Prosiect Pengwin

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Llywodraeth Cymru
Welsh Government

Outline of the morning

- **Tool Overview**- Dr Jenna Charlton
- **Welsh Language Context** – Dr Rhonwen Lewis

Coffee Break

- **The Intervention Framework** – Professor Cristina McKean
- **Training Development** – Dr Susan Richards
- **Support for Research** – Charlotte McCarthy

Amlinelliad o'r bore

- **Trosolwg Offeryn** - Dr Jenna Charlton
- **Cyd-destun Cymraeg** – Dr Rhonwen Lewis

Egwyl Coffi

- **Y Fframwaith Ymyrraeth** – Professor Cristina McKean
- **Datblygu Hyfforddiant** – Dr Susan Richards
- **Cefnogaeth ar gyfer Ymchwil** – Charlotte McCarthy

Introducing Prosiect Pengwin

- *Professor Yvonne Wren (Cardiff Metropolitan University)*
- *Vicky Gilroy (Institute of Health Visiting*)

- Why monitoring speech, language and communication development matters
- Why evidence-based practice is important (EPB3)
- The role of the Health Visiting Teams
- EBP3

Cyflwyno Prosiect Pengwin

- *Yr Athro Yvonne Wren (Prifysgol Metropolitan Caerdydd)*
- *Vicky Gilroy (Sefydliad yr Ymwelwyr Iechyd)*

- Pam bod monitro datblygiad iaith, lleferydd a chyfathrebu yn bwysig
- Pam mae ymarfer sy'n seiliedig ar dystiolaeth yn bwysig
- Rôl Timoedd Ymweld Iechyd
- Ymarfer sy'n seiliedig ar dystiolaeth 3

01 Tool Design

Dr Jenna Charlton
Newcastle University

02 Data Collection

Prof Caroline Floccia
University of Plymouth

03 Parent Acceptability Review

Louisa Reeves
Speech and Language UK

04 Intervention Design

Prof Cristina McKean
University of Oxford

05 Training Development

Carol Payne
Speech and Language UK

Dylunio Offeryn 01

Dr Jenna Charlton
Prifysgol Newcastle

Casglu Data 02

Yr Athro Caroline Floccia
Prifysgol Plymouth

Adolygiad o Dderbynioldeb Rhiant 03

Louisa Reeves
Speech and Language UK

Dylunio Ymyriad 04

Yr Athro Cristina McKean
Prifysgol Rhydychen

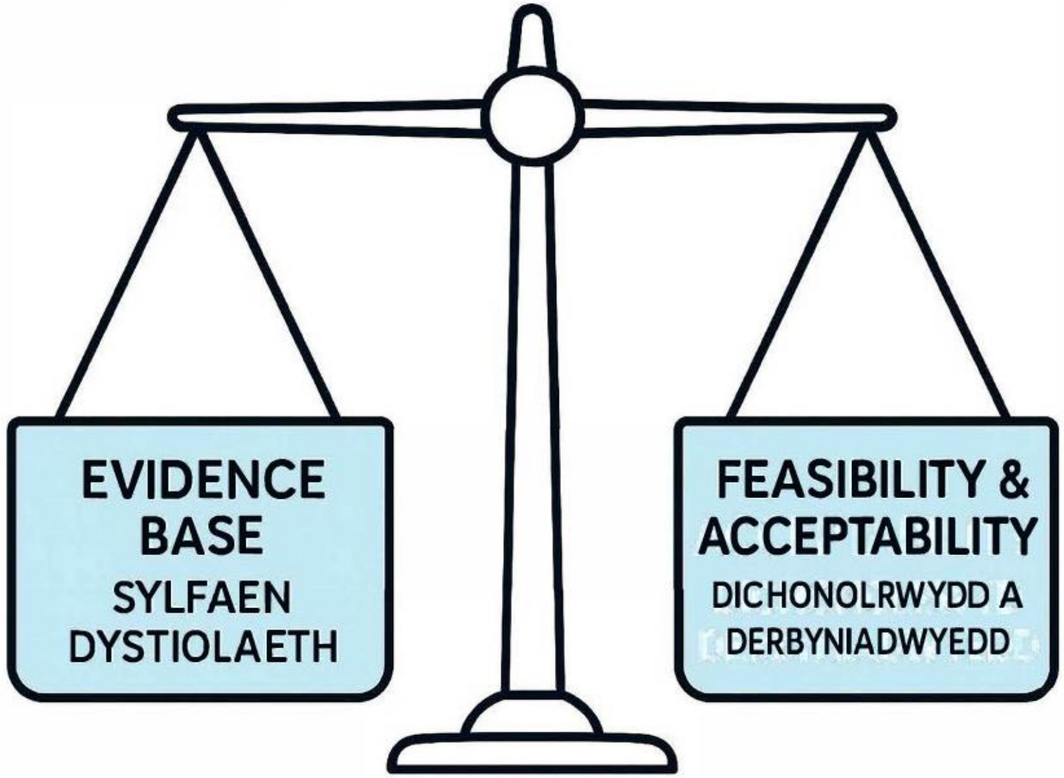
Datblygiad Hyfforddiant 05

Carol Payne
Speech and Language UK

Finding the Balance | Dod o hyd i'r cydbwysedd

Feasible, acceptable & identifies SLCN

Ymarferol, derbyniol ac yn adnabod anghenion lleferydd, iaith a chyfathrebu



Not feasible to deliver, too long & complex

Ddim yn ymarferol i'w gyflwyno, yn rhy hir a chymhleth

Does not identify SLCN

Nid yw'n adnabod anghenion lleferydd, iaith a chyfathrebu

Development of tools
Datblygiad yr offerynau

Dr Jenna Charlton and Dr Rhonwen Lewis

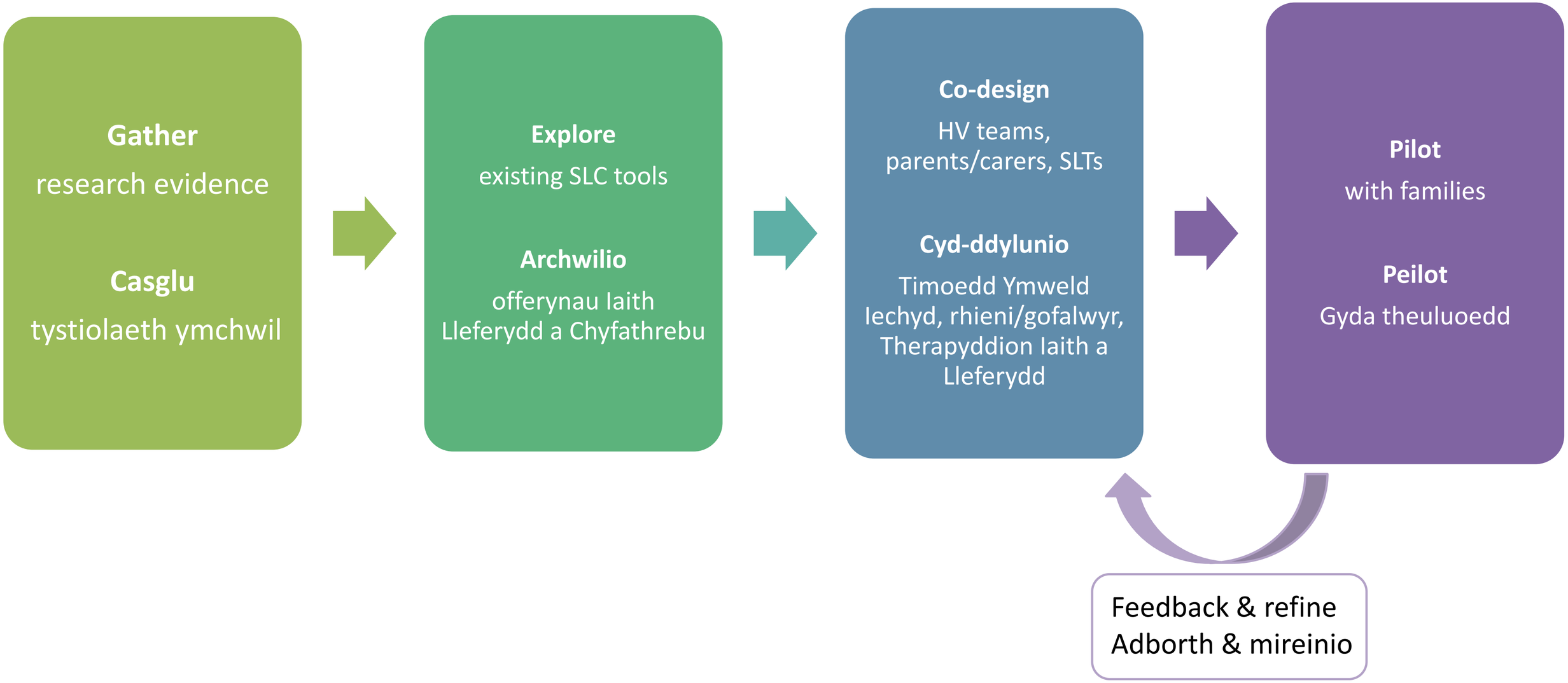
University of Newcastle and Cardiff Metropolitan University

Prosiect Pengwin

- Commissioned by the Welsh Government to develop **3 identification tools** that will monitor children's speech, language and communication (SLC) development at 15months, 27months and 42months - in line with the Healthy Child Wales Programme: Welsh, English & bilingual versions
- Designing supporting **intervention** at each time point, including universal messaging and targeted support
- A comprehensive **training** package will underpin the Pengwin assessment and intervention

- Comisiynwyd gan Lywodraeth Cymru i ddatblygu **3 offeryn adnabod** a fydd yn monitro datblygiad lleferydd, iaith a chyfathrebu plant yn 15 mis, 27 mis a 42 mis oed - yn unol â Rhaglen Plentyn Iach Cymru: fersiynau Cymraeg, Saesneg a dwyieithog
- Dylunio **ymyrraeth** gefnogol ar bob pwynt amser, gan gynnwys negeseuon cyffredinol a chefnogaeth dargedig
- Bydd pecyn **hyfforddi** cynhwysfawr yn sail i asesiad ac ymyrraeth Pengwin

Creating the Pengwin tools: Methods



The Health Visiting context

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

- Capacity limitations- time and staffing
- Variability across Wales:
  - Who (skill mix)
  - Which families
  - Where review happens
  - Degree of collaboration with other local services

Monitoring speech, language and communication development

Evidence-based methods

Parent report

Adroddiad rhieni

+

Monitro datblygiad llefeydd, iaith a chyfathrebu

Dulliau yn seiliedig ar dystiolaeth

Practitioner observations

Arsylwadau ymarferydd

Characteristics of assessment

Evidence tells us children's speech language and communication development is dynamic and changes a lot over time

The best assessments are..

Seen as part of a **conversation** with a family and carried out in partnership

Ran o **sgwrs** gyda'r teulu ac yn cael eu cwblhau mewn partneriaeth

+

Nodweddion asesiad

Mae tystiolaeth yn dweud wrthym fod datblygiad lleferydd, iaith a chyfathrebu plant yn ddeinamig ac yn newid llawer dros amser.

Mae'r asesiadau gorau yn...

And part of ongoing **surveillance** of needs

A'n rhan o **fonitro** anghenion dros amser

Pengwin principles

Valid
accurately measuring what we want it to

Reliable
producing consistent results when used across time & contexts

Fair/equal/unbiased
provide all children with opportunity to demonstrate their skills

Acceptable & feasible
for practitioners & families

Comprehensive
build a profile of skills

Strengths-based
recognising & building on child's skills & parent/carer view, positive & motivational

Egwyddorion Pengwin

Dilys
Yn mesur yn gywir yr hyn ydym ei eisiau

Dibynadwy
cynhyrchu canlyniadau cyson wrth eu defnyddio ar draws amser a chyd-destunau

Teg/cyfartal/diduedd
rhoi cyfle i bob plentyn ddangos eu sgiliau

Derbyniol ac ymarferol
ar gyfer ymarferwyr a theuluoedd

Cynhwysfawr
adeiladu proffil o sgiliau

Seiliedig ar gryfderau
cydnabod ac adeiladu ar sgiliau'r plentyn a barn rhiant/gofalwr, cadarnhaol ac ysgogol

What evidence has informed the Pengwin? Pa dystiolaeth sydd wedi llywio'r Pengwin?

Evidence reviews
Adolygiadau tystiolaeth

Baker et al (2022)

Review of Early Language Screening Suitable for Children in Wales from Birth to 5 Years

Conti-Ramsden & Durkin (2012)

Language Development and Assessment in the Preschool Period

Sansavini et al (2021)

Developmental Language Disorder: Early Predictors, Age for the Diagnosis, and Diagnostic Tools.

Ward et al (2024)

Sentence repetition as a diagnostic tool for Developmental Language Disorder: A systematic review and meta-analysis

Crowe & McLeod (2020)

A Review Children's English Consonant Acquisition

Reports
Adroddiadau

Welsh Government (2020)

Talk With Me: Speech, Language and Communication (SLC) Delivery Plan

Welsh Government (2022)

Healthy Child Wales quality assurance framework

Law et al (2017)

Language as a child wellbeing indicator

Asmussen et al (2018)

Key competencies in early cognitive development

Studies
Astudiaethau

Law et al (2023)

The development and productivity of a measure for identifying low language abilities in children aged 24–36 months

Jago et al (2023)

Language outcomes from the UK-CDI Project

Eriksson (2017)

The Swedish Communicative Development Inventory III

Harrison et al (2017)

Speech sound disorders in preschool children

Which tools have informed the Pengwin? Pa offer sydd wedi cefnogi datblygiad y Pengwin?

Healthy Child Programmes

Rhaglenni Plentyn Iach

Wellcomm

Schedule of Growing Skills (SOGS)

Family Resilience Assessment Instrument and Tool (FRAIT)

Early Language Identification Measure and Intervention (ELIM-I)

Ages and Stages Questionnaire

Tools frequently used across clinical, educational & research contexts

Offer a ddefnyddir yn aml ar draws cyd-destunau clinigol, addysgol ac ymchwil

Lena Developmental Snapshot

Focus on the Outcomes of Communication Under Six (FOCUS)

Preschool Language Scale (PLS)

Nuffield Early Language Intervention (NELI) Language Screen

Reynell Developmental Language Scales

British Picture Vocabulary Scales (BPVS)

Bilingual tools

Offer dwyieithog

Language Use Inventory

Bayley Scales of Infant and Toddler Development–Third Edition (BSID-III)

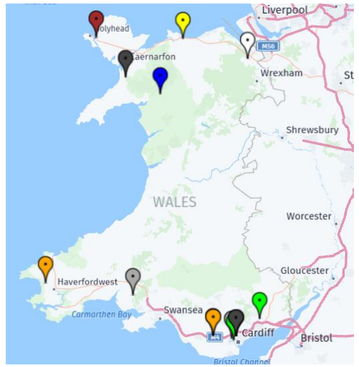
UK Bilingual Toddler Assessment Tool (UK BTAT)

MacArthur Bates Communicative Development Inventory (CDI)

Who have we co-designed with?

Pwy sydd wedi ymuno gyda'r cyd-ddylunio?

