

Tiny Tots Talking in Doonside: A Model of Effective Place-Based Service Integration

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Health Services

Thrive at Five – Dual Model

Tiny Tots Talking Project Aims

**Improve quality of practice
within ECEC**

**Improve educators ability to
promote children's language,
communication and self-
regulation**

**Improve participation of
families as partners in
promoting children's language
and communication**

**Improve collaboration between
educators, speech pathologists and
other clinicians in the community**

Project Background and Rationale

- Ongoing childhood vulnerability in key areas of development – with limited improvement on AEDC
- The role of early childhood education and care (ECEC) in shifting children's trajectories
- Potentialities for successful service integration – place-based initiative (First 2000 days Framework)
- Current challenges and barriers to sustainability and long-term shifts

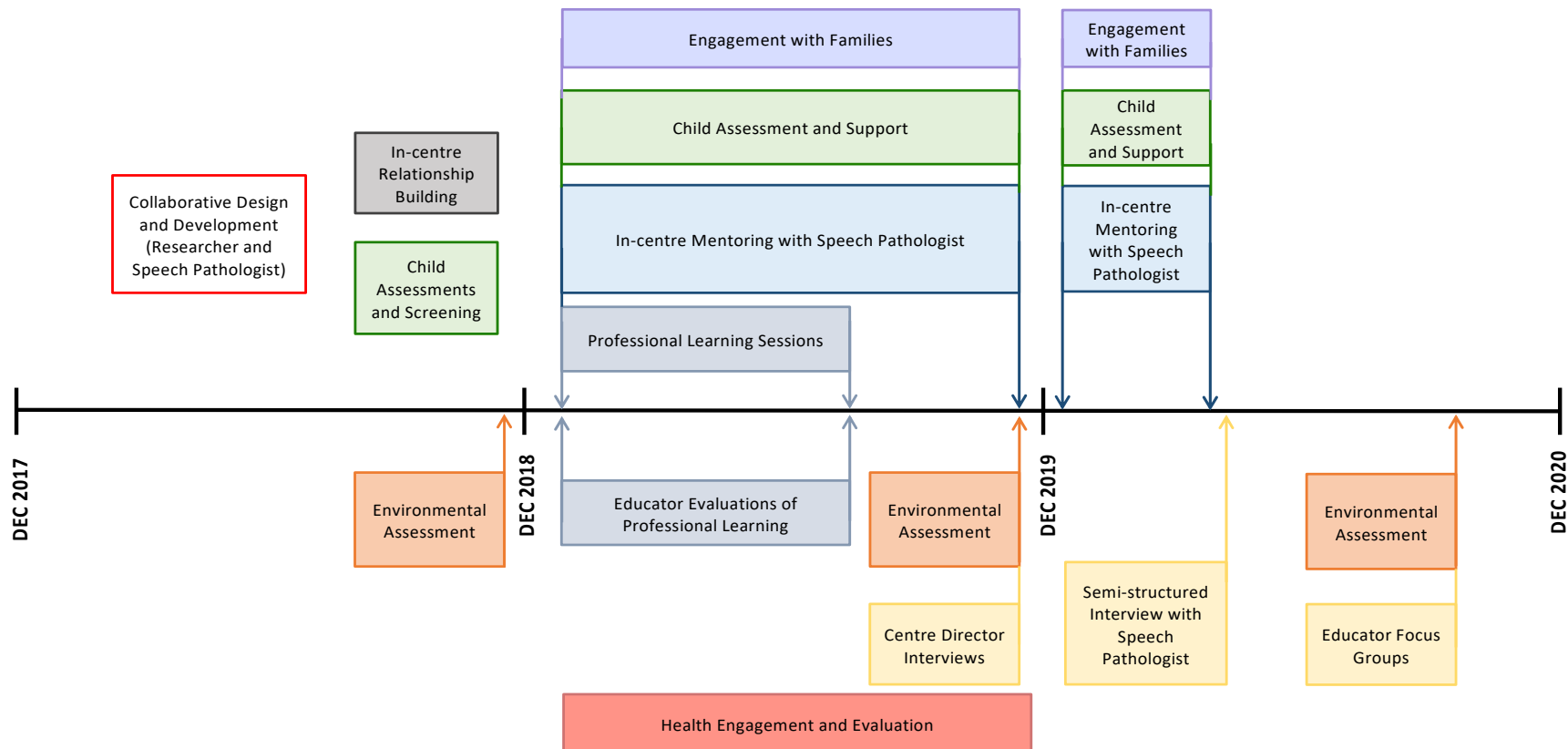
Who was involved?

