



# A fidelity and implementation study of the Eager and Able to Learn programme

## Appendices



A CORAL Project: Aiming to better understand how programmes delivered by Early Years are improving long-term outcomes for children, families and communities.

NCB's vision is a society in which all children and young people are valued and their rights are respected.

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## Appendix A: EAL Fidelity Monitoring Score Sheet

Component	Measured by	Scoring Scale	Potential top score
Adherence - content	Attendance at all initial training sessions Attendance at all cluster sessions	Score on scale 1-5 where 1 = poor attendance (<25%) at both types of training  2= poor attendance (<25%)at one or other types of training  3=at least half of each training sessions attended  4= more than half but not all of each type of training attended  5=all training sessions attended	5
	Ratio of EAL trained practitioners to children Based on the numbers of trained practitioners: total children in the room in setting	Score on scale 1-5 where 1 = very low trained practitioner: child ratio – i.e. 1:21 or more 2= low trained practitioner: child ratio i.e. 1:15-1:20 3= medium trained practitioner: child ratio i.e. 1:10-1:14 4=high trained practitioner: child ratio i.e.1:5-1:9 5= very high trained practitioner: child ratio i.e. 1:4 or less	5
Adherence – Coverage	Home Visits There is the potential for a setting to have a total score of 300 here. This is arrived at by taking the number of eligible parents,	Score on scale 1-5 where 1 = score of 0 2= score 1-75 3= score 76-150 4= score 151-225 5= 226 +.	5

	<p>multiplying them by 3 (i.e. potentially could be visited 3 times), dividing by the number of parents actually participating in total (i.e. over the three visits) and dividing by 100 to give a percentage. This is then multiplied by the number of visits actually carried out. So a setting that carried out all three visits to 100% of parents gets score of 300.</p>		
Adherence - Coverage	EYS Visits	<p>Score on scale 1-5 where  1 = No visits carried out  2= At least one visit completed  3= At least two visits completed  4= Three or four visits completed  5= All five visits completed</p>	5
Adherence – Parents Workshops	% of parents attending workshops ascertained by the average proportion of parents attending all workshops conducted in the setting	<p>Score on scale 1-5 where  1 = &lt;20% of eligible parents attended  2= 21-40% of eligible parents attended  3= 41-60% of eligible parents attended  4= 61-80% of eligible parents attended  5= &gt;81% of eligible parents attended</p>	5
Adherence - Coverage	Implementation of Movement Experiences	<p>Score on scale 1-5 where  1 = 1-3 movement experiences completed  2= 4-5 movement experiences completed  3= 6-8 movement experiences completed  4= 9-10 movement experiences completed  5= 11 or 12 movement experiences completed</p>	5
Adherence - Frequency	Movement experiences	<p>Score on scale 1-5 where  1 = &lt;25% of the</p>	5

		<p>movement experiences implemented daily</p> <p>2= Less than half of the movement experiences implemented daily</p> <p>3= 50-74% of the movement experiences implemented on a daily basis OR</p> <p>75% of the movement experiences implemented but less often than daily</p> <p>4= 75% of the movement experiences implemented daily</p> <p>5= All movement experiences implemented daily</p>	
Adherence – Duration	Movement Experiences	<p>Score on scale 1-5 where</p> <p>1 = None of the movement experiences completed for 2 weeks or more</p> <p>2= At least a third of the movement experiences completed for 2 weeks or more.</p> <p>3= At least half of the movement experiences completed for 2 weeks or more.</p> <p>4= At least 75% of the movement experiences completed for 2 weeks or more.</p> <p>5= All movement experiences completed for 2 weeks or more</p>	5
<b>Total potential fidelity score</b>	<b>Combination of all components</b>		<b>40</b>

## Appendix B: EAL Fidelity Monitoring Score Sheet- Potential Moderators

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Component	Measured by	Scoring Scale	Potential top score
<b>Comprehensiveness of policy description</b>	Usefulness of the manual from survey questions - W2 Q5a	Score on scale 1-5 where 1 = Not at all useful 2= Not very useful 3= Neither useful nor not useful 4= Quite useful 5= Very useful	5
	Scoring from statements on W2 Q5d Re SDM	Score on scale 1-5 using average score generated from 9 statements	5
	Usefulness of Home Learning Manual for parents	Score on scale 1-5 where 1 = Not at all useful 2= Not very useful 3= Neither useful nor not useful 4= Quite useful 5= Very useful Average score at setting level	5
<b>Potential Sub Total</b>			<b>15</b>

<b>Strategies to facilitate implementation</b>	Satisfaction with initial and cluster training using satisfaction question for initial training and score from statements re initial + cluster training	Score from satisfaction ratings for initial training from W1Q	5
		Score on scale 1-5 using average score generated from 7 statements for initial training	5
		Score on scale 1-5 using average score generated from 9 statements for cluster training statements	5
	Usefulness of resource pack given to parents	Score on scale 1-5 where 1 = Not at all useful 2= Not very useful 3= Neither useful nor not useful 4= Quite useful 5= Very useful Average score at setting level	5
<b>Strategies to facilitate implementation</b>	SEYS Support Usefulness of support across all 3 waves	Score on scale 1-5 using average score generated across all three waves are combined.	<b>5</b>
<b>Potential sub total</b>			<b>25</b>
<b>Quality of delivery</b>	SEYS	Average score from questionnaires re SEYS being engaging and knowledgeable (W1 Q6; W2 Q4b; QW3b)	5
		Average scores from support rating ranging from very good to very poor across all waves	5
		Usefulness of parental workshops – average for	5

		setting	
<b>Quality of delivery</b>	Practitioners	Statements re engagement with ME + HV Average score generated from responses to our role was ...+ we had a very active role + concerns about safety for all 12 ME and then doubled  Average score from statements re HV being essential + not feeling comfortable for HV.	10  5
<b>Potential total</b>			<b>30</b>
<b>Quality of settings</b>	ECERS rating 2009	Score as devised by QUB	<b>7</b>
<b>Qualifications at setting level</b>	Average qualification held across EAL practitioners	Score as devised by QUB	<b>5</b>
<b>Participant responsiveness</b>			
<i>Practitioners</i>	Statements re motivation from SEYS	Score on scale 1-5 where 1 = Not at all motivated 2= Not very motivated 3= Indifferent 4= Quite motivated 5= Very motivated	5
	Statements re active role in implementing ME + extending ME	Average score for all statements	5
	Statement re future desire to implement programme from W3?	No desire to implement programme in any aspect =1 Desire to implement	3



