This is an evaluation of Phase II of the TaMHS Project. Phase I was completed between March 2010 to March 2011 and Phase II was completed between April 2011 to July 2012. The evaluation considers the impact of the Phase II TaMHS interventions on emotional health outcomes for children and young people in Wokingham and outcomes for staff who work with children and young people.
Evaluation Report

Background to the TaMHS Project

Targeted Mental Health in Schools (TaMHS) is a project, initially funded nationally by the Department for Education (DfE) and now funded by Wokingham Children’s Services and income generation, which aims to improve mental and emotional health in children and young people in Wokingham. The project aims to build capacity and support for the emotional health of children and young people in schools to enable intervention at an early stage, before emotional and mental health difficulties escalate.

Wokingham Council received government funding for TaMHS for one year from March 2010 to March 2011. This is referred to as Phase I of the project. In Phase I, Wokingham piloted a seven strand project with 11 schools in the Woodley area of the Wokingham Borough. The project aimed to use evidence based and innovative approaches by building capacity in schools on a universal and targeted level to encourage positive mental health for all children and also support children who need additional support.

The Phase I evaluation reported positive findings in all seven strands with improved outcomes for both children and staff in schools. See Phase I Evaluation for further details (www.wokingham.gov.uk/tamhs). The project strands included training for staff, staff consultations as well as direct interventions for children. In addition, the project provided schools with systems and advice on identification and support for vulnerable children and young people.

Phase II of the project (March 2011 to July 2012) offered five of the seven Phase I strands to all schools in Wokingham. This evaluation reports aims to evaluate the impact of Phase II of the project.

Headline Data

Phase II

45 o of 59 schools in Wokingham engaged with at least one strand of TaMHS.

8 secondary schools and 3 special schools were involved in at least one intervention.

145 school staff were trained.

44 out of 59 schools in Wokingham were involved in at least one strand.

3 CHILLED cognitive behavior therapy groups were held for the most anxious secondary aged children.

18 non-school multi agency staff were trained e.g. from youth services.

A known 2024 children and young people have directly benefited.
Emotional First Aid

Reach

41 school staff attended the Emotional First Aid Primary Course.

11 school staff and 16 non-school staff attended the Emotional First Aid Secondary Course.

457 children have benefited from Emotional First Aid interventions.

Quality of Training

96% of the course participants rated all aspects of the course as very good or good.

‘Course content was excellent … I feel confident to…share with colleagues and use knowledge in practice with young people. Many thanks to the fantastic facilitators!’

Impact of Intervention

69% of participants felt they had increased their competence in assessing risk factors associated with a child.

69% felt they had increased confidence in challenging myths and stigma around mental health issues.

55% felt they had increased their competence in advocating for children and young people.

‘(I am now able) to talk to an anxious, quiet child with stomach aches about her problems’.

A school case study reported that Emotional First Aid increased children’s confidence and self esteem.

Next Steps:

Consider using a range of universal packages of training including Emotional First Aid.

Emotional First Aid
What is it?

Emotional First Aid works on a universal level in that it aims to improve the emotional health of all children and young people in schools. The course is six half day sessions and is available to all members of staff in school and to staff in multi-agency settings such as Youth Services, and Education Welfare. The course encourages staff to get alongside a child or young person experiencing emotional distress, before any professional help is sought. This course will build capacity, capability and confidence in universal services.

“With 1/10 Children & Young People having a diagnosed mental illness which can follow them into adult life, and a further 1/10 Children and Young People having a mental health problem, there needs to be more of an emphasis on early intervention.”

www.emotionalfirstaid.co.uk

Wokingham has participated in the Train the Trainer programme which is accessed via the Emotional First Aid team at Southampton CaMHS. As a result, there are now four Primary Emotional First Aid trainers and four Secondary Emotional First Aid trainers in Wokingham.
Fun Friends

Reach
14 participants attended the training including school staff and Educational Psychologists.
340 children have benefited from Fun Friends

Quality of Training
Participants rated the training an average of 3.9 out of 5 (1 as poor and 5 as excellent).
Participants rated the planning provided by Wokingham EPS as 4.8 out of 5.

