

# Early Intervention Lisburn Annual Report Card

## April 2017 – March 2018

### Early Intervention Lisburn

For families  
with  
children 0-18 years old

## The Best for Every Child

A report on the potential to transform disadvantaged communities in Lisburn through early intervention

*Researched and written by Barnardo's NI, commissioned by Resurgam Trust  
Dr Roger Courtney*



## **What is Early Intervention Lisburn?**

The Resurgam Trust initiated the development of a cross sectoral partnership to create a better understanding of the needs and improve outcomes for children, young people & families within the communities of Hillhall, Tonagh, Old Warren, Knockmore, and Hilden.

The Early Intervention Project Board consists of key statutory, community and voluntary representatives with significant strategic and operational experience in early intervention work.

The Early Intervention Project Board is now formally accepted as the "Locality Planning Group" by the Children and Young People's Strategic Partnership for the Lisburn area.

Following the extensive research 'The Best for Every Child 2012' commissioned by Barnardos NI and the development of an Outcomes Framework in 2015 by the National Children's Bureau the project prioritises 4 indicators:

1. Readiness to Learn
2. Attendance Rates at Post Primary
3. No. of Anti-Social Behaviour Incidents
4. NEETs Rate

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## Early Talk Boost

An early intervention speech, language and communication programme for 3-4 year olds

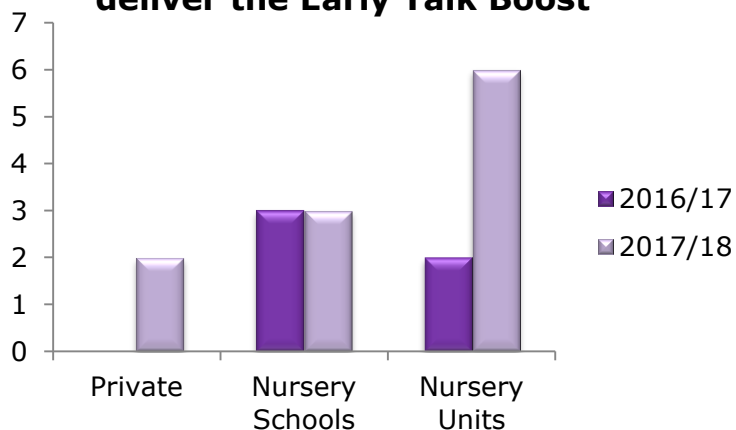
Early Talk Boost – In 2016/17 five nursery schools/units had implemented the Early Talk Boost programme (Barbour, Holy Trinity, St Aloysius, Old Warren and Pond Park). In this financial year 2017/18 the PHA funded the ICAN Early Talk Boost resources a further 10 settings. To date 5 settings (Tonagh, Harmony Hill, Ballymacash, Seymour Hill Pre Playgroup, Forthill and Little Scamps) have received the resources and 12 staff members attended training in February and a further 2 settings (St Joseph's and First Steps) are provisionally booked for training in May. The remaining 3 settings (Grove, Lisburn Central, Killowen) will be considered in the next financial year. Delivery of this programme takes place mostly in the period January-June as per school plans, therefore this reporting period numbers tend to below.

### Why is it important:

The Best for Every Child report 2012 highlighted 74% of young people leaving post primary in Lisburn didn't achieve 5+ GCSE's (including English & Maths). In 2013 a speech & language prevalence study carried out in all Early Intervention Lisburn Primary Schools which showed that 32% of children entering Primary One in Lisburn had a mild to moderate speech & language delay. Research indicates that a child's vocabulary skills at age 5 are a strong predictor of their employment status at age 34. Resolving speech and language difficulties by age 6 results in a better outcome for the child.

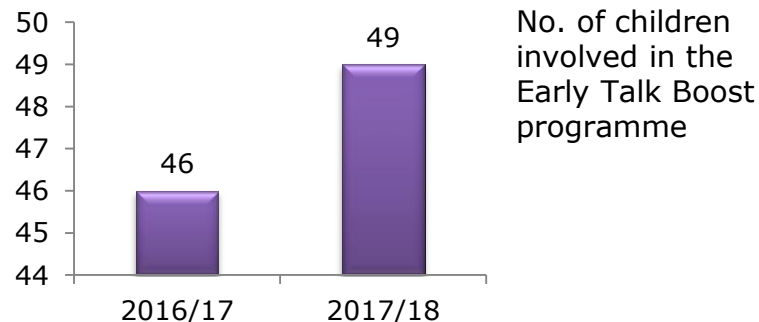
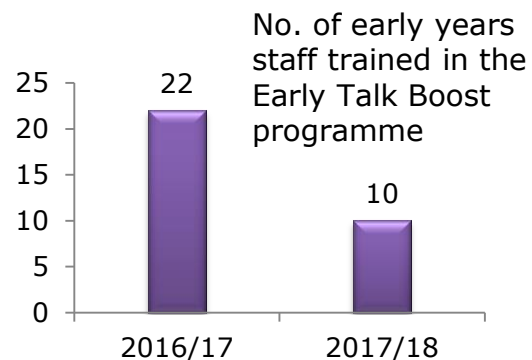
## How much did EIL playgroups/nurseries do to deliver Early Talk Boost

**Early Years settings supported to deliver the Early Talk Boost**

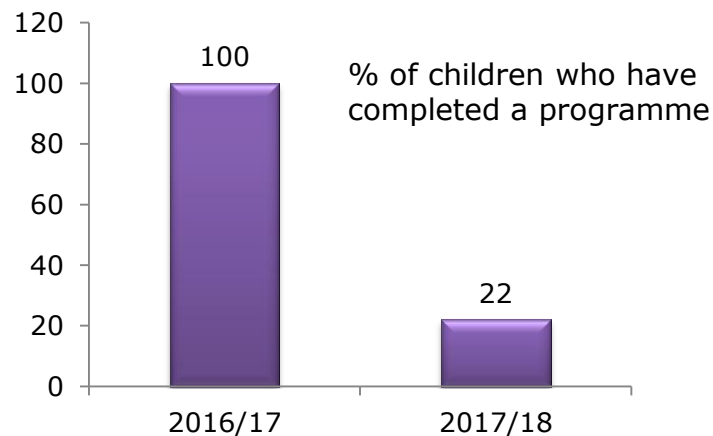
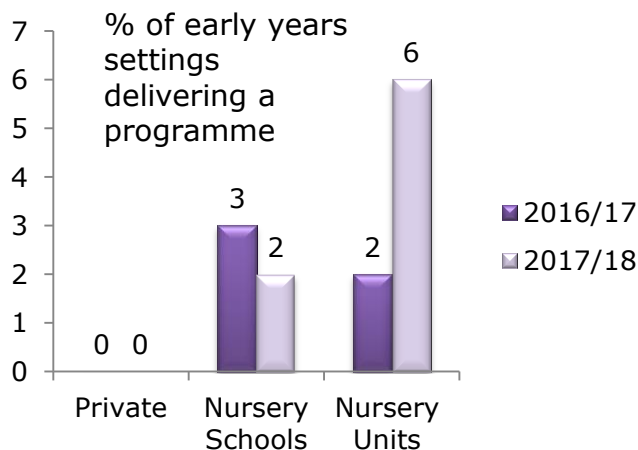


The EIL Manager has engaged through phone calls, emails, individual and group meetings with 10 private sector managers to encourage involvement in this programme resulting in 3 engaging, 2 attended training in this financial year with 1 due to receive training in May 2018. **Please Note:** All new settings received training in February 2018 therefore delivery will take place in the next financial year 2018/19.

## How much did EIL playgroups/nurseries do to deliver Early Talk Boost



## How well did Barnardos do to deliver the Incredible Years programme?

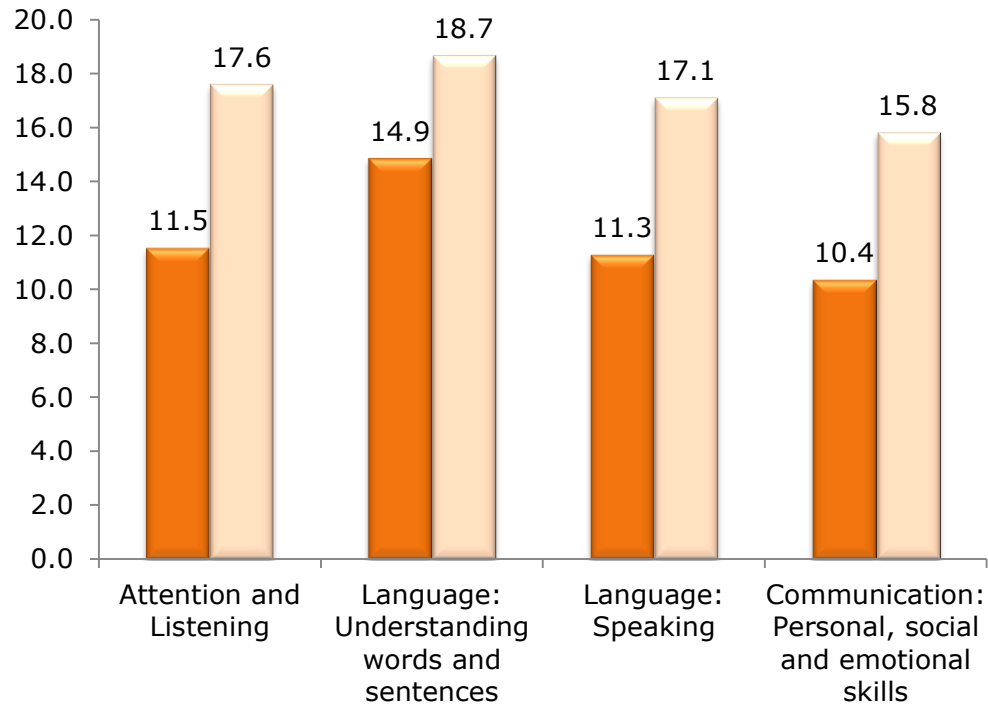


**Please note:** 2017/18 nursery unit figures include new settings that received training in February 2018 and haven't started delivering as yet. Building work has prevented 1 nursery school from delivering.

