

DRAFT GUIDANCE:

**MEASURING THE IMPACT OF YOUR
BEHAVIOUR AND EDUCATION SUPPORT
TEAM**

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DRAFT GUIDANCE: MEASURING THE IMPACT OF YOUR BEST

1.0 Introduction

This document provides some suggestions to BEST managers for evaluating the impact of your team(s). This is important for two reasons:

- The development of BESTs has been informed throughout by an evidence-based approach. A successful monitoring and evaluation strategy will help you to develop your own evidence base, assess whether you are delivering effective interventions, and modify them accordingly. This will help you communicate the value of the BEST to local partners, including schools, parents and other agencies.
- The Green Paper *Every Child Matters* has highlighted multi-agency working in schools as a key area for future development. The BESTs currently in operation are a valuable resource for learning about what works and for sharing effective practice.

Achieving this requires the development of a monitoring and evaluation strategy that supplements the core data requirements of BIP. This guidance note outlines some strategies to help you achieve this, and signposts you to some resources and tools which might be helpful.

2.0 Measuring impact

The first step in measuring impact is to decide what outcomes you would expect to see as a result of having a BEST. In the context of evaluation, these are often called 'indicators'. Progress against these indicators can be assessed by identifying an appropriate 'measure' which is recorded at different intervals, according to what is being evaluated. Measures may be quantitative or qualitative.

Your team may have identified a series of outcomes that it is now working towards. In this case, the next step will be for you to set your own series of measures that will help you identify whether these have been achieved.

If you do not have a clear set of outcomes, we recommend that you establish these at the earliest opportunity, not just for evaluation purposes, but more importantly because it defines your role and remit as a team.

3.0 Indicators and measures

For the purposes of illustrating the monitoring process in greater detail, the rest of this guidance uses the goals that were identified for BESTs in the *Good Practice Guidance* (DfES, 2002). These

are illustrated overleaf. Each goal is broken down into a series of suggested outcomes, with potential measures against each one, and suggestions for who might collect such data.

This guidance is supplemented by an Annex which sets out details of assessment tools that can be used with individuals and groups, in order to identify strengths and needs in particular areas. Their inclusion in this table does not imply a recommendation by DfES, but is intended to enable you to find out more about how useful it might be for your particular area of work.

Goal 1: Provide schools with access to a multi-agency support service to address emotional, behavioural and attendance issues

Indicator	Measures	Who collects	Frequency
1. Senior management are committed to BESTs	a) Service Level Agreement in place between school and BEST	BEST team leader (keep copy for reference / updating)	Start of academic year
	b) Survey of attitudes to BEST	BEST / LBP	Start/end year
2. School staff are aware of BESTs	a) Attendance at staff meetings / INSET days	Team members log information	Ongoing
	b) Survey of attitudes to BEST	BEST / LBP	Start/end year
3. Effective system in place for individual and group referrals	a) Referral documentation is available	BEST team leader	Start of academic year
	b) Numbers of individual referrals	BEST team leader / LBP	Termly
	c) Numbers of group referrals	BEST team leader / LBP	Termly

Goal 2: Support and enable schools in developing their range of whole school strategies around behaviour, attendance and emotional well-being

Indicator	Measures	Who collects	Frequency
1. Lower incidence of emotional and behavioural problems	a) Behaviour and attendance audit (see Annex A)	LBP (perhaps with BEST input)	Start of each year
	b) Whole school audit of emotional literacy levels (see Annex A)	LBP / BEST	Start of each year
	c) Record of whole school, individual and group work in response to emotional and behavioural issues	BEST team leader	Termly
2. Higher attendance levels	a) School attendance data	Attendance officer or other school staff	Half termly
	b) Record of whole school, individual and group work in response to attendance issues	BEST team leader	Termly
3. Increased engagement with learning	a) Progress against school's own achievement / improvement targets	Senior school staff	As appropriate
	b) Pupil attitudes survey (see Annex A)	BEST / LBP	Start/end year

Goal 3: Develop staff skills and confidence in behaviour, attendance and emotional well-being

Indicator	Measures	Who collects	Frequency
1. Improved classroom and playground climate	a) Behaviour and attendance audit	LBP (perhaps with BEST input)	Start/end year
	b) Staff survey (may be carried out as part of above)	LBP / BEST	Start/end year
	c) Pupil survey (may be carried out as part of above)	LBP / BEST	Start/end year
	d) Record of work carried out to support improvement in classroom / playground	BEST team leader	Termly
2. Higher levels of staff confidence	a) Staff survey (may be carried out through audit work)	LBP / BEST	Start/end year
	b) Pupil survey (may be carried out through audit work)	LBP / BEST	Start/end year
	c) Record of BEST input to support staff skills / confidence development	BEST team leader	Termly

