

Introduction

Title:

Talk with me: An evaluation of the effectiveness of interventions offered to parents of babies to develop attachments and support networks and an understanding of speech, language and communication development.

Introduction:

Welsh Government (2020) is a delivery plan to improve knowledge and understanding of the value of speech and language in the early years of a child's life, in terms of their ability to thrive socially and academically to meet their highest potential as adults. Such delivery plans support government acts such as sections 15 and 17 of the *Social Services and Well-being (Wales) Act (2014)* which states that local authorities have a duty to provide preventative support to families to enable them to provide safe, secure and nurturing environments for children (Read, Verity and Richards, 2022). This links to the United Nations Conventions on the Right of the Child (UNCRC) article 6, which directs governments to ensure that all children are able to thrive; Article 18, which ensures governments provide support to parents to raise their children and Article 24, which ensures health care education for positive health and wellbeing for children Unicef (no date). Additionally, this is linked to the *Well-being of Future Generations (Wales) Act (2015)* which looks to improve the social and economic well-being of Wales by ensuring that the upbringing of children is such that it allows them to thrive in order to achieve what it terms "sustainable-development".

However, Welsh Government (2020) identifies the the barriers and challenges that children with speech, language and communication needs (SLCN) may face as an adult if left unsupported, stating that:

- Over 80% of children with emotional or behavioural difficulties also have SLCN.
- Over 80% of long-term jobless men also had SLCN.

However, Hendry *et al.* (2022) questions the usefulness of parenting programmes to educate parents, instead offering that there needs to be an emphasis on breaking down barriers as to why parents do not engage in activities to support their children's development at home, such as parenting fatigue or lack of finances to afford resources such as books. Currently there is no data to explore the usefulness of such an intervention being offered in Wales.

Therefore, this research will investigate these questions:

1. How does the intervention meet the needs of parents?
2. How transferable is the support learned to the parents' everyday life?
3. What barriers do parents face in accessing the intervention?

4. How beneficial practitioners feel the programme is to families in the area?
5. What challenges do practitioners feel they encounter in the delivery of the programme?

Aims and Objectives

Aim:

This research aims to explore the parental and practitioner perspectives of the 8 week intervention, funded by Families First and Flying Start and offered to parents in Wales, to improve their understanding of SLC development of their Early Years children and the importance of attachments (GAVO, 2024) in response to the Speech, Language and Communication Delivery Plan (Welsh Government, 2020).

Objectives:

1. To identify parental perspectives on the effectiveness of the parenting intervention and any barriers to accessing these.
2. To identify parental perspectives on the transferability of skills learned during the intervention to real-life contexts and any barriers to this.
3. To explore practitioners' views of the effectiveness of the intervention and barriers to its delivery.

As stated in Welsh Government (2017b) and Royal Foundation (2020) parents can underestimate the value of the early years for child development which can include the importance of making connections and interacting with their babies. Moreover, Welsh Government (2017a) argues that parents need to have some understanding of child development and their role in supporting their child to thrive, in order for their children to progress to their highest potential. Furthermore, Welsh Government (2017a) continues to state that parental support programmes such as the speech language and communication intervention need a theoretical underpinning. In addition, Social Care Wales (2025) state the national occupational standards for working in partnership with families, P6, P7 and P9 of this document outlines the importance of practitioners who support parents to recognise their role in helping their children to develop, through playful activities with an emphasis on literacy and language skills, as well as numeracy. Additionally, seeking views from both parents and practitioners within the intervention will support the research triangulation.

