

SEED Resource Guide

Programme Summaries

MRC/CSO Social & Public Health Sciences Unit

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Guide to Fields

The programmes are listed under 3 sections: programmes delivered (primarily) to **children**; programmes delivered to **teachers** and programmes delivered to **parents/carers** (programmes with parents implemented in groups which can be delivered in schools, recruit parents through schools, or strengthen parents' engagement with school).

Each programme has a summary containing the following information:

Who is it for? Who the programme is designed to help. If known, this section also includes the ages/school years of pupils as well as parent and/or teacher involvement.

What does it aim to do? The focus and purpose of the programme are briefly stated in a short synopsis of its overarching aims. If explicit, intended outcomes are stated.

What is it? A description of the programme and how it is delivered.

What does it mean for the school? An indication of the commitment for the school in terms of resources, time, training, etc.

Evidence of effectiveness: The evidence of effectiveness is summarised here in relation to two dimensions. First, how rigorously the programme has been evaluated in terms of its main goals, so far as we can ascertain. There are five categories of evidence:

- Strong (randomised controlled trial or RCT);
- Moderate (evaluation with control but not randomised);
- Weak (evaluation without control);
- Unclear (cannot clarify design of evaluation);
- None (no outcome evaluation found).

Second, a summary of what the results of the evaluation(s) were, in terms of the programme's main goals. We have tried to distinguish between short-term (under a year), medium-term (1-5 years) and long-term (over 5 years) outcomes. **It is important to note that lack of evidence of effectiveness is not evidence of ineffectiveness.**

Links: Main link(s) to programme website.

Further, more detailed information is then provided:

Type: Describes the type of approach used by the programme (whole school approach, targeted approach and so on).

Where known to be implemented: Where the programme has been implemented or where the programme is currently being implemented. It also details the origins of the programme if this information was available.

Delivery: A more comprehensive description of the programme content and components. Details are included about the teaching-learning approach and the general structure of the programme, including information on intensity and duration. This section is used to indicate if a programme is especially suitable or readily adaptable for use with a special population of students (e.g., those with learning disabilities) or if a programme reflects sensitivity to particular issues.

Implementation: This section details whether pre-implementation training is required, recommended, or not available; the length, location and cost of training (per person, per group, or per trainer); and whether advanced training and/or on-site follow-up support services are offered. If known, aspects of professional development are also highlighted.

The standard programme materials are also listed under this heading, including teacher manuals, student workbooks, implementation guides, parent materials, community guides, audio-visuals.

Evidence of Effectiveness: Where available, additional information on the evidence of effectiveness.

Theoretical Framework: If the programme has identified an explicit theoretical framework identified which underpins its use this will be given here.

Authors/Contact: If known, author information is detailed here along with the details of other relevant contacts.

Links: Pertinent links to programme information or programme materials are detailed in this field.

MRC/CSO SPHSU UoG is not responsible for the content contained within external websites

Where costs are detailed, they are an approximation and only indicative of costs (this includes currency conversions into UK Sterling). All costs correct at time of publication but may be subject to change.

Programmes delivered to Pupils

Bounce Back!

Programme Summary

Who is it for?	Primary aged children.
What does it aim to do?	Promotes positive mental health, wellbeing and resilience for students and teachers plus safe and supportive class and school learning environments. The curriculum elements incorporate age appropriate concepts of resilience and wellbeing based around developing skills of self-knowledge, social awareness and self-management.
What is it?	<p>An Australian social and emotional learning curriculum programme that can be taught as whole school or whole class programme, or taught in small groups. Offers practical strategies to help children and young people function well at school and in life. Focuses mainly on teaching coping skills to help them respond positively to the complexity of their everyday lives.</p> <p>The programme incorporates 10 curriculum units based on positive psychological principles and includes the Bounce Back acronym which helps children to memorise and recall 10 basic coping statements based around positive self-talk. The Bounce Back curriculum is taught by classroom teachers and also utilises children's literature, educational games, role-play, circle time and cooperative learning to embed personal skills of wellbeing and resilience.</p>
What does it mean for the school?	The curricular units are revisited in three levels through primary school and can be incorporated into existing lessons. The programme is not fixed or scripted but can be fed into class life once pupils understand the concepts. Training is recommended but not essential. Core materials can be purchased online.
Evidence of effectiveness	Evidence shows medium-term improved pupils' connectedness to each other and resilience, and teachers' resilience and wellbeing. Evaluated through before-and-after survey in 16 schools in Perth and Kinross, with outcomes 18 months after programme delivery.
Links	http://www.bounceback.com.au/

Further Information (Bounce Back!)

Type: Whole school approach (developed in Australia).
Where known to be implemented: Australia, widely in the UK including Scotland.
Delivery: <p>The programme is not fixed or scripted but rather offers a pick and mix approach where components can be selected and integrated with the existing school curriculum, or taught as dedicated weekly sessions. It is designed as a multi-year, whole school programme taught to all pupils although ideas and concepts can be reinforced in individual or small group settings.</p> <p>The Teacher's Handbook explores the background and rationale for the programme and outlines whole school and whole class practices. The Teacher Resource Books for each of the three levels comprise nine curriculum units which allow the concepts of wellbeing and resilience to be revisited each school year: Core values; People Bouncing Back; Courage; Looking on the bright side; Emotions; Relationships; Humour; No bullying; Success. There is an additional online unit, Elasticity.</p>
Implementation: <p><u>Costs:</u> Resources –</p> <p>The following books are available from Pearson publishing in the UK. Contact Pearson on 0845 313 6666 or email customersolutions@pearson.com quoting ISBN number. These books now incorporate the Teacher's Handbook and Teacher's Resource Book which were previously available separately. Details of the books can be viewed on main Bounce Back website.</p> <p>Bounce Back! Level 1: Lower Primary £49.99 (ISBN 9781442534629) Bounce Back! Level 2: Middle Primary £49.99 (ISBN 9781442534636) Bounce Back! Level 3: Upper Primary to Junior Secondary £49.99 (ISBN 9781442534643)</p> <p>Each unit includes nine curriculum units. Once purchased an additional online unit is available and the programme materials can be downloaded and printed at no further cost.</p> <p><u>Training -</u> Training is recommended but not essential. The Centre for Confidence and Well-being provide training sessions in Scotland.</p> <p>Half day (3 hours) for up to 30 staff: £300</p> <ul style="list-style-type: none">• An introduction to the concept of resilience, what hinders it and what helps it flourish, particularly in a school context. Participants have the opportunity to experience three activities from the programme to evaluate how they can be used in the classroom, fit in with the delivery of the curriculum and then have an hour to begin planning implementation. <p>Full day (5 hours) for up to 30 staff: £500</p> <ul style="list-style-type: none">• Allows time for fuller exploration of the materials and planning implementation. <p>Follow up day (2 hours) following implementation to offer an opportunity to evaluate the process: £200</p> <ul style="list-style-type: none">• Allows participants to share their experiences of implementation, examine what has been successful and any challenges encountered with delivering the programme. <p>The Centre recommends, where possible, a cluster of Primary schools combine to arrange the day to spread the cost and also to encourage a learning community that can support each other in the implementation. As the programme is aimed at children aged 5 -14 Secondary school staff attached to the cluster are also encouraged to attend.</p> <p>Contact Morag Kerr at the Centre for Confidence on moragkerr@hotmail.com or contact@centreforconfidence.co.uk for information on the possibility of training in Scotland.</p>
Evidence of effectiveness: Evaluated through before-and-after survey in 16 schools in Perth and Kinross, with

Programmes delivered to Pupils

outcomes 18 months after programme delivery.

Theoretical framework:

Based on Cognitive Behavioural Therapy and Positive psychology. The programme synthesises the theoretical and therapeutic principles of cognitive behavioural therapy and counselling principles such as normalising and self-disclosing. It also draws on the theoretical/therapeutic principles that underpin positive psychology such as the role of positive emotions and emotional literacy, positive and optimistic thinking and the adoption of strengths-based approaches that contribute to optimal functioning.

Authors/contact/other links:

Dr. Helen McGrath and Dr. Toni Noble - former classroom teachers currently Senior Lecturers in Psychology & Education. Email: admin@bounceback.com.au.

Bounce Back website: <http://www.bounceback.com.au/>

Scottish evaluation of Bounce Back: <http://www.pkc.gov.uk/CHttpHandler.ashx?id=10321&p=0>

Press article: <http://www.telegraph.co.uk/education/educationnews/9085141/Bounce-back-classes-to-toughen-up-soft-youngsters.html>

Education Scotland information:

http://www.educationscotland.gov.uk/earlyyearsmatters/b/genericcontent_tcm4592691.asp

Quality Circle Time (QCT)

Programme Summary

Who is it for?	Primary aged children and staff.
What does it aim to do?	Aims to enhance self-esteem and build positive relationships and behaviour in school communities. Aims to give children and adults the opportunities to learn how to listen, respect other people and express how they feel.
What is it?	<p>Quality Circle Time is a whole-school approach to school and classroom management based around a number of key elements, including:</p> <ul style="list-style-type: none">• Listening systems for children and adults, including Circle Time, Bubble Time and Think Books• Golden Rules and Golden Time, a system of positive behaviour and sanctions• Golden Incentives• Positive Lunchtimes and Playtimes• Children Beyond, for children that need extra support• Self-Esteem and Morale of All Adults, for teachers' health and wellbeing
What does it mean for the school?	This is not a fixed programme so elements of the system can be implemented to suit the school's needs. Elements of the programme can be used daily in school or weekly. A wide range of materials and resources can be purchased online or through the Training and Resources Catalogue. Additional staff training options also exist.
Evidence of effectiveness	No available studies.
Links	http://www.circle-time.co.uk/

Further Information (Quality Circle Time)

<p>Type: Whole school approach.</p>
<p>Where known to be implemented: Throughout UK and widespread in Scotland.</p>
<p>Delivery The school decides how much time to devote to the programme and the focus for each session, but implementation should ideally be systemic and ongoing for optimal intensity and duration, and involve the playground and lunch environment. A wide range of tools and resources are available, e.g. teachers' text books, posters, charts, checklists, certificates, games and puppets.</p>
<p>Implementation: Resources are available for purchase online here: http://www.circle-time.co.uk/shop. A hard copy of the catalogue can also be requested here. Training is not required to implement Quality Circle Time. However, if desired and feasible, there are many different training options. Training days can be shared with neighbouring schools or learning communities as a way of reducing costs. Contact training organiser Lisa Pooley on 01225 767157 (LisaP@jennymosley.co.uk) to discuss training options and logistics..Example Training Options include: Option 1: Working in School Day with Jenny Mosley (programme developer): An almost routine school day where Jenny works with staff and pupils, holds circle times, observes lunchtimes and playtimes, staff observe Jenny working, Jenny holds staff meetings and feeds back her findings and a way forward at the end of the day to staff. Cost: £1,700 plus vat (plus travel and accommodation). Option 2: School Closure Day with Jenny Mosley: A closure day during an inset day in school for up to 200 delegates without children present to <i>work with staff and train them using workshops, seminars, group work etc.</i> . Cost: £2,000 plus vat (plus travel and accommodation). Option 3: Working in School Day followed by Closure Day (Back to Back training): Jenny works in school during Day 1 (as above) and on Day 2 has time to feedback constructively to staff during a closure day. Cost: £3,200 plus vat (plus travel and accommodation).</p>
<p>Evidence of Effectiveness: There appear to be no studies that meet the inclusion criteria for rigorous outcome based evaluation for Circle Time, but there are a number of reports, for example on the intended benefits and uptake of QCT here: http://www.circle-time.co.uk/research-reports.</p>
<p>Theoretical framework: Based on Social Learning Theory.</p>
<p>Authors/contact/other links: Jenny Mosley circletime@jennymosley.co.uk, 01225 767157 http://www.circle-time.co.uk/site/what_is_quality_circle_time/</p>

Cool in School

Programme Summary

Who is it for?	All primary age children (with additional resources for early secondary school).
What does it aim to do?	Develop emotional literacy and pro-social behaviour in young people. Helps children to cope positively with everyday situations, show sensitivity and respect themselves and others.
What is it?	A progressive and cumulative curricular programme taught by teachers using discussion, reflection, games and role-play to enable children to learn and practice positive behaviour. It is aligned to The Curriculum for Excellence's outcomes for Health and Wellbeing. There are four separate comprehensive packs, for infant, middle and upper primary and secondary school children, each containing 10 units.
What does it mean for the school?	For information on training and materials, please contact your link Educational Psychologist or Regional Officer for the Rights, Support and Wellbeing Team http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp
Evidence of effectiveness	Evaluation unclear. Positive impacts on pupils' social skills and behaviour indicated.
Links	http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/coolinschool/index.asp

Further Information (Cool in School)

<p>Type: Whole school programme</p>
<p>Where known to be implemented: Developed in Fife, widely used throughout Scotland.</p>
<p>Delivery: The programme is taught by teachers, ideally with specific training over 4 different stages throughout primary and early secondary. The programme uses cartoon characters that ‘grow up’ with the pupils. Exercises and worksheets are provided structuring discussion, reflection, games and role-play based on everyday school situations. These enable children to practise managing their behaviour and interactions with others in positive ways. The programme is progressive and comprises 4 parts, each fully illustrated: Infant (P1/2), a robust A2 sized pack with a large attractive portfolio of illustrations, Middle (P4/5), which includes A4 Pupil workbooks, re-usable Cool Comics and a board game, Upper (P6/7) with A4 Pupil workbooks, What’s Going On? (late S2-early S3) includes A4 Pupil Workbooks and re-usable Pupil Activity Packs. Each pack is a 10-unit, cumulative programme of skills acquisition relevant to health and wellbeing. Each part of the programme contains a teacher’s resource pack with accompanying CD with downloadable materials, guidance and templates for parents’ leaflets, PowerPoint presentations and video clips for implementing the programme across the school community.</p>
<p>Implementation: Training prior to implementation is strongly recommended. Planning as part of whole-school development is an important factor in success. Developing an appropriate action plan, including the evaluation of specific expected outcomes for pupils, staff and parents, is a key part of the training. Training is delivered across Scotland by Education Scotland's Rights, Support and Wellbeing Team (previously Positive Behaviour Team). Each local authority has a link member of this team and training is free at point of delivery. Authorities sometimes develop a cascade training model whereby a number of individuals are trained by the team, and they then deliver training either within their own schools or to a wider range of schools within the authority. For information on training and materials, please contact Maggie Fallon (Maggie.Fallon@scotland.gsi.gov.uk), Rights, Support and Wellbeing Team.</p>
<p>Evidence of effectiveness: Each pack was piloted across a broad range of schools and internally evaluated by Fife Council’s Psychological Service. Internal evaluations have shown: Positive impact on pupils’ social skills and confidence (in class/playground), Positive impact on whole class behaviour, Increasing confidence of staff in delivering this area of the curriculum, High levels of accessibility and enjoyment for all involved, Improved whole-school ethos, Positive impact on parents, with evidence of ‘Cool’ language and behaviour, being transferred to the home environment.</p>
<p>Theoretical framework: The rationale incorporates the principles of Curriculum for Excellence outcomes for Health and Well Being, Restorative Approaches, Self Regulation, Rights Respecting Schools, Health Promoting Schools and Solution-focused Approaches.</p>
<p>Authors/contact/other links: To arrange training in your establishment or authority, please contact your regional team member of the Rights, Support and Wellbeing Team (previously Positive Behaviour Team) at the Education Scotland website: http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp</p>

Creating Confident Kids

Programme Summary

Who is it for?	Nursery to P7 children.
What does it aim to do?	Improve emotional literacy and develop emotional intelligence to help pupils manage life and learn more effectively. Aims to improve behaviour, tolerance and increased responsibility as well as academic achievement.
What is it?	<p>A comprehensive and sequential emotional literacy curriculum programme for all stages delivered through a whole-school community approach. Based on four emotional literacy domains: self-awareness, self-management, empathy and relationship management.</p> <p>The materials are in eight themes each with a Teacher's Book and Resource Book. They are tied to Curriculum for Excellence's health and wellbeing experiences and outcomes. Supplementary materials include Emotions Cue Cards and an Ideas Bank book.</p>
What does it mean for the school?	Creating Confident Kids is designed to be a 'pick up and go' resource so training is available but not necessary. Curricular elements are taught throughout the school year. Materials can be purchased online and are reusable.
Evidence of effectiveness	Weak evaluation. Short-term improved behaviour, social skills and educational progress.
Links	http://www.edinburgh.gov.uk/learningpublications

Further Information (Creating Confident Kids)

<p>Type: Whole school programme</p>
<p>Where known to be implemented: Developed in Edinburgh and increasingly implemented throughout Scotland.</p>
<p>Delivery: Creating Confident Kids is an emotional literacy curriculum based on four emotional literacy domains; self-awareness, self-management, empathy, relationship management. The teaching resources are designed around eight themes across five age groups: Nursery, Primary 1, Primary 2-3, Primary 4-5 and Primary 6-7. The eight themes are:</p> <ul style="list-style-type: none"> • Fresh Start (supporting transition into the new school year) • Friendships • Feelings (including self-awareness, self-management and empathy) • Reaching Goals (including motivation and resilience) • Bullying • I wonder (widening awareness and imagination) • Equality • Moving on <p>Each theme lasts for two or three weeks and has a Teachers' Book and a Resource Book plus there is a guide to all themes for parents. A planner outlines learning and teaching activities appropriate for each age group and theme and gives links to emotional literacy domains and Curriculum for Excellence's Experiences and Outcomes. Activities are wide ranging and include circle time activities, emotion cue cards, music, dancing, assemblies and homework with family.</p>
<p>Implementation: CCK is designed to be a 'pick up and go' resource so training is available but not necessary. CCK is a curriculum based resource and the only training provided is a very brief introduction to the main themes and to allow participants to become accustomed to the resources Resources are available from the Edinburgh City Council Publications Unit. Materials are provided with training but there are also materials that can be purchased separately here: http://www.edinburgh.gov.uk/info/20075/information_for_professionals/383/learning_publications. Creating Confident Kids resources are on pages 4-6 of the downloadable PDF document produced by The City of Edinburgh Council Learning Publications Unit. Resource Books are £12.00 each (one per theme) and contain copymasters of all materials required to support the activities, including a Family Homework Sheet and a Parent and Carer Guide. Further resources are supplied on CD. Emotions Cue Cards: £15.00 per set, Ideas Bank: £6.00.</p> <p>The training is usually offered in Edinburgh or the trainer could travel to schools if agreed by Edinburgh City Council Publications Unit. Course Attendance Charges: Non City of Edinburgh Council establishments at a cost of £120 per day/£60 per session. Expressions of interest should be directed to learning.publications@ea.edin.sch.uk. Creating Confident Kids courses (duration 2 hours) are run in Edinburgh on pre-arranged dates. The target audience is Primary or Nursery Leaders, Health and Wellbeing coordinators or staff with a role in whole school policies and practices. The course aims to increase awareness and understanding of Emotional Literacy and how this can benefit children's learning and resilience; and allows staff to be able to return to their establishment with the necessary skills and knowledge to support them in their implementation of this project with all staff, children and parents. The course will demonstrate how to begin using Creating Confident Kids in school or nursery how to take this forward.</p>
<p>Evidence of effectiveness: The Scottish Government website states that the programme has been shown to have a positive effect on outcomes for children including self-esteem, educational progress, behaviour in class, interpersonal skills, e.g. in groupwork, and personal responsibility</p>

Programmes delivered to Pupils

<http://www.scotland.gov.uk/Publications/2010/10/06092326/14>).

