Primary Social and Emotional Aspects of Learning (SEAL): Evaluation of Small Group Work

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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

Background to the evaluation

SEAL is a comprehensive, whole-school approach to promoting the social and emotional skills that are thought to underpin effective learning, positive behaviour, regular attendance, and emotional well-being (Department for Education and Skills, 2005)[1]. It was first implemented as part of the national Behaviour and Attendance Pilot in 2003 (Hallam, Rhamie and Shaw, 2006) and is currently used in more than 80% of primary schools across England.

SEAL is delivered in three 'waves of intervention'. The first wave of SEAL delivery centres on whole-school development work designed to create the ethos and climate within which social and emotional skills can be most effectively promoted. Wave 2 of SEAL is the focus of this evaluation. This element of the programme involves small group interventions for children who are thought to require additional support to develop their social and emotional skills (DfES, 2006). The purposes of these brief, early interventions include helping children by:

- facilitating their personal development;
- exploring key issues with them in more depth;
- allowing them to practice new skills in an environment in which they feel safe, can take risks and learn more about themselves;
- developing their ways of relating to others;
- promoting reflection (DfES, 2006).

The final wave of the SEAL programme involves 1:1 intervention with children who have not benefitted from the whole school and small group provision in a given school. This may include children at risk of or experiencing mental health issues, and is about to the implemented as the Targeted Mental Health in Schools programme. This wave of SEAL will also be subject to evaluation (Wolpert, Fonagy, Belsky & Humphrey, *et al* ongoing).

Aims and objectives of the evaluation

The main aim of the current study was to *assess the impact of small group work on children requiring more support in developing their social and emotional skills*. Our secondary aim was to *gather information on successful implementation of small group interventions*. Our aims were achieved by addressing the following research questions:

1. What is the impact of small group work on improving children's social and emotional skills in Key Stage 1 (KS1) and Key Stage 2 (KS2)?
2. What is the wider impact of the small group work element?
   a. In terms of behaviour, attendance, learning and well-being?
   b. At a school level?
   c. On parents/families?
3. Are these impacts sustained over time and how?
4. How is the small group work element implemented?
   a. How do Local Authorities (LAs) support schools to deliver small group work?

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[1] The Department for Education and Skills (DfES) became the Department for Children, Schools and Families (DCSF) in July 2007. References to DfES and DCSF are used synonymously throughout this report.

b. How is it implemented within schools?
c. How are pupils selected for it?
d. How is it run and managed within schools?
e. What is the evidence of best practice in implementing small group work?
5. How does the small group work element fit in with, and complement, the universal SEAL programme?

Research design

This research study was carried out in three distinct phases. The first phase comprised interviews with SEAL leads in 12 Local Authorities across England. The second phase involved a quantitative evaluation of the impact of SEAL small group work, involving 624 pupils in 37 primary schools. These 37 schools varied greatly in terms of geographical designation, size, attainment, ethnicity *et cetera* and can be considered representative. The third phase took place at the same time as the second phase and involved detailed case studies of six nominated lead practice schools in the north-west of England.

Main findings

Local Authority interviews

There was variation across LAs in terms of the nature and level of support offered to schools, but the following evidence statements can be made:

- Support for schools typically takes the form of training events, support mechanisms (e.g. inter-school networks) and the provision or joint development of additional materials and resources;
- LA staff suggested that successful implementation was influenced strongly by existing work (e.g. SEAL Wave 1 and/or other general approaches to social and emotional learning) within a given school;
- They also noted that skills, knowledge and experience of the small group facilitator were crucial;
- Auditing and evaluating progress in schools is typically done in an informal manner involving discussion amongst key members of staff. More 'formal' evaluations involving outcome measures are rare as yet;
- Key barriers to success in this area included the attitudes of staff, misconceptions about the nature and purpose of primary SEAL small group work, and 'initiative overload'.

Quantitative impact evaluation

In relation to our quantitative impact evaluation, a rather complicated picture emerged regarding the impact of the primary SEAL small group work interventions. However, the following evidence statements can be made:

- There is statistically significant evidence that primary SEAL small group work has a positive impact. Each of the four theme-based interventions showed improvements in at least one of the domains measured, although the average effect size was small:
  o New Beginnings – increases in pupil-rated overall emotional literacy;

- o Going for Goals – increases in staff-rated self-regulation, decreases in staff-rated peer problems, and increases in pupil-rated empathy, self-regulation, social skills and overall emotional literacy;
  - o Getting On and Falling Out – increases in pupil-rated social skills;
  - o Good to Be Me – reductions in pupil-rated peer problems.
- In addition one of the interventions, Going for Goals, showed some non-significant trends that indicated positive impact (namely, increases in pupil-rated self-awareness and staff-rated overall emotional literacy, and decreases in staff-rated total difficulties)
- The measured impact of the interventions was sustained over a seven week period following the end of the intervention when a final 'follow-up' measure was taken;
- There was no statistically significant evidence of positive impact from parents in any of the four interventions examined as part of this evaluation (although there was some evidence of impact from the parental perspective in the case study strand);
- In Getting On and Falling Out and Good to Be Me there were some statistically significant unexpected/anomalous findings that were contrary to our predictions (e.g. a significant reduction in staff-rated empathy during the intervention phase of Getting On and Falling Out).

Case studies

The following evidence statements can be made:

- Staff and pupils alike suggested the small group work had a positive impact upon pupils' social and emotional skills (and, subsequently, broader impact upon areas such as pupil wellbeing), although there were provisos made by some participants;
- There was also evidence that this impact was sustained outside of the small group work environment. This was most evident where explicit strategies to ensure sustainability were employed;
- The success of SEAL small group work was influenced by a range of factors, such as the skills and experience of the facilitator and the availability of an appropriate physical space to conduct the sessions;
- The selection of pupils to be involved in the groups was made in a variety of ways. Factors that influenced selection of pupils included individual pupil needs, links with Wave 1 SEAL and the need to ensure an appropriate balance within the group. Pupils included in the groups had varied profiles of need and included those with emotional difficulties, conduct problems and those with poor social skills;
- Key aspects of effective delivery of small group interventions included setting achievable targets for children, providing acknowledgement and constant reinforcement of desirable behaviour, providing opportunities for pupils to verbalise their emotional experiences, and engendering a sense of fun;
- There was a high degree of fidelity in the case study schools, with most following the guidance (DfES, 2005) fairly closely. The exception was school CC, who used an adapted model.

Key recommendations

We have recommended a tentative model of good practice for primary SEAL small group work interventions based upon our data from the six case study schools. This comprises of an extended vignette of a fictional school that draws together what we

perceive to be the key processes observed across our lead practice case study schools, including:

- Allocation of sufficient time and space for small group work
- A triangulated referral procedure for pupil selection
- Ensuring that the small group facilitator has a strong rapport with group members and is able to model social and emotional skills in an effective manner
- Securing an appropriate setting for the small group work
- Providing additional support back in the classroom
- Engendering a sense of fun and enjoyment in small group activities
- Making explicit links with SEAL Wave 1 work
- Delivering SEAL small group work with a high degree of fidelity to the national guidance
- Ensuring that SEAL small group work has an appropriate profile within the school

We hope that this will serve as a meaningful model for schools beginning to work in this area.

In addition, we have recommended that future iterations of the small group work may benefit from being longer and/or more intensive (e.g. 12-16 sessions and 2 sessions per week), with much more direct involvement with the families of pupils involved. Finally, we have also suggested that the training offered at LA level would benefit from being formalised (e.g. standardised training and support offered nationwide and accredited by a higher education institution) so that it can serve as a more visible and substantial element of the continuing professional development of staff who act as small group facilitators.

CHAPTER 1: INTRODUCTION

1.1: The social and emotional aspects of learning (SEAL) programme

SEAL is a comprehensive, whole-school approach to promoting the social and emotional skills that are thought to underpin effective learning, positive behaviour, regular attendance, and emotional well-being (Department for Education and Skills, 2005)[2]. It was introduced in primary schools in 2005 and is currently being implemented in secondary schools (DfES, 2007). At the time of writing, approximately 80% of primary schools and 20% of secondary schools are thought to be making use of the SEAL resources (available from www.bandapilot.org.uk).

SEAL is designed to promote the social and emotional skills that have been classified under the five domains proposed in Goleman's (1995) model of emotional intelligence. These are:

- Self-awareness
- Self-regulation (managing feelings)   Personal competence
- Motivation
- Empathy
- Social skills   Social competence

The definitions provided for these skills are displayed below in Table 1:

Table 1. Definitions of the five social and emotional skills promoted through SEAL (from DfES, 2007, p.5-6).

Skill	Definition
Self-awareness	Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.
Self-regulation (managing feelings)	Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.
Motivation	Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximise our ability to achieve our potential
Empathy	Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.
Social skills	Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

SEAL is delivered in schools using the Primary National Strategy 'waves of intervention' model, as seen in Figure 1:

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[2] The Department for Education and Skills (DfES) became the Department for Children, Schools and Families (DCSF) in July 2007. References to DfES and DCSF are used synonymously throughout this report.

Figure 1. The wave model of SEAL delivery (taken from DfES, 2005).
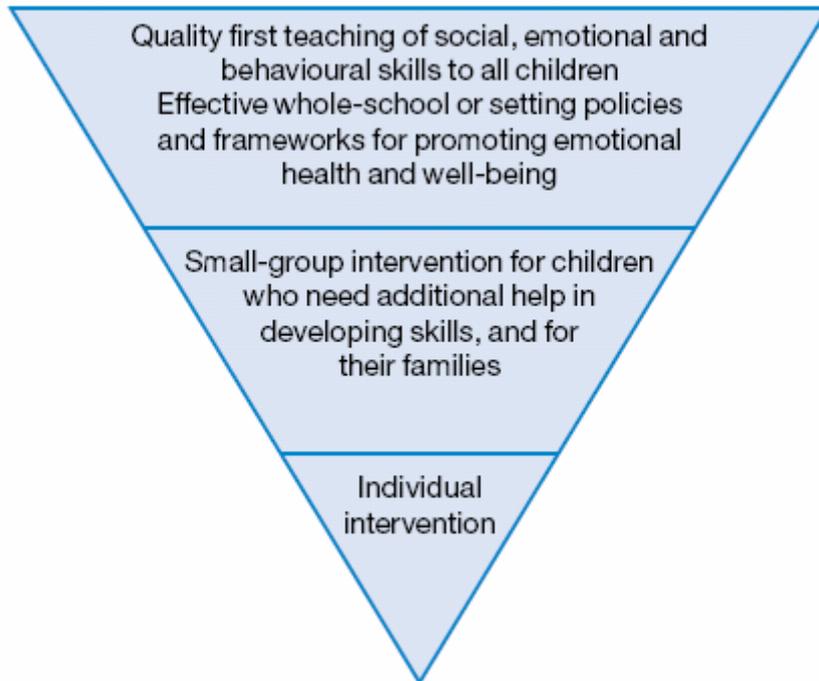
The first wave of SEAL delivery centres on whole-school development work designed to create the ethos and climate within which social and emotional skills can be most effectively promoted, as well as direct teaching of these skills across the curriculum. This element of SEAL was evaluated as part of the Behaviour and Attendance Pilot (Hallam, Rhamie & Shaw, 2006a), and it was found that the programme, "had a major impact on children's well-being, confidence, social and communication skills, relationships, including bullying, playtime behaviour, pro-social behaviour and attitudes towards schools" (Hallam, Rhamie & Shaw, 2006b, p.1).

Wave 2 of SEAL is the focus of this evaluation. This element of the programme involves small group interventions for children who are thought to require additional support to develop their social and emotional skills (DfES, 2006). The purposes of these brief, early interventions include helping children by:
- facilitating their personal development;
- exploring key issues with them in more depth;
- allowing them to practice new skills in an environment in which they feel safe, can take risks and learn more about themselves;
- developing their ways of relating to others;
- promoting reflection (DfES, 2006).

The final wave of the SEAL programme involves 1:1 intervention with children who have not benefitted from the whole school and small group provision in a given school. This may include children at risk of or experiencing mental health issues, and is about to the implemented as the Targeted Mental Health in Schools programme. This wave of SEAL will also be subject to evaluation (Wolpert, Fonagy, Belsky & Humphrey, *et al* ongoing).

Wave 1 of Primary SEAL is delivered in seven 'themes', each approximately half a term in length, as seen in Table 2:

Table 2. SEAL themes and corresponding social and emotional aspects of learning addressed (from DfES, 2005).

Theme	Key social and emotional aspects of learning addressed
New beginnings	**Empathy**, self-awareness, motivation, social skills
Getting on and falling out	**Self-regulation**, empathy, social skills
Say no to bullying (not included in Wave 2)	**Empathy**, self-awareness, social skills
Going for goals!	**Motivation**, self-awareness
Good to be me	**Self-awareness, self-regulation**, empathy
Relationships	**Self-awareness, self-regulation**, empathy
Changes	**Motivation, social skills**, self-regulation

1.2: The current study

The main aim of the current study was to *assess the impact of small group work on children requiring more support in developing their social and emotional skills*. Our secondary aim was to *gather information on successful implementation of small group interventions*. Our aims were achieved by addressing the following research questions:

1. What is the impact of small group work on improving children's social and emotional skills in KS1 and KS2?
2. What is the wider impact of the small group work element?
    a. In terms of behaviour, attendance, learning and well-being?
    b. At a school level?
    c. On parents/families?
3. Are these impacts sustained over time and how?
4. How is the small group work element implemented?
    a. How do Local Authorities (LAs) support schools to deliver small group work?
    b. How is it implemented within schools?
    c. How are pupils selected for it?
    d. How is it run and managed within schools?
    e. What is the evidence of best practice in implementing small group work?
5. How does the small group work element fit in with, and complement, the universal SEAL programme?

CHAPTER 2: LITERATURE REVIEW

This chapter provides a brief overview of the literature in this area. It is by no means comprehensive – rather, it is intended to simply highlight key findings in the evidence base on social and emotional programmes and interventions. For a more thorough and detailed discussion of this literature, we suggest Adi *et al* (2007), Shucksmith *et al* (2007), or the upcoming report by Durlak *et al* (in press).

2.1 Promoting social and emotional skills in school-based settings

In reviewing the literature in this area, we feel it is important from the outset to distinguish between the different types of intervention for which there is data available. In their recent review of research on developing the social and emotional well-being of children in primary education, the National Institute for Health and Clinical Excellence (2008) distinguish between 'universal' and 'targeted' approaches. The former are programmes which are implemented across a whole school (Adi *et al*, 2007), with the latter concerning interventions involving children thought to be 'at risk' of developing social and emotional problems (Shucksmith *et al*, 2007). Wells, Barlow and Stewart-Brown (2003) draw similar distinctions, referring to whole-school, extended classroom, and classroom-based interventions. Wave 1 of primary SEAL is clearly positioned at the universal/whole school level. Wave 2, the small group work, can be considered akin to a 'classroom-based, targeted' approach.

This chapter will review the evidence base for whole-school and targeted approaches to promoting social and emotional skills in primary school settings. Although the primary SEAL small group work is clearly a targeted approach, there is some evidence (Adi *et al*, 2007) that the most successful of these types of interventions tend to be those that are underpinned by appropriate work at a whole-school level. Thus, it is worth briefly exploring what appears to make a difference at this level in order to promote more successful targeted interventions. Prior to this, some contextual information about the current evidence base for both whole-school and targeted approaches is required. First and foremost, it is noteworthy that there has been comparatively little research in the UK in this area – for instance, in the Oxford Institute of Health's literature review (Wells, Barlow and Stewart-Brown, 2003) all of the studies included originated from the US. Likewise, in Shucksmith *et al's* (2007) recent review of targeted approaches, the vast majority of studies were US-based. Whilst there has been something of an emergence of UK-based studies in the last couple of years (e.g. Curtis & Norgate, 2007), the evidence base is tiny compared to that of the US and the issue of 'transferability' needs to be approached with caution. Furthermore, methodological difficulties have potentially confounded many of the reported findings in this area (Qualter, Gardner *et al.*, 2007; Zeidner, Roberts *et al.*, 2002). Notable examples include:

- Reported lack of control groups (e.g. Clabby & Elias, 1999);
- Lack of longitudinal assessment for whole-school approaches (e.g. Aber, Jones *et al.*, 1998);
- Assessment of targeted interventions used to make claims for whole school results (e.g. Durlak & Weissberg, 2007);
- Success criteria based on teacher satisfaction (e.g. Shriver, Schwab-Stone *et al.*, 1999).

2.2: Whole-school approaches

The Department for Children, Schools and Families (DCSF) define a whole-school approach as "thinking holistically, looking at the whole context including organisation, structures, procedures and ethos, not just at individual pupils or at one part of the picture only" (DCSF, 2007, p.22). In practice, whole-school approaches comprise a variety of elements, including developments in school ethos, policies and environment, changes in approaches to teaching and learning, and involvement of parents and the wider community (Adi *et al*, 2007).

The evidence base relating to the effectiveness of whole-school social and emotional learning (SEL) approaches is controversial. A UK-based investigation into the development of emotional and social competence in children (Weare and Gray, 2003), for instance, concluded that "work on emotional and social competence and wellbeing has a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital, and improvements to mental health" (p. 6). Conversely, critics such as Barchard (2003) have claimed that SEL programs are "not the panacea that some writers claim" (p.856). Likewise, Matthews, Roberts and Zeidner (2004) have argued that the most common claims made regarding SEL programmes remain largely unsubstantiated.

A recent independent systematic review of the research evidence in this area (Adi *et al*, 2007) may go some way to resolving the controversy outlined above. Although having a slightly broader remit (their focus was on any intervention that promoted 'mental wellbeing'), this review drew several conclusions from the highest quality evidence available, each of which are relevant here:

- There is strong evidence to support programmes such as Promoting Alternative Thinking Strategies (PATHS), which include a significant component of teacher training and offer a prolonged, relatively intense skills teaching element (e.g. up to 60 classroom sessions)[3];
- There is reasonable evidence that long term programmes that cover social problem solving, social awareness and emotional literacy, in which teachers reinforce such principles in all their interactions with children, can be effective in the long term;
- Evidence relating to truly 'whole school' approaches was limited to five studies, with each providing some indication of probable positive impact;
- Those studies where effect sizes were calculated indicated small-medium effects on outcome measures.

(adapted from Adi *et al*, 2007)

Whilst enlightening in what they reveal about the evidence base for whole-school SEL approaches, systematic reviews lack crucial information about the context and conditions of implementation. SEL programmes are often found to be less successful in effectiveness trials - that is, when first implemented by practitioners in real-life settings (Greenberg, Domitrovic, Graczyk and Zins, 2005). A review of prevention research (Durlak, 1998) concluded that this variation in programme outcomes is influenced by both the context and the level of implementation. Gager and Elias's (1997) study in 550 school districts found that the key variable determining successful outcomes for previously validated programmes was the

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[3] Programmes like PATHS do not, strictly speaking, meet the DCSF definition of a whole school approach, but can be seen as a middle ground between this and more targeted interventions.

conditions of implementation. They identified a range of factors associated with successful implementation, including high-visibility throughout the school, continuous staff training and consistent support from school leadership. In a similar vein, Kam, Greenberg and Walls (2003) proposed that school leadership support must be combined with a high degree of teacher-led classroom implementation to achieve desired impact.

The limited number of UK-based research studies on SEL programmes that have considered contextual factors have reflected the findings of US studies. Kelly, Longbottom, Potts and Williamson (2004), investigating the delivery of PATHS, suggested that context is an important factor, whilst the pilot study of the primary SEAL programme in the UK (Hallam, Rhamie & Shaw, 2006) found that it was likely to be implemented successfully where the school leadership were committed to it, where time had been set aside for staff training, where staff valued its principles, and where there was sufficient preparation time. Similar barriers to implementation to those found in US-based studies, such as reluctance and/or scepticism, were also noted, and have been reflected in more recent empirical work (e.g. Perry, Lennie & Humphrey, 2008).

2.3: Targeted approaches

As with the evidence base on whole school approaches, much of the research on targeted interventions stems from the US. Targeted interventions are used to help children thought to be 'at risk' of developing social and emotional problems. As stated earlier, these kinds of interventions share similarities with the SEAL small group work that is the focus of this evaluation. However, we feel a note of caution is needed as our reading of the evidence base in this area indicates that much of the published literature relates to children whose needs are perhaps more complex than those who would be selected for SEAL small group work. Furthermore, much of the literature reports 'efficacy' trials – that is, interventions delivered under 'ideal', well controlled circumstances with levels of resources that may not be sustainable under normal circumstances. Our evaluation, which is an 'effectiveness' trial (e.g. a more pragmatic evaluation of practice as it is delivered in real-life settings), presents a different set of challenges that may influence outcomes.

A recent independent systematic review in this area (Shucksmith *et al*, 2007) provides a useful starting point. However, this comes with the proviso that the remit of the review, as with Adi *et al* (2007), is somewhat broader than that implied in the primary SEAL small group work guidance (DfES, 2006) – thus, Schucksmith *et al*'s (2007) sweep of the literature included both targeted *and* 'indicated' (e.g. children already identified as experiencing problems) interventions. Their review indicated that pupils involved in targeted interventions displayed a range of profiles, with some chosen because of externalising problems (e.g. conduct problems), and others experiencing more internalised difficulties (e.g. anxiety, emotional problems). Outcome measures of targeted interventions involving such children vary greatly, with some studies using standardised rating scales of problem behaviours and symptoms (e.g. the Child Behaviour Checklist – Achenbach, 1991), some using more distal measures such as academic attainment, and others using a combination of these. For example, Weiss *et al*'s (2003) evaluation of the efficacy of the RECAP programme for children with concurrent internalising and externalising problems assessed intervention outcomes using the child, parent and teacher-report versions of the Child Behaviour Checklist (ibid), the Peer Report Measure of Internalising and Externalising Behaviour (Weiss, Harris & Catron, 2002), academic grade point average, and school attendance records.

The broad conclusions of Shucksmith *et al's* (2007) review were as follows:

- There was considerable consensus that multi-component interventions, which offer a mix of cognitive-behavioural therapy (CBT), social skills training, attribution training, and training of teachers and parents in reinforcement and discipline, are the most effective content of interventions;
- Most interventions offer weekly (or twice weekly) sessions to pupils. A few studies have examined brief interventions (defined as 8-10 weeks), but these have only been shown to work well for certain groups of children – the vast majority of interventions last longer than 1 year;
- Interventions are typically delivered by psychologists – school staff are rarely utilised, other than when they are asked to rate children's behaviour and wellbeing;
- There was some evidence that, under certain conditions (e.g. delivered late in primary school career, taking place in communities already under stress), interventions treating troubled pupils using small group work may produce adverse effects.

(adapted from Shucksmith *et al*, 2007)

The most directly comparable study to the focus of the current evaluation is the small group work element of the primary Behaviour and Attendance Pilot (Hallam, Rhamie & Shaw, 2006a). Although this study included broader selection criteria for inclusion in small group interventions (for instance, children at risk of exclusion) and said interventions were often delivered by external professionals (e.g. educational psychologists, Child and Adolescent Mental Health Service workers), the basic framework was broadly similar. Thus, interventions were delivered over a relatively short period of time (1 term – although of course this is longer than the suggested half-term model that is the focus of this evaluation), small groups included both those in need of extra support and those considered to be role models, and session content and delivery methods covered similar ground (e.g. developing empathy, social skills, understanding and managing feelings – delivered using puppets, stories, games, role play).

In terms of outcomes, teacher assessments indicated that children displayed less emotional problems and more pro-social behaviour over the course of the intervention. However, these changes were not reflected in parental or pupil assessments (although children in KS2 indicated positive changes in their perception of their own emotions and their social skills). Furthermore, Hallam, Rhamie and Shaw (2006a) concluded that, "the lack of a control group means that it is not possible to say with absolute confidence that the positive changes were as a result of the programme" (p.96).

As with whole-school approaches, quantifiable outcomes for targeted interventions do not necessarily 'tell the whole story', as they provide no indication of the factors that influence the success (or otherwise) of work carried out with pupils. Qualitative data collected in the small group work element of the Behaviour and Attendance Pilot may be useful here. Key issues identified included:

- The success of small group interventions depended upon the engagement of parents, staff and children working together
- The work being seen as embedded within a larger programme (e.g. SEAL) was also crucial to successful outcomes;
- There were concerns raised about the lack of follow-up work for pupils whose needs had not been fully met during the intervention;

- The attitudes of staff were a barrier in some cases – schools did not always perceive any benefit of small group work for certain children and some even viewed it as a 'punishment' for naughty children.

(adapted from Hallam, Rhamie & Shaw, 2006a)

2.4: Linking the current literature to the research questions of this study

The aim of this final section is to highlight the key issues from the existing research base that relate to the research questions (RQs) that drive this study:

- RQ1 (impact) and RQ2 (wider impact) - there is clear evidence that targeted interventions *can* impact positively upon the outcomes of interest for this study. However, as suggested above, this is tempered by the fact that many of the interventions described in the literature are more intense and lengthy than the primary SEAL small group work, and are typically *not* delivered by school staff (Shucksmith *et al*, 2007);
- RQ3 (sustainability of impact) - the evidence available is more limited, but there are indications (e.g. Barrera *et al*, 2002) that the positive effects of interventions are sustainable, and even that some interventions (e.g. Dadds *et al*, 1997) produce 'sleeper' effects (that is, positive effects are not evidenced at the end of an intervention, but emerge at follow-up);
- RQ4 (implementation factors) - the evidence base for targeted interventions is fairly sparse (at least in relation to the evidence relating to *impact*), as research reports in this area tend to report efficacy rather than effectiveness trials, and as such may highlight issues that are not applicable to 'real life' implementation of interventions. Nonetheless, there is some evidence that underpinning targeted interventions with universal provision can be effective (Adi *et al*, 2007; Hallam, Rhamie & Shaw, 2006a), and that the attitudes of staff (Hallam, Rhamie & Shaw, 2006a) and other contextual factors (e.g. the needs of the school in question and the wider community) may acts as barriers to or facilitators of implementation (Metropolitan Area Child Study Research Group, 2002; Shucksmith *et al*, 2007);
- RQ5 (fit with universal SEAL) - the evidence from the Behaviour and Attendance Pilot report (Hallam, Rhamie & Shaw, 2006a) suggests that targeted small group interventions for pupils who need extra support can provide a natural extension of work that is being carried out at a whole-school level, but clear links need to be drawn between these two waves of implementation (e.g. through extended support in the classroom) to avoid the former being viewed in isolation.

CHAPTER 3: RESEARCH DESIGN

The current study made use of a pragmatic sequential mixed-methods/models design (Mertens, 2005). The research was 'sequential' in that data generated at the beginning of the project (Local Authority interviews) was used to inform data generation in subsequent phases (identification of quantitative evaluation sample and lead practice schools). The use of mixed-methods/models reflects the diverse nature of the research questions being addressed. It is also considered good practice in evaluation studies, enriching as it does our ability to obtain a more complete picture of human behaviour and experience, and in doing so allowing firmer conclusions to be drawn about the problem under study (Mertens, 2005; Morse, 2002).

Data generation took place in three distinct phases. Phase 1 comprised of interviews with the SEAL leads in Local Authorities across England. Phase 2 comprised of a quantitative evaluation of the impact of SEAL small group work in primary schools across England. Phase 3, which took place in parallel with Phase 2, involved detailed case-studies of six lead practice schools in the north-west of England. This chapter will provide a *brief* overview of the phases, with more detailed information related to each phase being provided in the Chapters 4, 5, and 6.

3.1: Local Authority interviews (see Chapter 4)

This phase consisted of telephone interviews with key staff involved in the implementation of SEAL within 12 Local Authorities. In addition to providing information relevant to RQ4a (and RQ4b-e and RQ5), these interviews were used to identify suitable schools to be involved in the remaining phases of the research. Using the criteria outlined in the specification for this project (e.g. schools who are implementing SEAL as a whole school approach, and in particular those using the small group work element), our interviewees generated a list of 72 schools across England (see 3.2 Quantitative Impact Evaluation).

A copy of the interview schedule used in the Local Authority interviews can be found in Appendix 1.

3.2: Quantitative impact evaluation (see Chapter 5)

This phase was designed to answer RQs 1, 2a and 3 and involved a quasi-experimental evaluation of the four small group work interventions (New Beginnings, Getting On and Falling Out, Going for Goals and Good to Be Me) that ran during the autumn and winter terms of 07/08. For two of the interventions (New Beginnings and Going for Goals) we were able to implement a pre-test-post-test control group design. For the other two interventions (Getting On and Falling Out, and Good to be Me) we were able to implement a single-group phase change design.

We collected quantitative data on children's social and emotional skills, emotional well-being and behaviour from school staff, parents and pupils themselves at three separate time-points in a given term. Over 600 children from more than 30 schools were involved in this phase of the research.

3.3: Case studies (see Chapter 6)

Following the confirmation of participation of schools for the quantitative impact evaluation, staff at eight of the 12 Local Authorities involved were invited to nominate up to 2 schools for case studies of good practice (four LAs were not consulted as they were deemed geographically inaccessible, given the intensive and prolonged

nature of case study research). From the subsequent list of 16 schools, six were chosen for case-studies to be carried out in parallel to the quantitative impact evaluation. Three case-studies were conducted throughout the autumn term and three were conducted in the winter term. The case studies allowed for a detailed investigation of the myriad issues relating to the impact of the small group work (RQ1 and RQ2a-c), sustainability (RQ3), organisation and implementation of the interventions (RQ4a-e) and level of fit within the whole school SEAL approach (RQ5). They were seen as complimentary to the data generated through the quantitative impact evaluation. For instance, although we were be able to assess whether impacts are sustained over time (RQ3) through our quantitative impact evaluation, only the case studies could tell us *how* this is achieved, and under what conditions.

As is the norm in case study research, a variety of data collection techniques were used (Stake, 1994). In addition to additional quantitative measures of social and emotional skills (see Chapter 6), our case studies comprised of interviews with head teachers/senior managers, classroom teachers, group work facilitators (e.g. teaching assistants), pupils and parents, observations of small group work sessions, normal lessons and other contexts (e.g. lunchtime), and analysis of school documentation (e.g. behaviour policies et cetera) and teaching and learning materials (e.g. small group work planning notes). The data collection took place within a progressive focusing framework, wherein the researcher is able to follow up on interesting issues that emerge during the course of the case study (Stake, 1994). This flexibility allowed for a more in-depth investigation of the issues that were most salient to the research questions driving the study.

A copy of the interview schedules used in the Case Study interviews can be found in Appendix 2.

CHAPTER 4: LOCAL AUTHORITY INTERVIEWS

In the summer term of 2006/7 we approached 12 Local Authorities across England to request interviews regarding the support they were providing for implementation of primary SEAL small group work. Nine LAs were chosen based upon the knowledge and professional contacts of the research team, with the remaining three being recommended by the DCSF. All LAs were chosen because there was known to be a sufficiently high level of SEAL work going on in their primary schools.

The 12 LAs were spread across England, including the following regions – the North-West (5), Yorkshire and the Humber (3), Greater London (1), the South-West (1), the South East (1) and the North East (1). The LAs varied greatly in size, with the smallest serving just over 40 nursery and primary schools and the largest serving over 300.

A telephone interview was conducted with the member of staff who took lead responsibility for primary SEAL in each LA. The job titles, roles and responsibilities of each interviewee varied greatly across LAs. For instance, in some LAs the 'SEAL lead' was an advisory teacher based in a Behaviour and Attendance team. In one LA our interviewee was an educational psychologist with particular expertise in emotional literacy. In yet another, the interviewee was a consultant working as part of a support team for children with social, emotional and behavioural difficulties. This kind of variation reflects the different organisational compositions of LAs across England, and also the way in which SEAL is construed as fitting within or around existing initiatives at LA level.

Each interviewee had been asked to provide a list of schools that met the criteria outlined in the specification for this project (e.g. schools who were implementing SEAL as a whole school approach, and in particular those using the small group work element) – this resulted in an initial sample of 72 schools across England. The number of schools nominated by each LA can be seen below in Table 3:

Table 3. Number of schools nominated to participate in the quantitative impact evaluation in each LA.

LA	1	2	3	4	5	6	7	8	9	10	11	12	**Total**
Schools	4	6	6	11	10	5	4	5	4	9	5	3	72

Of the 72 schools, 45 provisionally agreed to participate. Of the 27 schools that declined, the vast majority felt that they did not actually meet our criteria (e.g. that they were implementing the small group work element of SEAL), or that they did not have the necessary time or resources to commit to our evaluation. Given that these schools had been recommended by their LAs, the former reason was somewhat surprising and may reflect a lack of clarity in communication between LAs and individual schools. Of the 45 who had agreed to participate, 37 provided data for our quantitative impact evaluation. The remaining eight dropped out of the study early on in the autumn term of 2007/8, mostly citing reasons of changes in staffing or resources as the reason for their attrition. This may, of course, have implications regarding possible biases in our remaining sample – that is, it could be argued that those schools that were experiencing success in SEAL small group work were those least likely to drop out of the study.

4.1: Analytical strategy

All LA interview data was analysed by a single member of the research team. The data was initially transcribed before being anonymised to protect the anonymity of respondents. It was then uploaded into NVivo 7, a software package designed specifically for qualitative analysis. Initial categories were created to mirror the research questions of this evaluation (see Chapter 1). Once data from each interview had been transferred to relevant superordinate categories, a more refined analysis took place in which data within these categories was placed into progressively more discrete sub-ordinate themes.

