

# Working Together to... Support Early Intervention & Prevention



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As part of the Scottish Government Additional Graduate commitment to ensure that by 2018 nurseries in the most deprived areas will benefit from an Equity and Excellence Lead, this role was created nationally with a broad remit of closing the poverty related attainment gap.

In East Lothian Council, the Early Intervention Advisers were given the unique opportunity to shape the role to meet the needs of each individual setting for our children and families. Collectively, we chose to start working with a literacy focus across the four settings.

**Aim: To reduce the developmental gap in literacy by 6 months for targeted group by June 2020.**

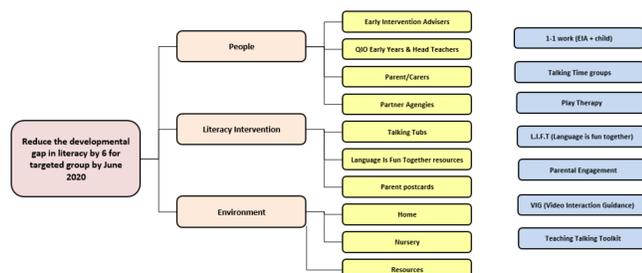
## Method

All four settings were identified as they operate in lower decile SIMD areas. Targeted children were identified through observations, team consultations and the Teaching Talking Toolkit (TTT) which has been used to gather baseline data. We also have a trauma informed holistic approach to our interventions.



## Process Change

Supporting and developing the use of the Teaching Talking Toolkit with the staff teams. The results from the Teaching Talking Toolkit helped us to track the developmental gaps and identify next steps to enable us to achieve our aim.



## Achievements

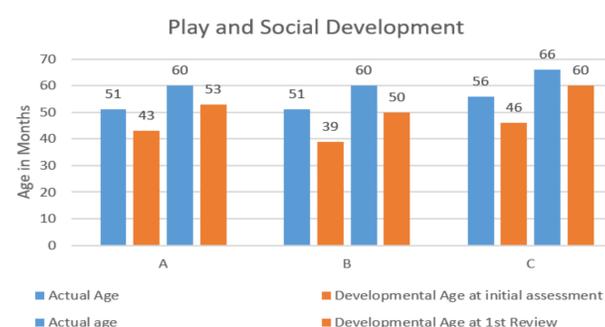
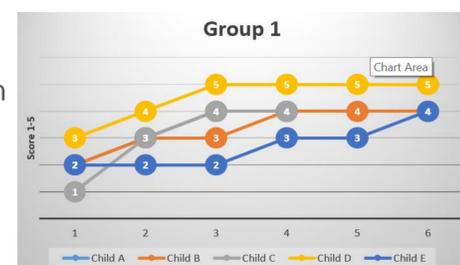
- Creating a driver diagram as a team to enable ownership of the change of ideas and adopting Model for Improvement.
- Teaching Talking Toolkits have been implemented and are reviewed three times a year.
- Positive relationships between the Early Intervention Advisers, children and families.
- Collaborative working with other professionals, particularly our staff teams.
- Staff teams have increased knowledge of trauma informed practice.
- Developmental gap narrowing for some identified children.
- Reduction in distressed behaviours in children.

## Key Learning Points

- Trusting relationships built with children and families enable them to access their setting, engage with the physical environment and learning.
- Relationships through professional collaboration with Educational Psychologists, Speech and Language Therapists, Music Therapists and Health Visitors underpins effective intervention.
- Time to build positive relationships with children and families should not be underestimated, particularly if there has been past adverse experiences.

## Results

Over a 6 week block, targeted children have increased their concentration, talking, eye contact and turn taking skills during Talking Time groups.



“Working with Child B to improve his development has had a positive impact on Child B and the class as a whole. Last week he was invited to a classmates birthday party after being excluded from friends for so long. Yesterday he chose to read a book to his friends.” (P1 Teacher observation)  
The above graph shows that the socio-emotional development of Child A, B and C has narrowed.

## Conclusions

- We are half way through our 23 month journey and so far we have seen gaps in literacy development narrowing for our identified children.
- “Children’s language and communication skills are improving within their play and peer/adult interactions” (Practitioner).
- “Co-working with keyworkers and families to achieve goals is shown through the systematic use of the TTTs.” (Practitioner).

## Next steps

- Continue to embed trauma informed practice and attachment focused work in all four settings.
- Build on using Model for Improvement to show impact and evidence.
- Narrow our focus to enable us to show sustained impact on specific areas of literacy development.
- Increase parental engagement in their child's next steps in learning by working with families, keyworkers and other agencies.
- Work collaboratively with speech and language therapists and staff teams to continue embedding L.I.F.T across our four settings.