Theoretical framework: The programme is based on a model of Emotional Intelligence derived from brain research, psychoneuromimmunology (PNI) and educational, psychotherapeutic and psychiatric research and assessment.

Authors/contact/other links:

Contact the Edinburgh City Council Publications Unit: Telephone: 0131 469 3328 Fax: 0131 469 3311, e-mail: learning.publications@ea.edin.sch.uk. Web: www.edinburgh.gov.uk/learningpublications.

FRIENDS for Life

Programme Summary

Who is it for?	Pupils (aged 4-16).
What does it aim to do?	Aims to increase the resilience and happiness of children and reduce anxiety and low mood. It aims to promote personal development concepts such as identity, self-esteem, problem solving, self-expression and building positive relationships.
What is it?	A school-based cognitive behavioural intervention for children and young people designed to be used in the classroom that teaches skills for managing feelings and coping with challenges. It consists of four programmes aimed at different age groups: 1) Fun Friends (4 – 7 years old), 2) Friends for Child (7 – 11/13 years old), 3) Friends for Youth (11/13 – 16 years old), 4) Special FRIENDS (asd/mld 9-13 years old). Parents are also invited to engage in aspects of the programme.
What does it mean for the school?	Accredited training is required by all practitioners intending to carry out the programme and can be provided by Dr Caroline Smith in the UK. See 'Further Information' section for more details.
Evidence of effectiveness	Moderate evaluation. Short-term improved pupils' anxiety, low mood and self esteem.
Links	Programme developers site (Australian): www.pathwayshrc.com.au UK trainers site: http://www.interactive-connections.co.uk/friends%20prog.htm

Further Information (FRIENDS for Life)

Type: Targeted or universal package
Where known to be implemented: Developed in Australia, implemented in Ireland and UK, including Scotland. Trialled and evaluated by Stirling Educational Psychology Service.
Delivery: There are 4 age-sensitive programmes: Fun Friends (4 – 7 years old), Friends for Child (7 – 11/13 years old), Friends for Youth (11/13 – 16 years old), and Special FRIENDS (asd/mld 9-13 years old). Each programme is run by a school's own teachers and teaching assistants and does not involve clinical assessment or diagnosis. In each FRIENDS session, students are guided through a series of class or group based activities designed to teach them how to deal with worrying situations. There are also optional home activities to complete between sessions. Parents have an opportunity to support their children and learn more about FRIENDS themselves by attending two parent sessions arranged by the school.
Implementation: <u>Training:</u> Accredited training is required by all practitioners intending to carry out the programme and is provided by 'Interactive Connections. Contact: Dr. Caroline Smith, Tel: 01636 636060, Email: friends@interactive-connections.co.uk or crsmith@interactive-connections.co.uk Facilitator training takes one day. The training day can focus on either a sole age-sensitive version of FRIENDS or on two adjacent age-sensitive versions e.g Child and Youth. For those wishing to learn in detail about using the FUN Friends version a single focus day is recommended. Training fees - £1,000 professional fee, travel (45p/mile) and expenses (accommodation and meals for 2 as necessary) plus VAT. Note: the professional fee includes handouts, certificates and royalties payable to the programme creators, Pathways Australia. Maximum of 30 attendees per course and relevant course books (£30 per set) are required but can be shared within small group (between 2-3 people).
Evidence of effectiveness: Multiple studies showing positive behavioural outcomes immediately post-test, and at least one at one year follow-up. Scottish evaluation (with control) found positive impact on target measures at 10 weeks and 4 months. http://www.interactive-connections.co.uk/FRIENDS%20REPORT%20FINAL%20December%202008.pdf http://www.interactive-connections.co.uk/FRIENDS%20Abstracts%20%20Booklet.pdf http://pathwayshrc.com.au/wp-content/uploads/2014/08/Paul-S-20141.pdf Evaluating the FRIENDS programme in a Scottish setting, Ian Liddle* and Susan Macmillan - http://friendsrt.com/Content/Uploads/Documents/Liddle-Macmillan-2010-Evaluating-FRIENDS-Scottish-setting_EducationalPsychologyPractice.pdf http://www.nbss.ie/sites/default/files/friends_report_final_lr.pdf
Theoretical framework: Cognitive behavioural therapy (CBT): the theoretical model for the prevention and early intervention of anxiety and depression addresses cognitive (mind), physiological (body) and learning (behaviour) processes, which are seen to interact in the development, maintenance and experience of anxiety.
Authors/contact/other links: Programme developer: Prof. Paula Barrett http://www.pathwayshrc.com.au (Barrett, 2004, 2005). For UK training queries: Dr. Caroline Smith, Tel: 01636 636060, Email: friends@interactive-connections.co.uk or crsmith@interactive-connections.co.uk Stirling 'FRIENDS' project: Stirling and Clackmannanshire Educational Psychology Service . Contact Whitney Barrett wbarrett@clacks.gov.uk

Good Behaviour Game

Programme Summary

Who is it for?	Pupils (Primary school – all ages).
What does it aim to do?	<p>It aims to improve pupil behaviour and learning. The strategy aims to reduce negative and increase positive interactions with teachers leading to less disruptive and aggressive behaviour in lessons.</p> <p>It aims to lead to increased social awareness and pro-social behaviours, better definition of appropriate behaviour inside and outside the classroom, increased functional skills such as following directions, independent work and concern for others.</p>
What is it?	The Good Behaviour Game (GBG) is a classroom behaviour management strategy for young children that encourages pupils to work through the existing curriculum co-operatively and efficiently. The underlying premise is that pupils will encourage, influence and help each other to “win” the game and meet behavioural objectives.
What does it mean for the school?	Training for the Good Behaviour Game (GBG) in the UK was in the past provided by Oxford Brookes University however is currently being provided by Mentor UK who are involved in a trial of the approach in the North of England. Contact Mentor for up to date information on whether training and implementation is currently possible in Scotland.
Evidence of effectiveness	Strong evaluation. Short-term reduced aggression and disruptive behaviour. Long-term reduced risk behaviours, improved mental health.
Links	<p>UK site:</p> <p>Mentor UK site for GBG - http://gbguk.org/</p> <p>Oxford Brookes University site for GBG - http://mystrongfamily.co.uk/good-behaviour-game/</p>

Further Information (Good Behaviour Game)

Type: Whole school approach; commercial package (Developed in USA late 1960s).
Where known to be implemented: USA and Oxfordshire 2010-11 (6 schools). The GBG is a US programme and has been adapted for primary schools in the UK and several other countries. Piloted in Oxfordshire, and the Local Authority has continued the roll out to Oxfordshire primary schools.
Delivery: GBG provides teachers with a simple and effective behaviour management system and, importantly, allows them more time to teach. It does not require any additional curriculum time. It is built around four central elements: classroom rules, team membership, monitoring of behaviour, and positive reinforcement to individuals and the team. At the beginning of the school year, children are placed into equal sized teams balanced for gender, ability and behaviour and the teacher explains 'good behaviour' and 'bad behaviour', setting class rules. There are four standard rules - we will: work quietly; be polite to others; get out of our seats with permission; follow directions. Teams compete to win and winning is rewarded by tangible rewards initially (e.g. stickers) building to less tangible rewards (e.g. more golden time). Teams are penalised for bad behaviour. The game is played for increasing periods of time and gradually the game, and the good behaviour with it, becomes a normal part of classroom life.
Implementation: Due to ongoing trial of the GBG training may be temporarily unavailable beyond participating schools in the North of England. Please contact Mentor UK for up to date information: admin@mentoruk.org
Evidence of effectiveness: Available here: http://mystrongfamily.co.uk/good-behaviour-game/international-scientific-evidence/ and here: http://mystrongfamily.co.uk/good-behaviour-game/evidence-from-the-uk/ Various evaluated in US, Canada, Belgium, Netherlands. Short term RCT outcomes outside UK indicate reduced aggression and disruptive behaviour. Long term outcomes indicate significant health benefits, especially for males, with reductions in drug and alcohol abuse, reduced smoking, less use of mental health services, reduced suicidal behaviours, and lower rates of unprotected sex. GBG is most effective with those children who are most at risk: young boys who exhibit more aggressive and disruptive behaviours in early childhood. Small scale qualitative research on feasibility and acceptability in Oxford primary schools indicates that overall the GBG is perceived positively. Teachers typically said it improved their and their pupils' skill development and self-management, and increased children's independence and improved their learning behaviours. Cost-benefit analysis: in US: for every \$1 spent on GBG, there is \$96 worth of benefit to society through reduced health, social and criminal justice system costs. Current trial underway in England, further details here: http://gbguk.org/questions-about-the-uk-trial/
Theoretical framework: Positive reinforcement of good behaviour using extrinsic reinforcers (praise, attention, tangible products, engagement in desirable activities). Moving over time to less regular (intermittent) reinforcement. Leads to behaviour modification and intrinsic reinforcement so that modified behaviour is retained even after external reinforcement is removed (maintenance) and will be exhibited in all settings (generalisation).
Authors/Contact/OtherLinks For possible implementation: Mentor UK - http://gbguk.org/ For information: Oxford Brookes University Contact: Prof. David Foxcroft: david.foxcroft@brookes.ac.uk Oxford Brookes University Final Evaluation Report: http://www.swph.brookes.ac.uk/images/pdfs/research/GBG_UK_Final_Evaluation_Report.pdf US site: http://www.air.org/topic/education/good-behavior-game

The Incredible Years

Programme Summary

Who is it for?	Children (aged 0-12yrs), Parents and Teachers of these children.
What does it aim to do?	Aims to reduce challenging behaviours in children and increase their social and self-control skills.
What is it?	<p>The Incredible Years (IY) is a series of programmes developed in the US and implemented worldwide designed for parents, teachers, and children.</p> <p>There are three separate sets of programmes delivered to Parents (several versions that are dependent on child age), Teachers (classroom management programme) and Pupils ('Classroom Dinosaur' programme delivered to all pupils and a specific targeted version delivered to smaller groups of identified pupils).</p>
What does it mean for the school?	Training is required to deliver any of these programmes. Currently it may not be feasible for schools to implement any of these programmes due to the cost involved, however agencies and local authorities in Scotland may begin to offer IY programmes in the near future. See 'Further Information' for current availability and costs.
Evidence of effectiveness	Strong evaluation. Short to medium-term reduced problem behaviour and improved social skills.
Links	www.incredibleyears.com

NB. Information on this set of programmes has been included to inform schools of the potential availability of the programmes in the future, however given cost and availability of training it is unlikely that schools will be in a position to implement individually at this time.

Further Information (Incredible Years)

Type: Targeted and whole school programme (developed USA).
Where known to be implemented: USA, UK, Mainland Europe, Australia, New Zealand.
Delivery: <u>Parenting Programmes:</u> There are separate parent programmes for babies (0-1 year), toddlers (1-3 years), preschoolers (3-5 years) and school age children (6-12 years). The parent programmes focus on strengthening parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and language development. <u>Child Programmes:</u> The Dinosaur child programme covers three age levels (3-8 years). Classroom lesson plans are delivered by the teacher to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, and behaving appropriately in the classroom. A version of this programme can also be used by counsellors or therapists to treat children in small groups. <u>Teacher Programme:</u> The teacher training programme is delivered to teachers of 3-8 year olds and consists of 42 hours (6 days) of monthly workshops delivered by a trained facilitator. The programme focuses on strengthening teachers' classroom management strategies; promoting student's prosocial behaviour, emotional self-regulation and school readiness; and reducing children's classroom aggression and noncooperation with peers and teachers. The training also helps teachers collaborate with parents to support their school involvement and promote consistency of learning between home and school.
Implementation: NB. There is currently limited availability for IY programmes in Scotland however this may change as more trainers become available in the UK. <u>Parenting Programmes:</u> NHS Education for Scotland has been involved in implementing the Preschool IY Programme and a 4 year plan is in place for Scotland-wide rollout. Contact Brenda.Renz@nes.scot.nhs.uk for information on Parenting Classes currently being run in Scotland that could be recommended to parents of children at your school. <u>Child and Teacher Programmes:</u> There are currently no trainers based in Scotland that could train teachers in the Child Programme, or deliver the Teacher Programme which may mean that trainers would need to be brought from US. However, there may be availability for trainers based in England to deliver training in the near future. The cost for an individual school may make the programme unfeasible to implement currently (e.g. Classroom Dinosaur Curriculum \$1350 with the addition of \$400 training and ongoing costs for materials and support with implementation) but there may be scope for schools to discuss implementing on a Learning Community/Cluster or LEA basis.
Authors/Contact/Other Links: US Developers site: http://incredibleyears.com/ . Contact: http://incredibleyears.com/about/contact/ Education Scotland Information: http://www.educationscotland.gov.uk/resources/t/genericresource_tcm4242179.asp

MindUP

Programme Summary

Who is it for?	Pupils (aged 4-13) – 3 separate sets of lessons for 3 age groups within this range.
What does it aim to do?	The programme aims to build resilience, reduce stress and anxiety; improve concentration and academic performance; allow children to understand the brain science linking emotions, thoughts, and behaviours; manage emotions and behaviour more effectively; develop greater empathy for others and the world; and be optimistic and happy.
What is it?	A framework of 15 lessons taught throughout the school year that teaches pupils social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training. Students learn to self-regulate behaviour and mindfully engage in focused concentration required for academic success.
What does it mean for the school?	Teachers can train to deliver the MindUP lessons to their class. See 'Further Information' section for implementation details.
Evidence of effectiveness	Strong evaluation. Short-term improved social behaviour, reduced conduct problems.
Links	UK Site: http://www.thehawnfoundation.co.uk/ US Site: http://thehawnfoundation.org/mindup/

Further Information (MindUP)

<p>Type: Whole School Approach (developed in the United States).</p>
<p>Where known to be implemented: MindUP™ UK has partnered with over 30 schools in the UK. Worldwide including USA, Canada, Serbia, Finland, Australia & China.</p>
<p>Delivery: The MindUP™ framework of 15 lessons taught by classroom teacher throughout the school year are organised into four units:</p> <ol style="list-style-type: none"> 1. Getting Focused. The brain and it's neurophysiology, strategies to focus attention. 2. Sharpening Your Senses. Mindfully observing the senses to sharpen attention and enhance memory & problem solving. 3. It's All About Attitude. How to cultivate a positive mindset and build healthy relationships. 4. Taking Action Mindfully. How to transfer improved emotional and social skills to wider, social settings and to contribute to a more positive learning environment. <p>The concepts introduced in each unit build on one another, therefore the lessons are taught in sequence throughout the school year. The framework is set up to strengthen students' social and emotional competencies while creating an optimistic, caring classroom environment. MindUP™ starts on the inside and works its way outwards – pupils learn about the brain, then how we interact with the world immediately around us, then how we view the world and finally how we interact with others.</p> <p>MindUP™ lessons and the core practices of deep breathing and attentive listening (practiced three times a day), can be easily integrated into daily routines and require minimal preparation. The programme works to promote whole school practice and support connections to academic teaching and learning. There are suggested lesson extensions to support Social and Emotional development, Mathematics, PE, Science, English, including journal writing. MindUP™ offers suggestions to support English Language Learners.</p>
<p>Implementation: The whole school implementation model incorporates a 12-month plan of training and support.</p> <ul style="list-style-type: none"> • One full day Introductory Workshop • Membership to the digital learning Portal • Half yearly Extension/Mentoring & Coaching workshop to review progress with implementation and address challenges • Parent workshop • Evaluation of impact using data analysis with recommendations for supporting sustained MindUP™ implementation <p>MindUP™ CPD for 2015-16: One Year Implementation: £3,000</p> <p>Additional Charges per class: The MindUP™ Curriculum guides, split into three units:</p> <ul style="list-style-type: none"> • Grades Pre-K-2 (P1-P3 equivalent) • Grades 3-5 (P5-P7 equivalent) • Grades 6-8 (S1-S3 equivalent) <p>Available through the Hawn Foundation UK @ £15 per unit + postage. Reproducible pages may be photocopied for classroom use and each book contains a full colour poster about the brain. Synergy chimes for Brain breaks available from Hawn Foundation UK @ £9.00 per unit + postage.</p>
<p>Evidence of effectiveness: MindUP has been shown to increase positive social behaviour, reduce conduct problems and reduce emotional distress in 9-12 year olds. A rigorous study in which MindUP children and control children (those who did not receive the MindUP programme) completed pre- and post-test assessments of a battery of measures assessing multiple</p>

Programmes delivered to Pupils

domains of functioning showed significant increases in optimism and teacher-rated socially competent behaviours for the MindUP children.

