

Seeing eye-to-eye

Family SEAL: a home-school collaborative programme focusing on the development of children's social and emotional skills

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The school as a location for the promotion and support of mental health

Introduction

Family SEAL

- *Making explicit links between the support parents provide their children when they are developing social and emotional skills*

- *Principles:*

- *Collaboration*
- *Sharing ideas*
- *Recognition*
- *Respect*
- *Understanding children need certain skills to make the most of social opportunities for learning*



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Family SEAL Workshops

- Introductory Workshop

- Going for Goals 1

- New Beginnings



- Going for Goals 2



- Good to be me



- Getting on and Falling out



- Relationships



- Changes



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Frome Valley Parent Open Afternoon

Dorset Family SEAL Pilot Project

Rationale and background

- Joint project with Extended schools and Primary Strategy – SEAL
- Extended schools funding for external facilitators from CAMHS, Educational Psychology.
- To target schools who were in challenging circumstances and who were already engaged in SEAL
- Some schools had already expressed an interest and were keen to be part of the pilot

Successes & challenges

Successes of Family SEAL Pilot

- All pilot schools reported positive and valuable experience
- Higher level of parental engagement in the majority of schools than expected (range 12-90)
- School reported improved relationships with parents (feedback forms, interviews, discussions)
- All schools either intending or currently running programme again this term
- External facilitator expertise
- Internal facilitator expertise

Challenges of Family SEAL pilot

- Materials needed to be adapted – time implication for planning and delivery
- Facilitation – external/internal facilitators
- Targeting/engaging key parents particularly parents of vulnerable children
- On going capacity/ sustainability?
- Maintaining ongoing support for parents who attended
- Crèche facilities

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Learning from the pilot for phase 2

- Targeting parents and involvement of children in the process
- Skill sharing – to develop a coaching approach
- Develop parental work skills of in school staff – Higher training focus
- Link pilot schools to new schools – supervision/planning/observation
- Training enhanced - two days to include Working with parents in groups and Family SEAL - the approach and sharing pilot experience
- Measuring the impact...

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External facilitator responses

- Hard to 'handover' planning to school staff for ownership. Planning time was more than I initially envisaged ...had to provide a lot of resources myself as school budgets were extremely low
- I have no concerns about the school continuing with this although the sessions can be draining and two facilitators is a must
- I hope they run another course. Both the school staff.. Were very positive and wanted to do it again but I think it will come down to time as both are very busy
- Extremely rewarding and enjoyable. Really great to be involved in a pilot programme and be able to make a difference to family learning in schools.

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In-school facilitator working alongside an external facilitator

- "A good opportunity to work with an external professional agency to develop our practice and gain new ideas"
- "The parents responded better to the outside facilitator than they possibly would have with a teacher i.e. more able to talk openly"
- "Feel 'very confident' to now run Family SEAL independently of the external facilitator"
- "Working with an EF was good, but it's better to work with someone you know well. I couldn't tell the EF that I didn't think she was doing the right thing."

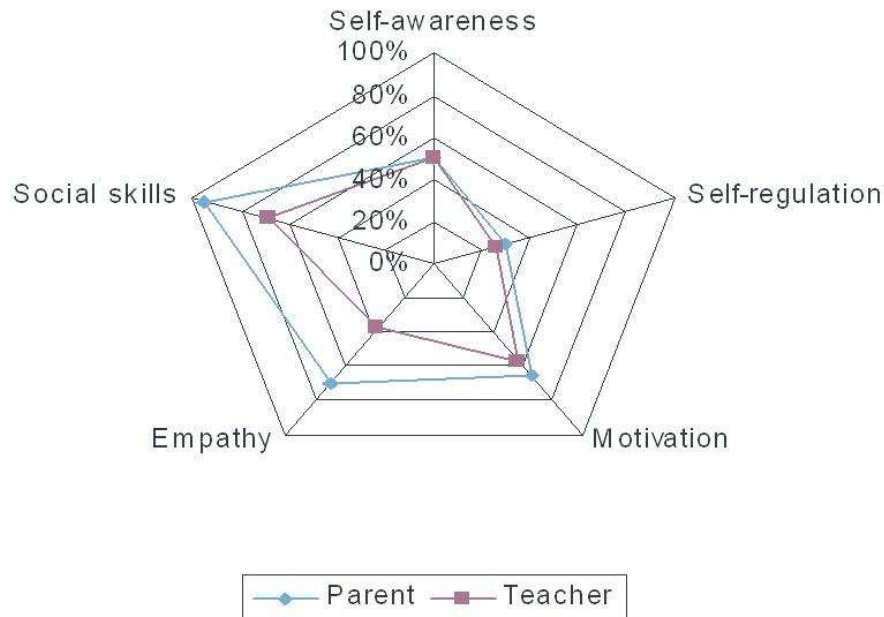
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Data analysis: Family SEAL impact