Literature Review:

NSPCC (2023) describes interventions as targeted support, which can include relationship support, offered to parents in order to ensure children thrive and reach their highest potential, in stable and nurturing homes. Welsh Government (2020) and Welsh Government (2017b) argue the need for quality interactions at home and early identification of needs as parents become familiar with speech, language and communication (SLC) development milestones. However, Welsh Government (2017b) discusses the lack of understanding by parents of the need for SLCN support and interventions within Flying Start parental programmes. University of Sheffield (no date) explains the importance of SLC development to ensure children can express their needs, create friendships and relationships. Moreover, a progressive continuum to support, from universal identification to specialised interventions, is suggested within the delivery plan to be delivered by a qualified workforce (Welsh Government, 2020). Similarly, University of Sheffield (no date) discusses the need for parental engagement and understanding of development milestones, in order to narrow the language gap. Additionally, less than a quarter of parents surveyed during Royal Foundation (2020)'s research valued the learning of their children during their early years, placing higher value on later life milestones instead. Furthermore, this study discussed the stress felt by parents due to a lack of support networks and the negative impact that this can have on the development of their children. A number of Welsh councils offer interventions aimed at supporting parents with their babies SLC development, provide language rich settings, as well as to help parents to create a support network (Parenting in Flintshire, no date; GAVO; no date; Bridgend County Borough Council, 2025) which in turn creates better parental well being (Royal Foundation, 2020). However, this research aims to explore how well the intervention programme in Gwent is supporting parents, 5 years on from the publication of the Speech, Language and Communication Development Plan (Welsh Government, 2020) and State of the Nation report (Royal Foundation, 2020).

The rationale for this research is to identify new knowledge around the parental perspective of the effectiveness of the intervention to improve the interactions between them and their children (Gavo, 2024) and to triangulate this with the views of practitioners. The research aims to explore whether parents are able to transfer the skills acquired during the intervention sessions to their home contexts, in order to create attachments and resilient relationships between parents and their children, as discussed in Welsh Government (2017a) and if the intervention supports the parents with their own objectives. Denscombe (2010) and Creswell and Creswell (2023) explain that new research should create new knowledge and Creswell and Creswell (2023) explain that research has the ability to give a voice to vulnerable populations. This research will allow parents to have a voice and give

their views on the usefulness and value of the intervention. Denscombe (2010) explains that researchers may have personal desires fuelling research, which is evident within this research as I embark on a new career as a support worker. This research will be beneficial to the researcher's practice and the way in which I offer support to families I work with, as this will give me an insight into their opinions, challenges and best practices.

Hendry *et al.* (2022) explore the benefits of children receiving interactions with their parents through “enriching activities” such as shared reading time, one to one conversations or number recognition activities, and states that there is a positive correlation between these activities and children's language development. NSPCC (2021) states that without attuned and sensitive bonds in infancy, children may struggle to make connections as an adult and that to avoid this professionals who support parents to build positive relationships with their children are required. This is linked to Bowlby's attachment theory and is supported by Flaherty and Sadler (2012) who describe Bowlby's theory as the attachments made during infancy to a primary carer as being the underpinnings to adult relationships with others. Moreover, National Institute for Health and Care Excellence (2015) agrees and states that children's environment can be linked to how children behave in order to form attachments, as this is an instinct linked to survival. Furthermore, Hendry *et al.* (2022) continue to state that parents without an understanding of the importance of early interactions and attachment to support child development were less likely to partake in “enriching activities”, therefore evidencing the need for parental understanding. Additionally, ExChange Wales (2023) states that parents who are less sensitive to the needs of their children are less likely to provide opportunities to grow vocabulary as they are less intune with their babies' need for attention. With the publication of Royal Foundation (2020) it is evident that parenting support networks were limited at the time of that research. The intervention being researched not only attempts to improve the parental understanding of SLC development but to also facilitate peer support networks during the sessions. Burney, McCann and Arnold-Saritepe (2024a) state the importance of parental participation in interventions to benefit the child's development as their attitudes are able to both positively and negatively affect the outcomes of the intervention. Moreover, Burney, McCann and Arnold-Saritepe (2024a) discuss the importance and complexities of practitioners supporting parental engagement with interventions, without compromising the intervention's outcomes. Additionally, while reviewing literature on the effectiveness of parental programmes, Burney, McCann and Arnold-Saritepe (2024a) found that parenting interventions can seem to be an ambiguous concept to parents, in that different parents can arrive expecting different outcomes from the intervention or requiring different forms of support or advice, making it difficult to assess its effectiveness. Bronfenbrennar's ecological systems theory suggests that children's

development is affected by the support systems in place around the child and the relationships formed between them (Antony, 2022). However, after a review of literature it seems that there are no sources of independent reviews of the effectiveness of the intervention programme as is the aim of this study. With this in mind, this research explores the way in which the intervention created to support the “Talk with me” guidance (Welsh Government, 2020) is supporting parents to form connections and interactions with their children and creating supportive networks for themselves and if the objectives of the interventions align with the needs of the parents.

