

Effectiveness of a parent-engagement approach to supporting language development for children living in socially deprived areas

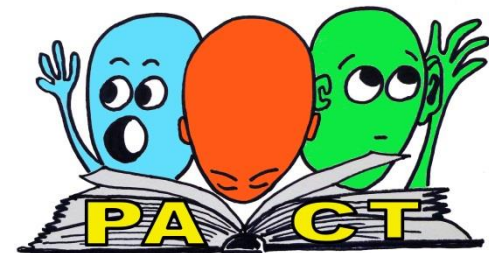
Dr Kelly Burgoyne
University of Manchester, UK

Background

- Oral language skills provide the foundation for formal education and play a critical role in learning to read (Hulme et al., 2015; Duff et al., 2015)
- Children from low-income backgrounds are at risk of delayed language development and educational disadvantage (DfE, 2018)
- Positive relationship between parental involvement and academic achievement (e.g. Wilder, 2013)
- UK policy highlights the need for early intervention and call for increased efforts to engage parents in supporting early development (Ofsted, 2014; Field, 2010; Tickell, 2011; DfE, 2018)

Project Aims

- Evaluate the impact of a parent-delivered early language enrichment programme on pre-school children's early language and emergent literacy skills
 - Robust evidence for a causal effect
- Equip parents with resources and strategies to help support early development and school readiness



Parents and Children Together (PACT)

- PACT is a parent-delivered early language enrichment programme designed to promote pre-school children's oral language skills
- 30-week programme organised into 6 x 5-week blocks
- Delivered by parents in daily 20-minute sessions
 - Sessions are broken down into 5 components
 - Short varied activities
 - Consistent structure and routine
 - Based around storybook reading




The programme is manualised and all resources are provided

Session overview

PACT session: 20 minutes

Introduction	Settle your child	2 minutes
Reading together	Read the book together and talk about the story	5 minutes
Vocabulary	Talk about new words and what they mean	5 minutes
Stories	Talk about what happens in the story	5 minutes
Reward	Talk about what you did together and give your child a sticker	3 minutes

Evaluation of a parent-delivered early language enrichment programme: evidence from a randomised controlled trial

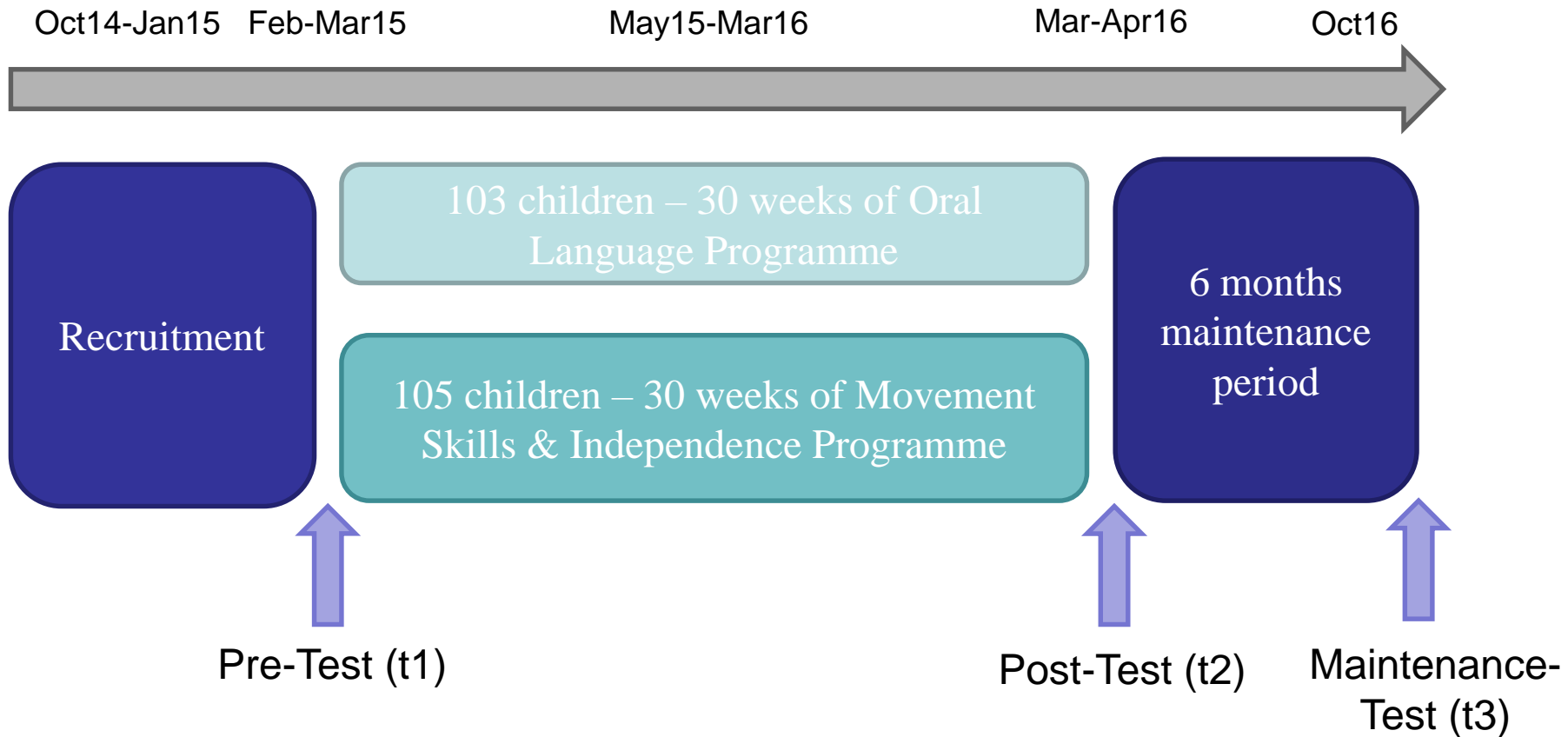
Kelly Burgoyne,¹ Rachel Gardner,¹ Helen Whiteley,² Margaret J. Snowling,³ and Charles Hulme⁴ 