The act of coding and analysing the 12 interview transcripts led to the development of a tentative model for describing LA support for implementation of primary SEAL small group work. This can be seen in Figure 2:
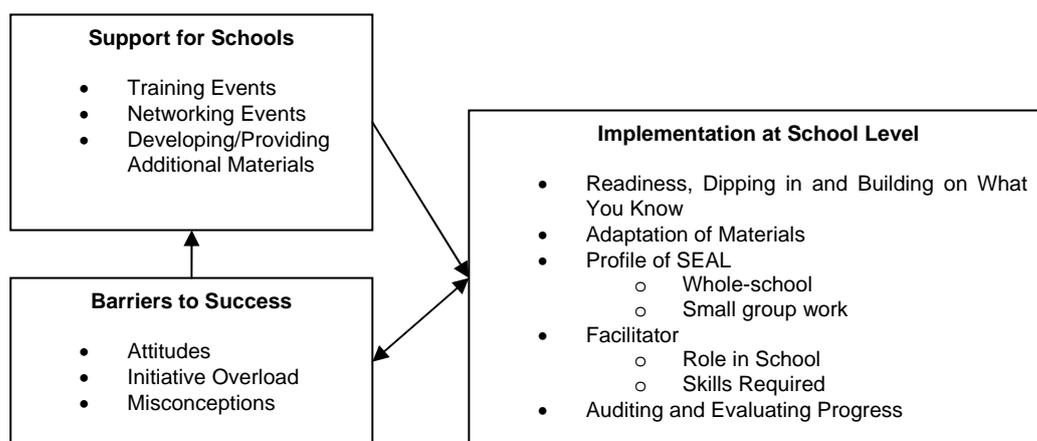
Figure 2. Model of LA support for implementation of primary SEAL small group work

4.2: LA interview analysis

In the interests of clarity, each theme discussed below begins with a brief breakdown of the number of *references* (e.g. how many 'excerpts' of data were coded in the theme and *LAs* (e.g. how many of the 12 LAs these references came from) apply to each. This is not intended to provide a quantitative indicator of the relevance of a particular theme, but rather to increase the transparency of our analytical procedure, and to increase the *credibility* and *validity* of our findings through demonstration of thorough triangulation.

A. Support for Schools

LA interviewees spoke in broad terms about the support they provided for schools who were implementing (or about to implement) primary SEAL small group work. The nature and intensity of support provided varied from LA to LA, but typically consisted of one or more of the following:

<u>"Training Events" (23 references in 11 LAs)</u>

Described variously as 'workshops', 'training sessions', et cetera, these events typically lasted half a day to a day and involved providing school staff with an

introduction to the small group work, including such issues as selecting appropriate children, adapting materials, and assessment. In some LAs this training would be provided as a 'one off' event, but in others more regular support was provided:

"In order to get the schools to develop the small group work the staff need support, the staff who are going to deliver the small group work need support to do that, so… we have been doing the workshops each half term in advance… we have run workshops each half term on each theme so each half term we have run a workshop on the next theme" (LA 11)

"We put a series of half days on… centred on looking at TAs and mentors and classroom teachers, to show them how it would fit alongside the ordinary rolling out programme of SEAL in the classroom" (LA 3)

Most of the interviewee responses about training referred to the content (e.g. how to select groups) and audience (e.g. who attended the training sessions). However, one interviewee in particular was keen to stress that the *process* was just as crucial a part of the training:

"I would try to replicate the kind of experience that you are wanting the children to have…. so I try to involve them in a thoroughly enriching social and emotional experience" (LA 4)

In most LAs the training was delivered centrally. However, some LAs the training model extended to LA staff visiting schools and modelling work with groups of children for school staff to observe:

"The mentors on my team have been developing the small group work resources in schools, so they are delivering small group work alongside school based staff. They are giving within school training… so they [school staff] are observing they are part of the group or we will do the planning with the school based member and we might do one session, they will do the next one, and we will come back in and help with the third one" (LA 11)

"We will start off running it and then we will have one of the school staff with us, and then gradually we train them on the job and then we will hand over the running of the SEAL work to them" (LA 8)

This 'coaching' work was reported rather less frequently than more standard approaches to training though – presumably because the latter is easier and more cost-efficient to organise.

"Network Events" (15 references in 10 LAs)

In addition to the training events provided by LAs, most interviewees spoke of additional support mechanisms – usually in the form of inter-school networks (or 'clusters') organised and facilitated by the LA. The networks would meet periodically to share ideas, experiences and practice, and appeared to serve the function not only of being a way for schools to learn from one another, but also to implicitly support one another in their attempts to successfully implement the small group work:

"We have also set up cluster groups in each of the localities - because we have four - our borough is sort of split with two main roads so we have four localities or areas as they are now describe us. So we have made sure that we have teachers from our SEAL Task Group in each of those areas, they will eventually be running cluster

group meetings so there is somewhere for the local schools can go to, to just discuss issues around SEAL" (LA 6)

"We run network meetings twice a year we work on a double district basis so we do three in the autumn term and then three in the summer or late spring term" (LA 3)

Our impression was that most of these networks were actually set up as part of the LA support for schools when they originally began to implement SEAL (at Wave 1), but that some had evolved to incorporate discussion of small group work when schools within a given network were at that stage of implementation. As such, the membership in each network also evolved with time (e.g. teaching assistants and learning mentors were much more likely to attend at this stage, whereas at Wave 1 implementation a member of senior management from a given school may have been more likely to attend).

A smaller number of LAs also provided additional support in terms of financial aid (e.g. extra money that could be used to buy resources or staff time for use in the small group work) or further opportunities for more intensive training and consultation with LA staff:

"What happens is schools make a bid for a six week block of support for a child, so we have made schools aware that the team are trained and this could be delivered as part of a child's intervention. They work at a level that what we call 'primary preventative', which is where the child doesn't have identified behavioural special needs (LA 1)

"What I am going to do with these four schools is… to actually give them a action research grant of £500 each so that they have actually got funding to fund the TAs" (LA 9)

"Developing/Providing Additional Materials" (six references in six LAs)

Although the bulk of the support provided for schools took the form of training events and inter-school networks, some LAs had also begun to experiment with the development (or purchasing) of additional materials to provide schools with a greater range of options in their implementation of SEAL small group work.

"We are in the process of getting quite a lot of stuff ready for our SEAL website" (LA 11)

"We have lesson plans that we have written and differentiated and we have got lots and lots of additional materials to complement the SEAL materials… we have got in our office and they get an invitation to come and borrow the materials. They can keep them up to half a term and we also offer them training showing how they can use it. We can give them examples of how to use the materials" (LA 4)

"Once you get familiar with the material I think that becomes quite easy and we gradually put together a resource of other things that we can do. Again we have got this website and gradually we post things on there… we have got some excellent stuff going on and people all willing to share" (LA 8)

However, despite these interesting examples, the majority of LAs did not appear to be providing support of this nature:

"At the LA we haven't done anything else" (LA 9)

"Not specifically other than what Behaviour and Attendance might have provided" (LA 5)

B. Implementation at School Level

<u>"Readiness, 'Dipping In' and Building on What You Know" (16 references in eight LAs)</u>

When discussing the process of small group work implementation at both LA (in terms of preparation of training and resources) and school (in terms of actually setting up and running small group interventions) levels, interviewees spoke about common factors that they had observed. In particular, there was a clear notion of schools needing to be 'ready' to begin implementation:

"Some are ready and see it as the next step… some of those schools that even two or three years into that [SEAL] are still not ready" (LA 1)

"We are still early days I think with the majority of our primary schools I would say" (LA 8)

Some other schools, rather than having everything ready and set up, adapted what they were already doing in terms approaches to social and emotional learning and went back to the relevant SEAL resources in order to 'dip in' and use it appropriately:

"A few schools who had been dipping into the silver set material, they had been dipping into the resources anyway and I think they mentioned to me that they were using the silver set materials within their nurture activities" (LA 8)

"To be honest we haven't got a lot of them using the materials at the moment … where they have had a go at them they dipped their toes in and they have identified a group of pupils and a TAs has then worked with them through the materials, so it has been at that sort of very straightforward level" (LA 9)

Similarly, there was also the notion of small group work as a natural evolution of existing work in schools:

"Because of the work of the primary behaviour support service so many of our schools felt they were pretty close to the principles anyway and they tacked it onto to where the gaps were … It depends on the starting point - some schools would say 'well we were doing this anyway' - they put a name on it and it has given us one or two more ideas but really we were pretty good at this sort of stuff anyway" (LA 2).

It appears that this 'snythesis' of the small group model with existing work is an explicit implementation tactic being encouraged by at least some LAs:

"We always encourage all the schools to have a look at what they already doing and how that can be included and to be honest some schools will say 'well, we are doing all this'" (LA 8)

"Rather than saying to every school 'you must do this', because a lot of our schools already had quite a lot of very good PSHE social and emotional work going on and what I was determined that this wasn't going to be another bolt-on programme that schools had to do" (LA 9).

One interviewee suggested a key issue is schools having confidence in and feeling comfortable with their progress in SEAL at a whole-school level, which provides a foundation upon which to build small group interventions:

"We are asking schools they have to have that confidence of SEAL across school and the SEAL group work would follow on well for it" (LA 5)

"Adaptation of Materials" (25 references in 9 LAs)

The interviews with the LAs provided evidence that the national materials were being adapted by both LAs and by schools themselves. Different levels of adaptation were identified: a) materials are adapted at LA level and b) materials adapted at school level. At the LA level, some interviewees acknowledged that they had stayed close to the DCSF materials rather than adapting or generating anything new.

Other LAs engaged in more extensive adaptation of materials, with some providing additional, unique resources:

"We made additional resources and developed the ideas basically" (LA 11)

"Yes we just put together anything we think is useful" (LA 2)

"So we haven't used that [DCSF materials] at all. We talk to all the schools about it and that it is available but we haven't pushed it at all because we didn't feel that it was particularly helpful" (LA 12)

This adaptation may be an ongoing rather than a one-off process:

"Probably like any other training materials that we get sent you have to do it a few times before you beginning to sort of adapt it a little bit more, do it yourself and, you know, having to workout timings and things and which bits that you feel comfortable with and you don't feel comfortable with etcetera" (LA 11)

"I think the materials were a very useful starting point but we have developed them as the time we have been working with them and even with the training materials, we have developed them and added to them, but that has been an ongoing process it has been painful, like pulling teeth, but we do it every year because of feedback from other schools and just in terms of reviewing what it was like on the day and what we felt needed more time or a different way of exploring that issue with the schools to get the best benefit out of that" (LA 12)

As far as the use of materials by the schools themselves is concerned, several LAs interviewees indicated that schools were generally 'faithful' to the DCSF guidance:

"I think they do [follow the guidelines from the DCSF] from the work that we have done with the teachers, I think they have embraced it and certainly do follow the guidelines" (LA 6)

"They are following this structure very well and using the materials very well" (LA 4)

"I would say the schools that are implementing it well think of it [guidance] as bit of a bible really" (LA 12)

However, there was also evidence of adaptation at school level in some LAs. This adaptation varied in nature and extent from school to school. Indeed, some schools even used the SEAL small group materials *for* other relevant work:

"But then there are others who are not [following this structure] and just dipping in and putting it alongside the Personal Social and Health Education programme that we had already written, pre-SEAL" (LA 4)

"Some of them are dipping into it some have used if for whole class, some are using within small groups within the school, and some are using it as part of their nurture groups" (LA 10)

One LA interviewee explained that adapting the small group materials in order to meet a given school's needs was strongly encouraged:

"They are almost like 'too bound' by the guidance and we say 'hang on you don't have to do it like that'. So we try to think about what you know and what you think will be best … just not stick so ridgely to the script really" (LA 7).

<u>"Profile of SEAL – Whole School (two references in two LAs) and Small Group Work" (three references in three LAs)</u>

Only two LAs reported on the profile that SEAL has at whole school level. Between the two, there was evidence that the whole school SEAL profile depends on both the LA and the individual school itself. In LA 12, the interviewee described the role of the LA in raising the SEAL profile in schools. The interviewee explained how, initially, the push for SEAL at LA level was perceived by the schools as threatening. The LA worked hard to remove this misconception, subsequently helping to raise the profile of SEAL within some schools:

"But to all the staff, because they have realised if the authority are doing this it must be important, and that is particularly from schools that were pilot schools and because the associate pilot schools, you know, the materials were very different then and things were done at a much lower key level really with them. So it has been good they have found it helpful to have that bit of push really to say 'oh actually it has moved on since we were piloting it and it is really becoming important now so we do need to move it forward'" (LA 12).

LA 11 on the other hand, presented the profile of SEAL in different schools as following a developmental pattern from year to year:

Again its very, very different, its very different I would say at the moment most of our schools this year have been going thorough having a go, you know, they have been having a go they have been looking at it as staff team. A lot of schools are focusing much more towards next year in September that they will be doing it they will be going through the themes (LA 11).

The interviewee stressed that this however varied from school to school and it is very much influenced by whether the head-teacher has been convinced and sees it as a priority, whether this has 'won the heart and mind of the Headteacher', since this is the person 'who is driving it' (LA 11).

As far as the SEAL small group is concerned, similarly to LA 11 (see above), the interviewee in LA 7 suggested that this varied from school to school and it depends very much on the individual head-teacher:

"In some schools it is given a very high profile, [in] other schools it is mixed I think …
I think the Head is the key driver if the Head sees it as something that he/she wants
to prioritise it has got very high status" (LA 7).

In LA5 there was evidence of a push for the profile of SEAL small group work
comparable to that of literacy or numeracy small group work:

"A high profile, as we have said, when people have said, you know, 'how are we
going to fit this in', well we have said 'well do you have groups with kids who are
struggling or with kids who can't read', 'yes?', 'no problem'. Trying to make sure it is
seen at that level" (LA 5)

Facilitator: Role in School (eight references in seven LAs) and Skills Required (13
references in 10 LAs)

The role in school of the small group facilitator was almost exclusively a teaching
assistant or learning mentor:

"The people that we had who have done small group work we have been part of all
the training that has gone on and they have tended to be TAs that have had some
involvement now for some of the TAs have already been running emotional literacy
groups" (LA 12)

"Tends to be a learning mentor where there is one sometimes it is a teaching
colleague very often a teaching assistant or a higher level teaching assistant directly
involved hands on" (LA 5).

"I know certainly on a number of occasions it is the teaching assistants that are
following through some of the small group activities like any small group work that
often happens within primary schools" (LA 10)

"Often the people who are running small group work are TAs it is very rarely a class
teacher or anyone in senior management" (LA 8)

Although in most cases the use of teaching assistants was considered to be
appropriate, there were a few instances where other models were mooted:

"So we have tried to make that point that you know if possible could the teacher run
silver set group and the TA look after the class give her the opportunity to build a
relationship and so forth. But I don't know any school that has adopted that model it
does tend to be the TA or learning mentor, just because of the ease of it I think" (LA
3)

Indeed, one LA interviewee felt very strongly that the 'teaching assistant as facilitator'
model was actually rather inappropriate, as it was based upon a misconception of the
purpose of SEAL small group interventions:

"I felt this is me as the trainer I felt that they didn't send the right people… that was
my feeling that some of the people they sent hadn't any knowledge of SEAL - they
were the TA working in the classroom who didn't understand the planning and
processing of what we were actually doing. So if you are not a teacher it doesn't
come through the ether what you are supposed to be doing… so that's the problem I
felt… not in every case, but in many cases they sent a TA believing that the small
group work would have to be a special needs group" (LA 4)

Overall however, there was a general consensus that most nominated teaching assistants possessed the requisite skills to be effective facilitators. Five general areas of personal and inter-personal skills and knowledge were identified as being key: a) knowledge of SEAL principles, b) knowledge of child development, c) have or being able to establish good relationships with the children, d) being emotionally literate, and e) being able to work with other professionals within the school, agencies and parents.

(a) Knowledge and understanding of SEAL principles

"I think they need a real clear idea of what the themes are about and what are the underlying, they need a Wave 1 knowledge they need that firmly in place" (LA 5)

"They are they have got to have a good understanding of what SEAL is about" (LA 11)

"They have got to have a very good understanding of the whole school elements of SEAL, and to understand how SEAL is being embedded within that school and that it needs to come on the back of that rather than to be down at the same time as the initial implementation" (LA 12).

b) Basic knowledge of child development

"Somebody that understands something about child development and certainly social and emotional development" (LA 1)

"But they have got to have a good understanding on why children behave in the way they do" (LA 3)

c) Having or being able to establish good relationships with the children

"Resilience I suppose is a big one because if you are working in behaviour there are a lot of knock backs to be able to keep going and recognising tiny steps are big successes for some of these children" (LA 3)

"I think the first thing they need is a good relationship with those kids they need to know who they are" (LA 5)

"Some successful experience of interaction with children who have difficulty in these areas really" (LA 7)

d) Being emotionally literate

"They have got to be skilled, good listeners and they have got to be responsive to the different things that children say in a kind of controlled and positive way rather than you know to be phased by what children say" (LA 4)

"Being empathetic, being non-judgmental with families" (LA 2)

"They've got to be able to feel comfortable with materials and had experience of doing that kind of work before as well. Because a lot of people in schools they are very comfortable with doing small group work around literacy and numeracy but when it comes to looking at sort of social skills or talking about feelings and emotions they you know then they don't feel particularly confident themselves" (LA 11).

e) Being able to work effectively with other stakeholders

"They have got to have a good connection with the class teacher so they know what is going on in the class so they know what they can build on for the children who are coming out. I think for us that is the really important key for the small group work is that communication between the class teacher and the person running the group" (LA 11)

"Being prepared to work in a multi-agency way with different types of school staff and with families and with children" (LA 2)

"Somebody who perhaps has got the ability to talk to parents. Somebody from the work they are doing with these children to then be able to feed back to the teaching staff about what is happening so its not isolation" (LA 7)

"Auditing and evaluating progress" (14 references in eight LAs)

Audits of progress in relation to SEAL small group work were considered to be at an early stage in most LAs:

"I think next year is the year we would start evaluating certainly the impact and evaluating the practice" (LA 6)

"I don't think they are at that stage again it is something that we promoted and we asked schools to do strength and difficulty questionnaires and as far as I know that has not happened" (LA 3)

Where LAs and schools *were* already engaging in evaluation in this area, it was typically done using an informal, qualitative approach:

"We have certainly started to ask teachers for examples of impact … We have collected little stories that teachers have told us over this year just got a file of little snippets of information and stories, things like evidence that children who use to fly off the handle and are now trying to count to 10 and little things like that" (LA 6)

Although there were examples of LAs encouraging schools to evaluate progress in small group work using a range of methods (including the SDQ and the SEAL 'I can' objectives), there had been little uptake by schools. One of the difficulties in relation to these more 'formal' audits of progress was the perception that it is difficult (for schools and LAs) to isolate the impact of SEAL as against other initiatives or work done at school:

"It has been like pulling teeth one of the things that we have stressed all the way through with SEAL is that they need to think about ways of measuring impact. One of the difficulties with that is that SEAL is never the only thing that they are doing differently" (LA 12)

"So it is hard to say what was SEAL but I certainly think it impacted I think as part of that. Our primary schools have had very few fixed term exclusions and generally speaking are very positively inclusive" (LA 2)

C. Barriers to Success

Discussions about barriers to success relating to primary SEAL small group work focused around three issues: a) attitudes to SEAL, b) initiative overload and c) misconceptions about the nature and purpose of small group work

"Attitudes to SEAL" (10 references in seven LAs)

Several LA interviewees suggested that cynicism about SEAL and a subsequent reluctance to engage in small group work was a critical factor across many schools:

"I don't think there are enough people who understand the value of teaching in small groups with the kind of work that you do with social and emotional content - they have not got the angle on it. They don't realise how valuable it is" (LA 4).

"I think what has happened is you as with all other schools you got some people really behind it and those who are a bit more cynical for whatever reason" (LA 10)

"I know in meetings you mention SEAL and you can feel people rolling their eyes" (LA 3)

The various comments reflect attitudes of either staff or management in schools, or both. However, it appears that some of these attitudes and perceptions are in the process of changing:

"I think some of them have been very surprised and they are on a journey of changing their beliefs" (LA 8)

"Initiative Overload" (five references in four LAs)

Several LAs voiced concerns about the 'initiative overload' that faces primary schools. The sheer number of strategies, initiatives, programmes and agendas introduced in recent years has meant that it has been difficult to find space and time to take on small group work:

"Time is so pressured from the all the other agendas from DfES that are out there then to say 'lets have another staff meeting about introducing small group work'"(LA 10)

"People have said, you know, 'how are we going to fit this in'" (LA 5)

"One or two staff have voiced concerns about fitting it in and we have got a curriculum that is very full already - how do we fit that in?" (LA 6)

"Misconceptions About Small Group Work" (eight references in five LAs)

A final key barrier to successful implementation of primary SEAL small group work related to 'misconceptions' about the nature and purpose of the intervention model. A common strand here was the notion of which children the group work was intended to help – with many schools believing that it was simply a withdrawal group for 'naughty' children, with no perceived benefit for others:

"When they realise that it is not just an Special Educational Needs group, which is what they are thinking it would be, because I take that as being you know you are

never going to help children skill up if you don't give children with skills the opportunity to work alongside" (LA 4)

"One of the biggest things we have found to over come with schools is how can you justify taking so-called, excuse me, "normal children" out of lessons to be part of that and letting them [know] actually all children benefit, and you know it can be for all" (LA 8)

"I think they identified the wrong children" (LA 9)

"I think too many schools hear that it is small group work for children with social and emotional behaviour needs and assume it is for that group of boys in Year 5 who get into fights at dinnertime and still I am getting people saying 'oh fantastic that will be great for my Year 6 boys'"(LA 3)

4.3: Summary of findings

There was variation across LAs in terms of the nature and level of support offered to schools, but the following evidence statements can be made:

- Support for schools typically takes the form of training events, support mechanisms (e.g. inter-school networks) and the development of additional materials and resources;
- LA staff suggested that successful implementation was influenced strongly by existing social and emotional learning work within a given school;
- They also noted that skills, knowledge and experience of the small group facilitator were crucial;
- Auditing and evaluating progress in schools is typically done in an informal manner involving discussion amongst key members of staff. More 'formal' evaluations involving outcome measures are rare as yet;
- Key barriers to success in this area included the attitudes of staff, misconceptions about the nature and purpose of primary SEAL small group work, and 'initiative overload'.

CHAPTER 5: QUANTITATIVE IMPACT EVALUATION

5.1: Overview of sample

All 72 schools identified during the Local Authority interviews were contacted by letter and invited to participate in the quantitative impact evaluation strand of the research. Letters were followed up with telephone calls until a final sample of 37 schools was secured. The schools were spread across the 12 LAs identified in the previous phase, and varied greatly in terms of size (e.g. number of pupils on roll), geographical designation (e.g. urban, rural) and attainment (e.g. average points score at end of Key Stage 2).

This led to a total sample of 624 pupils, of whom 338 were male and 266 were female (gender data was missing for 19 participants. The mean age of these pupils was 8.43 (range 6-11). 461 children had been selected for extra support in developing their social and emotional skills, with the remaining 163 having been selected as role models. The quantitative analysis presented in this chapter focuses upon the children selected for extra support (role model analyses can be found in Appendix 4).

5.2: Experimental design and procedure

This phase of the research took place over the autumn and winter terms 2007/8. At the beginning of the autumn term 2007 twelve children in each school identified for small group intervention were divided into two groups of six (Groups 1 and 2). Group 1 (referred to as the 'experimental group') received the small group intervention in the first half of the term and Group 2 (refered to as the 'comparison group') received the intervention after half term. Data was collected on *all the children in both groups* at three time points: before the intervention, after Group 1 had received the intervention and again after Group 2 had received the intervention. The same process was repeated in the winter term 2008 with a further twelve children per school (Groups 3 and 4). This 'crossover' design is illustrated in Figure 3:

Figure 3. Crossover design used in the quantitative impact evaluation phase (NB: only autumn term shown).
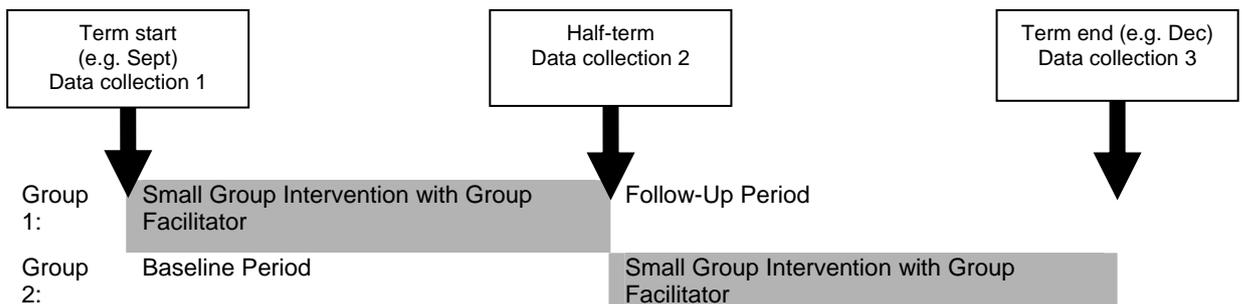
At each of the time points, data was collected using the following instruments:

- Social and emotional skills – pupil self-report, staff and parent informant report ratings of self-awareness, self-regulation, motivation, empathy and social skills using the Emotional Literacy Assessment Instrument (ELAI – Southampton Psychology Service, 2003);
- Behaviour and emotional wellbeing – staff and parent informant report ratings of emotional symptoms, conduct problems, hyperactive behaviour, peer

problems, and pro-social behaviour using the Strengths and Difficulties Questionnaire (SDQ - Goodman, 1997);

- Pupil understanding of emotional experience, cues used to recognise emotions, understanding of simultaneous feelings and of changes of emotions using the Kusche Affective Inventory (Revised) (KAI-R) (Greenberg & Kusche, 1993) (in case study schools only);
- Pupil social skills in peer-group entry, response to provocation, failure and success, and their ability to meet social and teacher expectations for behaviour using the Child Role Play Measure (CRPM) (Dodge *et al*, 1985) (in case study schools only).

Copies of the ELAI and SDQ, along with instructions for administration and return arrangements, were sent to all schools approximately two weeks prior to each wave of data collection. The KAI-R and CRPM were individually administered on-site at each case study school by a member of the research team at each wave of data collection.

The cross-over design utilised is extremely useful in that it allows the dataset as a whole to be cut a number of ways according to the timing of a given small group intervention, each of which reflect different experimental designs and contribute to our research questions in different ways. For example, the two interventions carried out by schools at the beginning of the autumn ('New beginnings') and winter ('Going for goals!') can both be evaluated using a pre-test-post-test control group design, thus:

Figure 4. Pre-test-post-test control group design.
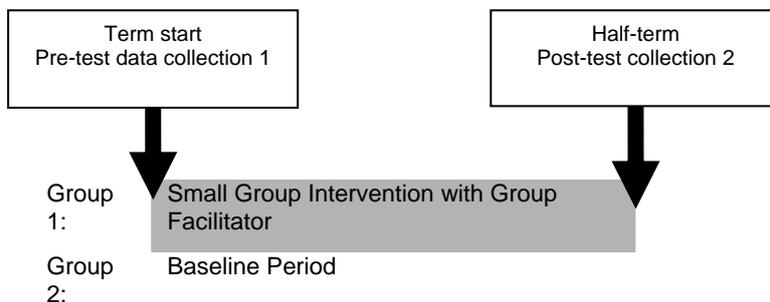
Data extracted using this design provides a robust indication of the impact of the small group intervention (RQ1), in that it allows for the analysis of change in scores from pre-test to post-test for pupils involved in the intervention (Group 1), as compared to pupils who have not been subject to any intervention (Group 2). However, these interventions can also both be evaluated using a single-group phase change design, thus:

Figure 5. Single-group phase change design A.

| Term start (e.g. Sept) Data collection 1 | Half-term Data collection 2 | Term end (e.g. Dec) Data collection 3 |

Group 1: Small Group Intervention with Group Facilitator   Follow-Up Period
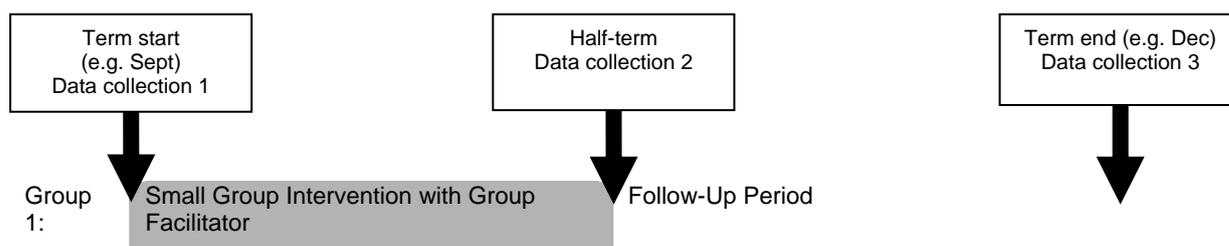
Data extracted using this method provides an indication of whether any change observed during the initial intervention period has been sustained during the follow-up period (RQ3).

The two interventions carried out by schools in the latter half of the autumn ('Getting On and Falling Out') and winter ('Good to Be Me') terms can also be evaluated using a (different) single-group phase change design, thus:

Figure 6. Single-group phase change design B.

| Term start (e.g. Sept) Data collection 1 | Half-term Data collection 2 | Term end (e.g. Dec) Data collection 3 |

Group 2: Baseline Period   Small Group Intervention with Group Facilitator
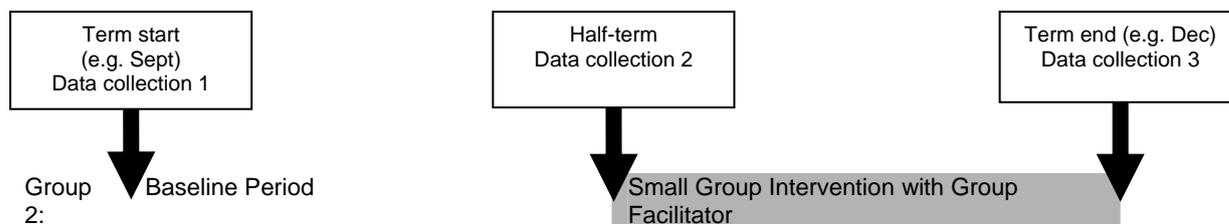
Data extracted using this method provides an indication of impact (RQ1), based on the logic that if the measures under scrutiny are stable during the baseline period and increase during the intervention period, then change can be attributed to the intervention.

5.3 Selection of measures

The instruments above were chosen using the following criteria:

1. Brevity – given the need to minimise the intrusiveness of the research, concise measures were given priority over longer measures
2. Theoretical grounding – evidence of the measure having a robust theoretical underpinning was also important
3. Use in similar or related research – if the measure had appeared in published research, this was taken as a good indicator of quality
4. Robustness – evidence of reliability and validity
5. Match to sample parameters – that the measure had been standardised on a comparable sample

Emotional Literacy Assessment Instrument

The ELAI provides indices of children's self-awareness, self-regulation, motivation, empathy, and social skills. The measure consists of a series of statements (e.g. 'I get upset if I do badly at something') to which the respondent indicates a level of agreement on a four-point Likert scale.

1. The various versions differ slightly in length. The shortest version (pupil) is 20 items, the longest (parent/teacher) is 25 items. Both take approximately 5-10 minutes to complete.
2. The measure derives directly from Goleman's (1995) model of emotional intelligence.
3. The ELAI was used in the evaluation of the Zippy's Friends programme (Holmes & Faupel, 2006).
4. The ELAI is *internally consistent* (for instance, Cronbach's Alpha for the teacher informant report version ranges from 0.70 to 0.82) and has been demonstrated to have good *construct validity* (established using principal components analysis) (Southampton Psychology Service, 2003). Furthermore, our initial analysis of the first wave of data has established the scale's *discriminative validity* (the scores of pupils selected for extra help differ significantly to those selected as role models – see Section 5.4).
5. The ELAI was developed for use with 7-16 year old children – this matches the majority of our sample. However, a small number of children in our sample are aged 5-6 – as such we performed extra analyses to ensure that that pupil age did not skew our dataset (see Section 5.4).

Although the ELAI has yet to appear in any research reports in peer-reviewed journals, two additional factors were taken into consideration that warranted its selection. Firstly, this measure provides a 100% fit with the DfES' definition of social and emotional skills (DfES, 2005) – no other available measure provides this exact correspondence. Furthermore, the ELAI is the assessment tool recommended to schools auditing their practice in the small group element of SEAL (DfES, 2006).

Participants receive a score for each domain of the ELAI in addition to an overall emotional literacy score that represents their total score across all domains. Domain scores range from 5-20, and overall ELAI scores range from 25-100. In both cases a higher score indicates higher emotional literacy. As a broad indication, total scores of less than 69 (pupil version), 68 (parent version) and 51 (teacher version) respectively are considered to be 'below average', and thus a possible cause for concern.

Strengths and Difficulties Questionnaire

The SDQ provides a broad behavioural screening profile of children's emotional symptoms, conduct problems, hyperactivity/inattention, peer problems and prosocial behaviour. The measure consists of a series of statements (e.g. 'Is often accused of lying or cheating') to which the respondent indicates a level of agreement on a three-point Likert scale.

1. The measure comprises of 25 items. It takes about 5-10 minutes to complete.
2. The SDQ is based upon Goodman's (1997 onwards) model of adaptive and maladaptive behaviour.
3. The SDQ was used in Curtis and Norgate's (2007) evaluation of the PATHS curriculum in primary schools, O'Shea *et al*'s (2000) evaluation of a school-based mental health service for refugee children, and Scott's (2005) study of the effectiveness of a parenting programme for antisocial child behaviour.
4. The SDQ has excellent *discriminative* (it distinguishes clearly between psychiatric and non-psychiatric samples), *construct* (confirmed by factor analysis) and *concurrent* (it correlates strongly with the Rutter scales) validity (Goodman, 1997; Smedje *et al*, 1999). Our initial analysis of the first wave

of data has added to the scale's discriminative validity (the scores of pupils selected for extra help differ significantly to those selected as role models – see Section 5.4).

5. The SDQ can be used with children aged 5-16 – this matches our sample completely.

Participants receive a score for each domain of the SDQ in addition to an overall difficulties score that represents their total score across the four difficulties domains (emotional problems, hyperactive behaviour, conduct problems and peer problems). Domain scores range from 0-10, and total difficulties scores range from 0-40. In both cases a higher score indicates increased difficulties (with the exception of the prosocial behaviour domain, in which a higher score is indicative of increased strengths). As a broad indication, total difficulties scores of more than 11 (parent version) and 13 (teacher version) respectively are considered to be 'borderline/abnormal', and thus a possible cause for concern.

Child Role Play Measure

The CRPM provides a measure of children's social skills. Pupils are given a series of social scenarios (e.g. somebody pushes in front of them in the queue for lunch) and asked how they would respond. They are rated on the appropriateness of their response. The CRPM covers six domains of social skills: peer group entry, response to provocation, response to failure, response to success, social expectations, and teacher expectations.