Goal 4: Ensure that families and children receive appropriate support

Indicator	Measures	Who collects	Frequency
1. BEST interventions achieve desired outcomes	a) Appropriate 'before and after' measure. The tool chosen should reflect aims of the intervention itself (eg. to raise self-esteem; reduce incidents of behavioural problems etc). See Annex A for possible tools.	BEST team member working with that child / family	Start/end of intervention
2. Child responds positively to service provided	a) Child survey (see example in BEST good practice guidance, Annex 7)	BEST team member	End of intervention
3. Parent responds positively to service provided	a) Parent / carer survey (see example in BEST good practice guidance, Annex 7)	BEST team member	End of intervention
4. Swift referral where specialist support is required	a) Number of referrals that are taken on by the relevant specialist agency	BEST team leader	Ongoing
	b) Average waiting time between referral / service provision	BEST team leader	Take average of all referrals

Goal 5: Ensure that children are identified, offered a service, allocated a key worker and monitored

Indicator	Measures	Who collects	Frequency
1. Child can identify their keyworker and responds positively to them	a) Register of keyworker provision	School / BEST	Ongoing
	b) Child survey	BEST team member / team leader	As appropriate
2. All relevant agencies are clear about who is working with child	a) Records are available showing progress for each individual child	BEST team leader	Ongoing
	b) Information sharing systems in place and monitored	BEST team leader	Ongoing

ANNEX A: Resources for identifying whole school issues around behaviour, attendance and emotional wellbeing

Name and aims	Who is it for?	What does it involve?	How to find out more
<p>Behaviour and Attendance: an audit for secondary and middle schools</p> <p>The audit aims to identify:</p> <ul style="list-style-type: none"> • effectiveness of policies and practice in promoting positive behaviour and attendance • good practice that can be shared • targeted support required • an action plan linked to the school improvement plan. 	<p>School behaviour and attendance leaders; KS3 strategy school managers; KS3 behaviour and attendance consultants; KS3 LEA strategy managers; LEA support services.</p>	<p>There are two sections to the review process:</p> <ul style="list-style-type: none"> • an initial review, which all schools are recommended to undertake • a series of 10 in-depth audits that support more detailed analysis, planning and action in response to the initial review findings. These cover a range of subjects, including leadership & management, bullying and the curriculum. <p>Training and support to help schools implement the Behaviour and Attendance strand of the KS3 strategy are available through the LEA KS3 consultant.</p>	<p>Copies are available free of charge:</p> <p>Either phone DfES publications on 0845 602 2260 quoting reference DfES 0207-2003R or to:</p> <p>www.standards.dfes.gov.uk/keystage3/strands/publications/ and click on 'whole school publications'</p> <p>For more details about the main aspects of the KS3 behaviour and attendance strategy, see: www.standards.dfes.gov.uk/midbins/keystage3/030612beh_att_leaflet.PDF</p>

Note that the following individual assessment tools can also provide relevant information for use in a whole school context: ENABLE (Modbury Group); PASS (W3 Insights) and Supporting School Improvement (QCA)

ANNEX B: Resources for identifying individual need and monitoring progress

Name and aims	Who is it for?	What does it involve?	How to find out more
<p>Adolescent Coping Scale</p> <p>Aims to help 12-18 year olds think in a structured way about how they have dealt with past difficulties and develop alternatives to improve how they deal with stressful situations.</p>	<p>12 – 18 year olds. Recommended that it is administered by an 'appropriately qualified' practitioner.</p> <p>Could be used in counselling and client welfare situations, as well as to assist career planning and understanding learning behaviour.</p>	<p>This is a self-report inventory, which generates a profile for the coping strategies currently employed. This provides a starting point when beginning work with an individual.</p> <p>The manual also provides advice on devising special support programmes.</p>	<p>Published in UK by NFER Nelson: www.nfer-nelson.co.uk Tel: 01753 858961</p>
<p>B/G-Steem</p> <p>Aims to provide an assessment of a child's self-esteem and locus of control.</p>	<p>6 to 13 year olds.</p>	<p>This is a photocopiable resource which has been developed and standardised in British schools. Handbook includes primary and secondary test forms for both boys and girls. Special attention has been paid to the use of clear language. The scale requires yes/no answers.</p>	<p>Published by Lucky Duck (1998): www.luckyduck.co.uk Tel: 0117 973 2881</p>