¹Division of Psychology and Language Sciences, UCL, London; ²Department of Social and Psychological Sciences, Edge Hill University, Ormskirk, Lancashire; ³Department of Experimental Psychology, University of Oxford, Oxford;

⁴Department of Education, University of Oxford, Oxford, UK

Background: It is widely believed that increasing parental involvement can improve children's educational outcomes although we lack good evidence for such claims. This study evaluated the effectiveness of a parent-delivered early language enrichment programme. **Methods:** We conducted a randomised controlled trial (RCT) with 208 preschool children and their parents living in socially diverse areas in the United Kingdom. Families were allocated to an oral language programme ($N = 103$) or an active control programme targeting motor skills ($N = 105$). Parents delivered the programmes to their child at home in daily 20-min sessions over 30 weeks of teaching. **Results:** Children receiving the language programme made significantly larger gains in language ($d = .21$) and narrative skills ($d = .36$) than children receiving the motor skills programme at immediate posttest. Effects on language were maintained 6 months later ($d = .34$), and at this point, the language group also scored higher on tests of early literacy (d values = .35 and .42). There was no evidence that the movement programme improved motor skills. **Conclusions:** This study provides evidence for the effectiveness of a parent-delivered language enrichment programme. Further large-scale evaluations of the programme are needed to confirm and extend these findings. **Keywords:** Language; parents; motor skills; randomised controlled trial; education; early literacy.

