

# An Evaluation of The Wiltshire School Start Service 2004-2005

**By Rachel Dowling**  
**Barnardo's Research and Development Section**

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## Summary of Findings

- **School Start helped to improve the behaviour of children within the home.**
- **School Start helped parents to manage their child's behaviour and to feel confident in their ability to manage their child's behaviour.**
- **The individual needs of the child and family were considered when working to support the child.**
- **School Start helped children to settle into school.**
- **Parents were very satisfied with the service and would recommend the service to other parents**
- **A validated measure of children's behaviour supported the parental evidence that the behaviour of children had improved.**

## Section 1: Introduction

### 1.1 Brief description of the service and its history

Barnardo's co-ordinates the School Start Service on behalf of Wiltshire's Children & Education Department. The purpose of the service is to help young children who may be experiencing social, emotional and behavioural difficulties to have a good start to their educational career and settle well into school. The Service has been running in Wiltshire since 1996 with staff based in Trowbridge, Calne and Salisbury. An independent evaluation was carried out in 1997 and it was found to be a very effective service. Since then the service has expanded to cover the whole of the county. School Start workers are based in a variety of settings from family centres to schools and Local Education Teams. The workers, at the time of the evaluation were all female and have experience from a variety of backgrounds from being mothers to NNEB (Nursery Nursing) and PPA trained. They have also been committed to personal development for example; a number of of the workers were enrolled on NVQ level three courses in Early Years Care and Education.

### 1.2 Services offered by School Start

- The service offers focussed input of up to three blocks of six sessions of direct work to children referred to them. The referrals come from a variety of sources including parents, Health Visitors, pre-school settings and schools. Referrals are accepted in the two terms before the children start school and during their first term in Reception class.

- Individual programmes with children are carried out at home, pre-school and school settings with goals that have been agreed with parents. Reviews are carried out after each block of sessions with a final evaluation at the end of the planned work. Information and resources are provided for parents/carers on behaviour strategies and play e.g. play packs. Sometimes the involvement is quite short - for example, giving parents the particular help or advice they are looking for in just two or three visits.
- School Start workers frequently run parents groups such as Coping with Kids (West Wiltshire) and Handling Children's Behaviour (Calne) with health or family support colleagues.

### **1.3 Aims of the service**

The 2004 annual report states the specific aims of the service as being:

- That early, short term, focussed interventions have long-term benefits, which can be evidenced by research.
- That the service will build on child centred principles and practice and will be outcomes led.
- That partnership with parents and children, and multi-agency working are integral to the approach.
- That School Start will provide a consistent and accessible Service across the whole of Wiltshire.
- The School Start service will demonstrate its effectiveness and evidence value for money.

### **1.4 Aims of the evaluation**

This evaluation will appraise the service by:

- a) Tracking the children throughout the School Start intervention.
- b) Using validated instruments to measure emotional or behavioural changes.
- c) Analysing the above aims of the service.

### **1.5 Target Population**

We have been following the careers of children who were accepted for the School Start service during the spring and summer terms, 2004. These children entered a reception class in September 2004. Children may also be referred to School Start when they have entered

reception classes but these children were not included in this study. We are aiming to gain a comprehensive picture of the children and their behaviour from the point of referral to the end of the intervention.

## 1.6 Methodology Timeline

- **Spring 2004** Referrals were made to the School Start service and baseline information was taken by School Start staff in the form of a parent/carer version of the Goodman's Strengths and Difficulties questionnaire (SDQ). The SDQ is a brief behavioural screening questionnaire, which asks about both positive and negative attributes. (A copy of the questionnaire is available in the appendix).
- **Summer 2004** School Start staff drew up a list of parents who were willing to take part in the evaluation. Barnardo's Research and Development staff then conducted face-to-face, semi-structured interviews with sixteen\* parents during the summer term, within their homes. These took place at early but varying stages of intervention and were designed to establish parent's perceptions of their child's behaviour and if any positive changes had already taken place.
- **September 2004** The children started school
- **January/February 2005** Telephone interviews with parents were completed at the beginning of the second term at school when any involvement by School Start had ended. These were designed to establish if any positive changes in behaviour were maintained and to ascertain whether, from the parent's perspective, the children had settled well into school. (Copies of the interview schedules are available in the appendix). Another SDQ was completed by parents upon completion of School Start.
- **February 2005** The relevant teachers completed a second SDQ to further establish any changes in the children's behaviour.