Methodology and Methods

The research is being undertaken from an interpretivist position, with an emphasis on discovering how the parents and practitioners of the intervention groups feel, through gathering rich qualitative data (Alharahsheh and Pius, 2020; Bell and Waters, 2024). This methodological position has been selected to meet the aim of understanding the practitioner and parents perspective, which may all vary as they come from different backgrounds and have different contexts (Thanh and Thanh, 2015; Alharahsheh and Pius, 2020; Bell and Waters, 2024). Capper (2019) states that an interpretivists viewpoint is that knowledge is subjective and within this research the information gathered will be subjective to the parents and practitioners, meaning that each of the participants may view the intervention in different ways, depending on the nature of their contexts (for example: family structure, education, socioeconomic background). Additionally, the research comes from a desire to understand the needs of the participants, which Capper (2019) views as an interpretivist epistemology. Qualitative methods have been selected instead of quantitative as this research is not concerned with questions related to quantitative research such as “how many or how much” as discussed by McCusker and Gunaydin (2015). Moreover, Rahman (2017) agrees and states that qualitative research is hard to define, but is not related to statistical, quantifiable findings such as quantitative research. Instead the research will establish new knowledge which is constructed between both the research participants (parents and practitioners) and the researcher (O'Donoghue, 2019) concerned with their beliefs of the value of the intervention and its usefulness. Bell and Waters (2024) argue that this method of data gathering is not generalizable, however does support finding out abouts the participants emotions and beliefs. This is supported by Rahman (2017) who argues that qualitative methods can produce holistic findings from the participants. However, with that being said, Burney, McCann and Arnold-Saritepe (2024a) also state that there are difficulties in generalizing any data gathered in terms of parental engagement and interventions as they may not transfer between disciplines. Therefore data gathered with regard to the intervention

programme will not necessarily be transferable to any other intervention. This brings into question the usefulness of using quantitative approaches to this research in order to produce generalizable data, and rather offers support for more in depth qualitative approaches, despite this producing non-generalizable data. This method allows participants to have a voice and allows parents to discuss their experiences which according to Antony (2022) can improve the reliability of research. However, O'Donoghue (2019) considers that as interpretivists it may be that researchers use assumptions when constructing new knowledge, by utilising knowledge that the researcher believes they already have - such as knowledge around their culture, ethnicity or intellect. According to Smith and Noble (2025) and Smith and Noble (2014) this can be considered a researcher bias which with prior acknowledgement can enable a better critique of the research and ensures the research meets ethical duties. Furthermore, Smith and Noble (2014) explain a clear rationale for the research proposal and reasons given for choice of methods can mitigate the dangers of research bias. Additionally, this can be reduced through member checking the information gathered, which is a method intended within this research.

The small scale research project will be conducted with 8 parents and 2 of the practitioners delivering the intervention programme. This sampling method is described as purposeful sampling, meaning the selection of participants in a study based on their experiences, however, again, this is not conducive to generalizability of data but will provide a rich insight into the intervention (Palinkas *et al.*, 2015; Martínez-Mesa *et al.*, 2016; Quinlan, 2023 and Stratton, 2024) which is suitable to meet the aims and objectives of this research. The sample frame will be made up of the parents who have recently taken part in the intervention within the last 3 months, having completed all sessions to ensure they have a well rounded view of the overall programme of the intervention, but not too long ago that they may have forgotten some key information. From the 3 most recent groups of parents the sample of 8 parents and 2 practitioners will be selected using convenience sampling to ensure the ease of access to them and their availability (Roberts-Holmes, Levy and Harmey, 2023). Luciani *et al.* (2019) describe snowball sampling as a convenience, purposive sampling method where participants introduce additional participants to the study. It is proposed that once consent has been granted by the intervention's manager they will share a letter of explanation (Appendix 5) with the potential parent participants. It is felt that this strategy would enable practitioners to invite parents to the research for ease of access to them. However, Wilson (2019) states that selection of participants in such a way can bring into question the validity of the sample and research findings. However, it is felt that parents such as those accessing the programme of interventions may be hard to reach and so this method would ensure less non-responders and withdrawals from the research (Wilson, 2019). Practitioners will be