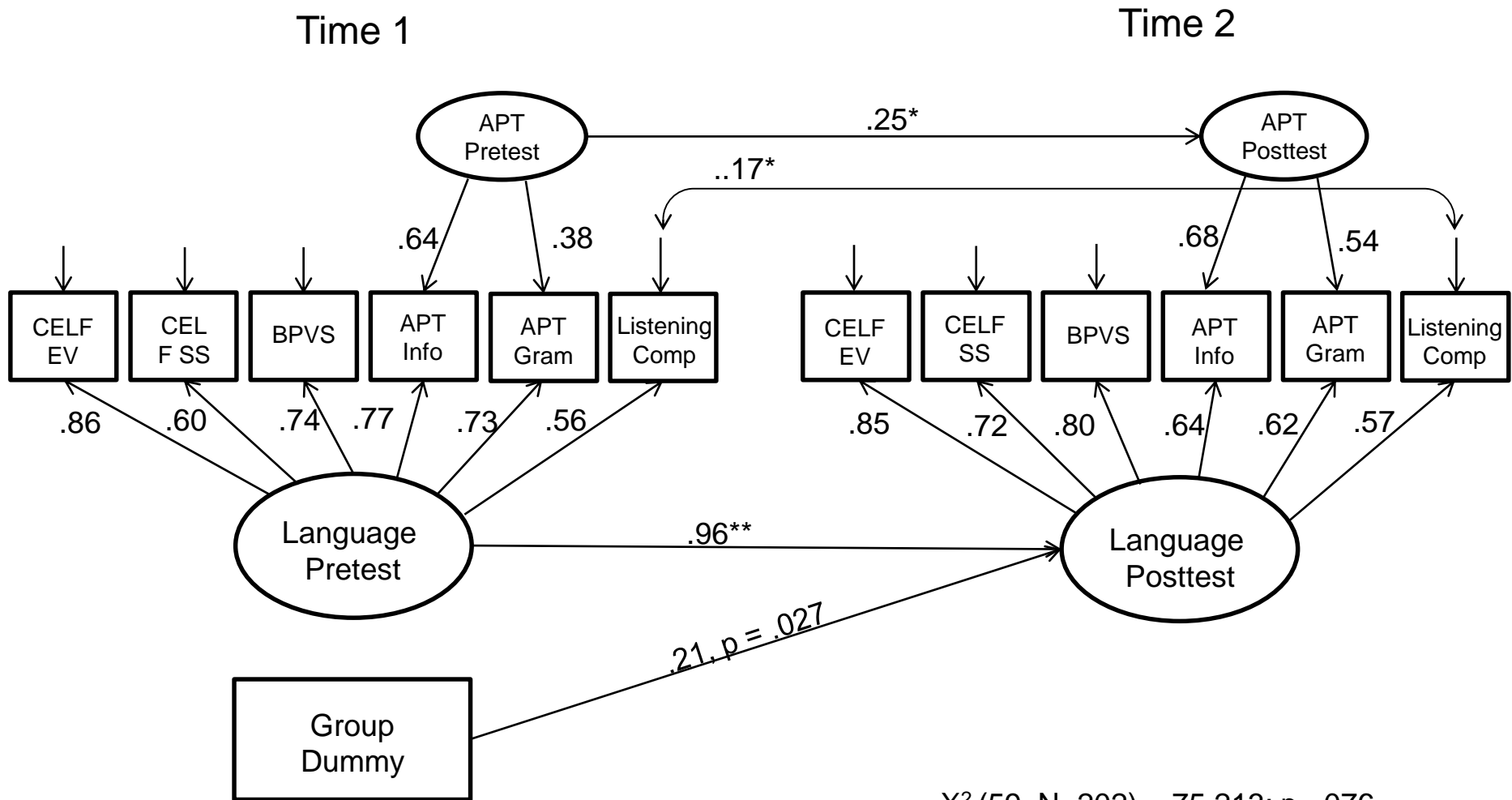
Study Design



Participants: Pre-test data

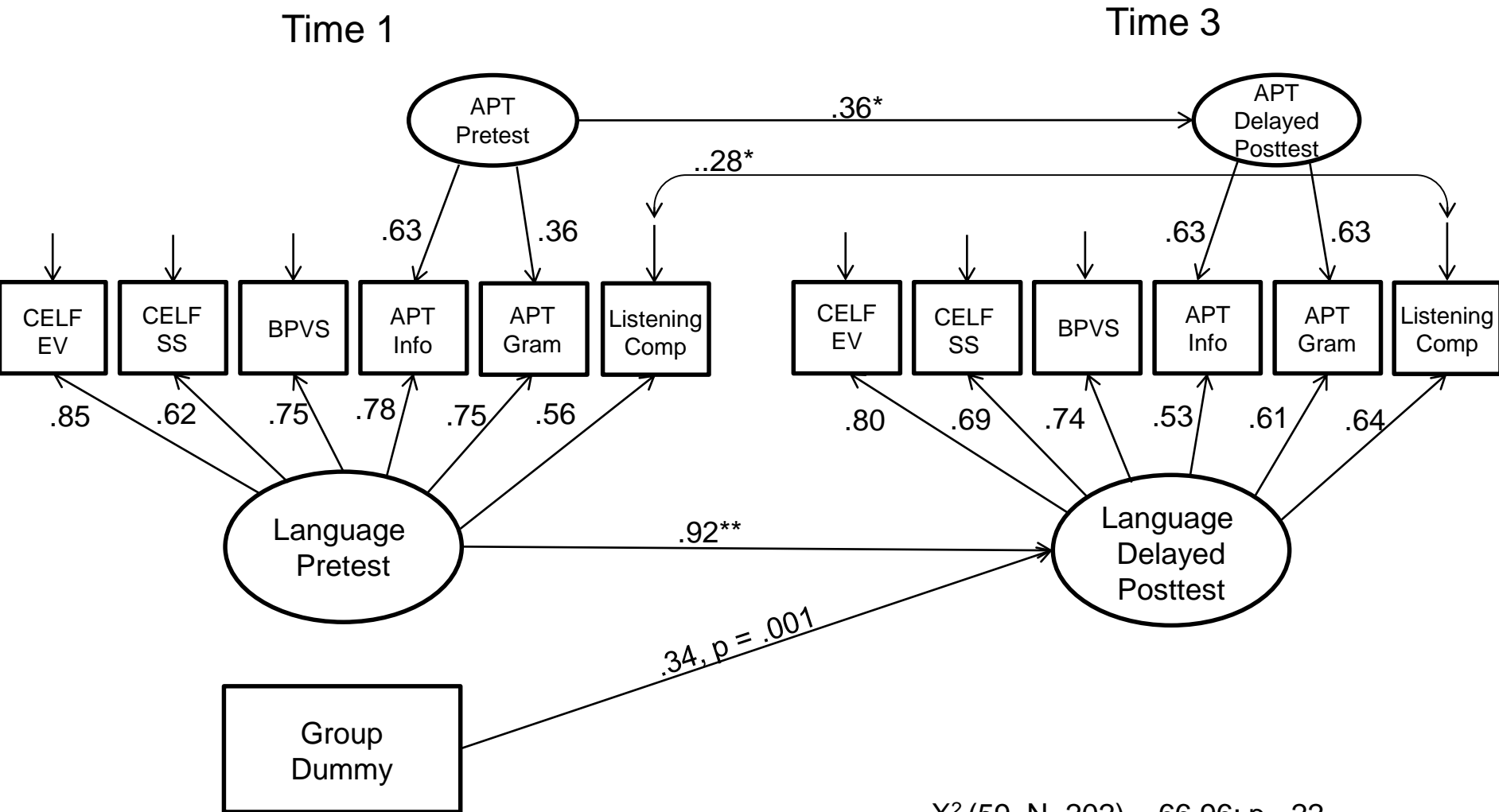
Pre-test Feb-March 15: 3,01 (2,07-3,06); 102:106 (M:F)			
	Average Raw Score	Range Raw Score	
Expressive vocabulary (max.40; N=190)	8.53 (5.72)	0-22	36% -1SD (16.5% -2SD)
Receptive vocabulary (max.96; N=170)	31.45 (13.65)	1-66	53.7% -1SD (20% -2SD)
Beanbag Throwing (max.6; N=175)	1.35 (1.35)	0-6	N/A
Drawing Trail Errors (max.19; N=171)	14.57 (4.79)	1-19	79.8% -1SD (42.7% -2SD)

Language Immediate Posttest – Programme is Effective ($d = .21$)



$\chi^2 (59, N=202) = 75.213; p=.076$
RMSEA = .037 (90% CI .00 – .06)
CFI = 0.99
TLI = 0.98

Language Delayed Posttest – Programme is Effective ($d = .34$)



$\chi^2 (59, N=202) = 66.96; p=.22$
RMSEA = .026 (90% CI .00 – .052)
CFI = 0.99
TLI = 0.99

Summary

- The parent-delivered language teaching programme led to significant gains in children's oral language and narrative skills
 - Small to medium effect sizes
 - Effects on language maintained 6 months after intervention
- Language group also scored better on measures of early literacy at delayed post-test
 - Letter sound knowledge ($d=.42$) and regular word reading ($d=.35$)
- Active control group – a conservative test of the language programme
- No effect of movement skills and self-care programme