To date all school have added children to the ICAN tracker that have been assessed for entry into the programme. A percentage of these children did not meet the criteria and therefore did not participate in the programme. This has reflected a negative picture on the results as it appears a large no. of children that didn't complete. Going forward all schools will only enter those children who have started a programme to eliminate this problem.

## Is Anyone Better Off?

**Average Scores for 28 out of 49 children that completed the Early Talk Boost programme**



21 children are currently in a programme that will complete in 2018/19

## Talk Boost

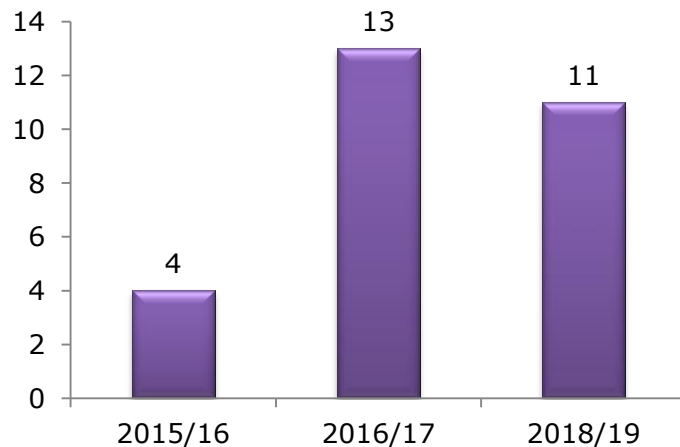
An early intervention speech, language and communication programme for 4-7 year olds

Talk Boost – In 2015/16 four primary schools and one nursery school implemented the Talk Boost programme (Barbour, Largymore, Brownlee, Forthill and Barbour). In 2016/17 the PHA funded the ICAN Talk Boost resources a further 7 settings (Pond Park, Harmony Hill, Ballymacash, Killowen, St Joseph's, Seymour Hill, & Tonagh). Delivery of this programme takes place mostly in the period January-June as per school plans, therefore this reporting period numbers tend to be low.

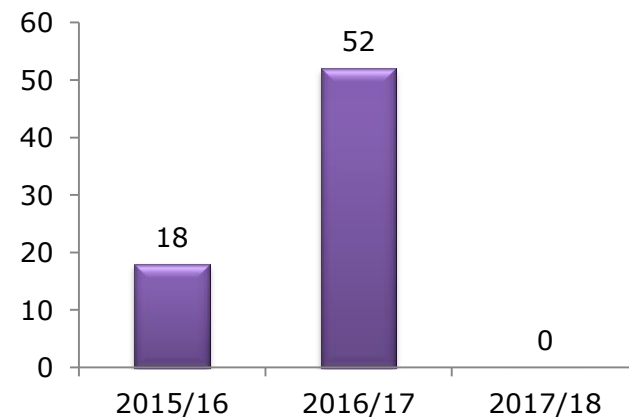
### Why is it important:

The Best for Every Child report 2012 highlighted 74% of young people leaving post primary in Lisburn didn't achieve 5+ GCSE's (including English & Maths). In 2013 a speech & language prevalence study carried out in all Early Intervention Lisburn Primary Schools which showed that 32% of children entering Primary One in Lisburn had a mild to moderate speech & language delay. Research indicates that a child's vocabulary skills at age 5 are a strong predictor of their employment status at age 34. Resolving speech and language difficulties by age 6 results in a better outcome for the child.

### How much did EIL primary schools do to deliver the Talk Boost programme

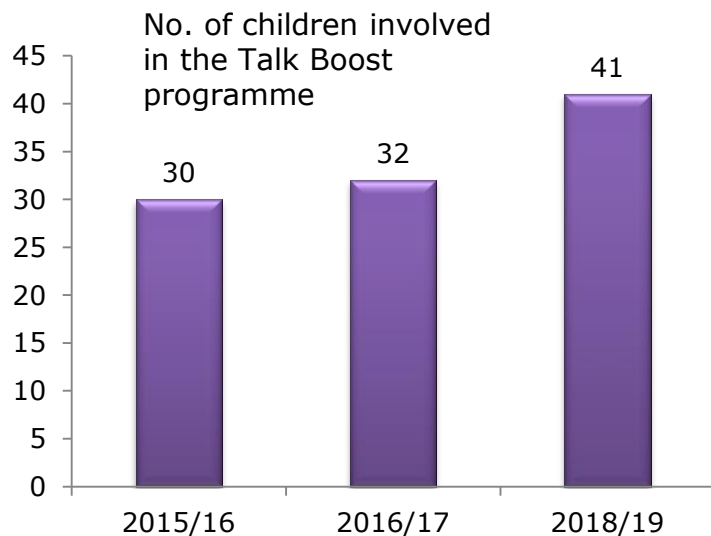


No. of schools delivering the Talk Boost programme



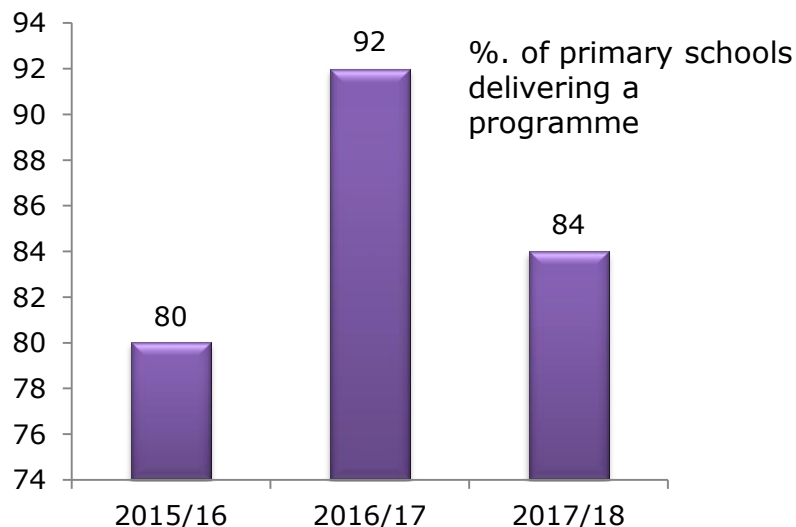
No. of staff trained

## How much did EIL primary schools do to deliver the Talk Boost programme



To date all school have added children to the ICAN tracker that have been assessed for entry into the programme. A percentage of these children did not meet the criteria and therefore did not participate in the programme. This has reflected a negative picture on the results as it appears a large no. of children that didn't complete. Going forward all schools will only enter those children who have started a programme to eliminate this problem.

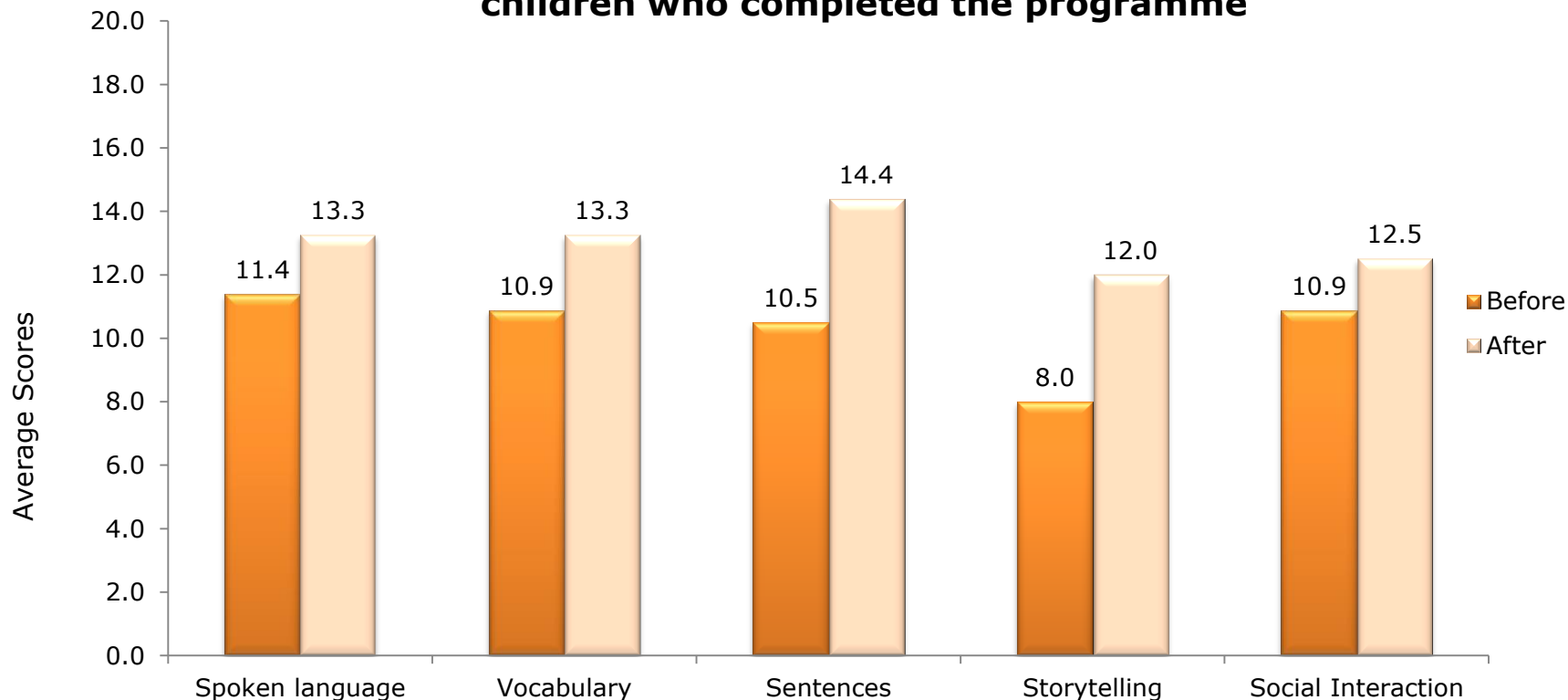
## How well did EIL primary schools do to deliver the Talk Boost programme?