invited to the research via letter, in the same way as parents (Appendix 6). Moreover, Martínez-Mesa *et al.* (2016) state that samples should be increased by 10% to account for any participants who wish to withdraw or who do not respond to the invitation. The research will bring together the views of parents and practitioners in order to triangulate the data (Cohen, 2017).

Semi-structured interviews will be used to gather data and will be conducted in the venue where the interventions are located in order to offer ease of access for participants and maintain safety for all. These have been selected over the use of unstructured interviews, and will be recorded (with prior consent from participants) for an easier analysis process as suggested by Bell and Waters (2024) and offer more of a scaffold to ensure meeting the aim of the research (Roberts-Holmes, Levy and Harmey, 2023). Bell and Waters (2024) explain that interviews have the advantage of researchers being able to elaborate on responses where participants hesitate or show non verbal cues which would not have been possible through questionnaires. Although they also caution that interviews can be very time consuming as a research method, from ensuring questions are worded correctly, collection of data to the analysis of hours of transcriptions and can be biased by language choice, researcher attitude and interactions. Additionally, during interviews the researcher may pay attention to such nuances such as these non verbal cues or changes in tone and interpret their own meanings or feelings when analysing these (Davies and Hughes, 2014). Miller *et al.* (2012) discusses the issues with ethical considerations of qualitative gathering, such as this, and the possibility of matters arising that could not have been foreseen due to the nature of qualitative data and the way it is gathered. This requires researchers to be aware of safeguarding and duty to inform their supervisors as discussed in British Educational Research Association (BERA) (2024) which also requires consideration when thinking about confidentiality and ensuring participants are aware of the need to break confidentiality in such circumstances. Furthermore, Miller *et al.* (2012) discusses the need for clear boundaries in a qualitative study, to ensure that participants are aware of when data is being collected and recorded to support ethical gathering of data.

During the interviews with parents, the data will be gathered from participants through photo elicitation, in order to create richness in data. Photographs of the intervention group's setting, resources and activities will be gathered prior to the interviews by the researcher. During the interviews, participants will be shown these photographs to prompt the participants to think about previous sessions, what they did and to reflect on these (Kyololo, Stevens and Songok, 2023). Each participant will view the same pictures for consistency (Salmons, 2024). One consideration to be mindful of, when selecting the photographs, is to ensure confidentiality and anonymity by making sure that the photographs do not contain

any children or participants. Researchers producing the photographs during research interviews is considered uncommon and adds to the workload of the researcher and Kyololo, Stevens and Songok (2023) suggests that this is one challenge of photo-elicitation. However, it is felt that the photographs will add to the discussions between researcher and participants and trigger memories and add richness to the gathered data.

To assess the reliability of the interview questions, a pilot interview will be undertaken as suggested by Bell and Waters (2024) and Abdul Majid *et al.* (2017). Validity will determine whether the questions provide the detailed answers needed in order to meet the aims and objectives of the research. Whilst piloting is time consuming as a researcher it will also provide an opportunity to check the validity of the questions. Abdul Majid *et al.* (2017) also argue that piloting the interviews offer the researcher an opportunity to practice the interview process, such as recording and building relationships with the participants. This will take place with two pilot participants who will not be taking part in the main research interviews and once complete modifications will be made to the interview schedule and interviews will commence with the sample (Burney, McCann and Arnold-Saritepe, 2024b).