1. The original measure contains 15 items. We used two abbreviated version with nine items each, which were counterbalanced in order to reduce the likelihood of a familiarity effect (e.g. some pupils received version A at Time 1 and B at Time 2, whereas others received B at Time 1 and A at Time 2). The CRPM takes around 10 minutes to complete.
2. The measure is based upon Dodge *et al*'s (1985) taxonomy of problematic social situations.
3. The CRPM was used in the evaluation of the Zippy's Friends programme (Holmes & Faupel, 2006).
4. The CRPM is *internally consistent* (Cronbach's Alpha is 0.82) and its *discriminative validity* (it distinguished between aggressive and non-aggressive children) has been established (Dodge *et al*, 1985).
5. The CRPM was developed for use with 7-11 year olds - this matches the majority of our sample. However, a small number of children in our sample are aged 5-6 – as such we performed extra analyses to ensure that that pupil age did not skew our dataset (see section 5.4).

Participants receive a score from 0-8 for each domain, with a higher score indicating good social skills. Although 'cut-off' scores are not available for this measure, Dodge *et al*'s (1985) original study indicated that a score of 5.38 (boys) or 3.83 (girls) was the average for children under the age of eight, with scores of 5.99 (boys) and 5 (girls) the average for older children.

Kusche Affective Inventory (Revised)

The KAI-R provides a measure of children's emotional understanding in relation to a range of affective states and situations. Pupils take part in a structured interview that probes their feelings vocabulary, discussion of their own emotional experiences, cues used to recognise emotions, understanding of simultaneous feelings, display rules for

emotions and understanding of changing feelings. Their responses are recorded and rated using a coding system developed by the instrument's authors.

1. The original measure contains 13 items, each with a number of sub-items. We used two abbreviated versions in which the number of sub-items was reduced. These were counterbalanced in order to reduce the likelihood of a familiarity effect (e.g. some pupils received version A at Time 1 and B at Time 2, whereas others received B at Time 1 and A at Time 2). The KAI-R takes about 10 minutes to complete.
2. The measure derives from Salovey and Mayer's (1990) model of emotional intelligence.
3. The KAI-R was used in Greenberg *et al*'s (1995) evaluation of the PATHS curriculum.
4. The *discriminative* (it distinguishes between children with and without emotional and behavioural problems) and *predictive* (scores on the KAI-R predict externalising behaviour problems) validity of the KAI-R have been established (Cook, Greenberg & Kusche, 1994). Furthermore, inter-rater reliability for the instrument's coding system is reported to be high (Greenberg *et al* ,1995).
5. The KAI-R was developed for use with 6-11 year old children – this matches our sample completely.

Six scores are derived from the KAI-R data that are relevant to this evaluation. *Emotional vocabulary* is scored from 0 upwards, with a higher score indicating a larger emotional vocabulary. *Discussion of basic emotional experiences* and *Discussion of complex emotional experiences* are scored from 0-3 (before conversion to a proportional score of 0-100), with higher scores indicative of better emotional understanding. *Recognition of own emotions* and *recognition of emotions in others* are scored from 0-3, with higher scores indicating increased understanding of cues used to recognise emotions. Finally, *understanding of simultaneous emotions* is scored from 2-10, with higher scores indicating increased understanding of the potential simultaneity of emotions.

5.4: Initial data screening

Initial screening of the dataset involved (i) checking that it met the key assumptions of parametric NHST (this can be found in Appendix 3), (ii) examining loss-to-follow-up rates, (iii) producing receiver-operating-characteristic curves to establish the relative discriminative validity of the staff, pupil and parent questionnaires, and (iv) screening for the influence of possible co-variates (e.g. age, sex).

<u>Loss-to-follow-up rates</u>

A further screening procedure employed involved examining the loss-to-follow-up rate that occurred during data collection. Loss-to-follow-up refers to the proportion of participants that drop-out or fail to provide data at each subsequent wave of data collection. These are displayed in the tables below:

Table 4. Loss-to-follow-up (LTFU) rates for data in the autumn term 2007/8.

	Time 1	Time 2	Time 3	Time 1-2 % LTFU	Time 2-3 % LTFU	Time 1-3 % LTFU
Staff	375	321	245	14.4	23.7	34.7
Pupil	361	337	262	6.6	22.3	27.4
Parent	190	133	93	30	30.1	51.1

Table 5. Loss-to-follow-up (LTFU) rates for data in the winter term 2007/8.

	Time 1	Time 2	Time 3	Time 1-2 % LTFU	Time 2-3 % LTFU	Time 1-3 % LTFU
Staff	265	210	166	20.8	21	37.4
Pupil	256	223	124	12.9	44.4	51.6
Parent	105	59	45	43.8	23.7	57.1

As can be seen from the above tables, LTFU rates were not particularly severe for either staff questionnaires, especially given the frequency/intensity of data collection time-points (e.g. staff were asked to complete both the ELAI and SDQ for each pupil approximately once every 6-8 weeks). Likewise, pupil questionnaire response rates in the autumn term remained consistently high (e.g. Schucksmith *et al*, 2007, consider attrition rates of up to 50% as acceptable) Overall parental LTFU rates and pupil LTFU rates in the winter term were slightly more problematic – for example the sample dropped to less than 50% of its original levels by the end of Time 3 in the autumn term – but this is perhaps to be expected given that parental returns are generally lower in this kind of research and that our research team's contact with parents was always made indirectly (e.g. via the schools themselves – meaning that it was more difficult to remind parents who had failed to return questionnaires).

Overall, despite the sample size reducing for staff, pupil and parent questionnaires over the course of the data collection periods, adequate numbers were retained to enable appropriate levels of statistical power for the vast majority of analyses. However, it should be noted that any attrition introduces an element of bias into remaining data.

Receiver-operating-characteristic curves

Receiver-operating-characteristic (ROC) curves provide a way to examine the performance of classification schemes in which there is a single variable with two categories by which participants are classified (in this case, 'extra support' or 'role model'). As such, they are a useful means by which to assess the discriminant validity of the ELAI and SDQ. The ROC curve statistics for the 2 instruments at Time 1 are presented below in Table 6:

Table 6. ROC curve statistics for the ELAI and SDQ at Time 1.

Measure	Area under the curve	Standard error
ELAI Staff	0.829	0.017
ELAI Pupil	0.689	0.024
ELAI Parent	0.621	0.035
SDQ Staff	0.828	0.018
SDQ Parent	0.645	0.035

The larger the area under the curve, the greater the discriminative power of the instrument in question. A value of 1 under the curve would indicate that the instrument discriminates between extra support and role model pupils with 100% accuracy, whereas a value of 0.5 would indicate no better than chance accuracy. Given this, it is clear that the staff versions of the ELAI and SDQ are best able to discriminate between the two groups (greater than 80% accuracy), although the pupil version of the ELAI is also pleasingly accurate in this regard (nearly 70% accuracy). Parental versions of the ELAI and SDQ are somewhat less accurate (approximately

63% accuracy). Taken as a whole, the power of the ELAI and SDQ (particularly the staff and pupil versions) to discriminate between the two groups is pleasing; although other studies have reported greater discriminative validity using the SDQ (e.g. Goodman & Scott, 1999), these were using more 'polarised' samples (e.g. psychiatric vs. normal).

<u>Screening for co-variates</u>

Part of the data screening process involves the investigation of background variables that may influence our dependent variables, thereby creating a confound in the dataset. In this study, the age and sex of pupils were recorded to allow for such an analysis. Initial screening of data indicated that there were no statistically significant differences in age between our experimental and control groups (p>.05). More detailed analysis involving bivariate correlations between pupil age and changes in each of the dependent variables from pre-post-test indicated that age was statistically related to change in only two variables – *peer problems* (staff version of the SDQ – r=0.15, p<0.01) and *motivation* (staff version of the ELAI – r=-0.1, p<.05). In both cases, the value of the correlation co-efficient was sufficiently minor (accounting for less than 2% of the variance in the larger co-efficient) to warrant no further action.

Finally, in relation to sex, a 2*2 Chi-Square analysis revealed no statistically significant association between group (experimental vs. comparison) and sex (male vs. female) (p>.05). Males and females can therefore be considered to be approximately equally distributed in this regard. Furthermore, there were no significant differences in observed improvements (e.g. Time 1-2 difference scores) between boys and girls (all p>.05).

5.5: Introduction to analytical strategy

The different experimental designs outlined in section 4.2 that are allied to the different small group work intervention themes have implications for how the data collected for each can be analysed. Thus, this chapter is organised around the different intervention themes. In each section, the choice of statistical test(s) for a given theme will be explained before the main analysis is presented. However, there are some standard data treatment/screening and analysis considerations that will apply to most or all analyses, which will be explained here and in the next sub-section.

A key consideration in the analysis of our quantitative data relates to the tradition of relying upon 'null hypothesis significance tests' (e.g. t-tests, analysis of variance) (NHST) in interpreting whether the interventions have had an impact upon pupils. Although NHST are firmly rooted in quantitative analysis in the social sciences, the questions they answer are often not the ones that are most meaningful or useful, especially in an applied field such as education. NHST tell us that, assuming the null hypothesis is true (e.g. that there is no relationship or effect in the population), what the probability is (how many times in 100) that we would get a dataset like the one that we have collected. This probability yields no information about the size or importance of an observed effect, and is confounded by the number of comparisons made and the size of the sample used (that is, larger samples increase the sensitivity of the test, meaning that even tiny effects that may be meaningless in a practical sense are flagged as significant). <u>Thus, in this chapter we report not only standard NHST, but also *effect size* analysis</u>. This looks at the actual size of effects observed (e.g. how big is the difference between the experimental and comparison group?)

Most of the analyses presented below make use of mixed 'analyses of variance' (ANOVA). Mixed ANOVAs examine the effect of different variables (e.g. group, time, domain) as well as the interaction between them (e.g. group*time). Generally speaking, we are interested in group*time (e.g. the experimental group making greater overall gains from Time 1-2 than the comparison group) and group*time*domain (e.g. the experimental group making greater gains in, for example, empathy from Time 1-2 than the comparison group) interactions in the New Beginnings and Going for Goals analyses, and a main effect of time (e.g. a stable baseline period, followed by a general increase in scores during the intervention period) and time*domain interaction (e.g. a stable baseline period, followed by an increase in empathy scores during the intervention period) in the Getting On and Falling Out and Good to Be Me analyses.

The main focus of the analyses below is pupils in need of extra support. Separate analyses were run for role model pupils, which appear in Appendix 4. These analyses did not show any significant effects of the small group work on the role model pupils.

5.6: Analysis of New Beginnings
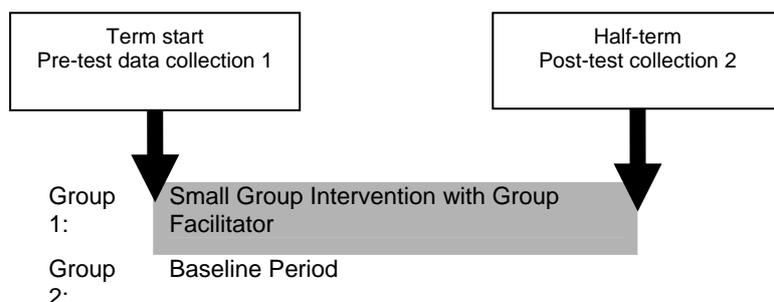
Data for the evaluation of New Beginnings made use of a pre-test-post-test control group design. This particular design can be analysed in a number of ways (e.g. a t-test on scores at Time 2, a t-test on the difference of scores at Time 2 and Time 1, an analysis of co-variance, partialling out scores at Time 1, or a mixed analysis of variance), each of which may yield different results (in terms of the outcome of the NHST in question) (see Wright, 2003). After consideration of the various merits of each test, we decided to analyse the New Beginnings data using (a) an initial mixed analysis of variance to identify any main and interaction effects (specifically, the main effect of time and interactions between group and time, and group, time and domain), and (b) independent t-tests on the difference of scores between Time 1 and 2 to provide a more precise scrutiny of the data.

As different designs (e.g. pre-test-post-test control group, phase change), tests (e.g. ANOVA, t-test) and questionnaire respondents (e.g. staff, pupil, parent) all have implications for the proportion of the total sample that is used in any single analysis, each sub-section presented below begins with a basic sample overview.

Staff Ratings

Sample overview (Total N = 185)

Experimental (Group 1)	Comparison (Group 2)
110	75

Descriptive statistics for staff ratings of experimental and comparison pupils at Times 1 and 2 are displayed in Appendix 5a and 5b.

Staff ELAI

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA revealed a statistically significant main effect of time [$F(1,246) = 19.724$, $p<0.001$], indicating that participants generally scored higher at post-test than at pre-test. However, the mixed ANOVA failed to reveal the expected group*time and group*time*domain interactions (all p>.05).

These analyses indicate that the New Beginnings intervention failed to impact upon staff ratings of extra support pupils' social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

Staff SDQ

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA revealed a statistically significant main effect of time [$F(1,184) = 8.857$, $p<0.01$], indicating that participants generally scored higher at post-test than at pre-test. However, the mixed ANOVA failed to reveal the expected group*time and group*time*domain interactions (all p>.05).

Taken as a whole, these analyses indicate that the New Beginnings intervention failed to impact upon staff ratings of extra support pupils' behaviour and emotional well-being (as compared to pupils in a comparison group receiving no intervention).

Pupil Ratings

Sample overview (Total N = 193)

Experimental (Group 1)	Comparison (Group 2)
114	79

Descriptive statistics for the ELAI pupil self-report ratings in experimental and comparison groups at Times 1 and 2 are displayed in Appendix 5c.

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA failed to reveal a main effect of time (p>.05), but did reveal the expected group*time [$F(1,191) = 8.384$, $p<.01$] interaction. This interaction is displayed graphically in Figure 7. To gain a

measure of effect size, Cohen's *d* was calculated for pupils' overall emotional literacy score, and was found to be 0.44 (small-medium ES).

Figure 7. Group by time interaction for pupil ELAI ratings in the New Beginnings evaluation.
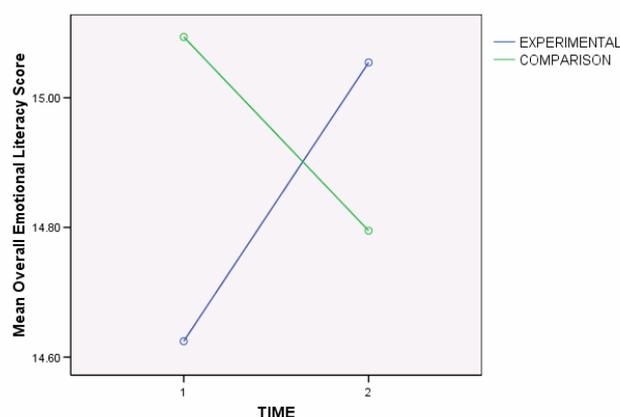
Taken as a whole, these analyses indicate that the New Beginnings intervention had a positive impact upon extra support pupils' ratings of their social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

Parent Ratings

Sample overview (Total N = 57)
Experimental (Group 1)	Comparison (Group 2)
34	23

Descriptive statistics for staff ratings of experimental and comparison pupils at Times 1 and 2 are displayed in Appendix 5d and 5e.

Parent ELAI

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA revealed a significant main effect of time [$F(1,55) = 4.355$, p<.05], indicating that participants generally scored higher at post-test than at pre-test. However, the mixed ANOVA failed to reveal the expected group*time and group*time*domain interactions (all p>.05).

Taken as a whole, these analyses indicate that the New Beginnings intervention failed to impact upon parent ratings of extra support pupils' social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

Parent SDQ

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA failed to reveal either the main effect of time or the expected group*time and group*time*domain interactions (all p>.05).

Taken as a whole, these analyses indicate that the New Beginnings intervention failed to impact upon parent ratings of extra support pupils' behaviour and emotional well-being (as compared to pupils in a comparison group receiving no intervention).

5.7: Analysis of Going for Goals
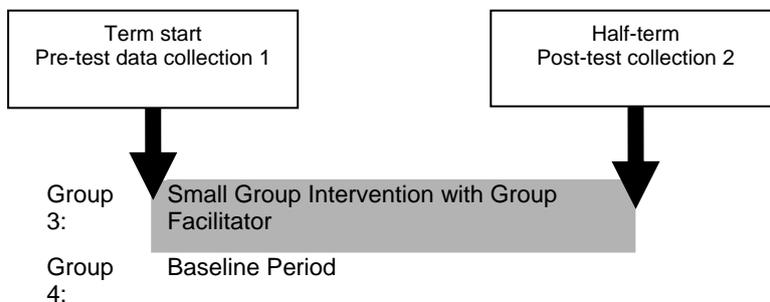
Like New Beginnings, data for the evaluation of Going for Goals made use of a pre-test-post-test control group design. As such, exactly the same series of analyses were performed as in section 4.3.

Staff Ratings

Sample overview (Total N = 124)

Experimental (Group 1)	Comparison (Group 2)
61	63

Descriptive statistics for staff ratings of experimental and comparison pupils at Times 1 and 2 are displayed in Appendices 5f and 5g.

Staff ELAI

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all p>.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (empathy, motivation, self-awareness, self-regulation, social skills, and overall emotional literacy). The ANOVA revealed a statistically significant main effect of time [$F(1,122) = 35.077$, p<.001], indicating that participants generally scored higher at post-test than at pre-test. The ANOVA also revealed the expected group*time [$F(1,122) = 2.621$, p=0.06] and group*time*domain [$F(4,488) = 1.628$, p=0.08] interactions, although these were technically non-significant trends. The interactions are displayed graphically in

Figures 8 and 9. For the group*time interaction, Cohen's *d* for pupils' overall emotional literacy score was found to be 0.37 (small ES). A series of independent t-tests using Time 1-2 difference data were performed to investigate the 3-way interaction further. The t-tests indicated that extra support pupils in the experimental group made significantly greater gains in *self-regulation* [$t(122) = 2.507$, $p<0.05$ (Cohen's *d* = 0.45, small-medium ES)], with gains in *empathy* [$t(122) = 1.470$, $p=0.07$] bordering upon statistical significance.

Figure 8. Group by time interaction for staff ELAI ratings in the Going for Goals evaluation.
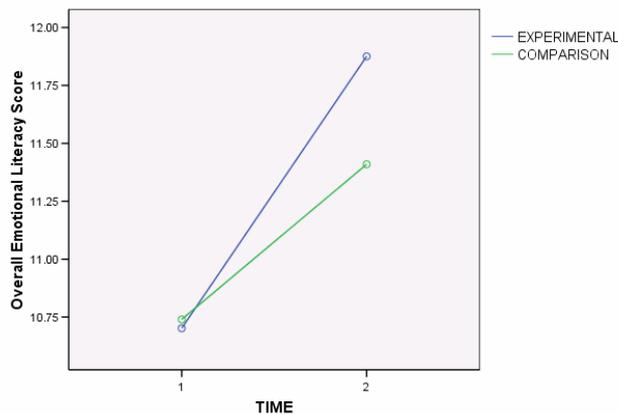
Figure 9. Group by time by domain interaction for staff ELAI ratings in the Going for Goals evaluation.

Taken as a whole, these analyses indicate that the Going for Goals intervention had a positive impact upon staff ratings of extra support pupils' social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

Staff SDQ

A series of independent t-tests on Time 1 data confirmed that there were no statistically significant differences between the two groups on any variables at pre-test (all $p>.05$). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-

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participants variables – time (pre- and post-test) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA revealed a statistically significant main effect of time [$F_{(1,120)} = 22.121$, $p<.001$], indicating that participants generally scored lower (e.g. difficulties reduced) at post-test than at pre-test. The ANOVA also revealed the expected group*time [$F_{(1,120)} = 2.167$, $p=0.07$] interaction, although this was a non-significant trend (see Figure 10 below). The expected group*time*domain was also found, although this was also a non-significant trend [$F_{(4,480)} = 1.602$, $p=0.09$] (see Figure 11 below). For the group*time interaction, Cohen's *d* was found to be 0.32 (small ES). A series of independent t-tests using Time 1-2 difference data were performed to investigate the 3-way interaction further. The t-tests indicated that extra support pupils in the experimental group experienced significantly greater reductions in peer problems [$t_{(120)} = 2.139$, $p<0.05$; Cohen's *d* = 0.38 small ES], with reductions in conduct difficulties [$t_{(120)} = 1.626$, $p=0.05$] and gains in prosocial behaviour [$t_{(120)} = 1.512$, $p = 0.06$] bordering upon statistical significance.

Figure 10. Group by time interaction for staff SDQ ratings in the Going for Goals evaluation.

Figure 11. Group by time by domain interaction for staff SDQ ratings in the Going for Goals evaluation.

Taken as a whole, these analyses indicate that the Going for Goals intervention had a positive impact upon staff ratings of extra support pupils' behaviour and emotional well-being (as compared to pupils in a comparison group receiving no intervention).

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<u>Pupil Ratings</u>

Sample overview (Total N = 129)

Experimental (Group 1)	Comparison (Group 2)
67	62

Descriptive statistics for the ELAI pupil self-report ratings in experimental and comparison groups at Times 1 and 2 are displayed in Appendix 5h.

Pupil ELAI

A series of independent t-tests on Time 1 data revealed a small number of statistically significant differences between experimental and comparison group pupils at pre-test. Specifically, the experimental group scored significantly higher at pre-test in self-awareness [t(127) = 2.564, p<.05] and overall emotional literacy [t(127) = 2.236, p<.05].   The two groups could not, therefore, be considered matched at pre-test. To account for these pre-test differences, an analysis of co-variance (ANCOVA) for Time 2 data was performed in which all Time 1 data was partialled out (that is, the analysis controls for the influence of these pre-test scores). There was one between participants variable – group; and one within-participants variable – domain. In this instance, we were interested in identifying a main effect of group (e.g. does one group generally score better at Time 2 than the other?) and an interaction effect of group*domain (e.g. does one group score better at Time 2 on certain domains?). After controlling for Time 1 scores, the ANCOVA revealed a statistically significant main effect of group [F(1,122) = 5.000, p<.05] and a group*domain [F(4,488) = 1.721, p= 0.07] interaction, although the latter of these is a non-significant trend. For the main effect of group, Cohen's d was found to be 0.45 (small-medium ES). The interaction is displayed in Figure 12. A series of independent t-tests were performed on Time 2 data to identify the source(s) of the interaction, and revealed that the experimental group scored significantly higher in *empathy* [t(127) = 2.862, p<.01; Cohen's *d* = 0.5, medium ES], *self-regulation* [t(127) = 2.330, p<.05; Cohen's *d* = 0.24, small ES], and *social skills* [t(127) = 2.435, p<.05; Cohen's *d* = 0.22, small ES], with a trend for greater *self-awareness* scores bordering upon statistical significance [t(127) = 1.477, p=.07].

Figure 12. Group by domain interaction for pupil ELAI ratings at Time 2 in the Going for Goals evaluation.
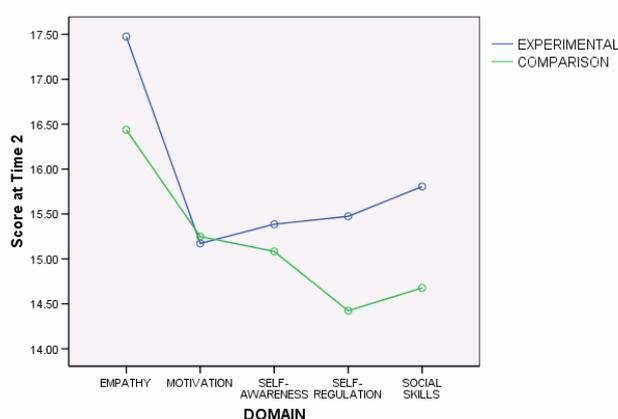
Taken as a whole, these analyses indicate that the Going for Goals intervention had a positive effect upon extra support pupils' ratings of their social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

Parent Ratings

Sample overview (Total N = 22)

Experimental (Group 1)	Comparison (Group 2)
9	13

Descriptive statistics for the ELAI and SDQ parent ratings in the experimental and comparison groups at Times 1 and 2 are displayed in Appendix 5i and 5j.

Parent SDQ

A series of independent t-tests on Time 1 data revealed no statistically significant differences between the two groups at pre-test (all p>0.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA failed to reveal a main effect of time and either of the expected interaction (group*time, and/or group*time*domain) effects (all p>.05).
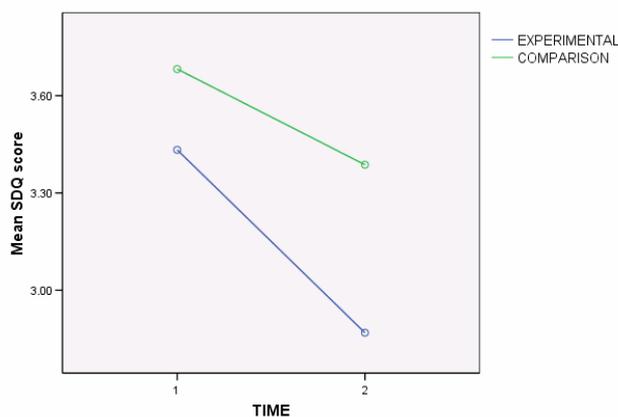
Taken as a whole, these analyses indicate that the Going for Goals intervention failed to impact upon parent ratings of extra support pupils' social and emotional skills (as compared to pupils in a comparison group receiving no intervention).

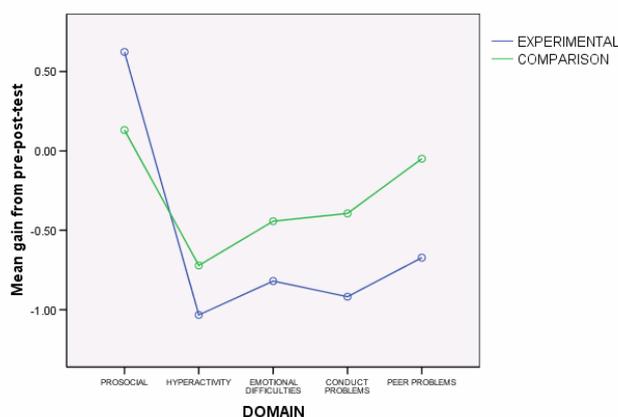A series of independent t-tests on Time 1 data revealed no statistically significant differences between the two groups at pre-test (all p>0.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA failed to reveal a main effect of time and either of the expected interaction (group*time, and/or group*time*domain) effects (all p>.05).

Taken as a whole, these analyses indicate that the Going for Goals intervention failed to impact upon parent ratings of extra support pupils' behaviour and emotional well-being (as compared to pupils in a comparison group receiving no intervention).

## 5.8: Analysis of Getting On and Falling Out

46
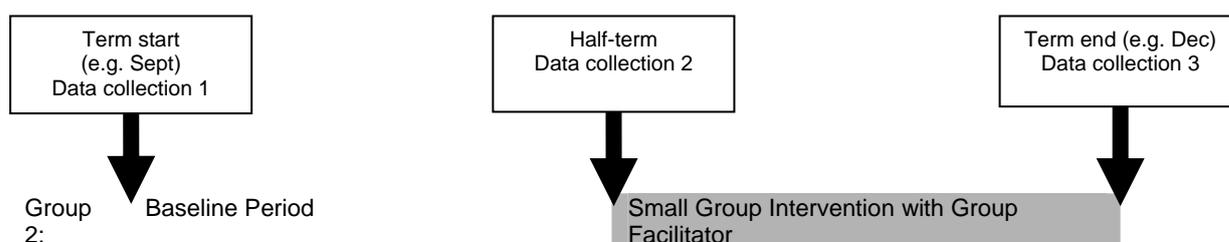
Our evaluation of the Getting On and Falling Out intervention makes use of the phase change B design depicted above. This design lacks a control group, but makes use of a baseline period prior to the start of the intervention (which in effect means that the participants in this group act as their own control group).

NB: Calculation of Cohen's *d* (our standard measure of effect size) is inappropriate for single group repeated measures designs such as those utilized here – thus, it is not reported.

Staff Ratings

Sample overview (Total N = 42)
Extra Support
42

Descriptive statistics for the ELAI and SDQ staff ratings at Times 1, 2 and 3 are displayed in Appendices 5k and 5l.

Staff ELAI

A mixed ANOVA was performed to identify any main (time) and interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA revealed a significant main effect of time [$F_{(2,82)} = 9.309$, $p<.001$] and a significant interaction between time and domain [$F_{(8,328)} = 1.729$, $p<.05$]. The interaction effect is displayed graphically in Figure 13. Inspection of the figure reveals that the pattern of results is actually in the *opposite* direction to that predicted – the baseline period (Time 1-2) is marked by a *rise* in skills and the intervention period (Time 2-3) is marked by a *decline* in skills.

Paired samples t-tests were performed to investigate the source(s) of the time by domain interaction. These t-tests revealed that extra support pupils made statistically significant progress in *empathy* [$t(41) = 2.361$, $p<0.05$], *motivation* [$t(41) = 3.23$, $p<0.01$], *self-awareness* [$t(41) = 3.11$, $p<0.001$], and *social skills* [$t(41) = 3.949$, $p<0.001$] during the baseline (Time 1-2) phase. Paired samples t-tests exploring the intervention (Time 2-3) phase identified a statistically significant reduction in *empathy* [$t(41) = 2.060$, $p<0.05$].

Figure 13. Interaction between time and domain for staff ELAI ratings in the Getting On and Falling Out evaluation.

Taken as a whole, these analyses indicate that the Getting On and Falling Out intervention failed to have a positive impact upon staff ratings of extra support pupils' social and emotional skills (as compared to a baseline period, during which they received no intervention).

Staff SDQ

A mixed ANOVA was performed to identify any main (time) and interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA revealed a significant main effect of time [$F(2,82) = 3.166$, $p<.05$], but failed to reveal a significant interaction between time and domain ($p>0.05$). Analysis of the descriptive statistics for this analysis (Appendix 5l) appears to indicate a reduction in scores in both the baseline and intervention periods – although the reduction is greater during the baseline phase – contrary to expectations.

Taken as a whole, these analyses indicate that the Getting On and Falling Out intervention had only a limited impact upon staff ratings of extra support pupils' behaviour and emotional wellbeing (as compared to a baseline period, during which they received no intervention).

Pupil Ratings

Sample overview (Total N = 46)
Extra Support
46

Descriptive statistics for the ELAI pupil self-report ratings at Times 1, 2 and 3 are displayed in Appendix 5m.

Pupil ELAI

A mixed ANOVA was performed in order to identify any main (time) or interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA failed to reveal a main effect of time, but did reveal a significant interaction between time and domain [$F(8,360) = 2.350$, $p<.05$]. This interaction is displayed graphically in Figure 14.

Paired samples t-tests were performed to examine the interaction between time and domain further. With the exception of a significant reduction in *self-regulation* [$t(45) = 2.92$, $p<0.01$], the baseline phase was stable for extra support pupils (all other $p>0.05$). During the intervention phase, extra support pupils experienced a statistically significant increase in *social skills* [$t(45) = 1.934$, $p<0.05$].

Figure 14. Interaction between time and domain for pupil ELAI ratings in the Getting On and Falling Out evaluation.

Taken as a whole, these analyses indicate that the Getting On and Falling Out intervention had a limited impact upon extra support pupils' ratings of their social and emotional skills (as compared to a baseline period, during which they received no intervention).

Parent Ratings

Analysis of parent ELAI and SDQ ratings was not undertaken for the Getting On and Falling Out intervention as the sample of parents who had completed questionnaires for Times 1, 2 and 3 was considered prohibitively small (N = 16).

5.9: Analysis of Good to Be Me
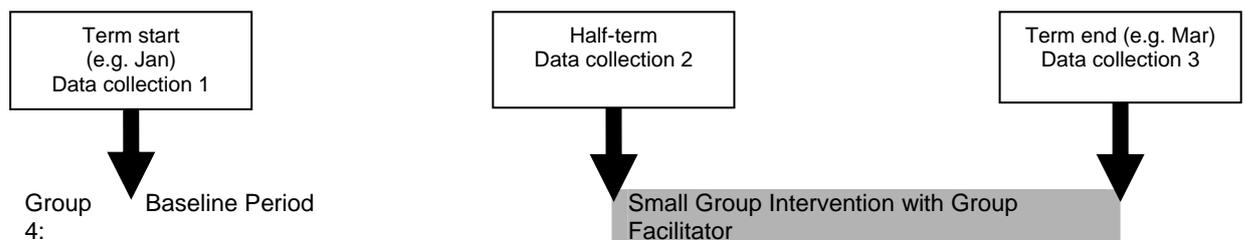
Like Getting On and Falling Out, data for the evaluation of Good to Be Me made use of the phase change B design depicted above. As such, exactly the same series of analyses were performed as in section 4.5.

Staff Ratings

Sample overview (Total N = 62)
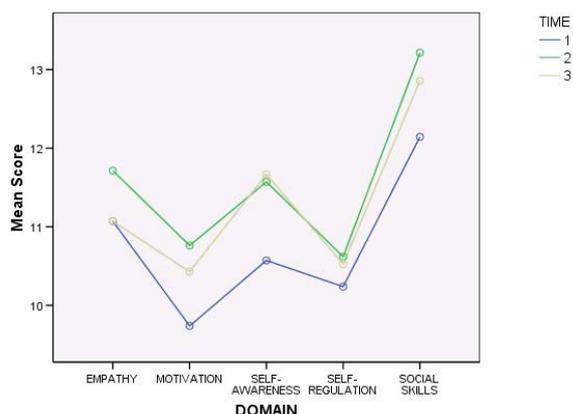**Extra Support**
62

Descriptive statistics for the ELAI and SDQ staff report ratings at Times 1, 2 and 3 are displayed in Appendix 5n and 5o.

Staff ELAI

A mixed ANOVA was performed to identify any main (time) and interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The ANOVA revealed a significant main effect of time [$F_{(2,122)} = 4.535$, $p<.05$], but not a time*domain interaction ($p>0.05$). Inspection of the descriptive statistics for this analysis (Appendix 5n) reveals that the pattern of results is actually in the *opposite* direction to that predicted – the baseline period is marked by a *rise* in skills and the intervention period is marked by a *decline* in skills.

Taken as a whole, these analyses indicate that the Good to Be Me intervention failed to have a positive impact upon staff ratings of extra support pupils' social and emotional skills (as compared to a baseline period, during which they received no intervention).