Primary Schools in Lisburn are delivering this programme within core hours which causes additional pressure on staff and therefore has always the potential to fluctuate in terms of delivery.



### Average Scores before and after Talk Boost KS1 for 16 out of 41 children who completed the programme



Children having a score of 3 and under will need further assessment and may well need specialist support.

Children with a score of 4–12 would benefit from *Talk Boost KS1*.

Children having a score of 13–15 don't need additional support, just universal good practice to support language and communication.

**Incredible Years** – is one of the 3 programmes delivered through the Social Investment Fund (Sept 2015 – June 2018). Incredible Years is a series of parenting programmes that provides support for parents to help their children manage their emotions; reduce behaviour problems and increase problem solving skills.

**Why is it important?**

There is a wealth of evidence on the critical role that parenting has in a child's social, emotional and physical development, determining behaviour and outcomes, both long and short-term. A supportive home environment and strong parenting skills have been proven to have a positive influence across a range of outcomes. Ensuring children are ready to learn when they enter the education system is a priority for Early Intervention Lisburn and ensuring parents have the right strategies to support their children through this journey.

**How much did Barnardos do to deliver the Incredible Years programme?**

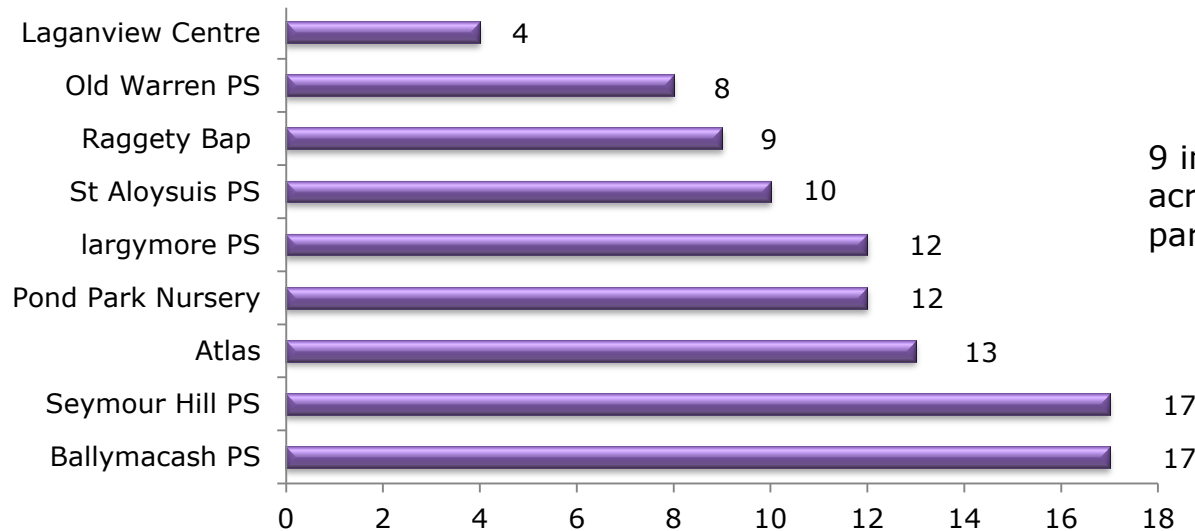


Barnardos are delivering and supporting the delivery of incredible year's programmes in Lisburn through the Social Investment Fund. This contract commenced in January 2016 and will complete in June 2018. With delivery to date it is perceived that Barnardos will over achieve on the set target.

Contract target – 384 parents will participate in an incredible years programme 2016/18.

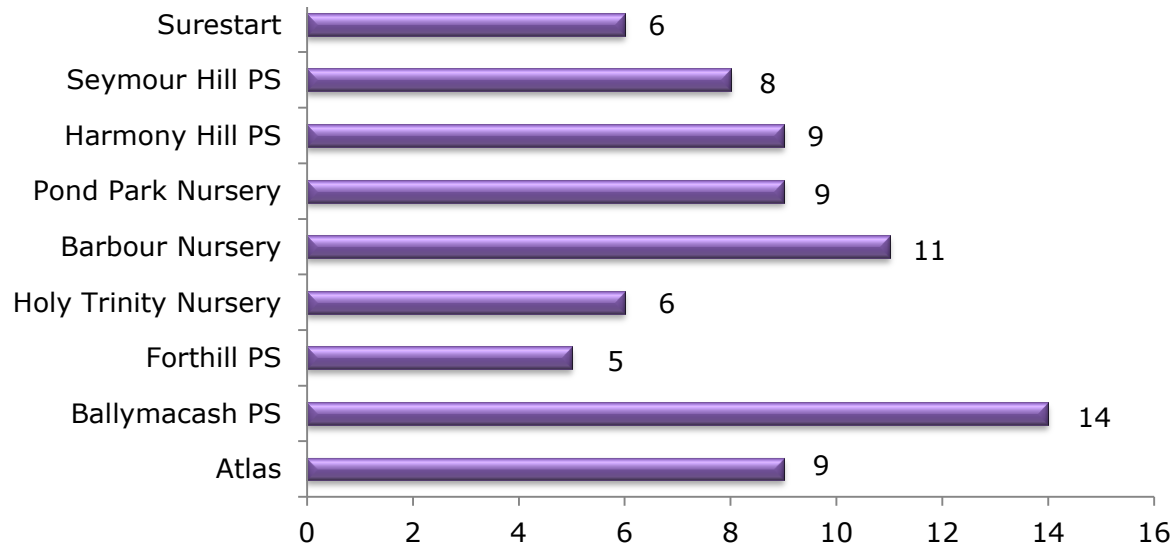
## How much did Barnardos do to deliver the Incredible Years Programme

### No. of parents attending Incredible Years awareness sessions



9 information sessions were held across Lisburn with a total of 102 parents attended.

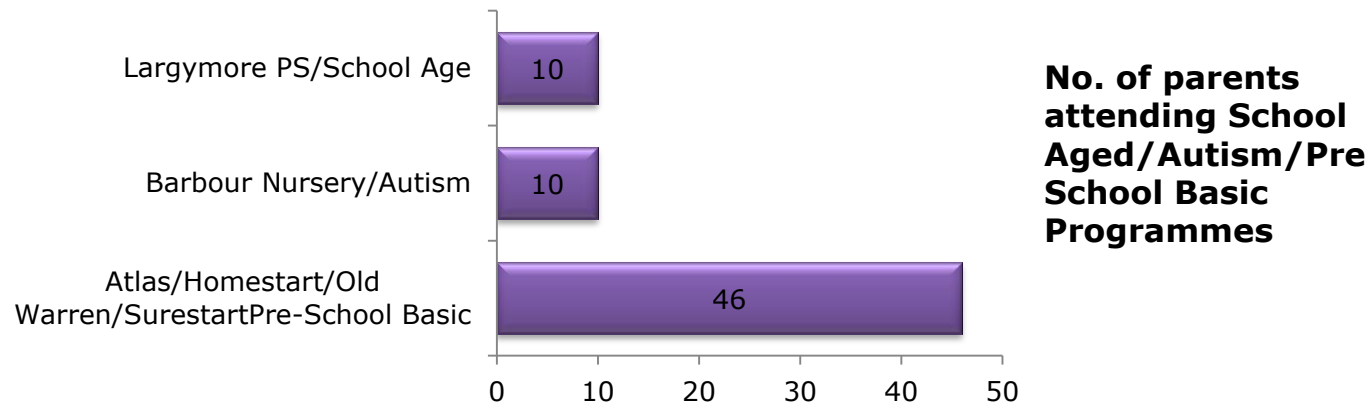
### No. of parents who participated in the School Readiness Incredible Years Programmes



There is a strong partnership approach by all relevant community/voluntary and statutory partners to deliver the incredible years programmes. Barnardos supported all of these programmes either through co-delivery, coaching, and administration.