## 1.7 Context of the work

The government green paper Every Child Matters (1) emphasised the need for early intervention for children who require extra support. The summary states '*the key is to ensure children receive services at the first onset of problems and to prevent any children slipping through the net*'. Wiltshire's School Start service provides such early intervention to children and parents experiencing difficulties immediately prior to and when starting school. Settling in well to school is important as problems which are not addressed as children start school may persist, affecting children's future social relationships and academic work. Evidence suggests that children who display early conduct problems such as aggression are more likely to engage in substance misuse, delinquency and violence in adolescence. This risk is increased if the child has not bonded well at school, which is defined as feeling confident in both schoolwork and in forming social networks (4).

It is not within the scope of this evaluation to assess the longer-term effects of School Start early intervention. Some pre-school interventions have, however been subject to extended evaluation with some impressive results. The Head Start programme began in America in 1964. Head Start was a child-focused programme and had the overall goal of increasing the school readiness of young children in low-income families. It was a programme of greater intensity than the individual working of School Start but with similar aims. A 17 year follow-up study took place of 622 young adults aged 22, who were born in poverty and did or did not attend Head Start as young children (77% of the original sample). The research showed that those who participated achieved greater school success than those who did not, indicating the long-term effects of early intervention (2). Evaluations have also found positive long term impacts on children's social development for example reduced rates of delinquency and criminal behaviour continuing into early adulthood (3)(4). A recent review of pre-school intervention found that central to programs success was the strength of the parent-teacher-school-counsellor network (4). This led to the parents and teachers feeling more supported in their efforts and resulted in greater success. This evaluation found that the School Start service aims to work toward a model of collaboration between themselves, the class teachers, the school and the parent and the child.

## **Section 2: Parent's Perspectives**

### **Background information**

Twelve out of sixteen (75%) of referrals were from nurseries or playgroups. The remaining referrals came from Health Visitors. There were different reasons for referral. Some children were isolating themselves, particularly at playgroup. Other children were particularly boisterous and sometimes aggressive. The remaining referrals were due to delays in development, such as speech delay. Interestingly, there was an obvious gender difference between referrals, which generally conformed to traditional gender stereotype. The girls were the ones who were described as 'quiet' and 'shy' whilst the boys were those who were 'lively' and 'naughty'. Only one person felt unsure of the necessity of the intervention upon referral to School Start by the pre-school.

Most children were from two parent families (thirteen children) and of those parents who were lone parents two had become so within recent months. These parents felt that the separation from their father may have been a contributory factor to their child's behavioural difficulties. The other lone parent was a lone father.

### **Parents did not experience being placed on a waiting list**

All parents had experienced a very rapid response upon referral and none of the parents had experienced being on a waiting list for a service. Some of the parents had been referred too early, when their child was too young to meet the referral criteria. Those parents had been informed of this situation and were promptly reassessed when their child had turned four.

## **Workers had established positive relationships with each child within a short space of time.**

The initial interviews took place when some children had had a limited number of sessions with a School Start worker yet all parents felt that the workers had developed good relationships with the children. They described how their children looked forward to their visits and enjoyed the games which were being played with them. One parent told us. *'She is ever so friendly, he really enjoys her visits when she comes. He gets excited when she visits'*. The sessions were enjoyable for the children, yet educational. One parent told us *'She is progressing without realising what she is doing'*.

## **Parents were generally very positive about the School Start workers**

Upon referral some parents described being apprehensive about School Start intervention whilst others felt grateful for the fact that there was any kind of help being offered to them. *'I thought this was important, it might help to prevent another exclusion which I didn't feel I could cope with.'* Despite their initial concern parents had generally developed good relationships with the School Start workers and most attributed the success of the intervention to their individual worker. They felt that they were not judged or blamed by the workers for experiencing difficulties with their children. *'I have a good relationship with [worker]. She doesn't say you are doing this or that wrong. She gets on well with [child] and she isn't patronising'*. Another parent said *'I feel humbled and honoured that I had the opportunity to speak to someone with no personal axe to grind.'*

Only one parent had experienced difficulties with her individual worker due to a disagreement around the handling of a particular situation. This had been resolved and the worker had continued to work with the child.

