

# Effective evaluation and intervention

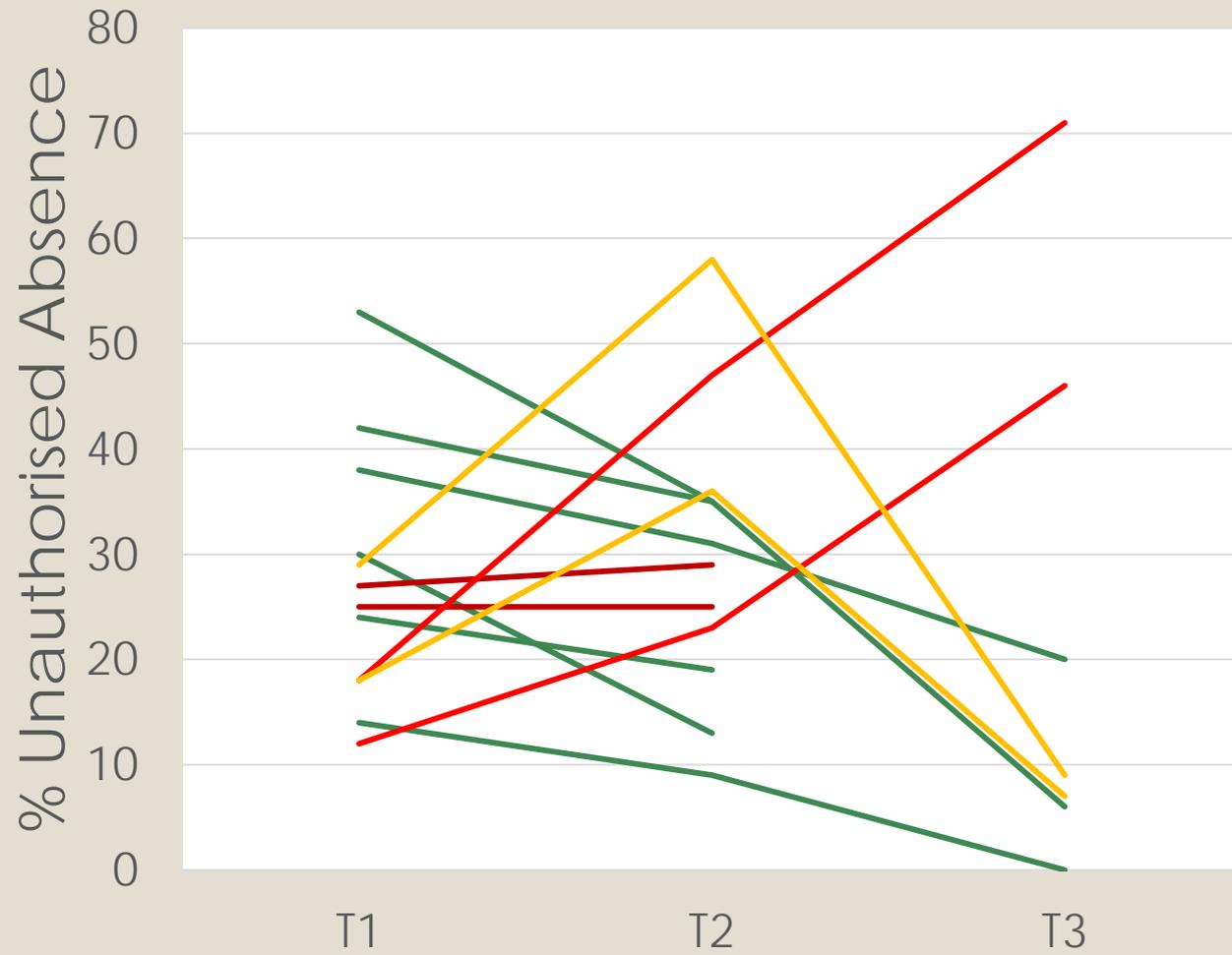
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# Four key functions

- Identifying needs
- Tracking progress over time
- Evaluating level of success
- Understanding mechanisms of change

# Sources

- records
  - e.g., school, health, community, police, work, social care
- informants
  - e.g., self, parent, teacher, other professionals
- surveys/interviews/observations
- quantitative and qualitative