<b><u>Parents</u></b>	Management Support From statements in W2 questionnaires	some aspects = 2 Desire to implement all aspects =3  Score on scale 1-5 where 1 = very poorly 2= quite poorly 3= neither well nor poorly 4= Quite well 5= Very well	5
	Statement re parents' engagement with HVs W3 - enthusiasm	Actual score on Q	5
	Attendance at workshops %	Score on scale 1-5 where 1 = <20% attending 2= 21-40% attended 3= 41-60% parents attended 4= 61-80% attended 5= >81% attended	5
	<b><i>Info from parental questionnaires:</i></b>		
	Usefulness of workshops	Average score for setting	5
	Usefulness of HV	Average score for setting	5
	Number of activities done (8 in total)	Average number by setting as a proportion of all possible	8
	How well did the activities go?	Average score by setting	5

<b><u>Children</u></b>	Statements re the children's participation and enjoyment in each of the movement experiences; children's interest; children extending the activity themselves	Average score from statements across all of the ME	5
<b><u>EYS</u></b>	Statements re EYS support	Average score across for all 5 statements across 3 waves	5
<b>Potential sub total</b>			<b>61</b>
<b>Pot grand total</b>			<b>143</b>

## Appendix C: Wave 1 practitioner questionnaire

Please read all questions carefully and discuss as a team before responding. Your answers will be treated in the strictest confidence and will only be used as part of this research - no individual setting will be identified in reports of results.

Name of setting:	
Names of <b>all</b> EAL trained practitioners delivering programme in setting:	

Today's date: \_\_\_\_\_

(i) How many rooms in your setting is the EAL programme being delivered in?

Room 1

Room 2

(ii) How many EAL trained practitioners are working in each room?



(iii) How many **non**-EAL trained practitioners are working in each room?



(iv) How many children are in each room?



(v) And how many children in each room are participating in the EAL research?



(vi) How many parents in total are participating in the EAL research?

(vii) And how many of these parents attended the 1<sup>st</sup> workshop?

(viii) How many home visits have been made to these parents? *(please specify how many have been made to each)*

Setting ID:

## SECTION 1: The Eager and Able to Learn Training

1. Which of the following EAL training modules did practitioners from your setting attend? (tick all that apply)

Week 1	Understanding two year old children. Introduction to Service Design Manual	
Week 2	How the physical environment supports learning and development for two year olds	
Week 3	Developmental Movement Experiences in group settings – using the Service Design Manual	
Week 4	Home Learning Experiences– using the Service Design Manual	
Week 5	Interacting and engaging with young children	
Week 6	Working in partnership with parents- home visits	

2. Did **all** practitioners involved in delivering the EAL programme in your setting attend **all 6** training sessions?

Yes	
No	
Don't know	

3. How useful did you find each of the training modules? (Please **rank** the modules from 1 to 6 where 1 was most useful, 2 was next most useful.....and 6 was least useful)

	Insert rank from 1 to 6
Understanding Two Year Old children – introduction to Service Design Manual	
How the physical environment supports learning and development for Two Year Olds	
Developmental Movement Experiences in group settings – using the Service Design Manual	
Interacting and engaging with young children	
Home Learning – using the Service Design Manual	
Working in Partnership with parents	

4. Overall, how satisfied is your team with the training received? (please tick one only)

Very Satisfied	
Quite satisfied	
Neither / nor	
Quite dissatisfied	
Very dissatisfied	

5. And why do you say that? Please (provide a brief reason for your answer above)

6. To what extent do you agree with the following statements about the EAL training? Please **circle** your answer where 1 is strongly disagree and 5 is strongly agree,

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The training was fit for purpose (i.e. it has enabled you to deliver the EAL programme as required)	1	2	3	4	5
The format of the training (1 day a week for 6 weeks) did not really suit our team	1	2	3	4	5
The training has given us more confidence in working with this age group	1	2	3	4	5
There was an adequate balance of theory and practical work in the training	1	2	3	4	5
Our team didn't really learn anything new from the training	1	2	3	4	5
The trainers were engaging and knowledgeable	1	2	3	4	5
The training has not changed how we work with two year old children	1	2	3	4	5

7. Do you have any suggestions for how the content or delivery of the EAL training programme could be improved? (please provide your suggestions below in brief)

## SECTION 2: The developmental Movement Area

8. Has the Developmental Movement Area in your room been established? (please tick one only)

Yes	<input type="checkbox"/>	Continue to Q9
No	<input type="checkbox"/>	Skip to Section 11

9. How easy was it to create the area in your room?

Very easy	<input type="checkbox"/>
Quite easy	<input type="checkbox"/>
Neither / nor	<input type="checkbox"/>
Quite difficult	<input type="checkbox"/>
Very difficult	<input type="checkbox"/>

10. And why do you say that? (please provide a brief reason for your answer above)

### SECTION 3: The Developmental Movement Experiences

11. Which of the following movement experiences have been fully implemented in your setting to date? (please tick all that apply)

This way, That-a way	
Creepy Crawly	
Climbing and Clambering	
I love shoes	
Other, please specify:	

Please answer the following questions about each of the movement experiences you have fully implemented to date. If there is an experience which you have not yet completed, please skip that section. If you have ticked 'other', please inform the representative from NCB present and insert the name of the experience in the space provided below.