## **The work was based upon the individual needs of the child and family**

Children experienced different types of problems, from aggressive behaviour to being withdrawn in the pre-school setting. The School Start team seemed to respond to the needs of the individual child and family, for example;

Daniel was described by his mother, Julie as quite violent at both play-group and at home and would not *'do as he is told.'* The School Start worker visited at home and at play group. She has given Julie different behavioural techniques to help her manage his behaviour such as 'time out' and 'star charts'. Julie described Daniel as *'a lot happier'*. She developed a better relationship with the nursery school and the teacher told her *'on Wednesday he was a real pleasure to have'*. When he started school Daniel enjoyed it and was flourishing with the support of the School Start worker.

Stephen had difficulties with speech and before he started play school he spoke very few words. He was getting very frustrated at being unable to communicate. Stephen really enjoyed visits from his School Start worker and she has helped him to pronounce words. She has given his parents homework to do with Stephen to help him in between visits. Stephen's speech and confidence have greatly improved. He now volunteers to stand up in front of the whole class at 'news time'. His mother feels very positive about School Start and its impact upon the family. *I've gained as he's gained. Some of his speech wasn't great but it's 100% improved*. Stephen is now enjoying school and his mother said *'even on his first day – he was so confident – he already knew [school start worker] and she made a fuss of him'*.

Thomas had been excluded from one play school due to his aggressive behaviour. When he started with a new playgroup it was suggested that he should be referred to School Start. His mother, Amanda was concerned with his behaviour and was relieved to have some help. She said *'His behaviour with the other children – that's what I [am] worried about more than anything – he's the only one we've got at home so he's been thoroughly spoilt and used to getting his own way.'* During our first interview she told us *'[School Start Worker] has given me lots of ideas and things – she's really good with him – I find I have a lot more patience now – I talk to him more'*. The School Start worker helped Amanda to feel like she was in control and gave her support and ideas for managing Thomas's lively behaviour. Since starting school Thomas has thrived. Amanda said *'He likes going in the play house in school and before if he couldn't go in there he'd throw a paddy but now he waits his turn. He seems to have improved in that way – he doesn't think twice about sharing. He's always coming home with stickers saying "good behaviour"'*. She feels that School Start support for both her and her son has been integral to Thomas's success.

The School Start workers, in discussion with parents, established whether there was a need to continue supporting the children when they started school. Two of the children did not have any continuing input when they started school. Six children had School Start input until the end of the first term. Five children had no intervention after the October half-term and two parents felt that their children continued to have input – as the School Start worker was still based in the same classroom. As all of the parents were pleased with the successful transition their children had made in starting school it appears such judgements concerning the individual children's needs were well formed.

## **School Start helped parents to feel their child's problems were 'normal'.**

Some parents had been very worried about their child's behaviour and it had been suggested to them that their child would not be eligible to start school with their peers, by pre-school staff. The School Start workers had helped parents to realise that their problems were not insurmountable and they began to feel more positively toward their child and their future. *'I've got more confidence in him - someone is telling me he is OK - I don't look at him like he is the devil'*

Tom was referred to School Start because of developmental delay and behavioural difficulties such as problems with attention. His mother, Jane was very concerned about whether Tom would cope with attending a mainstream school. The School Start worker assured her that lots of children like Tom attended mainstream schools. Jane felt that her relationship with Tom had improved because School Start has helped her to 'normalise' Tom's problems and she had become more patient with him. Tom's attention span and behaviour consequently improved.

## **Parents were generally satisfied with the amount of time allocated by School Start**

Parents were generally happy with the amount of time allocated to them although four felt they would have liked more, particularly initially. Parents understood why they could not spend more time with their School Start worker. One parent said *'They are very busy but they have left a phone number so I can phone them up anytime.'* Another parent told us *'We've been really lucky to get on the scheme - we've heard that they have to turn a lot of people away!'*

## **Parents felt their children experienced fewer problems at home as a result of School Start**

Parents generally felt their children's behaviour had improved during the period of School Start intervention. One parent told us *'His behaviour at home is much better – he doesn't tantrum any more – he is less angry.'* Parents were on the whole very pleased with the work School Start had completed with their children and had seen positive results. Only one parent felt their child's behaviour had remained the same.