<http://www.thehawnfoundation.co.uk/mindup-results>

<http://www.thehawnfoundation.co.uk/research>

<http://www.thehawnfoundation.co.uk/monographs-articles>

Theoretical framework: Neuroscience.

Authors/contact/other links:

Julia Organ, Director for Education and Training UK. julia.organ@thehawnfoundation.org

The Hawn Foundation UK, Portland House, Bressenden Place, London, SW1E 5RS. Tel: 020 8282 6284

Programmes delivered to Pupils

Motivated School

See Section under 'Delivery to School Staff'

MySELF and Others Emotional Literacy Framework

Programme Summary

Who is it for?	Pupils (nursery and primary school age).
What does it aim to do?	Aims to target the 'emotional literacy' of children to help them recognise and manage their own emotions and respond to other people's in a mutually beneficial way.
What is it?	A framework providing ideas and suggestions for teachers and other professionals working with children to ensure that emotional literacy is part of the curriculum.
What does it mean for the school?	The resource pack can be purchased from South Lanarkshire Council for approximately £100 (NB. This is 2013 cost and may be subject to change). Contact Debra Lindsay: debra.lindsay@southlanarkshire.gcsx.gov.uk .
Evidence of effectiveness	No available studies.

Further Information (MySELF and Others)

Type: Whole school approach.
Where known to be implemented: Launched in schools and nurseries in South Lanarkshire (2010). It was piloted across South Lanarkshire and received input not only from teaching staff but also parents/carers and the wider community in the form of family centres.
Delivery: There are nine themes for the nine main calendar months of the academic year: September - I am a likeable person; October - I am respectful to myself; November - I am talented/ skilled; December - I am caring; January - I am happy; February - I am empathic; March - I am a reader; May - I am successful; June - I am hopeful about the future. Ideas and suggestions from the framework can be used in community settings as well as educational establishments and a calendar can be displayed in classrooms to remind children and staff of their emotional literacy learning intentions for that month. A binder is also included which provides information and suggests materials and resources to support these key themes.
Implementation: No training requirements. The materials are not available online for download. The resource pack is approximately £100 (2013 cost and subject to change) and can be purchased from South Lanarkshire Council (Debra Lindsay: debra.lindsay@southlanarkshire.gcsx.gov.uk). With a focus on emotional literacy, the pack contains pin-up wall calendars for each year group and a couple of communal reference guides. It also contains parent/child activities to involve the parent/carer at home and to foster home-based parenting support for the pupil. The materials were developed and designed to be a flexible framework to coincide with, and enhance the core curricular activities in any given month of the school year.
Evidence of effectiveness: Launched in Scotland in late 2010. Piloted across South Lanarkshire but no rigorous outcome evaluations yet available.
Theoretical framework: Theory of change: launched in response to studies which have shown that emotional literacy is a major contributing factor for the development of resilience, which enables children and young people to do well socially, emotionally and academically despite any major difficulties and life changing experiences they may have encountered.
Authors/contact/other links: The programme was launched by South Lanarkshire Council in partnership with NHS Lanarkshire. For information contact Debra Lindsay, Area Manager- Integrating Childrens Services, Hamilton/Blantyre/Uddingston Locality, Education Resources, ICS Base, Hope Street, Hamilton, ML3 6AF. Phone: 01698 452366. Email: debra.lindsay@southlanarkshire.gcsx.gov.uk . Council Web Site: www.southlanarkshire.gov.uk .

Nurture Groups/Nurture Approaches

Programme Summary

Who is it for?	Pupils (suitable for a variety of ages but primary focus is on early stages).
What does it aim to do?	Aims to improve pupil self esteem, social skills, emotional literacy, concentration and motivation to learn.
What is it?	Nurture groups offer a short term, focussed intervention strategy, which addresses barriers to learning arising from social, emotional and/or behavioural difficulties in an inclusive, supportive manner. A nurture group is (typically) a group of 6 – 12 children identified as experiencing social and emotional difficulties, mostly in a mainstream setting, supported by 2 adults.
What does it mean for the school?	Implementation varies between Local Education Authorities. Contact your link Educational Psychologist or Regional Officer for the Rights, Support and Wellbeing Team http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp for more information.
Evidence of effectiveness	Moderate evaluation. Short- to medium-term improved social and emotional wellbeing (SDQ scores) and short-term improved academic attainment.
Links	The Nurture Group Network: www.nurturegroups.org . Education Scotland Information on Nurture Group Approach: http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/nurture/index.asp

Further Information (Nurture Groups)

<p>Type: Whole school and targeted (Early Years).</p>
<p>Where known to be implemented: Some international but UK wide and throughout Scotland. Strong in Glasgow and East Ayrshire. LEAs increasingly run nurture groups as part of a continuum of provision for children with additional support needs. Most view nurture groups as part of a wider early intervention programme.</p>
<p>Delivery: The typical model is separate group sessions with indicated children outside of mainstream classes. Most LEAs use a standard nurture group profile to identify children for inclusion. The profile identifies children’s social developmental needs and is used diagnostically to inform intervention strategies. Most nurture groups have high staff-child ratios, generally two adults to eight to ten children. In some LEAs, the groups run full time for the winter and spring terms, in others they run for mornings or afternoons. In all authorities, the aim is to reintegrate children into their mainstream classes as soon as possible. A few authorities offer full-time placements in nurture groups, most offer part-time placements.</p> <p>Curriculum concentrates on: 1. The development of self-esteem; 2. The use of play to teach social skills such as turn-taking, sharing, cooperating and appreciating the feelings of others; 3. Developing language for communication.</p>
<p>Implementation: Most LEAs offer bespoke free training and materials at the point of delivery. However, there is also the opportunity to ‘buy in’ training and materials from the individual authorities. Many schools appear to be using bespoke Nurture Approaches that have been developed from online resources and the assistance of Education Scotland. Nearly all nurture group staff have received CPD from national Nurture Group Network4 and the Scottish Government’s Positive Behaviour team (now Rights, Support and Wellbeing Team). Many LEAs use their own staff to train and support local groups.</p>
<p>Evidence of effectiveness: All published research on nurture groups indicates beneficial effects in one or more of these four areas: emotional/behavioural effects, cognitive/educational effects, teacher/school effects and support needs/school placement effects. A non-randomised controlled trial in Glasgow found short term improvements in social and emotional wellbeing and academic attainment (Reynolds et al, 2009). Overview of five studies: http://www.nurturegroups.org/what-we-do/research-and-evidence/controlled-studies Additional recent evaluation: http://www.nurturegroups.org/news/closing-attainment-gap-scottish-education A report based on evidence from general inspection visits, questionnaires from LEAs across Scotland, interviews with senior staff in six LEAs, visits to schools with nurture groups, and observation of children on split placement in both their mainstream school and within their off-site provision was, overall, positive ('Nurture groups are very effective in developing children’s confidence', 'have a key role to play in helping children to respect themselves and each other') http://www.educationscotland.gov.uk/Images/ingps_tcm4-712899.pdf, with some room for improvement.</p>
<p>Theoretical framework: Based on Attachment Theory.</p>
<p>Authors/contact/other links: Education Scotland’s Rights, Support and Wellbeing Team (previously Positive Behaviour Team) . http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp</p>

PATHS (Promoting Alternative Thinking Strategies)

Programme Summary

Who is it for?	Pupils (5-12yrs).
What does it aim to do?	Aims to improve emotional literacy, self-control, social competence, positive peer relations, interpersonal problem-solving skills.
What is it?	<p>Programme for promoting emotional and social competencies and reducing aggression and acting-out behaviours in primary school aged children, while simultaneously enhancing the educational process in the classroom. It involves helping children to:</p> <ul style="list-style-type: none">• recognise emotions and values;• make constructive choices about personal and social behaviour, and;• show understanding and empathy for others.
What does it mean for the school?	<p>Developed and implemented initially in US, PATHS is now being implemented in areas of the UK and increasingly in Scotland. Local Educational Psychology Services may have more information about local implementation/training.</p> <p>Two-day training and follow-up support is recommended but not essential. Training can be arranged and packs/materials purchased from Barnardo's Northern Ireland – contact paths@barnardos.org.uk</p>
Evidence of effectiveness	Strong evaluation with multiple studies indicating improvements in a range of social, behavioural and emotional outcomes.
Links	http://www.pathseducation.co.uk/

Further Information (PATHS)

<p>Type: Whole school programme.</p>
<p>Where known to be implemented: USA and the UK including Scotland and Northern Ireland.</p>
<p>Delivery: The PATHS curriculum provides teachers with systematic and developmentally based lessons, materials, and instructions. PATHS is taught by a classroom teacher three times a week for at least 20 minutes. The programme content becomes more complex as the students grow older. The programme begins by emphasizing respect for self and others, motor control over behaviours, and giving compliments. Later stages of the programme work toward solving social problems in groups and using self-control through cognition. PATHS is a flexible programme that allows implementation of the 131 lessons over a 5-year period, but it should be noted that any particular lesson is not necessarily equivalent to one session; indeed, depending on the needs of any specific classroom, one PATHS lesson can run from one to five or more PATHS sessions.</p> <p>Typically, the curriculum provides 30-45 lessons per year, and these are arranged in three major units: <u>Readiness and Self-Control Unit</u> – 12 lessons - This focuses on readiness skills and developing basic self-control and is targeted for young or developmentally delayed children. <u>Feelings and Relationships</u> – 56 lessons - This focuses on teaching emotional and interpersonal understanding (i.e., emotional intelligence). <u>Interpersonal Cognitive Problem Solving Unit</u> – 33 lessons - This covers 11 formal steps to interpersonal problem solving.</p> <p>Throughout these units, PATHS also intersperses lessons on building positive self-esteem and improving peer communications/relations. There is also a supplementary unit that contains 30 additional lessons that review and expand on the concepts taught in the three major units. The instructional manual for teachers contains information on how to encourage generalisation to the home environment, through parent letters and information, which are provided periodically in the curricular lessons and can be sent home by the teachers as desired. ‘Home activity assignments’ (separate versions for younger and older students) are also included for children to do at home (e.g., Ask your mum or dad or other adult about a time when they felt proud) to further involve parents.</p>
<p>Implementation: Two-day training and follow-up support is recommended but not essential. Training can be arranged and packs/materials purchased from Barnardo’s Northern Ireland. Local Educational Psychology Services may have more information about local implementation/training. Price List for 2015: <u>Training and technical support:</u> Contact for availability and costs. Costs below are indicative only and will depend on individual circumstance and requirements. <u>Materials:</u> Cost includes curriculum file and supplementary materials needed - IP1/P2, £550 per pack ; P3, £280 per pack;, P4, £280 per pack; P5, £280 per pack; P6, £280 per pack; P7, £280 per pack; Complete School Pack (includes 7 packs from P1-P7 and supplementary materials), £2000. Supplementary materials (e.g. posters, puppets, cards, storybooks etc) are also available to purchase individually or as sets at a reduced cost.</p>
<p>Evidence of effectiveness: Multiple rigorous studies have been carried out, mainly in the US but also in Europe, including Switzerland and the UK. Across these studies, PATHS relative to a control group showed positive outcomes at post-test including lower rates of conduct problems, depression, anger and ADHD symptoms and improvements in emotional understanding, self-control, peer sociability, school functioning, conflict resolution and empathy. At least one study indicated positive behavioural impacts at follow-up at least one year after the intervention ended.</p> <p>An evaluation by North Lanarkshire reported improved behaviour (alongside restorative practices) and emotional literacy.</p>

Theoretical framework:

The PATHS programme is based on five conceptual models. The first, the ABCD (Affective-Behavioural-Cognitive-Dynamic) model of development focuses on the promotion of optimal developmental growth for each individual. The second model incorporates an eco-behavioural systems orientation and emphasises the manner in which the teacher uses the curriculum model and generalises the skills to build a healthy classroom atmosphere (i.e., one that supports the children's use and internalisation of the material they have been taught). The third model involves the domains of neurobiology and brain structure/organisation, while the fourth paradigm involves psychodynamic education (derived from developmental psychodynamic theory). Finally, the fifth model includes psychological issues related to emotional awareness, or as it is more popularly labelled, emotional intelligence.

Authors/contact/other links:

For all information/orders regarding training and materials in the UK contact:

PATHS®, Unit 1C Beechill House, 42 Beechill Road, Belfast, BT8 7RL, Tel: 028 9079 0133. All email communications to paths@Barnardos.org.uk.

Mairead Ewart, Children's Services Manager, PATHS and PATHS Plus Programme UK, Barnardo's. :

mairead.ewart@barnardos.org.uk T: 028 9079 0133

Programme Developers:

Carol A. Kusché and Mark T. Greenberg (US) <http://www.channing-bete.com/prevention-programs/paths/paths.html>

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Programmes delivered to Pupils

Place 2 Be

See section under 'Delivery to Parents'

Playground Buddies

Programme Summary

Who is it for?	Pupils (primary school age).
What does it aim to do?	The aim is to teach children how to deal with conflict more effectively in order to reduce bullying and promote more peaceful environments in schools, as well as equipping them with important life skills.
What is it?	The Playground Buddies scheme is based on basic principles of circle time, creating a peaceful and inclusive school. The approach is flexibly implemented depending on the school but Playground Buddies tend to be pupils selected from older children in the school and given training to help them support other children in the playground.
What does it mean for the school?	General concept can be implemented flexibly. Training and resources available to support implementation.
Evidence of effectiveness	Weak evaluation in that there is a lack of rigorous studies.
Links	Contact Education Scotland's Rights, Support and Wellbeing Team (previously Positive Behaviour Team) for local implementation information: http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp

Further Information (Playground Buddies)

Type: Whole school approach.
Where known to be implemented: Manchester, Brighton, much of the UK and Scotland.
Delivery: The Playground Buddies scheme is based on basic principles of circle time and creating a peaceful and inclusive school. A playground buddy scheme is usually launched as a response to problems in the playground such as recurrent fighting, children picking on each other, equipment being broken and so on. The approach is flexibly implemented depending on the school but Playground Buddies tend to be pupils selected from older children in the school and given training to help them support other children in the playground e.g. organising inclusive games, helping to keep an eye on younger children, looking out for bullying behaviour and alerting adults, helping children who have low-level conflicts to sort them out etc. The idea is to give some of the older children in the school a sense of responsibility and to involve them in helping to resolve problems and prevent such problems occurring in the first place. It is up to the school to decide what the exact role of the buddies will be, and to communicate this to all pupils and staff. Playground buddy schemes tend to work most effectively in schools that are already committed to developing children's social and emotional skills, or 'emotional literacy', through using techniques such as circle time. This is because many of the skills that children need to develop to be effective playground buddies are building on basic social and emotional skills.
Implementation: Playground Buddies, and similar approaches, are implemented in a large number of UK schools and schools individually implement the general concept but in different ways so a flexible approach can be used. A Buddies Toolkit is available to order from www.playgroundbuddies.com at £25.00 per copy. It is a step-by-step guide to setting up a playground buddies scheme in your primary school. Education Scotland offer free Playground Buddies training and materials as part of their Peer Mentoring and Restorative Approaches training.
Evidence of effectiveness: Evaluation in two Manchester primary schools found that 78% of children felt safer in the playground with buddies on duty.
Theoretical framework: Not explicitly stated.
Authors/contact: Education Scotland's Rights, Support and Wellbeing Team (previously Positive Behaviour Team) http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp Brighton-based organisation implementing Playground Buddies scheme: http://www.safetynetkids.org.uk/school-safety/playground-buddies/