NFER Parent and Teacher Emotional Literacy Checklists

- Surveys developed by Southampton Psychology Service (Faupel 2003)
- Pre date SEAL but, like SEAL, based on Goleman's five dimensional model of emotional intelligence
- Self awareness, self-regulation, motivation, empathy, social skills
 - 20/25 statements about the child
 - Respond on a 4 point scale (very true, somewhat true, not really true, not true at all)
 - Statements are linked to the 5 EI aspects (construct validity via EFA, scale reliability via Cronbach's alpha)

NFER Parent and Teacher Emotional Literacy Checklists



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Pre Family SEAL mean scores for concern and non-concern children

Descriptive Statistics

	Concern	Mean	Std. Deviation	N
PrePSA%	0	.6638	.11409	29
	1	.5525	.09662	20
	Total	.6184	.11976	49
PrePSR%	0	.5707	.16395	29
	1	.4400	.11309	20
	Total	.5173	.15797	49
PrePMot%	0	.6810	.12984	29
	1	.5225	.13424	20
	Total	.6163	.15220	49
PrePEmp%	0	.7155	.10947	29
	1	.7125	.12657	20
	Total	.7143	.11547	49
PrePSSk%	0	.8448	.11208	29
	1	.8175	.12904	20
	Total	.8337	.11876	49

Descriptive Statistics

	Concern	Mean	Std. Deviation	N
PreTSA%	0	.7708	.12270	33
	1	.6587	.09393	26
	Total	.7214	.12355	59
PreTSR%	0	.7917	.16949	33
	1	.5841	.19760	26
	Total	.7002	.20851	59
PreTMot%	0	.8125	.13532	33
	1	.6538	.15636	26
	Total	.7426	.16417	59
PreTEmp%	0	.8617	.15528	33
	1	.6875	.12748	26
	Total	.7850	.16709	59
PreTSSk%	0	.9167	.09716	33
	1	.8149	.12560	26
	Total	.8718	.12085	59

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Post Family SEAL mean scores for concern and non- concern children

Descriptive Statistics

	Concern	Mean	Std. Deviation	N
PostPSA%	0	.7000	.08515	21
	1	.6056	.10130	18
	Total	.6564	.10335	39
PostPSR%	0	.6262	.18750	21
	1	.5583	.17678	18
	Total	.5949	.18346	39
PostPMot%	0	.7167	.14944	21
	1	.6222	.12859	18
	Total	.6731	.14638	39
PostPEmp%	0	.7262	.12002	21
	1	.7250	.12157	18
	Total	.7256	.11914	39
PostPSSk%	0	.8619	.13684	21
	1	.8111	.13235	18
	Total	.8385	.13546	39

Descriptive Statistics

	Concern	Mean	Std. Deviation	N
PostTSA%	0	.8233	.11581	29
	1	.7418	.10201	23
	Total	.7873	.11628	52
PostTSR%	0	.7909	.19784	29
	1	.7283	.17436	23
	Total	.7632	.18866	52
PostTMot%	0	.8384	.12994	29
	1	.7364	.11610	23
	Total	.7933	.13304	52
PostTEmp%	0	.8427	.18193	29
	1	.8043	.15688	23
	Total	.8257	.17075	52
PostTSSk%	0	.9397	.07920	29
	1	.8750	.08839	23
	Total	.9111	.08869	52

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Comparing mean scores for concern and non-concern children

- Pre Family SEAL (adjusted for gender)
 - Parents rate concern children sig lower (mean % score) for SA and Mot ($p < 0.005$) and SR ($p < 0.02$)
 - Teachers rate concern children significantly lower (mean % score) for all 5 aspects ($p \leq 0.002$)

- Post family SEAL (adjusted for gender)
 - Parents rate concern children lower on SA only ($p < 0.02$)
 - Teachers rate concern children sig lower in SA, Mot and SSk ($p < 0.03$). SR and Emp no longer significantly lower ($p > 0.1$)