	Service 1	Service 2
Number of children	45 (51 in 2020)	38 (56 in 2020)
Total number of staff	8	6
Total number of rooms	2	2
Mean years at service	5.7 (4.7)	3.7 (3.1)
Mean no. of years teaching	15.9 (11.5)	9.3 (7.1)
% of children from NESB	61%	83%
% of children with formal diagnosis	4%	7%
% of children with language delay *	29%	30%
% of children with behavioural issues *	16%	24%
Service Type	LDC	LDC
NQS Rating	Meeting	Meeting

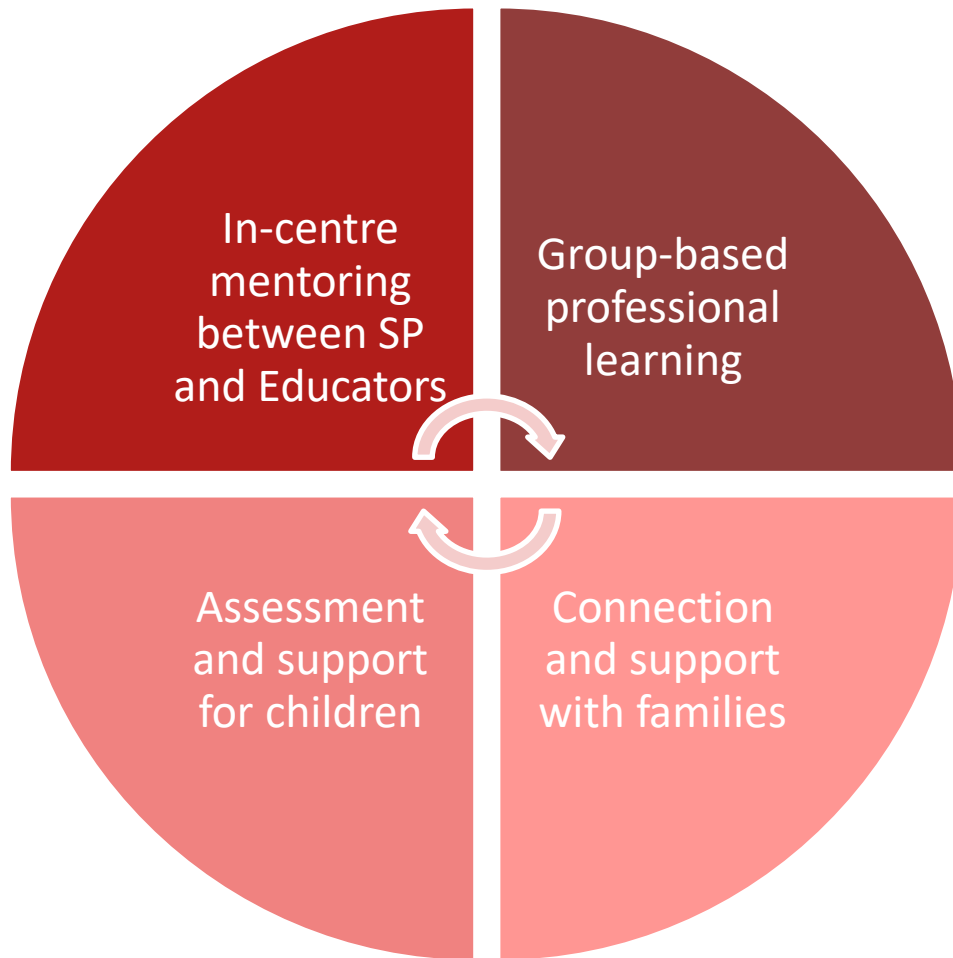
* Educator identified

Intervention

Measures



Approach to Intervention



Professional Learning	In-centre mentoring	Assessment and support for children	Familial connections and support
<ul style="list-style-type: none"> • Session 1 – Quality Practice and Practice Change • Session 2 – Supporting self-regulation (online) • Session 3 – Encouraging Language Development (Hanen-based) • Session 4 – Let Language Lead the Way to Literacy (Hanen-based) 	<ul style="list-style-type: none"> • Weekly visitation (2 days per week) • Modelling of practices • Video analysis of practices • Facilitated staff