Staff SDQ

A mixed ANOVA was performed to identify any main (time) and interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (pro-social behaviour, emotional difficulties, hyperactivity/inattention, conduct problems, and peer problems). The ANOVA revealed a significant main effect of time [$F_{(2,118)} = 7.569$, $p<.01$] and a significant interaction between time and domain [$F_{(8,472)} = 2.814$, $p<.01$]. The interaction effect is displayed graphically in Figure 15. Inspection of this figure reveals that both the baseline and intervention periods are marked by a decline in difficulties – although the magnitude of reduction is greater for the baseline phase – contrary to our predictions.

Paired samples t-tests were performed to investigate the interaction further, and indicated that extra support pupils experienced statistically significant reductions in *hyperactivity* [$t_{(59)} = 2.699$, $p<0.01$], and *conduct problems* [$t_{(59)} = 2.404$, $p<0.05$] during the baseline period. The only statistically significant change for extra support pupils during the intervention phase related to a reduction in *peer problems* [$t_{(59)} = 2.199$, $p<0.05$].

Figure 15. Time by domain interaction for staff SDQ ratings in the Good to Be Me evaluation.

Taken as a whole, these analyses indicate that the Good to Be Me intervention had a limited impact upon staff ratings of extra support pupils' behaviour and emotional wellbeing (as compared to a baseline period, during which they received no intervention).

Pupil Ratings

Sample overview (Total N =47)
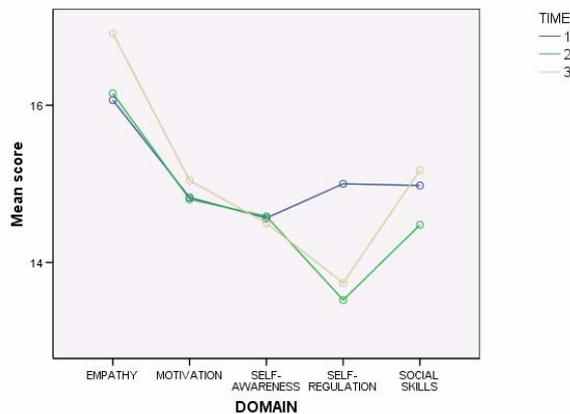**Extra Support**
47

Descriptive statistics for the ELAI pupil self-report report ratings at Times 1, 2 and 3 are displayed in Appendix 5p.

Pupil ELAI

A mixed ANOVA was performed to identify any main (time) or interaction (time by domain) effects. There were two within-participants variables – time (Time 1, 2 and 3) and domain (empathy, motivation, self-awareness, self-regulation, and social skills). The analysis failed to reveal any of the expected effect (all p>.05).

Taken as a whole, these analyses indicate that the Good to Be Me intervention failed to impact upon extra support pupils' ratings of their social and emotional skills (as compared to a baseline period, during which they received no intervention).

Parent Ratings

Analysis of parent ELAI and SDQ ratings was not undertaken for the Good to Be Me intervention as the sample of parents who had completed questionnaires for Times 1, 2 and 3 was considered prohibitively small (N = 11).

5.10: Analysis of additional measures (KAI-R and CRPM)

Sample overview (Total N = 48)

Experimental (Group 1)	Comparison (Group 2)
24	24

Descriptive statistics for the pupil CRPM and KAI-R at Times 1, 2 and 3 are displayed in Appendices 5q and 5r.

Pupil CRPM

A series of independent t-tests on Time 1 data revealed a statistically significant difference between experimental and comparison group pupils at pre-test. Specifically, the experimental group scored significantly lower at pre-test in response to failure [$t(46) = 2.891$, $p<.05$]. The two groups could not, therefore, be considered matched at pre-test. To account for these pre-test differences, an analysis of co-variance (ANCOVA) for Time 2 data was performed in which all Time 1 data was partialled out (that is, the analysis controls for the influence of these pre-test scores). There was one between participants variable – group (experimental and comparison); and one within-participants variable – domain (peer group entry, response to provocation, response to failure, response to success, social expectations, teacher expectations). In this instance, we were interested in identifying a main effect of group (e.g. does one group generally score better at Time 2 than the other?) and an interaction effect of group*domain (e.g. does one group

score better at Time 2 on certain domains?). After controlling for Time 1 data, the ANCOVA failed to detect either of these effects (all p>.05).

<u>Taken as a whole, these analyses indicate that the primary SEAL small group work failed to have a positive impact upon extra support pupils' social skills (as compared to a comparison group receiving no intervention).</u>

Pupil KAI-R

As the 6 different domains of the KAI-R are scored on different scales (e.g. discussion of emotional experiences is scored from 0-100, whereas understanding of simultaneous emotions is scored from 0-3), raw data for each was initially converted into z-scores. Z-scores standardise raw data so that different variables can be directly compared. A z-score represents the number of standard deviations above or below the sample mean a given raw score is – e.g. a z-score of -1.2 means that the raw score in question is 1.2 standard deviations below the sample mean.

A series of independent t-tests on Time 1 data revealed no statistically significant differences between the two groups at pre-test (all p>0.05). A mixed ANOVA was then performed to identify any main (time) and interaction (group*time, and/or group*time*domain) effects. There was one between-participants variable – group (experimental and comparison); and two within-participants variables – time (pre- and post-test) and domain (emotional vocabulary, discussion of basic emotional experiences, discussion of complex emotional experiences, recognition of own emotions, recognition of others emotions, and understanding of simultaneous emotions). The ANOVA failed to reveal a main effect of time and either of the expected interaction (group*time, and/or group*time*domain) effects (all p>.05).

<u>Taken as a whole, these analyses indicate that the primary SEAL small group work failed to have a positive impact upon extra support pupils' emotional understanding (as compared to a comparison group receiving no intervention).</u>

5.11: Analysis of follow-up data
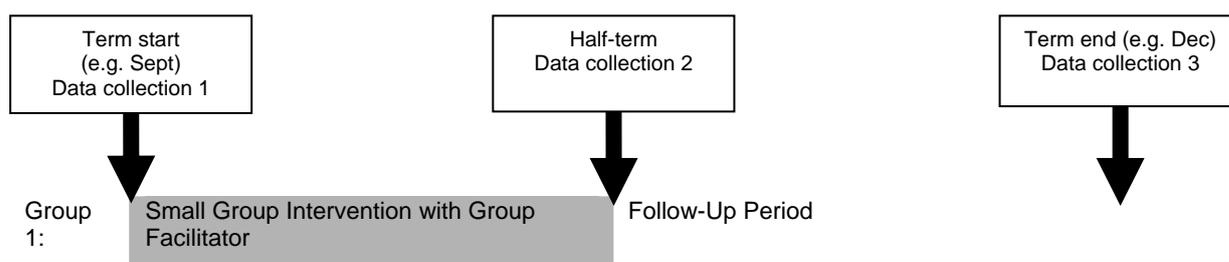
These additional analyses relate to RQ3 – the question of whether any impact of the small group work is sustained over time – and make use of the single group phase change A design depicted above. However, since the research question of interest relates specifically to sustainability of impact, analysis has only been performed where there was initial evidence of impact to begin with. Therefore, our analysis of follow-up data for New Beginnings only incorporates the ELAI pupil self-report measure, since the staff and parent ELAI and SDQ measures demonstrated no evidence of impact (see section 4.3). Likewise, our analysis of follow-up data for Going for Goals only incorporates the pupil and staff ELAI and staff SDQ measures, since the parent report versions of the ELAI and SDQ demonstrated no evidence of impact.

<u>New Beginnings – ELAI Pupil Self Report</u>

Our analysis of the New Beginnings intervention indicated that there were increases in *overall emotional literacy* for extra support pupils in the experimental group (as compared to extra support pupils in the comparison group) from pre-post-test. The question of whether this impact had been sustained at follow-up was answered by a paired samples t-tests using the Time 2 (end of intervention) and Time 3 (7 week follow-up) data for extra support pupils in the experimental group. This t-test failed to reveal a statistically significant change in scores from the end of the intervention to the follow-up (all p>0.05).

<u>Taken as a whole, these analyses indicate that the positive effects of the New Beginnings intervention on extra support pupils' ratings of their social and emotional skills were sustained over time.</u>

<u>Going for Goals – Staff and Pupil ELAI and Staff SDQ</u>

For the staff ELAI, our analysis of the Going for Goals intervention indicated that there were increases in *self-regulation* and *overall emotional literacy* for extra support pupils in the experimental group (as compared to extra support pupils in the comparison group) from pre-post-test. Paired samples t-tests failed to reveal any statistically significant change in scores from the end of the intervention to the follow-up (all p>0.05). For the staff SDQ, our analysis indicated that there were reductions in *peer problems* and *total difficulties* – paired samples t-tests failed to reveal any statistically significant change in scores from the end of the intervention to the follow-up (all p>0.05).

For the pupil ELAI, our analysis of the Going for Goals intervention indicated that there were increases in *empathy*, *self-regulation*, *social skills* and *overall emotional literacy* for extra support pupils in the experimental group (as compared to extra support pupils in the comparison group) from pre-post-test. Paired samples t-tests failed to reveal any statistically significant change in scores from the end of the intervention to the follow-up (all p>0.05).

<u>Taken as a whole, these analyses indicate that the positive effects of the Going for Goals on staff and pupil ratings of extra support pupils' social and emotional skills, behaviour and emotional wellbeing were sustained over time.</u>

5.12: Summary of findings

The preceding sections cover a vast range of analyses and we acknowledge that this may make it difficult for the reader to synthesize the information provided regarding questions of impact and sustainability. As such, we provide a single-page summary below (see Table 7) that outlines the key findings of the quantitative evaluation of impact:

Intervention	Design	Statistically Significant Impact Evidence			Mean ES for Impact (Cohen's *d*)	Follow-Up Evidence	Notes on other Impact Trends (e.g. non-significant)	Unexpected/Anomalous Findings
		Staff	**Pupils**	**Parents**				
New Beginnings	Pre-test-post-test control group	NO EVIDENCE FOUND	4 OVERALL EMOTIONAL LITERACY FOR PUPILS IN EXP. GROUP	NO EVIDENCE FOUND	0.44 (SMALL-MEDIUM)	4 ALL GAINS SUSTAINED AT FOLLOW-UP	N/A	N/A
Going for Goals	Pre-test-post-test control group	4 SELF-REGULATION FOR PUPILS IN EXP. GROUP 5 PEER PROBLEMS FOR PUPILS IN EXP. GROUP	4 EMPATHY, SELF-REGULATION, SOCIAL SKILLS AND OVERALL EMOTIONAL LITERACY FOR PUPILS IN EXP. GROUP	NO EVIDENCE FOUND	0.35 (SMALL)	4 ALL GAINS SUSTAINED AT FOLLOW-UP	4 SELF-AWARENESS FOR PUPILS IN EXP. GROUP (PUPIL ELAI) 4 OVERALL EMOTIONAL LITERACY FOR PUPILS IN EXP. GROUP (STAFF ELAI) 5 SDQ FOR PUPILS IN EXP. GROUP (STAFF SDQ)	N/A
Getting On and Falling Out	Single group phase change	NO EVIDENCE FOUND	4 SOCIAL SKILLS DURING INTERVENTION PHASE	N/A	N/A	N/A		4 EMPATHY, MOTIVATION, SELF-AWARENESS, SOCIAL SKILLS AND OVERALL EMOTIONAL LITERACY DURING *BASELINE* PHASE AND 5 EMPATHY DURING *INTERVENTION* PHASE (STAFF ELAI) 5 SDQ DIFFICULTIES GREATER IN *BASELINE* THAN IN *INTERVENTION* PHASE (STAFF SDQ)
Good to be Me	Single group phase change	5 PEER PROBLEMS DURING INTERVENTION PHASE	NO EVIDENCE FOUND	N/A	N/A	N/A	N/A	4 MOTIVATION, SELF-AWARENESS, SELF-REGULATION, AND SOCIAL SKILLS DURING *BASELINE* PHASE (STAFF ELAI) 5 HYPERACTIVITY AND CONDUCT PROBLEMS DURING *BASELINE* PHASE (STAFF SDQ)

Table 7. Summary of main findings in the quantitative impact evaluation.

As can be seen from Table 7, a rather complicated picture has emerged regarding the impact of the primary SEAL small group work interventions. However, the following evidence statements can be made:

- There is statistically significant evidence of the positive impact of the primary SEAL small group work in at least one measurement domain for each of the four interventions examined as part of this evaluation;
- Given that Going for Goals yielded the most consistent evidence of positive impact (e.g. across different raters and measures), this may be considered the most 'successful' of the four interventions (however, the average effect size for this intervention was smaller than for New Beginnings)
- The average effect size for statistically significant evidence of positive impact was small;
- For interventions where follow-up data was available, our data suggested that the effects outlined above were sustained approximately 7 weeks after the end of the intervention;
- In addition to the above, there were non-significant trends indicating positive impact in Going for Goals;
- There was no statistically significant evidence of positive impact from parents in any of the four interventions examined as part of this evaluation;
- In Getting On and Falling Out and Good to Be Me there were some statistically significant unexpected/anomalous findings that were contrary to our predictions.

CHAPTER 6: CASE STUDIES

6.1: Introduction to analytical strategy

We adopted a pragmatic, content-analysis driven approach (Mayring, 2004) to our analysis of case study data. We are mindful of the fact that our interpretations need to be meaningful to policy-makers and the educators whose work is being explored – thus, by creating categories drawn from our research questions, we are able to connect more directly with practice. Furthermore, since this evaluation was not concerned with theory development, a purely 'bottom-up' approach (such as grounded theory – e.g. Charmaz, 2003) was considered to be inappropriate. Finally, qualitative content analysis is appropriate for use with diverse data sources (e.g. observation field notes, interview and focus group transcripts, session plans).

In terms of procedure, all qualitative data was initially transcribed before being anonymised to protect the anonymity of respondents. It was then uploaded into NVivo 7, a software package designed specifically for qualitative analysis. Initial categories were created to mirror the research questions of this evaluation (see Section 1.2). As numerous researchers were involved in the coding and analysis of case study data, an initial 'calibration' exercise was performed with a small sample of data sources to ensure that our coding was consistent. Following this, each researcher independently coded the same sample transcript. This enabled direct evaluation of inter-coder reliability, which was found to be very high.

Once data for each case study school had been transferred to relevant superordinate categories, a more refined analysis took place in which data within these categories was placed into progressively more discrete sub-ordinate themes. This enabled the wealth of data that was deemed relevant to each research question to be organised in a more meaningful way. For example, consider the following extract:

"The teacher will just monitor it and say, you know, whether there has been a change, I don't know whether she's said anything to you about whether she seen a change, I think that's a very difficult thing to sort of…gauge really" (FAC INT, EE)

This statement, made by the small group work facilitator in School EE, was initially coded under the superordinate theme of 'Impact'. As more refined coding took place, it was placed into the subordinate theme, 'Conditions of Impact', and then eventually into 'Impact Difficult to Quantify'.

It should also be noted that codes are not mutually exclusive – thus, a single 'reference' (e.g. data excerpt) can be placed into several different codes depending upon its content.

6.1: Case profiles

A fundamental aspect of case study research is context. Therefore, in the interests of providing as much contextual data as possible, this section provides a case profile of each school. The case profiles cover background information about the school and are drawn from our interviews with staff and supporting documentation (e.g. OFSTED reports).

School AA

School AA is in Local Authority 1. It is a larger than average 4-11 primary school catering for a predominantly White British pupil population. A lower than average

number of pupils are entitled to a free school meal. School AA has gained Healthy School status. The school's most recent OFSTED report commented that personal development of pupils was pleasing, with pupils' good social skills equipping them well for the future. The report also commented that strong relationships existed at all levels to ensure that behaviour was good and that learning took place in a harmonious atmosphere. School AA began implementing SEAL two years ago, with the small group work element being introduced more recently (last academic year). SEAL is given a high profile across the school, and the various whole-school and small group activities are seen as a natural extension of the kind of work that has been encouraged by key staff for a number of years. School AA belong to a network of schools in their LA that periodically meet to share ideas and practice, and occasionally visit each other to observe SEAL work in action.

School BB

School BB is in Local Authority 2. It is an average sized 3-11 primary school catering for a local area that has notable elements of economic and social disadvantage (more than one-third of pupils are entitled to free school meals). The school also caters for a wide range of educational needs, with over one-third of pupils designated as having SEN. School BB has a higher than average number of pupils who have come from other schools. The school's most recent OFSTED report commented upon the excellent personal and social development of pupils, and also noted that behaviour and attitudes to learning were very good. School BB began implementing SEAL 3 years ago, with the small group element being introduced 'officially' in the last academic year (however, School BB had run similar interventions for children in need of extra support to develop their social, emotional and behavioural skills prior to the launch of the Silver Set materials). Key staff at School BB have been involved in a cross-school SEAL network for a number of years, and as 'pioneers' in their LA were involved in training staff from other schools.

School CC

School CC is in Local Authority 2. It is a smaller than average 4-11 primary school serving a predominantly White British pupil population. The proportion of pupils with SEN and those eligible for free school meals are both above average. School BB has achieved Healthy School status. The school's most recent OFSTED report commented very favourably upon the school's ethos, specifically stating that it provided a safe and nurturing environment in which pupils trust adults to help them deal with problems. School CC's focus on pupils' personal development was deemed a significant strength in the report. The school first began implementing SEAL approximately 2 years ago. SEAL small group work materials are delivered using an 'adapted' model in which sessions are given at a whole-class level with pupils arranged in small groups for certain activities.

School DD

School DD is in Local Authority 4. It is a large 3-11 primary school set in an urban area, with approximately one-quarter of pupils coming from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is well above average. School DD has gained Healthy School status, and also has an Inclusion Standard Gold Award from the Local Authority. The school's most recent OFSTED report was extremely complimentary, stating that it produced high standards in extremely challenging circumstances. Particular attention was paid to pupils' personal development and well-being. This was reported as being underpinned by an ethos in which staff showed respect and care to all pupils and to each other.

School DD were involved in the original pilot of primary SEAL in 2003-5, and introduced the small group work element 12 months ago.   The school has also recently become involved the Place2B project, whose aim is to support children's emotional wellbeing.

School EE

School EE is in Local Authority 3. It is a very small 5-11 primary school in an area with high levels of social and economic disadvantage. Most pupils are of White British origin. School EE has achieved Healthy School status. The school's most recent OFSTED report stated that the overall effectiveness of the school was good. Of particular note were the good relationships that featured strongly at all levels. Behaviour across the school was also considered to be pleasing, and the report stated that pupils felt happy and safe. School EE began implementing SEAL 2 years ago, with the small group work element being introduced 12 months ago. Following some initial resistance among staff, SEAL has gradually grown in profile throughout School EE.

School FF

School FF is in Local Authority 4. It is a larger than average 3-11 primary school serving a community with high levels of social and economic disadvantage. Almost all pupils are from minority ethnic backgrounds, and large numbers move in and out of the school each year. School FF has gained Healthy School status, and also has an Inclusion Standard Gold Award from the Local Authority. The school's most recent OFSTED report stated that it provides an outstanding education for its pupils, especially given its challenging context. In particular, pupils' spiritual, moral, social and cultural development was deemed to be excellent. School FF's ethos was described as calm and supportive. The school began to implement SEAL 3 years ago, with the small group work element beginning in 2005-2006.

6.3 Case study analysis

The analysis that follows is drawn from data collected from our 6 case study schools. In the interests of clarity, a breakdown of the data collected from each site is presented below in Table 8:

Table 8. Data collected from each of the 6 case study schools.

Data source	AA	BB	CC	DD	EE	FF
KAI-R/CRPM Time 1	✓	✓	✓	✓	✓	✓
KAI-R/CRPM Time 2	✓	✓	✓	✓	✓	✓
KAI-R/CRPM Time 3	✓	✓	✓	✓	X	✓
Facilitator interview	✓	✓	✓	✓	✓	✓
Head/deputy interview	✓	✓	✓	✓	✓	✓
Class teacher interview	✓	✓	✓	✓	✓	✓
Pupil interview or focus group	3	✓ FG	X	✓ FG	3	✓FG
Observations of small group work	2	3	2	2	2	2
Other observations (e.g. classroom)	✓	✓	✓	✓	✓	✓
Parent interview	✓	X	X	X	X	3
Documents (e.g. planning notes)	✓	✓	X	X	✓	✓

The act of coding and analysing the above data led to the development of a tentative model that summarises the processes involved in implementing primary SEAL small group work and the key influences on impact at pupil level. This is presented below in Figure 16:

Implementation of Primary SEAL Small Group Work

- *Local Authority Support*
  - o *Network Provision*
  - o *Training*
- *Implementation in Schools*
  - o *Groundwork*
  - o *Staff Involvement*
  - o *Allocation of Time and Space*
  - o *Preparation of Resources*
  - o *Assessment and Evaluation*
  - o *Facilitator Skills and Experience*
  - o *Pupil Selection*
    - ▪ *Processes*
      - • *Triangulated Referral*
      - • *Links with Wave 1 SEAL*
      - • *Responding to Individual Needs*
      - • *Group Balance*
      - • *Pupil Rotation*
    - ▪ *Profiles*
      - • *Emotional Difficulties*
      - • *Conduct and Behaviour Problems*
      - • *Peer Problems and Social Skills*
      - • *Selection of Role Models*
      - • *Children 'at Wave 3'*
  - o *Delivery*
    - ▪ *Fidelity vs. Adaptation*
    - ▪ *Setting Achievable Targets*
    - ▪ *Rewarding and Reinforcing*
    - ▪ *Making Learning Fun*
    - ▪ *Organisation of the SGW environment*
    - ▪ *Prompting, Probing and Questioning*
    - ▪ *Promoting Autonomy*
    - ▪ *Verbalising Emotional Experience*

Conditions of Impact

- *Background Issues*
- *Impact Difficult to Quantify*
- *Need for Extension and Further Support*
- *Children Need to Feel Secure, Safe and Special*

Figure 16. Model of primary SEAL small group work implementation.
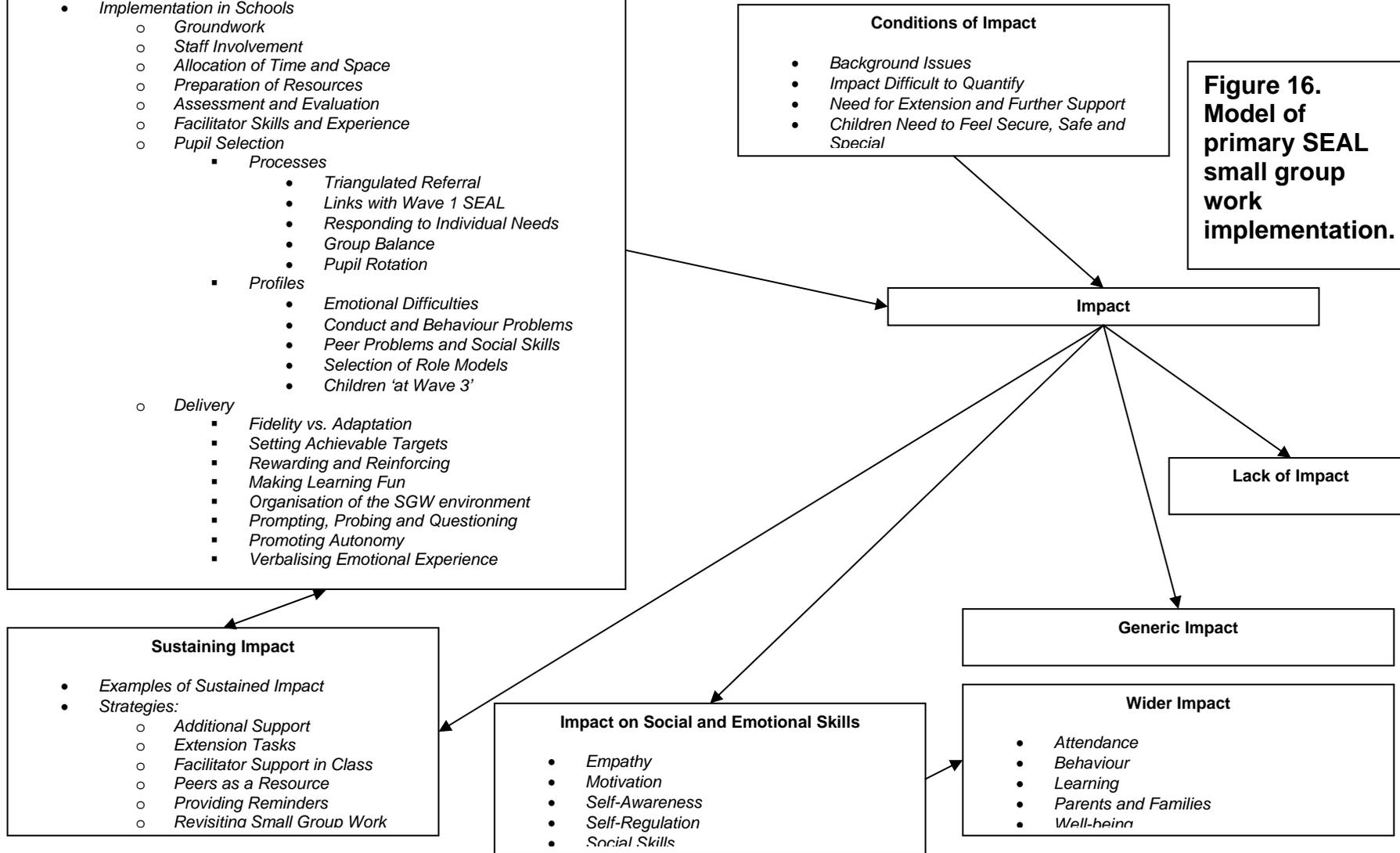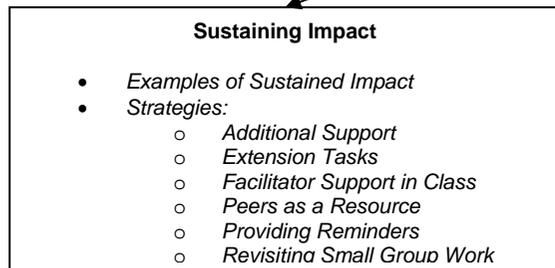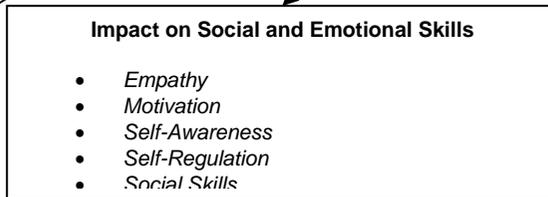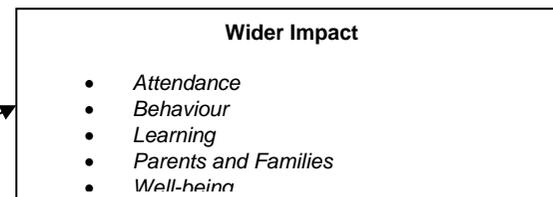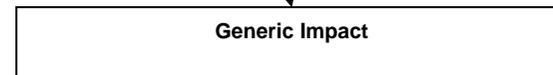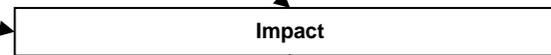
Impact

Lack of Impact

Generic Impact

Sustaining Impact

- *Examples of Sustained Impact*
- *Strategies:*
  - o *Additional Support*
  - o *Extension Tasks*
  - o *Facilitator Support in Class*
  - o *Peers as a Resource*
  - o *Providing Reminders*
  - o *Revisiting Small Group Work*

Impact on Social and Emotional Skills

- *Empathy*
- *Motivation*
- *Self-Awareness*
- *Self-Regulation*
- *Social Skills*

Wider Impact

- *Attendance*
- *Behaviour*
- *Learning*
- *Parents and Families*
- *Well-being*

In the interests of clarity, each theme discussed below begins with a brief breakdown of the number of *references* (e.g. how many 'excerpts' of data were coded in the theme), *sources* (e.g. how many data sources, such as interview transcripts, these excerpts were drawn from) and *schools* (e.g. how many of the 6 schools these sources and references came from) apply to each. This is not intended to provide a quantitative indicator of the relevance of a particular theme, but rather to increase the transparency of our analytical procedure, and to increase the *credibility* and *validity* of our findings through demonstration of thorough triangulation.

Key for data references: INT = interview, OBS = observation, FG = focus group, SMT = senior manager (e.g. headteacher), SEA = SEAL lead, TEA = class teacher, FAC = small group work facilitator, PAR = parent, PUP = pupil, SGW = small group work, CLA = classroom.

For example, (SGW OBS, BB) = small group work observation in school BB

A. The Impact of Primary SEAL Small Group Work

It was very clear from our case studies that the notion of 'impact' of the small group interventions was an extremely complex concept. Firstly, impact can occur at several levels. Thus, we discuss impact upon social and emotional skills, but also impact in a broader sense that incorporates, for instance, children's enjoyment of school activities and their general confidence and self-esteem. Secondly, many of our respondents spoke of certain conditions of impact – that is, factors that influence how impact is conceived of, or that need to be in place in order for impact to occur. Finally, we were also cognizant of the need to explore whether impact was sustained in the longer term, and *how* this might be achieved.

<u>"Conditions of Impact"</u>

Background Issues (17 references from 11 sources in six schools)

Many school staff spoke about how conditions in children's lives outside the immediate school environment operated to mediate the impact of small group work. Often, it was felt that the interventions could 'only do so much' when, for instance, children were experiencing family-related trauma, or where parental influence was maladaptive:

"She also mentions that some of the children in the group and a lot of the children in the school have very difficult home lives and that they can never expect to have a greater impact on the children than their home situations. She says the best they can hope for in some situations is to manage the behaviour of the children in school so that it doesn't disrupt the learning of other children in the school too much". (SGW OBS, BB)

"It can have an impact, it depends on the individual…and the families, you know, a lot of it isn't because they don't want to come to school. A lot of family influence…" (SEA INT, DD)

Impact Difficult to Quantify (12 references from 11 sources in six schools)

When questions around impact were asked, there seemed to be a general feeling that this was something that was very difficult to quantify (remembering, of course, that staff in case study schools had also been asked to complete the ELAI and SDQ for children involved in the interventions). Although specific examples of changes in

key areas were forthcoming (see 'Impact on Social and Emotional Skills), the idea of being able to somehow 'capture' these in a questionnaire was met with concern:

"I am going to see if it makes a difference… I am trying to track it numerically something that is quite hard to do with behaviour and social awareness isn't it?" (SMT INT, AA)

"It's hard to say really because it's not really something you can measure is it? But in terms of the children, the children get a lot out of it, I know the children and I think it does make a difference to those individual children" (TEA INT, FF)

This theme provides extremely important qualifying information for the quantitative data presented in the previous chapter, and relates to ongoing controversy in this area. Authors such as Willhelm (2005) have, for a number of years, debated the most appropriate methods with which to assess social and emotional skills. The reflections made by case study staff mirror such concern, but also demonstrate their awareness of the complexities of exploring and monitoring children' social and emotional capabilities.

The Need for Extension and Further Support (13 references from six sources in four schools)

The small group work interventions do not operate in a microcosm, and school staff emphasized the need to extend the work back in class and provide further support where necessary. There was a very clear notion that if the interventions were conceptualised as being confined solely to the weekly allocated time slot, their effectiveness would be diminished. Furthermore, the length of the interventions (around half a term is recommended in DCSF guidance) was also considered to limit on what could be achieved:

"When it's a six week half term, you've only got that six weeks … it's really quite difficult that cos it's such a short time. And then you're changing again to another group and another theme". (FAC INT, EE)

"I think that the small group work is something that you would need to maintain in order to continue the work and the improvement and the ideas that you are trying to develop within particular children". (TEA INT, BB)

Children Need to Feel Secure, Safe and Special (16 references from nine sources in five schools)

There were clear parallels between the atmosphere created in the small group interventions (see 'Organisation of Small Group Work Environment') and the humanistic principles expressed by writers such as Maslow (1943). Thus, staff spoke of children needing to feel secure (in that the work provided them with stability and the opportunity to develop trusting relationships with adults and their peers), safe (in that they could express themselves freely and confidentially without fear of recriminations) and special (in that they were part of a unique experience and had been 'chosen'):

"[They] feel able to say things in the small group that they wouldn't say in class" (TEA INT, EE)

"I know they are likely to enjoying it, they like being in an environment that is sympathetic and caring… it is a special time with them that makes them feel secure and safe at school" (TEA INT, FF)

"And if you say anything there's less people so you're more confident to say things" (PUP FG, BB)

"Generic Impact" (27 references from 15 sources in five schools)

Given that respondents had expressed some concerns regarding the 'intangibility' of the impact of the small group work, it is perhaps unsurprising that some of the descriptions that they gave were rather nebulous in places. Thus, although for the most part the consensus was that the interventions had a positive impact, the precise nature of said impact was sometimes elusive:

"I see in different children improvements…you know, they do do it." (FAC INT, CC)

"I'm sure it will have had some sort of impact, how much though I don't really know." (PAR INT, FF)

"Silver Team is very good for him" (TEA INT, AA)

"Impact on Social and Emotional Skills"

Despite the rather generic nature of *some* statements around impact (above), a particularly pleasing aspect of the case study element of the evaluation was the number of impact statements that could be attributed to particular social and emotional skills. This is of particular importance given the perceived limitations of quantitative assessments of said skills.