10 school readiness (5 week) programmes were delivered with a total of 77 parents participating (with children 3-6 years old), 72% of parents completed.

## How much did Barnardos do to deliver the Incredible Years Programme



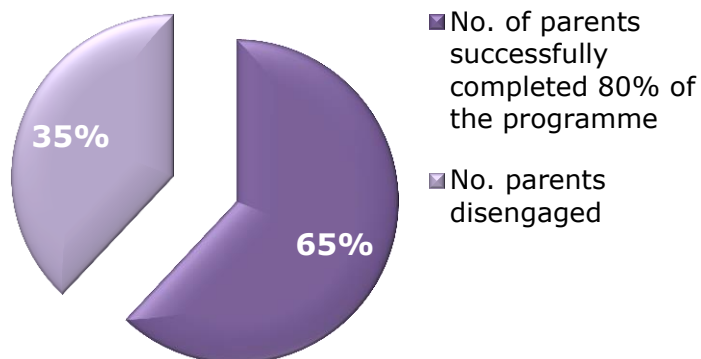
6 further programmes were delivered to 66 parents in 2017/18:

1 – Largymore PS delivered a 14 week School Aged programme for parents of children 6-12 years old.

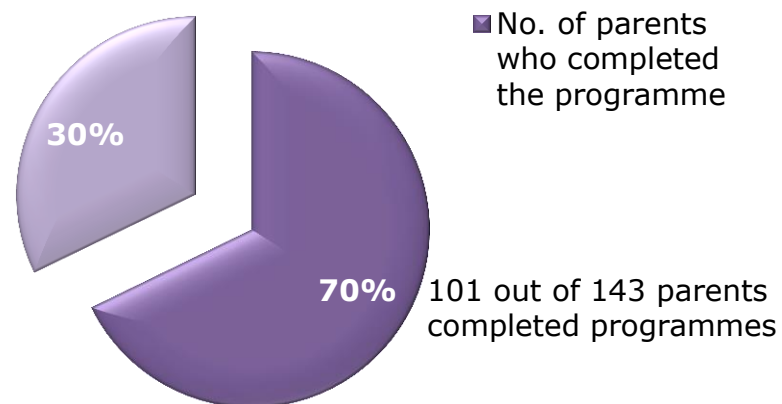
2 – Barnardos delivered a 16 week Autism Spectrum & Language Delay for parents with children 2-5 years old.

3 – 4 Pre School Basic Parenting 14 week programmes were delivered by Atlas, Homestart delivered 3 and Old Warren/Sure start delivered 1 - 14 week Pre School Basic Parenting programme for parents with children 3-6 years old.

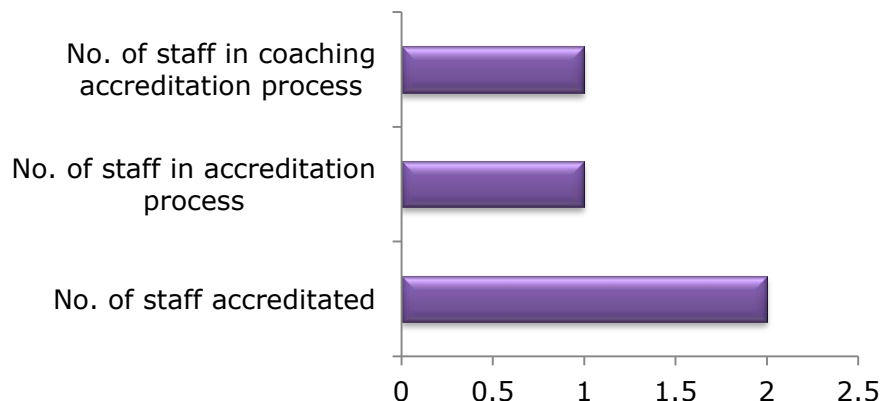
## How well did Barnardos do to deliver the Incredible Years programme?



88 out of 143 parents successfully completed 80% of the programmes.



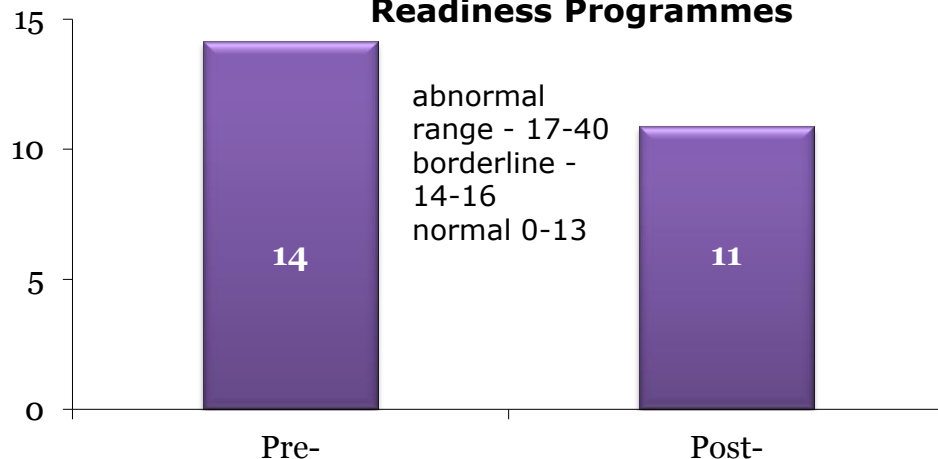
The 2 charts above differ because in some programmes people 'finished' the programme by attending on the last week and completing end of programme evaluations and measures but may not have achieved 80% attendance throughout the whole programme.



The accreditation process maximizes the quality of the group leader performance and program delivery fidelity. Prior to the Social Investment Fund 2015 no group leaders in Lisburn were accredited.

## Is Anyone Better Off?

**Mean Total Difficulties Score – School Readiness Programmes**



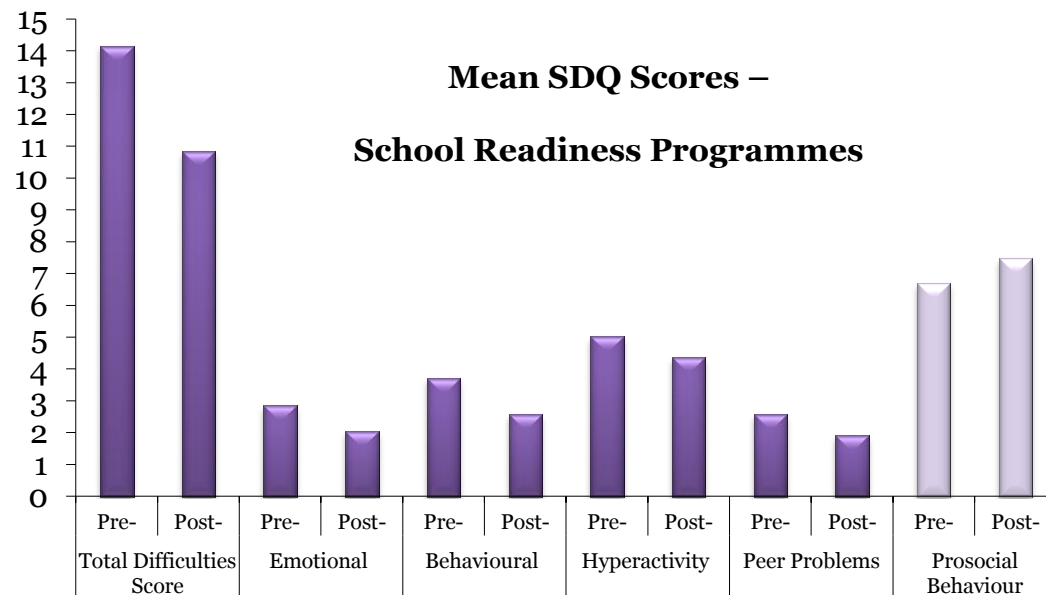
Based on 56 parents completing 10 School Readiness programmes.

