Implications

- Almost 1 in 4 children in Better Start Bradford reach areas have evidence of preschool language delay
- Disadvantage as early as 2-years-old compared to other children in England
- High demand for early intervention
- Early screening and intervention may help mitigate language skill gap

Talking Together

Five topic areas:

- What is communication?
- Play
- Attention and listening
- Turn taking
- Praise and encouragement
- Final overview session

- A home-based intervention, delivered over 6 weeks
- Parents/carers of 2 year old children
- Aims to promote positive parent child interaction
- Provides parents with the skills and knowledge they need to improve their children's communication skills
- Large multi-lingual population – delivered in home language
- Follow-up after 3 months and referral to additional support where necessary

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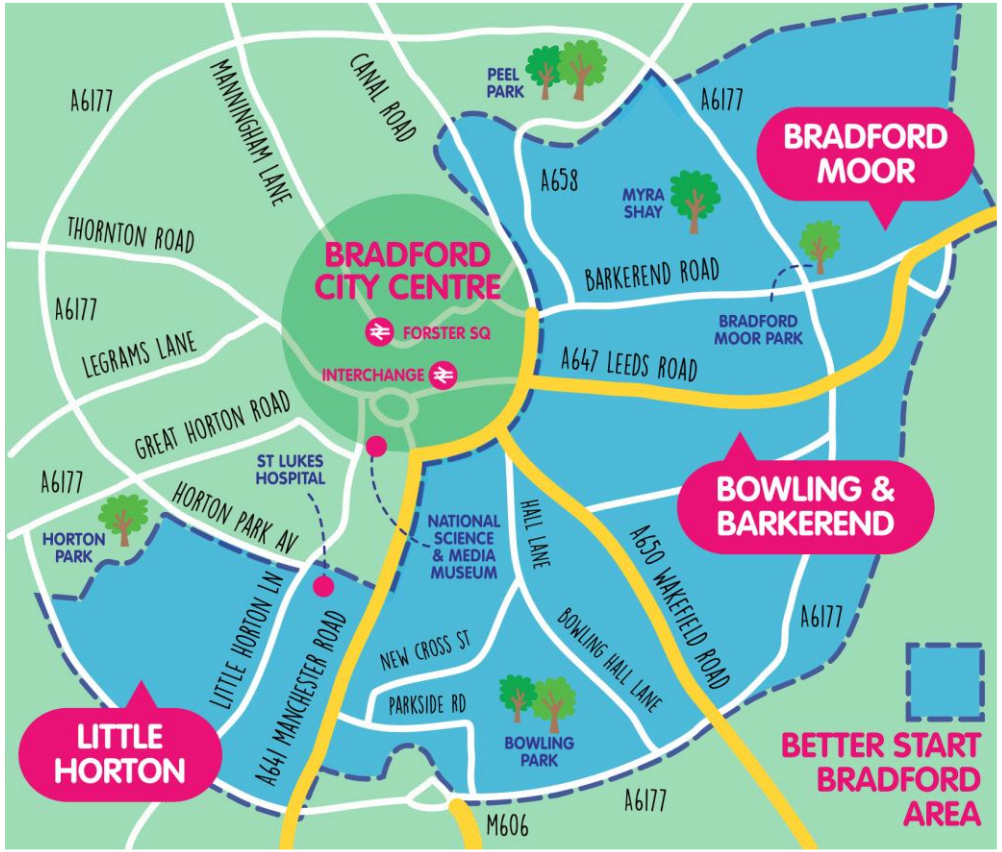
How we identify children

- All children in the reach area are invited to access a language screening
- The children are then assessed by a skilled Language Development Worker using a language assessment tool.
- This is delivered as a questionnaire, with parents in their own homes and in the language they feel most comfortable



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Language Assessment

Child's Name:_____ D.O.B:_____ Date Completed: _____

BHT Early Education and Training – 2 Year Language Assessment

Language Screening Questionnaire for Parents

How do you feel your child is getting on with learning to talk?

.....

Do you have any concerns about your child's hearing? **Yes / No**

.....