<p>Boxall Profile</p> <p>Aims to help teachers develop an accurate understanding of children's emotional and behavioural needs.</p>	<p>The profile was originally designed for use at KS1 and 2, but is also found valuable by many KS3 staff.</p>	<p>The profiling tool can be used to develop targets and track progress in: organisation of experience; internalisation of controls; self-limiting features; undeveloped behaviour and unsupported development. Can be used in nurture group and other settings.</p>	<p>Published by the Social, Emotional and Behavioural Difficulties Association (formerly AWCEBD): www.sebda.co.uk/publications/pub14.htm Tel: 01768 210510</p>
<p>Emotional literacy - assessment and intervention: secondary</p> <p>Aims to identify the status of a student's emotional literacy.</p>	<p>Secondary school pupils.</p>	<p>A photocopiable resource which includes guidance; pupil, teacher and parent questionnaires; and intervention activities. The assessment covers elements of emotional literacy including: self-awareness, emotional resilience, motivation, and handling of emotions and relationships. It can be repeated after an intervention to measure progress.</p>	<p>Produced by Southampton Psychology Service (2003) and available through NfER Nelson: www.nfer-nelson.co.uk Tel: 01753 858961</p>
<p>ENABLE (emotional needs, behaving and learning in education)</p> <p>Aims to help practitioners plan, provide for and monitor a child's progress in social and emotional development, and address issues which are impacting on learning.</p>	<p>Young people of primary and secondary age.</p>	<p>ENABLE is a software programme underpinned by a framework which identifies six building blocks to emotional and social development, including learning to be; learning to do and learning to have an identity. It comprises:</p> <ul style="list-style-type: none"> • an Observation Aid to identify and record a young person's behaviours in the learning context • an automatic analysis of this information, to identify the priority areas for support and development • tools to carry out a school audit of provision in relation to social and emotional difficulties. 	<p>Developed by Fronting The Challenge Ltd and published by the Modbury Group. For further details, see: www.enable-online.com</p>
<p>Eyberg Child Behaviour Inventory</p> <p>Aims to measure the frequency and severity of behavioural problems in home and school.</p>	<p>Children and young people aged 2 – 16.</p>	<p>Materials include a Professional Manual and two assessment sheets. These are suitable for use in individual or group settings, or by phone.</p> <p>They can be completed by parents or teachers, and take around five minutes.</p>	<p>www.dbpeds.org/articles/dbtesting/eyberg.html www.parinc.com</p>
<p>Insight (Pre-School, Primary & Secondary versions)</p> <p>Aims to measure and develop self-esteem.</p>	<p>Pre-school, primary and secondary.</p>	<p>A photocopiable resource which includes guidance, a 'self-esteem indicator' and suggestions for intervention. The self-esteem indicator is an informal assessment that explores three elements of self-esteem - sense of self, belonging and personal power. It can be repeated after an intervention to measure progress.</p>	<p>Produced by Elizabeth Morris, principal of the School of Emotional Literacy, and available through NfER Nelson: www.nfer-nelson.co.uk Tel: 01753 858961</p>

<p>Pupil Attitude to Self and School (PASS)</p> <p>Aims to provide a measurement of young people's attitudes and perceptions of self in order to raise standards and aspirations.</p>	<p>Two versions of the survey are available – one for primary and one for secondary sectors.</p>	<p>PASS is a computerised assessment tool which measures attitudes in 9 areas including feelings about school, self-regard as a learner, attitudes to teachers and confidence in learning. Can be used with individuals, groups or as a whole school survey. Can be used to establish a baseline, then as a follow up to measure progress.</p>	<p>Published by W3 Insights: www.pass-survey.co.uk</p>
<p>Social Skills Training: Enhancing social competence with children and adolescents</p> <p>Aims to assess the social competence of young people and develop interventions.</p>	<p>Children and young people aged 5 to 18.</p>	<p>A photocopiable resource which contains a user guide, a resource book, photo cards, and a research & technical supplement.</p> <p>Can be used to inform the development of a tailored intervention programme, or as a 16-session programme in its own right.</p>	<p>Written by Susan H Spence and available through Nfer Nelson: www.nfer-nelson.co.uk Tel: 01753 858961</p>
<p>Strengths & Difficulties Questionnaire</p> <p>Aims to provide an assessment of a child's behaviour via a screening questionnaire.</p>	<p>Children and young people aged 3-16. There is a self-report version for 11-16 year olds.</p>	<p>Each version includes:</p> <ul style="list-style-type: none"> • A brief questionnaire (5 minutes) on psychological attributes. It covers: emotional symptoms; conduct problems; hyperactivity or inattention; peer problems and prosocial skills. • a supplement to help identify the impact and severity of any issues picked up in the screening • follow-up questions for use after an intervention. 	<p>More information about the SDQ, its uses and the evidence, as well as the questionnaires in a range of languages, is available free at www.sdqinfo.com</p> <p>The questionnaires are also used as part of Framework for the Assessment of Children in Need and Their Families. They can be downloaded at: www.doh.gov.uk/scg/qptch.htm</p>
<p>Supporting School Improvement: Emotional Behaviour & Development</p> <p>Provides guidance on target setting for pupils' emotional and behavioural development.</p>	<p>Pupils at all key stages.</p> <p>For use by managers in mainstream, EBD and special schools; LEA support services.</p>	<p>The guidance document sets out criteria for assessing individual pupils' emotional and behavioural responses, in relation to learning behaviour; conduct behaviour and emotional behaviour.</p> <p>It does not provide any guidance on how to interpret the assessment, but suggests they should be used for benchmarking and supporting school improvement.</p>	<p>Published by the Qualifications and Curriculum Authority (2001): www.qca.org.uk Tel: 01787 884444</p>