Every Toddler Talking

Enriching language learning environments in Early Childhood Education and Care settings

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Every Toddler Talking Full report:
http://www.education.vic.gov.au/about/research/Pages/publications.aspx#link41
VEYLDF- A Vision for all Victorian children

from The Education State – Early Childhood Consultation State Paper, p. 11
Every Toddler Talking Research Aims


Aims:
1. strengthen early childhood (EC) educators’ practice to promote all children’s language and communication development (birth to three)
2. improve collaboration between EC educators and speech pathologists
3. improve language and communication outcomes for babies and toddlers

Every Toddler Talking: Phase 1

A rapid review of evidence-based programs and practices that have been shown to promote children’s language and communication;

Recommendations:
1. Multidisciplinary certification of Learning Language and Loving It© (LLLI)
2. Victorian Early Years Learning & Development Framework and National Quality Standard (ACECQA) training for LLLI facilitators
3. Multidisciplinary LLLI training for EC educators
4. A collaborative working group
Learning Language and Loving It

1. Children develop language and emergent literacy through naturalistic interactions with the adults and children around them.
2. Responsive language input is essential to children’s language development.
3. Children benefit from being involved in extended interactions in which they are full and active participants.
4. Children’s exposure to a variety of vocabulary predicts vocabulary growth.
5. Exposure to decontextualized language in the context of everyday interactions is critical to children’s language and literacy outcomes.

Evaluation Design

1. Preliminary stage
   - DET selection of sites
   - Training of LLLI paired professionals
   - Recruitment of control ECECs
   - Ethics Approval
   - (Dec 2015 - June 2016)

2. Baseline stage
   - Collection of baseline data in intervention and control sites
   - (Jun - Jul 2016)

3. Intervention stage
   - Delivery of Learning Language and Loving It by paired professionals across the 7 LGAs
   - (Jul - Oct 2016)

4. Primary outcome stage
   - Collection of primary outcome measure data in both intervention and control sites
   - (Oct - Nov 2016)

5. Secondary outcome stage
   - Collection of secondary outcome data in intervention sites only
   - (April-May 2017)
Intervention Design

Co-Facilitation of LLLI©

Paired Professionals
Community Health Centres
- The eight speech pathologist facilitators have between 18 months and 27 years experience (mean = 9.5 yrs).

Early Childhood Education Services
- The six educator facilitators had between 5 and 22 years experience (mean = 11 yrs).
### Participant Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Baseline (T1)</th>
<th>Outcome 1 (T2)</th>
<th>Outcome 2 (T3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention</td>
<td>Control</td>
<td>Intervention</td>
</tr>
<tr>
<td>Paired professionals</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>ECEC services</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Rooms</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>EC Educators</td>
<td>71</td>
<td>110</td>
<td>65</td>
</tr>
<tr>
<td>Children</td>
<td>125</td>
<td>97</td>
<td>72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Intervention</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (% male)</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Age (months)</td>
<td>25.94</td>
<td>26.24</td>
</tr>
<tr>
<td>Days attending ECEC per week</td>
<td>2.9</td>
<td>2.85</td>
</tr>
<tr>
<td>First language other than English (%)</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>2011 SEIFA Home Suburb (percentile)</td>
<td>42.73</td>
<td>30.14</td>
</tr>
</tbody>
</table>

### Educator Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Learning Language and Loving It facilitators</th>
<th>Intervention group (LLLI participants) n (%)</th>
<th>Control group n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III</td>
<td>.</td>
<td>14 (20%)</td>
<td>35 (32%)</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>27 (38%)</td>
<td>59 (54%)</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>.</td>
<td>3 (4%)</td>
<td>1 (.01%)</td>
</tr>
<tr>
<td>Bachelor Degree or higher</td>
<td>5</td>
<td>5 (7%)</td>
<td>2 (.02%)</td>
</tr>
<tr>
<td>Not specified</td>
<td>.</td>
<td>21 (30%)</td>
<td>13 (12%)</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>71</td>
<td>110</td>
</tr>
</tbody>
</table>
Measures

Educator Level:

Classroom Assessment Scoring System (CLASS)©

- Observational tool to assess quality of practice at a room level
- Describes multiple dimensions of teaching
- Valid & reliable measure
- Used within the context of continuous improvement of practice

Pianta, La Paro, & Hamre (2008)

Factors that Influence Quality in ECEC

Adapted from Pianta, La Paro & Hamre (2008) Classroom Assessment Scoring System
Classroom Assessment Scoring System (CLASS©)

Pianta, La Paro, & Hamre (2008).