		Not Yet (0)	Sometimes (1)	Often (2)
1	Does your child respond to their name?			
2	Does your child point to objects they like or want?			
3	How does your child ask for something? (Examples: Pointing, Gesturing or Verbally)			
4	Does your child understand the things you say to him/her? (i.e. can respond to "Show me your nose?", "Where are your shoes?" without you having to use nonverbal cues such as pointing?)			
5	Does your child try to talk to their stuffed animals/dolls?			
6	Is your child putting two words together? For example "more juice", "mummy gone"?			
7	Does he/she ask family or friends questions beginning with "What" or "Where"? For example "What's that" or "What doing?"			
8	Has he/she ever used doing words like "eat", "drink", "make" "me do"?			
9	Does your child join in with songs or nursery rhymes?			
10	Can people in the family understand what he/she says to them?			
11	Does your child talk about things they have done in the past? i.e. if you went to the park yesterday, your child might say the word "park" today.			
	Total			

Home Language:_____

Child's Name:_____ D.O.B:_____ Date Completed: _____

Can you give examples of the kind of words or sentences your child says?

.....

.....

Can you tell me any amusing things that your child has said lately?

.....

Do you have any other questions about your child's talking?

.....

Have you got your child's name down at a nursery? Yes/No
If yes which one?

.....

Does your child use a dummy? Yes/No

Talking Together Offered & Accepted ☐

Talking Together Offered & Declined ☐

Talking Together Not Offered ☐

Referred on to children's centre services ☐

Reason for Talking Together Offer (tick all that apply)

- ☐ Child's language and communication
- ☐ Child's behaviour
- ☐ Home learning environment
- ☐ Parental behaviour
- ☐ Added family support for child with additional needs

Was an interpreter used to complete the Language Screening? Yes ☐ No ☐
What language was used to complete the Language Screening?.....

Home Language:_____

100 Word Check List / Oxford CDI

LANGUAGE DEVELOPMENT TEAM
BHT

Words I Know…

We are looking forward to visiting you and your child soon!

To help make our visit as quick as possible, we would like you to think carefully about the words your child uses and understands. This is to help us better understand how your child is getting on with their talking.

On the other side of this paper, there is a long list of words. Please look at each of the words on the list, and thinking about your child over the last month…

Tick '**S**' if your child uses the word when they are talking. For example, they may say the word 'cup' when they would like a drink.

Tick '**U**' if your child can understand the word when other people say it, but does not use it themselves. For example, they may understand what you mean if you ask 'where is your cup?'

If you know that for some words your child uses a different word that means the same thing (for example, uses "coat" instead of "jacket") write these words in the '**Alternative**' column

It does not matter which language your child is learning, or if they are learning more than one language. Please fill in this form thinking about all the words your child knows, in any language.

This is a long list, and we do not expect your child to know all the words! We would just like to know which, if any, of these words your child has learned.

Thank you for your help.

Tick 'S' for words your child uses when they talk

Tick 'U' for words your child understands, but does not use

'Alternative' is a space to write words with the same meaning your child can use or understand

Nouns	U	S	Alternative		U	S	Alternative words
mum/mummy/mam/ma	O	O		squirrel	O	O	
aunt/auntie	O	O		donkey	O	O	
mouth	O	O		elephant	O	O	
nose	O	O		fish	O	O	
toe	O	O		goose	O	O	
arm	O	O		**Action words**			
milk	O	O		call/call on the phone	O	O	
cake	O	O		carry	O	O	
tea/brew (drink)	O	O		catch	O	O	
butter/spread/marge	O	O		drop	O	O	
cereal	O	O		fall	O	O	
meat	O	O		finish	O	O	
bib	O	O		go	O	O	
glasses/specs	O	O		play	O	O	
jacket	O	O		splash	O	O	
shoe/shoes	O	O		swim	O	O	
sock	O	O		tickle	O	O	
zip	O	O		walk	O	O	
bed	O	O		want/want to	O	O	
chair	O	O		**Other Words**			
door	O	O		bye/byebye/cheerio	O	O	
table	O	O		cockadoodledoo	O	O	
bowl	O	O		dinner	O	O	
broom	O	O		nap	O	O	
brush	O	O		peekaboo/peepo	O	O	
cup	O	O		yes/yeah/aye	O	O	
glass	O	O		big	O	O	
key	O	O		clean	O	O	
lamp	O	O		cold	O	O	
light	O	O		dirty/mucky	O	O	
money	O	O		fast	O	O	
scissors	O	O		happy	O	O	
soap	O	O		hot	O	O	
watch	O	O		old	O	O	
book	O	O		soft	O	O	
pen	O	O		wet	O	O	
block	O	O		what	O	O	
ball	O	O		where	O	O	
balloon	O	O		why	O	O	
sky	O	O		now	O	O	
outside	O	O		today	O	O	
flower	O	O		tomorrow	O	O	
tree	O	O		back	O	O	
wall	O	O		in	O	O	
swing	O	O		all	O	O	
car	O	O		not	O	O	
aeroplane/plane	O	O		other/another	O	O	
kitten/kitty	O	O		some	O	O	
lion	O	O		there	O	O	
penguin	O	O		I	O	O	
pig	O	O		her	O	O	

