



School of Social Sciences
University of Dundee

Tracking progress in closing the language
attainment gap in the early years:

e-LIPS

Dr Lynne Duncan
Psychology

SUII, 15th December, 2017

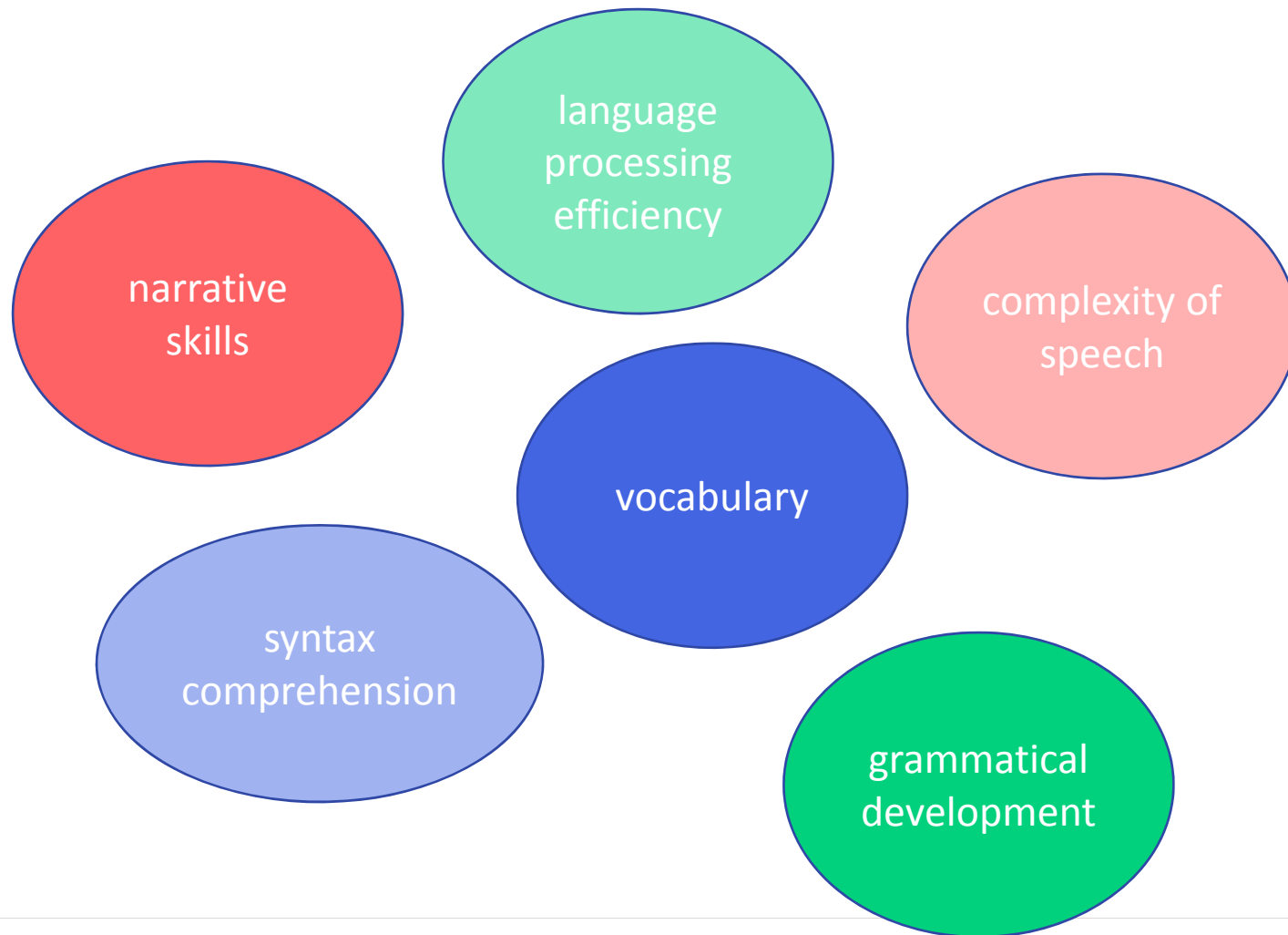


Vocabulary and SES

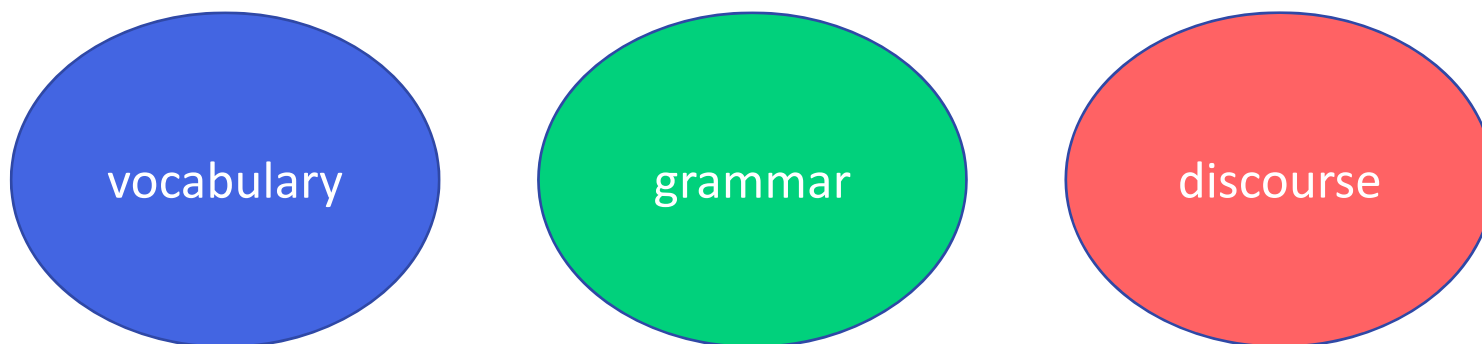
Fernald, Marchman & Weisleder (2013)



SES effects not limited to vocabulary



Developmental trajectory



Language and Reading Research Consortium (2015)



Tracking early progress in language development