# Resilience

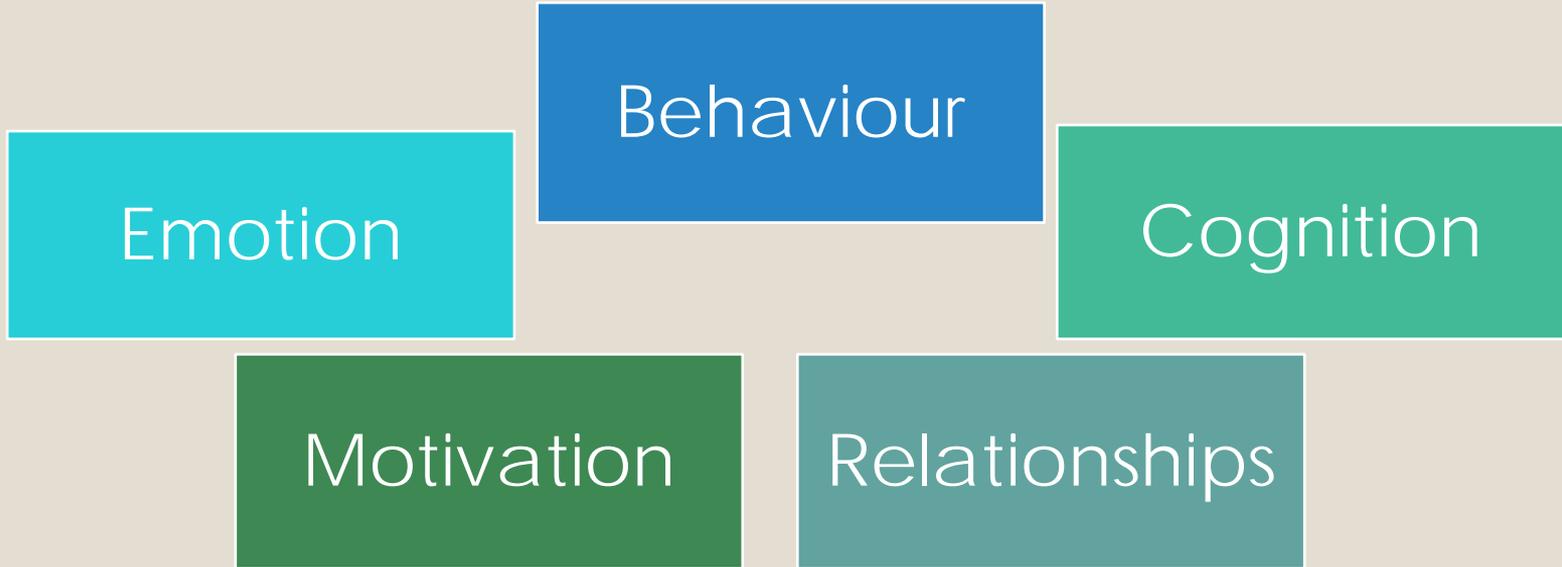
- *“... that quality in children who, though exposed to significant stress and adversity in their lives, do not succumb to the school failure, substance abuse, mental health, and juvenile delinquency problems they are at greater risk of experiencing”*

Linquanti, 1992

- Rutter (1987, 2012): resilience understood in terms of *protective processes* – a ‘dynamic concept’
- crucial role of external social supports