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What is oTTer?

Outcomes of Talking Together – Evaluation and results

A two armed, unmasked feasibility trial in a single site, with participants randomised to either immediate intervention or the waiting control group.

Nuffield Foundation

What were we trying to understand?

- Primary objective – Recruitment
  - Sufficient numbers of eligible families?
  - Are families willing to take part?
  - Reach and representativeness

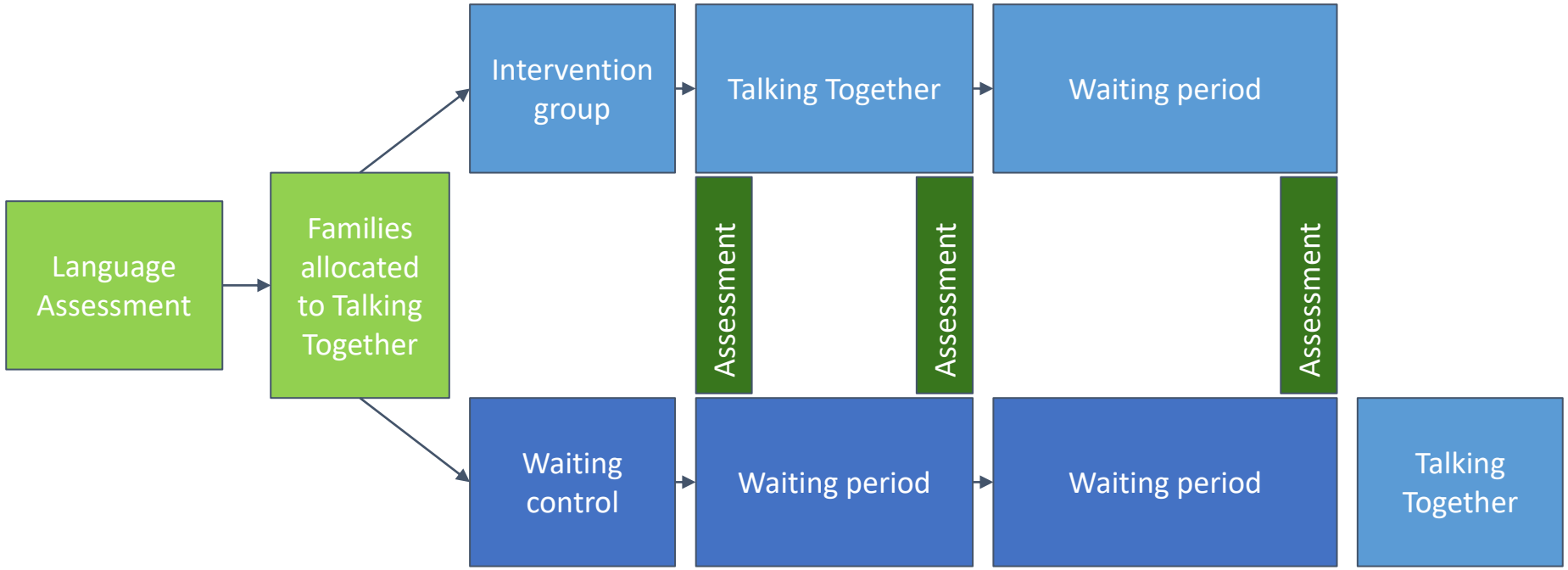
- Secondary objectives
  - Implementation
  - Fidelity
  - Acceptability
  - Randomisation
  - Data collection
  - Sample size estimation

Is it **feasible** to run an effectiveness evaluation (RCT) of Talking Together?