Fife Education Partnership

Each year, a cohort of 3-year-olds enters early years education with poor communication skills

These children are “at risk” of difficulties:

- in socio-emotional development
- in schooling,
especially literacy acquisition



**Growing-Up in
Scotland
(GUS)**

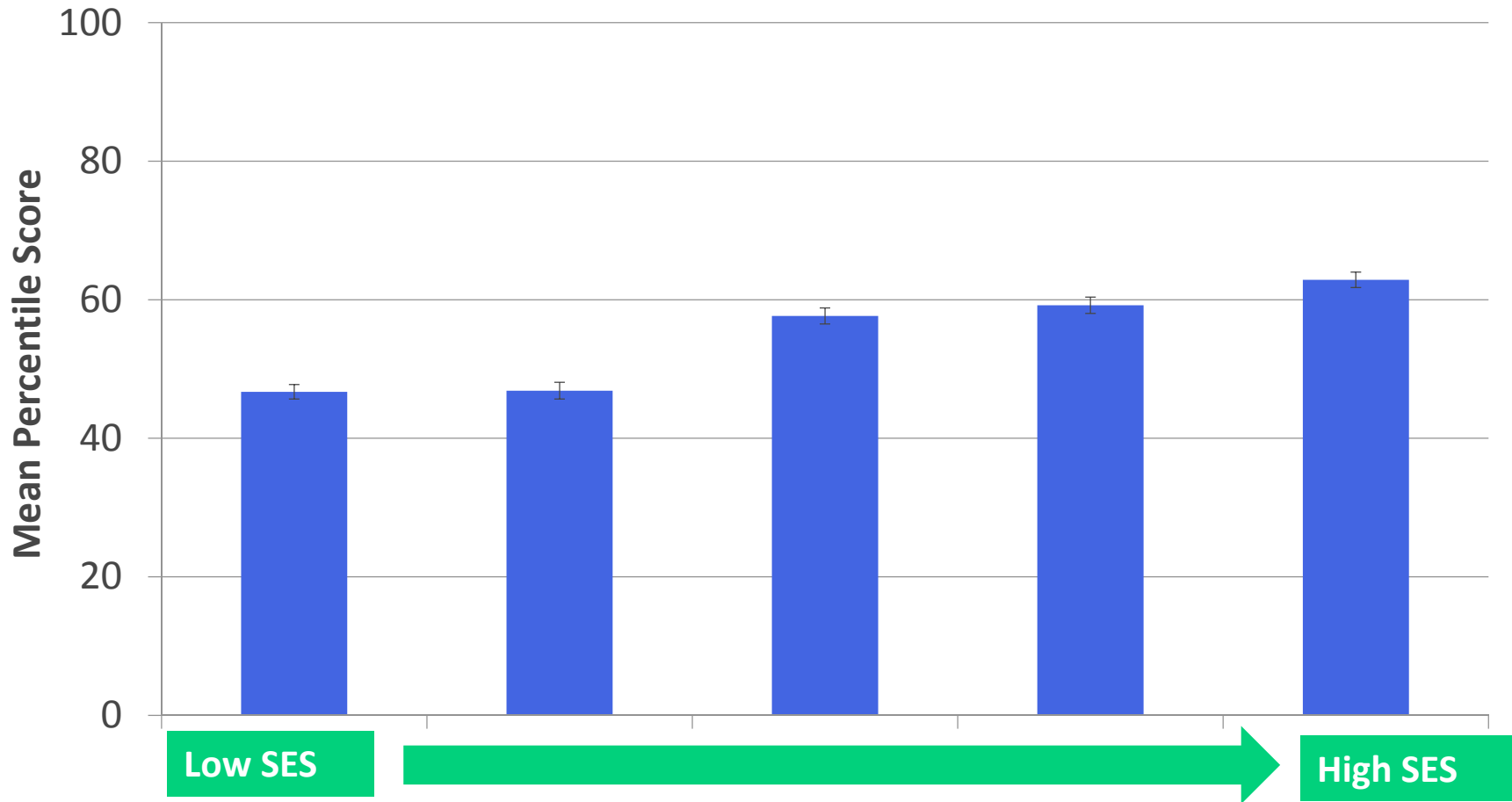
identification of
population indicators

Fife Data



GUS Birth Cohort 1 at age 3 years

BAS Naming Vocabulary (ScotCen Social Research. 2016)