E4Kids    Process Quality Measured by CLASS
Classroom Assessment Scoring System (CLASS®)

Sample Size at Baseline and Follow Up

<table>
<thead>
<tr>
<th></th>
<th>Intervention Rooms</th>
<th>Control Rooms</th>
<th>Total Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K CLASS</td>
<td>23</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Toddler CLASS</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>25</td>
<td>52</td>
</tr>
</tbody>
</table>

Educator Practice: Pre and Post

Pre-K CLASS

Educator Practice: Pre and Post

Pianta, La Paro, & Hamre (2008).
**Educator Practice: Pre and Post**

**Toddler CLASS**

- Emotional and Behavioral Support
  - 1.24
  - 5.24
- Engaged Support for Learning
  - 2.91
  - 4.89

Baseline (T1) | Follow Up 1 (T2) | Follow Up 2 (T3)

**Child Language Measure**

- Measure of child communication.
- 3 versions, determined by child age.
  - Words and gestures
  - Words and sentences
  - Short form
- Completed by parents and caregivers
- Online or hardcopy
Child Vocabulary Outcomes

Languages Spoken by Participants

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Irish</th>
<th>Serbian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosnian</td>
<td>Italian</td>
<td>Sinhalese</td>
</tr>
<tr>
<td>Creole</td>
<td>Japanese</td>
<td>Tagalog</td>
</tr>
<tr>
<td>Croatian</td>
<td>Lao</td>
<td>Tamil</td>
</tr>
<tr>
<td>Danish</td>
<td>Macedonian</td>
<td>Thai</td>
</tr>
<tr>
<td>Dutch</td>
<td>Madi</td>
<td>Turkish</td>
</tr>
<tr>
<td>Farsi</td>
<td>Mandarin</td>
<td>Urdu</td>
</tr>
<tr>
<td>Farsi</td>
<td>Maori</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Greek</td>
<td>Punjabi</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>Russian</td>
<td></td>
</tr>
</tbody>
</table>
Child Vocabulary Outcomes

- There is limited evidence that the gaps between children in early vocabulary development are reduced immediately following the professional learning.

- Previous research has found evidence of longer term benefits for children rather than short-term gains on particular measures (e.g., Nurse Home-Visiting programs, Effective Provision of Preschool Education).

Collaborative Model

- Participants and key stakeholders attended focus groups and/or individual interviews following the completion of the intervention.
  - 6 EC educational leaders
  - 7 speech pathologists
  - 46 EC educators
  - 9 service directors
  - 5 service level leaders
Every Toddler Talking: Key Themes

- Co-facilitation of Learning Language and Loving It™ was valued; EC educators and SLPs had different and complementary roles.
- Education leaders played an important role in sustaining LLI within ECEC services.
- The powerful impact of video coaching on EC educator practice.
- EC educators were able to support the communication of all children within infant and toddler rooms.
- Inter-professional relationships (between EC educators and speech pathologists) and intra-professional relationships were fostered.
- EC educators’ professional identity and knowledge of child communication was strengthened, as was SLPs’ pedagogical knowledge.

Every Toddler Talking: Summary and Conclusions

- Professional learning and collaborative partnerships can support language and communication by facilitating change in educator practice.
- EC educator practice can be improved in the short- to mid-term, through collaborative professional learning
  - Importantly, improvement was sustained 6 months later
- Partnerships between Early Childhood Educators and Speech Pathologists have benefits for services, professionals, and most importantly, children.