Eligibility criteria

- Better Start Bradford reach area
- No older than 2yrs 6 months when assessed
- Primary home language English, Urdu, or Punjabi
- No known sensory or developmental disorders

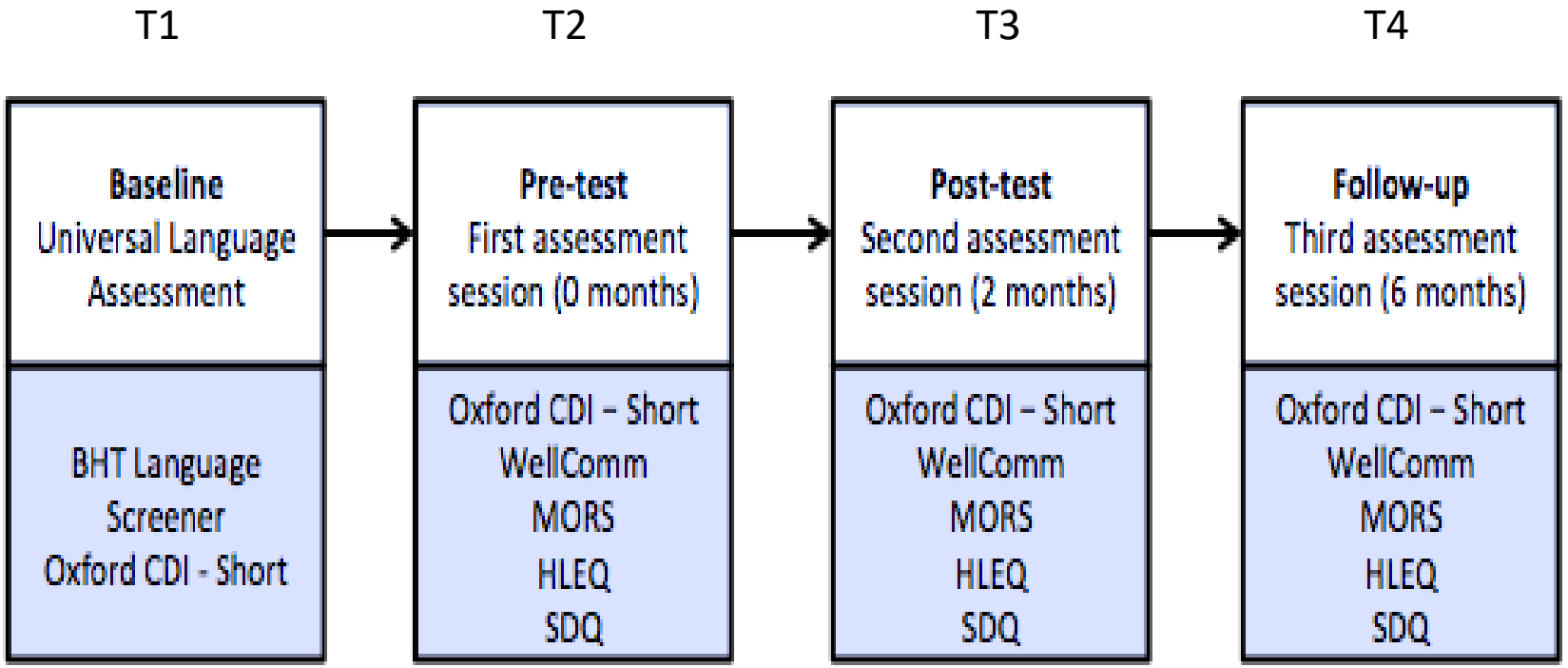
Design


Language Assessment
Families allocated to Talking Together
Intervention group
Talking Together
Waiting period
Assessment
Assessment
Assessment
Waiting control
Waiting period
Waiting period
Talking Together