'This way, that-a way'

12(a). How long was 'This way, that-a way' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

12(b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

12(c). To what extent do you agree with the following statements about the implementation of 'This way, that-a way', **circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to mostly demonstrate it and then leave children to play themselves	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5

12(d). Is there anything else you would like to add regarding your experience of implementing 'This way, that-a way'?

'Creepy Crawly'

13(a). How long was 'Creepy Crawly' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

13(b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

13(c). To what extent do you agree with the following statements about the implementation of 'Creepy Crawly', **circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to mostly demonstrate it and then leave children to play themselves	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children's development	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced many activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

13(d). Is there anything else you would like to add regarding your experience of implementing 'Creepy Crawly'?

'Climbing and Clambering'

14(a). How long was 'Climbing and Clambering' implemented for in your setting? (tick one only)

2 weeks	<input type="checkbox"/>
More than 2 weeks	<input type="checkbox"/>
Less than 2 weeks	<input type="checkbox"/>
Other 'please specify:	<input type="checkbox"/>



14(b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

14(c). To what extent do you agree with the following statements about the implementation of 'Climbing and Clambering', **circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to mostly demonstrate it and then leave children to play themselves	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

14(d). Is there anything else you would like to add regarding your experience of implementing 'Climbing and Clambering'?  
'I Love Shoes'

15(a). How long was 'I Love Shoes' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

15(b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

15(c). To what extent do you agree with the following statements about the implementation of 'I Love Shoes', **circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to mostly demonstrate it and then leave children to play themselves	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

15(d). Is there anything else you would like to add regarding your experience of implementing ‘I Love Shoes’?

#### SECTION 4: Early Years Specialist (EYS) Support

16. How would you rate the support provided to you by your Senior Early Years Specialist (EYS) delivering the EAL programme to date?

Very good	
Quite good	
Neither / nor	
Quite poor	
Very poor	

17. And why do you say that? Please (provide a brief reason for your answer above.

18. To what extent do you agree with the following statements about the support received by your Early Years Specialist in delivering the EAL Programme, circle your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The amount of support provided by the EYS to date has been sufficient	<b>1</b>	<b>2</b>	<b>3</b>	4	<b>5</b>
EYS modelling has not led to changes in my practice	<b>1</b>	<b>2</b>	<b>3</b>	4	<b>5</b>
The EYS has responded adequately to any issues we have identified	<b>1</b>	<b>2</b>	<b>3</b>	4	<b>5</b>
The EYS support provided to date has not been very useful	<b>1</b>	<b>2</b>	<b>3</b>	4	<b>5</b>
The EYS support has enabled us think about and reflect on our practice	<b>1</b>	<b>2</b>	<b>3</b>	4	<b>5</b>

#### SECTION 5: Overall implementation of EAL programme

19. Overall, how well would you say implementation of the EAL Programme is going in your setting?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

20. And why do you say that? (please provide a brief reason below)

## Appendix D: Wave 2 practitioner questionnaire

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Please read all questions carefully and discuss as a team before responding. Your answers will be treated in the strictest confidence and will only be used as part of this research - no individual setting will be identified in reports of results.

Name of setting: \_\_\_\_\_

Today's date: \_\_\_\_\_

### 1. About the people in the setting

a) Have any of the EAL trained practitioners left the setting?

Yes  No

b) If yes how many have left?

c) Have any of the children who are participating in the research left the setting since the start of the EAL project? Yes  No

d) If yes how many?

e) Have any of the children who are participating in the research changed rooms in the setting and are not now receiving the EAL programme? Yes  No

f) If yes how many?

### 2. Home Visits

a) Please indicate which home visits you have carried out since the start of the EAL programme and how many visits you have made to each of the participating parents.

Visits	Completed? Yes or No	Number of parents
First visit		
Second visit		
Third visit		

### 3. Initial training

Now that some time has elapsed since you did your initial training in September in EAL and you are mid-way through implementing the programme, please tell us which elements were **useful** and which, if any, were **not useful** in that initial training. If you think that all of the sessions were useful tick all of the boxes in the useful column and leave the not useful column blank (and vice versa).

Training Element	Useful	Not useful
Image of the two year old child; Introduction to how children learn; Service Design		
The physical environment as a support to young children’s learning and development; Service Design		
Group Settings - Developmental Movement Experiences; Service Design		
Home Learning - Developmental Play Experiences; Service Design		
Positive interactions as a support to young children’s learning and development		
Parents and practitioners working together to support young children’s learning and development		

#### 4. Cluster Training:

a) Please tell us i) how many practitioners (both EAL trained and non-trained) attended each of the cluster training sessions detailed below and ii) if the sessions were useful or not useful by ticking the appropriate boxes.

		Cluster session 1 – Dec Physical Environment/Cross Lateral Development	Cluster session 2 – Jan Observations Vestibular Development	Cluster session 3 – Feb Planning workshop Proprioceptive Development
i)	Number of EAL trained practitioners			
	Number of non-EAL trained Practitioners			
ii)	Useful			
	Not useful			

b) To what extent do you agree with the following statements about the cluster training sessions so far? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The Cluster Training Sessions helped us to share our experiences with other practitioners.	1	2	3	4	5
The Cluster Training Sessions did not help us to prepare our future work with the children.	1	2	3	4	5
The Cluster Training Sessions did not help us to get more ideas on how to use the resources.	1	2	3	4	5

The Cluster Training Sessions helped us to use our observations in planning our work.	1	2	3	4	5
The format of the Cluster Training Sessions did not really suit our team.	1	2	3	4	5
We did not feel able to raise our own issues for discussion at the Cluster Training Sessions.	1	2	3	4	5
Our team has been able to implement the EAL programme more effectively as a result of the Cluster Training Sessions.	1	2	3	4	5
We have been able to have our own issues and concerns addressed adequately in the Cluster Training Sessions.	1	2	3	4	5
The trainers delivering the Cluster Training Sessions were engaging and knowledgeable.	1	2	3	4	5

## 5. The Service Design Manual

a) Overall, how useful do you find the Service Design Manual? (please tick one only)

Very Useful	
Quite useful	
Neither / nor	
Not very useful	
Not at all useful	

b) And why do you say that? (Please provide a brief reason for your answer above)

c) When implementing the movement experiences how often do you refer to the Service Design Manual?

