



Read To Bump

EVALUATION REPORT



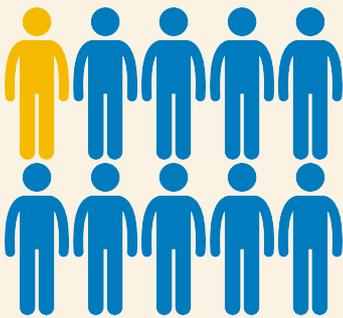


Read To Bump

WHAT?

A training programme for professionals working with new/expectant parents to improve their knowledge and confidence around language development in babies and practical methods for encouraging parents to talk and read to their babies.

WHY?



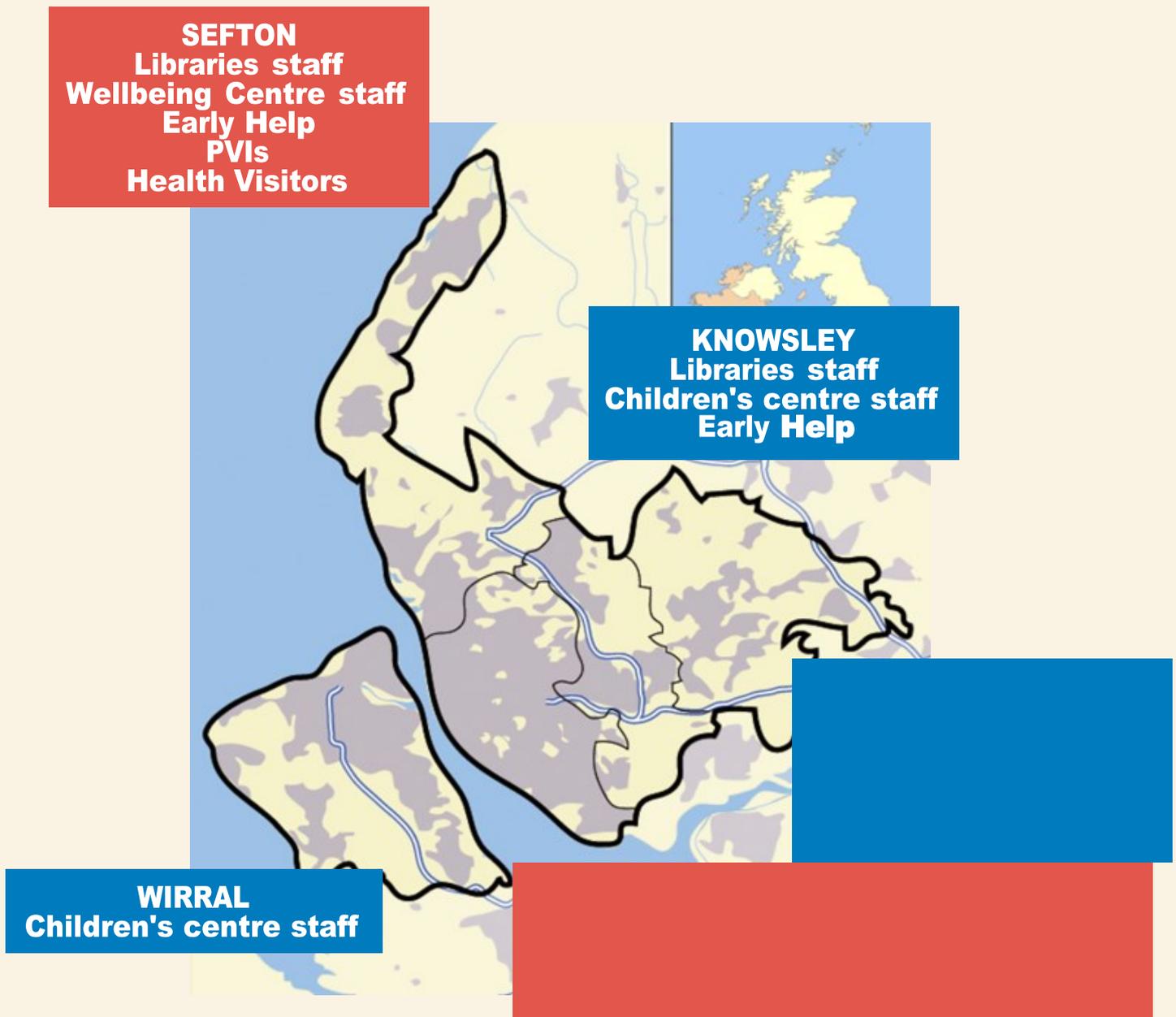
Approximately 10% of children and young people have long term Speech, Language and Communication Needs which cause them significant difficulties with communication or learning in everyday life.