Pupil Councils

Programme Summary

Who is it for?	All primary school children.
What does it aim to do?	Involvement in decision-making at school can support development of emotional literacy, confidence, self-knowledge, problem-solving and communication skills. Pupil councils are seen as one key mechanism for promoting and achieving all four of Curriculum for Excellence's goals, especially 'responsible citizenship'.
What is it?	A whole school approach that involves all pupils. A pupil council (sometimes referred to as school council or pupil parliament) is a representative group of pupils elected by their peers to discuss matters about their education and raise concerns with the senior managers and governors of their school.
What does it mean for the school?	<p>This is a flexible approach rather than an actual programme and it should be adapted to suit the school. Monthly meetings are most common and most meetings are held in lesson time but they can also be held at breaks or lunchtimes. Time for development and planning may be required but most resources are low cost.</p> <p>Meetings should be designed and conducted to suit the needs of the pupils so do not need to follow 'adult' conventions to be successful. Activities such as circle time, group work games and other discussion exercises can all enable issues to be considered and participants to have a fair opportunity to express their views.</p>
Evidence of effectiveness	Evaluation unclear. Many claims about improved pupil-pupil and pupil-teacher relationships, and reduced exclusions.
Links	<p>http://www.havingasayatschool.org.uk/</p> <p>http://www.scotland.gov.uk/Resource/Doc/169625/0047234.pdf</p>

Further Information (Pupil Councils)

<p>Type: Whole school approach.</p>
<p>Where known to be implemented: Around 90% of Scotland's primary and secondary schools have some kind of pupil council.</p>
<p>Delivery:</p> <p>Pupil councils are an opportunity for all pupils to meet regularly to discuss important school issues, share their ideas and opinions with teachers and staff and decide action points. They should represent all pupils in the school give everyone an equal opportunity to talk or be listened to. Benefits of whole-school pupil councils can include:</p> <ul style="list-style-type: none"> • Developing Life Skills such as speaking and listening skills, teamwork, emotional literacy, problem-solving, moral reasoning skills, self-esteem, self confidence and citizenship; • Improving behaviour through positive peer leadership and development of conflict resolution; • Reducing vulnerability and stress through improved communication between pupils and staff and development of a school community where pupils and teachers work in partnership towards shared goals; • Building the school community by improving teacher-pupil relationships and promoting an inclusive and caring community where all pupils feel valued and safe. <p>Pupil Councils should be designed to suit each school and its pupils but share common features. Recommendations for successful Councils include:</p> <ul style="list-style-type: none"> • Full and active support from the head teacher and senior leadership team; • Integration of pupil participation into the decision-making structures of the school; • A structure that includes a full system of class councils, year/house councils and executive - or some other structure that actively involves all pupils; • Regular and formalised meetings, timetabled and systematic ways for providing feedback, and the generation of sub-councils or sub-committees to involve as many students as possible.
<p>Implementation:</p> <p>Local Authorities differ in their budget allocations for pupil councils and provision of training and resources however this might be seen as part of each school's own training and support activities. Schools should contact their Local Authority to enquire about availability of resources and training but there are also many freely available online resources.</p> <p>No apparent essential material or training costs. There is much free online guidance and advice about how to introduce pupil council at the links below and elsewhere. There are also reasonably priced optional materials from: http://www.schoolcouncilshop.info/ including: Badges, Pens & Caps; Guides for Pupils; Guides for Staff; Membership; PDF Guides and Toolkits; Posters; School Council Organiser; Voicebox Magazine; Mi-Voice; Eco/Green; Certificates.</p>
<p>Evidence of effectiveness:</p> <p>Children in Scotland investigated how pupil councils work and their positive features in 2010, publishing results in a comic book <i>Councils of the Galaxy</i> sent out to schools. Available from Children in Scotland: policy@childreninScotland.org.uk.</p> <p>This research undertook an analysis of effectiveness but focused on process rather than pupil outcomes: http://www.havingasayatschool.org.uk/promoting.html. Other research suggests pupil councils may have positive outcomes for attainment and attendance, improved social and emotional skills, reduction in exclusions and bullying, improved relationships and behaviour and more equitable school ethos.</p>
<p>Theoretical framework: No theoretical framework explicitly stated.</p>
<p>Authors/contact/other links:</p> <p>Study of pupil councils in Scotland: http://www.havingasayatschool.org.uk/</p> <p>Guidance for pupil participation in Scottish schools: http://www.scotland.gov.uk/Resource/Doc/169625/0047234.pdf</p>

Programmes delivered to Pupils

General information about Pupil Councils in UK: <http://www.schoolcouncils.org/>

Promoting democracy in Scottish schools:

<http://www.educationscotland.gov.uk/politicalliteracy/gettinginvolved/democraticprocesses/schoolsandcommunities/index.asp>

Ideas and free resources for pupil councils: <http://involver.org.uk/>

Programmes delivered to Pupils

Respectme

See section under 'Delivery to School Staff'

Restorative Practices/Restorative Approaches

Programme Summary

Who is it for?	The whole school community (pupils of all ages).
What does it aim to do?	Restorative practices aim to restore good relationships when there has been conflict and harm and to promote a strong positive ethos in schools by involving pupils, staff and parents in a fair process. They aim to promote healthy and respectful relationships, improve self-respect, empathy and confidence and develop understanding of the impact of behaviour on others.
What is it?	<p>Restorative practices involve a range of non-punitive responses to harmful behaviour based on a set of values, practices and skills that places relationships, respect and responsibility at the heart of effective practice. Restorative approaches can be used at different levels in school:</p> <ul style="list-style-type: none">• as preventative - to promote positive relationships within the whole school community• as responsive - and repairing when difficulties arise• as part of support and intervention for more long-term and persistent difficulties <p>The approach supports other initiatives such as staged intervention, emotional literacy/empathy development and solution-focused planning approaches and is aligned to Curriculum for Excellence's four goals, especially 'responsible citizenship'.</p>
What does it mean for the school?	Restorative practices can be implemented at different levels within the school therefore the commitment and implementation time required is varied. Education Scotland offer free training and materials.
Evidence of effectiveness	Weak evaluation. Improved discipline, reduced exclusions.
Links	<p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/restorative/Index.asp</p> <p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp</p>

Further Information (Restorative Practices)

<p>Type: Whole school approach as preventative and targeted as responsive when difficulties arise.</p>
<p>Where known to be implemented: Widespread. Many schools (primary and secondary) across Scotland have, over the last few years, successfully introduced a range of restorative approaches. Piloted by Scottish Executive in Fife, North Lanarkshire and Highland Councils. Schools appear to be individually implementing the general concept but in potentially different ways so it's a general whole school approach rather than an actual programme. As such, restorative approaches appears to be a very flexible and context specific approach.</p>
<p>Delivery: Restorative approaches are based on a philosophy which places relationships, respect and responsibility at the heart of effective practice. The skills and processes which are key elements of restorative approaches are considered as more effective in addressing issues of discipline and conflict than more traditional approaches based on rewards and sanctions. Key principles of restorative approaches include: Fostering social relationships in a school community of mutual engagement; Being responsible for one's own actions and their impact on others; Respecting other people, their views and feelings; Empathising with the feelings of others; Being fair; Being committed to equitable processes; Everyone in school being actively involved in decisions about their own lives; Returning issues of conflict to the participants rather than pathologising behaviour; Willingness to create opportunities for reflective change in pupils and staff.</p> <p>Restorative approaches range from: developing a restorative climate in schools with activities such as circle time and peer support; 'restorative conversations', when teachers or peer mediators intervene in a situation; formal restorative conferencing involving all those affected by an incident, including families where appropriate. School ethos, policies and procedures need to be developed to support this work. The focus is on prevention and the involvement of the whole school community is paramount. It is a framework within which existing good practice can develop.</p> <p>Also includes peer mediation: Peer mediation is a process where those involved in a disagreement volunteer to discuss the issues and explore how best to take matters forward. It requires them to operate within a whole school ethos, which is itself restorative. Children and young people can be more comfortable talking to someone their own age who understands their concerns and their perspective. Pupils learn to listen to others' points of view and to accept differences.</p>
<p>Implementation: Education Scotland offer free training and materials at the point of contact for Restorative Practices/Restorative Approaches. The level of training required depends on assessment of skill level of staff and intended pace of implementation. The Scottish Government's Rights, Support and Wellbeing Team provides information, advice, support and training. Contact a member of the team for more information: http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp. There is also the Scottish Mediation Network who can offer training: http://www.scottishmediation.org.uk/about/types-of-mediation/peer-mediation and the national centre for restorative justice in education which offers substantial text-based information on restorative justice, conflict resolution and peer mediation in schools (http://www.transformingconflict.org/).</p>
<p>Evidence of effectiveness: Many schools (primary and secondary) across Scotland have, over the last few years, successfully introduced a range of restorative approaches and report improvements in school discipline, according to research by Glasgow and Edinburgh Universities in three Scottish local authorities (http://www.scotland.gov.uk/Resource/Doc/196078/0052553.pdf). In the Scottish pilot half the schools demonstrated strong evidence of improved relationships within the school community. Positive impact was measured by views and actions of staff and pupils, reduction in playground incidents, discipline referrals, exclusion and use of external behaviour support.</p>

Programmes delivered to Pupils

Theoretical framework: The Scottish approach to Restorative Practices is underpinned by humanistic/person-centred psychology, cognitive behavioural approaches, the 'social model' and sociological perspectives on social and educational processes that underpin other social and educational interventions with children in Scotland.

Authors/contact/other links:

Education Scotland: Rights, Support and Wellbeing Team (previously Positive Behaviour Team)

<http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp>

Hendry, R. (2009) Building and restoring respectful relationships in schools: A guide to using restorative practice.

London: Routledge

Roots of Empathy/Seeds of Empathy

Programme Summary

Who is it for?	Nursery and Primary-aged children (Seeds of Empathy - age 3 to 5 and Roots of Empathy - age 5 to 14).
What does it aim to do?	<p>The aim of the programme is to build caring, peaceful, and civil societies through the development of empathy in children and adults.</p> <p>The intended outcomes of the programme are increased social and emotional knowledge and prosocial behaviour (sharing, helping and understanding), increased understanding of parenting and infants and decreased aggression.</p>
What is it?	<p>Roots of Empathy (RoE) is a classroom programme that involves visits from a local mother and baby, who come into the classroom once every 3 weeks. A RoE instructor coaches students to observe the baby's development and to label the baby's feelings.</p> <p>Seeds of Empathy (SoE) is designed for Early Childhood settings (age 3 to 5) to foster social and emotional competence and early literacy skills and attitudes in children while providing professional development for their educators.</p>
What does it mean for the school?	The 639-page curriculum is divided into nine themes, with three instructor visits to the classroom supporting each theme (a pre-family visit, family visit and post-family visit) for a total of 27 visits in a year. The class teacher is an active participant in the RoE sessions.
Evidence of Effectiveness	Strong evaluation. Medium-term improved emotional literacy, pro-social behaviour, reduced aggression.
Links	<p>http://www.rootsofempathy.org</p> <p>http://www.seedsofempathy.org</p>

Further Information (Roots/Seeds of Empathy)

Type: Whole school programme.
Where known to be implemented: Canada, New Zealand, United States, Germany, Isle of Man, Republic of Ireland and the UK. Scotland is the first country worldwide to deliver Roots of Empathy in every council area, following £1.2 million Scottish Government funding.
Delivery: There are two versions of this classroom based programme: Roots of Empathy (RoE), delivered to children aged 5-14 years, and Seeds of Empathy (SoE), delivered to children aged 3-5 years. In RoE, a parent and baby (two to four months old at the start of the programme) from the community visit a classroom every three weeks over the course of a school year. A trained RoE instructor visits with the family to guide children as they observe the relationship between the baby and his or her parent as well as to lead activities designed to help pupils to identify and understand their own feelings and the feelings of others, what makes them unique and how to care for the baby safely. The children are guided to understand the baby's intentions and emotions through a model of experiential learning. The instructor also visits before and after each family visit to prepare the children and reinforce learning. Children learn to understand the perspective of the baby and label the baby's feelings, and then are guided in extending this learning outwards so they have a better understanding of their own feelings and the feelings of others. This emotional literacy lays the foundation for more safe and caring classrooms, where children are 'Changers'. They are more socially and emotionally competent and much more likely to challenge cruelty and injustice. The programme teaches perspective-taking skills that enable all students to gain insight into how others feel and develop a sense of social responsibility for each other. RoE is based on a curriculum which is divided into nine themes, further broken down into four age ranges. The RoE curriculum addresses the affective side of education, but the activities have many links to the classroom curriculum. For example, students use maths skills when they calculate and chart the baby's weight and measurements. Literature is used as a way to open the door to feelings and perspective taking. The discussion and reflection that follows builds solidarity and empathy. Art plays a large role as children paint their inner feelings which they cannot say with words. Music stirs powerful feelings regardless of language or culture and builds solidarity. RoE emphasises participatory democracy (children's views), inclusion and diversity (equal opportunities). In the short term, RoE focuses on raising levels of social/emotional competence through increased empathy among school children, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. The long term aim is to build the capacity of the next generation for responsible citizenship and responsive parenting.
Implementation: RoE and SoE are currently being implemented throughout Scotland. For local implementation information please contact the relevant person below. <ul style="list-style-type: none">• Falkirk: As of Sept 2015 not currently being implemented in this authority, contact RoE directly for up to date information.• South Lanarkshire: Debra Lindsay, Integrating Children's Services Area Manager debra.lindsay@southlanarkshire.gcsx.gov.uk.• Dundee: Polly Jones, Depute Principal Psychologist, polly.jones@dundeecity.gov.uk.
Evidence of effectiveness: Two Randomised Controlled Trials evaluated RoE's impact on children, including up to three years after programme completion. Compared to children who do not participate, RoE participants demonstrate: an increase in social/emotional understanding and pro-social behaviour; a decrease in aggression; an increased sense of acceptance by their peers; greater knowledge of what to do as a parent. Several academic publications. http://www.rootsofempathy.org/en/component/content/article/24-public-pages/research/281-publications19.html?highlight=WyJyZXNIYXJjaClslInJlcG9ydCJd

Programmes delivered to Pupils

Theoretical framework: Perspective-taking model; neuroscience (brain and socio-emotional development of infant).

Authors/contact/other links:

For key local authority contacts in Scotland see 'Implementation' section.

Main RoE International contact: Mary Gordon, Canada mail@rootsofempathy.org.

RoE was introduced to the UK by the Action for Children charity:-

Joanne Felvus, Children's Services Manager, Roots of Empathy, Action for Children, Ladywell Business Centre, Suite 22, 94 Duke St, Glasgow, G4 0UW. Telephone 0141 552 2278, email: joanne.felvus@actionforchildren.org.uk

Seasons for Growth

Programme Summary

Who is it for?

Young people aged 6 – 18 years old who have experienced significant change, loss and grief in relation to family breakdown, separation, divorce or death of a significant other.

What does it aim to do?

The programme intends to build resilience, personal growth and acceptance of change in people's lives. It aims to:

- support young people to understand and manage the grief that is experienced because of the loss of a parent or significant other through death, separation or divorce;
- assist in normalising the emotions associated with the loss;
- encourage the expression of thoughts and emotions;
- educate about the grief process;
- develop a peer support network;
- help restore self-confidence and self-esteem;
- draw on extensive research in developing a sound educative response to loss and grief.

What is it?

SfG is a loss and grief peer-group education programme. It gives children the opportunity to examine how issues that have resulted in changes in their lives (such as death, separation, divorce, moving countries and moving schools) have impacted on their lives. The programme also involves establishing links with parents.

What does it mean for the school?

A group of children or young people meets in a chosen venue and is facilitated by a trained adult known as a 'Companion' (which can be a teacher). Companions are trained and supported by SfG's national and regional Trainers. The programme consists of eleven 40-50 minute sessions over the course of the school year.

Evidence of effectiveness

Weak evaluation. Short-term improved emotional health and coping behaviours.

Links

<http://www.seasonsforgrowth.org.uk/>

Further Information (Seasons for Growth)

Type: Targeted programme, group peer-support programme

Where known to be implemented: Australia, New Zealand, Ireland and the UK.

Delivery:

The SfG programme ideally involves groups of four to seven pupils, and also provides information regarding additional resources, such as ideas for using literature, guided imagery and ritual. These alternative activities provide flexibility in meeting the needs of different groups.

The programme consists of 11 sessions (including 2 'reconnector' sessions after the completion of the main programme) that follow the cycle of the four seasons:

- **Autumn:** Sessions aim to support participants to come to terms with the reality of the loss.
- **Winter:** Sessions give participants the opportunity to learn about the emotions that accompany grief and how each has experienced these in their own loss.
- **Spring:** Sessions aim to provide participants with the skills that will assist them to process their own grief.
- **Summer:** Sessions encourage participants to explore the ways of letting go and moving on.

In addition to the student component, the SfG programme also aims to establish a parent partnership as part of the process.