Daily	
A few times a week	
Once a week	
Less often than once a week	
Other 'please specify':	

d) To what extent do you agree with the following statements about the Service Design Manual?  
**Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The Service Design Manual makes the overall aim of the EAL Programme very clear.	1	2	3	4	5
The language used in the Service Design Manual is difficult to understand.	1	2	3	4	5
The layout of the service design manual helps us to easily carry out the movement experiences.	1	2	3	4	5
The Service Design Manual does not help us understand how the movement experiences enhanced children's development.	1	2	3	4	5
The Service Design Manual makes it clear the order in which the movement experiences should be carried out.	1	2	3	4	5
The Service Design Manual is very clear about what our role is in implementing the Programme.	1	2	3	4	5
The Service Design Manual is not clear on how long we should implement each movement experience.	1	2	3	4	5
The Service Design Manual provides adequate information and suggestions for extending each of the movement experiences.	1	2	3	4	5
The Service Design Manual helps us to know what to do during home visits.	1	2	3	4	5

e). Is there anything else you would like to add regarding the Service Design Manual?

## 6. THE DEVELOPMENTAL MOVEMENT EXPERIENCES

Which of the following movement experiences have been fully implemented in your setting to date?  
 (please tick all that apply)

Stepping Stones	
Row, row, row your boat	
Rolling	
Sliding	
Other, please specify:	

Please answer the following questions about each of the movement experiences you have **fully** implemented to date. If there is an experience which you have not yet completed, please skip that section. If you have ticked 'other', please inform the representative from NCB present and insert the name of the experience in the space provided below.



7. 'Stepping Stones'

a). How long was 'Stepping Stones' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify:	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Stepping Stones'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children's development	1	2	3	4	5

We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced many activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Stepping Stones'?

### 8. 'Row, row, row your boat'

a). How long was 'Row, row, row your boat' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Row, row, row your boat'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
We had a very 'active' role and	1	2	3	4	5

participated in the experience with children					
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Row, row, row your boat'?

### 9. 'Rolling'

a). How long was 'Rolling' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify:	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Rolling', **circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Rolling'?

10. 'Sliding'

a). How long was 'Sliding' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify:	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Sliding'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Sliding'?

11. Which of the following movement experiences are you also still implementing? Please tick yes or no for each experience.

<b>Movement Experience</b>	<b>Yes</b>	<b>No</b>
This way, that-a-way		
Creepy crawly		
Climbing and clambering		
I love shoes		

## 12. SENIOR EARLY YEARS SPECIALIST (SEYS) SUPPORT

a) How many visits have you had from your SEYS?

b) How would you rate the support provided to you by your Senior Early Years Specialist (SEYS) to date?

Very good	
Quite good	
Neither / nor	
Quite poor	
Very poor	

c) And why do you say that? (Please provide a brief reason for your answer above)

d) To what extent do you agree with the following statements about the support received by your Senior Early Years Specialist in delivering the EAL programme, circle your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The amount of support provided by the SEYS to date has been sufficient	1	2	3	4	5
The SEYS has not modelled or demonstrated good practice	1	2	3	4	5
The SEYS has responded adequately to any issues we have identified	1	2	3	4	5
The SEYS support provided to date has not been very useful	1	2	3	4	5
The SEYS support has enabled us think about and reflect on our practice	1	2	3	4	5

### 13. OVERALL IMPLEMENTATION OF EAL PROGRAMME

a). Overall, how well would you say implementation of the EAL programme is going in your setting?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

b). And why do you say that? (Please provide a brief reason below)

c). Overall, how well would you say implementation of the EAL programme is **supported by management** in your setting?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

d). And why do you say that? (Please provide a brief reason below)

# Appendix E: Wave 3 practitioner questionnaire

Please read all questions carefully & discuss as a team before responding. Your answers will be treated in the strictest confidence and will only be used as part of this research - no individual setting will be identified in reports of results.

Name of setting:

Today's date: \_\_\_\_\_

## 1. About the people in the setting

a. Have any of the EAL trained practitioners left the setting?

Yes  No

b. If yes how many have left?

c. Have any of the children who are participating in the research left the setting since the start of the EAL project? Yes  No

d. If yes how many?

e. Have any of the children who are participating in the research changed rooms in the setting and are not now receiving the EAL programme? Yes  No

f. If yes how many?

## 2. Home Visits

a) Please indicate which home visits you have carried out since the start of the EAL Programme and how many visits you have made to each of the participating parents.

Visits	Completed? Yes or No	Number of parents
First visit		
Second visit		
Third visit		

b) Overall how well do you feel the Home Visits have gone?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

c). And why do you say that? (Please provide a brief reason below)



d) To what extent do you agree with the following statements about the Home Visits? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The Home Visits were an essential part of the EAL Programme.	1	2	3	4	5
The Home Visits helped parents to understand the EAL Programme.	1	2	3	4	5
Parents were enthusiastic about the Home Visits.	1	2	3	4	5
Carrying out the Home Visits was difficult because we had to do them outside our normal working hours.	1	2	3	4	5
Parents cooperated fully with us so that we could do the Home Visits.	1	2	3	4	5
We did not feel comfortable going to the children's houses to do the Home Visits.	1	2	3	4	5
Three Home Visits is too many.	1	2	3	4	5
Without the Home Visits the EAL Programme would not have the same impact on children.	1	2	3	4	5
Our parents wanted more Home Visits.	1	2	3	4	5

### 3. Cluster Training:

a) Please tell us i) how many practitioners (both EAL trained and non-trained) attended the fourth and final cluster training session detailed below and ii) if this sessions was useful or not useful by ticking the appropriate boxes.

