Measuring the impact of SEMH interventions

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Why measure your impact?
- “This child has had serious anger issues for the past 2 years.”
- “What have you been doing to support the child?”
- “We gave him counselling sessions once a week for 2 years.”
- “Has it made any difference?”
- “Not really...”
What is the evidence available for that intervention? What is the evidence that it’s working in your context?
Measuring the impact of your intervention

It’s a chance to **evaluate** the work you’ve done:

• Where is the evidence? Measure it
• What has worked? Share it
• What can be improved? Learn from it
Measuring and monitoring children and young people’s mental wellbeing:
A toolkit for schools and colleges

https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/
Measuring impact: make a plan

1. Why
   are you doing the intervention?

2. What
   needs to be measured?

3. Who
   can provide the information?

4. How
   is the information collected?

5. When
   is the information collected?

6. Where
   is the data stored?

7. Next
   How are you using the information?
Step 1: Make sure you understand what you are trying to achieve

1. Why are you doing the intervention?
2. What needs to be measured?
3. Who can provide the information?
4. How is the information collected?
5. When is the information collected?
6. Where is the data stored?
7. Next How are you using the information?
Step 1: Logic Model – Activity

Target group
- Who is the intervention for?

Intervention
- What is the intervention?

Change mechanisms
- How and why does the intervention work?

Outcomes
- What difference will it make?

Moderators
What factors can influence the change process?
Logic Model

**Target group**
- Who is the intervention for?

**Intervention**
- What is the intervention?

**Change mechanisms**
- How and why does the intervention work?

**Outcomes**
- What difference will it make?

**Short / long-term outcomes**
- Direct / indirect outcomes

**Important points to check:**
- The intervention is tailored to the child / school needs
- You / your staff can deliver it effectively (resources, skills, etc.)
- You know what outcomes to expect
## Expected Outcomes – Activity

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Short term</th>
<th>Medium term</th>
<th>Long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Outcomes & Goals

How do you know the intervention has worked?

How do you know the child has made enough progress and doesn’t need it anymore?

You need a clear idea of what success looks like.
Overall outcomes & SMART Goals

Translate the outcomes into SMART goals to make it easier to measure progress and impact.
A lot of things can influence the SEMH of your pupils and the impact of your intervention

- Other interventions?
- Predictable / unpredictable events
Step 2: Identify the outcomes to measure

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6. Where
   is the data stored?

7. Next
   How are you using the information?
What do you need to measure?

- Your impact = outcomes of the intervention
- For each (major) outcome you expect to see, identify a measure that you can use to demonstrate your impact
Things to remember
Things to remember

- For each (major) outcome you expect to see, identify a measure
- Stay focused: know exactly what you need to measure and what is not a priority
- Keep things simple! eg. use one questionnaire that covers all you need
- Use information already available (eg. attainment / absences / etc)
Example – Impact of a nurture group

<table>
<thead>
<tr>
<th>Outcomes: Changes in...</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social emotional skills</td>
<td>Boxall Profile – Dev strands SDQ</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Boxall Profile – Diagnostic Profile Exclusions Absences</td>
</tr>
<tr>
<td>Attainment</td>
<td>Teacher assessment SATS</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>Pupil Attitudes to self and school</td>
</tr>
<tr>
<td>Attitude</td>
<td>Punctuality</td>
</tr>
</tbody>
</table>
Step 3: decide who are the best people to provide information

1. Why
   are you doing the intervention?

2. What
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3. Who
   can provide the information?

4. How
   is the information collected?

5. When
   is the information collected?

6. Where
   is the data stored?

7. Next
   How are you using the information?

- Children / Young People
- Teachers (class)
- Staff
- Parents (home)
## Different levels of intervention