The Strength and Difficulties (SDQ) questionnaire is completed by parents/carers and measures 4 different areas of difficulties that they have identified for their child and measure pro social behaviours:

- 1) Emotional symptoms (5 items)
- 2) Conduct problems (5 items)
- 3) Hyperactivity/inattention (5 items)
- 4) Peer relationship problems (5 items)
- 5) Pro social behaviour

**Mean SDQ Scores –**

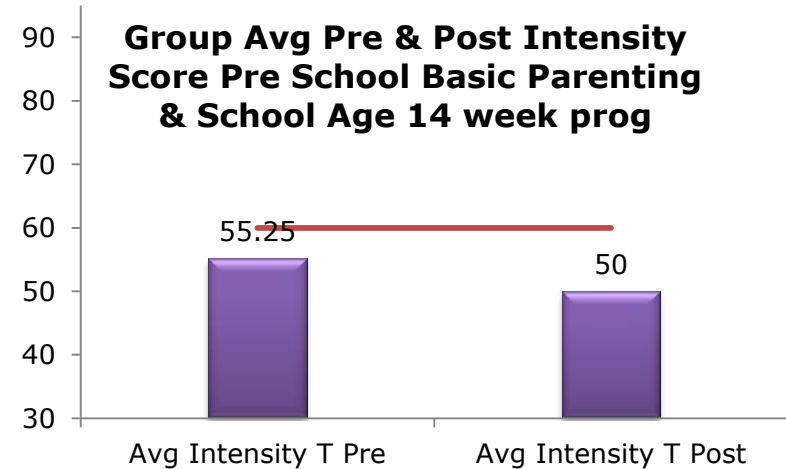
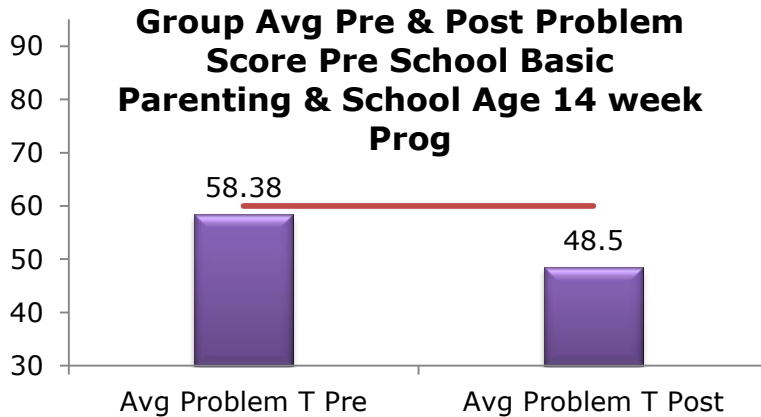
**School Readiness Programmes**



1 to 4 are added together to generate a total difficulties score (based on 20 items)

Overall, the use of the SDQ has shown that parents reported a reduction in their view of the difficulties. The SDQ has also shown an increase in pro social behaviours.

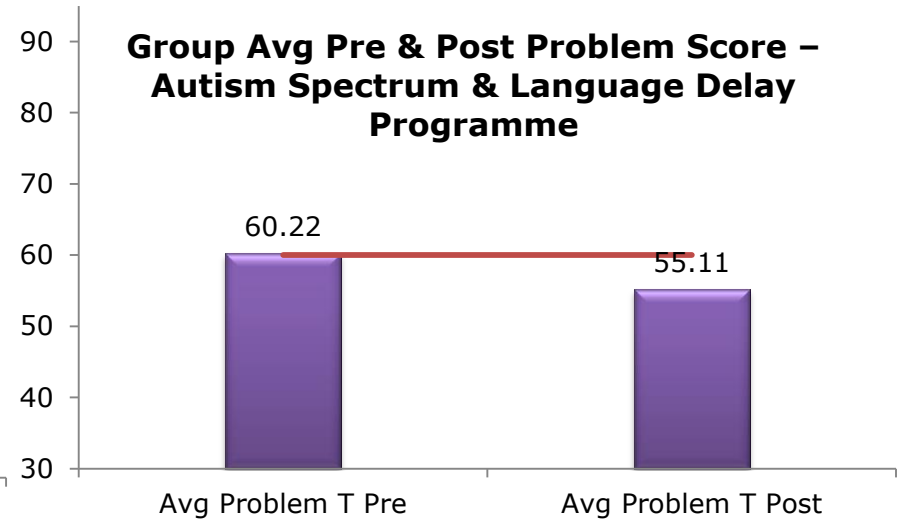
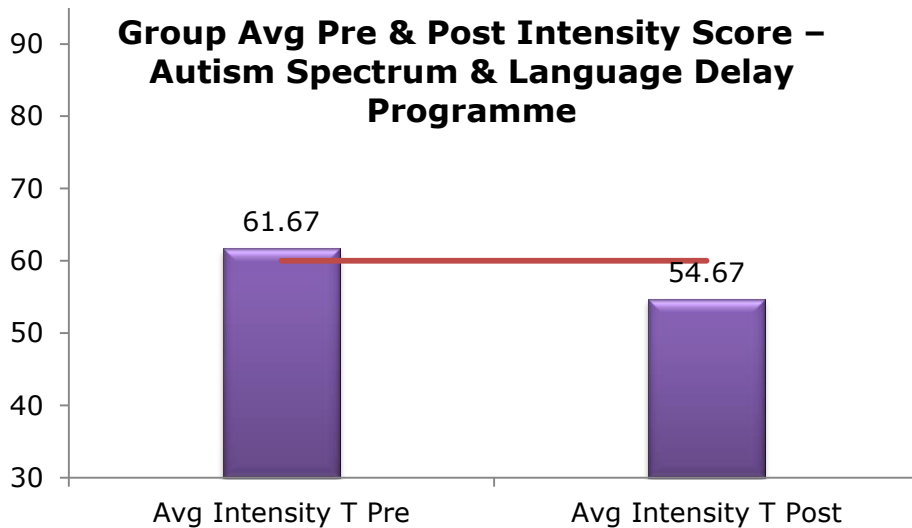
## Is Anyone Better Off?



The use of the Eyberg Child Behaviour Inventory has shown that parents reported a reduction in their view of the frequency of problem behaviours and the extent to which these caused a problem. Parents showed a decrease in problem and intensity scores and this suggests that they were more aware of behaviours and the extent to which they were managing them.

Both diagrams show comparison of pre and post intensity & problem scores using Eyberg Scale based on 37 out of 56 parents completing the Pre School Basic Parenting & the School Age 14 week programme.

## Is Anyone Better Off?

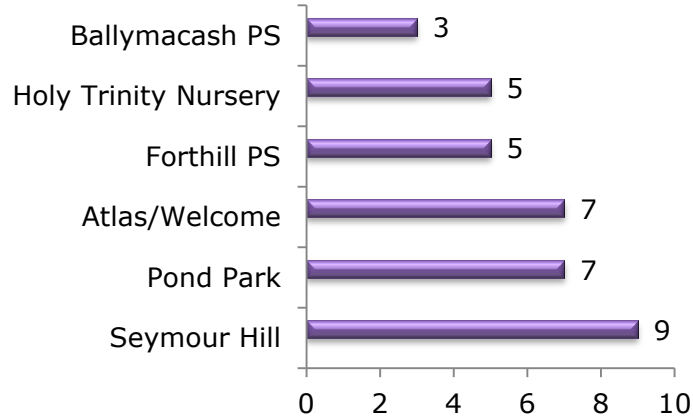


It is important to note that even though parents focused on one child for the purposes of this evidence based course, 9 additional children (siblings) were, will be directly affected by the positive parenting journey parents embarked on. Two of the older siblings also have a diagnosis of ASD and parents reported the parenting techniques presented during the Programme to be helpful for these children too.

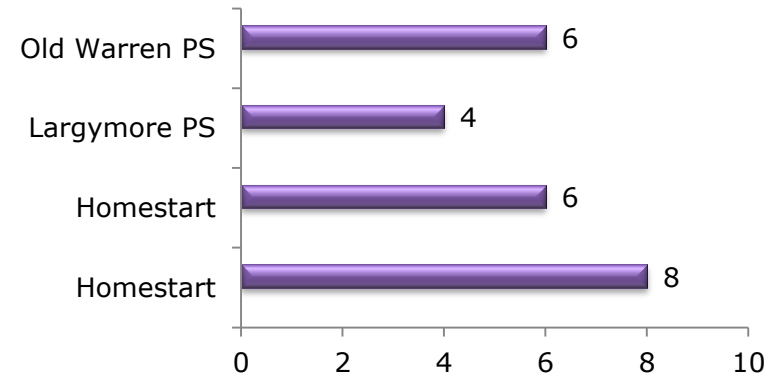
Both diagrams show comparison of pre and post intensity & problem scores using Eyberg Scale based on 8 out of 10 parents completing the Autism Spectrum & Language Delay 14 week programme.



## How much did Atlas do to provide crèche support the delivery of the Incredible Years Programme



Atlas provided crèche support to 7 School Readiness 5 week programmes for a total of 36 children.



Atlas provided crèche support for 4 Pre School Basic Parenting 14 week programmes.