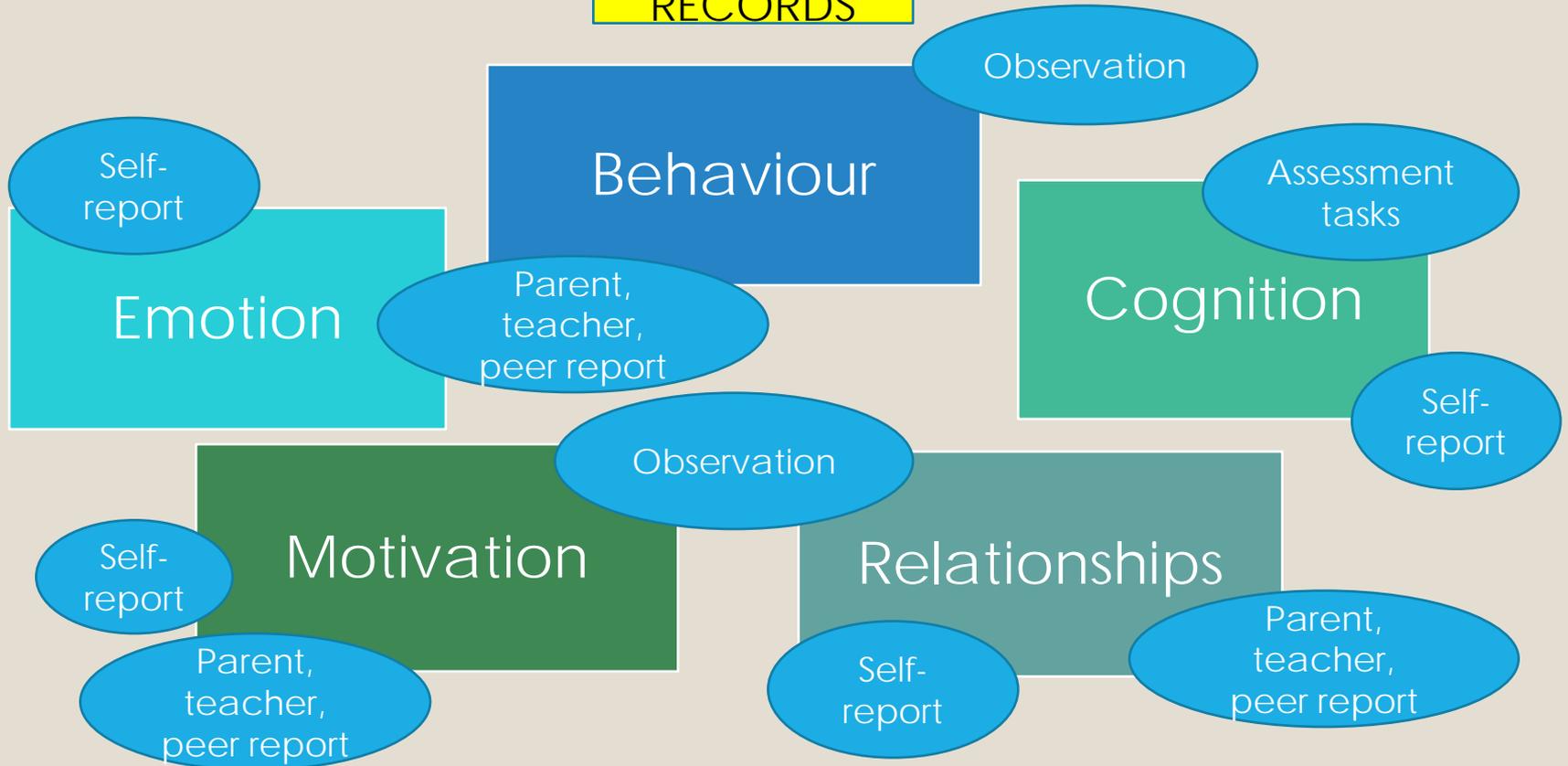
# Intersecting psychological domains

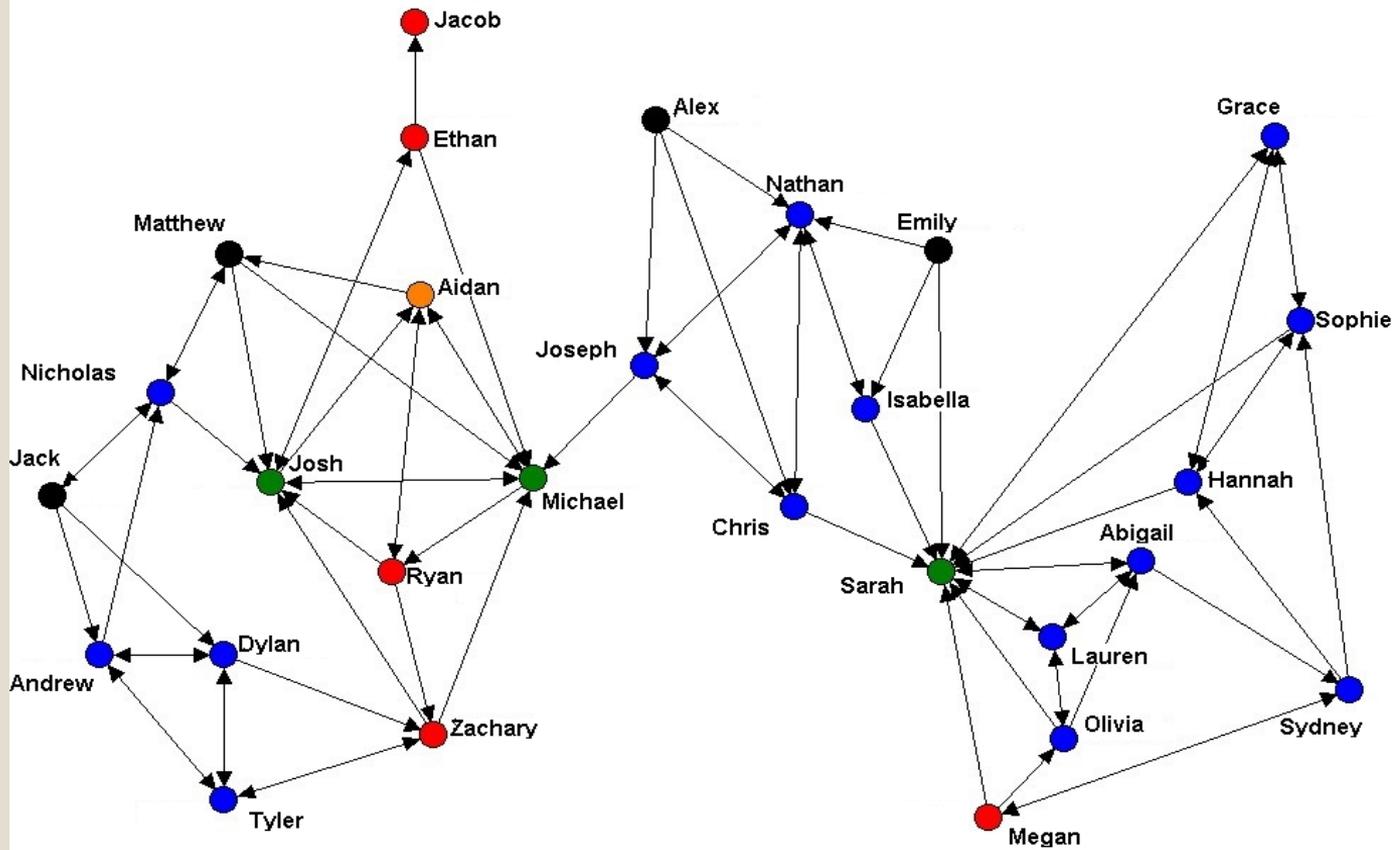
RECORDS



# Methods and informants

## RECORDS





- |  |   |  |
|--|---|--|
| <span style="color: green;">●</span> Popular Children  | <span style="color: blue;">●</span> Average Children  | <span style="color: orange;">●</span> Controversial Children |
| <span style="color: black;">●</span> Rejected Children | <span style="color: red;">●</span> Neglected Children |  |