e-LIPS

early Language in Play Settings



e-LIPS



appropriate
for early years
child-centred
playrooms

useful for
evaluating early
intervention





e-LIPS



formalise the knowledge of early years staff

raise awareness of how to support language development





Co-produced research

Educational Psychologists

Early Years Coordinator

Nurseries and family nurture centres

→ head-teachers, early years staff

MSc Developmental Psychology students

University researchers





e-LIPS

List of observational guidelines

→ questions specific to children's play activities and nursery routine

Expressive language

Saying



Receptive language

Understanding



Social communication

Doing





MANUAL



Early Language in Play Settings

Lynne G. Duncan, Conny Gollek and Douglas Potter
University of Dundee



Produced in partnership with Fife Council

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ACTIVITY SHEET BOOKLET



Early Language in Play Settings

Child's full name:

Date of birth:

Date:

Instructions

Write down the child's full name, date of birth and the date you start doing e-LIPS above. Use the information rather than relying on memory because the child may have progressed since you saw them doing these activities.

Mark the "General Observations":

Mark the one statement you can securely make about the child.

Mark the next statement of the scale.

Mark the activities to observe the child on (house OR sand & water OR ...)

Mark the statement you can securely make about the child. Check the next statement of the scale yet.

Mark the final page in this booklet

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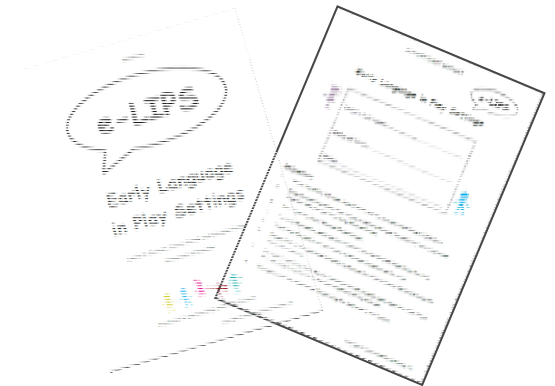
e-LIPS

reliability and validity



e-LIPS reliability

23 Nursery staff used e-LIPS with their new intake
- Researcher did e-LIPS with the same children



→ **High degree of reliability between staff and researchers**



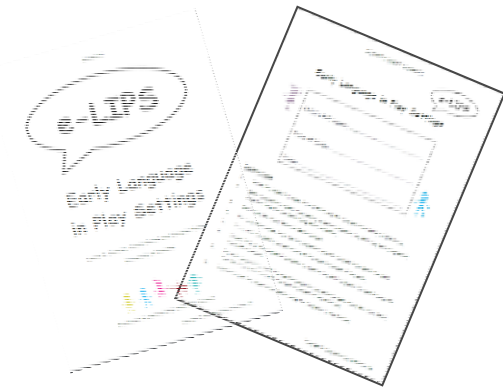
CELF-Preschool 2

- Pragmatics profile
- Receptive vocabulary (Sentence structure)
- Expressive vocabulary (Expressive vocabulary + Word structure)





e-LIPS validity



23 Nursery staff used e-LIPS with their new intake

- Researcher did e-LIPS and CELF with the same children

→ **Researcher and staff observations showed strong correlations with findings from the standardised language measure – the CELF**



Feedback about use in
practice



Tracking progress

screens children for targeted early intervention

useful for evaluating early intervention

formalises the knowledge of early years staff

Flags up children in amber zone more quickly (especially in areas like understanding) - whereas before you would have taken longer to notice this

AGE		
3;0-3;5		
D	U	S
26 or above		
	X	X
22 to 25		
X		
21 or below		



Professional practice

appropriate for early years child-centred playrooms

raises awareness of language development and delay

creates discussion around how to support early language







Fife Council funding was awarded to Lynne Duncan and Doug Potter



Doug Potter

Conny Gollek was the post-doctoral research assistant on the project



Conny Gollek

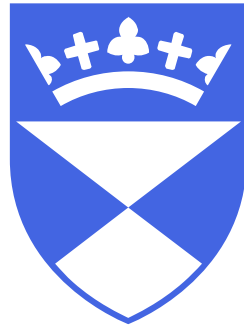
We gratefully acknowledge the contribution of the participating Fife nursery pupils, staff and parents. Particular thanks go to Elly Alexander, Jane Mason, lemke Burgess, Heather Dower and Sharon Heslington and the staff at the following nurseries:

Anstruther
Sunflower (Lochgelly)
Viewforth (Leven)

Auchtermuchty
Pathhead (Kirkcaldy)
Westfield (Cupar)

Cairneyhill
Pitcoudie (Glenrothes)

Cowdenbeath
Ladybird (Glenrothes)



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