## How well did Atlas do to provide crèche support the delivery of the Incredible Years Programme?

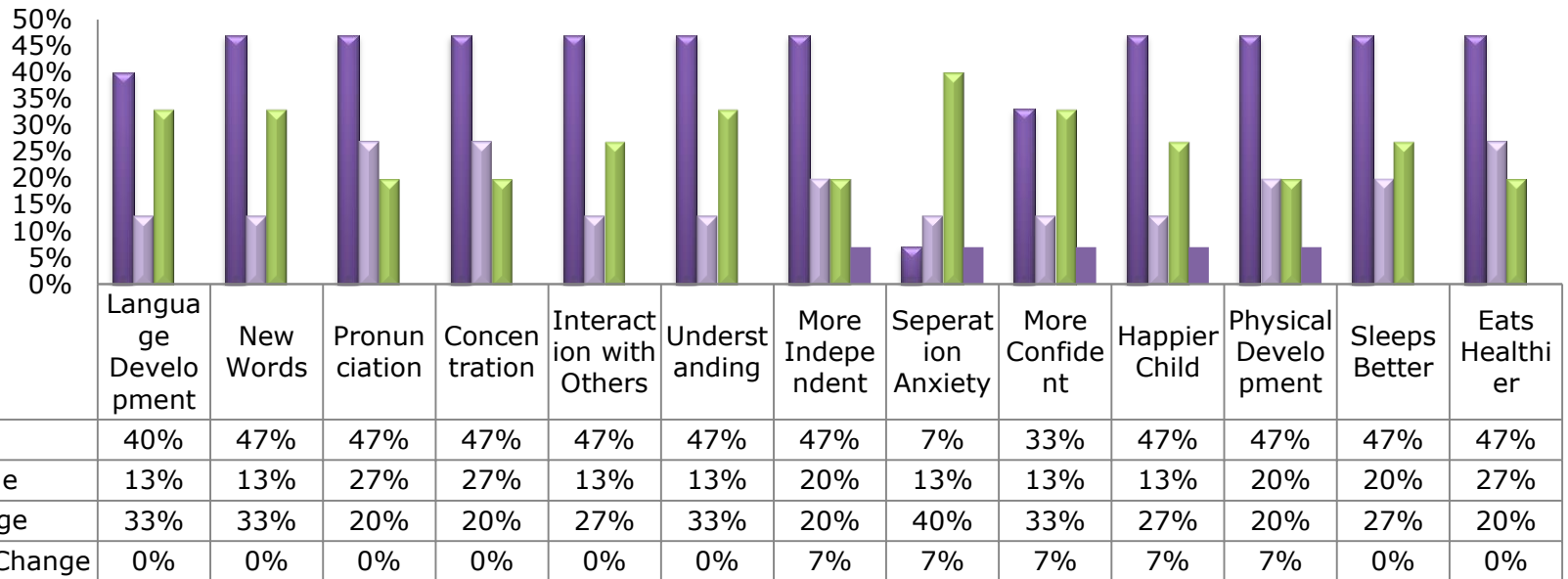
100% risk assessments carried out in all external organisations premises.

All Atlas crèche workers received a coaching session on the incredible years strategies so that they would reflect the information given to parents each week with the children

Atlas provided crèche support to 11 Incredible Years parenting programmes for a total of 66 children

## Is Anyone Better Off?

### How creche has promoted childcare & development

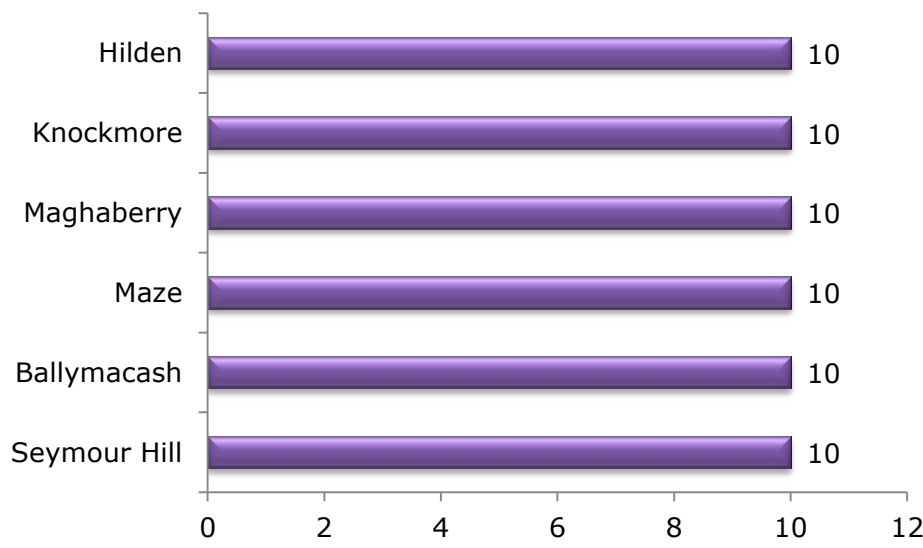


**2 Rhymes by 2** – is a programme that encourages parents to communicate with their child from an early start in. Parents are supported and encouraged to sing rhymes to their children during pregnancy and following birth which promotes a secure attachment resulting in parents being more responsive to their child’s communication and the child in return is more ready to learn.

**Why is it important:**

The Best for Every Child report 2012 highlighted 74% of young people leaving post primary in Lisburn didn’t achieve 5+ GCSE’s (including English & Maths). In 2013 a speech & language prevalence study carried out in all Early Intervention Lisburn Primary Schools which showed that 32% of children entering Primary One in Lisburn had a mild to moderate speech & language delay. Research indicates that a child’s vocabulary skills at age 5 are a strong predictor of their employment status at age 34. Resolving speech and language difficulties by age 6 results in a better outcome for the child.

**How much did Barnardos do to deliver the 2 Rhymes by 2 message?**



6 Barnardos Parenting & Infant programmes running across Lisburn

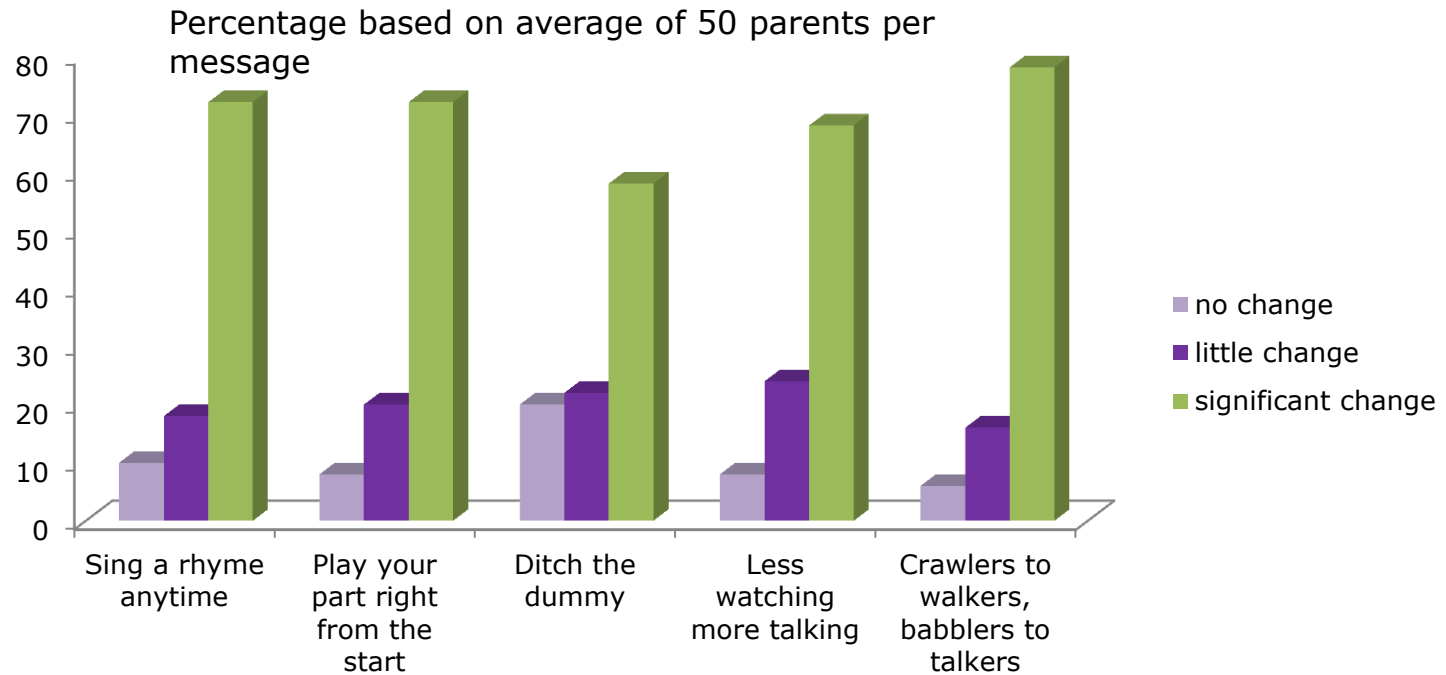
60 parents have participated in the 2 Rhymes by 2 initiative

**How well did Barnardos do to deliver the 2 Rhymes by 2 message?**

2 Rhymes by 2 will be delivered throughout the academic year (Sept – June).

62% of the messages have been delivered by March 2018 in all 6 programmes across the Lisburn area.

## Is Anyone Better Off?



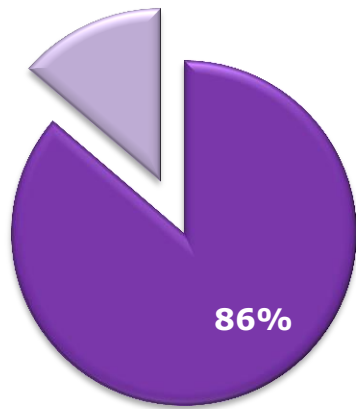
The table above highlights the level of change as reported by the parents.