In order to establish themes or patterns in the research data, thematic analysis will be used during the analysis process. Braun and Clarke (2018) state that thematic analysis is a flexible method of analysing qualitative research in a qualitative way meaning that the analysis is not concerned with creating statistical data, which aligns with the aim of this research. Additionally, thematic analysis can be used across a wide range of research methods, data collection modes and sample sizes and allows researchers to interpret the voice of the participants (Braun and Clarke, 2018). Braun and Clarke (2006) state that, when analysing data, researchers need to be flexible in the way that they interpret the patterns and not assume that the most frequently found response means suggests that is the most important theme within the research. Qualitative research with thematic analysis allows researchers to unpick the themes which arise and use their judgement (Braun and Clarke, 2006). However, Braun and Clarke, (2006) does caution researchers to ensure they are not fitting the themes into their own preconceived ideas. Once analysed, follow up meetings with the participants will enable them to check if the interpretation of data is correct (Smith and Noble, 2014).

Miller *et al.* (2012) (pg 17); British Sociological Association (BSA), 2017; Bell and Waters (2024) and BERA (2024) state the need for “informed consent” from participants prior to participation. Oliver (2010) and Bell and Waters (2024) suggest that informed consent is the process of ensuring that participants are fully aware of the research project prior to obtaining assent and taking part in the study. Therefore, the researcher must ensure that all participants fully understand the process of the study and how the information will be

gathered and used. University of Wales Trinity St David (2022b) suggests that participants fully understand what is being researched and why, how the research findings will be used and who will be able to see them. This also links to *UK General Data Protection Regulation (UK GDPR)* Article 7 which stipulates the law on obtaining consent from the “data subject” which in this case would be the parents and practitioners. Moreover, Bell and Waters (2024) also state that sufficient time should be given to the participants for them to fully take in what is written in the consent form. Additionally Oliver (2012) states that researchers must also consider any negative impacts that might arise from participants taking part in the study such as physical or mental strain. This is also discussed in BERA (2024) which states that researchers must work to minimise such instances and immediately change their planning should the actions appear to upset the participants. Moreover, BSA (2017) and BERA (2024) state that researchers must be aware that participants may choose to leave the research process at any time and withdraw their consent, which links to *UK General Data Protection Regulation (UK GDPR)* article 7.3 which also gives “data subjects” the right to withdraw consent. Consent will be gained firstly from the programme manager, to ensure that they will support the research and snowball the sample. Once this is obtained consent with practitioners and parents will be gained through consent forms, which will be discussed with the participants prior to their interviews, to allow them time to consider. Additionally, at the beginning of the interview process the researcher will check that consent is still understood and given by the participants to continue.

As suggested in Bell and Waters (2024) and University of Wales Trinity St David (2022b) the researcher will adopt approaches to anonymise the participants in order to maintain privacy and confidentiality. The programme will not be named, in order to ensure the confidentiality of the practitioner participants. University of Wales Trinity St David (2022a) states that data which is anonymised should not allow the subject to be identifiable. All research data gathered and analysed will be stored securely in line with the *Data Protection Act 2018* as suggested in BERA (2024) and University of Wales Trinity St David (no date). In the UK the *Data Protection Act 2018* and *UK General Data Protection Regulation (UK GDPR)* state that data must be recorded accurately, only kept for as long as is necessary and is secure from others accessing the information or getting lost (Gov.uk, no date). Moreover, students carrying out research are obliged to meet these processes through the university’s research ethics and integrity code of practice (University of Wales Trinity St David, 2022b). This will be achieved by making sure the data is stored on the university’s OneDrive to meet the criteria of University of Wales Trinity Saint David (2022a) as this provides 2 step verification of identity to access with passwords and fingerprint access and is a university’s “managed environment”. However, should a disclosure of harm, illegal act or potential terrorist act be

disclosed in the course of the data gathering, the researcher should break confidentiality to seek support from their supervisor and inform the participants that this is the procedure within the consent process (BERA, 2024). At the end of the research process, once all writing is complete, the participants will be debriefed via email with a copy of the research findings as suggested in BERA (2024).