discussions • Support for staff collaboration • Attendance at staff planning meetings 	<ul style="list-style-type: none"> • Conduct of child development assessments/ speech screenings • Support for children – core classroom instruction • Targeted small group or referrals for intensive individualised intervention 	<ul style="list-style-type: none"> • Relationship building and engagement with families • Parent education • Referrals and linking with other allied health services (i.e. nursing, audiology, occupational therapy)

Intervention Evaluation Approach

Centre-Level Quality Practice (**Direct Effect**)

- Early Childhood Environmental Rating Scale – Extension (ECERS-E)
- Sustained Shared Thinking and Emotional Well-being (SSTEWS) Scale
- Infant/Toddler Environment Rating Scale – Revised

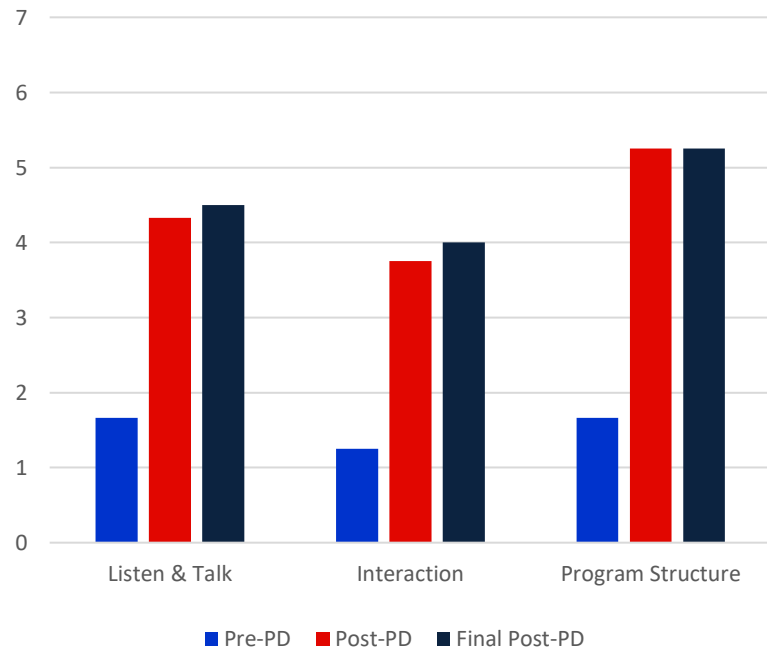
Participant Perceptions of Program Effectiveness (**Perceived Shifts**)

- Semi-structured interviews with Centre Directors and Speech Pathologist
- Focus groups with educators
- Participant evaluations of professional learning