Some parents attributed the change in their child's behaviour as entirely due to School Start intervention but mostly parents recognised that other factors played a role. Other professionals were also involved with some of the children, such as SENCOs and speech therapists. One parent said *'I'm not sure about whether the changes are due to School Start; it's probably a bit of everyone - a team effort.'*

Only three parents, at the initial interview, felt that their relationship with their child had changed due to School Start. Most parents felt that they already had a healthy relationship. Where there were changes, parents felt that their attitude toward their child had changed as their behaviour had improved. One parent said their relationship was *'pretty much the same, however there is less*

*conflict, less telling off and more cuddles*'. This improvement in relationships had been sustained when they were questioned again at the end of intervention. Half of the parents at the first round of interviews felt there had already been a positive change in their child's emotional state and this change appeared to have continued at follow-up. The majority of the other half felt that no change was needed. One parent felt that their child's emotional state had been not as good since the intervention.

### **Reduction of anxiety of parents regarding starting school**

In the first round of interviews some parents told us that they were more confident about their child starting school and of being successful at school due to the School Start workers help both at home and in preparation for school.

Parents were also appreciative that School Start workers had accompanied their child to taster days at the school and were very relieved to have received positive feedback. One child had been given a book of photographs taken when he went to visit the school. This was a technique used to help him remember things about his new school and was used to stimulate conversations around starting a new school.

### **Parents felt that their children had settled well into school**

All parents felt that their children had settled into school well. They felt happy and relieved by this positive situation. Parents assessed this by observing their child's mood and behaviour when going to and returning home from school. When asked how she knew her child was happy at school one parent told us *'He comes home happy everyday, he talks about what he has done everyday*'. Most had also been in contact with teachers, some in the format of parents' evenings and had received positive feedback. All of the parents felt that School Start had contributed to their child's success in settling into school. One parent said *'I think undoubtedly it has helped him settle into school. We have seen a big improvement in his behaviour*'. One parent told us that her child had been helped to settle into school by School Start but he was still experiencing difficulties. These problems were no longer behavioural. She described him as continuing to struggle with academic work. She was concerned that as School Start had ended, her son would no longer receive any support. She understood that the School Start service was time limited but felt that her son needed continual assistance and there didn't appear to be anyone to provide this.

### **Parents were confident that the positive changes in their child's behaviour would be maintained**

All of the parents were optimistic that any positive changes in their child's behaviour would be maintained. When asked this question one parent said *'yes I am sticking to the routine, things are much better*.' During the second interview parents were much more confident – having witnessed their children cope with starting school. Most recognised, however, that other factors could interrupt success, for example they recognised their own role in supporting their children. One

parent said *'I am very confident that they [positive behaviours] will be maintained because [School Start worker] has helped me to maintain his behaviour so I know that I will be able to manage in the future.'*

### **Parents generally had a positive relationship with the school**

Most parents (thirteen) felt that they had established a positive relationship with the school. Most however, felt that they could have formed this without the involvement of School Start. Some felt that School Start had contributed to this relationship by highlighting the needs of their child to the school and class teacher. The teacher may consequently have had greater awareness of the parents' heightened anxiety and made a particular effort in feeding back to them. Only one parent felt that the teacher had treated her child differently due to his earlier behavioural difficulties and subsequent involvement with School Start. She felt that the teacher had labelled him as difficult and told us *'I think she has a bad attitude to [son] and I don't like the way she speaks to him'*. She also told us however, that her son had never complained about this and appeared to get on well with his class teacher. Another parent felt that they had a conflicted relationship with the school. This was not related to current issues but due to prior events, which occurred with older children who had also attended the school.

As School Start workers worked within the classroom they needed to be effective at working with the children alongside the teachers. It appears from parent comments, that they manage this situation successfully within both nurseries and reception classes. This constructive relationship between the schools and School Start workers must be fundamental to the success of the Service.

### **Parents were very satisfied with service they had received.**

All of the parents were satisfied with the service they had received from School Start. Thirteen described themselves as *'very satisfied'*. One parent said *'It's absolutely wonderful – extremely satisfied'* and another said *'It's been a lifesaver it really has'*.

All of the parents told us they would recommend the service to other parents. Five parents had already recommended it to friends.

### **Improvements parents would make to the service**

Most parents told us they would not make any improvements to the service. There were only a small number of concerns.

### ***Lack of support during the summer holidays***

Four parents were worried about the lack of support during the summer holidays in the initial interviews. They commented on how there was no support for them or their child within their local area and some were obviously struggling to cope alone. We spoke to parents at different

stages of the summer holidays. Some of those we spoke to towards the end of the holiday felt their child may have regressed due to the change in routine. When asked whether she felt confident the behavioural changes would be maintained one parent said *'No, I am not sure what will happen. His routines have changed in the holidays. He is much more demanding.'* Two parents were also concerned that continuity had not been sustained and that their child would not know who the School Start worker was when they started school.