		<b>Cluster session 4 – March Working with Parents</b>
i)	Nos of EAL trained practitioners	
	Nos of non-EAL trained Practitioners	
ii)	Useful	
	Not useful	

b) To what extent do you agree with the following statements about the final cluster training session? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The final Cluster Training Session helped us to share our experiences with other practitioners.	1	2	3	4	5
The final Cluster Training Session did not help us to prepare our future work with the children.	1	2	3	4	5
The final Cluster Training Session did not help us to get more ideas on how to use the resources.	1	2	3	4	5
The final Cluster Training Session helped us to use our observations in planning our work.	1	2	3	4	5
The format of the final Cluster Training Session did not really suit our team.	1	2	3	4	5
We did not feel able to raise our own issues for discussion at the final Cluster Training Session.	1	2	3	4	5
Our team has been able to implement the EAL programme more effectively as a result of the final Cluster Training Session.	1	2	3	4	5
We have been able to have our own issues and concerns addressed adequately in the final Cluster Training Session.	1	2	3	4	5
The trainers delivering the final Cluster Training Sessions were engaging and knowledgeable.	1	2	3	4	5

#### 4. THE DEVELOPMENTAL MOVEMENT EXPERIENCES

Which of the following movement experiences have been fully implemented in your setting to date? (please tick all that apply)

Catch me if you can	
Pinch, poke, pull	
The Builder's Yard	
Stop and Start	
Other, please specify:	

Please answer the following questions about each of the movement experiences you have fully implemented to date. If there is an experience which you have not yet completed, please skip that section. If you have ticked 'other', please inform the representative from NCB present and insert the name of the experience in the space provided below.

5. 'Catch me if you can'

a). How long was 'Catch me if you can' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Catch me if you can'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children's development	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5

We introduced many activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Catch me if you can'?

#### 6. 'Pinch, Poke, Pull'

a). How long was 'Pinch, poke, pull' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Pinch, poke, pull'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5

We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children's development	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced many activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'pinch, poke, pull'?

7. 'The Builder's Yard'

a). How long was 'The Builder's Yard' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify':	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'The Builder's Yard', **circle** your answer where 1 is strongly disagree and 5 is strongly agree?

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'The Builder's Yard'?

#### 8. 'Stop and Start'

a). How long was 'Stop and Start' implemented for in your setting? (tick one only)

2 weeks	
More than 2 weeks	
Less than 2 weeks	
Other 'please specify:	

b). And how often in that time period did it take place? (tick one only)

Daily	
Less often than daily	
More often than daily	
Other 'please specify':	

c). To what extent do you agree with the following statements about the implementation of 'Stop and Start'? **Circle** your answer where 1 is strongly disagree and 5 is strongly agree

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
Our role in the experience was to introduce it and then let children play independently.	1	2	3	4	5
Children seemed to enjoy the experience	1	2	3	4	5
Not many children participated in the experience	1	2	3	4	5
The experience was easy to implement	1	2	3	4	5
Children came up with their own ideas to extend the experience	1	2	3	4	5
The resources were accessible to children throughout the implementation period	1	2	3	4	5
We had a very 'active' role and participated in the experience with children	1	2	3	4	5
Children's interest in the experience was difficult to maintain	1	2	3	4	5
We had enough space to implement the experience adequately	1	2	3	4	5
The experience had a positive impact on children	1	2	3	4	5
We had concerns about children's safety when implementing the experience	1	2	3	4	5
We introduced additional activities to extend the experience for children	1	2	3	4	5
The resources remained accessible to children after the implementation period	1	2	3	4	5

d). Is there anything else you would like to add regarding your experience of implementing 'Stop and Start'?

9. Which of the following movement experiences are you also still implementing? Please tick yes or no for each experience.

<b>Movement Experience</b>	<b>Yes</b>	<b>No</b>
This way, that-a- way		
Creepy crawly		
Climbing & clambering		
I love shoes		
Stepping stones		
Row, row, row your boat		
Rolling		
Sliding		

## 10. SENIOR EARLY YEARS SPECIALIST (SEYS) SUPPORT

a) How many visits have you had from your SEYS?

b) How would you rate the support provided to you by your Senior Early Years Specialist (SEYS) to date?

Very good	
Quite good	
Neither / nor	
Quite poor	
Very poor	

c) And why do you say that? (Please provide a brief reason for your answer above)

d) To what extent do you agree with the following statements about the support received by your Senior Early Years Specialist in delivering the EAL programme, circle your answer where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	Disagree	Neither / nor	Agree	Strongly Agree
The amount of support provided by the SEYS to date has been sufficient	1	2	3	4	5
The SEYS has not modelled or demonstrated good practice	1	2	3	4	5
The SEYS has responded adequately to any issues we have identified	1	2	3	4	5
The SEYS support provided to date has not been very useful	1	2	3	4	5
The SEYS support has enabled us think about and reflect on our practice	1	2	3	4	5



## 11. OVERALL IMPLEMENTATION OF EAL PROGRAMME

a). Overall, how well would you say implementation of the EAL programme is going in your setting?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

b). And why do you say that? (Please provide a brief reason below)

c) Overall, what do you think has helped you the most in implementing the EAL programme in your setting? Please also give a reason for your answer.

d) Overall, what has been the biggest barrier or challenge in implementing the EAL programme? Please give a reason for your answer.

e) Have you any suggestions as to how the programme might be improved?

f) Would you recommend the EAL programme to practitioners in other settings? Yes  No

Why do you say this?

## Appendix F: Information from EYS

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EYS Name: \_\_\_\_\_

Name of setting: \_\_\_\_\_

Setting ID (office use) \_\_\_\_\_

1. Number of parent workshops held \_\_\_\_\_
2. Numbers of parents attending each workshop. Please complete below for each workshop.