Timelines and Budget Considerations*Table 1: Talk with me research project Gantt Chart*

	April 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2025	Feb 2025	Mar 2025
Ethics approval (10 hours)												
Lit review (20 hours)												
Sampling and consent (5 hours)												
Design interview questions (5 hours)												
Pilot interview (3 hours)												
Modify interview (3 hours)												
Final interview (10 hours)												
Initial analysis (20 hours)												
Member check (5 hours)												
Analyse data (50 hours)												
Write report (50 hours)												
Send debrief email (1 hour)												

Table 2: Budget for Talk with me research project

Research Phase	Funding for practitioner participation. £50 per hour	Venue hire. £15 per hour.	Total cost for each phase of your research
Ethics approval	£0	£0	£0
Lit review	£0	£0	£0
Sampling and consent	£0	£75	£75
Design interview questions	£0	£0	£0
Pilot interview	£50	£30	£80
Modify interview	£0	£0	£0
Final interview	£100	£150	£250
Initial analysis	£0	£0	£0
Member check	£50	£75	£125
Analyse data	£0	£0	£0
Write report	£0	£0	£0
Send debrief email	£0	£0	£0
Total cost			£530

A cost of £50 per hour of time needed from the practitioners delivering the intervention, in order to fund the cost of their time back to the providers. Plus £15 per hour for hire of the venue where the interventions take place, in order to maintain safety and continuity for the parent participants. This equates to 1 hour of funding and 2 hours of venue hire for the pilot interview, an hour with each practitioner for the final interview and 10 hours venue hire and an half an hour with each practitioner and 5 hours venue hire to member check the initial analysis.

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Appendix 1: Data Collection Tool - interview schedule (parents)

1. Tell me about your experience of the programme.....

2. How would you describe your knowledge of speech, language and communication and the importance of attachments before the intervention? (choose 1)

No knowledge - minimal knowledge - fairly knowledgeable - very knowledgeable.

3. Using the photos to explore some of the activities offered during the intervention, which did you find the most helpful in terms of supporting attachments and why? (Use photo prompts)

4. How would you rate the knowledge of the practitioners of the interventions? (choose 1)

No knowledge - minimal knowledge - fairly knowledgeable - very knowledgeable.

5. Again using the photos to explore some of the activities offered during the intervention, which did you find the most helpful in terms of supporting your knowledge of speech, language and communication, and how to support this at home and why?

6. How supportive did you find the practitioners within the intervention? (choose 1)

Not supportive - minimal support - fairly supportive - very supportive.

7. What were the parenting needs that you felt you needed support with prior to attending the intervention?

8. Tell me how the intervention programme helped you to meet the parenting needs identified prior to the intervention...

9. Were there any barriers to you attending the intervention?

10. How transferable are the skills learned during the intervention to everyday life? (choose 1)

Not transferable - minimally transferable - fairly transferable - very transferable.

11. How much has the intervention improved your knowledge and understanding of the importance of speech, language and communication development and the importance of attachments in the early years? (choose 1)

No improvement - minimally improved - fairly improved - very improved

12. Is there anything further you would like to add...

Appendix 2: Data Collection Tool - interview schedule (practitioners)

1. Tell me about your experience of the programme.....

2. How would you describe your knowledge of speech, language and communication and the importance of attachments? (choose 1)

No knowledge - minimal knowledge - fairly knowledgeable - very knowledgeable.

3. What is your most enjoyable aspect of working within this intervention programme with parents and why...

4. What challenges are there in the delivery of the intervention programme?

5. How often do you complete any training related to speech, language and communication development or attachments in the early years? (choose 1)

up to every 6 months - up to every 12 months - up to every 18 months - up to every 2 years

6. The Speech, Language and Communication Delivery Plan stipulates the need for qualified practitioners. What has been your experience of continuous professional development?

7. When thinking of the outcomes of the parents and families, how supportive do you feel the intervention programme is in improving parental understanding of the importance of speech, language and communication and parental attachments in the early years?