Parents/carers Rhieni/gofalwyr
10 sessions 10 sesiwn
n=36



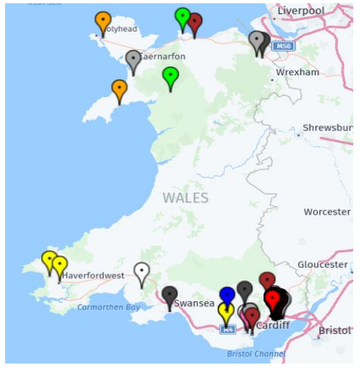
Value opportunity to voice their views

Gwerthfawrogi cyfle i rannu barn

Feel they can answer questions reliably

Teimlo y gallant ateb cwestiynau yn ddibynadwy

HV Skill mix Timoedd Ymwelwyr Iechyd
4 sessions 4 sesiwn
n=24



Value opportunity to observe, use skills, & have a conversation with parent/carer

Gwerthfawrogi y cyfle i arsylwi, defnyddio sgiliau & chael sgwrs gyda rhiant/gofalwr

Emphasise need for something practical & feasible

Pwysleisio yr angen am rhywbeth ymarferol a dichonadwy

SLTs Therapyddion Iaith a Lleferydd
8 sessions 8 sesiwn
n=41

Informed components & structure of tools at each age

Wedi cyfrannu at gynnwys a strwythur yr offer ar gyfer pob oedran

Emphasis need for accurate & reliable delivery - reduce risk of over or under-referral

Pwyslais ar yr angen am ddarpariaeth gywir a dibynadwy – lleihau'r risg o or-gyfeirio neu dan-gyfeirio

What changes have we made based on co-design?

Pa newidiadau cafodd eu gwneud yn seiliedig ar gyd-ddylunio?

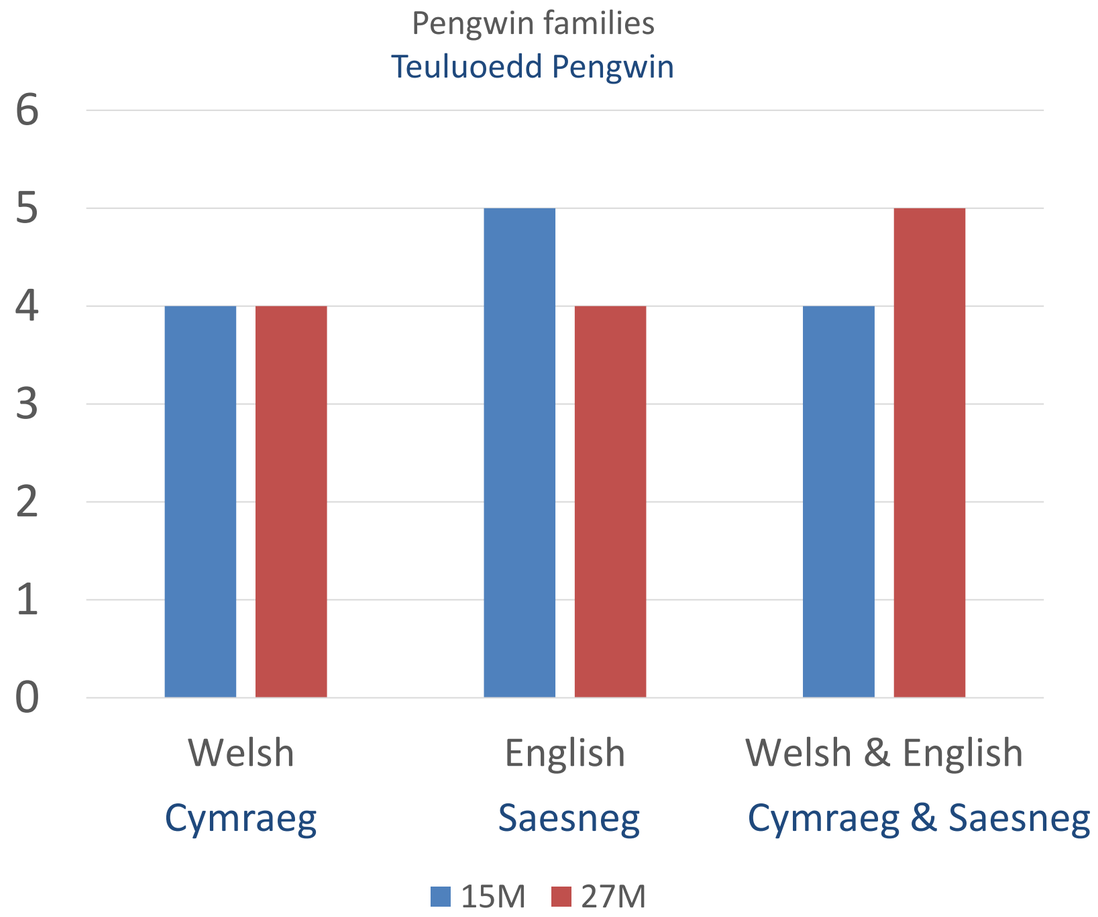
Who have we piloted the Pengwins with?

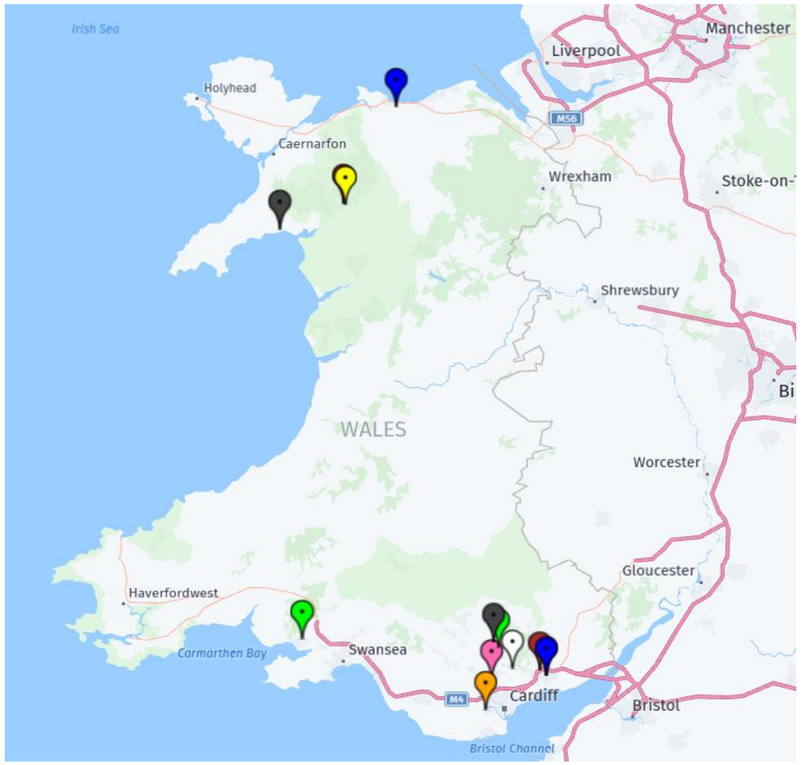
Pwy sydd wedi cymryd rhan yn y peilot?

Target 12 families per tool | Targed 12 teulu ar gyfer pob offeryn

15 months | 15 mis n= 13

27 months | 27 mis n= 13





What have we learnt from piloting?

15m:
- Reliable observation challenging
- Quick to deliver (average 10mins)

27m:
- Observation more reliable
- Examples in parent-report useful to support understanding
- Word-list- informed dialectal variations

Both tools:
- Feasible practical and acceptable
- For bilingual children, both tools facilitated an effective discussion about both of their languages
- Data indicates the tool has identified variable patterns of SLC development across children i.e., abilities & needs

Beth rydyn ni wedi'i ddysgu o beilota?

15m:
- Arsylwi dibynadwy yn heriol
- Cyflym i'w gyflwyno (cyfartaledd o 10 munud)

27m:
- Arsylwi yn fwy dibynadwy
- Enghreifftiau yn yr adroddiad rhiant yn ddefnyddiol i gefnogi dealltwriaeth
- Rhestr geiriau – Adio amrywiadau tafodieithol

Y ddau offeryn:
- Ymarferol a derbyniol
- I blant dwyieithog, hwylusodd y ddau offeryn drafodaeth effeithiol am eu dwy iaith
- Mae data'n dangos bod yr offeryn wedi adnabod patrymau amrywiol o ddatblygiad lleferydd, iaith a chyfathrebu ar draws plant h.y., galluoedd ac anghenion

The 15m Pengwin *(example items)*

Parent report

Parent/carer view & concerns

Learning to talk and communicate

Hearing

Early speech, language & communication development

Early speech sounds

Emergence of first words

Listening & nonverbal communication

Gesture/actions

Pointing

Response to name

Emergence of shared interest & attention

Y Pengwin 15m *(eitemau engheifftiol)*

Adroddiad rhiant

Barn a phryderon rhiant/gofalwr

Dysgu siarad a chyfathrebu

Clyw

Datblygiad lleferydd, iaith a chyfathrebu cynnar

Synau lleferydd cynnar

Geiriau cyntaf yn ymddangos

Gwrando a chyfathrebu di-eiriau

Ystym/symudiadau

Pwyntio

Ymateb i enw

Sylw a diddordeb wedi ei rhannu yn ymddangos

The 15m Pengwin

(example items)

Practitioner observation

Parent-child interaction

Communicative interaction

Early speech language & communication development

Babble/early speech sounds

Use of words with meaning

Understanding words/simple instructions

Listening & nonverbal communication

Intent to communicate

Interest in toys or objects

Gesture

Response to name

Y Pengwin 15m

(eitemau engheifftiol)

Arsylwad ymarferydd

Rhyngweithio rhiant-plentyn

Rhyngweithio cyfathrebol

Datblygiad lleferydd, iaith a chyfathrebu cynnar

Bablan/synau lleferydd cynnar

Defnydd geiriau gydag ystyr

Deall geiriau/cyfarwyddiadau syml

Gwrando a chyfathrebu di-eiriau

Bwriad i gyfathrebu

Diddordeb mewn teganau a gwrthrychau

Ystym

Ymateb i'w enw

The 27m Pengwin

(example items)

Parent report

Parent/carer view & concerns

Learning to talk and communicate

Hearing

Speech, language & communication development

Gesture

Play

Asking questions

Building simple sentences

50-item word list

Y Pengwin 27m

(eitemau engheifftiol)

Adroddiad rhiant

Barn a phryderon rhiant/gofalwr

Dysgu siarad a chyfathrebu

Clyw

Datblygiad lleferydd, iaith a chyfathrebu

Ystym

Chwarae

Gofyn cwestiynau

Adeiladu brawddegau syml

Rhestr geiriau 50 eitem

The 27m Pengwin

(example items)

Practitioner observation

Parent-child interaction

Communicative interaction

Speech language & communication development

Communicative intent

Putting words together

Understanding simple sentences/following directions

Early consonants

Speech intelligibility

Attention

Y Pengwin 27m

(eitemau engheifftiol)

Arsylwad ymarferydd

Rhyngweithio rhiant-plentyn

Rhyngweithio cyfathrebol

Datblygiad lleferydd, iaith a chyfathrebu cynnar

Bwriad cyfathrebol

Rhoi geiriau at ei gilydd

Deall brawddegau syml/dilyn cyfarwyddiadau

Cytseiniaid cynnar

Eglurder lleferydd

Sylw

The 42m Pengwin *(example items)*

Parent report

Parent/carer view & concerns

Learning to talk and communicate

Hearing

Speech, language & communication development

Play

Turn-taking

Functional language

Understanding ‘wh’ questions

Talk about past & present

Combining 3+ words together

Speech intelligibility

How your child talks

Sentence complexity

Y Pengwin 42m *(eitemau engheifftiol)*

Adroddiad rhiant

Barn a phryderon rhiant/gofalwr

Dysgu siarad a chyfathrebu

Clyw

Datblygiad lleferydd, iaith a chyfathrebu

Chwarae

Cymryd tro

Iaith gweithredol

Deall cwestiynau

Siarad am gorffennol a presennol

Uno 3+ gair gyda’i gilydd

Eglurder lleferydd

Sut mae eich plentyn yn siarad

Cymhlethdod brawddeg

The 42m Pengwin

(example items)

Practitioner observation

Parent and child interaction

Communicative interaction

Speech, language & communication development

The child's talking

Communicative intent

Naming toys/objects with meaning

Talking about interests/experiences

Functional language

Speech intelligibility

Speech fluency

The child's understanding

Responding to questions

Attention

Y Pengwin 42m

(eitemau engheifftiol)

Arsylwad ymarferydd

Rhyngweithio rhiant-plentyn

Rhyngweithio cyfathrebol

Datblygiad lleferydd, iaith a chyfathrebu cynnar

Siarad y plentyn

Bwriad cyfathrebu

Enwi teganau/gwrthrychau gydag ystyr

Siarad am diddordebau/profiadau

Iaith gweithredol

Eglurder iaith

Rhyglder iaith

Dealltwriaeth y plentyn

Sylw

Supporting practitioners to use the Pengwin

We want practitioners to feel:

- confident,
- knowledgeable,
- supported,
- part of a shared culture and workforce working towards improving SLC outcomes for children & families

Training to support:

- understanding of what the Pengwin is,
- why it is needed (including Welsh & bilingual focus)
- how it is delivered

We will also develop

- practical guidance for each tool
- FAQs
- video guides & case examples of the Pengwin in use

Cefnogi ymarferwyr i ddefnyddio'r Pengwin

Rydym yn anelu i ymarferwyr deimlo:

- yn hyderus,
- yn wybodus,
- wedi'u cefnogi,
- yn rhan o ddiwylliant a gweithlu sydd yn gweithio ar y cyd tuag at wella canlyniadau lleferydd, iaith a chyfathrebu plant a theuluoedd

Hyfforddiant i gefnogi:

- deallt beth yw'r Pengwin,
- pam fod ei hangen (yn cynnwys ffocws Cymraeg a dwyieithog)
- sut mae'n cael ei gyflwyno

Byddwn hefyd yn datblygu

- canllaw ymarferol ar gyfer pob offeryn
- cwestiynau cyffredin
- fideos cynorthwyol & esiamplau achos o'r Pengwin yn cael ei ddefnyddio

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Welsh Language Context
Cyd-destun y Gymraeg

Dr Rhonwen Lewis

Cardiff Metropolitan University

Bi- and multilingualism in Wales

Children in Wales are growing up hearing Welsh and English to varying degrees

There are also many other languages spoken in Wales

SLC development in bilingual and multilingual children is affected by:

- **Age** at which each language was heard
- **How much** of each language is heard
- The **status** of the languages in society

Aml- a dwyieithrwydd yng Nghymru

Mae plant yng Nghymru yn clywed Cymraeg a Saesneg i raddau amrywiol

Mae yna hefyd llawer o ieithoedd arall yn cael eu siarad yng Nghymru

Mae datblygiad lleferydd, iaith a chyfathrebu mewn plant aml- a dwyieithog yn cael ei ddylanwadu gan:

- **Oedran** lle cafodd y ddwy iaith ei chlywed
- **Faint** o bob iaith sy'n cael ei chlywed
- **Statws** yr ieithoedd yn y gymdeithas

SLC development in the presence of two languages

Datblygiad lleferydd, iaith a chyfathrebu ym mhresenoldeb dwy iaith

Milestone	1 language 1 iaith	2 languages 2 iaith	Carreg milltir
Babbling	6-12 months | 6-12 mis		Baldorddi
First words	Around 12 months | O gwmpas 12 mis		Geiriau cyntaf
Two words together	Around 2 years old | O gwmpas 2 flwydd oed		Dau air gyda'i gilydd
Production of short sentences, including grammatical words	2½ – 3 years old | 2½ – 3 years mlwydd oed		Cynhyrchu brawddegau byr, gan gynnwys geiriau gramadegol
Understandable to unfamiliar adults	Around 3½ years old | O gwmpas 3½ mlwydd oed		Dealladwy i oedolion anghyfarwydd
Ability to tell a story with a simple structure	4½ - 5 years old | 4½ - 5 mlwydd oed		Y gallu i adrodd stori gyda strwythr syml

Welsh and English in Wales

- Unique context for speech and language acquisition where **children are exposed to varying degrees of Welsh and English** depending on language use pattens in:
  - The home
  - Childcare / Education
  - The wider community
- Speaker numbers **fluctuate across different parts of Wales** which leads to a great deal of variety in the amount of Welsh each child hears. The 2021 census showed:
  - **Wales as a whole – 17.8% (538,300 people)**
  - **Local authority with highest proportion, Gwynedd – 64.4%**
  - **Local authority with lowest proportion, Blaenau Gwent – 6.2%**

Cymraeg a Saesneg yng Nghymru

- Cyd-destun unigryw ar gyfer caffael lleferydd ac iaith lle mae **plant yn cael amlygiad i lefelau amrywiol o'r Gymraeg a'r Saesneg** yn dibynnu ar ddefnydd iaith o fewn:
  - Y cartref
  - Gofal Plant / Addysg
  - Y gymuned ehangach
- Mae nifer y siaradwyr yn **amrywio ar draws gwahanol rannau o Gymru** sy'n arwain at lawer iawn o amrywiaeth yn y Gymraeg y mae pob plentyn yn ei glywed. Mae Cyfrifiad 2021 yn dangos:
  - **Cymru gyfan – 17.8% (538,300 person)**
  - **Awdurdod lleol sydd â'r gyfran uchaf, Gwynedd – 64.4%**
  - **Awdurdod lleol sydd â'r gyfran isaf, Blaenau Gwent – 6.2%**

What about households? Beth am gartrefi?