Empathy (17 references from 12 sources in five schools)

A number of comments made by respondents indicated that the small group work experience had positively impacted upon children's ability to read and be sensitive to the emotional states of others:

"He understands now… he knows that if I'm angry with him…or I'm happy or anything like that…he's…yeah, he knows" (PAR INT, FF)

"Now you can set them a problem and they will sort the problem out and they will listen to both sides of the story. Before it was 'well its my side' and its all black and white, I think its given them elements of what they'll need for life skills, that it isn't black and white, there are shades of grey. I've noticed a change in behaviour and the attitudes to each other, they're more tolerant of one another's strengths and weaknesses, they are… more respectful of adults as a whole" (SMT INT, CC)

Motivation (eight references from five sources in four schools)

Although there was little explicit evidence of pupils making more appropriate goal choices as a result of the small group interventions, there were certainly clear indications that it had fostered a more determined attitude to reach goals in some:

"He's been…all we seem to do at the moment, he wants to us to ask him…you know, give him some sums to do or some spellings, he's really into spellings and sums and a few weeks ago it was, 'oh, I don't want to do those again.' But now it's, 'how do you

spell this?' or 'I know how to spell that.' And he'll actually have a go whereas sometimes in the past I would, 'well you try. What does it sound like it starts with?' 'Oh, I don't know.' Whereas now he's having a good go and not getting as frustrated if he gets the odd letters wrong". (PAR INT, AA)

"There's nothing negative, 'I can't…' you know, 'I can't do that.'" (FAC INT, EE)

Self-Awareness (30 references from 20 sources in six schools)

One of the key benefits of the small group work experience was that it presented pupils with the opportunity to discover more about themselves. For both extra support and role model pupils alike, the interventions helped to develop an 'emotional vocabulary' that enabled them to better understand their own feelings and preferences:

"For the role models it makes them realise…well, it gives them an opportunity to show their strength which is good for their self esteem and I think that it helps them recognise that they're happy…and I don't think you can point that out to kids often enough…'you're a happy child' great". (TEA INT, AA)

"I think the children reason better and I think the children can vocalise their feelings a lot easier than they could before" (SMT INT, CC)

"Now they talk about their feelings and… then I think that helps because they're able to talk about things that they like and what they don't like" (FAC INT, FF)

This *intra*-personal understanding appeared to lead, in some cases, to subsequent changes in *inter*-personal understanding and behaviour:

"But then to have…the vocabulary to talk through what his anger is doing and *the impact of that on other children* [our emphasis]…"(TEA INT, AA)

"And what we can see now is…instances of negative behaviour are much reduced, much reduced, children now have the vocabulary to explain how they're dealing with it" (SMT INT, BB)

Self-Regulation (31 references from 18 sources in six schools)

The increased understanding of self outlined above laid the groundwork for increased personal control over impulses to act (e.g. "Think before you say something" [PUP FG, DD]) and an improved sense of being able to manage and regulate feelings in pupils:

"Since my dad died when someone calls him I get worked up and it's like the group helps me just to…it like learns me to calm down if someone calls my dad." (PUP INT, EE)

"[He] seems to be calm – a world away from the anger problems he had been experiencing" (CLA OBS, AA)

Of particular note here was the manner in which changes in self-regulation were so explicitly linked by respondents to strategies that had been introduced during the course of the small group intervention. In this sense, the 'impact' of the interventions on self-regulation was perhaps the most clearly delineated of all five social and emotional skills:

"Mike discusses strategies for calming down and the group joins in a discussion of when these have worked. Charlotte mentioned a time when Mike had used the strategies he mentioned for calming down." (SGW OBS, BB)

"There are things he's tries and I can see him counting to try and calm down" (TEA INT, AA)

Social Skills (31 references from 19 sources in six schools)

One of the key reasons for referral for small group work interventions across the 6 case study schools was problems with peers and/or poor social skills (see 'Pupil Selection – Profiles'). As such, it was pleasing to see such notable references to increased social skills following the interventions. These doubtlessly stemmed for the opportunities that the small group work provides in terms of modelling of appropriate social behaviour and communication, developing understanding of others' perspectives, and enhancement of listening skills:

"Paul: It makes us the friends and we learn things about each other don't we?
JB: Like what?
Charlotte: Like…I've got an imaginary friend called Bellybob" (PUP FG, BB)

"Abigail is talking to other children happily – she does have some confidence in situations where she feels comfortable". (CLA OBS, AA)

"I've learnt is that if someone's been nasty to you don't be nasty to them" (PUP FG, DD)

"It improves your listening skills." (PUP FG, BB)

"So hopefully it does build up better friendships and brings children together who may never…not necessarily have been particularly friends before." (SEA INT, DD)

"Lack of Impact" (36 references from 12 sources in five schools)

Whilst the above references highlight the positive impact that the small group work appears to have on pupils, it is important to note that there were also a number of 'negative cases', where the data suggested that impact was lacking:

"He needs to understand that there is such a concept as other people's feelings because at this point he hasn't got a clue. What worries me with Andrew is that the gap between him and the other children is going to widen" (TEA INT, AA)

"AL: Has the work you've done in a small group helped you outside of school, at home maybe?
Pupil: No, I smash windows at home." (PUP INT, EE)

"Carl, after some quick words from facilitator, gets on task. This doesn't last too long - he is soon making noises and rocking on his chair…. Carl is out of sight (behind teacher and is menacing the other children at his table – pushing the desk, grabbing pencils etc.)…. Carl is now hiding behind me, playing with some lego bits. Facilitator is busy helping other kids and hasn't noticed." (CLA OBS, AA)

Analysis of other elements of the small group work model (Figure 21 above) may give some indication as to why there was a lack of impact for some children. First

and foremost, it is possible that the 'conditions of impact' were not in place in the above examples. However, consideration of these references reveals, in most cases, children whose needs are potentially too complex to be addressed in the small group intervention framework. For these children, school staff recognised the need for more intensive work:

"We got individual targets for him in the class we can now say we have tried the small group work and even in 6 children in a group he still finds it very difficult to concentrate" (FAC INT, AA)

This issue is discussed in more detail in the section entitled, 'Pupil Selection'.

B. The Wider Impact of Primary SEAL Small Group Work

Notions of impact need not be restricted purely to social and emotional skills, although these are clearly the most 'proximal' variables addressed by the small group work interventions. Consistent with the SEAL guidance (DfES, 2005), we also anticipated a 'ripple effect' to other areas, including children's behaviour and their readiness to learn. The evidence of impact in these areas is outlined below.

"Impact on Attendance" (seven references from six sources in three schools)

Evidence around this area was somewhat sparse; however, this is perhaps to be expected given that attendance is clearly already mediated by the background issues outlined earlier in this chapter. Furthermore, it would perhaps be unrealistic to expect *huge* changes in children's attendance as a direct result of their involvement in such a brief intervention. However, there was some evidence of positive change (or, at least, the potential for positive change):

"We've just had OFSTED last week and the one area that we've been marked down again is our attendance because the figures just don't show the improvement that they're looking for. But the growth in the role of the learning mentor through the SEAL project has resulted in better liaison with some of our families who contribute to our poor attendance figures. So…there is an improved attitude, but it hasn't quite translated into an improvement in figures". (SMT INT, EE)

"Sometimes he says 'I don't want to go to school because some children do like this' but now he's… every day he says he wants to go to school"(PAR INT, FF)

"Impact on Behaviour" (16 references from eight sources in five schools)

Consistent with the SEAL guidance (DfES, 2005), improvements in social and emotional skills appeared to 'underpin' reductions in problematic behaviour in school. For instance, consider the following example, in which a class teacher talks about a pupils' developments in self-regulation impacting upon the frequency of behaviour 'incidents' he was involved in:

"He's kind of turned his behaviour around and he's really making the effort now on his behaviour which is helping a lot of the class because there was a few feuds that were going on and he's, he's kind of learnt that rather than react to just kind of go, OK and walk away which is really quite a good thing for him, which is brilliant" (TEA INT, DD)

Such changes in behaviour were also noted by other stakeholders:

"Yeah, he's much better because the teacher said he's improved, his behaviour" (PAR INT, FF)

"I mean children are generally more polite, more considerate on the whole than they certainly were before and less…less self-absorbed I think, but they haven't yet made that link to actually taking responsibility of stepping out there, but they are more aware of one another, so instances of negative behaviour are much reduced" (SMT INT, BB)

"Impact on Learning" (37 references from 19 sources in six schools)

The academic literature is divided as regards the 'legitimacy' of emotional literacy as a means of enhancing children's learning and subsequent achievement (Humphrey *et al*, 2007). For some of our sample, changes in social and emotional skills (such as increases in motivation) were seen to underpin effective learning by producing a state of 'readiness' in the classroom:

"It is as important as any of the curriculum areas because if we get this right then they will sit and listen and learn if they area happy and safe" (FAC INT, AA)

The belief that social and emotional learning provides a scaffold for academic learning resonates with other qualitative studies in this area (e.g. Perry, Lennie and Humphrey, 2008). To a certain extent these assertions were borne out by statements made by the pupils themselves regarding the impact that of the small group work:

"You get relaxed and you go back to class and it helps you [to] listen and do your work." (PUP FG, FF)

"They make learning really fun" (PUP FG, BB)

"Makes me learn a lot"(PUP INT, AA)

"Impact on Parents and Families" (11 references from seven sources in three schools)

Information about the impact of the small group work on parents and families was somewhat lacking. This may partly be because, rightly or wrongly, the interventions are viewed as being purely 'school-based'. Although some of the extended tasks provided by facilitators involved children consolidating their skills at home, our impression was that contact with parents and families was fairly minimal, aside from initial notification of the child's participation and occasional feedback:

"We try and build up relationships with the parents so the children in the silver team we got good relationships with those parents while they are doing silver team and they know exactly what is happening" (FAC INT, AA)

"I spoke to each parent individually when I talked about them doing SEAL's work and they all agreed that that would be good for their children". (FAC INT, EE)

This view of small group work may have been compounded by the fact that DCSF have produced a separate 'Family SEAL' package of materials. Although the SEAL programme should, of course, be seen as a whole rather than as several distinct

components, the pressures faced by schools meant that they felt that they could only manage 'a piece at a time'. Despite this, there was some evidence of impact in this area:

"AL: what does your mum think about what you're doing in the small group?
Pupil: She thinks it's been excellent and fantastic.
AL: Yeah, why?
Pupil: Because I'm doing so well in school and in this group…sometimes she doesn't like me swearing but today I just got on with my work and started doing it right" (PUP INT, EE)

<u>"Impact on Wellbeing"</u>

The term 'wellbeing' is often used in a rather nebulous manner, so in our searches of the case study dataset we restricted its meaning to areas addressed in Every Child Matters (DfES, 2003) – enjoyment and achievement, staying safe, being healthy et cetera. As a result, many of the areas of impact already outlined (e.g. 'Feeling Secure, Safe and Special' in 'Conditions of Impact') overlap considerably with this theme. To avoid repetition, we therefore restrict our reporting to 2 areas of wellbeing not explicitly covered in other reported areas – 'Enjoyment' and 'Self-esteem and Confidence'.

Enjoyment (19 references from 10 sources in four schools)

During our visits to the case study schools, there was a distinct sense of excitement and enjoyment among children involved in the small group work. As already mentioned (see 'Need to Feel Safe, Secure and Special'), it was promoted by school staff as something 'special' for the children involved, and this led to an increased sense of anticipation each week:

"Isaac and Anna (both role models) ask facilitator if it is 'silver team' today. She tells them 'yes' and both seem very happy – clearly this is something the kids look forward to" (CLA OBS, AA)

"I know there are particular children that really do…enjoy and they look forward to it…and whenever Jenny comes through the door, they're 'are we going with you?' So they're very enthusiastic" (TEA INT, FF)

"Oh yeah, he seems to enjoy it as well because we have a lot of problems in the reception class when we ask what he's been doing at school and…he…'can't remember,' you know, 'I don't know, I can't remember.' When he's come home on a Thursday night after the group, he says 'we've done this and we've done that' so it's been nice that he's been forthcoming with that himself and we've not had to try and squeeze it out of him" (PAR INT, AA)

The views of pupils themselves provide further insights here. The overwhelming consensus among pupils (with only a couple of minor exceptions) was that the small group work was not actually 'work' in the sense that they understood it – rather, it was a time for 'fun' and 'games':

"JB: So do you prefer being in a small group instead of a big class?
Pupil 1: Yeah.
Pupil 2: Definitely.
JB: Why's that?
Pupil 1: Because you play games and like in class you have to do work.

Pupil 2: Boring work" (PUP FG, BB)

The value of making school seem more enjoyable for children who may, without intervention, be at risk of developing more serious difficulties (including disaffection from school itself) is summarised neatly by a class teacher:

"I mean, I think if the children enjoy it and they seem to value the time then I think it's … in my respect it is a valuable thing to engage" (TEA INT, FF)

Self-esteem and Confidence (five references from four sources in three schools)

The notion of a link between involvement in small group work and positive developments in children's self-esteem and confidence has clear roots in the psychological literature in this area. According to Mruk (1999), self-esteem can be fostered when individuals feel valued and accepted, encounter success, have the opportunity to 'do the right thing', and experience autonomy and/or influence. The basic conditions of the small group work environment and ethos (see 'Need to Feel Safe, Secure and Special') and the manner in which it is delivered (see 'Delivery' in 'Small Group Work Implementation in Schools') clearly promote such experiences, with subsequent evidence of positive change:

"It has helped me feel good inside" (PUP INT, AA)

"For the role models it makes them realise…well, it gives them an opportunity to show their strength which is good for their self esteem" (TEA INT, AA)

C. Sustaining Impact Over Time

A crucial issue in considering the value of primary SEAL small group work in schools relates to whether any impact has been sustained during a period of time after the intervention has ended. As already indicated in the previous chapter, our quantitative data demonstrated that in areas where positive impact was evident at the end of a given intervention, the effects appeared to be sustained at follow-up around 7 weeks later. This section deals with the qualitative evidence relating to this, citing not only examples of sustained impact (or, lack thereof), but also the strategies put in place by school staff to facilitate sustainability.

"Examples of Sustained Impact" (16 references from 12 sources in five schools)

Data on sustained impact was naturally rather limited because of the criteria applied in coding our data. That is, a data reference could only be considered an example of sustained impact if it applied to a child (whether role model or extra support) who had already completed a small group intervention – thus, this limited our consideration of this theme to data collected in the *second half* of the term spent in each case study school. Despite this constraint, some examples were found:

"Lesson is drawing to a close – the children start to clear away. I overhear Jo (role model) telling facilitator that Michaela (extra support) said her drawings were nice – there is clearly an ethos of celebrating good, positive behaviour". (CLA OBS, AA)

"AL: Once children have left the small group do the benefits continue
TEA: Yes
AL: So it is sustainable
TEA: Yes I hope so because it gives them the confidence then to continue doing what they have learnt about with the wider spectrum most definitely" (TEA INT, CC)

However, there were also a number of 'negative cases', where the data seemed to suggest a *lack* of sustainability:

"Carl, after some quick worlds from facilitator, gets on task. This doesn't last too long - he is soon making noises and rocking on his chair". (CLA OBS, AA)

Certain comments made by respondents may help to illuminate why such a mixed picture emerged here. Firstly, there may be a natural 'dilution' effect after pupils complete a given intervention:

"I think it is hard, yeah, I don't know if it is as concentrated as it was when they were doing the work, I don't know if they can sustain that, but I think it still does have an impact on them". (TEA INT, FF)

"I think sometimes they can, even if it's a small amount of what we've done. I think whatever they can take back is useful, I know they're not going to take it all back, they're not that type of children which is why they're coming doing this in the first place, so…but I'm sort of confident they'll take a small amount of it somewhere where they go" (FAC INT, EE)

<u>"Strategies for Sustained Impact"</u>

Given the apparent inconsistency of qualitative evidence outlined above, the strategies used to facilitate sustainability become all the more important. The examples provided below resonate with the aforementioned notion (see 'Need for Extension and Further Support' in 'Conditions of Impact') that the small group work should not be conceptualised as a discrete, isolated intervention that begins and ends with each weekly session. The natural corollary of this view is that further support is a necessity once children's 'official' involvement in the small group work has ended.

Additional Support (17 references from nine sources in five schools)

At the most general level, it was clear that in some schools there were clearly defined additional support mechanisms in place to encourage children to consolidate their skill development after the end of a small group intervention. This additional support tended to operate at the class level (see 'Peers as a Resource' and 'Facilitator Support in Class' below), but in certain circumstances it extended to the whole school:

"Everybody knows if they are not seeing that behaviour trying to practice we will encourage it to happen so all staff will be doing that".(FAC INT, AA)

"It's throughout the whole school anyway, so I think it's not just the small group, I think because it's throughout the whole school all the time, I think that just helps cos it's just…there all the time". (FAC INT, FF)

"It's…the language that you speak, it's not good enough for it to be pocketed anywhere, it does need to be used all the time and I think…the vast majority of staff really appreciate that". (FAC INT, AA)

Extension Tasks (7 references from five sources in two schools)

Providing children with explicit tasks to practice and consolidate their skills development outside of the small group environment was only observed in 2 schools, but it where it did occur it was very much a central tenet of the overall approach to encouraging sustainability:

"It might be that there are friendship tokens that they've people to give or children are to listen out for compliments that are being given…it might be…it might be information they're collecting from the classroom, it might be information they're collecting from home. But there's no point to it if it's just taking place on a Thursday at half eleven, it needs to be fed through other times". (FAC INT, AA)

"Kerry produces pre-made cards with targets on for each child. The cards state that it is the goal of this week to ask your teacher what they think you could do better at. Kerry also hands over a homework sheet that asks the children what their dreams and ambitions are" (SGW OBS, DD)

Facilitator Support in Class (12 references from nine sources in five schools)

Having the small group work facilitator available to provide further support for children in the classroom was a fundamental component of the extra support strategies in some schools:

"Supporting it within the class as well as delivering the Silver Team ensuring that it carries on in the class and the children are reminded all the time the targets that we are trying to meet and then sharing with the other children in the class each week, what the children are trying to do, what feelings they are trying to control or learn about so it is just reinforcing it and feeding back to the teachers what we are actually doing". (FAC INT, AA)

"Her delivery is…her preparation and delivery are fantastic. Her interpersonal skills…are…very, very good and her…ability to bring these things into the classroom and to draw links for the children, we're so lucky, she's so good". (TEA INT, AA)

However, this could also create a tension with the manner in which pupils had been selected for intervention (see 'Processes' in 'Pupil Selection'). Thus, although being able to engage in further work with children in class was considered an ideal strategy, this was not always possible if children involved in the interventions came from more than one class or year group, or indeed if the other aspects of the facilitator's role prevented this. In such situations, good communication with class teachers was essential:

"Because I am in the class all the time and this is where it doesn't always work because sometimes on some years I can be working in lots of different classes so I might not be with those children all the time and would rely on the teacher then to keep backing up the things that they have done in the past, but if I am actually in the class with the children that have been in the previous group I can mentally note what their aims were and still recognise that on my list later on in the year that were trying to do and at the end of the theme now I will have had it from last year type up a summary of all the things that we have done give that to the class teacher so that is a summary for her file and then as a group we my prompts they will deliver to the whole class what silver team have done". (FAC INT, AA)

There was not complete consistency across schools in this area. Thus, although this crucial support mechanism was firmly in place in schools like AA, in others, it had yet to be implemented:

"MW: Yeah, so…after the small group work's finished, is there any follow-up at all? SEA: Not usually, no." (SEA INT, DD)

Peers as a Resource (three references from two sources in two schools)

The use of peers as a resource in helping extra support children is, of course, a core aspect of the primary SEAL small group work ethos (DfES, 2005). However, the use of said peers as a resource to promote sustainability *outside of the small group environment* appeared not have been explicitly considered in most schools. School AA was the one possible exception, as the following extracts illustrate:

"Something I hadn't really noticed – extra support kids appear to be invariably seated next to role models. The group work dynamic has been extended beyond the sessions and there is 'extension' work going on in class" (CLA OBS, AA)

"Harry is cuddled by a girl, seems to be calm… a world away from the anger problems he had been experiencing… Harry is still cuddled up next to the girl. She is happy to help him and is keeping him calm" (CLA OBS, AA)

Providing 'Reminders' and Making Achievement Tangible (22 references from 10 sources in four schools)

Several schools made use of both the physical environment and staff interactions with children in the classroom to keep the aims, targets and achievements of small group work at the forefront of children's thinking. This process of and rationale for 'reminding' was demonstrated most clearly in school EE:

"They will forget unless you remind children, especially things like this that they…it's not, it doesn't come naturally to them to say, 'I'm really good at that.' They do need to be given constant reminder and constant reassurance about what they're thinking about, yeah. And I do that around school with them and I do it in the dinner hall" (FAC INT, EE)

"There are several small wall displays relating to SEAL small group work, both current and previous themes" (SGW OBS, EE)

Alongside these visual prompts, children were given consistent reinforcement and encouragement with the use of concrete acknowledgements of their achievements. Thus, although the use of verbal praise and reinforcement was a consistent aspect of the delivery of the small group interventions (see 'Delivery' below), this was frequently accompanied by more tangible 'rewards':

"When FAC returned for her interview, she showed me miniature cardboard trophies she had made and laminated for each child, with their 'I can reach my goals' and their name and an achievement on, saying that she would give them these next week with their photographs" (SGW OBS, EE)

"She began to go round the circle, asking the children what they had achieved or learnt over the last few weeks. As they struggled to remember, she asked them to look at the display on the cupboard behind them, which had all the 'You can' tokens stuck to it" (SGW OBS, EE)

Revisiting Small Group Work (four references from four sources in three schools)

One palpable approach to achieving sustainability that was pursued in some schools was to give children the opportunity to participate in the small group work for a second time:

"So later on in the school year if nothing has worked so far we will pop him back in another silver team and see how he would cope again in a small group work we would try him again it is not like he has had his turn, I would have extra children in the group if I think or the teacher thinks they would benefit from it" (FAC INT, AA)

"If there were some children who Jean felt weren't ready just to be going it alone as it were, they would be part of the next group" (SMT INT, EE)

However, as a 'recommendable' strategy we feel that this needs to be approached with caution. Whilst the idea of a child 'revisiting' the small group during a future intervention seems workable in principle, it may create a tendency for particular children to be singled out for numerous interventions, which in turn may lead to changes in staff and pupil perceptions of the purpose of small group work. For instance, it may lead to the interventions being seen as a 'withdrawal group for naughty children'. This is a particular risk given that the children most likely to be selected for further small group intervention are also those whose needs are perhaps more extreme and complex than the suggested pupil profile (DfES, 2005), and for whom intervention at Wave 3 may be more appropriate. This issue is examined in more depth in the section entitled 'Pupil Selection'.

4. Implementation of Primary SEAL Small Group Work in Schools

This section describes how the primary SEAL small group work was implemented in our 6 case study schools. 'Implementation' is considered to pertain to aspects of the management of the interventions (e.g. staff involvement, key facilitator skills, allocation of time and space), the selection of pupils (e.g. process and profiles) and the common elements that characterise the 'delivery' of the sessions themselves.

<u>"Local Authority Support"</u>

The implementation of small group work was supported by staff working at Local Authority level. The nature and extent of this support depended upon a number of factors including the profile of SEAL in a given authority (and school), the school's history of involvement in SEAL and similar approaches, and the receptiveness of school staff to LA involvement. However, at a general level, LA support was characterised by 2 connected activities:

Network Provision (seven references from five sources in three schools)

Staff in three schools (AA, BB and EE) spoke of having been involved 'SEAL networks' or 'clusters' that were organised at LA level and provided an opportunity for the sharing of ideas, practice and concerns between schools undertaking similar 'journeys'. Although our impression was that these networks were almost certainly created in relation to the Wave 1 (e.g. whole school) element of SEAL, they were still active during small group work implementation:

"It is both sharing a practice we all gone round to each others school all the schools in the network to see how it is implemented in each school if displays are done what

kind of work the children have done. Any workshops or anything that is coming up in the future we… We have just done one visit teach first of all and tried to cover other visits and we taken photographs but then each school can go back and feedback to their staff, this is how they have done this topic and that topic and teacher ideas from each other as well on how to deliver them". (FAC INT, AA)

Training (19 references from 10 sources in five schools)

Receipt of specific training for the implementation of small group work was reported by most schools. The only real exception was school AA, whose participation in LA-level training was minimised because of their history of engaging in SEAL-related work and also having run similar small group interventions in the past (although not under the official 'umbrella' of SEAL). Training typically comprised a single afternoon or evening INSET session on small group work delivery, attended by the nominated facilitator and another member of staff (e.g. a class teacher or the school's SEAL lead). Despite this fairly 'light touch' approach, school staff felt they had benefited from the experience and had amended their practice as a result:

"It was useful for us at the time because we were doing, we had a group of children, we was doing them right the way through, the same children right the way through and at the time when we went to the training we realised we should be swapping and changing to meet the needs of the children really" (FAC INT, FF)

However, there were also definite calls for the level of input from Local Authority staff to be greatly increased:

"The half day INSET introduced the philosophy behind the scheme showed you how to use the scheme and then you would be pretty much left to your own devices" (TEA, BB)

"I think just to keep updated really would be quite good cos there's…we did a Key Stage Two small group work which was…I mean they showed us that on the training, but I think just to keep updated, regular". (FAC INT, FF)

<u>"Implementation in Schools"</u>

A distinct, multi-faceted approach to small group work implementation emerged from our discussions with case study school staff. At a basic level, there appeared to be certain 'necessary factors' in place to facilitate implementation – what Greenberg (2005) might refer to as 'pre-implementation structures' – this involved 'groundwork' through existing involvement in SEAL or similar approaches, and garnering the involvement of key members of staff. Following this, more pragmatic considerations, such as the allocation of space and time, the resources available, and the skills required for effective facilitation of small group work, were actively considered by schools.

Groundwork (22 references from 12 sources in six schools)

The most obvious piece of 'groundwork' that all six schools had engaged in was to ensure that their whole school SEAL provision was sufficiently embedded before attempting to implement small group work provision:

"The whole school approach, the skills of the staff, the commitment of the staff, the support from the parents…yeah, I think there's a wholeness of it…it's not something that can be done on your own. There was a very good checklist for things, 'are you

ready to do this?' And it was only because we met the criteria that we did it, so criteria are important and they cover things like, you know, 'are all your staff able to deal these things?'" (TEA INT, AA)

"We started SEAL, we've been doing it over three years now, as a whole school. We started implementing it three years ago when it came out for the pilot project schools. And then the small group work started a year later" (SEA INT, FF)

"It's getting really embedded into school now, so it's just a natural thing that they bring it into everything" (FAC INT, FF)

These findings do, of course, resonate with emerging evidence in the literature linking the effectiveness of targeted interventions with provision at whole school level (Adi *et al*, 2007). However, data in this theme was not solely confined to this – some schools, for instance, had already experimented with similar interventions in the past that informed their approach to small group work implementation:

"For like the last five or six years really we have had social skills groups going on in school anyway that we have just used materials that we have got in school and just used our own experience" (FAC INT, AA)

"Before the SEAL project started was the Golden Room and we started… we'd already got our stars of the week and our special table, so to actually go and hear what SEAL was about and listen to children and getting them to sort out their own social problems out, we thought, well we're halfway there" (SMT INT, CC)

Staff Involvement (10 references from five sources in four schools)

Schools gave a clear indication that getting key staff involved in the implementation of the small group interventions was an important part of their implementation strategy. Although the sessions themselves were exclusively delivered by a single facilitator, this individual was typically supported by a class teacher and/or the school SEAL lead, and in some case members of senior management. This small staff network was involved in key implementation issues such as the selection of pupils (see 'Processes' in 'Pupil Selection') and the general planning and monitoring of interventions, in addition to attempting to ensure that strategies for sustained impact were being followed through across the school:

"I'm actually the SEAL coordinator in the school so I was involved in implementing the SEAL, doing some staff training and now I do, we did make certificates, do the SEAL posters around the school, and then in terms of the SEAL small group work, I sort of line manage Jenny and make sure we touch base with her every week really with what we're doing and then the family SEAL element of that, and I have monitoring the impact in the through lesson observations". (SEA INT, FF)

Allocation of Time and Space (13 references from nine sources in four schools)

Other than the basic logistics of arranging a time and space for the delivery of small group sessions, data in this theme demonstrated the importance of clarifying the 'status' and 'profile' of the interventions within the school. That is, certain schools (for example, FF and AA) had worked extremely hard to make sure that small group sessions were incorporated into pupils' weekly schedules (so that they were delivered with consistency – at the same day and time each week) and delivered in a bespoke setting rather than simply whichever space was free on a particular day. Consider the following description of the small group setting in schools FF and DD:

"The room that the SEAL small group work takes place in is on a level above the first floor; the room is of medium size, bright, warm and very welcoming. There are several SEAL posters on the walls, some of them displaying feelings, 'when I am angry …', pictures of the children during the SGW sessions, Velcro posters with a number of sets of facial expressions, stickers to stick to faces with variety of feelings etc. A table, a puppet theatre stand on the corner, an area with a mattress and cushions, a few bamboo small armchairs with cloth and cushions on them, sand play area and water play area, complete the setting" (SGW OBS, FF)

"The 'Oasis room' is decorated with a range of calming picture, plants, teddies, mirrors, etc. Large, comfy chairs were also present. During the session subdued lighting and relaxing music was used". (SGW OBS, DD)

The arrangement of the physical setting outlined above is, we feel, not only consistent with the small group work ethos, but also indicative of the profile of this approach in these schools (that is, the effort put into arranging an appropriate setting clearly demonstrates that this is considered to be an important part of what each school is striving to achieve for their vulnerable pupils). However, this also creates tensions in relation to transferability – not all schools are fortunate enough to have the space and resources to create such environments.

Preparation of Resources (nine references from five sources in four schools)

The preparation and use of pedagogical resources – such as activity worksheets et cetera – varied from school to school. A key issue that emerged was the extent to which each made use of the resources provided by DCSF in the small group work guidance. Some schools used the various session outlines in a fairly fixed manner (e.g. 'I mean you don't actually alter it that much, I mean I'm doing exactly the same', FAC INT, CC), with others preferring to develop their own materials based on their experience and knowledge of their pupils' specific needs (e.g. 'we don't use the [DCSF] materials at all', SMT INT, BB). The implications of such variation for the relative 'fidelity' of the small group interventions and the possible relationship to pupil outcomes is discussed in more depth in the section 'Fidelity vs. Adaptation' in 'Delivery'). Whatever the approach taken, the time needed to prepare resources and materials for use in sessions was clearly felt to be a drain on facilitators' valuable time:

"The resources are quite good as far as telling you what to do actually making them is another thing" (FAC INT, AA)

"I think she [FAC] found it quite hard she likes to do it really well and she had lots of materials to make lots of resources to make I think that was quite sort of a drain on her time she was doing things at home she wanted to make it work really well" (TEA INT, AA)

Assessment and Evaluation (five references from five sources in three schools)

The evidence relating to the way in which schools monitored the progress of pupils selected for small group work was rather patchy. Little systematic evaluation was evident, but this may of course have been due to the influence of this project (e.g. schools did not feel the need to systematically monitor pupil progress since this was effectively being done for them by our research team). It may also relate to the perception of social and emotional skills as being difficult to quantify (see previous

section on this). However, there was evidence of more informal, 'qualitative' evaluation, usually in the form of discussions among members of staff:

"Generally through discussion to be honest I don't have any physical recording it is just generally by discussion and I suppose I would note in my sort of assessment plan if there was any particular issue that was outstanding and we had made superb progress or we need to do more work on it. But it is usually through discussion we myself and Mrs Dorgan and with the head teacher because obviously she has to be informed about what is going on" (TEA INT, CC)

Facilitator Skills and Experience (20 references from nine sources in four schools)

The characteristics of the facilitator were considered to be a crucial component of small group implementation in our case study schools. First and foremost, an overarching commitment to the fundamental principles of SEAL was necessary:

"They have got to feel it is going to make a difference because if they are not onboard with it and they are just going through the motions with it then that is not going to be as effective" (SMT INT, AA)

"Within a school it depends which person gets allocated the job of running the silver team whether that's their passion to deliver it as I think it should be kind of like it is very, very important" (FAC INT, AA)

Above and beyond this, effective facilitators had to be able to make use of the very social and emotional skills they were attempting to promote in pupils:

"You've got to listen" (FAC INT, EE)

"She knows how they respond and what they can…. she's very emotionally literate herself, I think that makes a difference" (SEA INT, FF)

"Its not something anybody can do, you have to have that basic empathy to start with" (SMT INT, EE)

"You need to be able to open about your own feelings…you need to…to be emotionally literate, absolutely, to be very sensitive" (TEA INT, AA)

Such skills provide a model for pupils selected for extra support ('If the adults can't act as role models…then this is going to fall flat on your face before you get going', TEA INT, AA) that can be reinforced subsequently by role model pupils. The skills also allowed facilitators to build positive relationships with the children, the foundations of which were always laid prior to an intervention beginning:

"She's got a fantastic rapport with the children, she's the perfect person to be running it" (TEA INT, AA)

"She's….got very, very good relationships with the children, so she knows the children really well" (SEA INT, FF)

"I think it's successful in that Jenny has really good relationships with all the children and I think that's really important in order for the SEAL small groups to have any impact on the child, that they have that" (TEA INT, FF).

The need for a positive 'rapport' with the children involved in the groups is perhaps all the more crucial given the brief nature of the interventions – as stated by the teacher above, it may be a crucial determining factor in terms of impact.

<u>"Pupil Selection"</u>

The processes used to select appropriate pupils for intervention and the subsequent typical 'profiles' of those selected are key implementation factors in any evaluation study. As indicated in the previous chapter, the 'population validity' of the sample as a whole was confirmed, with pupils selected for extra support typically scoring on the low end of the 'normal' range in both the ELAI and SDQ, and pupils selected as role models scoring towards the high end. However, this provides only a rather blunt index of pupil selection, which was a rather intricate and complex process in the schools we visited.