Implementation:

The programme is conducted by 'Companions', which can include teachers and school counsellors, who are required to undergo a two-day training workshop. Attendance at the SfG course will enable and qualify educators to run a Seasons for Growth peer support group for young people within the school setting. In this training, Companions are offered the principles, skills and techniques required to fully understand the possibilities and limitations of their role. They also receive ongoing support.

Training for companions running Seasons for Growth groups in schools is £280 for a two day course (run by the Notre Dame Centre in Scotland). This includes course materials and annual reconnector sessions.

The following materials are separate from the training course materials that are provided at training and are necessary for implementation of the programme:

- Companion Manual – For 3 Levels £32,
- Journal – Level 1 (ages 6-8) £10,
- Journal – Level 2 (ages 9-10) £10,
- Journal – Level 3 (ages 11-12) £10,
- Resource Manual for Site Co-ordinators £40.

RESOURCES:

- Set of 100 Postcards (25 of each; to Myself, Teachers, Parent/Carers & Friend) £8,
- Set of 30 – Leaflets for Young People £4,
- Set of 30 – Programme Information Parent/Carers £4.50,
- Fischy Music CDs £5,
- Inverclyde DVD £3,
- Picking up The Pieces Handbook £7.

Seasons For Growth materials and training are delivered on a not for profit basis.

Evidence of effectiveness:

A before-and-after study of 12 pupils found benefits for their emotional health and coping behaviour. Clackmannanshire Council claims that Seasons for Growth has a strong, positive effect on young people and participants state that the programme removed their sense of isolation, allowed them to express their feelings without being ashamed of them and helped them to develop trust in others. See <http://www.clacksweb.org.uk/document/2075.pdf>) and http://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1032&context=ccyp_pubs.

Theoretical framework:

SfG has been developed from grief theory related to the work of psychologist, J. William Worden. His tasks of grieving have been adapted to an education model using the cycle of the seasons to provide a language for participants to name, understand and manage the changes experienced in their lives.

The activities, strategies and techniques in the SfG programme and Companion Training are informed by an educational and cognitive behavioural framework. The programme is strengths-based and draws upon the aspects of narrative and solution focused therapies.

Authors/contact:

The National Co-ordinator for the SfG Programme in Scotland is Moira Sugden. For more information or details of a Trainer in your area please contact The Notre Dame Centre. The Notre Dame Centre is the Licence holder in Scotland for SfG:

The Notre Dame Centre, 20 Athole Gardens, Glasgow, G12 9BA.

Tel: 0141 339 2366, fax: 0141 357 1443, email: info@seasonsforgrowth.org.uk

Education Scotland information: http://www.educationscotland.gov.uk/resources/s/genericresource_tcm4207544.asp

The Solution Oriented Approach

Programme Summary

Who is it for?	Pupils (all ages).
What does it aim to do?	<p>The intended outcomes of the Solution Oriented Approach (SOA) are to:</p> <ul style="list-style-type: none">• increase responsibility;• promote positive behaviour and positive relationships;• encourage respect and improve relationships within learning communities;• improve learning, motivation, problem-solving and creativity by staff as well as pupils;• reduce management time spent reacting to indiscipline.
What is it?	<p>Solution oriented applications have been in use in Scottish councils for around 20 years. They are now widely used across the country within educational and social services as effective and focused ways of identifying positive outcomes to complex and challenging issues.</p> <p>SOAs provide staff with opportunities to explore aspects of their working environment and relationships within it. When a problem has been identified SOAs enable the individual to identify the skills, strengths and resources that they already have which can help them to find their own solutions. The approach aims to build individual capacity for effective problem solving and reflective practice.</p>
What does it mean for the school?	<p>There are some core techniques which can be adapted and applied to a range of situations. Schools are implementing the general concept but in different ways so SOA is a flexible approach rather than an actual programme</p> <p>Education Scotland/LEA offer free training, contact your link Educational Psychologist or Regional Officer in the Rights, Support and Wellbeing Team for local information:</p> <p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp</p>
Evidence of effectiveness	None.
Links	<p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/solutionorientedapproach/what.asp</p>

Further Information (The Solution Oriented Approach)

Type: Whole school approach.

Where known to be implemented: Widely used throughout Scotland.

Delivery:

SOA encourages a pragmatic approach through focusing upon:

- the future - acknowledging the problem and seeing beyond it;
- what people can do.... not what they can't do;
- what is working well now;
- situations when the problem is either less or not there;
- working with others to generate solutions.

There are some core techniques which can be adapted and applied to a range of situations, whether they be in individual discussions with a pupil, working with a group/class, during meetings and/or staff development situations. Schools are implementing the general concept but in different ways so SOA is a flexible approach rather than an actual programme.

Solution Oriented Approaches in the Classroom: One of the most practical applications is to incorporate solution oriented principles and techniques into the everyday practice of the classroom environment to encourage positive conversations, share and agree social and learning targets and share a common purpose. The focus is on looking for workable, creative solutions (goal setting) through looking for clues when things are working well (exceptions to problems) and identifying strengths and competencies. Through promoting the principles of the approach the practice will follow.

Classroom applications and meetings provide a platform for solution oriented practice to be embedded within the ethos of the school. The approach can also be used for staff support systems or at a whole school level to support improvement planning or tackling areas of difficulty across the school in an open and collaborative way.

Solution Oriented classroom components could involve:

- Target/Goal setting (individual/group/whole class level);
- Scaling progress toward targets/goals (self-evaluation);
- Solution Oriented conversations during PSHE (e.g. around specific issues such as bullying, friendships);
- Solution Oriented coaching with pupils;
- Involving pupils in planning their learning.

Solution Oriented Staff Support could involve:

- Supporting School Improvement Planning (e.g. by identifying goals and creating an action plan to work toward achieving them, by scaling progress toward goals);
- Focused discussion about specific areas of difficulty or areas for development (e.g. by using the Solution Circles approach);
- Coaching with staff;
- Solution Oriented PR&D.

Solution Oriented Schools (SOS) programme: SOS is a whole school programme which puts into practice the principles and methods of solution oriented thinking to provide a practical and effective framework for:

- supporting all pupils to achieve their potential;
- supporting staff throughout the school;
- considering senior managers' approaches to support;

Programmes delivered to Pupils

- multi-agency collaboration.

Within each school SOS can be facilitated by a small team to ensure the approach is effective throughout the school. SOS links effectively with Staged Intervention approaches. For further information contact irees@sycol.org or graeme.gordon@moray.gov.uk.

Implementation:

Training in solution oriented approaches may include:

- exploration of the key principles;
- identification of applications to be used in day to day practice;
- planning and organising a solution oriented meeting including multi-agency meetings, pre and post exclusion meetings and professional development reviews.

Education Scotland/LEA offer free training, contact your link Educational Psychologist or Regional Officer in the Rights, Support and Wellbeing Team for local information:

[.http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp](http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp)

Evidence of effectiveness:

No evaluations apparent. Scottish Government has undertaken research into classroom behaviour over the last few years but the evidence is anecdotal. Many schools (primary and secondary) across Scotland have, over the last few years, introduced Solution Oriented approaches (see Scottish Government reports: 'Behaviour in Scottish Schools 2009'; 'Behaviour in Scottish Schools 2012 Final Report'; 'Better relationships, better learning, better behaviour 2013'). The revised Scottish Government guidance on exclusion from school, *Included, Engaged and Involved Part 2*, currently out for consultation, encourages consideration of solution oriented processes in pre-exclusion and re-admission meetings.

Theoretical framework: The principles and methods of solution oriented thinking.

Authors/contact/other links:

Education Scotland:

<http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp>

RESPECT (from Zero Tolerance)

Programme Summary

Who is it for?	10-12 year-olds (P6 and 7) although some aspects of the materials may also be suitable for younger children
What does it aim to do?	<p>The RESPECT programme has been developed by Scottish charity Zero Tolerance and aims to contribute to the prevention of violence and abuse by challenging root causes of gender based abuse; empowering young people with useful knowledge, skills and understanding, in order to promote positive non-violent relationships based on equality and respect. The overarching aims of the RESPECT programme are to:</p> <ul style="list-style-type: none">• Encourage young people to develop healthy relationships;• To promote respect for self, respect for others and to respect difference;• To challenge and decrease the tolerance of violence against women amongst young people, and• To encourage a sense of responsibility.
What is it?	The RESPECT programme is an educational intervention which promotes a primary prevention approach to addressing violence against women and children by teaching children and young people about gender inequality, power and control, and violence in relationships.
What does it mean for the school?	<p>The RESPECT programme is intended to be delivered as part of schools' wider Health/RE programmes. Programme and packs are available on the website free of charge. Training is not required as packs provide necessary information and are available here:</p> <p>http://www.zerotolerance.org.uk/respect/primary</p>
Evidence of effectiveness	Strong evaluation. Short-term improved boys' respectfulness, especially those starting with disrespectful attitudes, but no change for girls and no effect on gender stereotyping.
Links	<p>http://www.zerotolerance.org.uk/projects/RespectEducationResource</p> <p>http://www.zerotolerance.org.uk/respect</p>

Further Information (RESPECT)

Type: Whole school programme.
Where known to be implemented: RESPECT is currently used in schools, local authorities and organisations across the United Kingdom, including Scotland.
Delivery: The programme addresses themes of respect and cooperation with others, respecting differences, bullying, citizenship and social responsibility and commitment to learning. Staff are provided with guidance and materials for each session, along with an outline of the intended objectives and suggested methods. The 'Respect' programme has been designed to be delivered over seven lessons (time taken with each is at the discretion of the teacher). There are separate lesson packs aimed at Primary and Secondary pupils and Zero Tolerance recommend that teachers use their judgement when deciding what aspects would best suit delivery to the particular age group being taught.
Implementation: The RESPECT guides to help schools implement the 'Respect' programme are available here free of charge: http://www.zerotolerance.org.uk/resources/respect-education-resource In the past training was available from Zero Tolerance but the programme has recently been updated so that the workbooks can be used without training. The lessons and exercises are designed for use with smart boards.
Evidence of effectiveness: MRC SPHSU evaluated the Zero Tolerance Respect (ZTR) package for primary school children (aged 10 to 12) through a cluster randomised trial in 30 primary schools (baselines and 6 month follow-up). ZTR was augmented by activities for parents and pupils to carry out together. There was no evidence that ZTR changed attitudes for girls, but boys' attitudes to respect were significantly better, especially for those with disrespectful attitudes at baseline. Outcome measures to evaluate gender stereotyping did not differ between arms of trial and this topic did not have much salience for the pupils. ZTR was evaluated very highly by both pupils and teachers (http://www.sphsu.mrc.ac.uk/research-programmes/sh/shvg/healthy-respect.html). Previous pilot research in two primary and two secondary Scottish schools found ZTR widely supported by teachers and pupils. The majority of pupils believed that they had learned more about respect, communication, equality, power and violence and abuse. The pilot suggested that the materials were, with some amendments, appropriate for schools and youth work settings in Scotland. Pilot Evaluation carried out by Reid Associates for the Scottish Government, 2001: http://www.scotland.gov.uk/Publications/2002/06/14980/7973
Authors/contact/other links: Developed by the Zero Tolerance Charitable Trust: Conference House, 152 Morrison Street, The Exchange, Edinburgh, EH3 8EB. T: 0131 248 2410. http://www.zerotolerance.org.uk Facebook: https://www.facebook.com/pages/Zero-Tolerance-Respect/165079313514286 For implementation queries: Amy Marshall: Development Officer (Employers and Educators), Zero Tolerance, Email: amy.marshall@zerotolerance.org.uk

Zippy's Friends/Apple's Friends

Programme Summary

Who is it for?	Zippy's Friends (ZF) - five to seven year-old children; Apple's Friends (AF) - seven to nine year-old children.
What does it aim to do?	ZF and AF are programmes that aim to promote the mental health and emotional wellbeing of young children. The goal is to help children consider many different ways of dealing with different situations and then to evaluate for themselves what may happen if they cope in certain ways.
What is it?	<p>Each programme teaches children how to cope with everyday difficulties, to identify and talk about their feelings and to explore ways of dealing with them. It also encourages children to help other people with their problems.</p> <p>Both programmes involve weekly 45-minute sessions that are taught by the class teacher and are built around a set of six stories about either Zippy the stick insect or Apple the hamster and their group of six friends. The stories deal with issues that are familiar with children (e.g. making friends and dealing with change and loss).</p>
What does it mean for the school?	Each teacher who will be implementing the programme must attend an initial training course. ZF and AF will be taught as a 45-minute lesson each week, so time must be allowed for this. Each programme pack includes full lesson plans and supporting materials such as posters and activity cards.
Evidence of effectiveness	Strong evaluation. Short-term improved pupils' emotional literacy, coping skills and classroom relationships and reduced hyperactivity.
Links	http://www.partnershipforchildren.org.uk/zippy-s-friends.html

Further Information (Zippy's/Apple's Friends)

Type: Whole school programme.

Where known to be implemented: Developed in London in 1996. Used in 27 countries including UK.

Delivery:

Zippy's Friends (ZF) is a programme for 5-7 yr olds based on a coping strategies model that promotes the mental health and emotional wellbeing of young children.

The developers of ZF followed eight principles:

1. Children choose their own solutions;
2. Positive skills are reinforced;
3. Repetition and continuity are essential for learning;
4. Abilities are developed in different settings;
5. Children participate;
6. Children help each other;
7. Children evaluate their own success;
8. Teachers are open to listening to children.

ZF usually runs for 24 weeks, with one 45-minute session each week. The programme is built around a set of six stories covering the topics – Feelings, Communication, Making and Breaking Relationships, Conflict Resolution, Dealing with Loss and Change and We Cope. Zippy is a stick insect and his friends are a group of young children, and the stories show them confronting issues that are familiar to young children.. The sessions each focus on a certain aspect of the story, encouraging children to consider ways that characters can cope in the story before considering and developing their own coping skills. The programme has been developed specifically for five to seven year-old children of all abilities.

Parents whose children are taking part in ZF receive their own guide

(<http://www.partnershipforchildren.org.uk/teachers/zippy-s-friends-teachers/parents-guide-2.html>). This explains the background to the programme, introduces the topics that it covers, and explains what parents can do to help their children to get the most from the programme. Supplemental games and activities for parents to use with their children can be found here: <http://www.partnershipforchildren.org.uk/resources/activities.html>.

Apple's Friends (AF), a follow-up to ZF) is a programme for 7-9 yr olds and consists of a set of 26 sessions which build on what has been taught in ZF. However, in AF sessions, children have to contribute more of their own ideas – particularly when it comes to the stories. These are unfinished, and the class decides how each story ends.

Implementation:

A one-day training course is necessary in order to deliver the programme, materials must be purchased separately. The training is run by Partnership For Children (the charity that runs ZF and AF), or one of their approved trainers. In some areas a partner organisation e.g. LEA or a cluster of schools have taken on the licence to run ZF in a given area, sharing the costs of licence and training however this is not essential. Please contact Partnership for Children for more information on implementing in your school.

Costs:

A licence fee covers the running of both Zippy's Friends and Apple's Friends in an agreed geographical area, and is £200 per year. Training can be organised for up to 25 teachers (can be from various schools), and costs £2,000 for the one-day course (which can cover both ZF and AF). Reduction in cost may be possible if only a few schools are interested in participating and interested schools should contact to discuss. In addition, travel expenses would be the costs of two trainers' return travel from Kingston upon Thames, and two nights' accommodation for each trainer. Optional follow-up support meetings: The cost of a PFC trainer attending is £300 + travel expenses per meeting.

Programmes delivered to Pupils

Zippy's Friends materials: £350 plus VAT and P&P (includes everything a teacher needs to teach ZF for a year)
Apple's Friends materials: £200 plus P&P for the manual, poster and CD.

Evidence of effectiveness:

ZF has been extensively and independently evaluated in a variety of European countries. The latest and most rigorous study with nearly 1,500 children in Norway found that it improved children's coping skills, reinforcing previous findings. Teachers assessed that children's academic skills had improved too. The programme significantly reduced bullying and the social climate in the classroom was improved. An RCT with 730 children from 42 schools in Ireland found that teachers were 'consistently positive' about the programme. Taking part in ZF 'improved the emotional literacy and coping skills of the children, reduced their hyperactivity levels and led to improved relationships in the classroom.' 77% of teachers who taught the programme said that it had a positive effect on children's academic achievement.

Evaluation details here: <http://www.partnershipforchildren.org.uk/teachers/zippy-s-friends-teachers/evaluation.html>.

Theoretical framework:

The programme was influenced by the coping strategies model of Lazarus and Folkman. Strategies focus on either decreasing negative feelings after experiencing a difficult or stressful situation ('emotion-focused coping') or attempting to improve or change the situation ('behaviour-focused coping'). For more details, see:

<http://www.partnershipforchildren.org.uk/teachers/zippy-s-friends-teachers/concept-of-coping.html>.

Authors/contact/other links:

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Charity No. 1089810.

Web: www.partnershipforchildren.org.uk.

Email: info@partnershipforchildren.org.uk.