**More cooperative  
behaviour at age 6**

**Understanding of mental  
states at age 5**

**More peer acceptance  
and less peer rejection  
at age 7**

Caputi et al. (2012)

**Less peer rejection at age 7**

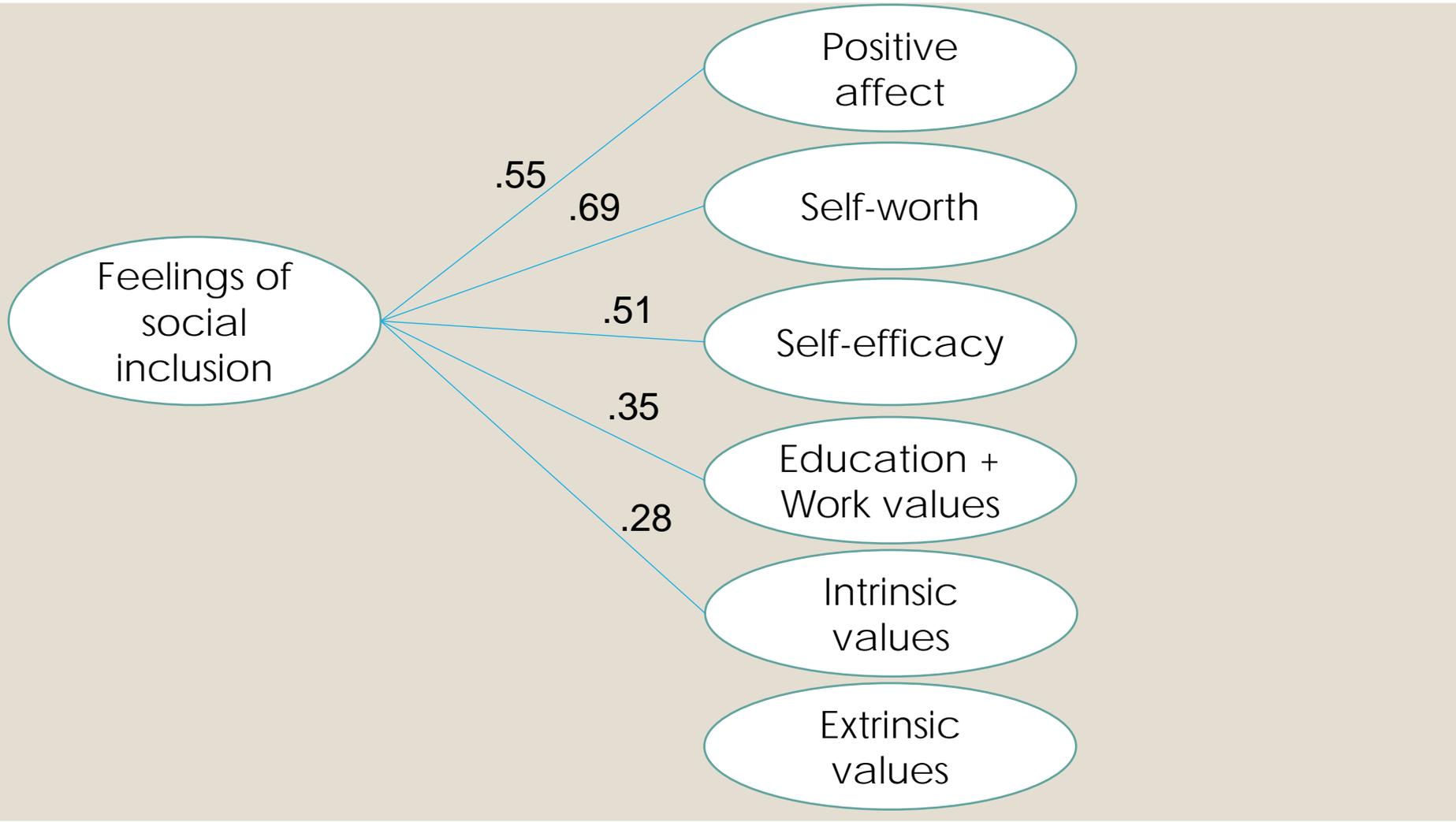
**Understanding of mental  
states at age 5**

**Better academic  
achievement at age 8**

Lecce et al. (in prep.)

# Beating the Odds, 2014 pilot

- pilot programme of work focused on young people in B&H aged 13-20 years
  - support for 'at-risk' young people and their families through ITF family coaching
- 147 young people
  - 45 SFSC
  - 98 comparison