<u>"Processes"</u>

Triangulated Referral (10 references from eight sources in five schools)

One of the key roles played by the small network of core staff (see 'Staff Involvement' above) in each school was to discuss which pupils might benefit from small group intervention each half-term. The formality of this triangulated referral process (e.g. basic discussion vs. detailed assessment of individual children's needs) and the composition of the group involved (which would typically involve the facilitator and a class teacher, but might also involve the SEAL lead and/or a member of senior management, combined with consultation with parents in some cases) varied from school to school:

"It's done in consultation with the class teacher and with parents. So children are identified who are a cause for concern in particular areas, you know, either the way they're getting on or not getting on with their peers, issues at different times of the day, issues about coming into school and obviously parents be involved in that consultation. And it…perhaps issues around their learning, so underachievement that might be backtracked to other underlying concerns, so it's a very consultative approach. And then having identified the children the learning mentor does the…assessment, the assessment forms so that she can pick out specifically what they're concerned about" (SMT INT, EE)

"Well usually that's just the dialogue with the learning mentor about which children we feel would benefit because obviously there's different groups at different times of the year. So the learning mentor normally comes and says what the focus will be for a particular group and then we discuss which children we feel would benefit". (TEA INT, FF)

Having at least 2, but in most cases 3 or more stakeholders involved in this referral process potentially yields two benefits. Firstly, it increases the validity of the process itself (that is, if consensus is reached that a given child may benefit from intervention). Secondly, it presumably facilitates communication among these stakeholders and clarifies expectations regarding the aims and outcomes of the proposed intervention. However, one consistent omission from this process tended to be the pupils themselves:

"JB: Do you know why the teachers chose you for the group?
Pupil: No" (PUP FG, FF)

Links with SEAL Activity at Whole School Level (14 references from nine sources in five schools)

In schools such as DD decisions about which children to select for small group intervention were often made with SEAL activity at a whole school level in mind. The linking of interventions to whole-school SEAL themes was a specific example of this – thus, when (for example) New Beginnings was being explored across the whole school, this also tended to be the focus of the corresponding small group intervention, with suitable children chosen accordingly:

"From our list of referred children right throughout the school, looking at the theme of SEAL we'll pick individual children that may be suited to that theme to meet their need" (SEA INT, DD)

"Well…we had 'good to be me' I focused on children who are quite negative about themselves or didn't have a lot of self-esteem to build it up, to be more positive about themselves and about their work and…and then the other one was 'Going for Goals' that's people that are in the comfort zone and don't want to push themselves, that's the kids I went for with that one" (TEA INT, DD)

This 'top-down' approach to pupil selection contrasts with the more 'bottom-up' (e.g. led by individual pupil need) approach that was seen in other schools (see 'Responding to Individual Needs' below). We consider each to have their own strengths and limitations – by adopting a top-down approach, school staff are more able to draw links to what is happening at classroom and whole-school levels during a given term, and the specific skills being developed in a given intervention are presumably easier to reinforce and consolidate as a result. However, this may mean that vulnerable children whose needs do not necessarily 'match' a given SEAL theme are overlooked. In practice though, staff recognised that whatever the theme, certain central principles were present throughout:

"What we found with a lot SEAL themes there is an underlying idea that what we are trying to do is to build children's confidence, self awareness and the same sort of children are facing those same sort of issues whatever the theme" (TEA INT, BB)

Responding to Individual Needs (16 references from 10 sources in five schools)

In contrast to the above approach, some schools (in recognition of the cross-theme principles of SEAL – see teacher reference above) selected pupils on the basis of individual need. That is, they identified children who may have been facing particular issues at a given time (such as bereavement) and used the caring and supportive small group experience as a vehicle to help them. These decisions were taken regardless of the official theme of an intervention:

"If we have a parent come in and say that they're concerned about…or we know that there's been…something happened in the family or there's been a bereavement or a divorce or a breaking up of a relationship…sometimes parents will come in and they'll either see me or they'll see the learning mentor, Christine and then we will say, 'I think they need some extra time' and we'll find some way of putting them into the group" (SMT INT, CC)

Even in schools such as DD, where a more top-down approach predominated, there was recognition that individual need was still a crucial factor – often evidenced in core groups of pupils being considered for numerous interventions (e.g. 'The same children fall into the same categories again and again and again', TEA INT, DD).

Group Balance (11 references from 10 sources in five schools)

The literature on group work suggests that success can vary according to the group's composition, e.g. ability, gender, age, as well as the style of group (e.g. collaborative, co-operative) (Gillies & Ashman, 1995; Good *et al*, 1992). We found evidence that such factors were being taken into account in our case study schools. Once an initial 'pool' of potential small group work participants had been identified, school staff actively considered the 'balance' of the group. Balance was used in two senses here. Firstly, and predominantly, in relation to gender:

"There's usually a mix of boys and girls, so we try to make sure there's not a heavy weighting of one or the other, we try and make sure there's a good mix" (TEA INT, FF)

"One thing that we try to do is have an equal gender balance as possible not least because we feel that groups are more effective with a gender balance too many boys takes the group one way too many girls takes the group another way too many boys isolate the girls within the a group and too many girls isolate the boys within a group" (TEA INT, BB)

A second balance consideration related to the proportions of extra support and role model pupils:

"Other issues that we have in terms of composing the group is we try to have a balance between the role models and the children who are being targeted" (TEA INT, BB)

However, this balance was rarely equal – a consistent finding here was that the number of extra support pupils almost always outweighed those selected as role models:

"How many role models and how many children need the help that would change every time might just have one role model because we might have five that actually need the help for that thing so every time it changes for us" (FAC INT, AA)

"We have quite a lot of those children, the ones that will need extra support with their peers and making relationships" (FAC INT, BB)

This imbalance in group composition was reflected in our national sample (see previous chapter, where the ratio of extra support to role model pupils was approximately 4:1)

Pupil Rotation (seven references from five sources in three schools)

Although not as frequently referred to in the various data sources from the case study schools as other selection issues, the development of 'policies' regarding pupil rotation in the interventions reveals interesting considerations by school staff. One school, EE, had a policy of 'different groups every time' (FAC INT, EE). Another school, FF, had changed their policy in light of training at LA level:

"We only feel this year we're doing it properly because we didn't realise, we had too many groups doing it, kept the same children doing it, kept the same children doing the group and it's only since training we realised that each term we need to change the groups". (SEA INT, FF)

"We had a group of children, we was doing them right the way through, the same children right the way through and at the time when we went to the training we realised we should be swapping and changing to meet the needs of the children really". (FAC INT, FF)

This selection issue reveals another facet of the notion of 'fidelity' – the extent to which schools rigidly adhere to the guidance provided for primary SEAL small group work – and the tensions this raises. Whilst a continual rotation policy has the advantage of being in keeping with the general ethos of inclusion (in that every child can theoretically have the chance to participate), it may mean that potentially valuable 'top-up' time (see 'Revisiting Small Group Work' in 'Strategies for Sustained Impact') is not made available to pupils because they have already had 'their turn'.

<u>"Profiles"</u>

Having explored the decision-making process involved in pupil selection, we were keen to examine the typical social and emotional 'profiles' of those that eventually participated in the interventions (although it is important to note that these themes are, of course, inter-related and many pupils' needs straddled several areas). Whilst our emphasis here is firmly on pupils selected for extra support, consideration is also given to the characteristics of a role model. We also include discussion of the aforementioned notion of children who were thought to be 'at Wave 3' – that is, whose needs were perhaps too complex to be adequately addressed in the small group work framework.

Emotional Difficulties (11 references from seven sources in three schools)

Understanding and being able to effectively deal with emotions was a high priority for many pupils selected for intervention. In some circumstances, pupils had displayed difficulties is emotional regulation, leading to outbursts and behaviour problems:

"He can have quite a temper when he wants… he gets quite frustrated and sometimes he…it's managing that frustration, which he struggles with" (PAR INT, AA)

"Anger management is an absolutely chronic issue for him" (TEA INT, AA)

However, there were also children selected on the basis of internalising difficulties related to emotion, which manifested as shyness and social withdrawal:

"They just said that they thought it would help him to be a bit more…you know, to talk more, to get rid of some of his shyness…that's what they said" (PAR INT, FF)

"Yeah, she's shy, when she go outside she's shy" (PAR INT, FF)

Selection of children such as this is consistent with the notion of core cross-theme principles of SEAL small group work (e.g. 'What we found with a lot SEAL themes there is an underlying idea that what we are trying to do is to build children's confidence', TEA INT, BB).

Conduct and Behavioural Problems (14 references from 10 sources in four schools)

"I know we've got some children in school who've been identified with quite difficult behavioural problems and they work well with Jenny" (TEA INT, FF)

"He's come back he thinks he's dead hard going, he always gets on your nerves and… and he just tries to start fighting in the classroom" (PUP FG, BB)

It is perhaps unsurprising that children with difficulties in conduct and behaviour were frequently selected for intervention. Firstly, much of the theoretical literature around emotional intelligence suggests that behavioural problems stem from poorly developed social and emotional skills (Goleman, 1995). Indeed, there was some evidence of this kind of reasoning:

"The areas that we looked at out particularly around self esteem which might be manifesting themselves in disruptive behaviour in class because a child doesn't feel able to work at the levels that the class are working at therefore will be disrupting in order to get out of that situation" (TEA INT, BB)

Secondly, the research literature suggests that school staff are much better at reliably identifying externalising problems than internalising problems (e.g. Atzaba-Poria *et* al, 2004;Gardiner, 1994).

Peer Problems and Social Skills (eight references from six sources in three schools)

"Pupil: Some people are dead nasty to me
NH: Are they and what do they say?
Pupil: One said no you can't wait one said once [pupil 1] and [pupil 2] said I can play with them and when I can play with them they just ran away from me" (PUP INT, AA)

"We always used to fall out with each other" (PUP FG, BB)

Children experiencing difficulties in their relationships with their classmates were considered ideal candidates for small group intervention. In addition to developing their understanding of the basic nature of appropriate social interaction (e.g. '[It's about] how we should treat people', PUP FG, FF], a key aim of the work was to provide pupils with opportunities to practice and develop their social skills in a safe environment, where mistakes were seen as a natural part of the learning process.

Selection of Role Models (eight references from six sources in three schools)

Perhaps understandably, less evidence was forthcoming regarding the characteristics of a suitable role model pupil. Schools inevitably focused their efforts on children in need of extra support, and consequently the selection process for role models was not as involved. Typical comments on this issue are seen below:

"We do pick role models in terms of who would demonstrate good skills of a particular target" (TEA INT, FF)

"Children in the class who I feel would provide good role models to explain how to behave in certain circumstances situations" (TEA INT, BB)

Based on the sessions we observed across the 6 schools, the role model profile was not as theme- or target-specific as was the selection of extra support pupils (e.g. it was not necessarily the case that role model pupils in Going for Goals appeared to have been specifically chosen because they displayed high levels of motivation) . Rather, the typical profile of a role model pupil was a socially confident, well behaved and usually high achieving individual – this varied little from intervention to intervention. Only in one school (AA) was there evidence of more detailed consideration at work:

"Specifically good for the new beginnings a couple of the children have come in like Melissa has already done sliver team before so she was experienced how silver team ran which helped me then delivering it to the group and she would know the routine because she was relaxed about the routine it would help the other children relax about it. So even though it was a different theme she was doing so she was a good role model in that context" (FAC INT, AA)

Children 'At Wave 3' (14 references from four sources in two schools)

Our discussions with pupils, staff and parents and observations of small group sessions and other settings highlighted a small number of children whose needs were perhaps too complex to be addressed during as brief an intervention as is currently provided in this framework. Children such as 'Harry' and 'Carl' at school AA displayed social and emotional difficulties that appeared to be deep-seated and resistant to intervention. For Carl in particular, school staff had opted to try small group work as one of a number of alternative approaches that were being considered:

"For him now we can say that is one intervention that we have done and so when we put a bid in for him we can say these are the objectives that we have tried and he still couldn't fit in a group he still couldn't follow the rules he was still disruptive within the group but we have tried it and we can only keep trying different interventions till we find the one that works or he is ready to develop to the next stage but at least we have tried that" (FAC INT, AA)

This approach is commendable and reflects the determined mentality of staff in schools such as AA. However, in the specific context of the primary SEAL small group work, it raises an important issue about the influence of such children on others in the group:

"Harry and Carl have set a very different tone…the fact that Carl didn't really want to be there, we've never had a kid that didn't want to be in Silver Team before and I think that has a knock on effect for the other children too" (FAC INT, AA)

Thus, school staff are faced with difficult choices to make about children that are 'really extreme examples of need for inclusion' (TEA INT, AA). However, even though their participation in the small group work can potentially create problems for other members of the group, staff at AA felt that there could still be some tangible benefits:

"You are never 100% successful but then it is trying to teach the other children as well that he is there it is wrong what he is doing and they are doing the right behaviour to try and praise the other children they are doing the right behaviour that is expected of them, so for them to understand that sometimes people don't always do what they are suppose to be doing and that is throughout life" (FAC INT, AA)

"Delivery"

In addition to the organisational elements of implementation and pupil selection reported above, we were also able to derive common characteristics of (and issues relating to) the actual delivery of the small group sessions. These ranged from tangible aspects of the facilitators' pedagogic styles (e.g. probing, prompting and questioning) to more general issues pertaining to the level of intervention fidelity observed in each school.

Fidelity vs. Adaptation (11 references from nine sources in three schools)

A crucial component of any intervention is the level of fidelity (that is, the extent to which the intervention is delivered in the form in which it was originally intended). Fidelity (or lack thereof) can have a substantial impact upon intervention outcomes – and indeed, there is evidence in the SEL literature that it is particularly crucial in this domain. In relation to the primary SEAL small group work, staff in schools are presented with a challenge. On the one hand, there is some 'comfort' for staff in delivering the materials exactly as outlined in the extensive SEAL small group work guidance (e.g. 'The resources are quite good as far as telling you what to do', FAC INT, AA; 'I've stuck to it quite to the letter really because this is the first sort of year I've done it', FAC INT, EE). However, staff may also feel the need to step away from the proposed structure, content and/or delivery suggested in order to more effectively meet the needs of their school/pupils.

Across the 6 case studies our observations indicated that 5 of the schools (AA, BB, DD, EE, and FF) delivered the small group interventions with a very high degree of fidelity:

"Facilitator followed format fairly rigidly, including reminding children of group aims, telling them the learning outcomes for the session, reviewing previous work. Core activity was review of previous weeks' work as this was last session". (SGW OBS, EE)

However, school CC had opted to follow an 'adapted' model of delivery. They were not withdrawing pupils for small group work on a regular basis as directed in the SEAL guidance. Instead, they had decided to apply the work to a whole class context. Thus, rather than specific small group sessions involving a limited number of children, a whole class (in Year 5) participated in weekly lessons centred upon SEAL themes, with occasional break-out groups of 6-8 children. This may be due to (a) a lack of time due to the full curriculum, (b) a preference for including all children in the class, or (c) the alternative structures already in place in school for supporting vulnerable children.

In relation to (a), we were told that the teaching assistants have taken responsibility for delivering SEAL in KS1 and KS2 and that this is usually during teachers' PPA time 'because the curriculum is so jammed full, there isn't enough time in the day' (SMT INT, CC). When asked about the use of the small group resources, the Year 5 class teacher said, '[We] tend to do it whole class really, we have just found it as a school it is much more effective that way than having groups of children go out because we have groups going out for so many other different initiatives we felt that one more would a little bit too many' (TEA INT, CC). In relation to (b), the facilitator worked directly from *New Beginnings*: *Years 3/4* and *Years 5/6 Guidance Booklets* rather than the actual small group materials during both of the observed small group sessions and did not use the suggested lesson format for small group work. When asked about the delivery of small group work, the class teacher stated:

"A lot of the time we actually like to do it as a whole class, you know, we put SEAL group to the whole class, but then just put into little groups, so you know, like in year four, five where I work they're groups of six… that's how I like to do it, I do enjoy doing the whole class because then everybody benefits, especially when you're dealing with their feelings and you know emotions and everything, I think it's nice for them all" (TEA INT, CC)

When asked about the group of children who had been observed in a SGW session she said, 'these are a group of children that have been in when I've done the whole class and then just split into other groups' (TEA INT, CC).

Finally, in relation to (c), children identified by class teachers or parents as 'vulnerable' or needing a more targeted approach were generally referred to the learning mentor who runs various small groups, including a nurture group. Other issues, such as those involving bullying or friendship problems, are dealt with as they arise. The class teacher told us:

"There might be an issue and I will say to [facilitator] well look actually this little of group of boys we need to deal with those and focus on them....Initially you might meet with a group that have got issues…..have a discussion or something and then sort of introduce role models and have two discussions with them" (TEA INT, CC)

The level of adaptation observed in school CC raises some important issues that may have implications for the study as a whole. Firstly, the divergence from the basic principles of small group intervention (e.g. that the intervention is delivered to a small group in a bespoke environment) means that one could question whether the school is actually truly engaging in primary SEAL small group work at all. Secondly, if one of our *nominated lead practice* case study schools demonstrates such low levels of fidelity, the chances of other schools in the national sample also doing so is rather high. If this is the case, there would clearly be significant implications for our overall evaluation outcomes. Thus, lack of impact observed in certain elements of the quantitative evaluation may be due to lack of fidelity rather than problems with the materials/guidance/other factors. This issue will be considered in greater depth in the next chapter.

Setting Achievable Targets (11 references from nine sources in three schools)

Children involved in small group work were always set targets that were tangible and achievable with a modest amount of effort. This clearly fits with the notion of a core underlying principle of the interventions as improving children's confidence and self-esteem. Thus, by consistently providing children with opportunities to experience success, facilitators were able to build children's belief in themselves – something that they would hopefully transfer to the classroom context (see 'Impact on Learning' in 'Wider Impact'):

"I thought if it's something not many of them might have tried, they might have played with two balls, but…the actual…juggling idea would be quite…and it's something that I thought most of them would be able to achieve…it was quite achievable as a target" (SEA INT, DD)

Pupils were also explicitly aware of their targets and the extent to which they had achieved them:

"AL: What do you have to do to score a goal?
Pupil: Be good.
AL: Be good, good in what way?
Pupil: And…answer lots of questions.
AL: Ah, is that what your target was? To answer lots of questions?
Pupil: Yeah.
AL: And did you get your goal?
Pupil: Yeah." (PUP INT, EE)

Rewarding and Reinforcing (eight references from five sources in three schools)

Alongside the explicit strategy of ensuring children experienced success (see above), behaviour that moved children toward their targets was always rewarded and thus reinforced. As previously noted (see 'Providing Reminders and Tangible Achievements' in 'Strategies for Sustained Impact') these rewards were frequently something concrete and tangible – for instance, certificates and stickers – to enable the positive feelings generated to be maintained (that is, certificates and stickers could be taken back to the classroom or home where the success could be shared once more):

"She began to go round the circle, asking the children what they had achieved or learnt over the last few weeks. As they struggled to remember, she asked them to look at the display on the cupboard behind them, which had all the 'You can' tokens stuck to it. All the children had a turn to find one of their achievement 'You Can' tokens on he display and tell the group what they could do" (SGW OBS, EE)

"There was a brief recap of the previous session. There was a discussion of what makes a good friend. Some reinforcement of the talking object was needed although Peter in particular used it well [he was the first to mention having a talking object in the group and chose the object himself]. Facilitator notices this and gives Peter a 'well done' sticker as a reward for using the talking object well". (SGW OBS, BB)

Making Learning Fun (13 references from eight sources in four schools)

As already mentioned (see 'Enjoyment' in 'Wider Impact'), a central facet of the delivery of the small group interventions was its portrayal as 'fun' rather than 'work'. We have already discussed the crucial nature of this reframing in terms of re-engaging pupils who had found it difficult to cope with the work-oriented nature of classroom activities. The views of pupils themselves suggest that this was a very successful endeavour:

"I'm going to miss all the games and having fun… 'cos they make learning really fun". (PUP FG, BB)

"JB: So what's changed to make you not fall out?
Pupil 1: 'Cos of the things that Mrs Sterling says.
Pupil 2: 'Cos we play games together". (PUP FG, BB)

Organisation of the Small Group Work Environment (nine references from eight sources in four schools)

In 'Allocation of Time and Space' in 'Implementation in Schools' we alluded to the importance of a bespoke, welcoming environment for the delivery of the small group interventions. Consider the following descriptions of the small group environments from case study schools:

"Sectioned off area on annex to corridor. Lots of SEAL – related posters (e.g. feelings objectives and resources and props (e.g. puppets, compliments tree), very colourful and welcoming area. This area seems to be multi – purpose (is also used for withdrawal groups for literacy etc). But most of the wall is covered with 'SEAL' things (e.g. Feelings fan)" (SGW OBS, AA)

"This is a large, welcoming room with bright wall displays… there is a carpeted area with cushions, surrounded on three sides by bookcases and display tables" (SGW OBS, CC)

"The room that all SEAL small group work sessions take place every Thursday is on the second level of the building. It is rather of medium size, bright, warm and very inviting, with a mattress and cushions on the end of the room, a bamboo armchair and a few smaller bamboo armchairs, with cloth and cushions on them. There are also different play areas in the room: a puppet theatre stand on the corner, a sand play area, a water play area, selves with toys. There are also several SEAL posters on the walls, some of them displaying feelings, 'when I am angry …', pictures of the children during the SGW sessions, a Velcro posters with a number of sets of facial expressions, stickers to stick to faces with variety of feelings etc. There is also a floor area and a table & chairs area. On that day, there is a soft music on the background and also a smell of lavender". (SGW OBS, FF)

As can be seen from these descriptions, there are common elements in the way the physical environment is organised. Firstly, efforts have been made to make the environment as welcoming and child-friendly as possible – e.g. the use of bright colours, cushions, puppets). Secondly, SEAL-related materials are highly visible – this emphasizes the bespoke nature of the setting and also provides children with reminders of objectives and targets. Finally, in some schools (e.g. FF), there were multi-sensory props (e.g. use of music and scent). Aside from helping to create the 'secure, safe, and special' atmosphere mentioned earlier, these rooms are also carefully designed to not mirror the classroom environment that many of the children involved in the interventions have struggled with. The result of this careful arrangement is perhaps best expressed in the words of pupils themselves:

"Pupil 1: Do you know this room, this room makes us happy
Pupil 2: Its nice and warm…" (PUP INT, EE)

Prompting, Probing and Questioning (10 references from eight sources in five schools)

A distinctive aspect of facilitators' approach to interacting with pupils was the use of prompts, probes and questions. This approach ensured that sessions were participatory without creating undue pressure on individual pupils. Thus, questions, prompts and probes tended to be directed to the group as a whole rather than individual pupils, so that those low on confidence did not feel 'put on the spot'. Over time, this approach seemed successful in drawing the more introverted pupils out as it became clear to them that this was a safe, less intimidating environment than the classroom.

"Facilitator probes – 'how did you know this one was 'Happy''? Facilitator probes until children get each correct and gives prompts when necessary" (SGW OBS, AA)

"She asks them to summarise what they have done today. The children say that they've labelled the body, and they talked how the body feels. F adds that they learnt to relax, 'do we have to lie down to relax? what other things help us to relax?'. some of the children offer suggestions: ' we stretch', 'we read a book', 'we sleep', 'listen to the music'". (SGW OBS, FF)

Promoting Autonomy (four references from three sources in three schools)

Another method through which the small group work may be successful in facilitating confidence and self-esteem is in its active promotion of autonomy in pupils. As previously mentioned, authors such as Mruk (1999) have suggested that feeling valued and experiencing influence and/or power can be a crucial sources of self-esteem. In the small group work setting, pupils are able to access these kinds of experiences on a regular basis. One powerful example of this is their involvement in setting the rules for the weekly sessions:

"She firstly invites them to recap on the rules that 'you made them up'" (SGW OBS, FF)

"The facilitator explains that rules are needed, this led to hands up for most of the children to suggest rules" (SGW OBS, DD)

Verbalising Emotional Experience (six references from three sources in three schools)

In several of the impact themes staff spoke of children's 'emotional vocabulary' being built during the sessions. Our data suggests that this is likely to be directly related to the opportunities that the small group work provides for children to verbalise their emotional experiences:

"Facilitator asked the children to think about how they would feel if they went somewhere new. Ruby and Katie, both role models, put their hands-up and, when asked, answered "lonely" and "worried" "(SGW OBS, CC)

"Facilitator then invited the children to talk about any worries they have, or any problems. One pupil (Sienna) talks about a worry" (SGW OBS, FF)

For children who struggle with this, other elements of delivery (e.g. prompts, probes and questions) can help them. Alongside this, the plethora of activities available in the small group work resources facilitate new learning about emotional states:

"Facilitator tells them that they are going to have a little game - the game is about wearing face masks. She starts first making an angry expression. She asks them 'what is this mask about'? Khushi says that this is an angry mask. So, facilitator says 'I am going to take my mask off now and give it to Khushi, Khushi you can now wear a mask and we will try to find out what kind of mask this is'. Khushi makes a face, Kryan raises his hand and Khushi asks his what kind of mask she's wearing, Kyran suggests 'happy'. Then Khushi gives her mask to Sienna, she makes a face, Neliah suggests that it is a crying mask. She passes her mask to Kyran. Kyran hesitates and thinks for a bit. He makes a 'shy' mask. All children have a turn". (SGW OBS, FF)

6.4: Summary of findings

Our analysis of qualitative data from the 6 lead practice case study schools led to a rather complex picture of SEAL small group work implementation. In summary, the following evidence statements can be made:

- Although certain provisos were made, there was a general feeling that the small group work had a positive impact upon pupils' social and emotional skills (and, subsequently, broader impact upon areas such as pupil wellbeing);

- There was also evidence that this impact was sustained outside of the small group work environment – although this was mediated strongly by a range of explicit strategies designed to facilitate sustainability;
- Successful implementation of the small group work element of SEAL was seen as being dependent upon a range of factors, ranging from the skills and experience of the facilitator to the availability of an appropriate physical space to conduct the sessions;
- Pupil selection processes involved consideration of a number of factors, including individual pupil needs, links with Wave 1 SEAL, and overall balance and composition of the group. Participating pupils had varied profiles, including emotional difficulties, conduct problems, and poor social skills;
- Key aspects of the delivery of small group interventions included setting achievable targets for children, providing constant reinforcement of desirable behaviour, providing opportunities for pupils to verbalise their emotional experiences, and engendering a sense of fun;
- Most case study schools followed the small group work guidance (DfES, 2005) fairly closely – thus, there was a high degree of fidelity across the sample. The only notable exception to this was school CC, who were following an adapted model.

CHAPTER 7: DISCUSSION, SUMMARY AND RECOMMENDATIONS

As can be seen from the previous three chapters, this evaluation yielded a massive amount of both qualitative and quantitative data. In this final chapter we begin with a summary of the main findings, which can also be found in the Executive Summary. We then briefly consider the relationship between our findings and those in the broader literature in this area, examine some of the limitations of our research design, and finally outline a series of recommendations aimed at policy-makers, LAs and schools.

7.1: Main findings of the evaluation

This evaluation comprised of three distinct phases. In the first phase we conducted telephone interviews with the SEAL leads in 12 LAs across England. Our analysis of the data generated from these interviews (see Chapter 4) showed that there is generally a high degree of support provided by Local Authorities for schools implementing small group interventions. The nature and form of this support varies across LAs, but typically comprises training events (which in some LAs includes in-school modelling), support mechanisms (such as inter-school networks) and the provision of additional materials (RQ4a).

In the second phase we conducted a quantitative impact evaluation using a quasi-experimental design. This involved multiple assessments of the social and emotional skills, behaviour and emotional well-being of over 600 children across 37 schools. Four interventions were evaluated – New Beginnings, Getting On and Falling Out, Going for Goals and Good to Be Me. There was statistically significant evidence of the positive impact of primary SEAL small group work from pupils and/or staff in at least one measurement domain for each of the four interventions, although the average effect size was small (RQ1, RQ2a). Where there was evidence of a positive impact at the end of an intervention, data collected approximately seven weeks later suggested that gains were sustained at follow-up (RQ3). In one instance (staff ELAI ratings in Getting On and Falling Out) there was evidence of an adverse effect of the intervention.

Whether such evidence means that primary SEAL small group work can be considered 'successful' depends upon the perspective adopted. From a rudimentary perspective, one could argue that *any* evidence of positive impact for a given intervention means that it can be considered successful. A slightly more nuanced approach involves mapping the key social and emotional aspects of learning purported to be addressed in each SEAL theme (see Table 2 in Chapter 1) to the impact evidence in this evaluation. Only the pupil-rated increases social skills in Getting On and Falling Out map directly to what has been proposed for each theme. Furthermore, there was no evidence of impact for any of the 'core' skills targeted (highlighted in bold in Table 2 and in DfES, 2005) for each theme in any of the staff, pupil or parent ratings. From this perspective the outcomes of the evaluation seem less impressive but it may simply mean that (assuming intervention fidelity and the integrity of Goleman's (1995) EI model and our ELAI measure) the interventions themselves actually produce different outcomes than those that were first proposed. Another possibility, considered later in this chapter and evidenced in our case study strand, is that the themed interventions operate at a more generic level (for instance, with general improvements in self-esteem and confidence) in the way that they produce outcomes. If this is the case, the lack of direct links between SEAL themes and specific improvements in certain social and emotional domains is perfectly plausible. This proposition is lent further weight by the null results produced by our additional measures, which are considered to be *maximal* rather than *typical*

measures of social and emotional understanding (Willhelm, 2005), and thus are less susceptible to influence from general improvements in self-esteem and confidence (see section 7.3 for further discussion of the key distinction between typical and maximal measures in relation to this evaluation).

The third phase of our evaluation was conducted in parallel to the second, and involved case studies of 6 schools that had been nominated by LA interviewees as demonstrating lead practice in this area. Although certain provisos were made, there was a general feeling across our case study schools that the small group work had a positive impact upon pupils' social and emotional skills (and, subsequently, broader impact upon behaviour and emotional wellbeing) (RQ 1, RQ2a). Schools also provided data that suggested that the group work may also impact positively upon learning, but the evidence relating to attendance and parents/families was much more sparse (RQ2c). There was no evidence to suggest that the small group work had any substantive impact at school level (RQ2b).

The case studies provided useful explanatory data relating to sustainability of impact – indeed, we found evidence of high levels of support for pupils involved in small group interventions that went beyond the sessions themselves and extended past the official end of a given intervention (RQ3). Successful implementation of the small group work element of SEAL was seen as being dependent upon a range of factors, ranging from the skills and experience of the facilitator to the availability of an appropriate physical space to conduct the sessions (RQ4b, RQ5). Pupil selection processes involved consideration of a number of factors, including individual pupil needs, links with Wave 1 SEAL, and overall balance and composition of the group. Participating pupils had varied profiles, including emotional difficulties, conduct problems, and poor social skills (RQ4c). Key aspects of the delivery of small group interventions included setting achievable targets for children, providing constant reinforcement of desirable behaviour, providing opportunities for pupils to verbalise their emotional experiences, and engendering a sense of fun (RQ4d). Most case study schools followed the small group work guidance (DfES, 2005) fairly closely – thus, there was a high degree of fidelity across the sample. The only notable exception to this was school CC, who were following an adapted model.

7.2: Relationship of main findings to the literature on targeted interventions

As seen in chapter 2, there is an established and rapidly growing evidence base for targeted interventions with children considered to be at risk of developing social and emotional problems. Our findings resonate with certain elements of previous studies, but in other areas there are disparities. Before exploring these issues, it is perhaps sensible to first consider the similarities and differences between the primary SEAL small group work intervention model (DfES, 2005) and those typically reported in the literature (e.g. Shucksmith *et al*, 2007), in addition to similarities and differences in terms of evaluation methodologies.

In terms of intervention model, the primary SEAL small group work framework is similar to others reported in this area in that the nature and content of sessions is varied and multi-faceted. So, just like the majority of studies identified in Shucksmith *et al*'s (2007) review, intervention strategies for primary SEAL include elements of training in "coping skills, stress management, training in self-monitoring, normative peer work and mentoring… techniques of cognitive behavioural therapy and… social skills training" (p.16). However, the small group work model also differs from the majority of other studies in at least two important ways. Firstly, the use of role models is somewhat rare in the targeted intervention literature – indeed, only a handful of studies report participation of 'non-targeted' children, and typically it is a

peripheral, rather than central component of the intervention (e.g. Metropolitan Area Child Study Research Group, 2002). This may be because of the perceived ethical issues that arise from this aspect of group composition. Secondly, the brief length (6-8 weeks) and low intensity (one 30-40 minute session per week) of primary SEAL small group work interventions contrasts sharply with the majority of studies reported in the literature – for instance, children participating in Lochman *et al*'s (1993) study of a social relations intervention to treat aggressive behaviour received twice-weekly sessions over 7 months.

In terms of methodology, our evaluation is similar to others reported in the literature in we used triangulated assessment techniques (e.g. child self-report, in addition to staff and parent informant-report measures), and that a comparison group was integrated into the research design in order to strengthen any subsequent claims about a causal relationship between the intervention strategy and changes in social and emotional skills of participants. Unlike Barkley *et al* (2000) and many other studies though, we were not able to randomly assign participants to groups – rather, we took advantage of a 'naturally occurring' comparison group. Furthermore, a significant element of our study was the focus on *process* as well as *outcomes* – this is somewhat unique to the literature on targeted interventions, which tends to only present quantitative impact data. However, perhaps the most important methodological divergence between our evaluation and those reported in the literature is that we report an 'effectiveness' trial – that is, a pragmatic evaluation of practice as it is delivered in real-life settings. The studies reviewed by Shucksmith *et al* (2007) and others report highly-controlled 'efficacy' trials, delivered under ideal conditions and with a high degree of support from the evaluators (including the fact that the intervention itself is typically delivered by a trained psychologist rather than a member of school staff) – which brings some crucial difficulties in terms of sustainability: "A number of authors comment that these trials of programmes deliver resources at a level that could not be sustained under normal circumstances" (Shucksmith *et al*, 2007, p.45). A crucial corollary of this distinction is that whilst there may be some doubt as to whether existing intervention strategies reported in the literature can be successfully implemented in schools in the long-term, there is *prima facie* evidence in this report that this *can* be done for primary SEAL small group work.

In terms of the key findings of our evaluation, there is a fairly high degree of accord with the existing literature in this area. Our quantitative impact evaluation found statistically significant evidence of the positive impact of the primary SEAL small group work in the ratings of both pupils and staff – although the effect size observed (e.g. the amount of change that occurred, relative to the comparison group) was, on average, small. This resonates with the findings of studies such as that reported by Larkin and Thyer (1999). Their intervention shares a number of key similarities with primary SEAL small group work, including age of children selected (6-9 years) and their profile (nominated by school staff as being at risk of developing problems), length and intensity of intervention (8 weekly sessions), and content (structured group activities facilitated by an adult). Larkin and Thyer (1999) found that children in their intervention group made significant improvements in self-esteem, self-control and reductions in problem behaviour, relative to a comparison group that received no intervention. Other intervention studies with similar parameters (e.g. Mize *et al*, 1990) demonstrate comparable gains for targeted children relative to comparison groups, although those that report effect sizes (e.g. Bernstein *et al*, 2005) typically report bigger effects than those seen here (although it is important to note again that these studies report efficacy rather than effectiveness – this in itself could account for the difference in effect sizes).