Almost one in four households in Wales

23.7%
At least 1 person able to speak Welsh

Bron i un o bob pedwar cartref yng Nghymru

23.7%
O leiaf un person yn gallu siarad Cymraeg

Almost one in ten households in Wales

9.4%
Everyone able to speak Welsh

Bron i un o bob deg cartref yng Nghymru

9.4%
Pawb yn siarad Cymraeg

43.6% of all the Welsh speakers live in these households

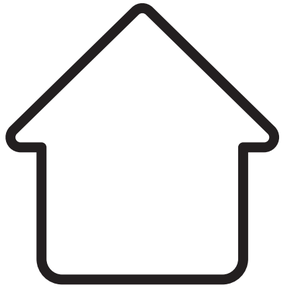
Mae 43.6% o'r siaradwyr Cymraeg i gyd yn byw yn y cartrefi hyn

One in thirty households in Wales

3.4%
Contained no adults who were able to speak Welsh, at least one child

Un o bob trideg cartref yng Nghymru

3.4%
Dim oedolion yn gallu siarad Cymraeg, o leiaf un plentyn

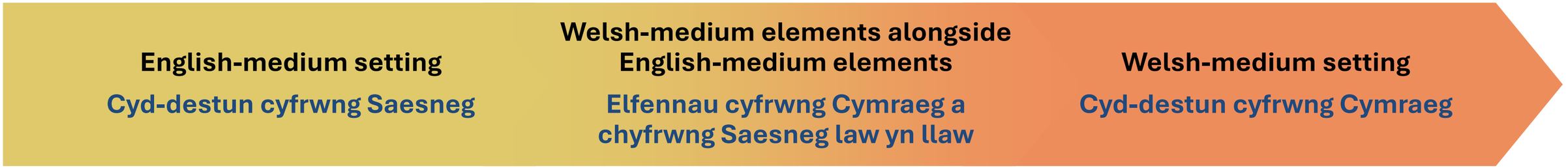


Welsh in Education

- Welsh is **present in all schools** (either as the language of instruction or taught as a subject) and **most early years settings**

Cymraeg ym myd Addysg

- Mae'r Gymraeg yn **bresennol ym mhob ysgol** (naill ai fel iaith addysgu neu fel pwnc) a'r **rhan fwyaf o gyd-destunau blynyddoedd cynnar**



- For **children from Welsh-speaking homes**, early years education provides an opportunity to build on their Welsh language skills.
- **Children from English-speaking homes** are introduced to Welsh for the first time within these nursery or school settings, leading to sequential bilingualism (Hickey, Lewis & Baker, 2014).

- I **blant o gartrefi Cymraeg eu hiaith**, mae addysg blynyddoedd cynnar yn gyfle i adeiladu ar eu sgiliau Cymraeg.
- Caiff **plant o gartrefi Saesneg eu hiaith** eu cyflwyno i'r Gymraeg am y tro cyntaf yn y meithrinfeydd neu'r ysgolion hyn, gan arwain at ddwyieithrwydd dilyniannol (Hickey, Lewis & Baker, 2014).

Welsh in Health and Care

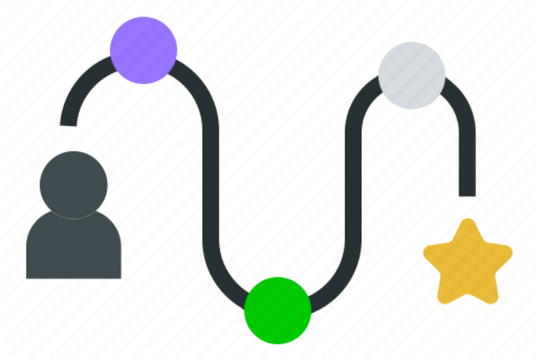
Cymraeg ym myd Iechyd a Gofal

- **Mwy na Geiriau (More Than Just Words)** is a strategic framework from the Welsh Government to promote and embed Welsh language provision in **health, social services and care settings.**
- The policy notes that Welsh speakers should be able to
  - Use Welsh (if this is their choice) when receiving support from health and care practitioners - without needing to ask for it.
  - Access information in Welsh so they can fully understand, participate, and express themselves.
- It emphasises that using Welsh in health and care is a **language need**, especially in sensitive or emotional situations

- Mae **Mwy na Geiriau** yn fframwaith strategol gan Lywodraeth Cymru i hyrwyddo a gwreiddio darpariaeth y Gymraeg mewn **lleoliadau iechyd, gwasanaethau cymdeithasol a gofal.**
- Mae'r polisi'n nodi y dylai siaradwyr Cymraeg allu
  - Defnyddio'r Gymraeg (os yw hyn yn ddewis iddynt) wrth dderbyn cymorth gan ymarferwyr iechyd a gofal - heb orfod gofyn amdani.
  - Cael mynediad at wybodaeth yn y Gymraeg fel y gallant ddeall, cymryd rhan a mynegi eu hunain yn llawn.
- Mae'n pwysleisio bod defnyddio'r Gymraeg mewn iechyd a gofal yn **angen ieithyddol**, yn enwedig mewn sefyllfaoedd sensitif neu emosiynol.

The Challenge

- Existing tools and normative data based on children hearing one language **cannot be applied** to children hearing two languages
- **Welsh-English bilingual SLC surveillance tools** are needed in order to identify children in need of early intervention.



Y Sialens

- **Ni ellir ddefnyddio** offerynau presennol a data normadol sy'n seiliedig ar blant sy'n clywed un iaith ar gyfer plant sy'n clywed dwy iaith
- Mae angen **offer gwyliadwriaeth Iaith, Lleferydd a Chyfathrebu dwyieithog Cymraeg-Saesneg** er mwyn adnabod plant sydd angen ymyrraeth gynnar.

‘Baking in’ the bilingualism Dwyieithrwydd o’r dechrau

Evidence regarding developmental milestones and risk factors

Tystiolaeth ynghylch cerrig milltir datblygiad a ffactorau risg

Need to **identify SLCN** for children hearing one language and for chidren hearing two languages

Angen **adnabod anghenion I, Ll a C** ar gyfer plant sy’n clywed un iaith a phlant sy’n clywed dwy iaith

Need to represent **the whole of Wales** when there are substantial differences in how many people speak Welsh across the geographical areas

Angen cynrychioli **Cymru gyfan** pan mae yna wahaniaethau sylweddol ynghylch faint o bobl sy’n siarad Cymraeg dros yr ardaloedd daearyddol

Need to **measure speech** and **language development** in **Welsh** in the **absence of existing data**

Angen **mesur datblygiad lleferydd** ac **iaith** yn **Gymraeg** heb **ddata sydd eisioes yn bodoli**

‘Baking in’ the bilingualism

Dwyieithrwydd o’r dechrau

Practicability
Ymarferoldeb

Need to capture **how much Welsh and how much English** is happening in the child’s life

Angen casglu **faint o Gymraeg a faint o Saesneg** sy’n digwydd ym mywyd y plentyn

Parent report section **can be done in either Welsh or English** (depending on language choice). For children hearing two languages, parent/carer reports on **both** languages

Practitioner observation section needs to be done in **the child’s main language**

Gall yr adran adroddiad rhieni **gael ei wneud yn Gymraeg neu yn Saesneg** (yn dibynnu ar y dewis iaith). Ar gyfer plant sy'n clywed dwy iaith, mae’r rhiant/gofalwr yn adrodd ar y ddwy iaith

Mae angen i’r arsylwad ymarferydd gael ei wneud ym **mhrif iaith y plentyn**

Feasibility
Dichonoldeb

Sharing draft versions of **questions and observation items in Welsh** was important to check clarity and acceptability

Roedd rhannu fersiynau drafft o **gwestiynau ac eitemau arsylwi** yn y Gymraeg yn bwysig i wirio eglurder a derbynioldeb

Acceptability
Derbynioldeb

Intervention Development

Datblygu Ymyrraeth

Professor Cristina McKean & Dr Christine Jack

University of Oxford & Newcastle University

Early SLC pathway for Wales

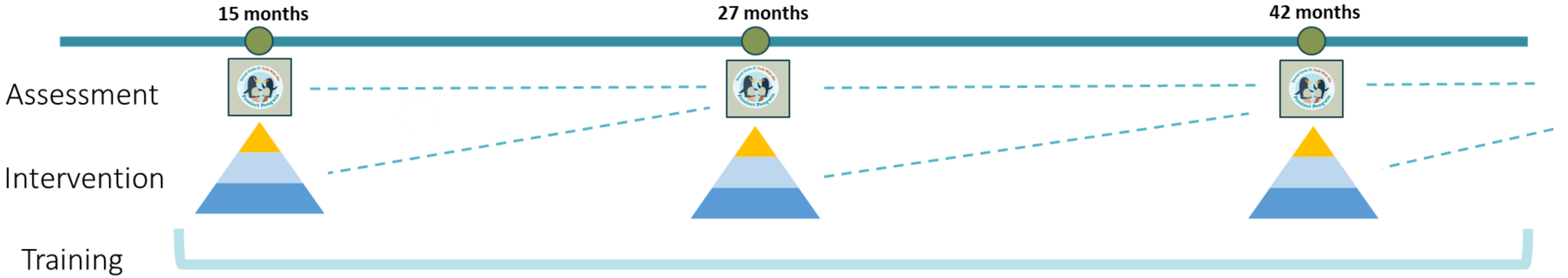
The Welsh Government commissioned a program of research to develop

- an early SLC monitoring tool (the Pengwin) aligned to the Healthy Child Wales contact points aiming to track development from 15 – 42 months
- a set of linked **universal and targeted** interventions to promote robust speech, language and communication in all children
- a training program to support roll-out

Llwybr LlIaCh Cynnar ar gyfer Cymru

Comisiynodd Llywodraeth Cymru raglen ymchwil i ddatblygu

- offeryn gwyliadwriaeth gynnar ILlaCh (y Pengwin) sy'n cydfynd â phwyntiau cyswllt Plant Iach Cymru gyda'r nod o fonitro datblygiad o 15 – 42 mis
- set o ymyriadau cysylltiedig **cyffredinol a wedi'u targedu** i hyrwyddo lleferydd, iaith a chyfathrebu cadarn ym mhob plentyn
- rhaglen hyfforddi i gefnogi



Early SLC pathway for Wales

These interventions need to

- be based on the best available evidence
- be acceptable, feasible and equitable
- reach everyone across Wales
- be deliverable in Welsh and English
- fit the unique context and current provision – add and capitalise……..

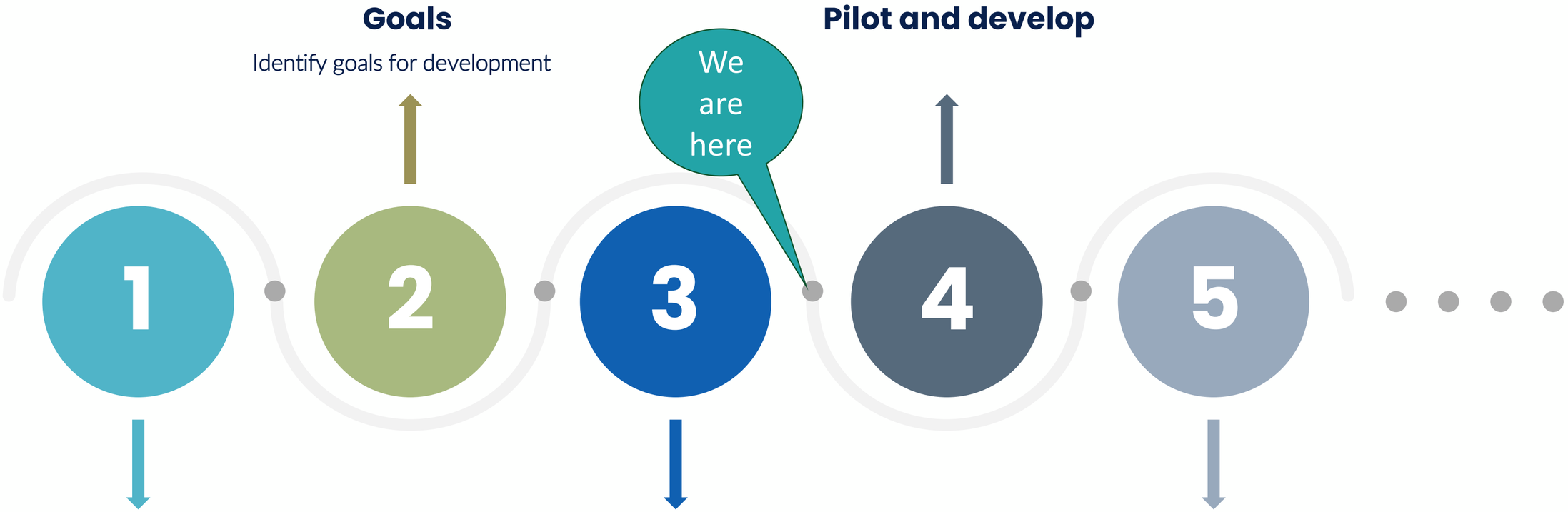
Llwybr gofal LlaCh cynnar i Gymru

Mae angen i'r ymyriadau hyn

- fod yn seiliedig ar y dystiolaeth orau sydd ar gael
- fod yn dderbyniol, yn ymarferol ac yn deg
- gyrraedd pawb ledled Cymru
- fod yn gyflawnadwy yn y Gymraeg a'r Saesneg
- weddu i'r cyd-destun unigryw a'r ddarpariaeth bresennol – ychwanegu a gwneud y mwyaf o……..