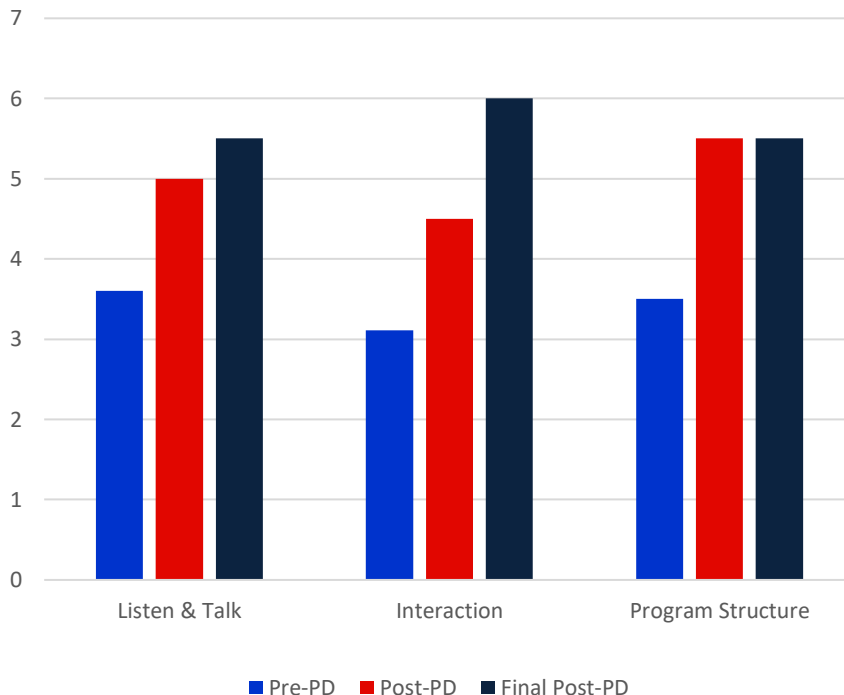
Monitoring and Evaluation of Access to Health Services

- % of children receiving screening, no. of children with speech delays, no. of children receiving intervention; no. of parents engaged with SP; provision of parent resources

Shifts in Quality Practice (Infant-Toddler rooms)

