

TPAT ShREC Theory of Change

PowerPoint-style one-page diagram: implementation structures → practice change → outcomes

1. Need / problem

- Children do not always experience frequent, sustained, language-rich adult–child interaction across everyday routines.
- This matters most for disadvantaged, quieter, SEND, and linguistically vulnerable children.

2. Tight core of the approach: ShREC

- Share attention • Respond • Expand • Conversation
- Used deliberately in play, routines, adult-led moments, and responsive interactions.

3. TPAT delivery architecture

- INSET and shared rationale
- Implementation leads and senior leader follow-through
- Train-the-trainer / peer triads
- Modelling, rehearsal, feedback, prompts/cues, micro-logs, observation proformas, dashboard reviews

4. Change mechanisms

- Build knowledge and shared mental models
- Shape motivation through evidence, trust-wide purpose, and common language
- Develop techniques through explicit instruction, modelling, rehearsal, and feedback
- Embed habits through prompts, repetition, peer support, self-monitoring, and review cycles

5. What must change in adult practice

- Adults join children's focus more deliberately
- Adults respond contingently and warmly to meaning
- Adults expand language and thinking
- Adults sustain multi-turn conversation with a wider range of children in more contexts

6. Implementation outcomes

- Acceptability and feasibility
- Adoption / reach
- Fidelity and dosage

7. Immediate child experience

- More conversational turns
- Richer language exposure
- More participation and shared thinking

8. Medium / longer-term outcomes

- Stronger communication and language
- Better engagement and access to learning
- Stronger foundations for later literacy and life chances

Critical assumptions

- Adult interaction quality can be changed through well-designed PD and implementation support.
- Better adult-child interaction increases the amount and quality of child talk.
- Improved talk supports language, engagement, and later literacy foundations.

Leadership / system conditions

- Reinforce the why and the non-negotiable core
- Protect time, attention, and routines for practice
- Keep monitoring developmental rather than punitive
- Use dashboard data to troubleshoot barriers and celebrate bright spots
- Onboard new staff so the practice survives beyond launch

Equity focus

- Success depends on drawing in the children most likely to be missed: disadvantaged, quieter, SEND, and linguistically vulnerable children.
- Equity is therefore an implementation outcome, not an optional extra.

Risks to watch

- Burden / overload
- Drift from the core components
- Weak coaching or follow-through
- Monitoring feeling like surveillance
- Uneven reach to vulnerable children