WP 5 Stages

Intervention development



Contextualize

Understand strengths of current practice

Identify gaps within the systems where Pengwin can contribute

Identify the relevant service delivery platforms and their constraints

Co-design

Co-design resources with relevant parties

Training

Create training for their use

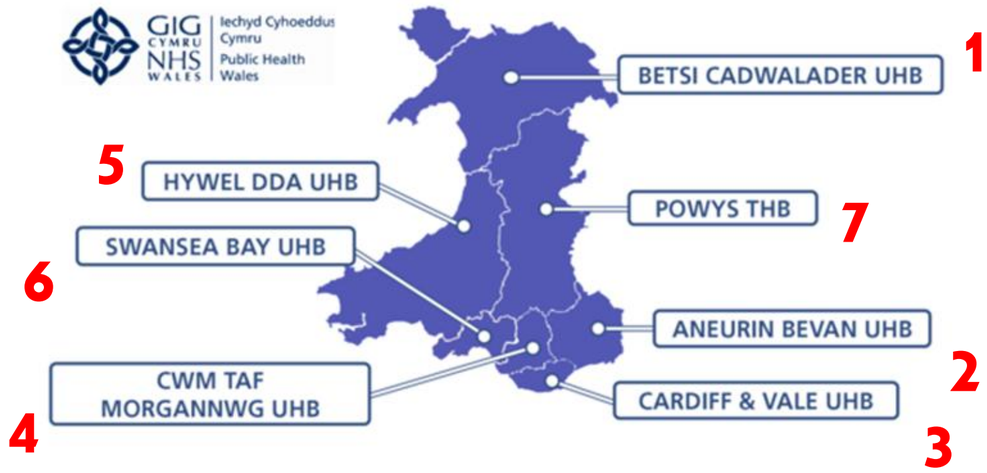
Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version of slide

Stage 1 Focus groups and interviews - context

Region	Number	Roles
1	2 (1)	Family Support Lead FS, HV
2	5	EY Lead FS, FS Coordinator, FS Family Support Coordinator, SLT, EY and Partnership Manager
3	4 (1)	FS Strategic lead, Lead for ASD, SLT EY team Lead, SLT
4	3	Preschool Manager, Early Language Lead, SLT
5	0 (3)	-
6	(2)	- (in previous roles)
7	2 (1)	LA EY Additional Needs Lead Officer, Parenting
8 (Other)	1	Professor
9 (all Wales)	14	Wales Early Language Leads, Charity, RCSLT, All Wales Managers Group, All Wales Early Language Steering Group, National Parenting, Flying Start Network
Total	**25 (5)**	

*Some participants are in more than one group

HV template returns



Additional conversations
With Public Health Wales Team
Welsh Government SLC team
HV teams across Wales

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

What did we learn? – provision & gaps

- There is a huge amount of effort and commitment to SLC support across Wales
- There is a plethora of approaches in use
- Few have been rigorously evaluated
- Targeted support is MUCH harder in Generic services
- Inconsistent – messages and coverage
- Risk differences in reach, equity, effectiveness efficiency
- Rural and Welsh language intervention challenging

Beth ddysgon ni? – darpariaeth a bylchau

- Mae llawer iawn o ymdrech ac ymrwymiad i gefnogi Lleferydd, Iaith a Chyfathrebu ledled Cymru
- Mae llu o ddulliau ar waith
- Ychydig sydd wedi cael eu gwerthuso'n drylwyr
- Mae cefnogaeth dargedig yn LLAWER anoddach mewn gwasanaethau Generig
- Anghyson – negeseuon a gwasgariad
- Gwahaniaethau risg o ran cyrhaeddiad, ecwiti, effeithiolrwydd ac effeithlonrwydd
- Heriau gydag ymyrraeth wledig a darparu ymyrraeth yn Gymraeg

What did we learn? – qualities & implementation

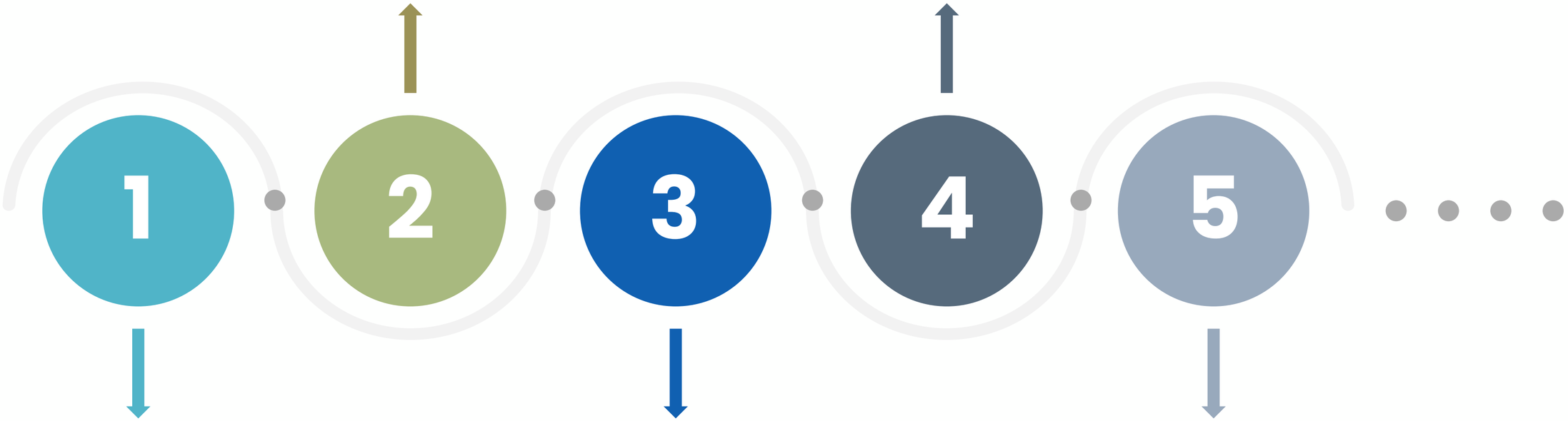
- Empower families & value strengths
- Consistent and clear messaging
- Accessible to diverse families
- Accentuate/honour children's individual journeys
- Signpost and connect
- Less or more?
- What does good look like?

Beth ddysgon ni? – rhinweddau a gweithredu

- Grymuso teuluoedd a gwerthfawrogi cryfderau
- Negeseuon cyson a chlir
- Hygyrch i deuluoedd amrywiol
- Pwysleisio/anrhydeddu llwybrau unigol plant
- Cyfeirio a chysylltu
- Llai neu fwy?
- Sut mae da yn edrych?

WP 5 Stages

Intervention development



Contextualize

Understand strengths of current practice

Identify gaps within the systems where Pengwin can contribute

Identify the relevant service delivery platforms and their constraints

Goals

Identify goals for development

Co-design

Co-design resources with relevant parties

Pilot and develop

Training

Create training for their use

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

Stage 3 – 10 Co-design meetings

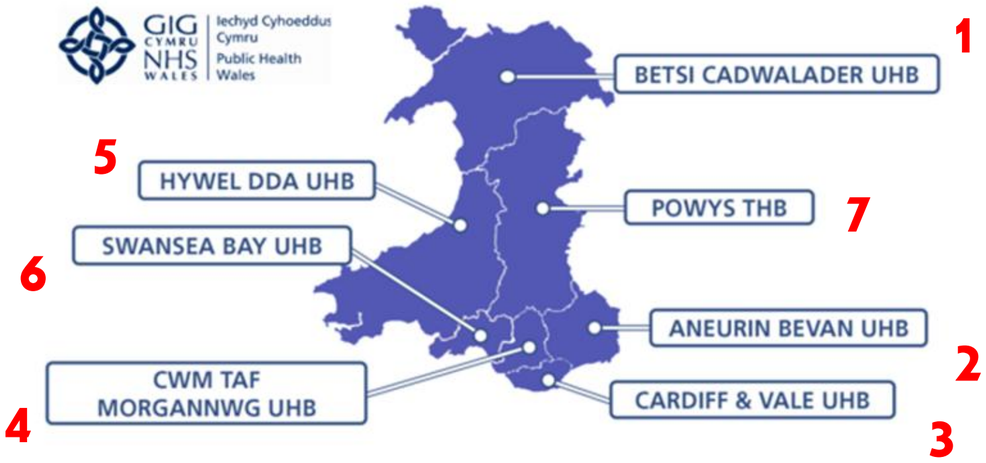
Session	Roles
Pathway – Practitioners Pathway - Parents	Early Years Additional Needs Liaison Officer, Early Years Early Help Manager, HV Team Manager Flying Start Flying Start Team Lead and SLC Parenting and AN Lead, Senior Early Years Early Help Worker, Specialist SLT
Audit Tool	Early Language Co-ordinator FS, Health Visitor, Senior Early Years Early Help Worker, Senior Family Worker, Flying Start Team Lead and SLC Parenting and AN Lead, Speech and Language Therapist
Super Communicator	Early language coordinator, Early Years Welsh Language Support Officer, Flying Start HV / specialist health visitor for children with additional needs, Highly specialised SLT, HV, SLT Flying Start
Early years 42 months	Team Leader Communication, Early years advisory teacher, Early Years Education Improvement, Senior Advisory Teacher
Co-design – Practitioners x2 Co-design – Parents x2	Early Language Coordinator, Early Language Lead, Early Years Early Help Manager, Early Years Partnerships and Projects Manager FS health visitor /operational manager, Health Visitor, Health Visitor Team Leader, Principal Public Health Practitioner, Senior Early Years Early Help Worker, Senior Family Worker, Speech and Language Therapist, Student health visitor

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

Stage 3 – Co-design meetings

Region	Pathway	Parent Pathway	Audit	Super Communicator intervention	Early Years - 42 months	Practitioner Co- design Cardiff & Wrexham	Parent Co-design Cardiff & Wrexham	Total
1	1	1	1	2	1	4	4	14
2	1	1	1	0	1	0	0	4
3	0	0	0	0	0	2	2	4
4	1	0	2	2	1	3	0	9
5	0	0	0	1	0	3	0	4
6	2	0	2	0	1	2	0	7
7	1	0	1	1	1	0	0	4
Total	6	2	7	6	5	14	6	46
Welsh speakers	1	0	2	2	2	6	0	13

Invited	8	17	12	9	5	27	17	96
Welsh speakers	2	4	3	2	2	8	4	25



Number of practitioners

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

Pathways
Llwybrau

Pathway – aims to understand

How well defined are SLC pathways locally and nationally?

- Which aspects of the pathways are well defined and clear and which are less clear?
- What is the level of awareness of SLC pathways across the children's workforce?
- Which aspects would benefit from the development of more detailed guidance or new tools (assessment or intervention)?
- Are there aspects where it is harder to provide support for Welsh speaking families?

Llwybr – nod yw i ddeall

Pa mor dda y mae llwybrau LlaCh wedi'u diffinio'n lleol ac yn genedlaethol?

- Pa agweddau ar y llwybrau sydd wedi'u diffinio'n dda ac yn glir a pha rai sy'n llai clir?
- Beth yw lefel yr ymwybyddiaeth o lwybrau LlaCh ar draws y gweithlu plant?
- Pa agweddau fyddai'n elwa o ddatblygu canllawiau mwy manwl neu offer newydd (asesiad neu ymyrraeth)?
- A oes agweddau lle mae'n anoddach darparu cefnogaeth i deuluoedd sy'n siarad Cymraeg?

SLC Pathway - 15 months

Universal Assessment

Criteria for Universal Intervention

Delivery of Universal Intervention

Review of progress

Action after review

Criteria for Targeted Intervention

Delivery of Targeted Intervention

Review of progress

Action after review

Criteria for Specialist Intervention

Delivery of Specialist Intervention

Review of progress

Action after review

- Who delivers?
- What do they deliver?
- Where is it delivered?
- Which children and families?

Gwelwch ddiwedd y ddogfen am y fersiwn Gymraeg
See end of document for Welsh version

Our questions – example resources

- How useful do you think this information is for your family?
- How useful do you think this information is for all families?
- How useful do you think this information is for families with children who need some extra support?

Ein cwestiynau – adnoddau enghreifftiol

- Pa mor ddefnyddiol ydych chi'n meddwl yw'r wybodaeth hyn i'ch teulu chi?
- Pa mor ddefnyddiol ydych chi'n meddwl yw'r wybodaeth hyn i bob teulu?
- Pa mor ddefnyddiol ydych chi'n meddwl yw'r wybodaeth hyn i deuluoedd sydd â phlant sydd angen rhywfaint o gefnogaeth ychwanegol?

Audit Tool
Offeryn Archwilio

Audit Tool Contents

- Background information
- Description of targeted support
- Bilingual Support – Welsh and English
- Bilingual Support – other languages
- Reach of targeted support
- Evidence-based goals for behaviour change
- Evidence-based ‘active ingredients’ to promote change
- Dosage
- Evidence-based ‘active ingredients’ to promote collaborative working with parents and caregivers
- Skills and knowledge needed to deliver the program
- Fidelity
- Monitoring impact
- Reflection and quality improvement
- Action planning

Cynnwys yr Offeryn Archwilio

- Gwybodaeth gefndirol
- Disgrifiad o'r gefnogaeth sydd wedi’u thargedu
- Cefnogaeth Ddwyieithog – Cymraeg a Saesneg
- Cefnogaeth Ddwyieithog – ieithoedd eraill
- Cyrhaeddiad y gefnogaeth sydd wedi’u thargedu
- Nodau sy'n seiliedig ar dystiolaeth ar gyfer newid ymddygiad
- 'Cynhwysion gweithredol' sy'n seiliedig ar dystiolaeth i hyrwyddo newid
- Dos
- 'Cynhwysion gweithredol' sy'n seiliedig ar dystiolaeth i hyrwyddo cydweithio â rhieni a gofalwyr
- Sgiliau a gwybodaeth sydd eu hangen i ddarparu'r rhaglen
- Ffyddlondeb
- Monitro effaith
- Myfyrio a gwella ansawdd
- Cynllunio gweithredoedd

Auditing Targeted SLC support in Wales

Background Information

Provider Organisation/Team		Completed by	
Population coverage			
Date		**Date of Last Audit**	
Age range	15 months (+/- 6 months)	27 months (+/- 6 months)	42 months (+/- 6 months)
Goals from last Audit	1.	2.	3.
	4.	5.	6.

Mock up for Feedback

Bilingual Support – Welsh and English

Are Welsh and English Speakers' needs equally catered for?
Can all support be delivered in Welsh and English?
Are families being signposted to Welsh and English resources?
Are groups available in Welsh and English?
Are videos and other resources available in Welsh and English?