<table>
<thead>
<tr>
<th>Level</th>
<th>Target of intervention</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual pupil</td>
<td>Child report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff observations</td>
</tr>
<tr>
<td>2</td>
<td>Whole class</td>
<td>Individual reports (one for each child)</td>
</tr>
<tr>
<td></td>
<td>Whole academic year</td>
<td>Teacher report (one for each class)</td>
</tr>
<tr>
<td>3</td>
<td>Whole school</td>
<td>Individual reports (one for each child)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher report (one for each class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General overview of the whole school</td>
</tr>
</tbody>
</table>
Step 4: Decide the measures you will use

1. Why are you doing the intervention?
2. What needs to be measured?
3. Who can provide the information?
4. How is the information collected?
5. When is the information collected?
6. Where is the data stored?
7. Next: How are you using the information?
What kind of measures? Depends on your context. Be practical!

Quantitative measures
- Questionnaires adapted to your target population and your outcomes

Qualitative measures
- Observations
- Photos
- Focus groups
- Case studies

What have you been pleased to notice?
Step 5: make a timeline for data collection

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   are you doing the intervention?

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6. Where
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7. Next
   How are you using the information?
Step 5: make a timeline for data collection

Do you want to track progress? Measure before, after and during the intervention

eg. for small group or 1-to-1 interventions: you can see step-by-step changes / make sure the child is on track / can share information and motivate others

Do you only want to see pre-post differences? Measure before and after the intervention

eg. for whole school interventions (where it’s hard to adapt and change things in between)

How many times?

Depends on how long the intervention is / How fast you expect to see changes / The resources you have etc.
Step 5: make a timeline for data collection

Make sure you have a baseline (data obtained before you start any intervention)

A baseline measure is essential to:
- Identify pupils who need support
- Quantify pupils’ needs
- Track progress
- Measure impact!

![Graph showing score progression over time with different lines for Pupil A, Pupil B, and Norm.](Image)
Baseline

You need one baseline measure per outcome. Plan for this before you start the intervention!

Use the same measure before and after the intervention – otherwise you won’t be able to compare the data.
Step 6: Know how and where the data will be stored / accessed / used

1. Why
    are you doing the intervention?

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6. Where
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7. Next
    How are you using the information?
Step 7: What are you going to do with the information?

1. Why
   - Why are you doing the intervention?

2. What
   - What needs to be measured?

3. Who
   - Who can provide the information?

4. How
   - How is the information collected?

5. When
   - When is the information collected?

6. Where
   - Where is the data stored?

7. Next
   - Next: How are you using the information?
Step 7: Once you have your data – Use it!

- Communicate your impact
- Evaluate your work
7.A Communicate your impact

Focus on individual children

Share information with children / parents / mainstream teachers

- Use measures they understand
- Remind them the targets set at the beginning and describe the progress made
- Make it concrete: give examples of new skills acquired / new situations mastered
- Help identify & promote use of new skills
7.A Communicate your impact

Focus on groups / whole school

Share information with parents / head teacher / governors

- Have an overall message: use averaged data from several children / academic years / whole school (but beware of “putting everything” together!)
- Have pre / post measures and a comparison group if possible (eg one class with intervention vs one without)
- Have examples of changes at the whole school level
7.A Communicate your impact

Things to keep in mind

- Focus on your audience: how do they measure success? What is important to them?

- Use graphs to simplify the information and highlight what the key message is.

- Keep it simple and clear!
7.A Communicate your impact – Activity

Who do you want to share the information with?

What do they need to know?
7.B Evaluate your work – with a growth mind-set

Interventions do not work with all children / in all contexts, and that’s ok.

SEMH interventions are rarely a quick fix.
7.B Evaluate your work – with a growth mind-set

If you see no change in outcome measures: reflect on it

- Are you using the appropriate measures?
- Try to understand why things may not work as expected
  *(More time needed? Moderating factors?)*
- Can you adapt the intervention?
  *(easier for one-to-one support than whole school)*
- Get more training if needed
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How are you using the information?

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YOUR PLAN

REALITY
Thank you!

Any questions?
Email florence@nurturegroups.org