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Paired t-test analyses: comparing differences in paired scores

Concern children

- Parent surveys (N=13-15)
 - post-pre FS mean scores for parents show mean increase largest for SR (nearly +10%) but only sig higher for Mot (+8% $p < 0.05$)
- Teacher surveys (N=22)
 - Sig increase in score for all aspects ($p < 0.01$) – highest increases for SR and Emp (+10%)
- Pre FS Teacher sig higher (>10%) than parent in SA, SR and Mot ($p < 0.01$)
- Post FS Teacher sig higher in all aspects (SA, SR and Mot $p \leq 0.001$, Emp and SSk $p < 0.05$)

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Paired t-test analyses: comparing differences in paired scores

Non-concern children

- Parent surveys (N=21-23)
 - No sig diffs in mean pre-post FS scores for parents
- Teacher surveys (N=29-32)
 - Sig increase in mean score for SA ($p < 0.005$)
- Pre FS Teacher sig higher than parent in all five aspects (SSk $p < 0.05$ others $p \leq 0.002$)
- Post FS Teacher sig higher than parent in all five aspects (SSk and Emp $p < 0.05$ others $p < 0.01$)

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Paired t-test analyses:
 mean differences for non-concern children

	Post – Pre Parent	Post – Pre Teacher	Pre T-P	Post T-P
SA	+3.1%	+6.3%**	10.9%**	12.8%***
SR	+4.3%	+0.8%	24.0%***	17.6%**
Mot	+3.0%	+2.9%	13.8%***	12.1%***
Emp	+0.9%	-1.9%	14.4%***	13.4%*
SSk	+1.4%	+2.1%	5.6%*	7.3%*

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Paired t-test analyses:
 mean differences for concern children

	Post – Pre Parent	Post – Pre Teacher	Pre T-P	Post T-P
SA	+6.5%	+7.1%**	11.3%***	13.3%***
SR	+9.3%	+10.5%**	13.8%**	21.6%***
Mot	+7.7%*	+6.8%**	11.6%**	13.2%***
Emp	+4.7%	+9.4%***	-1.1%	10.5%*
SSk	0.0%	+5.1%**	-0.2	6.6%*

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Correlation analyses: mean differences for non-concern children

	Post – Pre Parent	Post – Pre Teacher	Pre T-P	Post T-P
SA	0.450*	0.629***	-0.028	-0.063
SR	0.761***	0.771***	0.415*	0.281
Mot	0.713***	0.818***	0.341	0.500*
Emp	0.620**	0.760***	0.300	0.018
SSk	0.780***	0.404*	0.271	0.221

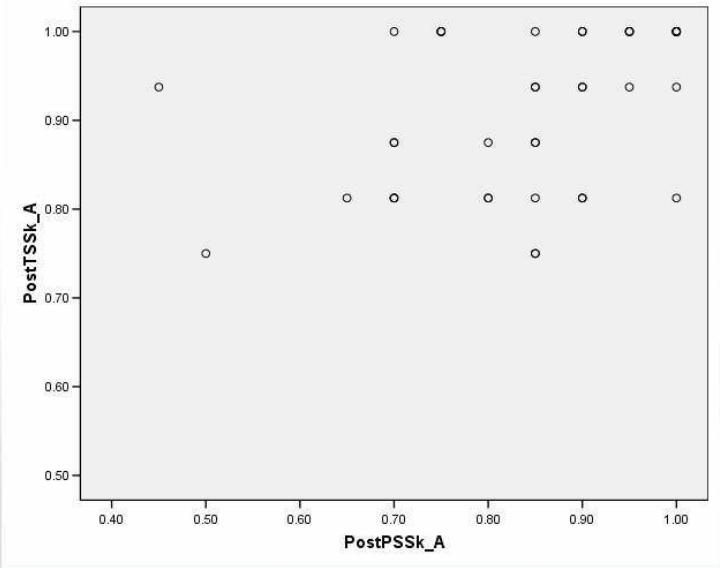
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Correlation analyses: mean differences for concern children