Mock up for Feedback

Evidence-based goals for behaviour change

Which of the following behaviours found in effective interventions or longitudinal research is your Targeted program addressing?		
15 months (+/- 6 months)	27 months (+/- 6 months)	42 months (+/- 6 months)
• **Get down to your child's level:** When you get down to your child's level, they will be able to see what you are looking at, and hear your sentences more easily, and you will be sure that you are talking about what interests them the most. • **Follow your child's lead and interests:** When you follow your child's lead and interests, you can model the language they need to talk about what interests them. This will help them learn words more quickly. • **Serve and return...** • **.....** **These are examples, the final version will be more comprehensive**	• **Use gestures:** It is usually better to follow your child's lead but If you want or need your child to focus on something new you can use your body to help them to do this by pointing, waving or nodding towards the object or picking up the object and moving it to catch their attention • **Copy what your child says and add a word:** When you copy what your child says and add a word, it helps your child know they have shared their ideas with you and helps them learn how to make their sentences longer. If your child says 'car', you can reply with 'big car', 'fast car' or 'red car'. • **Expanding ...**	• **Talking about past events:** Talk to your child about the past and the future. • ....

Evidence-based 'active ingredients' to promote change

Which of the following active ingredients found in effective interventions is your Targeted program using?	
For bringing about change for the child	For bringing about change in parents/caregivers or early years professionals
• **Modelling: e.g. Daily activities, such as welcoming and eating and drinking were used to repeatedly expose the children to the same words and sentences** **These are examples, the final version will be more comprehensive**	• **Modelling e.g.** You watch the Health Visitor show you how to play with your child using the recommended 'responsive communication' behaviours • **Providing feedback e.g.** While you play with your child using the recommended 'focussed stimulation' you are videoed and then you and the professional look at the video together and see what you might change
Reflections on applicability and effectiveness of ingredients used and not used	

Mock up

Evidence-based 'active ingredients' to promote collaborative working with parents and caregivers

Which of the following active ingredients found in effective interventions is your Targeted program using?

- **Shared decision-making:** Communication should invite the parent/caregiver in as an equal in a process of shared decision-making, setting goals appropriate to the specific family. Experienced and skilled practitioners invite parent/caregivers to express preferences, try new behaviours and feedback and problem solve together.

- **Acknowledging strengths…**

- **Active listening…**

Strategies for including fathers

- **Use the word 'Father' when inviting fathers to appointments or advertising services.** The word parent is often perceived as meaning mother. Therefore, be careful to mention fathers specifically.
- **Offer fathers information resources that are tailored to address their needs, and resonate with their experiences.** The style and language used can make a significant difference to successfully engaging men. For example: using terms such as 'activity' rather than 'health'; 'regaining control' rather than 'help-seeking' is more likely to enable fathers to engage with you.

These are examples, the final version will be more comprehensive

Reflections on current program

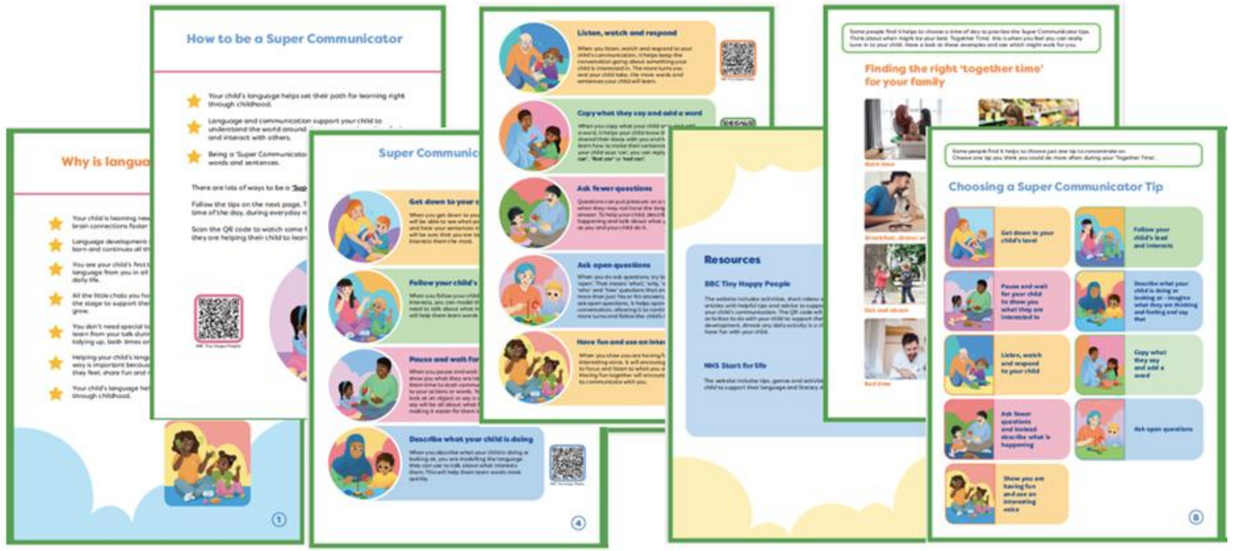
Mockup for Feedback

Monitoring Impact

What tools do you use to monitor impact?
What is your evidence of impact from
Child outcomes
Parent/caregiver voice
Practitioner reflection
Other

Mock up for feedback

Super Communicator Intervention
Ymyriad Cyfathrebwr Gwych



- Used the Super Communicator intervention as an example to help us to think in detail about
  - *what would work*
  - *what wouldn’t work*
  - *why and*
  - *what you would like to see in Wales which would meet a similar need.*

- Defnyddiwyd ymyriad y Cyfathrebwr Gwych fel enghraifft i'n helpu i feddwl yn fanwl am
  - *beth fyddai'n gweithio*
  - *yr hyn na fyddai'n gweithio*
  - *pam a*
  - *beth hoffech chi ei weld yng Nghymru a fyddai’n cwrdd ag angen tebyg.*

Early Years
Blynyddoedd Cynnar

Pathway – aims to understand

- What is happening now at 42 months in terms of universal and targeted interventions?
- What would we ideally like to see? (What, where, who, when, how?)
- What opportunities might a new assessment provide for supporting children and families?
- What is in place which could enables us to provide the ideal level of support?
- What are the barriers which could hinder the ideal level support being delivered to all children?

Llwybr – yn anelu at ddeall

- Beth sy'n digwydd nawr yn 42 mis o ran ymyriadau cyffredinol a rhai sydd wedi'u targedu?
- Beth fyddem ni yn ddelfrydol yn hoffi ei weld? (Beth, ble, pwy, pryd, sut?)
- Pa gyfleoedd allai asesiad newydd eu darparu ar gyfer cefnogi plant a theuluoedd?
- Beth sydd ar waith a allai ein galluogi i ddarparu'r lefel ddelfrydol o gefnogaeth?
- Beth yw'r rhwystrau a allai atal y lefel ddelfrydol o gefnogaeth rhag cael ei darparu i bob plentyn?

Face to face co-design session
Sesiwn cyd-ddylunio wyneb-yn-wyneb

Early SLC pathway for Wales

Llwybr Cynnar ILlaCh ar gyfer Cymru

Acceptability

Derbyniadwyedd

Practicability

Ymarferoldeb

Effectiveness

Effeithiolrwydd

Affordability

Fforddiadwyedd

Spill over effects

Effeithiau gorlifo

Equity

Cyfiawnder

Barriers

Rhwystrau

Enablers

Galluogwyr

Differences across families

Gwahaniaethau ar draws teuluoedd

Tailoring

Teilwra

What does this tell us about where next?

- Still analysing the data
- To reach all children need a mosaic of support for a number of reasons
- because identification is imperfect
- because families have different preferences/access issues
- because service delivery platform availability and configuration differ across areas

Beth mae hyn yn ei ddweud wrthym am ble nesaf?

- Yn dal i ddadansoddi'r data
- I gyrraedd pob plentyn mae angen mosaig o gefnogaeth am nifer o resymau
- oherwydd bod y broses o adnabod yn amherffaith
- oherwydd bod gan deuluoedd wahanol ddewisiadau/rhywstrau mynediad
- oherwydd bod argaeledd platfform darparu gwasanaethau yn amrywio ar draws ardaloedd

Level	Service delivery	15 months	27 months	42 months
	Public Health?	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People
Universal				
Targeted				

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
Universal	Public Health?	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People
	Health Visitors	Adapted Super Communicator approach	Adapted Super Communicator approach	Adapted Super Communicator approach
	Early years Setting			Adapted Super Communicator approach
Targeted				

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
Universal				
Targeted	Health Visitors	Adapted Super Communicator approach	Adapted Super Communicator approach	Adapted Super Communicator approach
	Early Years Setting		Parent group Super Communicator approach	Adapted Super Communicator approach -
	SLT		E-health adapted Super Communicator approach	

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
Universal				
Targeted	Flying Start/other early intervention teams	Parent group version of above*	Parent group version of above*	Early Years Settings Training and quality improvement*

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
	Public Health?	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People
Universal				
Targete				

Welsh Government Work with NESTA & Tiny Happy People & Danielle Matthews to develop and pilot Welsh resources – Pengwin partner to align messages and share video resources

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

***already have an offer in many places – would we be adding something sufficiently robust?**

Level	Service delivery	15 months	27 months	42 months
	Public [illegible]alth?	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People	Text Messaging Tiny Happy People
	Early y[illegible]s Setting	Adapted Super Communicator approach	Adapted Super Communicator approach	Adapted Super Communicator approach Adapted Super Communicator approach
Targeted		Adapted Super Communicator approach	Adapted Super Communicator approach	Adapted Super Communicator approach

This is a key gap – Prosiect Pengwin to deliver this for HV

This is a key gap – Prosiect Pengwin to deliver this for HV

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
Universal				
Targe[illegible]	Early Years Setting		Adapted Super Communicator approach Parent group Super Communicator approach E-health adapted Super Communicator approach	Adapted Super Communicator approach Adapted Super Communicator approach -
	[illegible]teams		Parent group version of above*	Early Years Settings Training and quality improvement*

This is an opportunity and may fill a key gap in some areas – Prosiect Pengwin to develop?

This is an opportunity and may fill a key gap in some areas – Prosiect Pengwin to develop?

Already created and piloted – Already created but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

Level	Service delivery	15 months	27 months	42 months
Universal				
Targ	Flying Start/other early intervention teams	vers	group version of ve*	Early Years Settings Training and quality improvement*

Not a gap – whilst we are unsure of robustness of what is used here Pengwin can't make something more robust in the time available and can lose local tailoring
Audit tool proposed

Already created and piloted – Already ed but needs adaptation – Does not yet exist – None exist in Welsh

*already have an offer in many places – would we be adding something sufficiently robust?

What's next?

- Finish analysing the data and reviewing the evidence!
- Dovetail with NESTA and Tiny Happy People to explore Text message pilot
- Survey * – additional questions on Welsh interventions and resources and to ensure we have a comprehensive picture
- More co-design in January onwards to explore and develop the different Super Communicator approaches *

* we would like your help with these especially finding representative groups of parents

Beth sydd nesaf?

- Gorffen dadansoddi'r data ac adolygu'r dystiolaeth!
- Cydblethu â NESTA a 'Tiny Happy People' i archwilio peilot negeseuon Testun
- Arolwg* – cwestiynau ychwanegol ar ymyriadau ac adnoddau Cymraeg ac i sicrhau bod gennym ddarlun cynhwysfawr
- Mwy o gyd-ddylunio yn Ionawr i archwilio a datblygu'r dulliau Cyfathrebwr Gwych gwahanol *

* hoffem eich cymorth gyda rhain, yn enwedig darganfod grwpiau cynrhychioladol o rieni

Thank you - Diolch!

To everyone for your amazing support so far……we have been humbled by the support and willingness to participate…….

I bawb am eich cefnogaeth anhygoel hyd yn hyn……rydym yn ddiolchgar dros ben am y gefnogaeth a'r parodrwydd i gymryd rhan…….

Prosiect Pengwin

Training | Hyfforddiant

Dr Susan Richards
Lead Speech and Language Advisor | Prif Ymgynghorydd Iaith a Lleferydd

susan.richards@speechandlanguage.org.uk

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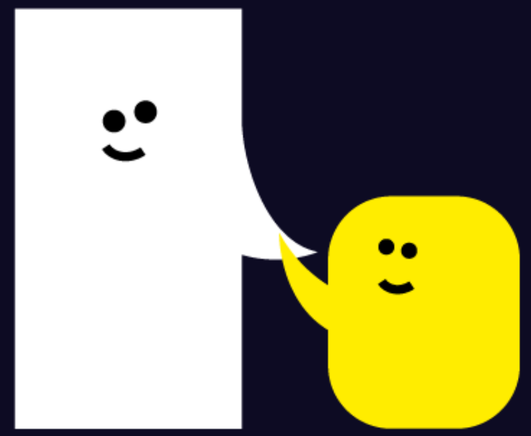
Changing young lives.

Siarad Gyda Fi Talk With Me
Prosiect Pengwin



Speech and Language UK

Speech and Language UK
Changing young lives.

Our vision

Every child who is facing challenges with talking and understanding words can look to the future with confidence.

Our mission

We give children and young people the skills they need so they aren't left behind, waiting to be understood.

We do this by creating tools for schools and nurseries, giving advice and guidance to families and putting pressure on politicians.

Our charitable cause

For 2 million children in the UK, learning to talk and understand words feels like an impossible hurdle. Without the right help this can destroy their world.

Ein gweledigaeth

Gall pob plentyn sy'n wynebu heriau gyda siarad a deall geiriau edrych i'r dyfodol yn hyderus.

Datganiad o fwriad

Rydym yn rhoi'r sgiliau sydd eu hangen ar blant a phobl ifanc iddynt fel nad ydynt yn cael eu gadael ar ôl, yn aros i gael eu deall.

Rydym yn gwneud hyn drwy greu offer ar gyfer ysgolion a meithrinfeydd, rhoi cyngor ac arweiniad i deuluoedd a rhoi pwysau ar wleidyddion.

Ein hachos elusennol

I 2 filiwn o blant yn y DU, mae dysgu siarad a deall geiriau yn teimlo fel rhwystr amhosibl. Heb y cymorth cywir gall hyn ddinistrio eu byd.

What does Speech and Language UK do?

Beth mae Speech and Language UK yn ei wneud?