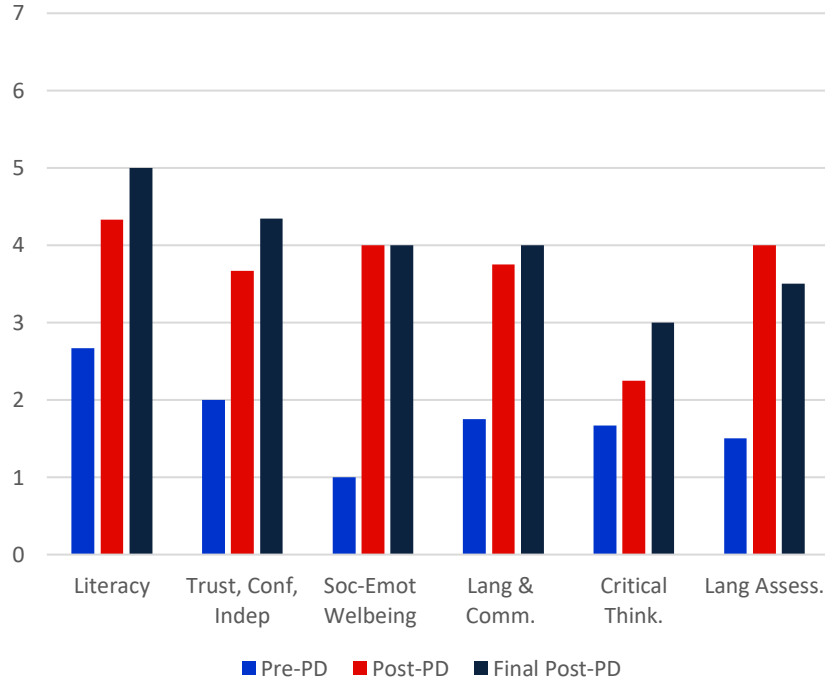


Service 1

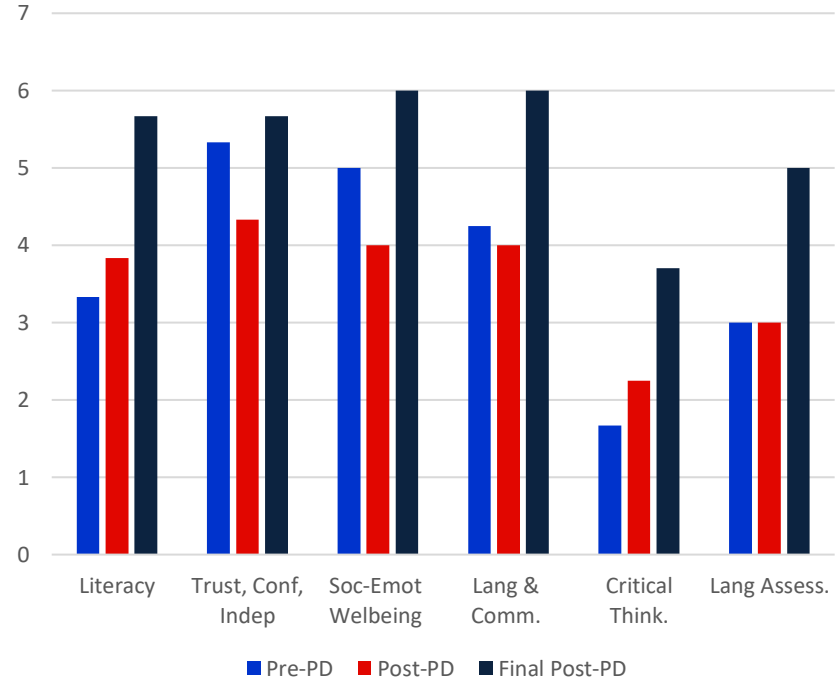


Service 2

Shifts in Quality Practice (Preschool rooms)