Not supportive - minimal support - fairly supportive - very supportive.

8. Explain how this intervention could be more supportive to parents' understanding of the importance of speech, language and communication and parental attachments in the early years...

9. Describe barriers to parents accessing the intervention, from your experience and understanding...

10. Is there anything further you would like to add...

Appendix 3: Consent form

Title of the study:

Talk with me: An evaluation of the effectiveness of interventions offered to parents of babies to develop attachments and support networks and the understanding of speech, language and communication development.

Invitation to take part:

You are being invited to take part in a research project. Before you decide whether or not you would like to take part, it is important for you to understand why the research is being done and what it will involve.

Please take your time to read the following information carefully and discuss it with others if you wish. You are welcome to ask the researcher if there is anything that is not clear or if you would like further information.

Who is organising the research?:

Hannah Newman, university student at University of Wales Trinity St David.

What is the purpose of the project?

This research aims to explore the parental and practitioner perspectives of the 8 week intervention offered to parents to improve the understanding of speech, language and communication development and the importance of attachments in the early years. The research is concerned with the opinions of parents and practitioners on the delivery of the programme, how useful, transferable, and how accessible it is.

What will participation involve?

The research involves semi-structured interviews, which will be recorded for ease of transcription.

Photo - elicitation will be used with parents, which means that the researcher will provide photo prompts of the programme (such as a photo depicting an activity offered during one of the sessions) and these will be discussed to establish their value and if the experience allowed for transfer to home setting.

How will I be recorded, and how will the recorded media be used?

The interview will be recorded and the audio recordings of your activities made during this research will be used only for analysis. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

Why have I been chosen?

You have been chosen as you have first hand experience of the parenting intervention and the research would like to explore your opinions.

Do I have to take part?

Participants have the right to decide whether or not to take part in this research. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a copy for the research informed consent process.

Can I change my mind about taking part?

Yes, you can stop participating in the interviews at any time and without giving a reason.

What happens to my information if I choose to withdraw from the research?

If you choose to withdraw from the study you can only withdraw your data before it has been anonymised.

As an informed participant of this research study, I understand that:

1. I am participating in this research voluntarily and I may withdraw from the research study without providing a reason, at any time. If I decide to withdraw my data I should contact the researcher.
2. During this interview the researcher will take down written notes and record the interview for accuracy of later transcription.
3. Data will be anonymised after collection, which means that it will not allow me to be identified.
5. This research has been approved by an Ethics panel at the University of Wales Trinity St David to make sure it meets their ethical guidelines.
6. I know what is expected of me in my involvement in this research and all of the questions I have regarding the research have been answered.
7. Researchers will uphold confidentiality, my information will be securely stored.

8. Researchers must uphold safeguarding and in such circumstances the researcher will inform me that the information will be shared with the supervisor at the university to ensure my safety.

9. I agree to participate in the above study.

Thank you for considering taking part in this research.

Please sign and date below to demonstrate that you have fully understood.

Name:.....

Signature:.....

Date:.....

Appendix 4: Letter for Manager

University of Wales Trinity St David,

College Rd,

Carmarthen.

SA31 3EP.

email: 2216693@student.uwtsd.ac.uk

1st June 2025.

To the programme manager,

Talk with me,

G.A.V.O

To whom it may concern,

My name is Hannah Newman and I am a postgraduate student at the University of Wales Trinity St David, studying my Masters in Children, young people and Communities' services.

Through this course I have become interested in the impacts of parent intervention programmes, specifically those with a focus on attachments and speech and language development such as the intervention provided by G.A.V.O., and as part of my Masters qualification I am embarking on a research project within my final year of study.

I would be interested to find out parental perspectives of the effectiveness of such programmes as well as the perspectives of programme delivery practitioners. The title of my research is:

Talk with me: An evaluation of the effectiveness of interventions offered to parents of babies to develop attachments and support networks and the understanding of speech, language and communication development.