Impact of Intervention
Helped children express their emotions, particularly children who find expressing emotions difficult.
It has helped children to be brave, for instance to join a new football club.
Helped children manage negative emotions such as anger and upset.
It has helped children progress against their targets by adopting a “green thought” outlook.
Staff feel “extremely positive” about taking Fun Friends forward.

The tangible and visual nature of the resources e.g. Koala, helps children to express their emotions.
'I was feeling upset so I did my milkshake breathing'.
‘All Year 2s enjoy this and whilst it is hard to measure immediate impact I’m sure a lot of the concepts e.g. red thoughts to green thoughts help them in KS2’.

Next Steps
To deliver Fun Friends (KS1) and Friends for Life (KS2) training and offer post course follow up including planning sessions and developing parents evenings.

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Fun Friends and Friends for Life

What is it?
Fun Friends and Friends For Life are 12-week programmes that can be used across KS1 and KS2 to develop emotional resilience and prevent childhood anxiety. Children have great fun and join in lots of activities promoting the development of social and emotional skills. The programmes have been developed by Professor. P. Barrett (Clinical Psychologist), have a worldwide evidence base and have been endorsed by the World Health Organisation. The programmes can be used as a whole class intervention as part of PSHE or used for targeted groups. Parents can support their children at home with activities whilst children are learning about Fun Friends/Friends for Life in class.

The facilitator training consists of a one day session on the materials and a half day planning and implementation session. It is aimed at class teachers in KS1 (Fun Friends) and class teachers in KS2 (Friends for Life). Teaching assistants may also be trained alongside a teacher. Jackie Wood, a Wokingham Educational Psychologist, leads the strand and will support schools to implement Fun Friends/Friends for Life into their schools and lead the parents information evenings which can accompany the intervention.
Reach
147 staff members attended training in Phase II.
25 primary schools have Protective Behaviour leads.
948 children have benefited.

Quality of Training
Participants rated the training courses overall at an average of 3.9 out of 4 (1 is poor and 4 is excellent).
‘This course has helped me support children to understand different feelings…a brilliant course that feeds into so many areas of the curriculum’.

Impact of Intervention
Children asked questions that were not normally asked.
Children who do not usually participate asked questions.
Protective Behaviours worked very well with particularly vulnerable children.
Protective Behaviours dovetailed well with the targeted Nurture Assistants programme.

There were particularly vulnerable children with multiple difficulties who made good progress in their confidence and have now settled in well to secondary school. Staff feel that this is a result of Protective Behaviours and Nurture Assistants.

It was noticed that children with ADHD who found it hard to sit still were completely engaged during the relaxation sessions.

Next Steps
Train staff in secondary schools and include workshops in the February 2013 cross-phase event with both primaries and secondaries.

Protective Behaviours
What is it?
There are two main themes to Protective Behaviours work with children. These are that:

- We all have the right to feel safe all of the time; and
- There is nothing so awful that you can’t talk with someone about it.

This is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (early warning signs) and develop strategies for self-protection.

PBUK is a national charity established in 1996...

“At Protective Behaviours UK our aim is to reduce the amount of abusive and violent incidents in the local and national community through empowerment and education in the Protective Behaviours Process” (www.protectivebehaviours.co.uk)

In Wokingham, there are now 25 Primary schools with trained Protective Behaviours staff who are supported by our Wokingham Behaviour Support Team to facilitate sessions with children. School use a range of approaches including whole day sessions with children and often focus on transition at Year 6. There are now plans to deliver Protective Behaviours to secondary schools.
Nurture Assistants

Reach
28 school staff members attended training from 25 primary and secondary schools.
279 children have benefited.

Quality of Training
Participants rated training an average of 3.96 out of 4 (1 as poor and 4 as excellent).
‘Fantastic course - brilliant!! Particularly understood and enjoyed the “chimp” part of the brain’.

Impact of Intervention
60 children reached in the school which took part in the case study
Risk factors for children included families affected by domestic violence, workless families, poverty, bereavement and loss, and poor family functioning.
Improved perceived outcomes have included improved friendships and behavior.
Children used their strategies to reduce and manage anger and aggression and behaviour improved.
School staff noticed that a child who would not access learning as he would leave the classroom, now accessed learning and stayed in the classroom.
It has helped me a lot so now I try not to hurt anyone’.
‘When I am here (Nurture room) I feel like I matter’.