Workshop	Number of parents eligible to attend	Number actually attending	% attending [for office use]
1			
2			
3			

### 3. Practitioner motivation to deliver the programme

How motivated were the practitioners in delivering the Programme? When answering this question please consider all aspects of the Programme **and** definitions below.

Very motivated	
Quite motivated	
Indifferent	
Not very motivated	
Not at all motivated	

#### Definitions:

**Very motivated:** Very enthusiastic and very engaged in all aspects of the programme (e.g. actively participated in discussions in both initial and cluster training sessions; used observations to inform learning and planning; open and willing to carry out home visits; sought and acted effectively on advice from EYS).

**Quite motivated:** Enthusiastic; often but not always actively engaged all aspects of the Programme (e.g. participated in discussions in both initial and cluster training sessions; sometimes used observations to inform learning and planning; slightly less open and willing to carry out home visits; sought advice from EYS but did not necessarily act upon it always).

**Indifferent:** Unenthusiastic; some engagement with at only some of the aspects of the Programme (e.g. passive engagement with both initial and cluster training sessions; did not use observations to inform learning and planning; not open and or willing to carry out home visits; did not seek advice from EYS and only sometimes acted upon that provided).

**Not very motivated:** Reluctant; engaged in only a few aspects of the Programme (e.g. defensive engagement with both initial and cluster training sessions; did not use observations to inform learning and little evidence of planning; resistant to the idea of home visits; did not seek advice from EYS and did not act upon most of that provided).

**Not at all motivated:** Actively resistant; ignored most aspects of the Programme (e.g. poor attendance at or non-engagement with either initial or cluster training sessions; did not complete observations to inform learning and no evidence of planning; totally opposed to the idea of home visits; did not ask for any advice from EYS and ignored any that was provided).

#### 4. Management support for the Programme

From your experience how engaged were the managers/Sure Start coordinators in supporting the practitioners to deliver the Programme? When answering this question please consider all aspects of the Programme **and** definitions below.

Very engaged	
Quite engaged	
Indifferent	
Not very engaged	
Not at all engaged	
Don't know	

##### Definitions:

**Very engaged:** Very enthusiastic; participated in training for own knowledge and understanding; freed up all staff to attend all of the training sessions; actively encouraged and facilitated staff to carry out all of the Home Visits; freed up time for staff to plan their work; facilitated learning by staff by creating time and space for using observations in learning and planning; welcomed physical changes to rooms; provided extra resources to enhance those received from EY; sought and acted effectively on advice from EYS.

**Quite engaged:** Enthusiastic; knew about but did not attend either initial training or cluster training; encouraged staff to attend training sessions but sometimes did not obtain enough cover to enable all to attend; welcomed physical room changes but did not necessarily add to resources; encouraged staff to use observations and to take time to plan work but did not necessarily create the necessary time to do so; encouraged staff to carry out Home Visits; sought advice from EYS but did not necessarily act upon it always.

**Indifferent:** Unenthusiastic; did not attend any training event; indifferent to physical changes in rooms; indifferent to concerns that staff might have; not interested in Home Visits and did not encourage staff in carrying these out; did not see the need for planning and reflection on work; did not seek advice from EYS and only sometimes acted upon that provided.

**Not very engaged:** Reluctant; did not facilitate all practitioners in accessing all of the training; did not see physical changes to rooms as important; did not facilitate planning and time for reflection on work; did not see the need for Home Visits and did not facilitate staff to carry these out; did not seek advice from EYS and did not act upon most of that provided.

**Not at all engaged:** Actively resistant; refused to free up staff for training sessions; refused to enable staff to carry out Home Visits; refused to facilitate physical changes in rooms; refused time for planning; did not ask for any advice from EYS and ignored any that was provided.

**Don't know:** did not have sufficient contact with managers/coordinators to provide an opinion on this.

**5. Overall implementation**

- a) In your opinion how well would you say overall implementation of the EAL Programme went in this setting?

Very well	
Quite well	
OK	
Quite poorly	
Very poorly	

- b). And why do you say that? (Please provide a reason below)

# Appendix G: Post wave 1 practitioner interview schedule

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Your answers will be treated in the strictest confidence and will only be used as part of this research - no individual setting will be identified in reports of results.

Name of setting:	
------------------	--

Today's date: \_\_\_\_\_

## 1. General views about implementing the EAL programme

a) How do you feel about implementing the EAL programme in your setting?

b) Do you think that the programme has been beneficial to date?

Why/why not?

## 2. Programme convenience and challenges

a) To date what has been the easiest thing about the programme to implement?

Why is this?

b) What has been the biggest challenge in implementing the EAL programme for you as practitioners?

Why is this?

c) Can you suggest ways for improvement?

## 3. The Developmental Movement Area and movement experiences

a) How important was the creation of the Developmental Movement Area to successfully enhancing movement in the room?

b) [If area created] how easy was it to create this area?

[If not created] why has the area not been created? Will it be created in the future?

c) How easy was it to implement the movement experiences?

d) Were some of the movement experiences easier to implement than others? Which ones and why?

[Movement experiences were: This way, That-a-way; Creepy Crawly; Climbing and Clambering and I Love Shoes]

e) Have you any suggestions for improvement?

[**Supplementary questions** for those who have indicated problems with specific activities to be included here – relate these to questionnaire, e.g. shortage of time, attention spans of children, understanding by practitioners; **For SS** ask if they have been implementing the DE's 2 year old programme and how does EAL compare to it.]

#### 4. Supporting the implementation

a) Has the **Day Care manager/Sure Start co-ordinator** of the setting supported the implementation of the EAL programme?

b) How (what is the nature of this support?)

c) Has the **Day Care owner/Sure Start management** supported the implementation of the EAL programme?

d) How (what is the nature of this support?)

e) Can you suggest any ways in which this support might be improved?

#### 5. The service design manual

a) Have you read the service design manual? Yes/No

b) If no why have you not read it?