Children from socially disadvantaged families are more than twice as likely to be identified as having SLCN.

60% of offenders and those involved in youth justice had low language skills or a difficulty in communication and language.

Often language and communication is seen as an "education" or "schools" issue but this intervention will provide support to those who work with parents before and after birth: midwives, health visitors, Early Help, children's centre and wellbeing centre staff, businesses aimed at expectant families. This way intervention is provided as early as possible.

DELEGATES



- Wirral and St Helens sessions delivered face to face in children's centres
- Liverpool, Sefton and Knowsley delivered digitally via Teams

There was a mixture of delegates working primarily with expectant parents and those working with families who have already had their babies. There was also a combination of delegates working with groups (antenatal sessions etc) and those working on a 1:1 basis with mothers.

TRAINING CONTENT

- The current research regarding brain development and the capacity for learning in unborn children
- The current research regarding early communication and reading with unborn children and very young babies
- The benefits of reading for parents, children and the whole family
- Ways to support parents (including those for whom English is an Additional Language or those with low levels of literacy) with sharing books and reading aloud

BENEFITS OF READING TO "BUMP" AND BABY



- Helps them to recognise their parents voice
- Encourages bonding and attachment
- Helps to stimulate senses
- Encourages brain development
- Encourages early sound discrimination skills
- Helps to develop vocabulary
- Increases the chance that the parent will read to the child as they get older

RESOURCES



A web bank of resources has been created to support the delegates going forwards. It includes slides for use in antenatal sessions, leaflets, posters, videos, links, social media assets and more.

**TAKE TIME TO READ WITH YOUR BABY
EVEN BEFORE THEY ARE BORN**

- Reading something you enjoy will help you to feel relaxed
- Reading for as little as 6 minutes can reduce stress by up to 60%
- If you feel relaxed then your baby will feel relaxed too
- Try reading small parts of the text aloud
- The baby won't be able to understand the words but will benefit from hearing the sounds
- Hearing your voice will help to relax the baby more and helps with bonding
- Build reading into your daily routine as part of rest and relaxation

#ReadToBump

Logos for Liverpool Violence Reduction Partnership and Liverpool Learning Partnership are visible at the bottom.

When do babies begin to hear?

- At 9 weeks ear buds begin to develop.
- At 16 weeks the baby begins to hear sounds from within the body like their mother's heartbeat and voice.
- By 24 weeks, the baby can hear the voices of other members of the family. They can also start to hear other noises like the TV, car horns or lawnmowers.
- From 32 weeks, the baby will begin to recognise rhymes and stories that are read out loud regularly. They will even remember what these stories/songs sound like after they're born.

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FEEDBACK FROM TRAINING

Delegates were asked to rate their knowledge/confidence before and after the session using a 0-10 scale. These tables show the average scores before and after the session.

How knowledgeable do you feel regarding foetal/newborn capacity for language learning?

BEFORE	AFTER
5.03	8.7

How knowledgeable do you feel regarding reading and talking to unborn/newborn babies and its impact on attachment and bonding?

BEFORE	AFTER
5.68	8.94

How confident do you feel in encouraging expectant and new parents to read to their child?

BEFORE	AFTER
6.05	8.88

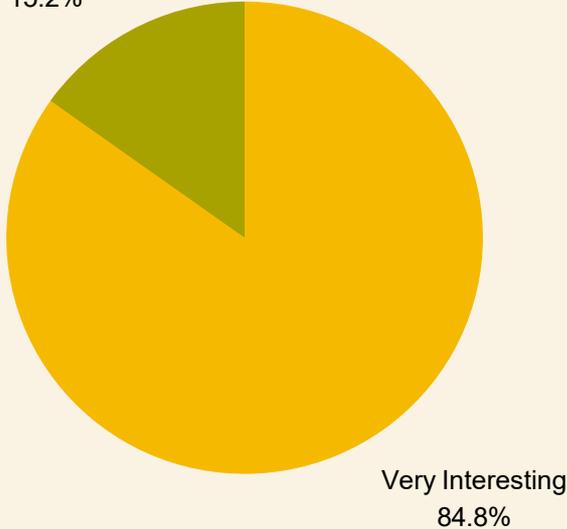


There was a significant change in reported knowledge and confidence levels between the pre and post event surveys.

FEEDBACK FROM TRAINING

How interesting was the session?