Next Steps
Develop course content to meet Wokingham CYP needs in line with local strategy.
Determine market needs and deliver appropriate number of courses per year.

Nurture Assistants
What is it?
The course trains staff (LSAs/TAs) to support young people to develop their own emotions, to understand the emotions of others, help raise their self-esteem and focus on better learning. The Nurture Assistant Programme provides a targeted approach to supporting children and young people.

Staff are trained for 5 full days by Educational Psychologists. They then return to school with an additional role of a Nurture Assistant. The Nurture Assistant has allocated time each week to support children with emotional health related issues. Issues include self-esteem, confidence, bereavement and loss, anger, anxiety, friendships and bullying.

Schools can identify Nurture Assistants using the job description and person specification provided by the TaMHS project before booking onto the 5 day training programme. The work of the Nurture Assistants needs to be approached in a strategic way and schools need to develop a system of identification and support for vulnerable children.
CHILLED
Therapeutic Interventions

Reach
One CHILLED group and two CHILLED Exam Stress groups have been held in 3 secondary schools in Wokingham. 17 children have benefited.

Impact of Intervention
The Spence and Becks anxiety scales were used for the CHILLED group. Results are as follows:

- Pre-intervention, five out of six participants had high anxiety scores. After the intervention, three were in the normal range, one unable to be scored, and two stayed in the high range.
- Pre-intervention three out of five participants had anxiety scores in the high range. One participant did not complete the scale. After the intervention, one remained in the high range and two decreased into the average range.

For the two exam stress groups
In the other two schools, coping and worry scales were used. The coping scale ranges from 0 (I can’t cope at all) to 10 (I cope very easily). Coping scores are as follows:

- In one school, the pre-coping average score for seven participants was 2.89 and the post coping was 6.11.
- In the second school with four participants the average pre coping score was 3.5 and the post coping score was 6.

‘I liked the realistic thinking, step ladder and problem solving. The course has made me calmer’.

‘It helped me to be more rational with a lot of things, I don’t worry as much’.

Next Steps
Continue to deliver groups to secondary schools.
Consider CHILLED groups for primary schools.

The Cool Kids Child and Adolescent Anxiety Programme, nicknamed CHILLED, focuses on teaching adolescents anxiety management programmes. The Cool Kids programme is theoretically grounded in the cognitive behavioural approach.

The CHILLED programme has a worldwide evidence base and is licensed from Macquarie University in Australia.

In Wokingham, the Educational Psychology team lead and deliver the CHILLED programme to secondary schools. Secondary schools can book a CHILLED group for up to 8 young people at any one time. The groups have also been tailored to address issues such as exam stress.

Each group contains eight pupils and the intervention lasts for eight weeks. The group is led by two Educational Psychologists.

The Educational Psychology Team will support and advise the school on identification of pupils for the group and will evaluate the intervention outcomes including...
Learning and Next Steps

Key Learning

Feedback from schools includes the need for flexible training and for teachers to be released for twilight sessions.

Successful TaMHS interventions and outcomes have usually arisen from good leadership and a designated Lead taking accountability for the work.

Building relationships with schools has worked well. There has been high school uptake and evidence shows that this is due to the high quality nature of the courses and the post course support, coupled with a marketing approach which relies on building partnerships and relationships along with good quality project and course information. There is a high level of input by strategic leads in schools with TaMHS and representation from Heads/SENCOs on TaMHS Project Board.

Staff have emphasized the valuable nature of the supervisions that are provided by the project and have emphasized the need for support for trained staff to implement and continue the interventions.

Next Steps

Strategic Analysis of Emotional Health Needs and Market Demand in Wokingham.

New plan based on strategic needs for a specific time period e.g. 5 years.

Consider other innovative emotional health interventions and training and pilot as part of the new plan.

Explore flexible training opportunities for schools and consider feedback from schools about their training needs.

Continue and expand supervision and networks for all strands.

Consider how to improve the emotional health of parents and carers.

Continue to plan sustainability into a longer term project and dovetail with Traded Services Model.

Consider learning and next steps for each strand of work.