Dr Rebecca McGuire-Snieckus and Dr Janet Rose

Brighter Futures: Nurture Outreach Service

November 2015
Aims of the Intervention Services

• To increase the capacity of schools to meet the needs of children with complex behaviour and emotional difficulties by developing staff skills and confidence in using the Nurture approach.

• To offer those schools who are receiving Reception age children with behaviour and emotional difficulties to have a better understanding of the needs of these complex children so they are supported in their mainstream school wherever possible.
Interventions

• Whole school approach - Building the capacity of school staff through training, modelling nurture environments, nurture strategies and targeted interventions
• Classroom approach – providing consultancy and coaching for staff in nurture approaches, introducing the Thrive approach to assess, plan, do and review the impact of nurture interventions
• Providing consultancy and coaching for teaching assistants who are deployed to support children in a 1:1 or small group capacity
• Supporting staff to manage and engage learners during play times
• Integrating support from Early Years and Primary with other agencies to support collaborative working
• Supervision for staff
• Modelling nurture strategies for use with groups of children e.g. ‘sunshine circles’
• Providing training and ongoing CPD for school staff e.g. on Nurture, Attachment and Thrive Approaches
Demographics and Data Sets

• Progress data collected from 20 primary pupils, 8 case studies and 27 staff
• Data sets include Tracking Records (n= 20) of behaviour, academic progress, attendance, social and emotional progress, communication, Strengths and Difficulties Questionnaires (n=20), Staff Questionnaire (n=27) and 8 Case Studies (of children aged 4-11)

• Time 1 = pre-intervention
• Time 2 = post-intervention
Typical Referral Profile

• Typical experiences of children referred for Nurture Outreach Services include:
  - multiple parenting (e.g. foster care)
  - multiple house moves (e.g. refugee and safe houses)
  - children whose parent have experienced complex diagnosed mental health needs, complex substance use issues, incarceration/police involvement
  - children who have experienced and been witness to domestic violence

• At pre-intervention all the children in the study had:
  - very low concentration and application to task thresholds
  - inability to work alongside peers
  - poor capacity to interact with adults which included poor listening and verbal skills
  - challenging behaviour and emotional needs
Findings

• Part A - Progress Data

• Part B - Case Study thematic analysis

• Part C - Evaluation of service

‘NOS has been fantastic: it has made a real difference to our children’s experience of mainstream school’
Preliminary Summary of Findings

- The findings are demonstrably positive.
- All progress data demonstrates a significant difference pre and post intervention with improvements in attendance, behaviour, academic attainment and social/emotional progress.
- Case study and questionnaire data reveal schools have increased capacity to support children with complex needs, staff have increased skills and confidence in working with children with challenging behaviour and emotional needs, there is increased parental engagement and children have improved their behaviour, confidence and self-esteem, social and emotional skills, peer and adult relationships and are more able to focus on academic progress.
- There was a 100% agreement that schools had received high quality advice and support from NOS and 100% of staff agreed that they had increased confidence and understanding of how to meet needs of vulnerable children.
- It was highly apparent that staff wished service to continue: ‘Continue to offer the service please!’.
Figure 1. Mean difference in attendance. Note N = 20.
Strengths and difficulties questionnaire

Figure 2 Indicates a reduction in overall stress scores

Overall stress = behavioural difficulties, emotional stress, hyperactivity and attention, difficulties getting on with other children, pro-social behaviour
Figure 3  Blue = Average for cohort  
Red = Nationally expected levels (Early Learning Goals)
Figure 4. Blue = Average for cohort
Red = Nationally expected levels (Early Learning Goals)
Figure 5. Blue = Average for cohort
Red = Nationally expected levels (Early Learning Goals)
Figure 6  Blue = Average for cohort
Red = Nationally expected levels (Early Learning Goals)
Self-confidence

Figure 7  Blue = Average for cohort
Red = Nationally expected levels (Early Learning Goals)
Figure 8    Blue = Average for cohort
             Red = Nationally expected levels (Early Learning Goals)
Figure 9. Blue = Average for cohort
Red = Nationally expected levels (Early Learning Goals)
Figure 10. Blue = Average for cohort  
Red = Nationally expected levels (Early Learning Goals)
Figure 11  Blue = Average for cohort  
Red = Nationally expected levels (Early Learning Goals)
Table 1. Percentage of pupils obtaining expected levels by category

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-intervention</th>
<th>Post-intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0%</td>
<td>55%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Maths</td>
<td>5%</td>
<td>55%</td>
</tr>
<tr>
<td>Making relationships</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>0%</td>
<td>60%</td>
</tr>
<tr>
<td>Managing feelings</td>
<td>0%</td>
<td>45%</td>
</tr>
<tr>
<td>Listening and attention</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Understanding</td>
<td>0%</td>
<td>65%</td>
</tr>
</tbody>
</table>
Case Study Outcomes

1. Helped adults to interpret child’s behaviour and address child’s emotional needs
2. Staff have positive experiences of training and mentoring support
3. Increased confidence in child’s ability to work with 1:1, small groups and whole class
4. Increased parental engagement
5. Positive impact of physiological/sensory support
6. Positive impact of relational support
7. Positive impact of affective/cognitive support
8. Increased capacity of school to meet the needs of children with complex social and emotional difficulties
9. A demonstrated increase in child’s self esteem, self confidence and social skills
Illustrative Quotes

‘Greater understanding of trauma for all staff and lots of new strategies and techniques in our toolbox now.’

‘Child now engages more in whole class learning, his focus and attention has improved as well as his willingness to try new things.’

‘J has developed positive relationships with staff and children. His SDQ scores indicate a positive increase in peer relationships.’

‘Shown marked progress, particularly in respect to his re-engagement with learning and willingness to take academic risks to achieve outcomes of quality in which he has demonstrated pride.’

‘School report confidence in working with pupils with SEBD presentation. School report understanding the reason for dysregulated behaviour.’
Figure 12 Summary of Staff Questionnaire on Impact of Interventions of Nurture Outreach Service. Note N = 27
Staff self-report

Figure 13. Data visualisation (word cloud) of free text responses to the two most positive outcomes. Note N = 27.