**Partnership with Parents** – One of the 3 programmes delivered through the Social Investment Fund. It is a home based parenting programme aimed at increasing parents' ability to parent effectively and strengthen the parent-child relationship through any one of the 6 support packages called 'plug ins' consisting of: Parent Child Relationship, Behaviour, Social Development, Routines, Education, Physical Development)

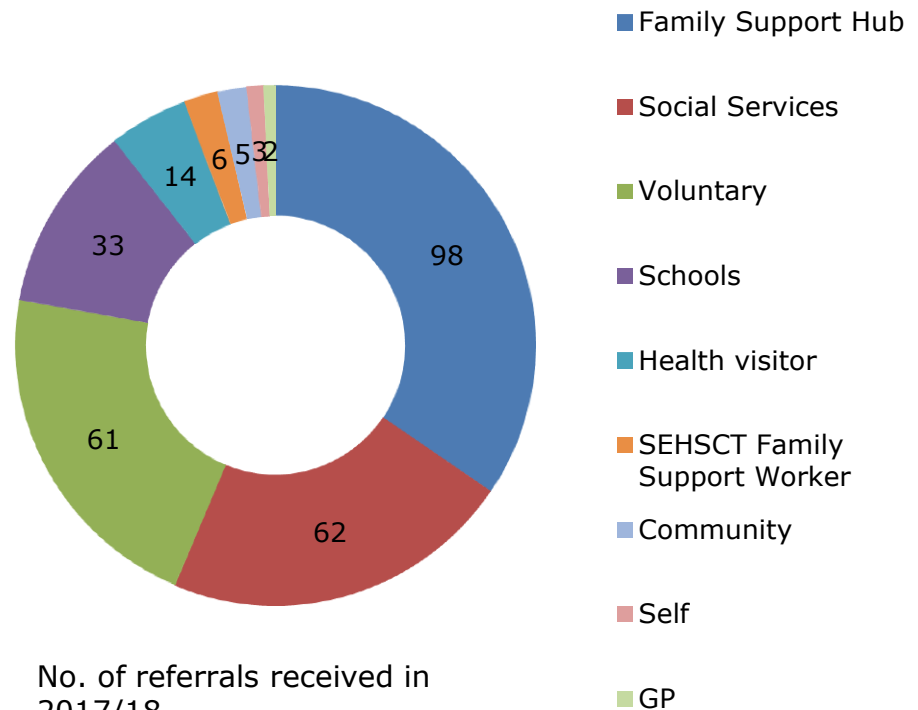
### Why is it important?

Engaging parents to encourage participation in parenting programmes is challenging. This programme reaches out to those parents/carers who value a home based approach. Home based parenting support eliminates barriers for families who don't have good child care options or who have trouble with transport or don't wish to engage in group activities. It gives the practitioner the opportunity to witness how the family is managing and to offer appropriate interventions.

### How much did Bryson/YMCA do to deliver the Partnership with Parents Programme?

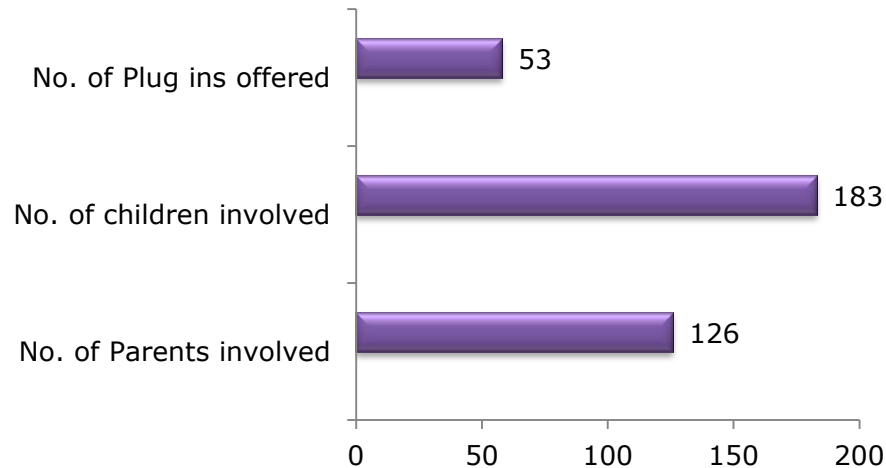


Contract target of 401 parents from 2015-2018 , Bryson and the YMCA have achieved 86% of the target to date. Contract ends in June 2018.



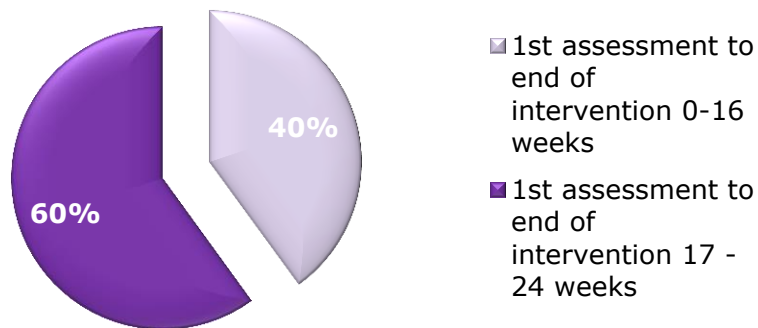
No. of referrals received in 2017/18

## How much did Bryson/YMCA do to deliver the Partnership with Parents Programme?



Plug ins range from 6 weeks to 14 weeks depending on need. Majority of parents required the longer intervention of 14 weeks.

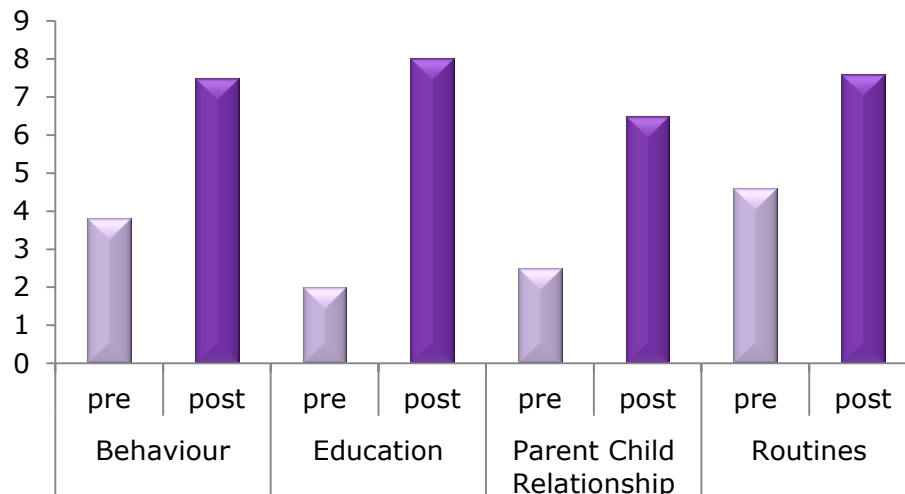
## How well did Bryson/YMCA do to deliver the Partnership with Parents Programme?



Length of Plug ins range from 6 - 16 weeks, the longer Plug ins focused on behaviour and parent & child relationship were more popular with parents and due to a range of complex issues within families resulted in a large % lasting between 17 - 24 weeks

Based on 25 parents completing the programme

## Is Anyone Better Off?



Incomplete data set: This is based on 25 out of 53 parents completing the wheel assessment (*Bryson information only, YMCA still to submit info*). The assessment wheel is not an evidenced based tool but is used with parents from the initial assessment, mid-point and on completion to track changes.

PwP was v helpful and it made a difference in the relationship with my son, but also in his behaviour.

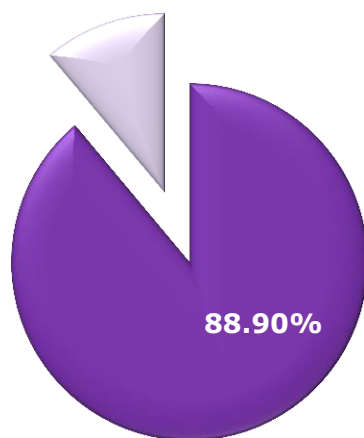
A mum was finding life very difficult due to her own mental health struggles, and how challenging she was finding it to connect with her daughter. Her daughter had lived with her dad in England for 7 years, then when her dad died, was brought to her mums as a teenager. They had not seen each other for years and had not had meaningful contact. Rebuilding the relationship was proving to be a big challenge. Throughout the plug in, the mum was able to implement strategies such as praising her child, touching / hugging her child encouragingly, developing positive routines for her child, encouraging her child's school engagement and trying to spend quality time with her child regularly. Mum described PwP as "the highlight of my week" explaining that "I feel supported. I know that I am getting some things right and this is a chance for me to vent and talk things out too."

**Mentoring for Achievement** – is a school based programme that supports students who are at risk of academic failure and leaving school early. Mentors provide support for up to two years to help the student engage better at school.

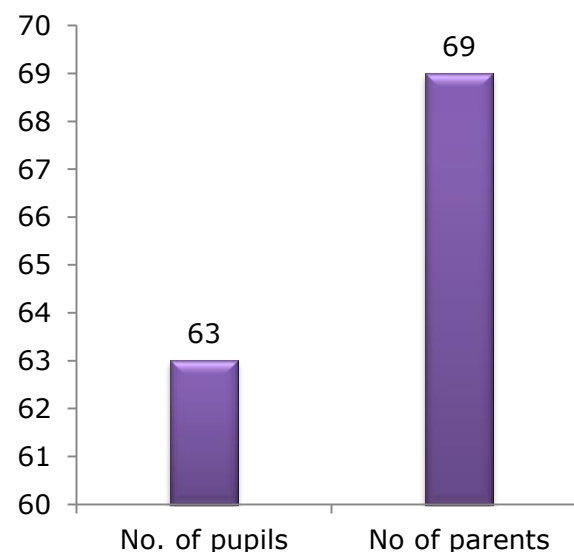
**Why is it important?**

The evaluations of this evidenced based programme have shown improvement in academic achievement and attendance for young people in school. There have also been improvements in social skills development, classroom behaviour, transition and the positive relationship that develops between the mentor and the child.