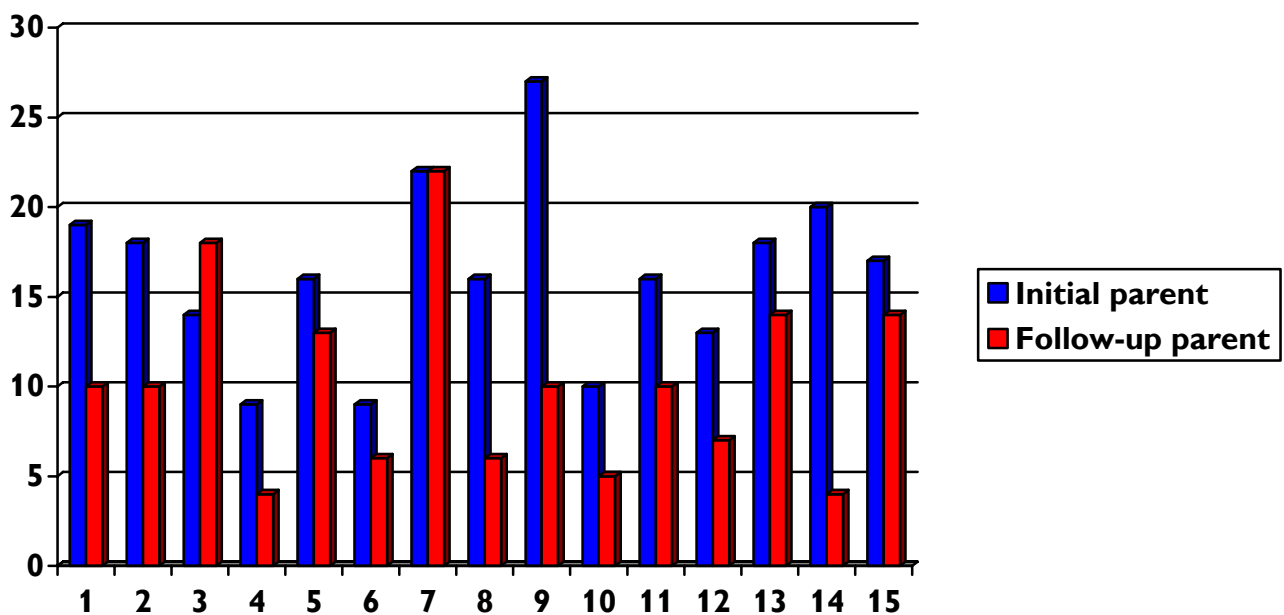
At follow-up however, this issue was mentioned only by one parent suggesting that parent's anxieties were not founded.

***Some parents would have liked more time spent with them and their children.***

As previously discussed most parents felt that the amount of time School Start workers dedicated to them was sufficient. Four parents felt they would have liked more sessions to help consolidate their achievements.

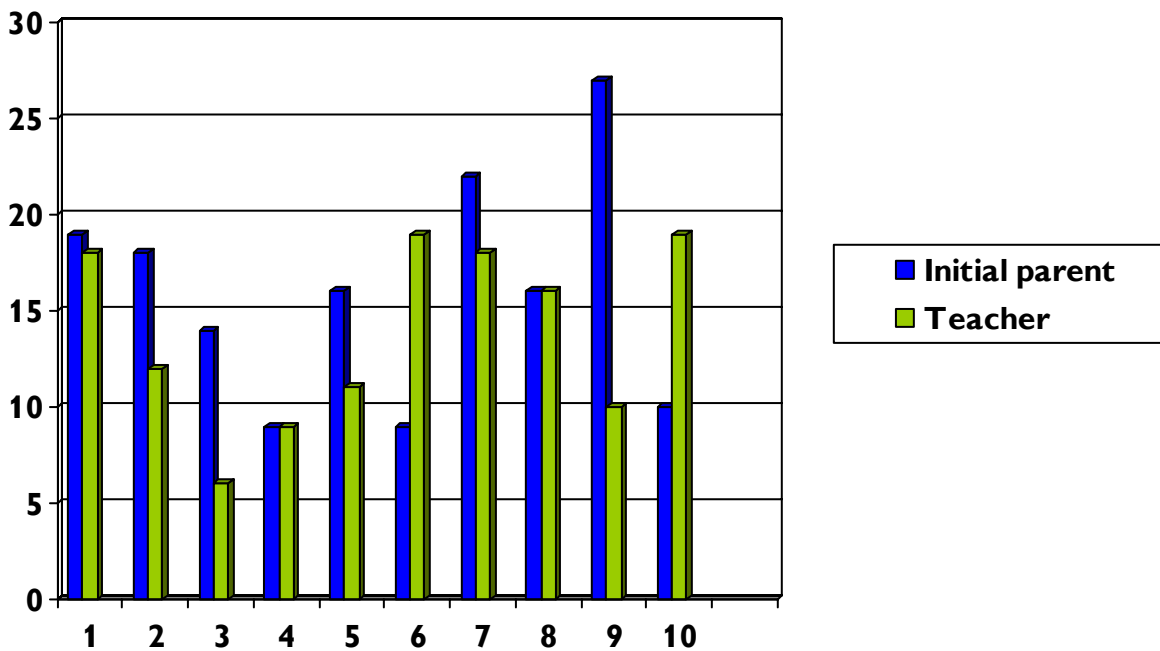
### Section 3: Strength and Difficulties Questionnaire Evidence