Programmes delivered to School Staff

Assertive Discipline

Programme Summary

Who is it for?	School Staff, Parents.
What does it aim to do?	To teach skills to deal positively with children's inappropriate or unacceptable behaviour, and to promote positive behaviour. The underlying goal is to allow teachers to engage students in learning uninterrupted by misbehaviour.
What is it?	<p>Assertive discipline is an approach to behaviour management with potential uses for School Staff and for Parents.</p> <p><u>For school staff, for use in own practice:</u> An approach to classroom management involving a high level of teacher control. It maintains that teachers must establish rules and directions that clearly define the limits of acceptable student behaviour, teach these rules and directions, and ask for assistance from parents and/or administrators when needed to handle student behaviour.</p> <p><u>For school staff seeking to support parents:</u> Coping with Kids (Assertive Discipline for Parents) is the UK version of the Assertive Discipline for Parents programme (US). It is a step-by-step approach to solving everyday behaviour problems in families and is usually run in workshops facilitated by staff who work supporting parents and families.</p>
What does it mean for the school?	School staff can attend training (see http://www.behaviour-learning.com/shop.php/category/id/6/training.html for up to date information) or purchase 'DIY' training packages and resources from http://www.behaviour-learning.com/shop.php/category/id/56/all-products.html and implement within their classroom practice. Training (and costs) can be tailored to individual school needs.
Evidence of effectiveness	None.
Links	<p>Details of upcoming training, how to access 'DIY' training packages and other more detailed information about the approach: http://www.behaviour-learning.com/</p> <p>To discuss training email info@behaviour-learning.com</p>

Further Information (Assertive Discipline)

Type: Whole school approach. Commercial package available (US 1970s, UK 1991).

Where known to be implemented: Developed in the US but widespread in the UK, including South Lanarkshire, West Dumbartonshire, Aberdeen, Arbroath, Angus, Ayr. Claimed to be 'most widely used "canned" (prepared/packaged) behaviour management programme in the world'

Delivery:

Assertive discipline is a structured, systematic approach designed to assist educators in running an organised, teacher-in-charge classroom environment. This programme is a common sense, easy-to-learn approach to help teachers become the captains of their classrooms and positively influence their students' behaviour. Assertive discipline has evolved since the mid 70's from an authoritarian approach to one that is more democratic and cooperative. Package covers: 1. The Context of Assertive Discipline. How AD fits in to the teaching and learning process; AD as a training process – cognitive, affective and behavioural components. Our traditional view of managing behaviour; why we don't always do as we planned; increasing levels of pupil challenge; the rapidly changing nature of childhood; adult-child roles; the need to teach responsible behaviour. 2. The 3 Rs of Behaviour. The conditions for learning – how well are these established with our classes? Roles, Routines, Relationships. A 'behaviour audit' of the classes we teach; at the establishment phase - establishing the conditions for learning by being assertive, having a plan, and teaching responsible behaviour. 3. Telling Isn't Teaching. Tell, instruct, coach, encourage, empower. Flexible responses to behaviour – what responses might we use with different classes or different pupils? Directive behaviour from teacher – high or low. Supportive behaviour from teacher – high or low. Employing these styles in the context of the diverse classroom; the dynamics of the classroom. 4. Being Assertive. Managing our own feelings when faced with difficult behaviour – the difference between reactive and proactive responses. Passive, hostile, assertive. Teacher communication styles, school cultures; script and body language; the language of choice; redirecting behaviour; practising the assertive skills. 5. Having a Behaviour Plan. The components of a behaviour plan for the classroom – what are the essential elements? "rules" (the guidelines for composing them) "rewards" (non-verbal, verbal and material incentives) "sanctions" (non-verbal, verbal and material disincentives). 6. The 3 Steps for Teaching Responsible Behaviour. At the establishment phase, how do we teach and coach behaviour? The A-B-C of Behaviour; the social influences upon behaviour. Converting the conventional behaviour plan into a teaching method ("Rules" become the behaviour curriculum; "Rewards" become a tool for amplifying the supportive feedback; "Sanctions" become a tool for amplifying the corrective feedback). 7. Giving Clear Directions. Why they are needed at the establishment phase with a class the components of a clear activity direction ("PRINT") establishing routines for the lesson. 8. Providing Supportive Feedback. Coaching better behaviour; the idea of amplifying the supportive feedback: via non-verbal means; verbal e.g. positive repetition; 'material' e.g. classwide rewards. 9. Taking Corrective Action. The idea of amplifying the corrective feedback via: non-verbal means; verbal e.g. clear reminder or warning; 'material' e.g. discipline hierarchy. 10. Tackling Tough Behaviour. "Thinking brain" and "emotional brain" – differences in communication; using the refocusing technique; one-to-one meetings; whole class meetings.

'Coping With Kids' (parent/carer targeted component of Assertive Discipline):

'Coping With Kids' is the UK version of the 'Assertive Discipline for Parents' programme. It is a step by step approach to solving everyday behaviour problems. The idea of teaching children the behaviours they need in order to succeed within the home, community or school setting is at the core of the programme. The Coping with Kids programme would usually be delivered to groups of parents over 6 – 8 two hour workshops. This structure gives parents the opportunity to practice particular skills between workshops and to work with professionals and peers over an extended period in order to overcome problems. It is also a time when parents are able to make new friends, extend their social network, and feel positively supported. In addition, there will be times when leaders may work with one family at a time, according to individual needs.

This is normally run as a 'Train the Trainers' model so that professionals working with parents can go on to run local workshops for these parents using the AD approach. See 'Implementation' below. Resources and workbooks designed

Programmes delivered to School Staff

to be used in training and with parents are available to buy from the BLM website e.g. Parent Resource Guide and Assertive Discipline for Parents.

Implementation:

School staff can attend training (see <http://www.behaviour-learning.com/shop.php/category/id/6/training.html> for up to date information) or purchase 'DIY' training packages and resources from <http://www.behaviour-learning.com/shop.php/category/id/56/all-products.html> and implement within their classroom practice.

Training in AD For School Staff:

Face-to-face training, or DIY training using CDs. The UK CPD programme in Assertive Discipline (AD) provided by Behaviour and Learning Management offers a menu of training activities for introducing and implementing AD in schools with flexibility in method and timescale. They also offer consultancy and ongoing support. Whole school training where all staff are trained is available. Costs vary according to school size, ranging from £900 to £1800 for a full day.

Training for Workshop Leaders in 'Coping with Kids' (Parent programme):

This training the trainers programme has been developed to show professionals how to run parent workshops to teach any parents the key skills for dealing positively with their children's inappropriate or unacceptable behaviour. This is normally a one day training course, delivered either at your own site by Behaviour and Learning Management, or at a convenient nearby location. Leaders who have completed this day are then accredited to run workshops in the programme. Group training costs for a schools or other organisation undertaking the day in-house are on a scale of £950 to £1500 (+ VAT) for between 10 to 25 participants. The cost for individuals attending the 'open' programme is £165 (+ VAT) per person. Costs and fees quoted are an outline.

Behaviour and Learning Management are happy to discuss prices in an effort to meet budgetary constraints and to offer discounts for packages of more than one training activity. Purchasers automatically receive a minimum 10% discount on future training and resources.

Evidence of effectiveness: No evaluations identified.

Theoretical framework: 3 step method based on social mediation theory.

Authors/contact/other links:

Developed by Lee and Marlene Canter. Under copyright in UK to Behaviour and Learning Management. Contact Elizabeth Floyer at Behaviour and Learning Management at Tel: 0870 241 8262, or email info@behaviour-learning.com, or use the online form (<http://www.behaviour-learning.com/shop.php/category/id/8/contact-us.html>) to register your interest or make an enquiry.

Framework for Intervention/Staged Intervention

Programme Summary

Who is it for?	Staff, Pupils (all ages).
What does it aim to do?	Aims to improve behaviour of children, and therefore their emotional and social wellbeing, by improving the 'behavioural environment'.
What is it?	<p>A preventive approach to dealing with School discipline and behaviour.</p> <p>An approach to the management of low level disruptive behaviour in the classroom and in the wider community of the school or establishment. It uses a peer support model, enabling teachers and other staff to support each other in forming solutions. Emphasises adjustments to teaching and learning environment as opposed to focusing on individual children.</p>
What does it mean for the school?	<p>If interested in implementing, schools should contact their local regional officer in The Rights, Support and Wellbeing Team:</p> <p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp</p>
Evidence of effectiveness	Weak evaluation. Head teachers report it is beneficial for behaviour policies.
Links	<p>For information on Framework for Intervention/Staged Intervention in Scotland: .</p> <p>http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/ffisi/index.asp</p>

Further Information (Framework for Intervention)

Type: Whole school approach.
Where known to be implemented: Developed by Birmingham Educational Psychology Service in 1996, piloted in East Ayrshire in 2002 and East Ayrshire have subsequently coordinated roll out across Scotland.
Delivery: FFI/SI emphasises interventions which look at the teaching and learning environment and make appropriate adjustments to reduce disruption. A member of staff is trained as the school behaviour co-ordinator (BeCo). The BeCo is then given time to help classroom teachers to develop their own solutions to their individual classroom management difficulties. A problem for one teacher may not concern another but with FFI/SI every concern is approached in a non-judgemental way. The BeCo acts as a 'sounding-board' for their colleague, supporting the teacher to identify their classroom problems and develop a strategy to overcome them.
Implementation: Schools should contact their local regional officer in The Rights, Support and Wellbeing Team: http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp Materials available on http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/ffisi/index.asp (free): behavioural environment checklist; behavioural environment plan; case studies; behaviour frequency record; individual behaviour plan and review of behavioural environment plan.
Evidence of effectiveness: Since the pilot evaluation in 1997 Framework has been evaluated in England, Scotland and Norway by interviewing teachers and head teachers who used the programme. Scottish qualitative evaluation: www.gov.scot/Resource/Doc/149771/0039878.pdf Birmingham Educational Psychology Service 'Introduction to Framework For Intervention' paper: http://a2e.primordia.co.uk/files/A2E/F4i/docs/introduction_to_f4i.pdf
Theoretical framework: Cognitive behavioural therapy (CBT).
Authors/contact/other links: The Rights, Support and Wellbeing Team (Scotland): http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/contactamember.asp Developer information: Chris Wright, Framework for Intervention Manager http://a2e.primordia.co.uk/index.php/F4i/welcome-to-framework-for-intervention.html

Growing Confidence

Programme Summary

Who is it for?	Parents and School Staff.
What does it aim to do?	Aims to improve parent/carer and staff understanding of factors influencing positive mental health and emotional wellbeing, supporting them to better promote emotional well-being in themselves and their children/pupils. The overall umbrella programme aims to develop caring relationships, healthy role models, good social and emotional skills and a sense of belonging in the community through a focus on four domains: self awareness, self-managements, empathy and social skills.
What is it?	An integrated set of two programmes, one delivered to school staff – ‘Confident Staff, Confident Children’ (CSCC), and one delivered to parents/carers – ‘Raising Children with Confidence’ (RCWC). It was developed by the City of Edinburgh Education Department supported by Big Lottery funding.
What does it mean for the school?	CSCC is a 16 hour course consisting of eight 2 hour training sessions. RCWC is a 14 hour course consisting of seven 2 hour training sessions. . School staff can train to become facilitators of both CSCC and RCWC, allowing them to deliver the course to the wider staff group or groups of parents.
Evidence of effectiveness	Weak evaluation. Short term improved teachers’ skills and confidence to promote positive mental health and wellbeing.
Links	The Growing Confidence website contains further more detailed information about each programme, the development of these and how they can be accessed: http://www.growingconfidence.org/ .

Further Information (Growing Confidence)

Type: Whole school programme.
Where known to be implemented: Developed by Edinburgh Council in 2007 and running in at least 28 Edinburgh primary schools. The training programmes are now being rolled out across Scotland.
Delivery: <u>Confident Staff, Confident Children</u> CSCC is a 16 hour course consisting of eight 2 hour training sessions. It can be delivered over eight weeks of 2 hour sessions or as a three day course. The training sessions cover the following topics: Emotional health and well-being, Understanding brain development, Promoting attachment, Building resilience, Developing empathy, Exploring beliefs and mindsets, Looking after our own well-being, Insights and inspiration. This course is ideally suited for delivery to multi-agency practitioners or full staff teams within education settings. <u>Raising Children With Confidence</u> RCWC is a 14 hour course consisting of seven sessions, each lasting 2 hours. It covers the following topics: Introduction to emotional health & well-being, exploring research into brain development, introduction to attachment theory, resilience, empathy, how childhood experiences shape behaviour as adults, looking after our own wellbeing, media influences on children. The materials are mainly designed for small groups (normally of 8 – 14) parents/carers with children from 0 – 11 years of age. The parent (RCWC) and practitioner (CSCC) courses complement each other so it is particularly beneficial when they are run at the same time.
Implementation: As part of the 'Growing Confidence Development Programme' (GCDP), school staff can train to become facilitators of both CSCC and RCWC, allowing them to deliver the course to the wider staff group or groups of parents. (Parents who complete a RCWC course can also attend a GCDP training in order to become facilitators for future RCWC courses in the school community). The course involves either attending an Edinburgh-based GCDP or hosting a programme in your area for 12-16 multi-agency practitioners. The training is for 3 days to train in delivering RCWC and costs £250 per person (with an additional day training to also deliver CSCC, additional £70). For further information on training please contact: http://growingconfidence.org/contact-us or GrowingConfidence@edinburgh.gov.uk .
Evidence of effectiveness: The Big Lottery Fund conducted an initial evaluation through post intervention questionnaires. More rigorous, independent evaluations may happen in the future.
Theoretical framework: Models of child-adult attachment, brain development and early intervention (e.g. Bruce Perry, Carol Dweck, Clyde Hertzman), and theories of resilience and protective factors.
Authors/contact/other links: Growing Confidence is managed by the Mental Health and Wellbeing Team within City of Edinburgh Council. The team includes; Patricia Santelices - Principal Officer, Molly Page - Development Officer and Jen Drummond - Development Officer. Queries/contact: GrowingConfidence@edinburgh.gov.uk or telephone 0131 529 7655.

Programmes delivered to School Staff

HandsOnScotland

See section under 'Delivery to Parents'

Incredible Years: Teacher Classroom Management

Programme Summary

Who is it for?	Pre-school and primary teachers, teaching assistants, school counsellors, and psychologists.
What does it aim to do?	The Incredible Years Series aims to prevent, reduce and treat behavioural and emotional problems in preschool and primary aged children.
What is it?	The teacher element emphasises effective classroom management skills such as: the effective use of teacher attention, praise and encouragement, use of incentives for difficult behaviour problems, proactive teaching strategies, how to manage inappropriate classroom behaviours, the importance of building positive relationships with students, and how to teach empathy, social skills and problem-solving in the classroom. The programme is designed to train group leaders who can then deliver the programme to other staff within their school.
What does it mean for the school?	Teachers receive 4-6 days of training spread out over several months in order to be able to implement and practice skills between training sessions. There are limitations to the availability of training to the UK, however, which might make implementation impractical at present. However, supplementary materials may be used without training (see below for further details).
Evidence of effectiveness	Strong evaluation. Short to medium-term reduced problem behaviour and improved social skills.
Links	http://incredibleyears.com/parents-teachers/ http://incredibleyears.com/programs/teacher/

NB. Information on this set of programmes has been included to inform schools of the potential availability of the programmes in the future, however given cost and availability of training it is unlikely that schools will be in a position to implement individually at this time.