Design programmes

Dylunio rhaglenni

Push for policy change

Pwyso am newid polisi

Provide training

Darparu hyfforddiant

Support families

Cefnogi teuluoedd

Run two outstanding schools

Rhedeg dwy ysgol rhagorol

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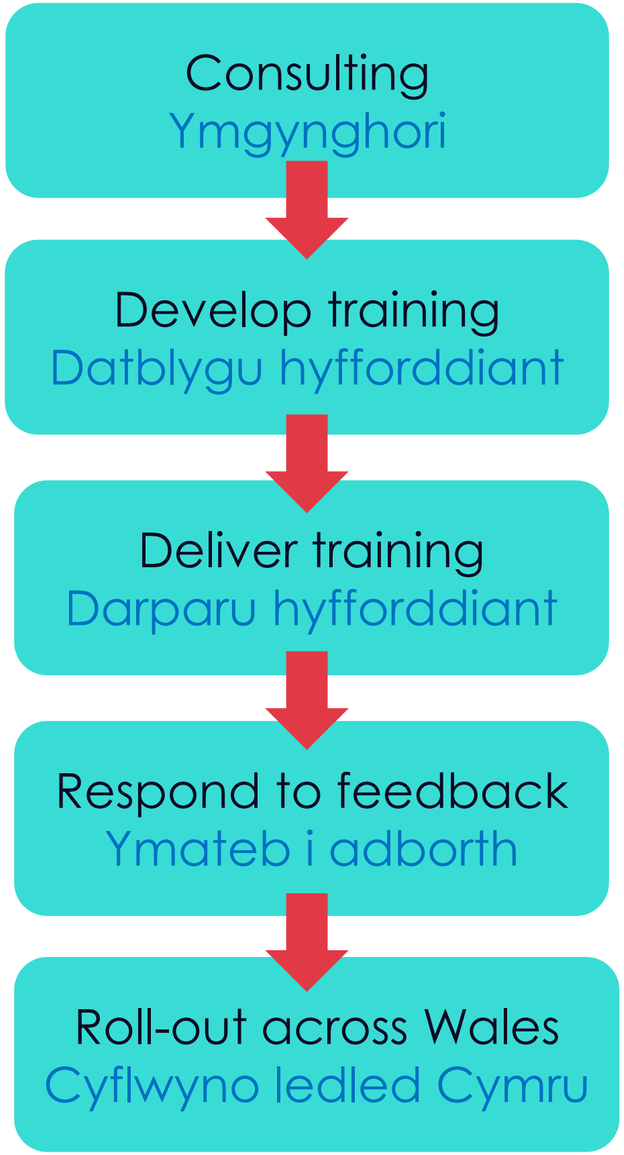
Training process
Proses Hyfforddi



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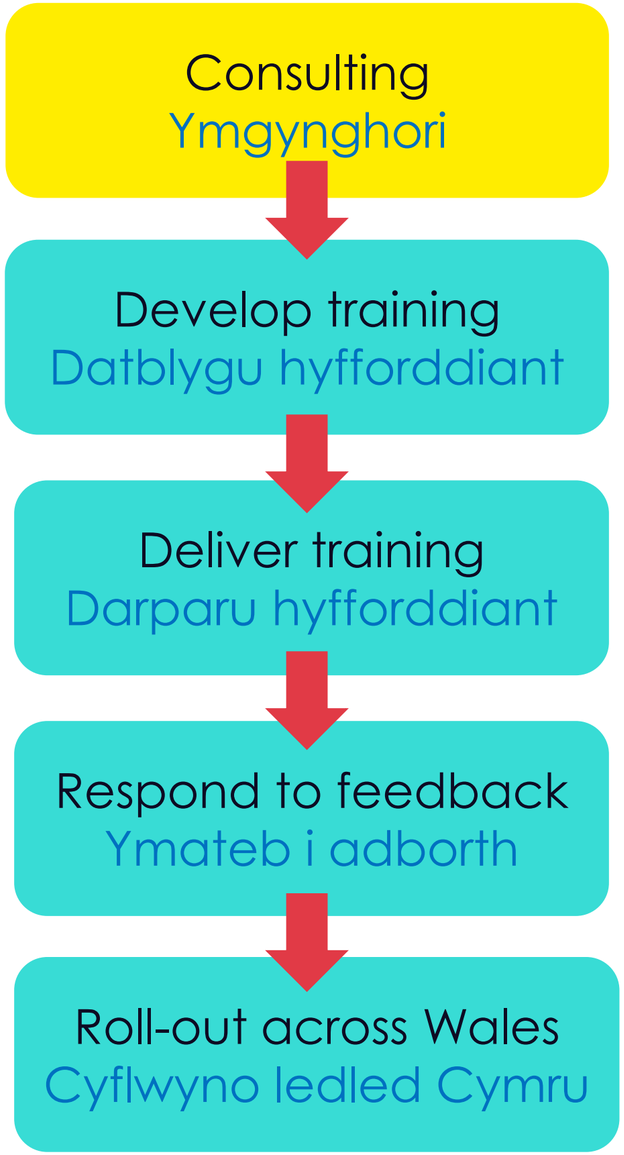
Consulting with practitioners
Ymgynghori ag ymarferwyr



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Consulting with practitioners
Ymgynghori ag ymarferwyr

Focus groups with HVPs	Grwpiau ffocws gyda Ymarferwyr YI
Concerns	Pryderon
Challenges	Heriau
Contexts	Cyd-destunau
Preferences	Blaenoriaethau

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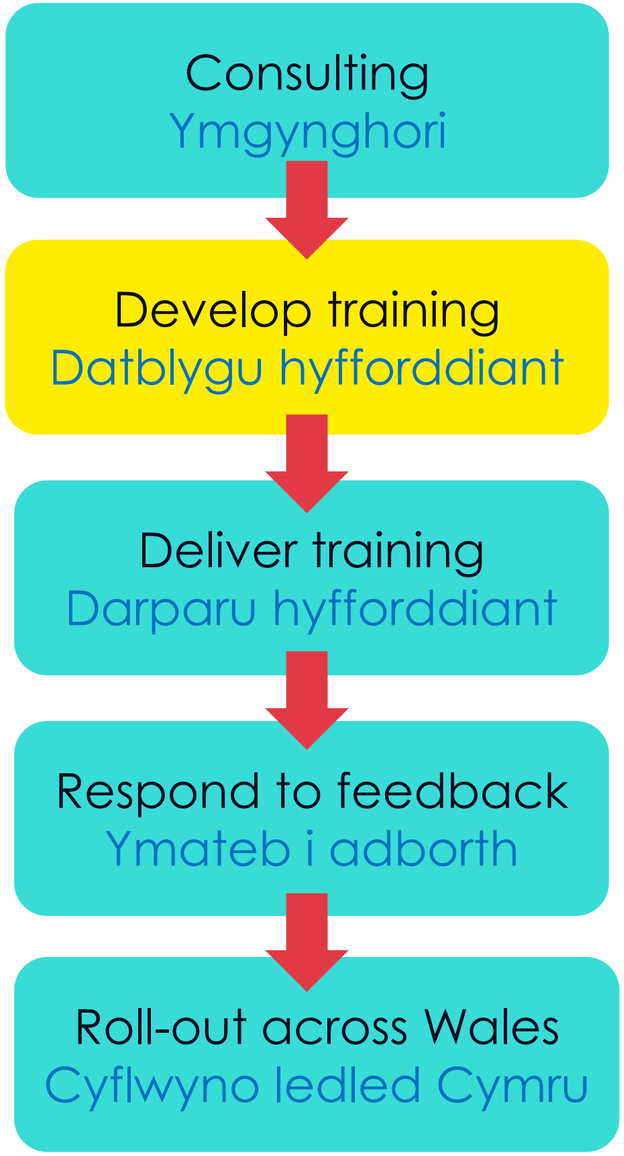
Develop training
Datblygu Hyfforddiant



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Develop training
Datblygu Hyfforddiant

HVP insights

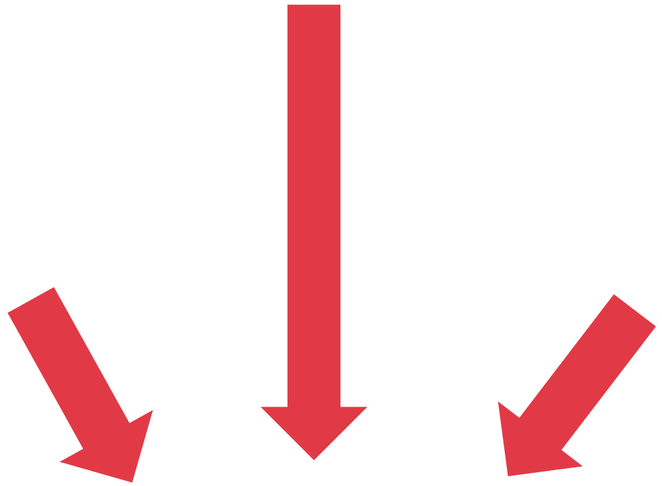
Mewnweliadau ymarferwyr YI

Tool Development

Datblygu Offer

Intervention Development

Datlblygu Ymyrraeth



Training that meets needs

Hyfforddiant sy'n cwrdd ag anghenion

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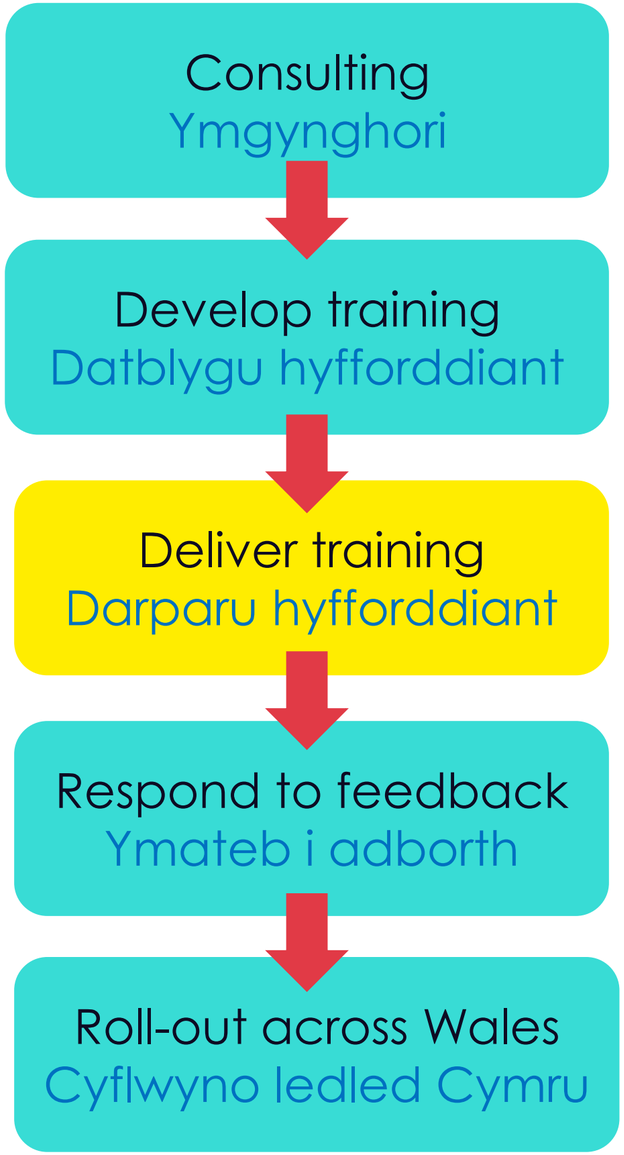
Deliver training
Darparu Hyfforddiant



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Deliver Training
Darparu Hyfforddiant

Talk with Me
Siarad gyda Fi

eLearning
eDdysgu

Live webinar
Sesiwn arlein byw

Accreditation
Achrediad

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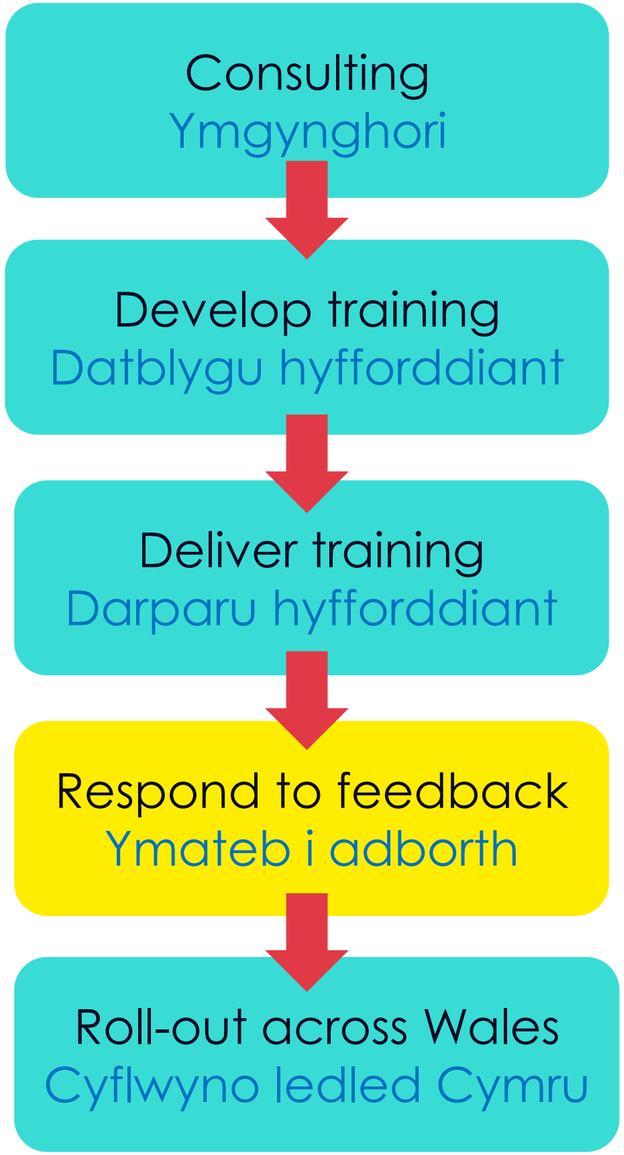
Respond to feedback
Ymateb i adborth



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Respond to feedback

Ymateb i adborth

Post-training survey
Arolwg ôl-hyfforddiant

Practitioners use Pengwin
Ymarferwyr yn defnyddio Pengwin

Post-delivery survey
Arolwg ôl-gyflenwi

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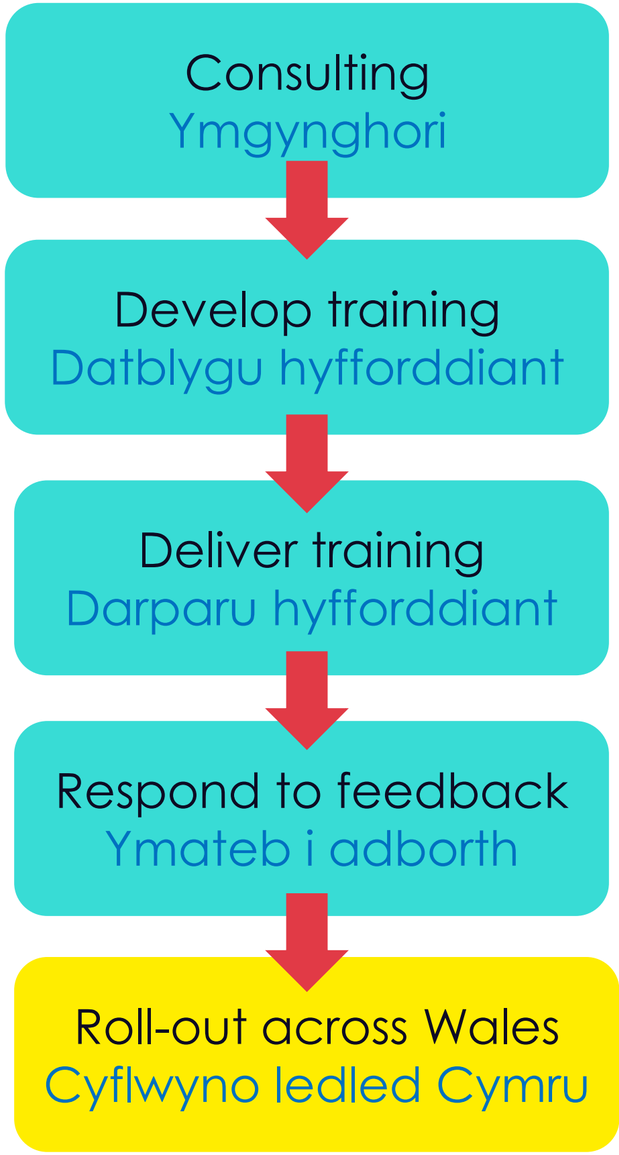
Roll-out across Wales
Cyflwyno ledled Cymru