The service has been using Strengths and Difficulties questionnaires with parents as part of their initial assessment of the child. This is used as a tool to facilitate the planning of the upcoming work with the child and family. Generally an SDQ is also completed at the end of the work as part of the final assessment with the family. In our sample the SDQ scores decreased considerably at follow-up indicating that parents rated their child's behaviour as having improved after School Start intervention. The mean (average) score before intervention was 16 and at follow-up the mean score was 10. Scores can be categorised into low/normal need, some/average need and high need. Upon referral to School Start the children's scores fell into the average need category. The scores had fallen to within the low/normal need range after the School Start intervention had taken place. The graph below further demonstrates the general trend of the decrease in scores over time.



**Graph to show the comparison between initial parent SDQ scores and follow-up scores**

We also examined the teacher rated SDQs. As would have been expected, the SDQ scores also decrease from the initial parent-completed form to the follow-up teacher-rated form (completed after the School Start intervention). This would indicate that children were displaying fewer behavioural problems at school after School Start intervention. The mean (average score) of the parent rated initial SDQs was 16 and the mean of the teacher-rated SDQ was 13 showing a general trend of a decrease in scores. The graph below also illustrates that most children had lower scores on the teacher completed SDQ.



**Graph to show the comparison between the initial parent SDQ scores and teacher rated scores.**

The teacher rated scores do not demonstrate as great a decrease as that of the parent scores. The teachers however, began teaching this sample of children mid-way through the School Start intervention, in most cases. They did not therefore have the opportunity to rate the children pre-intervention, unlike the parents. It seems the parents have observed a more dramatic difference between their children pre and post School Start intervention than the teachers have observed in only one term.

Strengths and Difficulties questionnaires group children's behaviours into six scales. It measures both pro-social behaviours and the problems areas of hyperactivity, peer problems, conduct problems and emotional difficulties. Each child tended to have higher scores in one or two problem areas. More than half (six out of ten) of the teachers agreed with the predominant problems the parents had highlighted concerning each child. Where for example, if the child had been judged as having a high level of hyperactivity at the beginning of School Start, this remained as the principal concern for both the teacher and the parent after the first term at school (although the scores had generally decreased). On two occasions the child's predominant issues were judged to be peer problems by the parents on the initial assessment. This had diminished considerably on the teacher-completed and the follow-up parent rated forms. These results may demonstrate that the School Start workers were more successful at helping children with certain problems – such as having difficulty making friends and to settle in with their peer group than others. It was difficult however, to conclude from the data which areas of behaviour the School Start service helped to manage the most successfully. This is due to the very small number of questionnaires, particularly teacher-completed questionnaires. It is reasonable to presume however that some behavioural problems would be more difficult to modify than others. During the interviews parents praised

School Start for helping them to cope more effectively with difficult behaviours which may have been harder to change, for example one child was diagnosed with special educational needs and his difficult behaviours may have been related to his disabilities. This support to help them to cope with their child's individual difficulties was invaluable to the parents.

## **Section 4: Limitations**

### **Parent perspectives**

The key findings are based upon parent perceptions of their child's behaviour and their view of the contribution of School Start to their child's progress. We have not gained any more objective information, such as observation of the children. We have not used a control group, with which to compare our results. It may have been useful to compare a control group of children who were experiencing difficulties and received no form of intervention. This would have helped us to investigate more thoroughly the work of School Start.