- c) Have you used the service design manual to help you implement the programme? Yes ([go to d](#))/No ([go to g](#))
- d) If yes - how useful has it been in terms of implementing the programme?
- e) What parts of the service design manual have been most useful? Why do you say that? [see attached for list of contents]
- f) What parts of the service design have been least useful? Why do you say that?
- g) If no why have you not used it?
- h) Do you have any suggestions as to how the manual could be improved?

## 6. Home Visits

- a) At the time you completed the questionnaire you had carried out ...visits. Have you completed more home visits since then? If so how many? If not, why not?
- b) How many trained EAL practitioners are involved in the home visits?
- c) Are any non-trained EAL practitioners involved in them? If so how many?
- d) How have parents been responding to the home visits?
- e) What have you done during the visits? (E.g. introducing the Home Learning Guide; promoting principles of PEAL framework; demonstrate the movement experiences)
- f) How easy or difficult has it been to do the home visits?

- g) What has been the easiest thing about them? Why?
  
- h) What has been the most difficult? Why?
  
- i) Have you any suggestions as to how the home visiting element of the programme could be improved?

### 7. Senior Early Years Specialist support

- a) You have the support of a SEYS who is.....for this programme?  
Do you also have other EYS from EY the organisation coming into the setting?
  
- b) How much contact have you had with the SEYS who is supporting your setting with regard to the implementation of the EAL programme?  
[How many visits; cluster training sessions; other contact e.g. telephone calls?]
  
- c) What has been the most useful component of this support? Why?
  
- d) What has been the least useful component of this contact been? Why?
  
- e) Is there anything else that the SEYS could do to enhance the programme's implementation?

### 8. Training

- a) **For those who participated in the EAL training:** How appropriate was the initial six weeks training (that you completed in September) in enabling you to implement the programme? Why do you say that?
  
- b) **For those trained in EAL:** Have you been able to pass on what you learned at the training to other practitioners in the setting?  
Yes. If yes how easy has it been to do this?  
No – **go to d**



c) Do you feel your these colleagues have the same level of understanding of and ability to implement the programme as you do?

If no why not?

d) If you have not been able to pass on what you learned at the training why is this?

e) Now that some time has passed since the initial training have you identified any gaps that it could address or can you make suggestions for improvement?

f) **For those who were not trained by EY in EAL:** Have you been able to learn about the EAL programme from your colleagues who participated in the training? Yes (**go to g**)/No (**go to h**)

g) If yes – do you now feel you can deliver the programme as well as the trained practitioners? Why/why not?

h) If no – why not? How has this impacted on your ability to implement the EAL programme?

## 9. Learning for practitioners

a) Has the EAL Programme changed the way in which you work with 2 year olds? How/Why? Why not?

b) What has been the biggest learning point for you as practitioners in this process to date? Why do you say this?

## 10. Any other comments?

Are there any other aspects of the implementation of the programme that we haven't covered that you would like to comment on?

## Appendix H: Post wave 2 practitioner interview schedule

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Your answers will be treated in the strictest confidence and will only be used as part of this research - no individual setting will be identified in reports of results.

Name of setting:	
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Today's date: \_\_\_\_\_

### 1. General views about implementing the EAL programme

- a) How do you feel about implementing the EAL programme in your setting?
  
- b) Do you think that the programme has been beneficial to date?

Why/why not?

### 2. Programme convenience and challenges

- a) To date what has been the easiest thing about the programme to implement?

Why is this?

- b) What has been the biggest challenge in implementing the EAL programme for you as practitioners?

Why is this?

- c) Can you suggest ways for improvement?

### 3. The Developmental Movement Area and movement experiences

- a) How important was the creation of the Developmental Movement Area to successfully enhancing movement in the room?
  
- b) [If area created] how easy was it to create this area?  
  
[If not created] why has the area not been created? Will it be created in the future?
  
- c) How easy was it to implement the movement experiences?

d) Were some of the movement experiences easier to implement than others? Which ones and why?

[Movement experiences were: Wave 1: This way, That-a-way; Creepy Crawly; Climbing and Clambering and I Love Shoes; Wave 2: Stepping Stones, Row, Row Row your boat; Rolling; Sliding]

e) Have you any suggestions for improvement?

[**Supplementary questions** for those who have indicated problems with specific activities to be included here – relate these to questionnaire, e.g. shortage of time, attention spans of children, understanding by practitioners; **For SS** ask if they have been implementing the DE's 2 year old programme and how does EAL compare to it.]

#### 4. Supporting the implementation

a) Has the **Day Care manager/Sure Start co-ordinator** of the setting supported the implementation of the EAL programme?

b) How (what is the nature of this support?)

c) Has the **Day Care owner/Sure Start management** supported the implementation of the EAL programme?

d) How (what is the nature of this support?)

e) Can you suggest any ways in which this support might be improved?

#### 5. The service design manual

a) Have you read the service design manual? Yes/No

b) If no why have you not read it?

c) Have you used the service design manual to help you implement the programme? Yes (**go to d**)/No (**go to g**)

d) If yes - how useful has it been in terms of implementing the programme?

e) What parts of the service design manual have been most useful? Why do you say that? [see attached for list of contents]

f) What parts of the service design have been least useful? Why do you say that?

g) If no why have you not used it?

h) Do you have any suggestions as to how the manual could be improved?

## 6. Home Visits

a) At the time you completed the questionnaire you had carried out ...First visits and ....Second visits. Have you completed more home visits since then? If so how many? If not, why not?

b) How many trained EAL practitioners are involved in the home visits?

c) Are any non-trained EAL practitioners involved in them? If so how many?

d) How have parents been responding to the home visits?

e) What have you done during the visits? (E.g. introducing the Home Learning Guide; promoting principles of PEAL framework; demonstrate the movement experiences]

f) How easy or difficult has it been to do the home visits?

g) What has been the easiest thing about them? Why?

h) What has been the most difficult? Why?

i) Have you any suggestions as to how the home visiting element of the programme could be improved?