Further Information (Incredible Years: TCM)

<p>Type: Targeted and whole school programme</p>
<p>Overview and aims: The Incredible years (IY) training series has 3 separate but related elements: Incredible Years: Child (delivered to pupils age 4-8); Incredible Years: Teacher Classroom Management Programme (delivered to teachers) and Incredible Years: School Age Basic (and Advance) (parent/carers of 6-12 year olds). Here we discuss the teacher element. It is designed to promote emotional and social competence and to prevent, reduce, and treat aggression and emotional problems in children 0 to 12 years old. In all three training programmes (Parent, Teacher, Child), trained facilitators use videotaped scenes to encourage group discussion, problem-solving, and sharing of ideas. Intended outcomes: Teachers: Increased proactive and positive classroom management skills; Decreased harsh and critical classroom management style; Increased positive classroom atmosphere; Increased bonding with parents. (http://www.wavetrust.org/sites/default/files/reports/migrate-csj0783-making-sense-early-years-report-v4.pdf)</p>
<p>Where known to be implemented: US designed. Evaluated Coventry, North Wales, London. Implemented in Scotland.</p>
<p>Approach and structure: Teachers receive 4-6 days of training spread out over several months. The teacher training intervention is focused on strengthening teacher classroom management strategies, promoting children's prosocial behaviour and school readiness (reading skills), and reducing classroom aggression and noncooperation with peers and teachers. Additionally the intervention focuses on ways teachers can effectively collaborate with parents to support their school involvement and promote consistency from home to school. The programme can be useful for teachers, teacher aides, psychologists, school counsellors, and any school personnel working with young children. The programme comprises the following components: Teacher Programme 1 - The Importance of Teacher Attention, Encouragement, Praise; Teacher Programme 2 - Motivating Children Through Incentives; Teacher Programme 3 - Preventing Behaviour Problems—the Proactive Teacher; Teacher Programme 4 - Decreasing Students' Inappropriate Behaviours; Teacher Programme 5 - Building Positive Relationships With Students, Problem Solving. The Dina Dinosaur Classroom-based Curriculum, with over 120 lesson plans, improves peer relationships and reduces aggression at home and school. It can be delivered in the classroom two to three times a week in 15-20 minute circle time discussions followed by small group practice activities. Children's home detective club activities manuals encourage parents' involvement in teaching their children school rules, social skills and problem-solving.</p>
<p>Evidence of effectiveness: Independently evaluated for different groups of children (high risk, OCD, general pop) in different countries showing positive results. In the UK very encouraging results from 'Communities That Care' trial in Coventry (Manby, 2002), Sure Start in North Wales (Hutchings et al, 2007) and South London (with large number ethnic minority families). A Scottish review of parenting programmes (Hacker et al, 2005) included nine evaluations (seven RCTs). They found: increased use of appropriate cognitive problem-solving strategies; more pro-social conflict management strategies with peers; more social competence and a reduction in conduct problems at home and in school. A possible limitation of evaluations is that Webster-Stratton (who devised programme) collaborated with most, creating possible bias. () Includes a criteria checklist of evidence base for Incredible years (http://www.scotland.gov.uk/Publications/2008/07/08102811/6): 'Evaluated across Sure Start areas in Wales, improvements in child problem behaviour were maintained up to the 18-month follow up'</p>
<p>Theoretical framework: Cognitive social learning, modelling, self-efficacy and developmental interactive learning methods.</p>
<p>Professional development and implementation supports: For the teacher programme training, there are no trainers in Scotland, and schools would need to contract with The Incredible Years, Inc. to bring someone over from the US for the delivery of training. The Incredible Years staff can assist with this as well as helping with a plan for sustainability. Group Leader Training is \$400 (£250) for 3-day training (travel expenses would be additional). The following prices have been taken from The Incredible Years price sheet and order form available to view and download here: http://incredibleyears.com/order/price-list/. There are many discounts available for combinations of multiple items. Each training programme includes a manual, DVDs, and other items. Teacher Training Programme Series: Each of the types of Programmes consists of videotapes, comprehensive facilitator manuals, books, take-home assignments, and handouts. It is recommended that all group participants (parents, teachers, children) have their own individual books</p>

and that facilitators have their own manuals. DVD equipment is necessary. Each group should have two group leaders. Group leaders complete a certification/accreditation process that involves attendance at a certified training workshop, peer review, videotape feedback, and consultation. See <http://70.40.220.26/programs/teacher/classroom-mgt-curriculum/> for further details. Teacher Classroom Management Programme (ages 3-8). Topics: Attention, Encouragement and Praise; Motivating Children Through Incentives; Preventing Behaviour Problems (the Proactive Teacher); Decreasing Inappropriate Behaviours, Building Positive Relationships - \$1,250.00 (£783). Emotional Regulation in Preschool: Teaching Children to Cope with Conflict - \$195.00 (£123). Presumably travel expenses would also have to be factored in.

Programme materials and costs: Although training is recommended, many materials can be purchased online. The programme is manualised and all programme and support materials are copyrighted and may only be purchased from the (US) Incredible Years website (costs are in \$US) They receive orders from Scotland (and other international orders) all the time, and are happy to help with ordering. Please see the website for photos and a full list of the materials included in each programme. The following items are supplemental and available to purchase but do not appear to be necessary to implement the programme. **Books:** A variety aimed at parents, teachers and children ranging from \$14.95 to \$29.95 (£10 to £19). **Audio Books and DVDs:** A variety aimed at parents, teachers and children ranging from \$25.00 to \$200.00 (£16 to £125). **Self Administered/Home Coach Manuals:** Self-Administered + Home Coaching Manuals for Preschool Basic \$75.00 (£47); Self-Administered + Home Coaching Manuals for School Age Basic \$75.00 (£47); Self-Administered + Home Coaching Manuals for Toddler programme \$75.00 (£47); Self-Administered Manuals for Teacher Classroom Management \$75.00 (£47). **Supplemental items:** There are a number of supplemental items available for purchase including stickers, magnets, music CDs, posters, aprons, cards, gloves, various stationery, stamps, caps, t-shirts, puppets etc. These are variously priced from \$1.00 to \$95.00 (£0.60 to £60). Some of the large/animatronic puppets are very expensive at \$299.00/\$360.00 (£188/£225).

Authors/contact: Dr. Webster-Stratton, director of the Parenting Clinic at the University of Washington, developed and produced The Incredible Years. Lisa St George, Administrative Director, Incredible Years, Inc., 1411 8th Avenue West, Seattle, WA 98119 USA, phone and fax 206-285-7565, phone and fax 888-506-3562, lisastgeorge@comcast.net, www.incredibleyears.com, www.youtube.com/user/TheIncredibleYears. Twitter: <https://twitter.com/IncredibleYrs>.

Links:

Incredible Years Teacher Training Programme
<http://incredibleyears.com/programs/teacher/>
<http://incredibleyears.com/>
<http://incredibleyears.com/programs/>
<http://incredibleyears.com/programs/implementation/>
<http://70.40.220.26/programs/implementation/starting-the-programs/>
<http://incredibleyears.com/order/>
<http://incredibleyears.com/order/price-list/>
Recent history of piloting and use in Scotland:
(<http://incredibleyears.com/news/incredible-years-scotland-2008/>)

Journey to Excellence

Programme Summary

Who is it for?	School Staff.
What does it aim to do?	The Journey to Excellence aims to provide professionals with the necessary support to deliver Curriculum for Excellence and enable every child and young person in Scotland to develop the capacities, attitudes, capabilities and skills which are the outcomes for all.
What is it?	<p>Five part professional development resource for teachers in early years and schools.</p> <ul style="list-style-type: none">• Part one - Aiming for Excellence• Part two - Exploring Excellence• Part three - How good is our school? and The Child at the Centre• Part four - Planning for Excellence• Part five - The Journey to Excellence website <p>The key documents for each of these parts are available to download at: http://www.journeytoexcellence.org.uk/about/keydocuments/index.asp</p>
What does it mean for the school?	The school can access all relevant resources and learning packs free of charge via the Journey to Excellence website, and implement flexibly.
Evidence of effectiveness	None.
Links	http://www.journeytoexcellence.org.uk

Further Information (Journey to Excellence)

Type: Professional Development Resource and Reflection Tool
Where known to be implemented: Across Scotland.
Delivery: The Journey to Excellence is a collection of resources and examples of good practice rather than a programme. The resources can be accessed and used flexibly and allow teachers and support staff to develop their professional skills on an individual basis. The website presents videos of excellent practice from across Scotland and a range of other resources for use in reflection, discussion and planning for transformational change. Other resources include: learning together packs to support individual and collegiate working; research summaries and extracts; famous Scots describing what excellence means to them; leading educational thinkers talking about key issues. The 'learning together resources' include: An introduction to inclusion; Collaborative learning; Health and wellbeing across learning: Responsibilities of all; Promoting positive relationships; Promoting respect; Working with partners.
Implementation: All materials available on website. Includes videos, research summaries, and CPD packs. Each CPD pack - can be used flexibly.
Evidence of effectiveness: No evaluations apparent.
Authors/contact/other links: HM Inspectorate of Education/Education Scotland. http://www.journeytoexcellence.org.uk

Motivated School

Programme Summary

Who is it for?	School Staff.
What does it aim to do?	The programme maintains the focus on promoting positive behaviour while encouraging teachers to consider how they can develop pupil self-discipline, encourage learners to take more responsibility for their own learning and be more accountable for their behaviour. The key outcome will be more self motivated and autonomous learners capable of achieving their potential.
What is it?	A psychology-based approach to teaching in general that focuses on how teachers can best motivate pupils. It was developed by Glasgow-based psychologist Alan McLean who has produced training and staff development packs on motivation for schools and published two books: 'The Motivated School' (2003) and 'Motivating Every Learner' (2009).
What does it mean for the school?	Schools/Staff can purchase the book(s) for use in their own practice: Links to Amazon via main website http://www.themotivatedschool.com . Alan McLean offers consultancy to schools on all aspects of pupil and staff wellbeing and motivation and can be approached for input to in service training events or conferences, as well as work on development or evaluation projects.
Evidence of effectiveness	None.
Links	http://www.themotivatedschool.com http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/motivatedschool/what.asp

Further Information (Motivated School)

Type: Whole school programme.
Where known to be implemented: UK, developed in Glasgow
Delivery: The programme gives a theoretical framework for learner motivation by focusing on the interaction between the learning environment and learner characteristics. The overarching aim of the programme is to promote a better understanding of the nature and effect of motivation on learners by: Affording teachers the opportunity for self reflection; Examining the types of learning environments in the classroom; Enhancing our grasp of the theory and practice of motivation; Equipping teachers with the tools and skills to create motivating climates; Allowing a sharing of ideas and evaluating current approaches; Assimilating these ideas into the larger context of current child centred learning and teaching initiatives. It aims to help teachers: Understand themselves and their pupils better; Re-evaluate their approach to pupils; Make their classroom more engaging; Make the job more enjoyable. 2 book resources: ' Motivating Every Learner ' (2009) explores the interactions between teachers and pupils, presenting new ways of engaging young people in learning. ' The Motivated School ' (2003) is relevant to teachers, educators and management seeking to develop their skills in motivating young people to learn.
Implementation: http://www.themotivatedschool.com/curriculumMaterials.html Books available from Amazon: Motivating Every Learner - approx £62 (Hardback) and £20 (Paperback) (http://www.amazon.co.uk/Motivating-Every-Learner-Alan-McLean/dp/1848601824) The Motivated School – approx £70 (Hardback) and £22 (Paperback) (http://www.amazon.co.uk/Motivated-School-Alan-McLean/dp/0761943846) Books available from SAGE Publishing: Motivating Every Learner - approx £68 (Hardback) and £23 (Paperback) and £28 (E-Book) http://www.uk.sagepub.com/books/Book233447 The Motivated School – approx £77 (Hardback) and £26 (Paperback) and £32 (E-Book) http://www.uk.sagepub.com/books/Book226266
Evidence of effectiveness: No evaluations apparent.
Authors/contact/other links: Created by Alan McLean, Area Principal Psychologist (Glasgow) until April 2011. http://www.themotivatedschool.com http://www.themotivatedschool.com/contactUs.html

Programmes delivered to School Staff

Place 2 Be

See section under 'Delivery to Parents'

Respectme

Programme Summary

Who is it for?	School staff, Parents, Pupils (all ages).
What does it aim to do?	Aims to build the capacity of adults working with young people to effect change and challenge bullying and stigma at an individual, school, family, community and societal level. Through this they aim to promote pro-social behaviour amongst children and young people by encouraging them to change their behaviour, develop resilience and value difference, promoting mental health and wellbeing.
What is it?	Scotland's anti-bullying service, Respectme works with all adults who have a role to play in the lives of children and young people to give them the practical skills and confidence to deal with bullying behaviour, wherever it occurs. They offer free resources and training at events across Scotland and work with organisations at a local and strategic level to develop and review anti-bullying policies and practices. More broadly they campaign at a national level to raise awareness of the impact bullying can have.
What does it mean for the school?	<p>Free information and resources are available on the website which may be of use to staff, parents and pupils including practical advice and guidance on developing and reviewing anti-bullying policies and initiatives and identifying the best ways of putting them into practice as well as advice and resources designed for young people coping with bullying and their parents.</p> <p>Free training is offered by the service for staff – details at http://www.respectme.org.uk/training.html.</p>
Evidence of effectiveness	Weak evaluation. Improved pupil social skills, behaviour and engagement and more caring school culture.
Links	The Respectme website contains full details on the service including training offered, information, resources and advice for children and young people, parents, staff working with young people, and local authorities: http://www.respectme.org.uk

Further Information (Respectme)

Type: Whole school resource.
Where known to be implemented: Scotland-wide
Delivery: Scotland's anti-bullying service, Respectme works with all adults who have a role to play in the lives of children and young people to give them the practical skills and confidence to deal with bullying behaviour, wherever it occurs. Respectme's approach is underpinned by four core values: <ul style="list-style-type: none">• Respect for each individual;• Fairness;• Inclusion;• Child-centred. Respectme's Principles are: <ul style="list-style-type: none">• The rights of children and young people are at the heart of everything we do;• Our values of respect, equality and inclusion underpin every aspect of our work;• We work in partnership to build the capacity of all adults who play a role in the lives of children and young people;• We promote a positive, practical and realistic approach to improving the life experiences of children and young people;• We will influence behaviour, culture and attitude towards bullying behaviour.
Implementation: Free of charge training, downloadable resources and publications. Hard copies of publications can be ordered free of charge if collecting from Glasgow Office (postage and packing charge applies for orders over 10 copies): http://www.respectme.org.uk/publications.html .
Evidence of effectiveness: Independent case study evaluation conducted in two phases. The first ('An evaluation of the first three years of respectme, Scotland's National Anti-Bullying Service' May 2010) looked at the impact and effectiveness of respectme in raising awareness and building partners' capacity to deal with bullying behaviour; the second ('The second phase of an evaluation of respectme, Scotland's National Anti-Bullying Service' April 2011) looked at the subsequent impact on children and young people. Multiple positive impacts on children and young people (behaviour, engagement, greater confidence, better choices, less isolated, more respected, better communication and conflict resolution skills, more empowered) as well as multiple positive organisational impacts (creating a caring culture, working through positive relationships with children, staff, parents and young people in all four case studies described improved morale and confidence within their working environment). These studies found that respectme is both practical and tailored to the needs of individual partners.
Theoretical framework: Informed by labelling theory.
Authors/contact/other links: Funded by the Scottish Government and managed in partnership with SAMH (Scottish Association for Mental Health), and LGBT Youth Scotland. Based at Brunswick House, 51 Wilson Street, Glasgow, G1 1UZ. Tel: 0844 800 8600. Enquiries to: enquire@respectme.org.uk .

Programmes delivered to parents/carers

Assertive Discipline

See section under 'Delivery to School Staff'

Families and Schools Together (FAST)

Programme Summary

Who is it for?	Parents/carers of 3-11 yr olds.
What does it aim to do?	To improve child behaviour, achievement and social skills; reduce risk of child substance misuse and offending; improve parenting practices/competency and parent wellbeing.
What is it?	<p>An early-intervention programme which brings parents, children, teachers and the wider community together, to make sure children get the support they need to fulfil their potential at school and in life.</p> <ul style="list-style-type: none">• Step 1: Parents of children in a primary school class or year group are invited to attend FAST with their family.• Step 2: Up to 40 families attend eight 2½ hr weekly sessions, where children and parents take part in games and activities together.• Step 3: Subsequently, families can choose to take part in ongoing supported activities in the school.
What does it mean for the school?	Save the Children currently cover training and programme costs in the UK. They require a commitment from teaching staff, parents and community organisations to form a local FAST Team and to support the programme in the school.
Evidence of effectiveness	Strong evaluation. Short to medium-term improved children's social skills and reduced aggression and anxiety. Also reduced parents' social isolation.
Links	Full details of the UK programme are available on the UK FAST website: http://familiesandschoolstogether.com/

Further Information (FAST)

<p>Type: Universal and Targeted Programme.</p>
<p>Where known to be implemented: Developed (1988) and used in USA as well as Australia, Austria, Canada, Germany, Kazakhstan, Russia, Netherlands, Tajikistan. Also used in UK (England, Northern Ireland, Scotland, Wales). Between 2010 and 2012 Middlesex University in partnership with Save the Children delivered 239 FAST programmes across the UK. These programmes were delivered in Scotland (28), Wales (19), Northern Ireland (22) and England (148).</p>
<p>Delivery: FAST aims to support families by:</p> <ul style="list-style-type: none">• helping children improve their skills in reading, writing and maths – as well as encouraging good behaviour and a positive attitude to school and learning;• helping parents get more involved in their child’s education, so they can support learning and development at home;• encouraging stronger bonds between parents and their child, their child’s school, other parents and the wider community. <p>FAST is delivered by multi-disciplinary teams who have a good knowledge of the resources available within their communities and have referral links with a wide variety of organisations. This allows practitioners to refer parents onto additional services if it becomes necessary. Typically, FAST teams include teachers, educational psychologists, family support workers and community leaders. Nevertheless, each team is expected to have at least one parent, one school representative and one community worker. There are no recommended or minimum practitioner qualifications, since FAST teams are made of groups of parents and professionals representative of the local community.</p> <p>Full details of the intervention’s structure and content can be found on http://webarchive.nationalarchives.gov.uk/20140311170415/http://education.gov.uk/commissioning-toolkit/Programme/Detail/37</p>
<p>Implementation: FAST is funded by Save the Children. To find out more about how to set up a FAST project in your school/local community please contact the team via the website http://familiesandschoolstogether.com/contact-us or on fast@savethechildren.org.uk .</p>
<p>Evidence of effectiveness: Strong RCT evidence of improving children’s social skills and reducing their aggression and anxiety. Also evidence of helping parents to make friends and reducing their social isolation. Details (pp9-10 of PDF document at the following address) http://webarchive.nationalarchives.gov.uk/20140311170415/http://education.gov.uk/commissioning-toolkit/Programme/Detail/37</p> <p>List of evaluations worldwide: http://www.familiesandschools.org/why-fast-works/ 2011 Save the Children commissioned report on FAST: http://www.savethechildren.org.uk/sites/default/files/docs/Bringing-Families-and-Schools-Together.pdf</p>
<p>Theoretical framework: FAST is based on theories of child development and therapeutic practice, including: Piaget’s theories of cognitive development and evidence about children’s brain development; Ecological theory; Social capital theory; Family stress theory; Family systems theory.</p>
<p>Authors/contact/other links: Save the Children FAST: fast@savethechildren.org.uk US Site: http://www.familiesandschools.org/</p>