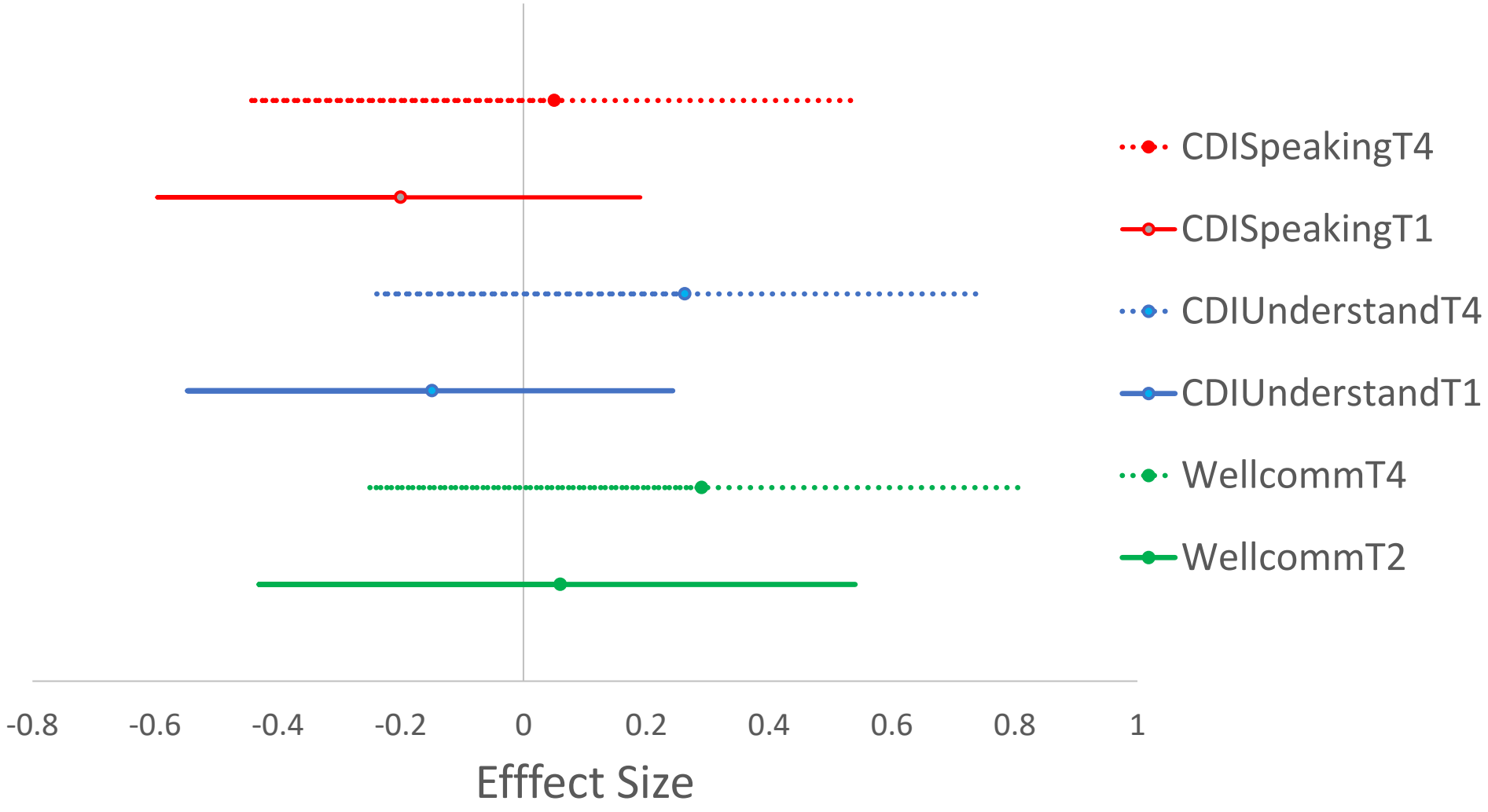
Measures

- Universal Language Screener (ULS)
- Communicative Development Inventory (CDI)
- WellComm Language Assessment
- Home Learning Environment Questionnaire (HLEQ)
- Maternal Object Relations Scale (MORS)
- Strengths and Difficulties Questionnaire (SDQ)