Feelings of  
social  
inclusion

Positive  
affect

Self-worth

Self-efficacy

Education +  
Work values

Intrinsic  
values

Extrinsic  
values

.55

.69

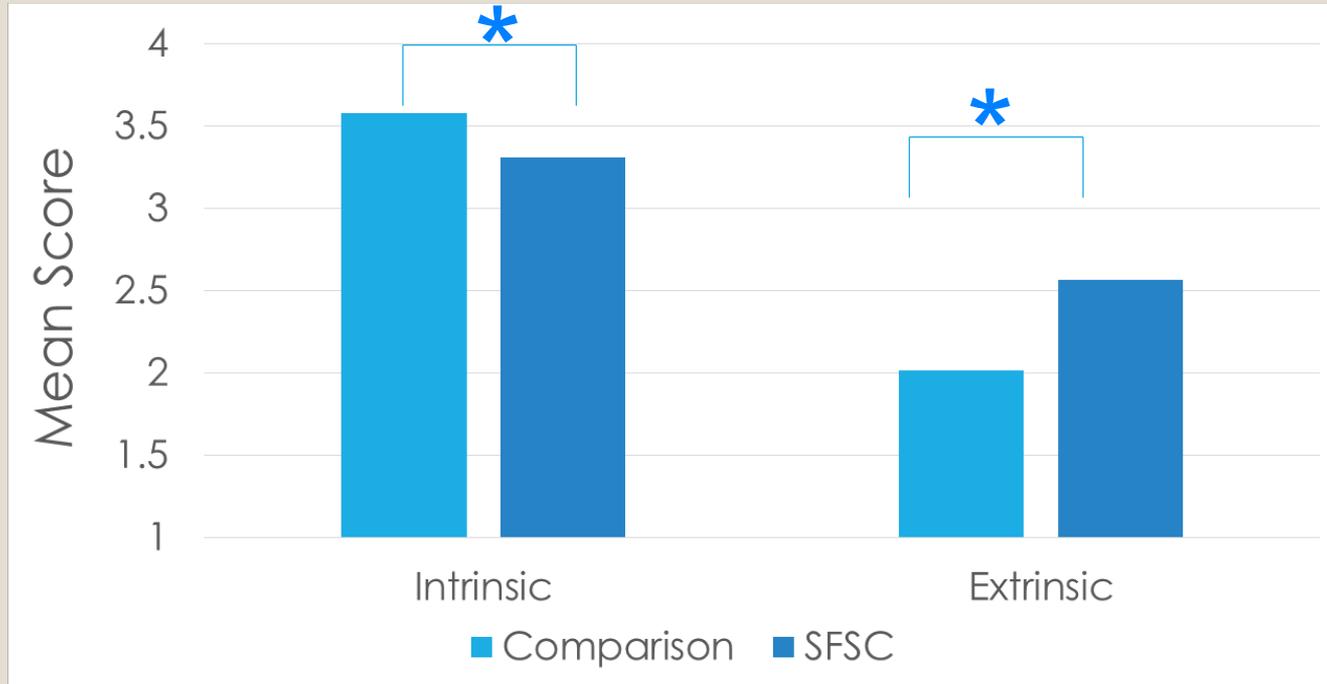
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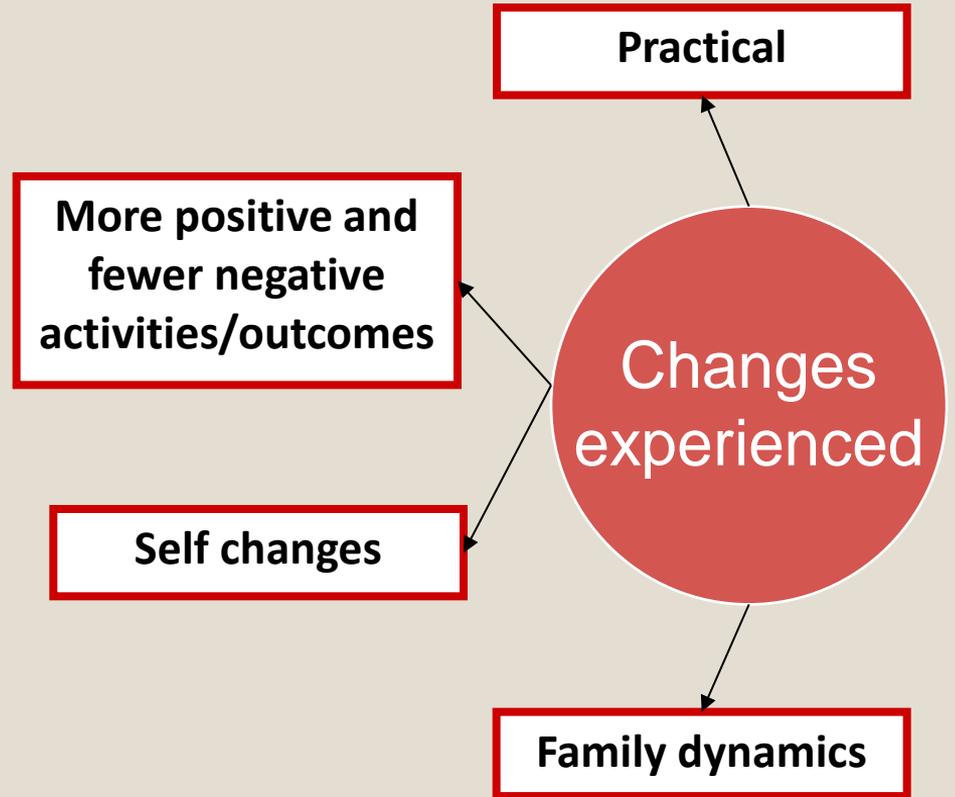
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# Group differences in values

- after controlling for age and gender



# Changes



He hasn't had a day off since he's been [...] back at school in September (Parent, Family 5)