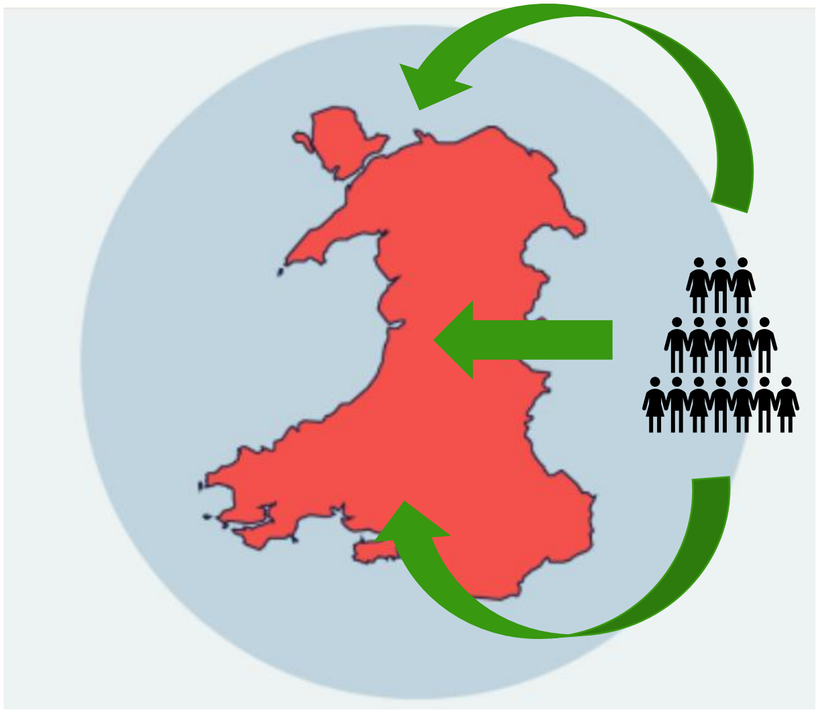


Siarad Gyda Fi Talk With Me
Prosiect Pengwin

Speech and Language UK
Changing young lives.

Roll out across Wales

Cyflwyno ledled Cymru



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Thank you | Diolch

speechandlanguage.org.uk

enquiries@speechandlanguage.org.uk

020 7843 2510

@SpeechAndLangUK

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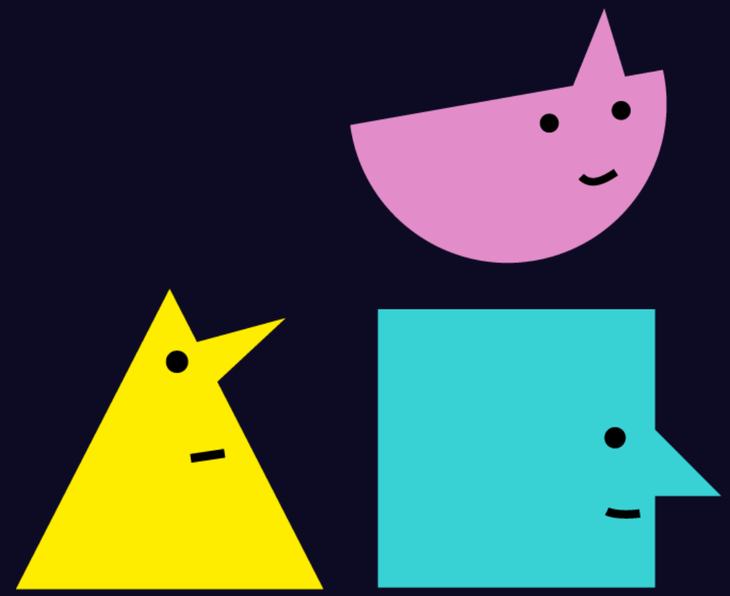
Changing young lives.



Call for Support

To collect a complete data set which represents the whole of Wales:

- Language use patterns - English only, Welsh only (or mostly Welsh), and Welsh/English bilingual
- They must be living within Wales
- They must be aged 0-3½
- NHS Ethics in progress

Galwad am gymorth

I gasglu set ddata gyflawn sy'n cynrychioli Cymru gyfan:

- Patrymau defnydd iaith - Saesneg yn unig, Cymraeg yn unig (neu'n bennaf Cymraeg), a Chymraeg/Saesneg dwyieithog.
- Rhaid iddynt fod yn byw yng Nghymru.
- Rhaid iddynt fod rhwng 0 a 3½ oed.
- Moeseg y GIG ar y gweill.

Data Collection areas
Ardaloedd Casglu Data

- Gwynedd
- Ceredigion
- Carmarthenshire / Sir Gaerfryddin
- Swansea / Abertawe
- Cardiff / Caerdydd
- Vale of Glamorgan / Bro Morgannwg

How you can help

- Send digital posters to parents and carers
- Share printed posters directly with parents or display in a communal area
- Share content on Facebook

Sut allwch chi helpu

- Gyrru posteri digidol rieni a gofalwyr
- Rhannu posteri print gyda rhieni neu arddangos mewn ardal gymunedol
- Rhannu cynnwys ar Facebook

Signing Up

To receive digital posters

Scan here to register for digital posters or more information on the project. We will send the information to you.

FAQ

Signing Up

I dderbyn posteri digidol

Scaniwch yma ar gyfer posteri digidol neu mwy o wybodaeth am y prosiect Byddwcn yn gyrru'r wybodaeth atoch.

FAQ

For more information, you can get directly in touch
cmccarthy01@cardiffmet.ac.uk

Am ragor o wybodaeth gallwch gysylltu yn uniongyrchol
cmccarthy01@cardiffmet.ac.uk

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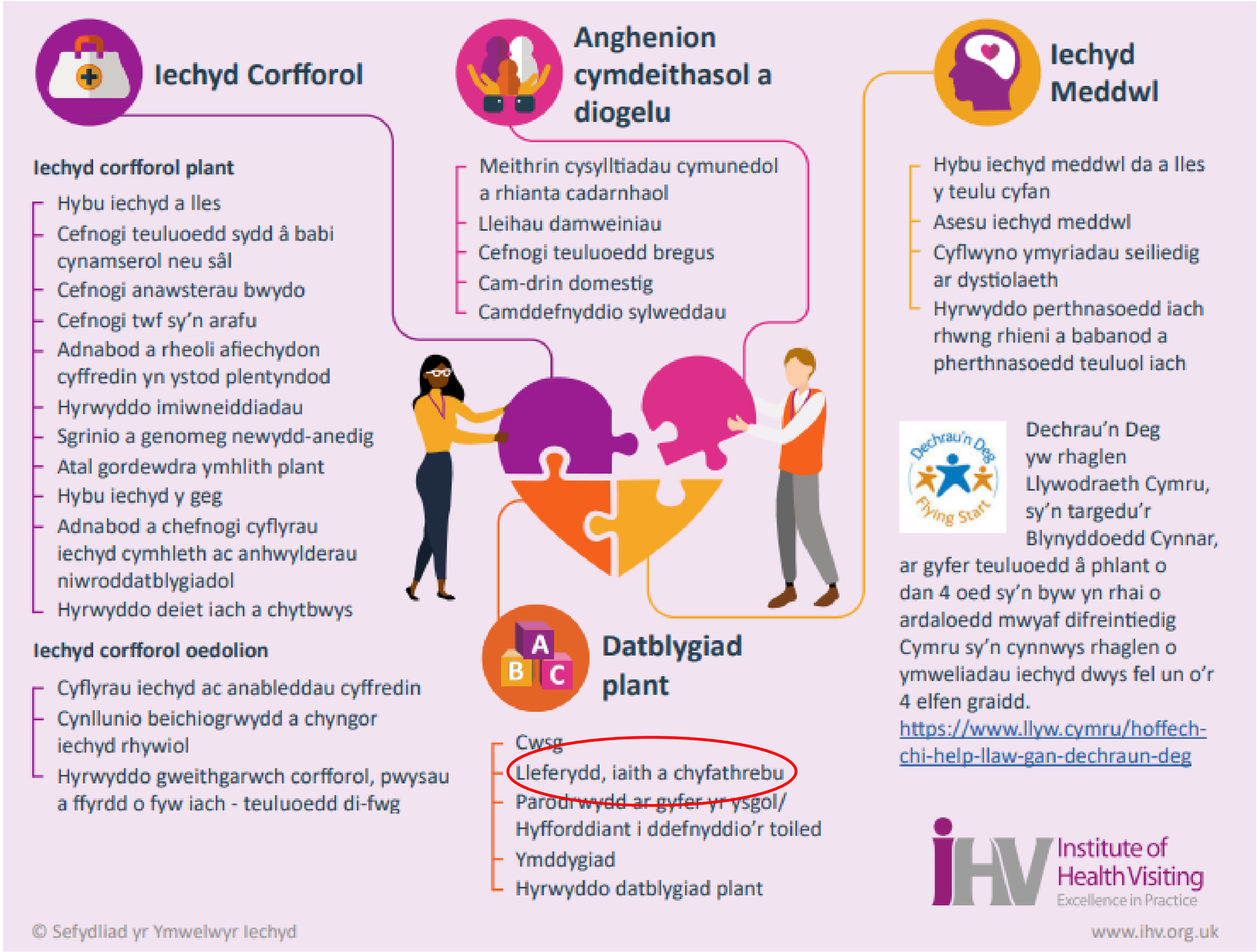
Dilynwch ni

Fersiynau Cymraeg o rhai sleidiau
Welsh versions of some slides

Cyd-destun Ymweld Iechyd

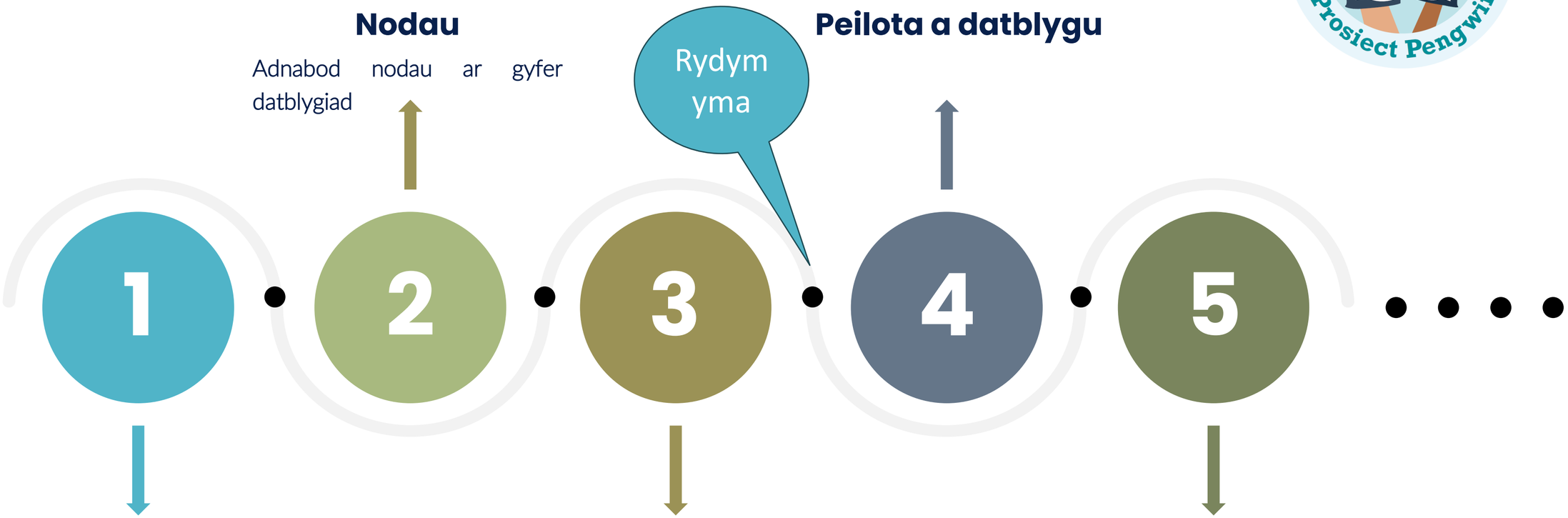
- Cyfyngiadau capasiti - amser a staffio

- Amrywioldeb ledled Cymru:
  - Pwy (cymysgedd sgiliau)
  - Pa deuluoedd
  - Ble mae'r adolygiad yn digwydd
  - Cydweithio â gwasanaethau lleol eraill



Camau WP 5

Datblygu ymyrraeth



Rhoi cyd-destun

Deall cryfderau arfer cyfredol
Adnabod bylchau o fewn y systemau lle gall Pengwin gyfrannu
Adnabod y llwyfannau darparu gwasanaethau perthnasol a'u cyfyngiadau

Cyd-ddylunio

Cyd-ddylunio adnoddau gyda phartïon perthnasol

Hyfforddi

Creu hyfforddiant ar gyfer eu defnydd

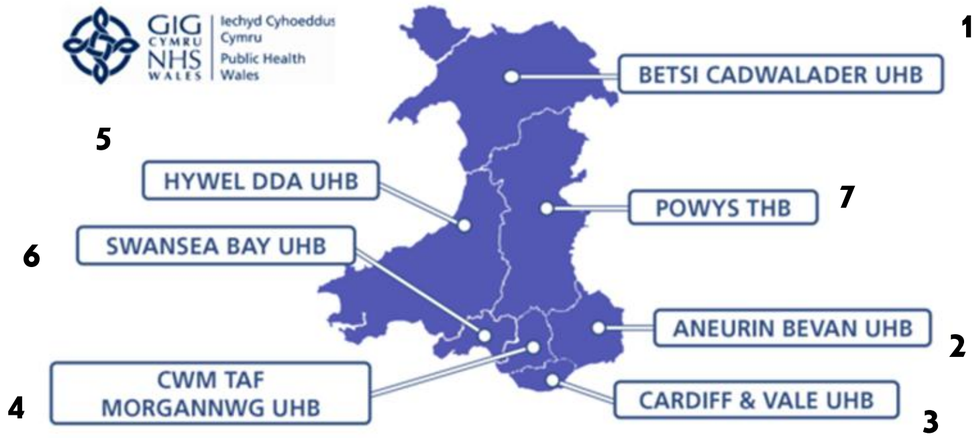
Cam 3 Cyfarfodydd Cyd-ddylunio

Sesiwn	Swyddogaethau
Llwybr	Swyddog Cyswllt Anghenion Ychwanegol y Blynyddoedd Cynnar, Rheolwr Cymorth Cynnar y Blynyddoedd Cynnar, Rheolwr Tîm Ymwelwyr Iechyd Dechrau'n Deg, Arweinydd Tîm Dechrau'n Deg ac Arweinydd Rhianta ILlaCh ac AY, Uwch Weithiwr Cymorth Cynnar y Blynyddoedd Cynnar, ThIaLl Arbenigol
Archwiliad	Cydlynydd Iaith Gynnar DD, Ymwelydd Iechyd, Uwch Weithiwr Cymorth Cynnar y Blynyddoedd Cynnar, Uwch Weithiwr Teulu, Arweinydd Tîm Dechrau'n Deg ac Arweinydd Rhianta Iaith a Lleferydd ac AY, Therapydd Iaith a Lleferydd
Cyfathrebwr Gwych	Cydlynydd iaith Gynnar, Swyddog Cymorth Iaith y Blynyddoedd Cynnar, Ymwelydd Iechyd Dechrau'n Deg / Ymwelydd Iechyd Arbenigol ar gyfer plant ag anghenion ychwanegol, Therapydd Iaith a Lleferydd arbenigol iawn, Ymwelydd Iechyd, Therapydd Iaith a Lleferydd Dechrau'n Deg
Blynyddoedd Cynnar 42 mis	Arweinydd Tîm Cyfathrebu, Athro/Athrawes Ymgynghorol Blynyddoedd Cynnar, Gwella Addysg Blynyddoedd Cynnar, Uwch Athro/Athrawes Ymgynghorol
Cyd-ddyluniad Ymarferydd	Cydlynydd Iaith Gynnar, Arweinydd Iaith Gynnar, Rheolwr Cymorth Cynnar y Blynyddoedd Cynnar, Rheolwr Partneriaethau a Phrosiectau'r Blynyddoedd Cynnar, Ymwelydd iechyd/rheolwr gweithredol Cymorth Cynnar, Ymwelydd Iechyd, Arweinydd Tîm Ymwelwyr Iechyd, Prif Ymarferydd Iechyd y Cyhoedd, Uwch Weithiwr Cymorth Cynnar y Blynyddoedd Cynnar, Uwch Weithiwr Teulu, Therapydd Lleferydd ac Iaith, Ymwelydd Iechyd Myfyriol