This research will investigate these questions:

1. How does the intervention meet the needs of parents?

2. How transferable the support learned to the parents' everyday life?
3. What barriers do parents face in accessing the intervention?
4. How beneficial practitioners feel the programme is to families in the area?
5. What challenges do practitioners feel they encounter in the delivery of the programme?

The research involves semi-structured interviews, which will be recorded for ease of transcription. Photo - elicitation will be used with parents, which means that I will provide photo prompts of the programme (such as a photo depicting an activity offered during one of the sessions) and these will be discussed to establish their value and if the experience allowed for transfer to home setting.

I would be grateful if you could allow access to the programme's practitioners and parents. Should this be acceptable to you, please take your time to consider the above information and read this alongside the enclosed consent form (Appendix 3) which discusses the process in more detail. Feel free to contact me at the above address or email should you have any further questions or to provisionally agree to taking part in the research. Once I have heard from you I can arrange to meet with you and carefully explain and read the research process and consent form together to gain informed consent from you and ensure that the practitioners and parents also give informed consent.

Many thanks for your time.

Hannah Newman.

Appendix 5: Letter for parent participants

University of Wales Trinity St David,

College Rd,

Carmarthen.

SA31 3EP.

email: 2216693@student.uwtsd.ac.uk

1st June 2025.

To whom it may concern,

My name is Hannah Newman and I am a postgraduate student at the University of Wales Trinity St David, studying my Masters in Children, young people and Communities' services. Through this course I have become interested in the impacts of parent intervention programmes, specifically those with a focus on attachments and speech and language development such as the intervention that you have been accessing through G.A.V.O..

As part of my Masters qualification I am embarking on a research project within my final year of study and would like to form an understanding of parental and practitioners views of the usefulness of such interventions. You are being invited to take part in a research project, you have been chosen as you have first hand experience of the parenting intervention and the research would like to explore your opinions.

The research will be in the form of interviews, which will be recorded for ease of transcription and will take place at the same venue as the interventions for ease of your access. I will provide you with photo prompts of sessions from the programme, activities you have taken part in or resources used and these will be discussed to establish their value and if the experience allowed for transfer to home setting. For accuracy when writing, the interview will be recorded and the audio recordings used to type up the research analysis. These interviews are scheduled for an hour session within the month of August 2025.

Before you decide whether or not you would like to take part, please take your time to consider the above information and read this alongside the enclosed consent form (Appendix 3) which discusses the process in more detail. Feel free to contact me at the above address or email should you have any further questions or to provisionally agree to taking part in the research. Once I have heard from you I can arrange to meet with you and

carefully explain and read the research process and consent form together to gain informed consent.

Many thanks for your time,

Hannah Newman.

Appendix 6: Letter for practitioner participants

University of Wales Trinity St David,

College Rd,

Carmarthen.

SA31 3EP.

email: 2216693@student.uwtsd.ac.uk

1st June 2025.

To whom it may concern,

My name is Hannah Newman and I am a postgraduate student at the University of Wales Trinity St David, studying my Masters in Children, young people and Communities' services. Through this course I have become interested in the impacts of parent intervention programmes, specifically those with a focus on attachments and speech and language development such as the intervention that you have been accessing through G.A.V.O..

As part of my Masters qualification I am embarking on a research project within my final year of study and would like to form an understanding of parental and practitioners views of the usefulness of such interventions. You are being invited to take part in a research project, you have been chosen as you have first hand experience of the parenting intervention and the research would like to explore your opinions.

The research will be in the form of interviews, which will be recorded for ease of transcription and will take place at the same venue as the interventions for ease of your access. For accuracy when writing, the interview will be recorded and the audio recordings used to type up the research analysis. These interviews are scheduled for an hour session within the month of August 2025.

Before you decide whether or not you would like to take part, please take your time to consider the above information and read this alongside the enclosed consent form (Appendix 3) which discusses the process in more detail. Feel free to contact me at the above address or email should you have any further questions or to provisionally agree to taking part in the research. Once I have heard from you I can arrange to meet with you and carefully explain and read the research process and consent form together to gain informed consent.

Many thanks for your time,

Hannah Newman.