I was really bad. [...] I weren't going to school, like drinking and stuff. Like, I got arrested [...] like taking stuff, like drugs and stuff. [...] I think [Family Coach] she's helped me a lot, I don't think I would have changed if it weren't for her. I think I'd still be doing most of the stuff that I was doing. [...] So she's really helped, and I'm a completely different person now. (YP, Family 6)

**More positive and fewer negative activities/outcomes**

Changes experienced

Everyone's more active [since involvement with Family Coach], definitely, mum's doing a drugs course [...] so everyone's active. (YP, Family 7)

Before [involvement with Family Coach] I wouldn't have thought about going into work, you know, doing anything. Now I want to go into work, I want to be able to be something my kids can look up to more. I realise when I done my courses, that my kids were actually proud of me because I got certificates. They were, "Well done, mum, you've actually achieved...", you know, and it shows them as well that if I can do it, they can do it. So that's what I encourage with them. (Parent, Family 6)

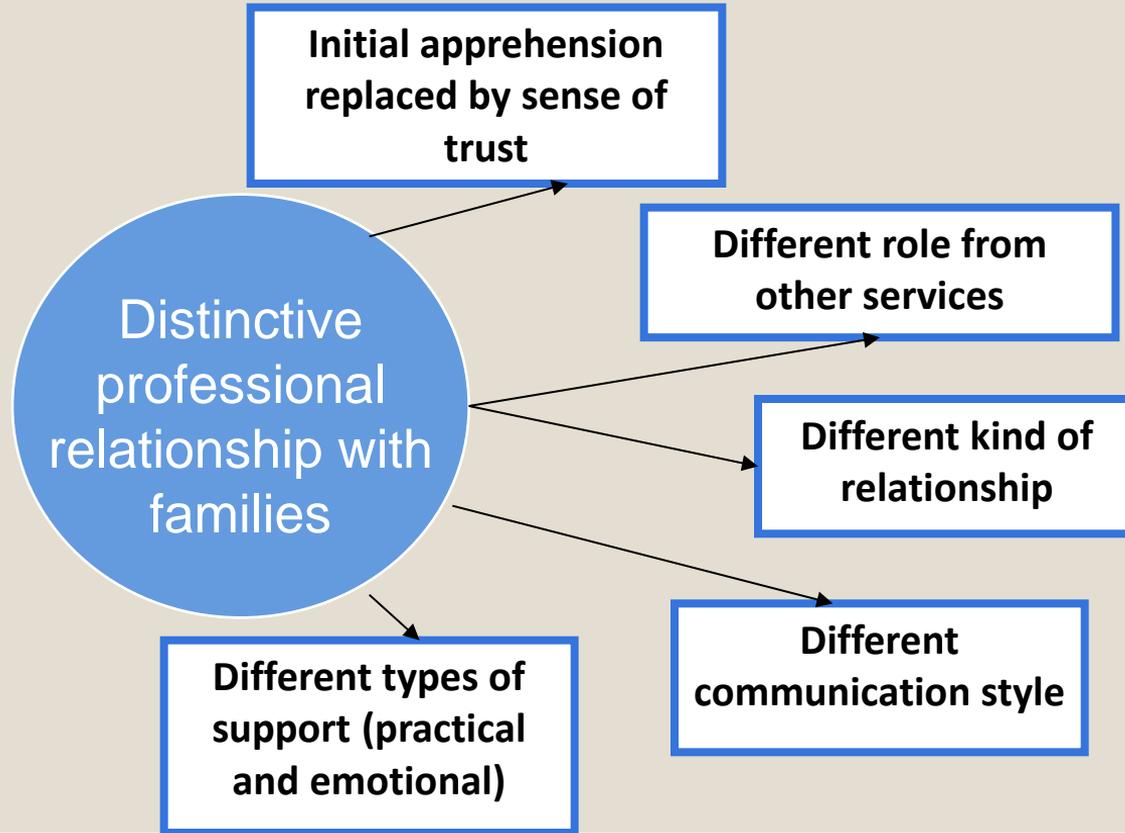
Before [Family Coach involvement] I thought I was just like a boy who had all this anger, and now I think I'm a boy who's gonna get a good job, who's gonna get good grades, who's gonna have a good life. (YP, Family 3)

### **Self changes**

Confidence  
Motivation  
Aspirations  
Coping skills

**Changes experienced**

# Relationship with family coach



**Different role from other services**

In our corner

Help on all issues  
anytime

Support for whole family

Distinctive  
professional  
relationship with  
families

I was frightened of ringing up to cancel this CAF appointment [...] and [Family Coach] said, “Don’t worry, I’ll be at the meeting, I will fight the corner for you because I know what you’ve been going through because I’ve been seeing you during this time” (Parent, Family 3)

**Different kind of relationship**

Like a friend

Non-judgemental

Unconditional  
positive regard

She spoke to me a lot, and I could tell her and she didn’t judge, even though I was really bad, she didn’t judge (YP, Family 6)

Distinctive  
professional  
relationship  
with families

**Different  
communication  
style**

Direct and honest

Respect for  
parent/yp  
autonomy

YP: He [Family Coach] used to always give me feedback, so say if I said something to him, and I asked him about something, he'd, he'd be honest, and he'd say what he reckons best. He wouldn't say, 'That *is* the best thing', he'd be like, 'I reckon' or this, this is a good thing. But [...] he wouldn't say definitely that that's what you have to do [...]