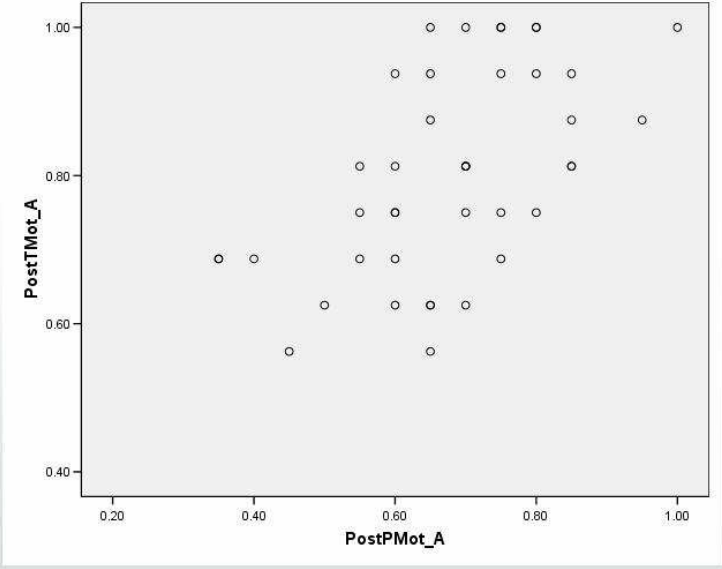
	Post – Pre Parent	Post – Pre Teacher	Pre T-P	Post T-P
SA	0.278	0.333	0.225	0.134
SR	0.044	0.497	-0.034	0.374
Mot	0.635*	0.722**	0.305	0.498*
Emp	0.684**	0.851***	0.344	0.117
SSk	0.751**	0.831***	0.106	0.486*

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Seeing eye-to-eye? concern children's social skills



Seeing eye-to-eye? concern children's motivation



Qualitative evidence: Pre Family SEAL expectations

- Better understanding of my child

“To identify differences in T’s behaviour between home and school” (Y1 Boy Concern)

- Linked to improved self-awareness in children

A greater understanding of J’s behaviour and in particular helping her to be aware of the impact of her behaviour on others. (Y2 G)

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Qualitative evidence: Pre Family SEAL expectations

- Quality 1-1 time together

“Having fun with C, learning to do things together. Having time with C without older brother being there. (Y3 B)

- Improved social skills

“...keen to improve and learn other avenues to support both my daughters at home and during school. For B, I feel it will give her confidence, especially socially. For myself the opportunity to work with B at school and a chance to work with other children and parents.” (Y3 G)

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Post Family SEAL feedback: What were the best things about the Family SEAL workshops?

– Quality 1-1 time

“Spending more time together. Really opens your eyes to how much time you spend together. Fantastic experience.”

“One to one time with my son. A real life learning experience.”

“Time together having fun. Makes you think about your son/daughter in a different way.”

“Daughter enjoyed the fact that she had my one to one attention without any interruptions.”

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Post Family SEAL feedback What were the best things about the Family SEAL workshops?

– Social networking

“Getting to know other parents/teachers. Joining in with S at school.”

“I enjoyed my time alone with my daughter but also having time to socialise with other parents and it was nice to discover people have the same issues as me.”

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Post Family SEAL feedback: What were the best things about the Family SEAL workshops?

- Effects back at home

“It had an effect on the whole family.”

“How to talk without shouting at them to make them listening.” [sic].

“Disappointed that my husband couldn’t attend.”

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Post Family SEAL feedback What did the children gain?

- Improved self awareness

“Learnt how to express her emotions calmly.
Learnt to be nicer and address issues also
knowing naughtiness isn’t rewarded.

“How to be nice to sibling stop hitting each
other and understanding each other better.”

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Session-specific feedback: one Family SEAL story

- New beginnings

“C loved playing the game and came out with answers to the questions that I already knew. No surprises yet except I am worried about how materialistic she is.”

- Going for goals

“I think C will love the star chart and aiming for her goal. Hopefully her enthusiasm will continue at home with all the distractions. She loves coming to SEAL and playing all the games. I think she is showing more confidence and our understanding of each other is growing.”

Session-specific feedback: one Family SEAL story

- Good to be me

“C is not very good at talking about things so usually I watch for signs on how she is feeling. I think fridge magnets with faces and feelings on will be very helpful for C to express herself. We will see.”

- Relationships

“It was lovely to spend time with C without the distractions at home. I know C looks forward to the sessions and we find it very beneficial to our home life as we have tried a few of the ideas and hopefully will continue to.”