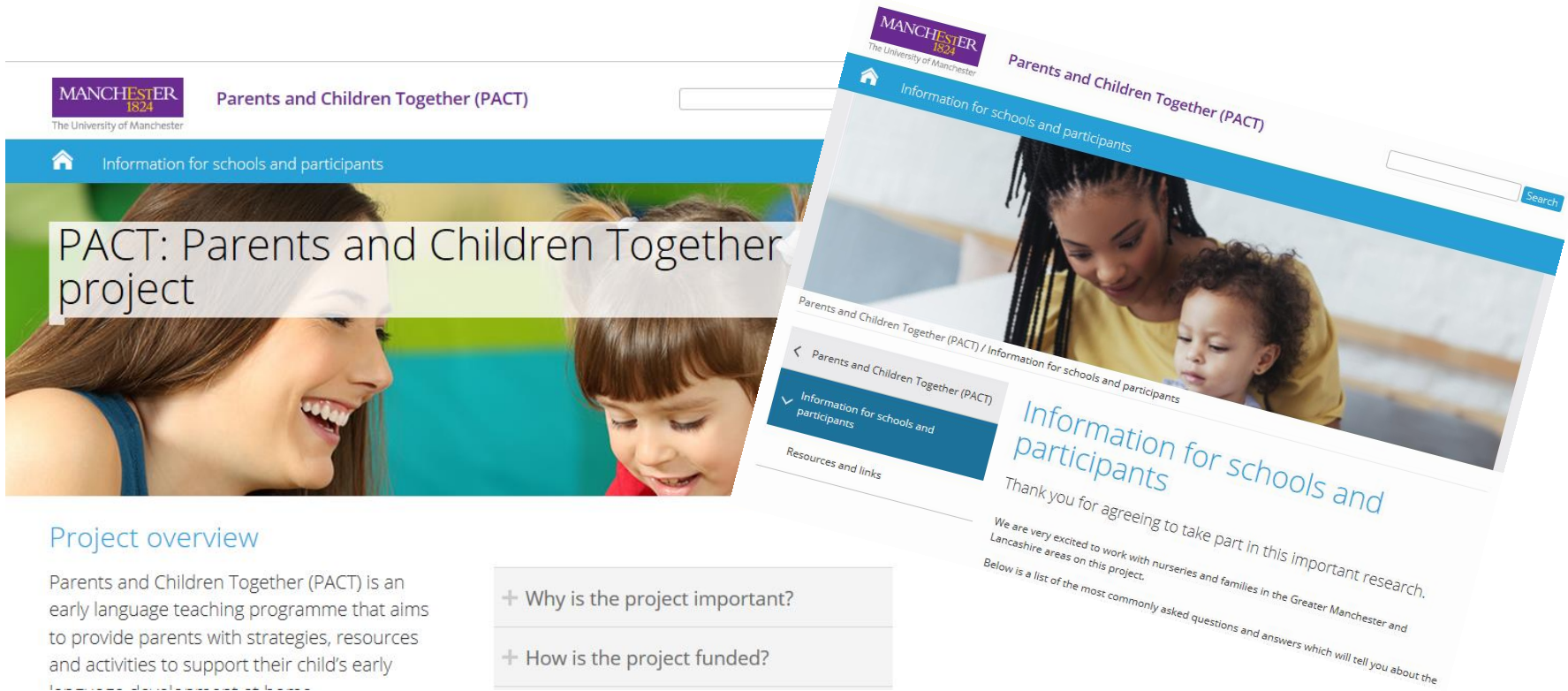
Effectiveness of the programme: next steps

- EEF efficacy trial (2018-2021)
- Randomised Trial with large sample of children ($N=450$) in circa 47 nurseries.
- Revised and improved programme materials published by Book Trust
- Independent evaluation conducted by Durham University



<p>Introduction 2 mins</p> <ul style="list-style-type: none"> Introduce PACT time (see <i>Guide</i>, page 7). 	<p>Vocabulary 5 mins</p> <p>Special word Forest (see <i>Guide</i>, pages 10–11).</p> <p>1. Introduce today's special word and find it in the book. Use the book to talk to your child about the story. You could say:</p> <p><i>It says: 'A forest! A big dark forest.'</i> <i>A forest is a place where there are lots and lots of trees. The trees in this picture are very tall!</i> <i>This forest looks very dark. The children have to be careful! The little girl is tripping over one of the trees!</i></p>
<p>Reading together 5 mins</p> <ul style="list-style-type: none"> Introduce <i>We're Going on a Bear Hunt</i> and the theme The World Around Us (see <i>Guide</i>, page 8). Read the book together and help your child to talk about the story – you can use the Bookmark on page 17. 	

Connecting to PACT online



The screenshot displays the PACT website interface. At the top, the University of Manchester logo and the title 'Parents and Children Together (PACT)' are visible. A navigation bar includes a home icon and the text 'Information for schools and participants'. The main content area features a large image of a smiling woman and a young child, with the text 'PACT: Parents and Children Together project' overlaid. Below this, a 'Project overview' section describes the program as an early language teaching programme. To the right, a sidebar contains a search bar and a list of links: 'Parents and Children Together (PACT) / Information for schools and participants', 'Information for schools and participants', and 'Resources and links'. The main content area also includes a section titled 'Information for schools and participants' with a thank you message and a list of frequently asked questions.

Project overview

Parents and Children Together (PACT) is an early language teaching programme that aims to provide parents with strategies, resources and activities to support their child's early language development at home.

- + Why is the project important?
- + How is the project funded?

Information for schools and participants

Thank you for agreeing to take part in this important research. We are very excited to work with nurseries and families in the Greater Manchester and Lancashire areas on this project. Below is a list of the most commonly asked questions and answers which will tell you about the



<https://sites.manchester.ac.uk/pct/>



@PACTLanguage