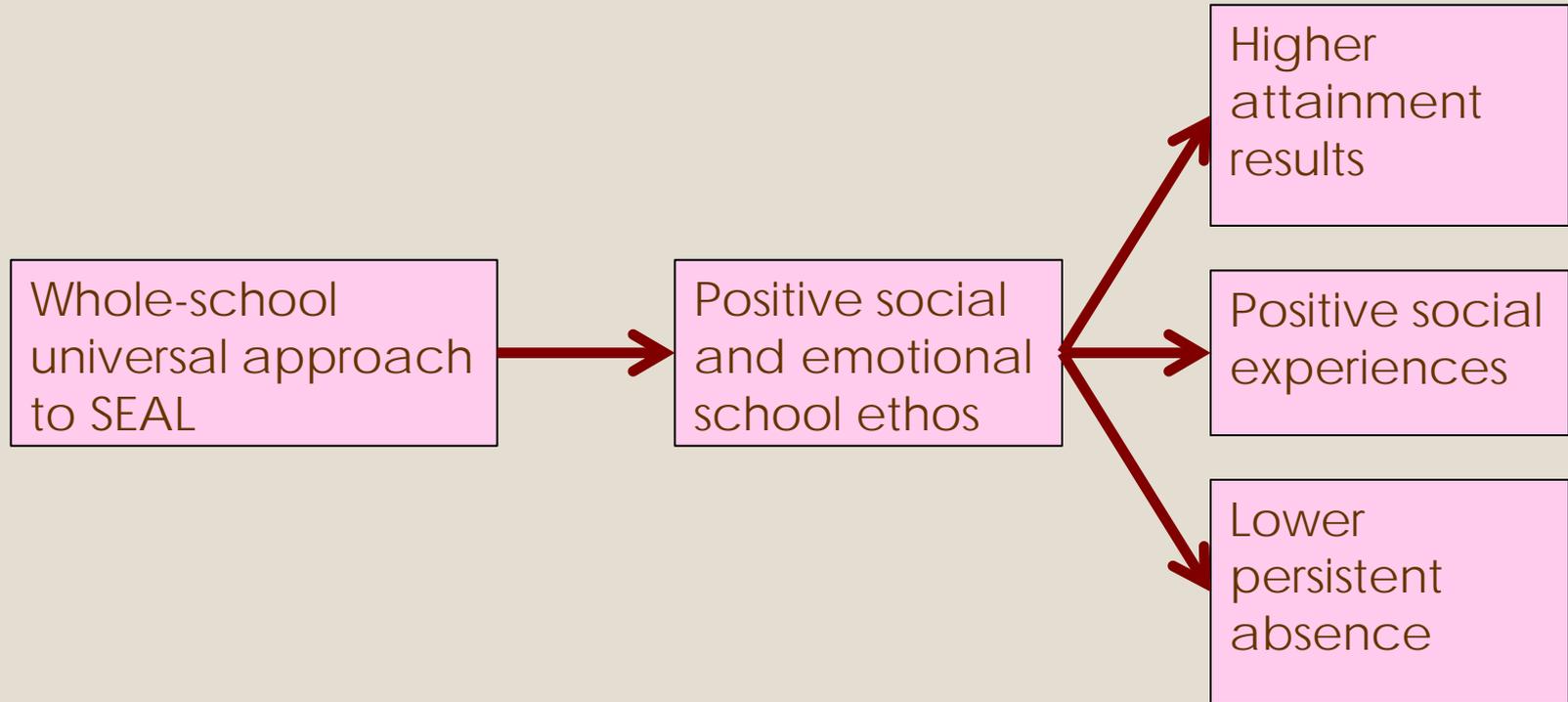
Int: And why is that a good thing?

YP: Cause it shows that he's not just always giving orders, he's letting us know, like, we have a choice. (YP, Family 2)

# Targeted interventions

- Research synthesis of the literature on mental health promotion and violence reduction (Banerjee et al., 2015) suggests:
  - multi-component intervention is important but difficult to implement
  - targeted intervention should be nested within universal provision
- ➔ integrated systems, policies, and procedures

# Banerjee et al. (2014) – Working with SEAL in the UK



# Walk the talk!

- Hirschstein et al. (2007) – teachers reinforcing the anti-bullying curriculum activities
- Carrasco Ogaz & Banerjee (2015) – open classroom discussion reinforcing civic education to promote democratic attitudes
- classroom management approaches that reinforce autonomy, competence, and relatedness
  - e.g., Responsive Classroom (Brock et al., 2008)

# Engaging multiple stakeholders

- universal curriculum
- small-group or individual activities
- targeted parent involvement
  
- combined home-based and school-based work at kindergarten
  - ➔ less delinquent behaviour in adolescence
  - ➔ higher school completion rate
  - ➔ lower rate of criminal record

(Boisjoli et al., 2007; Tremblay et al., 1995)

# Specialist staff

- importance of staff with dedicated responsibilities
  - e.g., school counsellors, family liaison officers, ELSAs, learning mentors
- role of PMHWs – B&H pilot linking schools and CAMHS
- BUT *not simply focused on targeted work in isolation*