Cam 1 Grŵpiau ffocws a chyfweliadau – cyd-destun

Rhanbarth	Rhif	Swyddogaethau
1	2 (1)	Arweinydd Cymorth i Deuluoedd Dechrau'n Deg (DD), YI
2	5	Arweinydd Blynyddoedd Cynnar (BC) DD, Cydlynydd DD, Cydlynydd Cymorth i Deuluoedd DD, ThIaLl, Rheolwr BC a Phartneriaeth
3	4 (1)	Arweinydd Strategol DD, Arweinydd ar gyfer ASD, Arweinydd Tîm BC ThIaLl, ThIaLl
4	3	Rheolwr Cyn-ysgol, Arweinydd Iaith Cynnar, ThIaLl
5	0 (3)	-
6	(2)	- (mewn rolau blaenorol)
7	2 (1)	Swyddog Arweiniol Anghenion Ychwanegol BC Awdurdod Lleol (ALl), Rhianta
8 (Other)	1	Proffesor
9 (all Wales)	14	Arweinwyr Early Language Wales, Elusen, RCSLT, Grŵp Rheolwyr ALl Wales, Grŵp Llywio ALl Wales Early Language, Rhianta Cenedlaethol, Rhydwaith Dechrau'n Deg
Total	**25 (5)**	

*Maerhai cyfranogwyr mewn mwy nag un grŵp



Sgyrsiau ychwanegol gyda
Thîm Iechyd Cyhoeddus Cymru
Tîm ILlaCh Llywodraeth Cymru
Tîmau YI Iedled Cymru

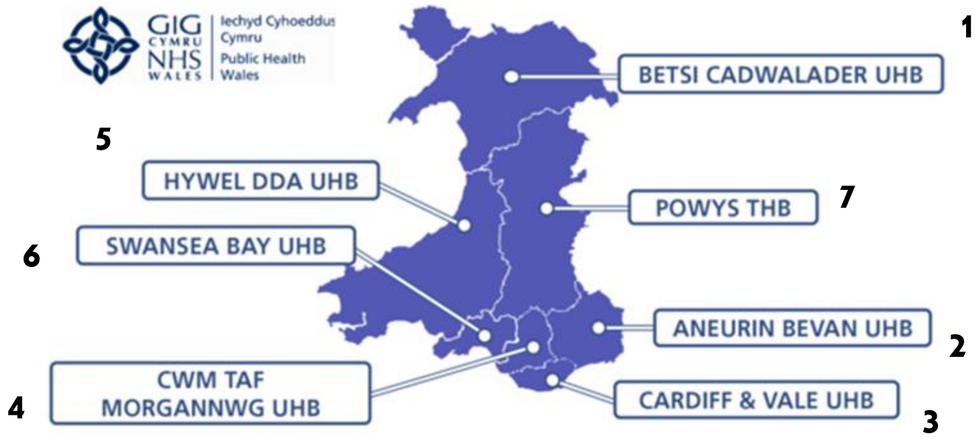
Templed YI yn dychwelyd

Cam 3 Cyfarfodydd Cyd-ddylunio

Rhanbarth	Llwybr	Llwybr Rhiant	Archwiliad	Ymyriad Cyfathrebwr Gwych	Blynyddoedd Cynnar - 42 mis	Cyd-ddyluniad Ymarferydd Caerdydd a Wrecsam	Cyd-ddyluniad Rhiant Caerdydd a Wrecsam	Cyfanswm
1	1	1	1	2	1	4	4	14
2	1	1	1	0	1	0	0	4
3	0	0	0	0	0	2	2	4
4	1	0	2	2	1	3	0	9
5	0	0	0	1	0	3	0	4
6	2	0	2	0	1	2	0	7
7	1	0	1	1	1	0	0	4
Cyfanswm	**6**	**2**	**7**	**6**	**5**	**14**	**6**	**46**
Siaradwyr Cymraeg	**1**	**0**	**2**	**2**	**2**	**6**	**0**	**13**

Wedi'u gwahodd	8	17	12	9	5	27	17	96
Siaradwyr Cymraeg	2	4	3	2	2	8	4	25

Nifer yr ymarferwyr



Llwybr ILlaCh - 15 mis

Asesiad Cyffredinol

Meini prawf ar gyfer Ymyriad Cyffredinol

Darpariaeth o Ymyriad Cyffredinol

Adolygiad o gynnydd

Gweithredu ar ôl adolygiad

Meini Prawf ar gyfer Ymyriad wedi'i dargedu

Darpariaeth o Ymyriad wedi'i dargedu

Adolygiad o gynnydd

Gweithredu ar ôl adolygiad

Meini Prawf ar gyfer Ymyriad Arbenigol

Darpariaeth o Ymyriad Arbenigol

Adolygiad o gynnydd

Gweithredu ar ôl adolygiad

- Pwy sy'n cyflwyno?
- Beth maent yn cyflwyno?
- Ble mae'n cael ei gyflwyno?
- Pa blant a theuluoedd?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
	lechyd y Cyhoedd?	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’
Cyffredinol				
Wedi’i dargedu				

Wedi’i greu a’i dreialu eisoes – Eisoes wedi’i greu ond mae angen ei addasu – Nid yw’n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
Cyffredinol	Iechyd y Cyhoedd?	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’
	Ymwelwyr Iechyd Lleoliad Blynyddoedd Cynnar	Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu Dull Cyfathrebwr Gwych wedi’i addasu
Wedi’i dargedu				

Wedi’i greu a’i dreialu eisoes – Eisoes wedi’i greu ond mae angen ei addasu – Nid yw’n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
Cyffredinol				
Wedi'i dargedu	Ymwelwyr Iechyd	Dull Cyfathrebwr Gwych wedi'i addasu	Dull Cyfathrebwr Gwych wedi'i addasu	Dull Cyfathrebwr Gwych wedi'i addasu
	Lleoliad Blynyddoedd Cynnar		Fersiwn grŵp rhieni o'r uchod*	Dull Cyfathrebwr Gwych wedi'i addasu
	ThlaLl		Dull Cyfathrebwr Gwych wedi'i addasu ar gyfer e-iechyd	

Wedi'i greu a'i dreialu eisoes – Eisoes wedi'i greu ond mae angen ei addasu – Nid yw'n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
Cyffredinol				
Wedi'i dargedu				
	Dechrau'n Deg/tîmau ymyriad cynnar arall	**Fersiwn grŵp rhieni o'r uchod***	**Fersiwn grŵp rhieni o'r uchod***	**Hyfforddiant Lleoliadau Blynyddoedd Cynnar a gwella ansawdd – ddim angen?***

Wedi'i greu a'i dreialu eisoes – Eisoes wedi'i greu ond mae angen ei addasu – Nid yw'n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
	Iechyd y Cyhoe	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’
Cyffredinol				
Wedi’i dargedu				

Gwaith Llywodraeth Cymru gyda NESTA a ‘Tiny Happy People’ a Danielle Matthews i ddatblygu a threialu adnoddau Cymraeg – partner Pengwin i sicrhau bod negeseuon yn cydfynd ac i rannu adnoddau fideo

Wedi’i greu a’i dreialu eisoes – Eisoes wedi’i greu ond mae angen ei addasu – Nid yw’n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
Universal		Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’	Negeseuon Testun ‘THP’
	Lleoli Blyny edd Cynn	Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu Dull Cyfathrebwr Gwych wedi’i addasu
		Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu	Dull Cyfathrebwr Gwych wedi’i addasu
Wedi’i dargedu				

Mae hwn yn fwlch allweddol – Prosiect Pengwin i gyflawni hyn ar gyfer YI

Mae hwn yn fwlch allweddol – Prosiect Pengwin i gyflawni hyn ar gyfer YI

Wedi’i greu a’i dreialu eisoes – Eisoes wedi’i greu ond mae angen ei addasu – Nid yw’n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?

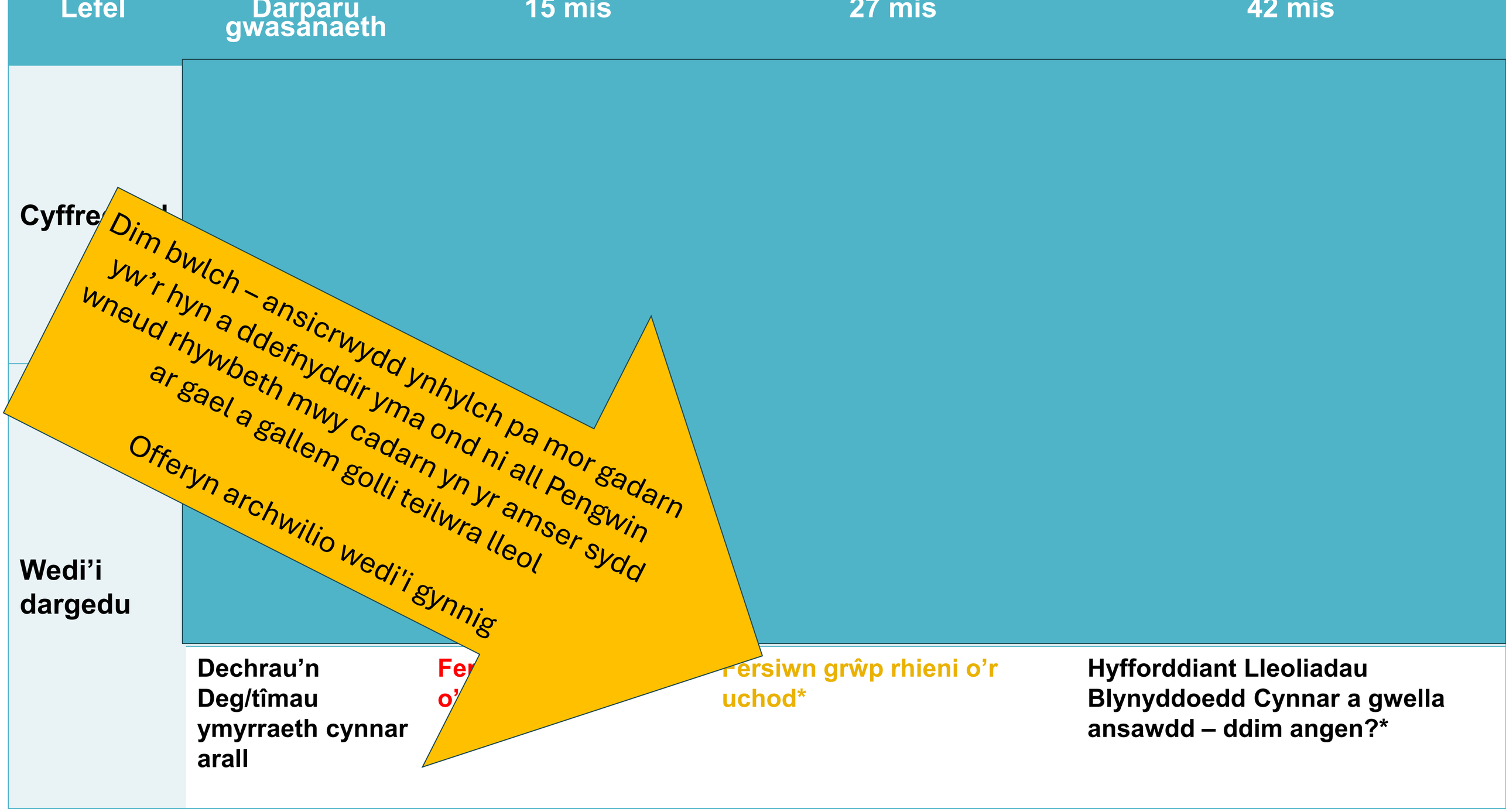
Lefel	Darparu gwasanaeth	15 mis	27 mis	42 mis
Cyffr				
	Ymwelwyr lechy		Dull Cyfathrebwr Gwych wedi'i addasu	Dull Cyfathrebwr Gwych wedi'i addasu
Wedi'i	Lleoliad Blynyddoedd Cynnar		Fersiwn grŵp rhieni o'r uchod*	Dull Cyfathrebwr Gwych wedi'i addasu
			Dull Cyfathrebwr Gwych wedi'i addasu ar gyfer e-iechyd	
	Deg/timau ymyrraeth cynnar arall	i o'r uchod*	Fersiwn grŵp rhieni o'r uchod*	Hyfforddiant Lleoliadau Blynyddoedd Cynnar a gwella ansawdd – ddim angen?*

Cyfle yma a gall lenwi bwlch mewn rhai ardaloedd – Prosiect Pengwin i ddatblygu?

Cyfle yma a gall lenwi bwlch mewn rhai ardaloedd – Prosiect Pengwin i ddatblygu?

Wedi'i greu a'i dreialu eisoes – Eisoes wedi'i greu ond mae angen ei addasu – Nid yw'n bodoli eto – NB – Nid oes yr un yn bodoli yn y Gymraeg

*yn cael eu cynnig eisoes mewn llawer o lefydd – a fyddem yn ychwanegu rhywbeth digon cadarn?


Lefel
Darparu gwasanaeth
15 mis
27 mis
42 mis
Cyffre
Wedi'i dargedu
Dim bwlch – ansicrwydd ynhylch pa mor gadarn yw'r hyn a ddefnyddir yma ond ni all Pengwin wneud rhywbeth mwy cadarn yn yr amser sydd ar gael a gallem golli teilwra lleol
Offeryn archwilio wedi'i gynnig
Dechrau'n Deg/tîmau ymyrraeth cynnar arall
Fer
o'
Persiwn grŵp rhieni o'r uchod*
Hyfforddiant Lleoliadau Blynyddoedd Cynnar a gwella ansawdd – ddim angen?*