Programmes delivered to Parents/Carers

Growing Confidence

See Section under 'Delivery to School Staff'

HandsOnScotland

Programme Summary

Who is it for?	Parents/Carers and School Staff.
What does it aim to do?	To support parents/carers and staff working with young people to promote positive mental health and respond to troubling behaviours.
What is it?	A free web-based resource developed by Playfield Institute (NHS Fife) in partnership with Barnardo's and the University of Dundee for anybody working with or caring for children and young people. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.
What does it mean for the school?	Free website resource. The Playfield Institute (NHS Fife), who developed the site, run training courses periodically which may be of interest to school staff. More information available: http://www.playfieldinstitute.co.uk/training/about.php .
Evidence of effectiveness	Weak evaluation. Improved confidence and understanding of issues amongst those using Troubling Behaviours.
Links	http://www.handsonscotland.co.uk/

Further Information (HandsOnScotland)

Type: Whole community approach.
Where known to be implemented: Throughout Scotland. 'Troubling Behaviours' launched in 2007, 'Flourishing' launched in 2010.
Delivery: This free web-based toolkit gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish. The toolkit is arranged into two sections - the Flourishing section and the Troubling Behaviours section. Flourish was designed for parents, carers and anyone working with infants, children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, nursery nurses, etc). This section was developed to fulfil Commitment 1 of the Scottish Government's policy and action plan: Towards a Mentally Flourishing Scotland (2009). It was designed to help users make a difference to children and young people's lives, by giving ideas and activities to help them to flourish. It includes confidence, resilience, positive attitudes, good relationships and emotional balance. Troubling Behaviours was designed for anyone working with children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, etc). This section was developed in response to recommendations from the Scottish Needs Assessment Programme (SNAP) report on Child and Adolescent Mental Health (2003). It was designed to help make a difference to children and young people's lives, by giving users tools to respond helpfully when they are troubled. It includes anger/aggression, anxiety, sadness & fear, self-harm and unusual behaviours. For both sections, there are a series of detailed topics to read online; suggested activities; videos of specialist's guidelines and demonstrations (e.g. showing 'Kitbag' of inspiration/relaxation materials).
Implementation: Free web resources. No training required, but various training courses may be available with Playfield Institute. Contact: 01334 696257 or playfield.training@nhs.net
Evidence of effectiveness: Small scale, non-rigorous evaluation of TB programme indicated positive outcome among users: they felt more confident and reported increased understanding of troubling behaviours and feeling more supported in their work.
Authors/contact/other links: Developed by Playfield Institute (NHS Fife) in partnership with Barnardo's and the University of Dundee. It was commissioned by HeadsUpScotland, the national project for children and young people's mental health. Contact: handson@nhs.net . The details of the toolkit development team are available here: http://www.handsonscotland.co.uk/about_frameset.htm

Place2Be

Programme Summary

Who is it for?	Pupils (Primary and Secondary age), School Staff and Parents/Carers.
What does it aim to do?	<p>To enhance self-esteem in children, develop more effective communication skills and the ability to develop better relationships.</p> <p>The parent counselling service 'Place for Parents' aims to support parents to be more self-aware, confident and able to develop positive and supportive relationships with their children in order to improve pupil behaviour and emotional wellbeing.</p>
What is it?	<p>Place2Be is a national charity to support pupils with emotional and behavioural problems. They offer two main services:</p> <ol style="list-style-type: none">1. An integrated school-based counselling service, offering counselling and other services for pupils. They also offer a parents' counselling service 'Place for Parents'.2. Training and advice for school staff which can be delivered as part of the school-based service, or can be purchased separately.
What does it mean for the school?	CPD training and advice is available separately from the school-based counselling service so schools can choose to enlist either or both of the services available. See 'Further Information' for details on implementation and costs.
Evidence of effectiveness	Weak evaluation. Short-term enhanced children's self-esteem, communication and relationship skills and behaviour (SDQ scores).
Links	Full details on all services and training available at http://www.place2be.org.uk/

Further Information (Place2Be)

<p>Type: Whole school counselling programme (universal and targeted) and stand alone Staff Training</p>
<p>Where known to be implemented: Place2Be is in 25 areas across the UK and in 235 primary and secondary schools, including Edinburgh (10 schools), East Lothian (6 schools) and Glasgow (18 schools): http://www.place2be.org.uk/what-we-do/where-we-work/our-work-in-scotland/</p>
<p>Delivery: Primary school Counselling Service: Place2Be supports children whose emotional issues and behaviour impede their learning and often disrupt the learning of others, putting a strain on teacher and senior staff time. Each school has a School Project Manager, an experienced clinician who delivers counselling, supervises trained Volunteer Counsellors and works closely with school staff as well as outside agencies. Place2Be's support helps meet the criteria set out in the inspection framework, namely the achievement of pupils, quality of teaching, behaviour and safety of pupils, and the quality of leadership and management of the school. In addition to pupil and staff support, 'Place for Parents' is open to all mothers, fathers, grandparents and carers whose children are being supported by Place2Be and offers a free and confidential counselling service. More detail on specific elements of support at: http://www.place2be.org.uk/what-we-do/supporting-schools/primary-schools/</p> <p>Training and advice: Place2Be provides workshops and CPD sessions for developing skills in supporting children's emotional wellbeing. These are specifically designed for teachers, teaching assistants, learning mentors and other key staff in schools and can be delivered as part of the school-based service, or schools can purchase training and advice separately. Each course can be adapted to either a full day or half day depending on the needs of the school. More detail on specific elements of staff support and available workshops, seminars and CPD/training at: www.place2be.org.uk/training-qualifications</p>
<p>Implementation: <u>School Counselling Service:</u> Please contact the Development Manager on development@place2be.org.uk to see how Place2Be could support your school. If interest is generated from 6 or more local schools, Place2Be will then begin working with the Head teachers to establish a hub and a local Steering Group. The funding model is based on a partnership between the schools, the local authority and the private sector. All schools make a direct contribution towards the service, typically covering up to 50% of the project costs. Service is provided by volunteer counsellors.</p> <p><u>CPD/School Staff Training:</u> Relevant programme materials are provided free with the training being delivered. All course costs are listed below (please note these costs are up to date as of Aug 2015). One day/half day training programmes: The following are priced at £1500 for full day, £1000 for half day., for up to 20 participants. Peer Mentoring (for students 16-18); Safeguarding; Stronger Families Better Futures; Resilience Wellbeing Without Words; Using Games With Children; Introduction to Attachment; Solution focused techniques; Supporting Children in the playground; Partnerships with Parents/Carers; Creatively Supporting Transitions; Supporting Transitions in Young Adolescents; Counselling Skills for Working With Children</p> <p>Place2Think: Consultative service for staff which uses a solution focused model to restore and support the confidence and skills of professionals in their understanding of children's emotional needs. As well as providing practical strategies for everyday use. Flexible model of delivery across several sessions that can be tailored to needs of school, between 1 and 6 participants. Cost - £1800.</p> <p>The Talented Teacher Programme: A package of training and support for newly qualified teachers. Consists of four half day training workshops, supported by small group Place2Think consultation sessions (3 x 1.5hr sessions</p>

<p>perparticipant). Cost - £9000.</p> <p>.</p>
<p>Evidence of effectiveness</p> <p>Place2Be has an in-house research and evaluation team, plus independent evaluation findings from external bodies such as Ofsted, and impact evaluations commissioned by funders the Children's Funds and the Scottish Executive, among others: http://www.place2be.org.uk/impact-evidence/. Monitoring and evaluating its impact has been central aim of Place2Be since being founded in 1994. School Project Managers (SPMs) at each school collect data from children, their teachers and parents about their behaviour and emotional and social wellbeing at start and end of the intervention. They monitor referrals, intervention take-up and service delivery in schools and hubs. At the end of each academic year children's outcomes are analysed as anonymised data. Measures of emotional and social wellbeing and behaviour: Strengths and Difficulties Questionnaire (SDQ) and Impact Supplement; Clinical Outcomes in Routine Evaluation Outcome Measure (CORE-OM); Clinical Outcomes in Routine Evaluation (YP-CORE); Presenting Concerns. Measures of academic attainment and progress: National Curriculum scores; Questions about children's attitudes towards learning; School attendance. The Place2Be research shows enhanced self-esteem, communication and relationship skills in children. In addition, Place2Be schools claim significant improvements, including less disruption in the classroom; something which has a positive impact on staff morale and retention. Cost-benefit analysis conducted in 2010, comparing cost of service to cost of continued childhood conduct disorder and mental disorder, claims 'cost-savings exceed the costs of providing the service by £13 million – a net return on investment of 600%' Lee, Tiley, White: 'The Place2Be: Measuring the effectiveness of a primary school-based therapeutic intervention in England and Scotland', <i>Counselling and Psychotherapy Research: Linking research with practice</i> Volume 9, Issue 3, 2009 - DOI: 10.1080/14733140903031432, <i>Counselling and Psychotherapy Research: Linking research with practice</i>, pp151-159. Also: http://www.place2be.org.uk/our-story/accounts-publications/</p>
<p>Theoretical framework: Based on models of psychodynamics, systems theory, person centred approach, attachment theory and neurobiology.</p>
<p>Authors/contact/other links:</p> <p><u>Scotland office:</u> Annie McGovern (Business Development Manager - Scotland), The Melting Pot, 5 Rose Street, Edinburgh, EH2 2PR. T: M: 07803 247170; Email: annie.mcgovern@place2be.org.uk, Scotland@place2be.org.uk.</p> <p><u>School Enquiries:</u> Email development@place2be.org.uk</p> <p><u>CPD/School Staff Training Enquiries:</u> Email qualify@place2be.org.uk</p>

Parents Plus (Early Years; Children's; Adolescent's)

Programme Summary

Who is it for?	Parents of children and young people aged up to 16 years old. The Children's Programme (PPCP) is of most relevance to primary school children.
What does it aim to do?	<p>For children: Improve behaviour, achievement, problem-solving skills, pro-social behaviour, self-confidence and wellbeing at school. Reduce emotional and behavioural problems and anti-social behaviour.</p> <p>For parents: Improve parenting practices and competency. Reduce stress, depression and mental health problems.</p>
What is it?	Parent Plus is a series of programmes designed to be delivered by a variety of professionals, including teachers, to parents either as a universal approach or targeted towards parents of children with particular difficulties. All programmes are delivered as structured courses with small groups utilising DVD input, handouts, group exercises and homework. Programmes are usually delivered over six to twelve weeks. There are three main programmes covering parents of different age groups and two additional programmes - one designed to support parents post separation and one designed to support adolescents directly.
What does it mean for the school?	Training is required. Parents Plus offers specific facilitator training and supervision to professionals who wish to deliver the Programmes.
Evidence of effectiveness	Strong evaluation. Short term reduced child behaviour problems (SDQ scores) and parental stress.
Links	http://www.parentsplus.ie/

Further Information (Parents Plus)

<p>Type: Universal and targeted.</p>
<p>Where known to be implemented: Developed in Ireland, widely used throughout Ireland and the UK (founded 1998).</p>
<p>Delivery:</p> <ol style="list-style-type: none">1. The Early Years Programme (PPEY) (ages 1-6): This programme is ideal for parents who want to maximise their children's learning, language and social development, as well reduce behaviour problems, while ensuring their children grow up happy and emotionally secure. The programme is suitable both for children within the normal range of development as well as children with special needs such as ADHD, speech and language and other development problems.2. The Children's Programme (PPCP): This programme shows parents how to communicate positively with children, illustrating ways to encourage good social skills as well as well-researched methods to tackle behaviour problems. The aim of the course is to help parents not only solve discipline and other childhood problems, but also for parents to develop closer and more satisfying relationships with their children.3. The Adolescent's Programme (PPAP): The PPAP considers how parents can connect with and build good relationships with their teenage children, while also being firm and influential in their lives. <p>Additional Programmes:</p> <ol style="list-style-type: none">4. Parenting When Separated Programme: To support parents post separation5. The Working Things Out Programme: To support adolescents aged 11 to 16 <p>The Parents Plus Programmes are designed as collaborative educational/therapeutic courses to be delivered by trained professionals to small groups of parents over six to twelve weeks.</p> <p>During the weekly sessions, specific topics are introduced via DVD teaching examples. The DVD examples contain real and role-played scenes of parents and children interacting, backed up by professional and parent interviews and comments. The DVDs are of high production value and have an entertaining and flowing format which allows each sub-section on the video to be watched through as a unit, or to be paused at various scenes for replay and closed scrutiny.</p> <p>Learning is enhanced in each group by group discussion, role play, practice examples, homework and handouts. Each week one positive parenting idea (on play and communication, reading, helping children learn etc) and one positive discipline idea (on rules, routines, consequences discipline plans etc) is covered so as to meet the different needs of families. There is also room in the course to include modules on specific challenges such as education, dealing with ADHD, or Anxiety and Depression, depending on the needs of the group.</p>
<p>Implementation:</p> <p>Attending the training for each programme is compulsory and gives the facilitator the license to use the programme materials within their agency. The Parents Plus Programmes must be co-facilitated prior to facilitators receiving full accreditation from Parents Plus therefore it is advised that at least two teachers train as facilitators in order to co-facilitate programmes.</p> <p>For current training information see: http://www.parentsplus.ie/facilitators/training-schedule/</p> <p>Parents Plus may be able to offer onsite training for groups of professionals and advise that this may be the most cost effective way of implementing the programme. Contact admin@parentsplus.ie for details.</p> <p><u>Programme materials and costs:</u></p> <p>Costs for 'Children's Programme (PPCP)' are shown below, for costs for training in other Parents Plus programmes see http://parentsplus.ie/wp/wp-content/uploads/2015/05/PP_training_price_list_May_2015.pdf or http://www.parentsplus.ie/facilitators/training-schedule/</p> <p>Children's Programme:</p> <ul style="list-style-type: none">-2 day Training and Programme Materials- €590-2 day Training Place only (for those who wish to re-use previously purchased Programme

Materials or are sharing one set of Programme Materials with another trainee)- €290
-Parents Booklets -pack of 15 parent booklets that can be used afterwards with parents groups and includes worksheets and handouts -€120.

Evidence of effectiveness:

<http://www.parentsplus.ie/parentsplus-research/> The Parents Plus Programmes are evidence-based approaches following international best-practice guidelines as described by the UK's National Institute for Clinical Excellence. Currently there are 9 completed evaluations including 4 Randomised Controlled Trials (the 'gold standard' for research). All show reduced behaviour problems and parental stress in both clinical and community settings. Awarded top ratings by UK's National Parenting Academy. PPCP has promising evidence of improving children's behaviour, reducing parents' stress and increasing parenting confidence from small scale studies with up to 5 months follow-up (Coughlin et al. 2009). A community led approach to delivery of PPCP: <http://zl.elsevier.es/en/revista/international-journal-of-clinical-and-health-psychology-355/a-community-led-approach-to-delivery-of-90200491-original-articles-2013>. A video-based programme for parents of children with behavioural and developmental problems: <http://ccp.sagepub.com/content/14/4/541.abstract>. A video-based programme for parents of pre-school children with behavioural and developmental difficulties: <http://ccp.sagepub.com/content/10/3/319.abstract>. Parenting training in the community: linking process to outcome: <http://ccp.sagepub.com/content/16/3/459.abstract>. PPCP for parents of children aged 6-12 with mild intellectual disability in a school setting: <http://ccp.sagepub.com/content/18/4/536>.

Theoretical framework: Based on multiple scientifically proven theories of child development, including attachment theory, family systems theory, social learning theory and cognitive-behavioural theory. Aims to change ineffective parenting practices by helping parents understand how their actions might unintentionally encourage unwanted child behaviour. Helps parents reflect on their own behaviour, as well as the behaviour of their child. The ability to self-reflect and knowledge of effective parenting strategies should help parents make better discipline choices and respond more positively to their child.

Authors/contact: Parents Plus is a registered charity founded by Dr. John Sharry (Social Worker / Psychotherapist) and Prof. Carol Fitzpatrick (Consultant Child and Adolescent Psychiatrist) in 1998.

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Links:

www.parentsplus.ie
www.facebook.com/parentspluscharity
www.twitter.com/parents_plus
<http://webarchive.nationalarchives.gov.uk/20140311170415/http://www.education.gov.uk/commissioning-toolkit/Programme/Detail/34>