# Building social capital

- McDonald et al. (2012) – high retention rates in Families and Schools Together
  - flexibility in delivery (60% of activities are adaptable)
  - fun! – play and positive emotions
  - inter-family connectedness
  - involvement of school and community support
  - respect for cultural values

# Participation in the creative arts

- currently working with:

- Brighton Dome
- AudioActive
- Towner Gallery (and College Central)
- Turner Contemporary
- Modelling Change (Thames Valley Partnership)
- Glyndebourne

➔ new research on 'Improving Well-Being' strand of Our Future City

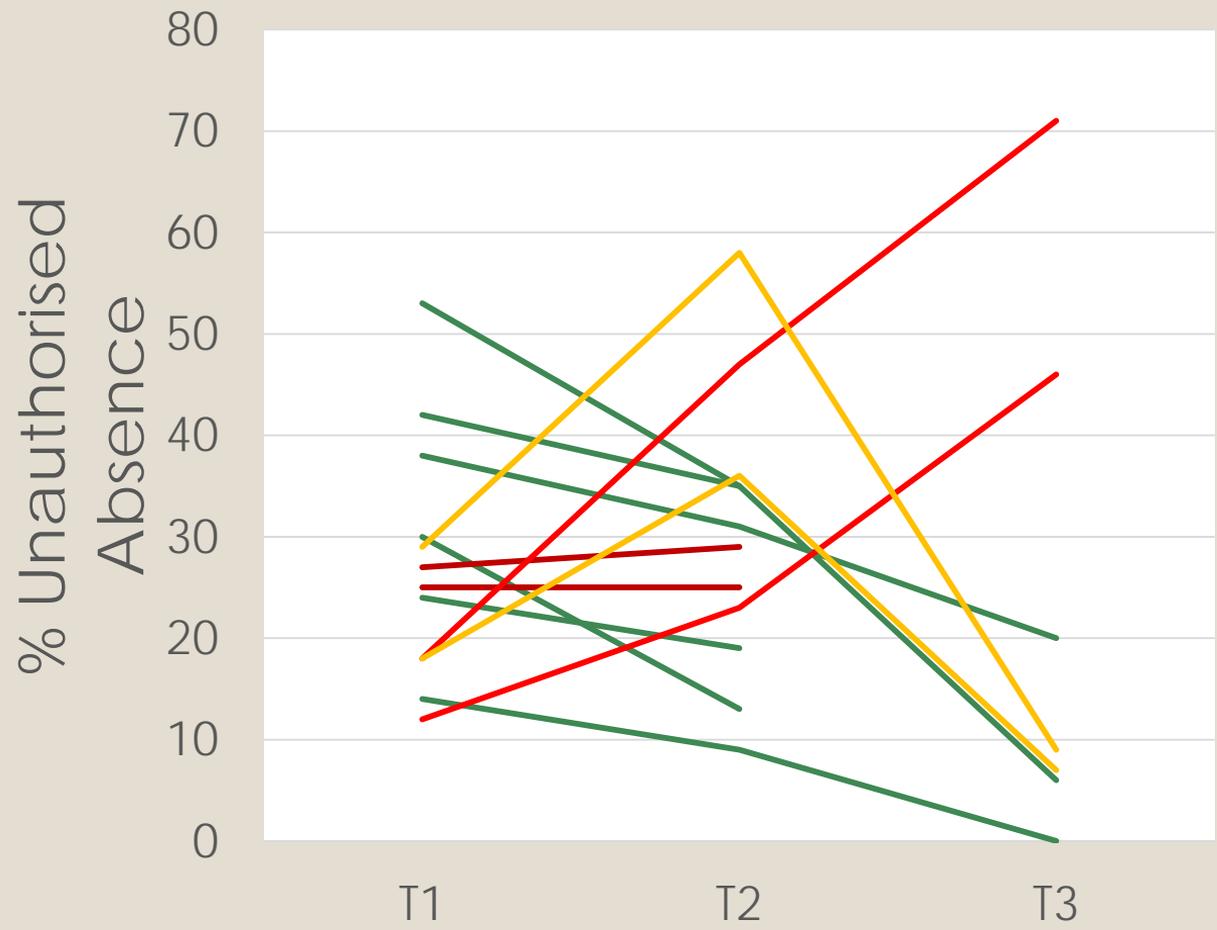
I had nobody to talk to so I had no way of like getting it out of my system. And when I made this, I felt so relieved ... So now I don't feel like it's all bottled up in me ... I feel a bit more relaxed

I'd still be on like drugs and drink all the time ... at the time that was how I knew to express myself ... But NOW I come here I've expressed it in a different way so I don't feel the need to go back to that

we just wanted to get the message out to everyone ... to explain yourself really, you never get a chance to

I think I understand people's feelings a lot better cos about 2 or 3 years ago I wouldn't have cared about anyone else but myself [...] I never really got how everyone else felt [...] it's made me respect people a lot more as well, like to understand what other people are coming from

now when I look at other people's artwork and I can kind of understand what they're thinking



RECORDS

Behaviour

Emotion

Cognition

Motivation

Relationships

# An exciting opportunity

- dynamic dashboard of records from different services

*mapped onto*

- timeline of service involvement

*coupled with*

- high-quality quantitative and qualitative work