### **Short follow-up**

Another limitation was the relatively short follow-up period of only one term in school. The follow up took place upon completion of the intervention. It would be unfeasible to try to measure the longer-term value of the service, as too many other factors would potentially impact upon children's behaviour. From the overwhelmingly positive results and the parent's own confidence in their children's future it would seem a fair prediction that the benefits of this intervention would be enduring.

### **Number of interviewees and completed questionnaires**

A further limitation was the number of parents interviewed. We did not have the capacity to interview all parents on the School Start programme. We spoke to sixteen parents in total. Unfortunately we were not able to speak to parents from all areas of Wiltshire, as we were not able to speak to any parents within the Kennet area. The SDQ information was also limited as only ten follow-up questionnaires were completed by teachers. As discussed in the above section, this made it very difficult to form any conclusions when studying the changes in specific types of behaviour, such as hyperactivity. If the sample had been bigger it may have been possible to conclude which types of behaviour School Start were most effective in improving.

### **Questions for the future**

- The school Summer holidays for children is around six to seven weeks and parents, who were used to receiving support from play-groups, nurseries and School Start felt neglected during this period. Whilst recognising that this is not simply the responsibility of the School Start service it may be that some form of support could be considered during the holiday periods. Follow-up telephone calls during the holiday periods or some form of group-work may help to maintain continuity and parental confidence.
- Further evaluation may include using a control group as a comparator, using for example children on a waiting list. A longer-term evaluation may also be useful. A short follow-up

evaluation, for example of children at the end of the first school year may provide more evidence of the endurance of any positive changes which may have occurred.

- It may be interesting for the School Start team to look at the SDQ information collected from a larger sample of parents to examine which behaviours they have the greatest success in modifying. The team meets regularly to share ways of working and this information may prove useful in planning future training.

## Conclusions

Listed below are the individual aims of the service and an assessment of how the service performed in each category.

***That early, short term, focussed interventions have long-term benefits, which can be evidenced by research.***

Although this was not a long-term evaluation it found the service to be very effective in the short-term. Evidence from the literature however, suggests that early intervention models provide clear long-term benefits.

***That the service will build on child centred principles and practice and will be outcomes led.***

The School Start workers had worked directly with the children to develop learning and behaviour, which was age appropriate. This evaluation has demonstrated that this child-focussed way of working is vital to the success of the service. The School Start workers worked toward meeting the families' individual goals

***That partnership with parents and children, and multi-agency working are integral to the approach.***

Most parents were actively involved in the process, when it was assessed to be appropriate to the needs of the child. This was not consistently necessary when for example; the child had problems making friends away from the home. Although the views of teachers and pre-school workers were not sought, it is clear from the evaluation that these positive relationships are beneficial for the child in promoting greater support and for parents, who felt this had helped them to foster a relationship between themselves, pre-school and class teachers.

***That School Start will provide a consistent and accessible Service across the whole of Wiltshire.***

Although this evaluation did not assess the work of School Start across the entire county, it would be realistic to presume, given the general consistency of the results that the findings reflect the work happening throughout Wiltshire with all families

***The School Start service will demonstrate its effectiveness and evidence value for money.***

The evaluation did not examine the issue of 'value for money'. It found the service to be highly successful in helping children to settle into school well over the past year. The findings from both parental interviews and the Strengths and Difficulties questionnaires support this conclusion. Having both sets of data has allowed for both a demonstration of behaviour change using the SDQ information and of the difference which School Start had made in the lives of individual families through the parental interviews. Parents felt the Service had been essential in order for their child to have a settled start to their school career. One parent summed it up by saying '*it's been fantastic, I'm full of praise*'.

## References

- 1) DfES (2003) Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk). accessed 18<sup>th</sup> February 2005
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- 4) Webster-Stratton, C and Taylor, T (2001) *Nipping Early Risk Factors in the Bud: Preventing Substance Abuse, Delinquency, and Violence in Adolescence Through Interventions Targeted at Young Children (0-8 years)*. Prevention Science 2(3)

- \* There were 16 families in the first round of interviews. One of these families was no longer involved with the School Start service (for confidential reasons). There were therefore only 15 families in the follow-up.

## **Appendix**

### **Interview Schedules**

### **Strengths and Difficulties Questionnaires**