In addition to the overall trend of our results, there are other areas in which elements of our findings resonate with published literature. For instance, the lack of agreement between pupil, staff and parent ratings of improvement (a prime example being the lack of change in parent ratings as compared to pupil and staff ratings for Going for Goals) is not uncommon (Adi *et al*, 2007). Indeed, there are several studies where positive outcomes related to one 'observer' (e.g. staff) are not reported by others (e.g. parent) (see Catalano *et al*, 2003, for example). These discrepancies are perhaps to be expected, given the unique information to which each observer has access. For example, school staff benefit from seeing a given child's behaviour in school and can also use their collective experience with other children as a frame of reference in completing rating scales such as the SDQ. Parents, on the other hand, have access to more detailed information about their child's behaviour at home, but typically have a much more restricted frame of reference in completing a given scale. However, given the uniform lack of change in parent ratings across the four interventions, the possibility that skills developed in primary SEAL small group work do not transfer to the home setting must also be given serious consideration (although it should be acknowledged that there were some indications of positive impact from parental perspectives in the case study strand).

7.3: Limitations of the evaluation

As with any piece of evaluation research, our study was characterised by certain limitations that undoubtedly impact upon the overall validity of our findings. We feel it is important to present these here in order that the reader is in an informed position when drawing conclusions about the effectiveness of primary SEAL small group work.

One of the key pragmatic necessities of a national evaluation such as this is that, as reported in Chapter 5, data collection in the quantitative impact evaluation was conducted through the post. With a sample of over 600 children in 37 schools nationwide there was simply no way for our research team to administer the various instruments ourselves. As such, in each of the schools we identified a member of staff (typically the SEAL lead and/or the group work facilitator) who took responsibility for the collection of quantitative data at each time-point. The limitations associated with this arrangement are fourfold. Firstly, in spite of written instructions and numerous telephone calls, there was a certain degree of confusion in a small number of schools regarding the data collection requirements – this may have impacted upon the amount of data sent and its validity in a small number of cases. Secondly, whilst most schools were very efficient in returning questionnaires (e.g. within a week or two of a given time-point), some arrived several weeks later. Although these questionnaires were always dated around the time-point specified, we could not guarantee that they were completed on these exact dates. Thirdly, although we requested that staff questionnaires be completed by the same individual at each time-point, this could not be guaranteed in some cases. Finally, as with any research of this kind the loss-to-follow-up rates increased as the study progressed (see Chapter 5). Whilst this in itself is not hugely problematic (we largely stayed within the parameters of what Schucksmith *et al* (2007) consider acceptable), the possibility exists that those schools who *did* send back questionnaires consistently may have been doing so because they felt their evaluations were going well – meaning that our overall dataset may actually represent an overly optimistic account of the outcomes associated with primary SEAL small group work.

Another limitation of this evaluation relates to the fact that we were unable to check the fidelity of the small group interventions beyond our case study sample. This is of particular concern given that (as outlined in the previous chapter) one of our

nominated lead practice schools' models of intervention was clearly lacking in fidelity to the DCSF guidance (DfES, 2005). Thus, if a nominated lead practice school has veered so far from the suggested intervention model, we feel that the probability of other schools from the national sample also having done so is increased. This proposition is lent weight by data from our LA interviews, e.g.: "we say hang on you don't have to do it like that… just not stick so rigidly to the script really" (LA 7). If there *was* a lack of fidelity across the national sample it creates difficulties for us in concluding that the primary SEAL small group work is a successful intervention model (that is, because an unknown number of schools were not actually following the model). We consider this to be a critical issue and as such have included suggestions for future research (see section 7.4.4).

The measures used in our national sample for the quantitative impact evaluation were chosen, as described in Chapter 5, on the basis of a number of key criteria including brevity. However, whilst instruments like the ELAI do present pragmatic advantages in a national evaluation such as this, the fact that they rely upon *typical* rather than *maximal* behaviour does impose some limits on what they can actually tell us about children's social and emotional skills. Measures of *typical* behaviour are collected through self- and informant-report (e.g. a respondent reads a statement such as 'I am good at identifying other people's emotions' and ticks a box to indicate their level of agreement) and are considered advantageous in that they are easy and quick to administer and score (hence their use in large-scale studies such as this). However, they are subject to high levels of bias. Measures of *maximal* behaviour, on the other hand, require respondents to complete a task that actually taps the underlying construct in question (e.g. a respondent is shown a picture of a face and asked to describe how the person is feeling). They are considered to be a more valid 'measure' of social and emotional skills, but are much more time-consuming to administer and score (Willhelm, 2005). The critical issue for this evaluation comes from the fact that the correlation between *typical* and *maximal* measures of social and emotional skills is usually very small (Humphrey *et al*, 2007; Willhelm, 2005). In this study, the two maximal measures used (the KAI-R and CRPM) yielded null results. Although the findings from this small sub-sample must be treated with caution, the possibility that our other measures simply picked up changes in domains other than social and emotional skills (such as self-esteem or confidence) needs to be given some consideration.

Whilst considered a more valid measure of social and emotional skills, our maximal instruments were not without reproach. Firstly, despite us counterbalancing two alternate versions of both the KAI-R and CRPM in our administration at Times 1, 2 and 3, we feel that there may still have been a familiarity effect amongst pupils. This is perhaps to be expected, given that time-points were as little as 6-8 weeks apart. Furthermore, for the CRPM in particular, demand characteristics and impression management were possible confounds.

7.4: Recommendations

One of the key research questions for the study that has not yet been explicitly addressed is 'what is the evidence of best practice in implementing small group work?' (RQ4d). The tentative answers to this question form much of this section. However, it is worth first engaging in some kind of discussion as to what might be meant by 'best practice' in this regard. From one perspective, best practice could be defined as that which produces the best outcomes for children involved in the small group work. Our case study schools, which were nominated by their LAs as lead practice schools, might therefore be expected to produce better quantitative outcomes than those seen in the national sample. In this vein, we extracted data

from five of our case study schools (school CC was not included as a lead practice school in this exercise due to the low levels of intervention fidelity observed during our visits) to enable comparison with the other 32. This data is seen below in Table 9:

Table 9. Difference in outcomes for extra support pupils in New Beginnings and Going for Goals between lead practice case study schools and the national sample.

	Staff ELAI Time 2	Staff SDQ Time 2	Pupil ELAI Time 2
Case Study Mean	57.54	10.59	80.37
Others Mean	57.15	11.26	75.41
Difference	+0.39	-0.67	+4.96

As can be seen from Table 9, staff ratings indicate marginally better outcomes (e.g. slightly higher emotional literacy, slightly lower difficulties) for case study schools than others in the sample. The pupil data is more impressive, with an emotional literacy outcome nearly five points greater in case study schools. Thus, there is some quantitative evidence that our lead practice schools produce better outcomes for children involved in small group interventions. This provides stronger justification for describing their work as 'best practice' and recommending that other schools follow their lead. However, from a more progressive perspective, a focus on quantitative outcomes relating to emotional literacy might be problematic. First, as widely reported, all measures in this area are subject to numerous problems that impact upon their validity (Humphrey *et al*, 2007; Willhelm, 2005) Secondly, as seen in chapter 6, many of our respondents found change in this area notoriously difficult to quantify. Instead, therefore, one could suggest that best practice could be described using a combination of what the schools themselves consider to be the best elements of their practice, along with our own reasoned judgements as evaluators (based, for example, on convergences in the data across schools). In reality, these two perspectives are not necessarily opposed and what follows is based upon using both to extrapolate 'best practice'.

7.4.1: What is the evidence for best practice in primary SEAL small group work?

Having considered how we might define best practice, we are now in a position to present a *tentative* model of what best practice can look like in this area. In the interests of appealing to our primary readership for this report (policy makers and practitioners), we present this as an extended vignette about a fictitious school that represents a synergy of what, based upon the kinds of judgements outlined above, seem to be the core principles at work in our five lead practice schools. This is not intended to be a 'recipe' for effective small group interventions, and we are not suggesting that this is the *only* way schools should work in this area. Rather, it is presented as an evidence-based account of the elements that seem to bring about successful outcomes. In summary, the key processes outlined below include:
- Allocation of sufficient time and space for small group work
- A triangulated referral procedure for pupil selection
- Ensuring that the small group facilitator has a strong rapport with group members and is able to model social and emotional skills in an effective manner
- Securing an appropriate setting for the small group work
- Providing additional support back in the classroom
- Engendering a sense of fun and enjoyment in small group activities

- Making explicit links with SEAL Wave 1 work
- Delivering SEAL small group work with a high degree of fidelity to the national guidance
- Ensuring that SEAL small group work has an appropriate profile within the school

Mellington Primary School is in Smithshire Local Authority. The school have been implementing small group work with pupils in need of extra support for several years – although they have only 'officially' been working with the primary SEAL Wave 2 materials in the last 2 years. The school have also been implementing the primary SEAL Wave 1 materials for several years, and there are strong links in practice between the two – for example, themes at Wave 1 and 2 coincide to allow consolidation of skills beyond small group settings.

School staff involved in the implementation of small group interventions have received, and continue to receive, a high degree of support from their LA. Initially this came in the form of advice and training for key school staff around the principles and practice of small group work. Rather than being a one-off session, this support was sustained over a sufficient period of time that allowed staff at Mellington to 'get to grips' with the materials provided. This sustained support included some in-school modelling of group work by a member of LA staff, and visits to other schools in the LA to enable observation of colleagues' practice. Now that the school are running small groups with some regularity, the LA support takes the form of 'refresher' events one half-term in advance of each theme – thus, the refresher for Getting On and Falling Out takes place in the first half of the autumn term of each year. This is all supplemented by inter-school network meetings facilitated by the LA which meet once a term to share ideas and practice.

Three key members of staff are involved in the primary SEAL small group work at Mellington Primary. Mrs. Pelmer is a teaching assistant and acts as the main facilitator in the small group sessions. She is an experienced practitioner and a substantial component of her workload involves small group withdrawal work (for example, she also takes groups of children for literacy support). Importantly, Mrs. Pelmer was selected to work as the small group facilitator because she was felt to have the requisite skills and attributes needed for the role. She has a genuine rapport with children across the school which has been built up over some time in her support role in and out of various classes. Mrs. Pelmer is considered by others to be very emotionally literate, and she is able to effectively model these skills in her work with children selected for intervention.

Mrs. Pelmer's work is supported in the first instance by the teacher whose class the children selected for small group work are drawn from (see below). At the time of writing this is Mr. Barker, who teaches Year 4. Mr. Barker helps Mrs. Pelmer select children for the small group work and also attends the LA support events with her. In addition, the two meet regularly to discuss the progress of individual children during the course of an intervention. Mr. Barker also works to ensure that the skills children develop during an intervention are reinforced and consolidated back in the classroom (and, indeed, once an intervention has finished). Sometimes this simply involves careful monitoring of their behaviour, but more often it means providing opportunities to practice and extend the skills that are being learned in the small group sessions. This process is supported by a strategic seating system that ensures that role model pupils are sat close or next to pupils in need of extra support during normal class activities.

The work of Mrs. Pelmer and Mr. Barker is supported in a more indirect way by Mrs. Jones, who is a member of Mellington's senior management team and has lead responsibility for SEAL. Mrs. Jones works to ensure that there is 'synergy' between the whole school SEAL work and the targeted work being carried out by Mrs. Pelmer. She helps with selection of pupils and provides strategic direction for the small group work (for instance, she works closely with staff across the school to help make decisions about which year group(s) are to be involved in subsequent terms and years). Mrs. Jones promotes the small group work across the school whenever possible – this enables all staff to support the children involved each term.

Mrs. Pelmer and Mr. Barker met towards the end of last term to discuss which children might benefit from the small group work experience in the coming term. They select children based upon a balance between the theme that is due to occur and individual need. This is based upon a belief that whilst the different themes may have slightly differential outcomes based upon their content, they share a common core of providing children with an enriching social and emotional experience in an environment where they feel safe, secure and special. All of the interventions also promote key aspects of personal development, and in particular self-confidence. Thus, as the next theme is New Beginnings, Mrs. Pelmer and Mr. Barker plan to select children who are struggling to settle in the school or class. However, they have also identified a child who was recently bereaved – even though he does not fit the typical profile for this intervention, they feel that he may benefit simply from the supportive experience of being part of the group.

A key part of the pupil selection process involves recruiting role models. Wherever possible, equal numbers of role models and extra support pupils are selected (although obviously this depends partly on the number of pupils who are felt to be in need of intervention). This is done for two reasons – firstly, to provide genuine balance to the group, and secondly to ensure that the group work is not perceived by other pupils or staff simply as a withdrawal mechanism for 'naughty' or 'troubled' children. Pupils selected as role models are selected in a similar way to extra support pupils (that is, partly based upon theme and partly based upon 'core' characteristics of a good role model). Thus, although for Getting On and Falling Out the 'ideal' role models are considered to be children who are considered to have excellent self-regulation and social skills, the selection of children who are simply confident and/or well behaved is also common. The result of this selection process is that all children are likely to have the opportunity to take part in the small group work, whether as a role model or for extra support, at some point during their time at the school.

The small group work sessions take place in a bespoke environment – a small, quiet room off the school's assembly hall. Although this room serves a number of functions throughout the week (including withdrawal for literacy and numeracy), it has been 'fitted out' specifically with the small group work in mind. Thus, the room is decorated with colourful displays relating to SEAL. One wall display is used as a visual prompt throughout the intervention to present session objectives, examples of children's work et cetera. Comfortable seating is available in the form of oversized bean bags and cushions, and there are a variety of materials and props such as puppets. There is a CD player to allow relaxing music to be played and the room's light has a dimmer switch. The small group sessions take place in this room at the same time each week. The nature of this environment, along with the content of the sessions, has led to the small group work being perceived as a special privilege amongst children in the school and they are invariably excited if they are selected.

The small group sessions themselves are conducted with a high degree of fidelity to the DCSF guidance. Thus, each session begins with a welcome and check-in, followed by warm-up activities, reminder of group aims and rules, review of the previous week and plan for current session, a core activity, review and reflection, plans for coming week and finally relaxation activity. Mrs. Pelmer follows this plan consistently as it provides a predictable structure to the session for the children involved. Although she makes use of the activities and ideas available in the DCSF guidance, she also uses resources that she has designed herself, or indeed that have been passed on by a colleague from the inter-school network (or, indeed, by the LA SEAL lead). This was not always the case though and in the early days of small group work at Mellington Mrs. Pelmer felt more comfortable working solely from materials provided by DCSF – now, however, she feels comfortable experimenting with new activities and resources. She is always keen for children to take ownership of their group experience, and so they are actively involved in setting the group rules in the first session (this is something all pupils are used to as the same practice is followed in class), and are also allowed to name their group. Last term the group called themselves 'The Silver Seals'.

Although the session-by-session content of the small group work varies, Mrs. Pelmer always strives to ensure certain key principles are in place. Firstly, as a key core goal of any small group intervention at Mellington involves instilling a sense of self-confidence in the children, they are always set concrete, achievable targets. Secondly, all children involved are consistently acknowledged or rewarded for appropriate behaviour and responses – this reinforces the development of key skills. Group activities are often carefully presented as 'games' – this helps to consolidate the children's perception of the small group work as being something they can look forward to – e.g. they are allowed to play games and enjoy themselves whilst others are having to complete schoolwork.

Mrs. Pelmer's skills as a facilitator in the midst of the sessions are crucial. Whilst a central aspect of this is her modelling appropriate social and emotional skills (including, for instance, demonstrating empathic behaviour when one of the children became upset), she also acts as a driver for the group activities. For instance, in an activity where children were required to think about and describe situations that might make a puppet feel angry (and subsequently discuss different ways of recognising anger in themselves), there was a reluctance to get involved. Mrs. Pelmer took this opportunity to show how she might use her own experiences to help her explain the puppets feelings. She then reminded the children that no-one would discuss anything that was said outside of the group (as had been agreed when the group set the rules in the first session). After this, children were more confident in sharing and the activity went very well. Mrs. Pelmer later stated that she would also have considered asking one of the role model pupils to share their experience first, as she knew that they would be more confident and less likely to feel singled out.

In addition to the above, Mrs. Pelmer also takes care to ensure that her interactions with children in the group provide a scaffold for their learning. Her consistent prompting (for instance, providing additional information for children struggling to provide an appropriate response), probing (carefully encouraging children to 'flesh out' their responses) and questioning (which ensures the active participation of children in the group) provides children with the support they need when developing their social and emotional skills. This is particularly important in situations that are novel to particular children. For instance, one child who had recently arrived at the school had rarely had the opportunity to discuss her feelings, meaning that her emotional vocabulary was naturally rather limited and she struggled with activities involving sharing of emotional experiences.

Monitoring and evaluation of children's progress in the small group interventions is considered to be very important at Mellington. This mainly takes place through discussions involving the three key members of staff outlined above. However, in line with SEAL principles and the school's policy regarding pupil voice, children are also encouraged to become involved in progress evaluation. This happens on a session-by-session basis (e.g. in the reflect and review part of the session children are encouraged to talk about what they think they have learnt). This is also done in a more summative way at the end of each intervention (e.g. children are asked to consider what they have achieved during their time in the group). All of these discussions are recorded so that they can inform future planning and contribute to the Mellington's Self Evaluation Form.

7.4.2: Other recommendations for the development of primary SEAL small group work

The above section sets out one possible model of best practice in this area based upon our experiences with five case study schools. However, we felt that it was important to consider how the primary SEAL small group work model might be developed in the future. Thus, the ideas discussed in this section are drawn partly from indications in our data, and partly from the literature on targeted interventions.

DCSF guidance relating to primary SEAL small group work suggests that 'key features of effective group work include… the involvement of parents and carers" (DfES, 2006, p.5). Although not directly evidence-based, this statement prompts further discussion when considered in the light of the findings of this evaluation. Recall that all analyses of data provided by parents in the quantitative evaluation yielded 'null' results (e.g. no evidence of positive impact). One tentative hypothesis already proposed (see section 7.2) is that the children may not be generalising their skill development beyond the immediate school setting. Indeed, there is some evidence of this in our case study data – for instance, the pupil who stated "No, I smash windows at home" when asked if the small group work had helped him outside of school (see chapter 6). This *may* be due to a lack of parental involvement – indeed, we found relatively little evidence of parental involvement beyond providing consent in any of our case study schools. Furthermore, the child's home circumstances were seen as a *barrier* to effective outcomes by some (see 'Background Issues' in chapter 6). This, alongside more 'rigorous' evidence from the existing literature in this area (e.g. Bernstein *et al* (2005) found evidence that school-based cognitive-behavioural therapy for anxious children was more effective when it included a parent component than without) leads us to propose that future iterations of primary SEAL small group work should include much more active involvement of parents and families. This may be complimentary to, or indeed draw directly from the content of family SEAL. Thus, one possible model is to twin primary SEAL small group work with family SEAL for a given group of children (we recognise that some schools may engage in this kind of practice already but based upon our experience in this evaluation this is not the case – indeed, at least one school confirmed that they had not yet begun to think about engaging with the family SEAL materials).

Another possibility for the development of primary SEAL small group work relates to the relative length and intensity of the interventions themselves. The basic model of 6-8 weekly sessions of around 40 minutes makes it a very 'light touch' intervention in comparison to those in the academic literature in this area. It is possible that the small effect sizes (and, indeed, null results) observed in this evaluation are partly attributable to this aspect of the intervention model. Indeed, there was some evidence of this in our case study data – see 'Need for Extension and Further

Support' in chapter 6. Furthermore, the literature in this area suggests that interventions of *at least* 8 weeks (assuming one or two sessions per week in terms of intensity) are necessary for children with emotional difficulties, with conduct and other 'externalising' problems typically requiring much longer and more intensive work (Adi *et al*, 2007). In light of this, we propose that another development possibility for future iterations of the primary SEAL small group work would be interventions that last the full length of a term (e.g. 12-16 weeks), provide a more intensive experience (e.g. 2 sessions per week), or both. Such changes would, of course, have implications for the development of new activities, materials and resources, the level of synergy with SEAL at whole-school level, and the numbers of children that have the opportunity to take part in any given term or year. Again, there may be schools already experimenting with these kinds of adaptations but this was not the case in this evaluation.

7.4.3: Recommendations for LAs and policy-makers

At the policy level, we feel that there is evidence from this evaluation to suggest that funding should continue in this area. In fact, an *increase* in funding may warrant consideration. If more money were to be made available for LAs to formalise their training procedures for small group work and increase the level of support they are able to offer schools, one might feasibly expect better outcomes for pupils involved in the interventions. This formalisation might include a standardised training and support programme that could be offered nationwide. Nominated small group facilitators from schools could follow a training programme that is accredited by a higher education institution and leads to an academic award (such as an undergraduate or postgraduate certificate). Such an approach may serve to raise the profile of primary SEAL small group work even further in schools, thereby facilitating the conditions described in section 7.4.1. This kind of development would also be in line with recent governmental efforts to develop higher professional standards amongst school staff through increasing opportunities for continuing professional development in specialist areas (for example, the National PSHE CPD programme funded by DCSF).

7.4.4: Recommendations for future research in this area

Given the promising indications that emerged during the course of this evaluation, we recommend that further research be undertaken relating to the impact of primary SEAL small group work. First and foremost, it is essential that future evaluations take place to explore whether our findings can be replicated. These evaluations would coincide with the small group interventions becoming much more well established in schools (remembering of course that our LA interview data indicated that most schools were still 'experimenting' with them this year). The implications of this for gauging the *true potential* of the interventions are highly significant – Groark and McCall (2008) for instance, suggest that interventions should only be evaluated once they have run through 2-3 iterations.

Future evaluations in this area might also be used to investigate the merits of some of our suggested developments – such as the twinning of small group work with Family SEAL and the increased length and/or intensity of the interventions. Furthermore, given the issues raised in relation to fidelity in this evaluation, we propose that any future evaluations would need to adopt a more formal approach to monitoring this aspect of implementation. Indeed, it is plausible that a simple typology of intervention protocols could be created using this report and DCSF guidance on small group work (DfES, 2005) that could be used as a school-level data collection instrument alongside outcome measures at the pupil level. In addition to

this, we recommend a thorough cost-benefit analysis be undertaken to assess the longer term viability of this kind of intervention in schools.

7.5 Concluding remarks

In attempting to distil the essence of what we have learned during this complex and multi-faceted evaluation, we felt that it is necessary to return briefly to each key research question and provide a concise answer. In relation to the question of the impact of primary SEAL small group work (RQ1), we can say that there is evidence of positive change, but that the amount of change observed is small. This conclusion also applies to the question of the wider impact of the work (RQ2). Encouragingly, where there was evidence of positive change, this appeared to have been sustained following the end of a given intervention through carefully organised support for children in their everyday classroom settings (RQ3).

The nature and level of LA support on offer for schools implementing small group interventions varies from area to area, although broadly speaking it tends to consist of training events and inter-school networks. Implementation in schools also varies, although key factors include the profile of SEAL in the school, the skills and experience of the group facilitator, the pupil selection process, the embedding of the intervention within the school routine and the appropriateness of the intervention setting (RQ4). In lead practice schools there was evidence of a high degree of synergy between SEAL at Waves 1 and 2 (RQ5).

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APPENDICES

Appendix 1

Local Authority Interview Schedule

Background/Role

1. Please describe your current role? How long have you been in this role?
2. Please describe your involvement/role in the SEAL Wave 2 (small group work) implementation?
3. How did you come to be involved with the SEAL Wave 2 implementation?
4. Who else is involved in supporting the implementation of SEAL Wave 2 implementation in your LA?

Training and Support for SEAL Wave 2

5. Please describe the training and/or support that is available to schools in relation to the SEAL Wave 2 implementation in your LA?
6. What are your views on these training/support mechanisms?
7. Are schools responsive to the availability of the training/support? Why/why not?
8. Who typically comes to the training events? e.g. LSA, SENCO?
9. Are training sessions evaluated in any way? If so, how? What kind of feedback have you had (e.g. mostly positive/negative)
10. Do you provide materials for schools in addition to that which is available from the DfES? If so, who creates these materials? (Also, request copy) How useful do schools find these additional resources?

SEAL Wave 2 Implementation in Schools

11. Please describe generally how is the SEAL Wave 2 work managed within schools?
12. To what extent do you feel that schools follow the DfES guidance for SEAL Wave 2 work?
13. Do you feel that the SEAL Wave 2 work is given an appropriate profile in schools?
14. What do school staff generally think about the SEAL Wave 2 materials?
15. What do you feel are the key skills required for the role of small group work facilitator?
16. Are you aware of any evaluations/audits of SEAL Wave 2 practice occurring in schools in your LA? If so, please describe them.
17. What factors influence the success of SEAL Wave 2 work in schools in your LA?
18. Do you feel that the staff involved in implementing SEAL Wave 2 work are adequately trained?'
19. Do you know if schools are using a 'tool' of some kind to measure individual pupil progress? (if so, ask for examples)
20. To what extent does SEAL fit with other programmes – e.g. Healthy Schools, BESTs etc. BIP, PLSU and LM work

21. Is there any LA policy documentation relating to SEAL? (If so, request copy)

SEAL Wave 2 in the Wider LA Context

22. To what extent is the SEAL programme given priority in your LA?
23. Please describe the process by which SEAL was 'rolled out' in your LA?
24. To what extent is SEAL Wave 2 work influenced by partnership work in your LA? How are other agencies involved, and what do they do?

Appendix 2

Case study Interview Schedules

<u>Staff</u>

Background/Role/SEAL in General

25. How long has your school been involved in SEAL?
    a. At whole-school level
    b. Specifically the small group work element
26. What kind of profile does SEAL have within your school? How has SEAL been received by staff, governors, pupils, parents/carers?
27. Please describe your involvement/role in the SEAL small group work implementation? And your general role in the school?
28. How did you come to be involved with the SEAL small group work implementation?

Training and Support for SEAL Small Group Work

29. Please describe the training and/or support that has been made available to you and your school in relation to the SEAL small group work? Who has provided this?
30. What are your views on these training/support mechanisms? E.g. quality and effectiveness?
31. Who typically goes to the training events? e.g. ,TA, SENCO?
32. Have you or your colleagues identified any training needs in relation to SEAL small group work that are not covered in the current support arrangements with your LA? If so please describe – also, are these needs being met by providers other than your LA?

SEAL Small Group Work Implementation

33. How is the SEAL small group work managed within your school?
    a. In terms of organisation (e.g. staff involved, timetabling, use of resources)
    b. In terms of links with external stakeholders (e.g. parents, ed psychs)
    c. In terms of building upon and fitting within the SEAL programme as a whole (e.g. reflecting themes addressed at whole-school level)
    d. In terms of links with other initiatives (e.g. Healthy Schools)
34. How useful is the DCSF guidance for implementing small group work? How closely do you follow it?
35. What do you and your colleagues think about the SEAL small group work materials? What do the pupils think about the materials?
36. How does the work in small groups link to the learning taking place in the main classroom/across the school?
37. What do you feel are the key skills required for the role of group work facilitator?

38. Please describe the process by which children are selected to participate in the small group work?
    a. What are the priority areas – e.g. conduct problems, social withdrawal, bullying etc.
    b. Are the groups formed in response whatever difficulties arise, or are they organised specifically to synchronise with the universal SEAL delivery?
    c. What is the typical composition of these groups, e.g. gender/skill levels/role models etc.
    d. Are any selection and implementation decisions affected by the age of the pupils – e.g. KS1 vs KS2?
    e. Are all pupils given an entitlement to take part in the small group work? Are pupils given more than one opportunity to take part?
39. Does your school routinely audit or evaluate the impact of the SEAL small group work (obviously not including your involvement in this evaluation)? And is this part of whole school SEAL evaluation? If so, please describe how this is done.
40. What do you feel are the key factors that influence the success of SEAL small group work in a school such as yours?

The Impact of SEAL Small Group Work

41. Do you feel that the SEAL small group work is successful in helping to develop children's social and emotional skills? Please elaborate and give concrete examples if possible.
42. Is there any wider impact of the SEAL small group work, for instance upon behaviour, attendance, and learning? Please elaborate and give concrete examples if possible.
43. Are the above changes sustained once children's involvement in the SEAL small group work is finished?
    a. Is any follow-up support provided? If so, what?
44. Is there any other information about SEAL small group work in your school that you would like to tell us about that has not been covered during the interview?

Pupils

Warm-Up Questions/School in General

1. Interviewer introduces self and project (inc. confidentiality) – in a simple, child-friendly manner – also, probe pupil knowledge of 'SEAL' – are they familiar with it?
2. Can you tell me about your interests? What do you like to do outside of school?
3. What is your favourite thing about school?
4. What is your least favourite thing about school?
5. Who is your favourite adult in school? Why?
6. Do you get on well with other pupils in your class/school?
7. Do you get on well with your teacher?

SEAL Small Group Work

8. [Name of staff member] tells me that you have been doing some really special work in groups – can you tell me about it?
    a. What did [Name of staff member] tell you about what the group work was about? [probe if the term 'social and emotional skills' is familiar]
    b. Do you know why you were chosen to be part of the group?
    c. What did [staff member] tell you about the aims/goals of the group work? Do you think you have achieved these aims/goals?
    d. Who else is in the group? Do you get on well with them?
    e. What kinds of things do you do?
    f. How do you feel about learning in the small group?
    g. Do you enjoy the group work? Why/why not?
    h. What do you like most/least about the small group work?
9. Can you tell me a little bit about [Name of staff member] who takes you for the small group work?
    a. Has he/she done any work with you before?
    b. Do you like working with him/her? Why/why not?
    c. What do you like most about him/her?
    d. How has s/he helped you to learn?
10. What do you think you have learned in the small group? And how has this helped you back in your class?
11. Has the small group work helped you outside of school – at home, for instance? In what ways?
12. What does your mum/dad think about what you have been learning in the small group?
13. What does your class teacher (if teacher is not group facilitator) think about what you have been learning in the small group?

<u>Parents</u>

Introductory Questions

1. Interviewer introduces purpose of research, confidentiality etc.
2. Please tell me about your child
    a. His/her personality – e.g. is he/she extroverted? Shy?
    b. Interests, likes and dislikes/things s/he is good at?
    c. Does he/she enjoy school? Why/why not?
    d. Has s/he got friends at school?
    e. Favourite teacher/adult at school?
    f. How has he/she been getting on in school over the last couple of months?

SEAL Small Group Work

3. Prior to your child being involved in the SEAL small group work, did you know anything about the whole school SEAL programme? e.g. any info from the school, SEAL parent activities etc.
4. What do you understand by the term 'social and emotional skills'?

5. How was your child selected to take part in the SEAL small group work?
    a. To what extent were you and your child involved/consulted in this process?
    b. What did the school say about how and why he/she was selected? And what the benefits would be?
    c. Do you know who else is in the group and why they have been selected?
    d. Do you agree with the school's assessment of your child's social and emotional skills? Why/why not? Is there any difference in what you see of him/her at home as opposed to school?
    e. Has your child previously been involved in any other initiatives or been selected for and special treatment/attention in the past?
6. Have you been involved in any 'supplementary' SEAL activities with (or without) your child alongside the small group work that is going on in his/her school? Please elaborate – e.g. Family SEAL workshop, Gold set activities
7. What kinds of activities has your child been involved in during the small group work?
8. How long does the small group work last? How often does s/he take part? Do you know what is planned for when the small group work finishes?
9. Does your child enjoy the small group work? Why? Why not?
10. Do you feel that the small group work has impacted upon your child's:
    a. Social and emotional skills – please elaborate
    b. Behaviour – please elaborate
    c. Learning – please elaborate
    d. Attendance and 'engagement' in school – please elaborate
    e. Any other areas where you felt there has been an impact (e.g. outside of school – family life etc.)?
11. With the exception of *this* research, have you been involved in (or had any feedback about) any SEAL-related evaluations/assessments in relation to your child?

Appendix 3

Screening for Assumptions of Parametric NHST

The assumptions of parametric NHST are that (a) data is scale level, (b) that data is approximately normally distributed, (c) that there is homogeneity of variance, and that (d) there are few or no outlying/extreme values in the dataset (Field, 2005). Assumption (a) was met as all dependent variables provided scale level data. Assumption (b) was not met, as most dependent variables exhibited abnormal degrees of skewness and/or kurtosis – this was confirmed by Komogorov-Smirnov tests of normality. Assumption (c) was met in full, with the largest variance in any given comparison never exceeding 3 times the value of the smallest (Dancey & Reidy, 2005). Finally, assumption (d) was largely met, with most dependent variables containing no outliers, and the small number that did usually containing only 1 or 2. In summary, despite the assumption of normality being violated, parametric testing was considered appropriate as all other assumptions had been met; furthermore, parametric tests have been shown to be remarkably robust, even in violation of their basic assumptions (Posten, 1978).

Appendix 4

Quantitative Analysis of Role Model Data

This section covers the analysis of role model pupil data. The analytical strategy mirrors that of the extra support pupil analysis in the main text. For example, in New Beginnings, analyses comprised of mixed ANOVAs with one between participants variable (group – experimental or comparison), and two within-participants variables (time – pre- and post-test; and domain – for example, empathy, motivation, self-awareness, self-regulation, and social skills).

New Beginnings

Mixed ANOVAs failed to reveal any main effect of time or interaction effects of group*time or group*time*domain for any measures (all $p>.05$).

Going for Goals

Analysis of the staff ELAI measure revealed a significant main effect of time [$F(1,49) = 4.080$, $p<.05$], but did not uncover group*time or group*time*domain interactions (all $p>.05$). Analysis of the staff SDQ and pupil ELAI measures failed to reveal any of the anticipated effects (all $p>.05$). Analysis of the parent ELAI and SDQ was not undertaken due to the prohibitively small sample size (N=12).

Getting on and Falling Out

Mixed ANOVAs failed to reveal any main effect of time or interaction effect of time*domain for any measure (all $p>.05$). Analysis of the parent ELAI and SDQ was not undertaken due to the prohibitively small sample size (N=5).

Good to Be Me

Mixed ANOVAs failed to reveal any main effect of time or interaction effect of time*domain for any measure (all $p>.05$). Analysis of the parent ELAI and SDQ was not undertaken due to the prohibitively small sample size (N=4).

Additional Measures

Mixed ANOVAs failed to reveal any main effect of time or interaction effects of group*time or group*time*domain for any measures (all $p>.05$).