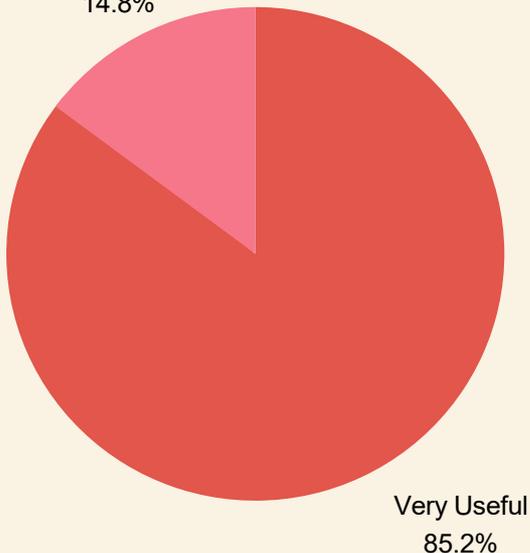
Interesting
15.2%



84.8% of respondents found the session to be very interesting. 15.2% of respondents found the session to be interesting.

How useful was the session?

Useful
14.8%



85.2% of respondents found the session to be very useful. 14.8% of respondents found the session to be useful.

All respondents found the sessions to be interesting and believed that the learning from the session would be useful for their job role and could be embedded into their work.

FEEDBACK FROM TRAINING

What We Did Well

"Lots of lovely facts to share with parents and I think it's always lovely to listen to other professionals and hear their experience and tips as well."

"I found it very interesting and the evidence behind it especially in local and deprived areas."

"Very informative. Great practical tips and research to back up information."

"Very interesting, good insight, love research to back up- brilliant!"

"The session was very informative. I am looking forward to using what I have learnt in practice. Jenny was very knowledgable."

What Could We Change?

"Opportunity to gain certificate"

"Videos of Read To Bump sessions in action"

"Modelled a Read To Bump antenatal session"



Most participants missed out the box on "what could we do differently" or wrote "nothing".

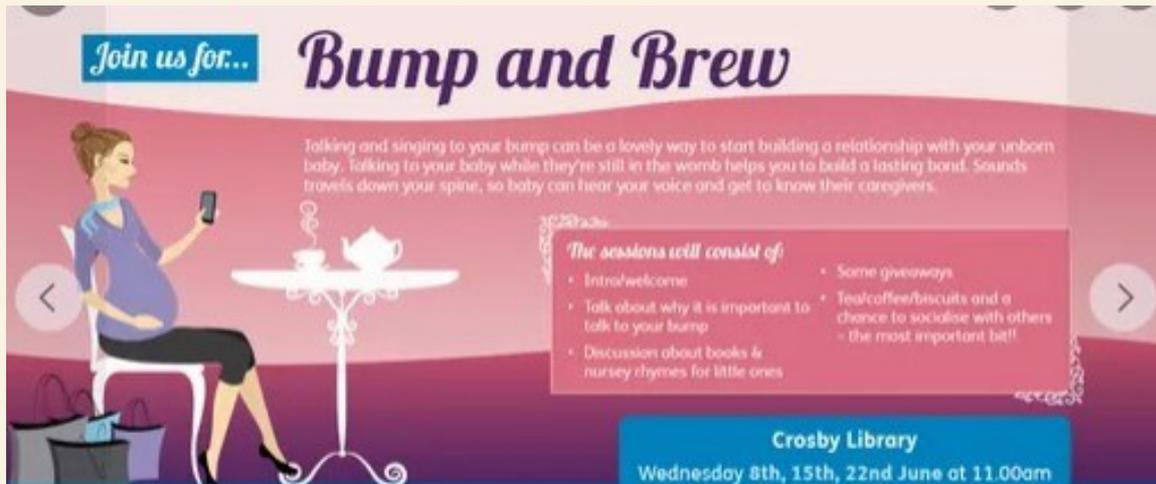
One person who responded wanted an opportunity for the CPD to be recognised in some way.

Some respondents would have liked to have had a version of an antenatal session roleplayed or the opportunity to watch a video of how this would work.

ONGOING SUPPORT

Email and meeting support has been offered to delegates to help them develop their ideas further.

Sefton Libraries have met with Jenny several times in order to develop their Bump and Brew events in Formby, Crosby and Maghull libraries.



FURTHER INTEREST



- From libraries looking to train further staff
- From local reading organisations looking to support staff working with young families
- From schools looking at running parent and baby/toddler sessions

A shorter video version has been produced. You can express an interest in this video by emailing jenny@liverpoollearningpartnership.com

EVALUATION SUMMARY

What Has Worked Well

- Delegates from a wide range of settings has encouraged cross-organisation and cross-sector networking opportunities within sessions
- Training has been very well received
- Increased knowledge re: language development in health and EY sectors
- Interest in further training
- Settings/individuals using learning in sessions or as part of displays

Things We Could Consider Changing

- Consider further a way to measure impact on expectant/new parents not just on the professionals undergoing training
- Provide resources in other languages
- Provide example/model sessions (video)