## 7. Senior Early Years Specialist support

a) You have the support of a SEYS who is.....for this programme?  
Do you also have other EYS from EY the organisation coming into the setting?

b) How much contact have you had with the SEYS who is supporting your setting with regard to the implementation of the EAL programme?  
[How many visits; cluster training sessions; other contact e.g. telephone calls?]

c) What has been the most useful component of this support? Why?

d) What has been the least useful component of this contact been? Why?

e) Is there anything else that the SEYS could do to enhance the programme's implementation?

## 8. Training

- a) **For those who participated in the EAL training:** How appropriate was the initial six weeks training (that you completed in September) in enabling you to implement the programme? Why do you say that?
- b) **For those trained in EAL:** Have you been able to pass on what you learned at the training to other practitioners in the setting?

Yes. If yes how easy has it been to do this?

No – **go to d**

c) Do you feel your these colleagues have the same level of understanding of and ability to implement the programme as you do?

If no why not?

d) If you have not been able to pass on what you learned at the training why is this?

e) Now that some time has passed since the initial training have you identified any gaps that it could address or can you make suggestions for improvement?

f) Did the cluster training help fill these gaps?

g) How has the cluster training enhanced the impact of the EAL programme?

h) Why do you say that?

i) **For those who were not trained by EY in EAL:** Have you been able to learn about the EAL programme from your colleagues who participated in the training? Yes (**go to g**)/No (**go to h**)

j) If yes – do you now feel you can deliver the programme as well as the trained practitioners? Why/why not?

k) If no – why not? How has this impacted on your ability to implement the EAL programme?

## 9. Learning for practitioners

a) Has the EAL programme changed the way in which you work with 2 year olds? How/Why? Why not?

b) What has been the biggest learning point for you as practitioners in this process to date? Why do you say this?

#### **10. Any other comments?**

Are there any other aspects of the implementation of the programme that we haven't covered that you would like to comment on?

# Appendix I: Day care manager/Sure Start co-ordinator questionnaire

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Your answers will be treated in the strictest confidence and will only be used as part of this research no individual setting or person will be identified in reports of results.

Please copy and paste the following to indicate your answers: ✓

Name of setting: \_\_\_\_\_

Today's date: \_\_\_\_\_

## 1. Motivation for having the EAL programme

a) Why did you want the EAL programme in your setting?

c) Now that the programme is coming towards an end have these initial expectations been met?

Yes  No

Please give a reason for your answer here

## 2. Your role in the EAL programme

a) What would you say was your main role in implementing the EAL programme in your setting?

## 3. Your views on implementation of EAL programme

a) Overall, how well did implementation of the EAL programme go in your setting?

Very well	
Quite well	
Neither / nor	
Quite poorly	
Very poorly	

b) And why do you say that? (Please provide a brief reason below)

c) Overall, what do you think has **helped** your staff the most in implementing the EAL programme in your setting? Please also give a reason for your answer.

d) Overall, what has been the **biggest barrier or challenge** in implementing the EAL programme? Please give a reason for your answer.

e) Have you any suggestions as to how the programme might be improved?

f) Would you recommend the EAL programme to managers/coordinators in other settings that cater for 2-3 year olds? Yes  No

Why do you say this? (Please provide a brief reason below)

f) Do you intend to continue implementing the EAL programme in your setting next year?

Yes  No

Please give a reason for your answer.

#### 4. Any other comments?

Please use this space to comment on any other aspects of the implementation of the programme that we haven't covered?



# Appendix J: Parent's questionnaire<sup>1</sup>

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## Section 7: You, your child and EAL at home

An important part of the EAL Programme is the home learning element. This section asks about that part of the programme.

**7.1** How many parent workshops did you attend?      0                      1                      2  
(Please circle the appropriate number)

**7.2** If you did attend parent workshops, how useful to you as a parent were these?  
(Please circle the appropriate number)

Not at all useful	Not very useful	Unsure	Quite useful	Very useful
1	2	3	4	5

**7.3** And why do you say this? (Please provide a brief reason for your answer to the above)

**7.4** How many home visits did you receive?      0      1      2      3      more than 3  
(please circle)

**7.5** If you received home visits, how useful to you as a parent were these?  
(Please circle the appropriate number)

Not at all useful	Not very useful	Unsure	Quite useful	Very useful
1	2	3	4	5

**7.6** And why do you say this? (Please provide a brief reason for your answer to the above)

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<sup>1</sup> Only the questions relating to the Fidelity Implementation Study are included here. The other questions asked on the parent's questionnaire relate to the Cross-Over Design element of the study conducted by QUB.

**7.7** Did you receive a home learning manual for parents? Yes No  
(Please circle the appropriate number) 1 2

**7.8** If you received a home learning manual, how useful was this manual?  
(Please circle the appropriate number)

Not at all useful Not very useful Unsure Quite useful Very useful  
1 2 3 4 5

**7.9** And why do you say this? (Please provide a brief reason for your answer to the above)

**7.10** Did you receive a resource pack (flour, mixing bowl, etc)? Yes No  
(Please circle the appropriate number) 1 2

**7.11** If you received a resource pack, how useful was this pack?  
(Please circle the appropriate number)

Not at all useful Not very useful Unsure Quite useful Very useful  
1 2 3 4 5

**7.12** And why do you say this? (Please provide a brief reason for your answer to the above)

**7.13** Which of these activities, if any, did you do at home with your child for EAL?  
 (Please tick all that apply)

<b>Activity</b>	<b>Yes we did</b>
Water play	
Mark making	
Jump, jump	
Making and playing with dough	
I love shoes	
Row, row, row your boat	
This way, that-a-way	
Dens	
None of the above	

**7.14** Overall how well did these activities go?  
 (Please circle the appropriate number)

Very poorly  
1

Quite poorly  
2

Unsure  
3

Quite well  
4

Very well  
5