Taken as a whole, these analyses indicate that primary SEAL small group work has no impact upon the social and emotional skills, behaviour and emotional well-being of role model pupils.

Appendix 5

Descriptive Statistics for Quantitative Analyses

5a: Staff ELAI ratings for experimental and comparison groups at Times 1 and 2 in the New Beginnings evaluation.

	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
STAFF EMPATHY RATING TIME 1	11.41	2.83	14.18	1.95	11.08	3.07	13.78	2.46
STAFF EMPATHY RATING TIME 2	11.67	2.69	14.27	2.00	11.49	2.83	14.39	2.25
STAFF MOTIVATION RATING TIME 1	9.48	2.90	12.58	3.15	10.13	2.81	13.50	2.77
STAFF MOTIVATION RATING TIME 2	10.50	2.95	13.24	2.60	10.79	2.75	14.06	2.07
STAFF SELF AWARENESS RATING TIME 1	10.78	1.92	13.33	2.02	10.96	2.30	13.56	2.23
STAFF SELF AWARENESS RATING TIME 2	11.29	1.93	13.76	2.06	11.59	2.24	14.00	1.57
STAFF SELF REGULATION RATING TIME 1	10.40	3.47	13.87	1.96	9.99	3.72	13.39	2.30
STAFF SELF REGULATION RATING TIME 2	10.40	3.24	14.16	2.20	10.55	3.40	14.11	2.63
STAFF SOCIAL SKILLS RATING TIME 1	11.99	2.47	14.89	1.85	12.20	2.64	15.00	1.33
STAFF SOCIAL SKILLS RATING TIME 2	12.63	2.45	14.89	1.67	12.89	2.47	15.22	1.40
STAFF ELAI TOTAL RATING TIME 1	54.01	11.04	68.84	8.20	54.36	12.36	69.22	8.38
STAFF ELAI TOTAL RATING TIME 2	56.50	10.42	70.31	8.56	57.31	11.12	71.78	8.27

5b: Staff SDQ ratings for experimental and comparison groups at Times 1 and 2 in the New Beginnings evaluation.

| | EXPERIMENTAL | | | | COMPARISON | | | |
| | EXTRA SUPPORT | | ROLE MODEL | | EXTRA SUPPORT | | ROLE MODEL | |
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
STAFF PROSOCIAL BEHAVIOUR RATING TIME 1	5.51	2.60	8.54	1.87	5.56	2.80	8.33	2.06
STAFF PROSOCIAL BEHAVIOUR RATING TIME 2	5.02	2.00	6.85	1.74	5.28	2.02	6.78	2.13
STAFF HYPERACTIVITY RATING TIME 1	5.41	3.07	1.72	2.35	5.21	3.15	1.50	1.72
STAFF HYPERACTIVITY RATING TIME 2	5.13	3.13	1.46	1.91	4.89	3.23	1.06	1.73
STAFF EMOTIONAL PROBLEMS RATING TIME 1	2.83	2.61	1.52	2.38	2.43	2.55	.94	1.70
STAFF EMOTIONAL PROBLEMS RATING TIME 2	2.48	2.49	1.59	2.25	2.64	2.23	.94	1.00
STAFF CONDUCT PROBLEMS RATING TIME 1	2.25	2.33	.11	.38	2.11	2.20	.17	.38
STAFF CONDUCT PROBLEMS RATING TIME 2	2.21	2.26	.26	.80	2.23	2.13	.22	.55
STAFF PEER PROBLEMS RATING TIME 1	2.75	1.96	.76	1.43	2.19	2.13	.56	.86
STAFF PEER PROBLEMS RATING TIME 2	2.33	2.21	.61	1.06	1.77	1.86	.89	1.32
STAFF SDQ TOTAL RATING TIME 1	13.25	6.60	4.11	4.67	11.93	7.29	3.17	3.26
STAFF SDQ TOTAL RATING TIME 2	12.15	6.95	3.91	4.57	11.53	6.68	3.11	3.61

5c: ELAI pupil self-report ratings for experimental and comparison groups at Times 1 and 2 in the New Beginnings evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PUPIL EMPATHY RATING TIME 1	16.14	2.50	17.88	2.13	16.32	2.59	17.35	2.23
PUPIL EMPATHY RATING TIME 2	16.66	2.86	18.21	1.98	16.34	2.89	18.29	2.26
PUPIL MOTIVATION RATING TIME 1	14.35	2.98	17.49	2.06	15.24	3.08	16.71	2.93
PUPIL MOTIVATION RATING TIME 2	15.00	3.20	16.98	2.66	15.13	2.76	16.71	2.39
PUPIL SELF AWARENESS RATING TIME 1	13.83	2.88	15.02	3.04	14.35	2.53	14.59	2.09
PUPIL SELF AWARENESS RATING TIME 2	14.07	2.99	15.95	2.65	14.20	3.04	14.65	2.50
PUPIL SELF REGULATION RATING TIME 1	13.85	3.48	16.05	2.80	14.51	3.37	14.35	3.71
PUPIL SELF REGULATION RATING TIME 2	14.46	3.49	15.65	3.49	13.95	3.57	15.06	2.73
PUPIL SOCIAL SKILLS RATING TIME 1	14.62	3.72	16.70	3.22	15.05	3.40	15.47	3.28
PUPIL SOCIAL SKILLS RATING TIME 2	14.84	3.27	16.67	2.78	14.35	3.19	15.82	3.24
PUPIL ELAI TOTAL RATING TIME 1	72.79	10.01	83.14	8.81	75.47	10.62	78.47	10.11
PUPIL ELAI TOTAL RATING TIME 2	75.03	10.96	83.47	9.18	73.97	10.10	80.53	9.53

5d: ELAI parent report ratings for experimental and comparison groups at Times 1 and 2 in the New Beginnings evaluation.

	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PARENT EMPATHY RATING TIME 1	14.65	3.44	15.22	2.51	15.05	2.85	15.76	2.91
PARENT EMPATHY RATING TIME 2	14.48	2.55	16.33	2.22	15.13	2.69	17.18	1.51
PARENT MOTIVATION RATING TIME 1	11.88	3.37	13.97	3.20	12.56	2.97	14.62	2.97
PARENT MOTIVATION RATING TIME 2	12.55	3.19	14.63	2.45	13.39	2.85	14.82	2.40
PARENT SELF AWARENESS RATING TIME 1	12.53	2.94	13.94	1.74	13.49	2.23	14.29	2.76
PARENT SELF AWARENESS RATING TIME 2	12.90	2.44	14.71	1.83	13.55	2.28	14.71	1.61
PARENT SELF REGULATION RATING TIME 1	11.35	3.91	12.83	3.49	11.89	3.35	13.14	3.20
PARENT SELF REGULATION RATING TIME 2	11.08	3.71	14.08	2.80	11.31	3.70	14.35	3.00
PARENT SOCIAL SKILLS RATING TIME 1	17.00	3.33	17.72	2.30	17.81	2.33	18.05	1.83
PARENT SOCIAL SKILLS RATING TIME 2	16.95	2.90	18.29	2.01	17.53	2.48	17.88	2.52
PARENT ELAI TOTAL RATING TIME 1	67.41	13.49	73.69	10.28	70.75	9.09	75.86	11.14
PARENT ELAI TOTAL RATING TIME 2	67.95	10.72	78.04	6.92	71.05	10.14	78.94	8.01

5e: SDQ parent report ratings for experimental and comparison groups at Times 1 and 2 in the New Beginnings evaluation.

| | EXPERIMENTAL | | | | COMPARISON | | | |
| | EXTRA SUPPORT | | ROLE MODEL | | EXTRA SUPPORT | | ROLE MODEL | |
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PARENT PROSOCIAL BEHAVIOUR RATING TIME 1	7.94	2.05	8.58	1.34	8.02	1.72	8.71	1.74
PARENT PROSOCIAL BEHAVIOUR RATING TIME 2	7.58	2.04	8.75	1.15	8.18	1.50	9.18	1.24
PARENT HYPERACTIVITY RATING TIME 1	5.42	2.87	3.31	2.55	4.88	2.92	2.62	2.44
PARENT HYPERACTIVITY RATING TIME 2	5.41	2.74	2.38	1.95	4.44	2.54	2.82	2.79
PARENT EMOTIONAL PROBLEMS RATING TIME 1	2.58	2.24	2.25	2.42	1.97	2.17	1.86	2.46
PARENT EMOTIONAL PROBLEMS RATING TIME 2	2.44	2.64	1.00	.88	2.56	2.36	1.59	1.58
PARENT CONDUCT PROBLEMS RATING TIME 1	2.34	2.45	1.36	1.71	2.25	2.19	1.14	1.80
PARENT CONDUCT PROBLEMS RATING TIME 2	3.00	2.84	.92	1.28	2.31	2.25	.76	1.48
PARENT PEER PROBLEMS RATING TIME 1	2.18	1.84	1.31	1.82	1.52	1.47	1.48	1.36
PARENT PEER PROBLEMS RATING TIME 2	2.03	2.17	.79	1.44	1.56	1.73	.94	1.68
PARENT SDQ TOTAL RATING TIME 1	12.52	7.16	8.47	6.25	10.75	6.23	7.10	6.78
PARENT SDQ TOTAL RATING TIME 2	12.87	8.52	5.08	3.76	10.87	6.64	6.12	5.79

5f: ELAI staff report ratings for experimental and comparison groups at Times 1 and 2 in the Going for Goals evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
STAFF EMPATHY RATING TIME 1	11.15	2.73	13.97	2.27	11.41	2.92	14.45	2.06
STAFF EMPATHY RATING TIME 2	12.25	2.54	14.68	1.66	11.90	2.54	13.80	2.65
STAFF MOTIVATION RATING TIME 1	9.72	2.87	13.39	2.30	9.51	3.13	13.05	2.93
STAFF MOTIVATION RATING TIME 2	10.77	2.69	13.94	1.88	10.43	2.80	13.60	2.01
STAFF SELF AWARENESS RATING TIME 1	10.92	2.01	13.06	1.77	10.48	2.35	13.40	2.26
STAFF SELF AWARENESS RATING TIME 2	11.98	1.99	13.77	1.87	11.37	2.00	13.60	1.76
STAFF SELF REGULATION RATING TIME 1	9.66	3.50	13.71	2.95	10.06	3.60	13.20	3.43
STAFF SELF REGULATION RATING TIME 2	11.20	2.69	14.29	2.12	10.49	3.18	13.40	2.89
STAFF SOCIAL SKILLS RATING TIME 1	12.07	2.87	14.68	1.78	12.24	2.40	14.80	2.04
STAFF SOCIAL SKILLS RATING TIME 2	13.18	2.15	15.19	1.33	12.86	2.08	14.85	1.84
STAFF ELAI TOTAL RATING TIME 1	53.51	10.61	68.81	8.81	53.70	11.60	68.90	10.15
STAFF ELAI TOTAL RATING TIME 2	59.38	8.97	71.87	6.50	57.05	9.52	69.25	9.39

5g: SDQ staff report ratings for experimental and comparison groups at Times 1 and 2 in the Going for Goals evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
STAFF PROSOCIAL BEHAVIOUR RATING TIME 1	4.62	2.21	6.81	2.04	5.03	2.07	7.35	1.60
STAFF PROSOCIAL BEHAVIOUR RATING TIME 2	5.25	2.02	7.16	1.39	5.16	1.79	7.10	1.33
STAFF HYPERACTIVITY RATING TIME 1	5.31	3.29	1.19	1.40	5.64	3.57	1.50	2.59
STAFF HYPERACTIVITY RATING TIME 2	4.28	2.77	.91	1.38	4.92	3.07	1.20	1.67
STAFF EMOTIONAL PROBLEMS RATING TIME 1	2.64	2.75	1.19	2.24	3.10	2.62	.80	1.36
STAFF EMOTIONAL PROBLEMS RATING TIME 2	1.82	2.09	1.16	1.85	2.66	2.66	.85	1.39
STAFF CONDUCT PROBLEMS RATING TIME 1	2.43	2.34	.50	1.05	2.41	2.33	.75	1.80
STAFF CONDUCT PROBLEMS RATING TIME 2	1.51	1.70	.19	.64	2.02	2.09	.60	1.39
STAFF PEER PROBLEMS RATING TIME 1	2.16	2.03	.81	1.23	2.23	1.97	.85	1.79
STAFF PEER PROBLEMS RATING TIME 2	1.49	1.78	.56	1.29	2.18	2.20	.75	1.16
STAFF SDQ TOTAL RATING TIME 1	12.54	6.99	3.69	3.48	13.38	6.96	3.90	4.38
STAFF SDQ TOTAL RATING TIME 2	9.10	5.49	2.81	3.04	11.77	7.00	3.40	3.69

5h: ELAI pupil self-report ratings for experimental and comparison groups at Times 1 and 2 in the Going for Goals evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PUPIL EMPATHY RATING TIME 1	16.70	2.81	17.19	2.51	15.90	3.52	17.47	2.80
PUPIL EMPATHY RATING TIME 2	17.60	2.20	17.64	2.31	16.31	2.89	17.89	2.38
PUPIL MOTIVATION RATING TIME 1	15.10	2.94	17.06	2.38	14.27	3.68	16.63	3.47
PUPIL MOTIVATION RATING TIME 2	15.40	2.84	17.00	2.48	15.00	3.54	17.16	3.02
PUPIL SELF AWARENESS RATING TIME 1	15.39	2.81	15.61	2.96	14.06	3.06	15.11	2.94
PUPIL SELF AWARENESS RATING TIME 2	15.55	2.81	15.67	2.57	14.90	2.10	15.47	3.24
PUPIL SELF REGULATION RATING TIME 1	15.07	3.53	16.08	3.15	14.19	3.68	16.00	3.32
PUPIL SELF REGULATION RATING TIME 2	15.63	2.86	16.22	3.24	14.26	3.78	16.63	2.65
PUPIL SOCIAL SKILLS RATING TIME 1	15.49	2.70	17.28	2.86	14.77	3.86	15.79	4.13
PUPIL SOCIAL SKILLS RATING TIME 2	15.94	3.03	16.81	2.75	14.53	3.53	16.21	3.75
PUPIL ELAI TOTAL RATING TIME 1	77.76	8.88	83.22	9.50	73.21	13.87	81.00	12.37
PUPIL ELAI TOTAL RATING TIME 2	80.12	9.32	83.33	7.93	75.00	11.10	83.37	11.16

5i: ELAI parent report ratings for experimental and comparison groups at Times 1 and 2 in the Going for Goals evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PARENT EMPATHY RATING TIME 1	14.78	2.64	14.40	2.88	15.46	2.47	14.29	2.69
PARENT EMPATHY RATING TIME 2	15.33	1.66	15.20	2.17	15.77	2.13	15.00	2.08
PARENT MOTIVATION RATING TIME 1	13.11	2.98	13.00	4.42	12.46	2.88	15.14	2.41
PARENT MOTIVATION RATING TIME 2	12.00	2.96	13.00	4.47	11.69	5.23	14.00	1.63
PARENT SELF AWARENESS RATING TIME 1	14.56	2.13	12.20	3.27	13.62	2.29	13.57	2.23
PARENT SELF AWARENESS RATING TIME 2	14.33	2.65	12.60	3.78	12.15	4.20	13.29	2.06
PARENT SELF REGULATION RATING TIME 1	11.78	3.15	12.60	4.77	13.08	3.28	11.57	2.07
PARENT SELF REGULATION RATING TIME 2	11.22	2.82	13.80	3.70	10.69	3.88	13.29	1.50
PARENT SOCIAL SKILLS RATING TIME 1	18.22	1.99	18.00	1.58	16.38	3.84	18.57	1.13
PARENT SOCIAL SKILLS RATING TIME 2	17.22	2.54	17.80	2.28	14.85	5.47	17.71	1.98
PARENT ELAI TOTAL RATING TIME 1	72.44	6.29	70.20	11.69	71.00	10.95	73.14	7.08
PARENT ELAI TOTAL RATING TIME 2	70.11	6.60	72.40	12.97	65.15	16.31	73.29	6.58

5j: SDQ parent report ratings for experimental and comparison groups at Times 1 and 2 in the Going for Goals evaluation.

	EXPERIMENTAL (BEFORE HALF-TERM) OR COMPARISON (AFTER HALF-TERM)							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PARENT PROSOCIAL BEHAVIOUR RATING TIME 1	8.44	1.33	8.80	2.17	8.43	1.79	8.83	.98
PARENT PROSOCIAL BEHAVIOUR RATING TIME 2	8.67	1.22	9.00	1.41	8.00	2.77	8.50	1.22
PARENT HYPERACTIVITY RATING TIME 1	4.67	2.45	4.00	2.45	4.29	2.84	3.17	2.48
PARENT HYPERACTIVITY RATING TIME 2	4.67	2.60	3.20	1.92	3.64	2.56	2.67	2.07
PARENT EMOTIONAL PROBLEMS RATING TIME 1	2.44	2.13	3.40	3.13	3.64	3.34	1.50	1.22
PARENT EMOTIONAL PROBLEMS RATING TIME 2	2.33	2.78	3.60	2.70	2.71	2.20	1.83	1.17
PARENT CONDUCT PROBLEMS RATING TIME 1	1.56	.88	1.60	1.82	1.93	2.20	3.17	2.32
PARENT CONDUCT PROBLEMS RATING TIME 2	2.33	.87	1.00	1.73	1.50	1.70	1.83	1.83
PARENT PEER PROBLEMS RATING TIME 1	1.67	1.80	2.20	2.05	2.79	2.22	1.17	2.40
PARENT PEER PROBLEMS RATING TIME 2	1.78	2.59	1.00	1.00	2.43	2.47	.67	1.21
PARENT SDQ TOTAL RATING TIME 1	10.33	3.87	11.20	7.36	12.64	7.33	9.00	5.87
PARENT SDQ TOTAL RATING TIME 2	11.11	5.62	8.80	5.89	10.29	5.18	7.00	4.65

5k. Staff ELAI ratings at Times 1, 2 and 3 in the Getting on and Falling Out intervention.

	EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation
STAFF EMPATHY RATING TIME 1	11.07	2.92	13.62	2.66
STAFF EMPATHY RATING TIME 2	11.71	2.77	14.00	2.16
STAFF EMPATHY RATING TIME 3	11.07	2.85	13.46	2.99
STAFF MOTIVATION RATING TIME 1	9.74	2.39	13.15	3.11
STAFF MOTIVATION RATING TIME 2	10.76	2.40	13.62	2.57
STAFF MOTIVATION RATING TIME 3	10.43	2.37	12.92	2.14
STAFF SELF AWARENESS RATING TIME 1	10.57	2.20	13.08	2.10
STAFF SELF AWARENESS RATING TIME 2	11.57	2.11	13.46	1.98
STAFF SELF AWARENESS RATING TIME 3	11.67	1.97	13.77	1.36
STAFF SELF REGULATION RATING TIME 1	10.24	3.71	13.46	2.33
STAFF SELF REGULATION RATING TIME 2	10.62	3.29	13.38	2.99
STAFF SELF REGULATION RATING TIME 3	10.52	3.36	12.92	2.93
STAFF SOCIAL SKILLS RATING TIME 1	12.14	2.49	15.00	1.63
STAFF SOCIAL SKILLS RATING TIME 2	13.21	2.26	14.92	1.55
STAFF SOCIAL SKILLS RATING TIME 3	12.86	2.35	15.08	1.44
STAFF ELAI TOTAL RATING TIME 1	53.76	11.26	68.31	8.84
STAFF ELAI TOTAL RATING TIME 2	57.88	10.10	69.38	9.56
STAFF ELAI TOTAL RATING TIME 3	56.55	10.53	68.15	9.30

5k: Staff SDQ ratings at Times 1, 2 and 3 in the Getting on and Falling Out intervention.

| | EXTRA SUPPORT OR ROLE MODEL | | | |
| | EXTRA SUPPORT | | ROLE MODEL | |
	Mean	Standard Deviation	Mean	Standard Deviation
STAFF PROSOCIAL BEHAVIOUR RATING TIME 1	5.26	2.36	8.38	1.85
STAFF PROSOCIAL BEHAVIOUR RATING TIME 2	5.21	1.87	6.77	1.36
STAFF PROSOCIAL BEHAVIOUR RATING TIME 3	5.00	1.95	7.23	1.69
STAFF HYPERACTIVITY RATING TIME 1	5.24	3.05	1.69	1.84
STAFF HYPERACTIVITY RATING TIME 2	4.64	2.95	1.54	2.03
STAFF HYPERACTIVITY RATING TIME 3	4.88	2.78	1.15	1.57
STAFF EMOTIONAL PROBLEMS RATING TIME 1	2.71	2.67	1.00	1.41
STAFF EMOTIONAL PROBLEMS RATING TIME 2	2.55	2.45	1.77	2.45
STAFF EMOTIONAL PROBLEMSRATING TIME 3	2.43	2.34	.54	1.13
STAFF CONDUCT PROBLEMS RATING TIME 1	1.74	1.86	.15	.38
STAFF CONDUCT PROBLEMS RATING TIME 2	2.05	2.06	.31	.75
STAFF CONDUCT PROBLEMS RATING TIME 3	1.52	1.61	.38	.87
STAFF PEER PROBLEMS RATING TIME 1	2.17	2.23	.62	.96
STAFF PEER PROBLEMS RATING TIME 2	1.69	2.03	1.31	2.02
STAFF PEER PROBLEMS RATING TIME 3	1.67	2.02	.46	1.66
STAFF SDQ TOTAL RATING TIME 1	11.86	7.06	3.46	3.55
STAFF SDQ TOTAL RATING TIME 2	10.93	6.86	4.92	6.26
STAFF SDQ TOTAL RATING TIME 3	10.50	6.41	2.54	4.67

5m: Descriptive statistics for ELAI pupil self-report ratings at Times 1, 2 and 3 in the Getting on and Falling Out intervention.

	EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation
PUPIL EMPATHY RATING TIME 1	16.07	2.80	18.00	1.81
PUPIL EMPATHY RATING TIME 2	16.15	2.76	18.58	1.83
PUPIL EMPATHY RATING TIME 3	16.91	2.13	18.58	2.11
PUPIL MOTIVATION RATING TIME 1	14.83	3.30	17.33	2.61
PUPIL MOTIVATION RATING TIME 2	14.80	2.79	17.58	2.71
PUPIL MOTIVATION RATING TIME 3	15.04	3.10	16.92	4.25
PUPIL SELF AWARENESS RATING TIME 1	14.57	2.56	15.42	1.73
PUPIL SELF AWARENESS RATING TIME 2	14.59	3.13	15.92	2.02
PUPIL SELF AWARENSS RATING TIME 3	14.50	3.14	16.83	2.08
PUPIL SELF REGULATION RATING TIME 1	15.00	3.41	15.25	2.34
PUPIL SELF REGULATION RATING TIME 2	13.52	3.72	15.17	2.41
PUPIL SELF REGULATION RATING TIME 3	13.74	3.80	15.33	2.35
PUPIL SOCIAL SKILLS RATING TIME 1	14.98	3.57	16.17	3.30
PUPIL SOCIAL SKILLS RATING TIME 2	14.48	2.90	17.00	2.70
PUPIL SOCIAL SKILLS RATING TIME 3	15.17	3.24	16.75	3.77
PUPIL ELAI TOTAL RATING TIME 1	75.43	11.45	82.17	8.39
PUPIL ELAI TOTAL RATING TIME 2	73.54	9.45	84.25	8.65
PUPIL ELAI TOTAL RATING TIME 3	75.37	10.86	84.42	13.47

5n: ELAI staff ratings for Times 1, 2 and 3 in the Good to Be Me evaluation.

	EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation
STAFF EMPATHY RATING TIME 1	11.52	2.91	14.52	2.04
STAFF EMPATHY RATING TIME 2	12.08	2.53	13.90	2.62
STAFF EMPATHY RATING TIME 3	12.05	3.11	14.43	1.80
STAFF MOTIVATION RATING TIME 1	9.50	3.23	13.24	2.96
STAFF MOTIVATION RATING TIME 2	10.56	2.96	13.57	1.96
STAFF MOTIVATION RATING TIME 3	10.23	3.30	13.14	2.10
STAFF SELF AWARENESS RATING TIME 1	10.76	2.37	13.48	2.23
STAFF SELF AWARENESS RATING TIME 2	11.63	2.07	13.76	1.81
STAFF SELF AWARENESS RATING TIME 3	11.31	2.65	14.05	1.94
STAFF SELF REGULATION RATING TIME 1	10.13	3.65	13.33	3.40
STAFF SELF REGULATION RATING TIME 2	10.89	3.12	13.52	2.87
STAFF SELF REGULATION RATING TIME 3	10.71	3.82	13.67	2.59
STAFF SOCIAL SKILLS RATING TIME 1	11.97	2.70	14.86	2.01
STAFF SOCIAL SKILLS RATING TIME 2	12.85	2.20	14.90	1.81
STAFF SOCIAL SKILLS RATING TIME 3	12.61	2.82	14.90	1.55
STAFF ELAI TOTAL RATING TIME 1	53.87	11.72	69.43	10.18
STAFF ELAI TOTAL RATING TIME 2	58.02	9.41	69.67	9.36
STAFF ELAI TOTAL RATING TIME 3	56.90	13.50	70.19	8.36

5o: SDQ staff ratings for Times 1, 2 and 3 in the Good to Be Me evaluation.

	EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation
STAFF PROSOCIAL BEHAVIOUR RATING TIME 1	4.97	2.15	7.38	1.56
STAFF PROSOCIAL BEHAVIOUR RATING TIME 2	5.25	1.87	7.14	1.31
STAFF PROSOCIAL BEHAVIOUR RATING TIME 3	5.42	2.04	7.19	1.33
STAFF HYPERACTIVITY RATING TIME 1	5.63	3.70	1.43	2.54
STAFF HYPERACTIVITY RATING TIME 2	4.88	3.16	1.14	1.65
STAFF HYPERACTIVITY RATING TIME 3	5.00	3.44	1.24	2.41
STAFF EMOTIONAL PROBLEMS RATING TIME 1	3.07	2.71	.71	1.35
STAFF EMOTIONAL PROBLEMS RATING TIME 2	2.57	2.70	1.05	1.43
STAFF EMOTIONAL PROBLEMSRATING TIME 3	2.67	2.63	1.29	1.23
STAFF CONDUCT PROBLEMS RATING TIME 1	2.42	2.35	.71	1.76
STAFF CONDUCT PROBLEMS RATING TIME 2	1.85	1.98	.57	1.36
STAFF CONDUCT PROBLEMS RATING TIME 3	1.63	1.90	.52	.93
STAFF PEER PROBLEMS RATING TIME 1	2.42	2.00	.95	1.77
STAFF PEER PROBLEMS RATING TIME 2	2.17	2.23	.71	1.15
STAFF PEER PROBLEMS RATING TIME 3	1.68	1.90	.52	1.21
STAFF SDQ TOTAL RATING TIME 1	13.53	6.78	3.81	4.29
STAFF SDQ TOTAL RATING TIME 2	11.47	6.68	3.48	3.53
STAFF SDQ TOTAL RATING TIME 3	10.98	6.92	3.57	3.49

5p: ELAI pupil self-report ratings for Times 1, 2 and 3 in the Good to Be Me evaluation.

	EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation
PUPIL EMPATHY RATING TIME 1	16.11	3.59	17.41	2.60
PUPIL EMPATHY RATING TIME 2	16.53	2.62	17.76	2.59
PUPIL EMPATHY RATING TIME 3	16.74	2.96	18.24	2.39
PUPIL MOTIVATION RATING TIME 1	14.17	4.00	16.53	3.28
PUPIL MOTIVATION RATING TIME 2	14.89	3.60	17.06	2.99
PUPIL MOTIVATION RATING TIME 3	14.85	3.65	16.71	3.46
PUPIL SELF AWARENESS RATING TIME 1	14.11	3.14	15.53	3.10
PUPIL SELF AWARENESS RATING TIME 2	14.74	2.21	15.24	3.17
PUPIL SELF AWARENSS RATING TIME 3	14.51	2.71	15.53	3.26
PUPIL SELF REGULATION RATING TIME 1	14.45	3.81	16.00	3.46
PUPIL SELF REGULATION RATING TIME 2	14.85	3.72	16.82	2.40
PUPIL SELF REGULATION RATING TIME 3	15.19	3.24	16.06	3.36
PUPIL SOCIAL SKILLS RATING TIME 1	14.83	3.99	16.47	3.64
PUPIL SOCIAL SKILLS RATING TIME 2	15.11	3.48	17.06	2.59
PUPIL SOCIAL SKILLS RATING TIME 3	14.87	3.01	16.88	3.41
PUPIL ELAI TOTAL RATING TIME 1	73.66	14.84	81.94	12.99
PUPIL ELAI TOTAL RATING TIME 2	76.13	10.98	83.94	10.24
PUPIL ELAI TOTAL RATING TIME 3	76.17	10.62	83.41	12.74

5q: Pupil CRPM scores at Times 1, 2 and 3.

	EXPERIMENTAL OR COMPARISON							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
PEER GROUP ENTRY TIME 1	4.08	2.21	4.46	1.76	4.04	2.24	5.33	1.23
PEER GROUP ENTRY TIME 2	5.75	1.67	5.77	1.01	4.96	1.92	5.50	1.62
PEER GROUP ENTRY TIME 3	4.06	2.44	3.38	1.89	4.00	2.03	5.00	1.28
RESPONSE TO PROVOCATION TIME 1	4.79	1.96	4.77	2.24	4.42	2.80	4.92	2.27
RESPONSE TO PROVOCATION TIME 2	4.92	2.24	5.54	2.11	4.22	2.30	5.33	1.87
RESPONSE TO PROVOCATION TIME 3	4.31	1.98	5.85	2.38	3.74	2.66	5.67	1.92
RESPONSE TO FAILURE TIME 1	1.92	2.92	5.38	3.50	4.75	3.81	5.17	3.86
RESPONSE TO FAILURE TIME 2	3.17	3.73	5.69	3.04	4.18	3.80	5.50	3.73
RESPONSE TO FAILURE TIME 3	5.53	3.28	4.77	3.70	5.44	3.55	6.00	3.62
RESPONSE TO SUCCESS TIME 1	3.42	2.80	5.69	2.14	3.92	2.60	4.83	2.17
RESPONSE TO SUCCESS TIME 2	5.08	2.57	5.69	2.14	4.36	2.28	5.00	2.34
RESPONSE TO SUCCESS TIME 3	5.53	1.81	5.54	1.20	4.56	2.64	5.67	1.15
SOCIAL EXPECTATIONS TIME 1	5.63	1.97	6.15	2.08	6.29	2.22	6.75	1.76
SOCIAL EXPECTATIONS TIME 2	6.50	1.93	7.85	.38	6.65	2.19	6.92	1.51
SOCIAL EXPECTATIONS TIME 3	6.00	2.72	6.04	1.98	5.32	2.69	7.00	1.81
TEACHER EXPECTATIONS TIME 1	3.74	3.43	6.15	2.08	4.33	3.52	5.33	2.61
TEACHER EXPECTATIONS TIME 2	5.17	3.17	6.31	2.14	4.73	3.06	6.33	2.23
TEACHER EXPECTATIONS TIME 3	5.88	2.96	6.31	2.93	5.11	2.93	7.00	1.04

5r: Pupil KAI-R scores at Times 1, 2 and 3.

	EXPERIMENTAL OR COMPARISON							
	EXPERIMENTAL				COMPARISON			
	EXTRA SUPPORT OR ROLE MODEL				EXTRA SUPPORT OR ROLE MODEL			
	EXTRA SUPPORT		ROLE MODEL		EXTRA SUPPORT		ROLE MODEL	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
EMOTIONAL VOCABULARY TIME 1	2.21	1.72	3.31	1.84	2.04	1.60	3.42	1.93
EMOTIONAL VOCABULARY TIME 2	2.35	1.37	3.69	1.44	2.39	1.23	3.42	1.62
EMOTIONAL VOCABULARY TIME 3	2.53	1.55	3.69	1.32	1.78	1.35	3.50	1.83
DISCUSSION OF BASIC EMOTIONAL EXPERIENCES TIME 1	76.46	25.07	79.62	21.64	72.29	25.46	83.50	17.23
DISCUSSION OF BASIC EMOTIONAL EXPERIENCES TIME 2	70.83	26.58	79.49	21.68	79.71	34.44	88.89	16.41
DISCUSSION OF BASIC EMOTIONAL EXPERIENCES TIME 3	64.81	33.28	64.10	39.58	68.52	35.19	77.78	29.59
DISCUSSION OF COMPLEX EMOTIONAL EXPERIENCES TIME 1	56.25	42.51	65.38	24.02	56.25	39.87	79.17	39.65
DISCUSSION OF COMPLEX EMOTIONAL EXPERIENCES TIME 2	60.42	36.05	73.08	38.81	69.57	39.14	91.67	19.46
DISCUSSION OF COMPLEX EMOTIONAL EXPERIENCES TIME 3	61.11	43.91	53.85	37.98	55.56	33.82	70.83	39.65
RECOGNITION OF OWN EMOTIONS TIME 1	.81	.57	1.08	.64	.96	.57	1.00	.67
RECOGNITION OF OWN EMOTIONS TIME 2	.92	.65	1.38	.92	1.04	.58	.92	.67
RECOGNITION OF OWN EMOTIONS TIME 3	1.00	.73	.96	.66	.81	.46	1.38	.83
RECOGNITION OF OTHERS' EMOTIONS TIME 1	.79	.36	1.04	.52	.88	.47	1.00	.56
RECOGNITION OF OTHERS' EMOTIONS TIME 2	.96	.44	1.42	.45	1.04	.54	1.17	.49
RECOGNITION OF OTHERS' EMOTIONS TIME 3	.97	.79	1.04	.48	.94	.48	1.13	.38
UNDERSTANDING OF SIMULTANEOUS EMOTIONS TIME 1	4.29	2.10	4.85	2.64	4.50	2.36	5.50	2.71
UNDERSTANDING OF SIMULTANEOUS EMOTIONS TIME 2	3.83	1.99	4.69	1.60	5.04	2.38	5.83	2.44
UNDERSTANDING OF SIMULTANEOUS EMOTIONS TIME 3	4.41	2.37	5.23	2.59	4.11	2.19	4.92	2.07

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