Service 1



Service 2

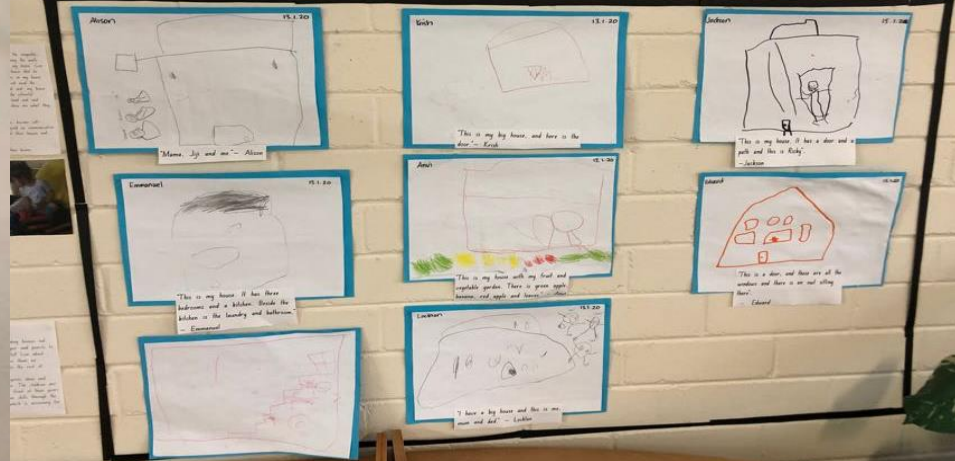


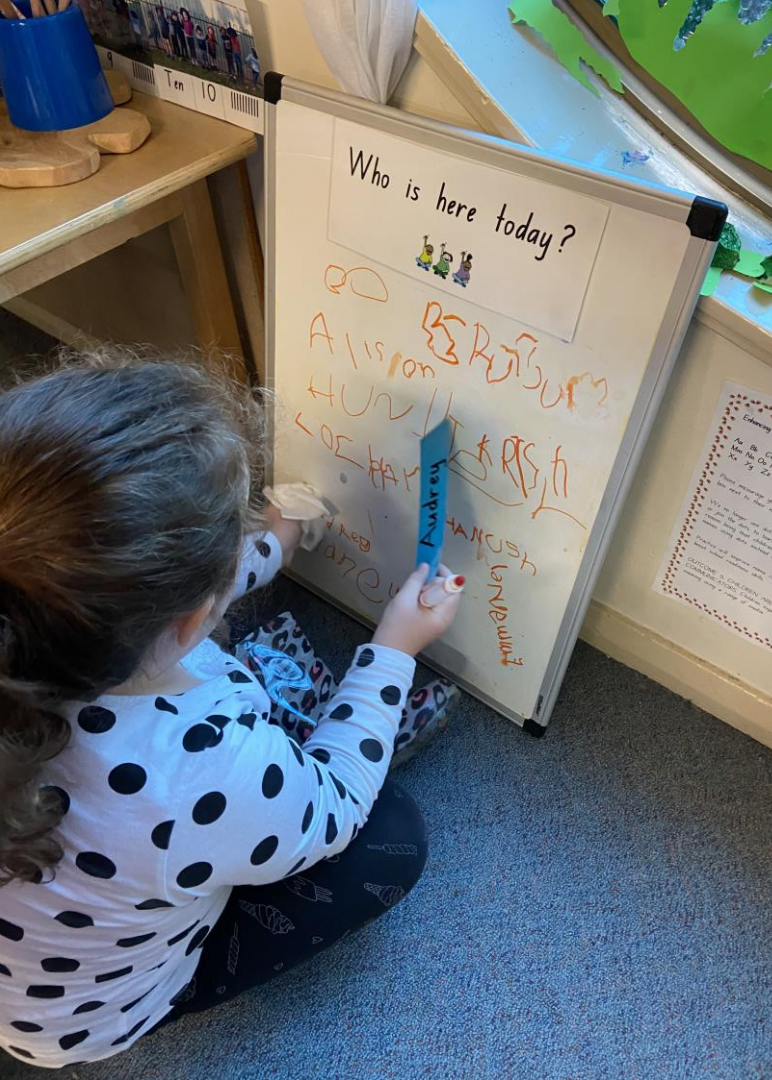
Observe— For what the child is interested in.

Wait — To give the child a chance to initiate or get involved in an activity.

Listen — To what the child is trying to tell you.

Homes





Health Monitoring and Evaluation Data

Domain	What we monitored	Output
Effectiveness	Percentage of children receiving screenings within ECEC	On average 90% of children received an initial communication screening
Accessibility	Number of children within ECEC with an identified speech delay	84 children were provided with a formal speech and language assessment 58% of children assessed had a communication delay, 11% required monitoring and 31% had age appropriate communication skills
Accessibility	Number of children receiving intervention by Speech Pathologist after screening	100% of children identified as having communication delay via screening assessment received intervention
Effectiveness	Number of parents of identified children engaged with SP	93% of parents engaged with SP
Effectiveness	Number of parent resources or communications achieved (i.e. presentation of orientation, article in newsletter etc)	Milestones poster, 2x Hanen posters detailing language stimulation ideas, SP's bio including role description and contact details and research summary of bilingual language development provided as needed.

Improve participation of families as partners in promoting children's language and communication

- Increased trust
- Improved communication and stronger connections between educators and the home environment
- Increased contribution of families to the ECEC program
- Enhanced valued and appreciation for the voice of the educator
- Willingness to follow-up with assessment and treatment
- Impact on enrolment

Key Supports and Challenges

- Focus on building relationships, trust and reciprocity
- Joint participation in professional learning
- Opportunities for contextualized learning
- Shared purpose and shared language (between SP and educators)
- Increased knowledge and understanding (of both SP and educators)
- Provision of tools to support practice change (video analysis, reflective practice tools)
- Creation of a collaborative community (across services within Doonside)
- Effective leadership (in-centre and at an organizational level)
- Staff consistency and stability

Approach to Ensuring Effective Partnerships

- Clear partnership roles (Primary Health Network, Blacktown City Council, Health, Research Consultant)
- Equal contributors
- Responsive and flexible project plan
- A strong commitment to research informed evaluation right from the beginning (this also presented challenges)

What Next ...?

- 3 new services in Blacktown area – building on existing partnership
- Include child outcome measures
- Include educator mentors
- Parent measures
- Development of a Speech Pathologist Practice Manual

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A special thank you to all the staff, children and families from the two Blacktown Kids Early Learning services involved. It has been a pleasure to work with you all.



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