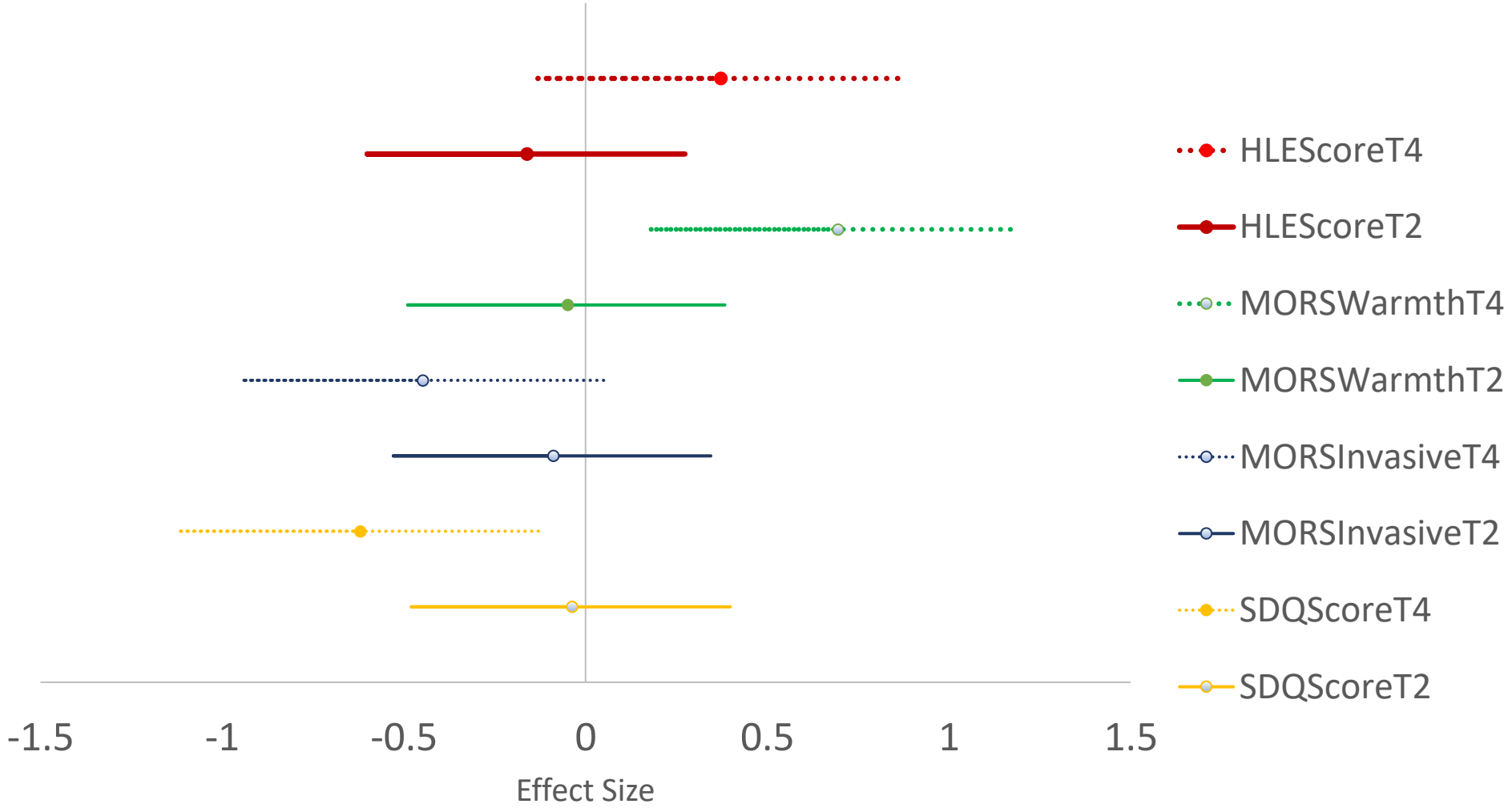
Assessment Timeline



Language Outcomes



Non-Language Outcomes



Parents

"I felt like I was learning more, maybe more than he was, sort of thing, it wasn't, it was as much learning for me as it was for him. You know, certainly with non-verbal communication"

"Yeah, he used to love it, like when she was coming on the front he was like [...] he was constantly in the window looking for her, so he knew like it was, you know, like a fun time when she came really."

"...you look forward to the session, it was just good, she made me feel so comfortable, it's like talking to my friend, you know when it wasn't very like strict in the sense that I felt like she gave me the chance where I can talk about how I feel, any concerns I have she made me comfortable to be able to speak..."

Evidence of Promise

- Group differences indicate pathway of change
- Parents felt it had a positive impact
- Intervention was well received

Conclusions

- High need for early language intervention
- Talking Together provides support for families
- Feasibility study evidence of promise – making a difference to families in Better Start Bradford reach areas
- Potential for utilisation in Covid recovery