**How much did the YMCA /Resurgam Trust do to deliver the Mentoring for Achievement Programme?**

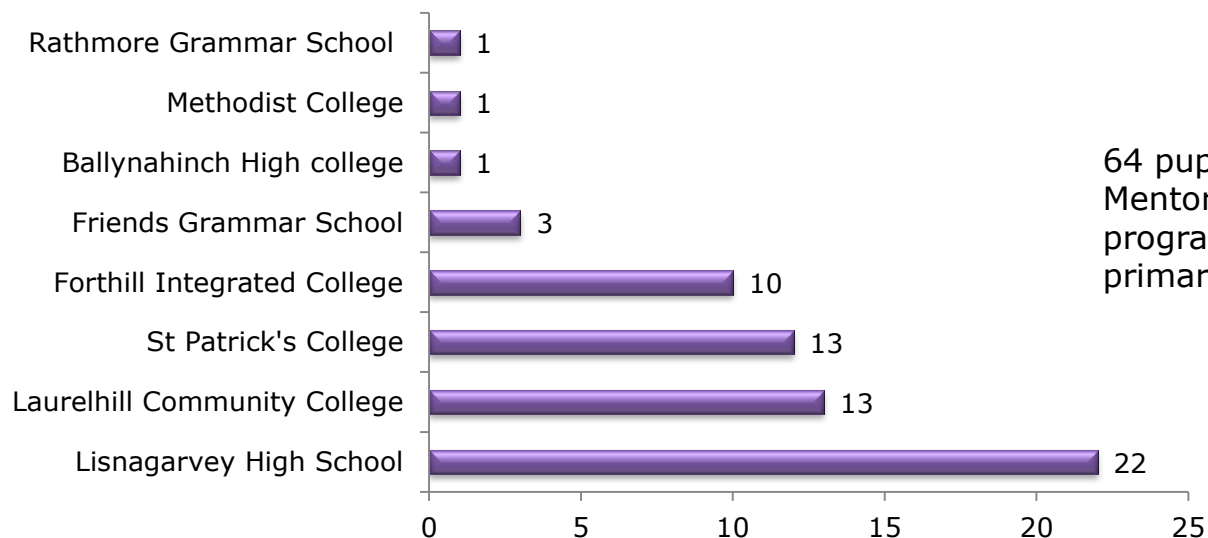


% of contract target achieved from 2015-2018. *The shortfall in target is due to fewer teachers delivering the programme than anticipated.*



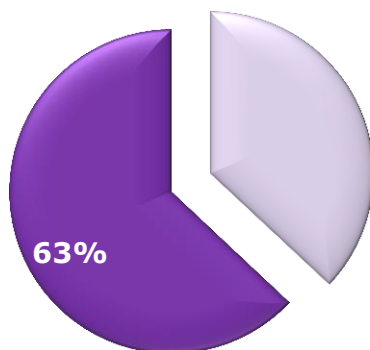


## How much did the YMCA /Resurgam Trust do to deliver the Mentoring for Achievement Programme?



64 pupils are involved in the Mentoring for Achievement programme across 8 post primary schools.

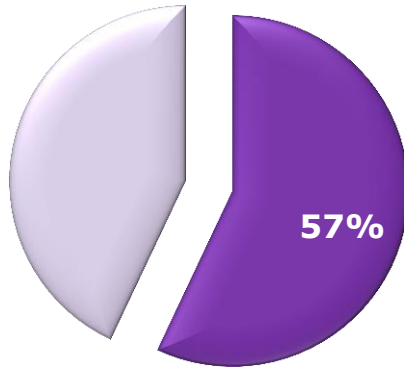
## How well did the YMCA/Resurgam Trust do to deliver the Mentoring for Achievement Programme?



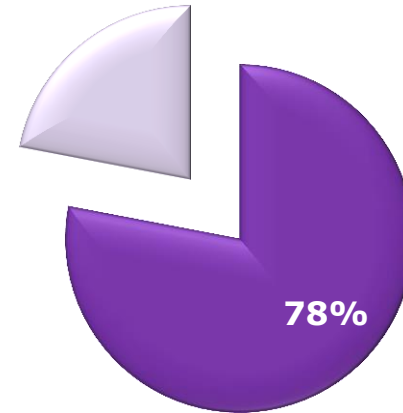
Out of a potential 927 mentoring sessions there was a 63% attendance by pupils.

## Is Anyone Better Off?

Out of the 52 young people 57% showed an increase in attendance at school.

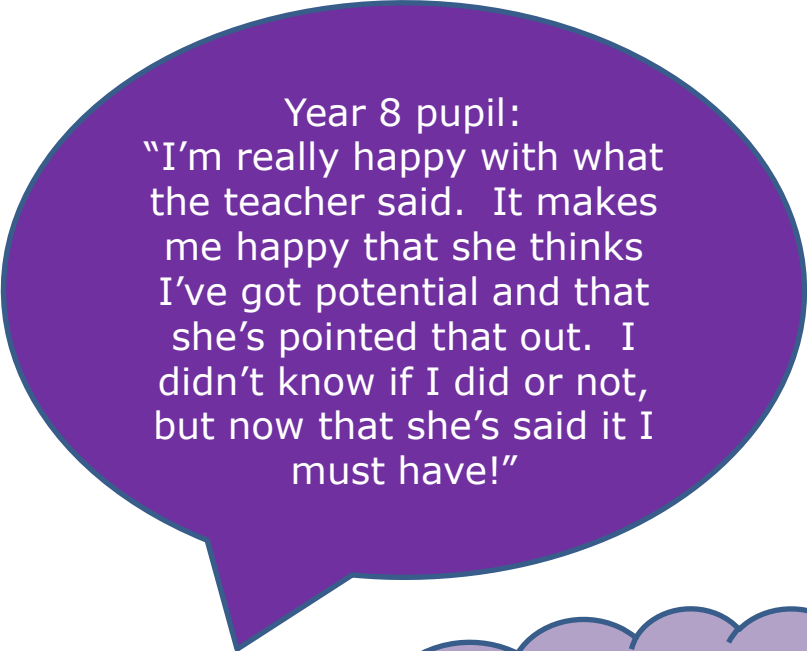


Out of 52 young people 78% showed an improvement in punctuality in school.

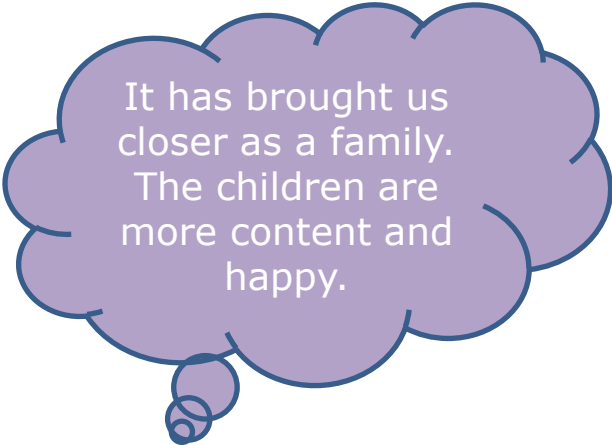


**Improved attendance & punctuality are based on teacher feedback on 52 pupils. (This excludes 12 pupils mentored by teachers as they are not inputting their data)**

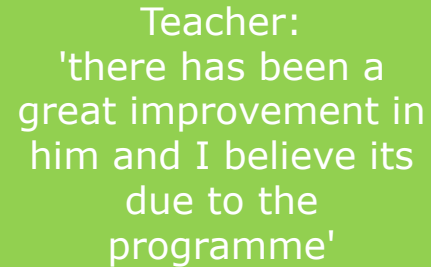
## Feedback



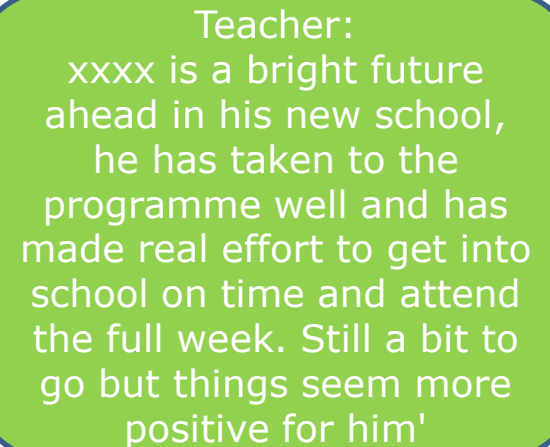
Year 8 pupil:  
"I'm really happy with what the teacher said. It makes me happy that she thinks I've got potential and that she's pointed that out. I didn't know if I did or not, but now that she's said it I must have!"



It has brought us closer as a family. The children are more content and happy.



Teacher:  
'there has been a great improvement in him and I believe its due to the programme'



Teacher:  
xxxx is a bright future ahead in his new school, he has taken to the programme well and has made real effort to get into school on time and attend the full week. Still a bit to go but things seem more positive for him'