

	<b>Topic</b>	<b>Attention &amp; Listening Skills – How To Run Successful Intervention Groups</b>
	<b>Venue</b>	
	<b>Date/s</b>	<b>14/9/22</b>
	<b>Forms returned</b>	<b>16 (17 attended)</b>

Pre and post training participants were asked to allocate confidence ratings to the following descriptors on a scale of 1 – 5 (where 1 is the lowest and 5 the highest).

<b>A.</b>	Knowing what the core skills are and how these impact on speech and language development.
<b>B.</b>	What the typical stages of attention and listening development are.
<b>C.</b>	Knowing how to identify children who need help with their attention and listening skills.
<b>D.</b>	Knowing what to do with children who aren't ready for WellComm/ language groups.
<b>E.</b>	How to set up and run attention and listening groups.
<b>F.</b>	Using the Soundswell Attention & Listening Programme.
<b>G.</b>	Knowing how to measure progress with A&L skills.
<b>H.</b>	How to help two year olds with their A&L skills.

In order for our training to be effective, demonstrate value for money and ultimately benefit the children in a setting, we identify anticipated outcomes. The descriptors identified above cover the key points delivered in the training. We look at how confident (i.e. knowledgeable) participants feel before the training, whether their confidence increases and to what extent. In this way we can help settings to think about next steps.

### **Summary/comment**

It is pleasing to note that significant positive gains were made across the majority of descriptors indicating an increase in staff knowledge and confidence. It should be noted that there was quite a spread of staff confidence and knowledge pre training, with several staff rating themselves as confident and knowledgeable (4s & 5s) across a number of the descriptors pre training. For example, 69% of staff rated themselves as confident and knowledgeable pre training for descriptor C 'knowing how to identify children who need help with their attention and listening skills'.

The post-rating scales shows positive gains across all descriptors ranging from an increase of 25% to 100%. Percentage gain for all bar two descriptors was 75% upwards.

Staff were very interactive within this session and demonstrated real interest in the information being shared. Staff asked lots of relevant questions and started planning how they might implement the programme within the setting. For example, the nursery team felt that it would be appropriate to deliver the intervention to all children during the first term before carrying out WellComm. Ideas were being shared about how the programme

could be incorporated into the weekly planning and data gathered to make comparisons with previous peer groups performance.

AN electronic version of the programme has been shared with school to help.

### What to do going forward

- Share the feedback with staff
- As the attention and listening intervention is new to school it might be helpful for staff to initially work in pairs when carrying out the baseline session and completing the record sheet. Allocation of time to plan and deliver the groups will ease implementation.
- Other ways to support implementation might be a regular discussion 'slot' in your team meetings, peer observation and feedback, shared planning etc
- Collect together the resources needed for the group sessions and keep these together in one place so staff can access them and don't need to look for toys etc each time you run a session
- Familiarise yourselves with the contents of the programme
- Consider further training and support on ACI – Adult Child Interaction Strategies
- Carry out an environmental audit

### Here is your data summary

<b>Ratings 1 + 2 = under-confident</b>	<b>3 = neutral (not scored in % gain calculation)</b>	<b>Ratings 4 + 5 = confident</b>
--	---	----------------------------------

100% = 5	Pre - training						Post- training						% gain
	1 + 2		3		4 + 5		1 + 2		3		4 + 5		
	no	%	no	%	no	%	no	%	no	%	no	%	
A	8	50%	6	38%	2	13%	0	-	0	-	16	100%	87%↑
B	4	25%	8	50%	4	25%	0	-	1	6%	15	94%	69%↑
C	2	13%	3	19%	11	69%	0	-	1	6%	15	94%	25%↑
D	10	63%	4	25%	2	13%	0	-	2	33%	14	88%	75%↑
E	8	50%	7	44%	1	6%	0	-	1	6%	15	94%	88%↑
F	14	88%	2	13%	0	-	0	-	2	13%	14	88%	88%↑
G	10	63%	6	38%	0	-	0	-	0	-	16	100%	100%↑
H	11	69%	5	31%	0	-	0	-	2	13%	14	88%	88%↑

### Individual comments

'A lot of information to take in, with available resources will be able to feel even more confident to all level 5s'