



* Attachment and Me

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Thursday 7th July 2016

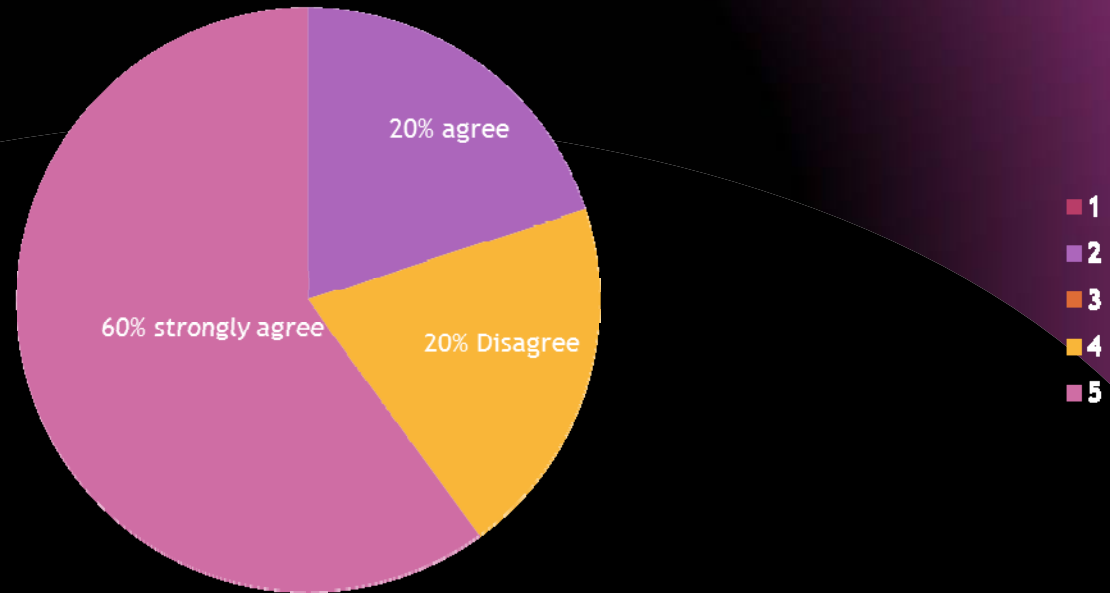
- * Identified 2 comparable childcare settings
- * Completed Ethics
- * Designed and Printed Attachment and Me resource pack
- * Facilitated training day for one setting visited non training setting to provide resource pack
- * Completed Sustained Shared Thinking and Emotional Wellbeing Scale observations
- * Attended support session at both settings
- * Collected Data

* **What we did**

- * Consent Forms - staff and parents
- * Pre and Post Questionnaires
- * Completed SDQ's and IPP's for individual children
- * Cohort record sheet for each setting
- * Pilot evaluation form
- * Training evaluation form
- * Resource pack evaluation form
- * SSTEW Observations
- * Case studies

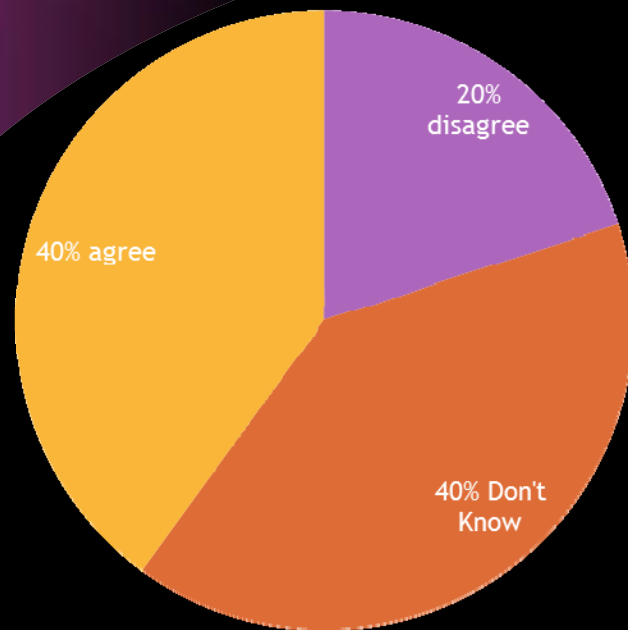
* Data Collected

Staff who felt they would benefit from training

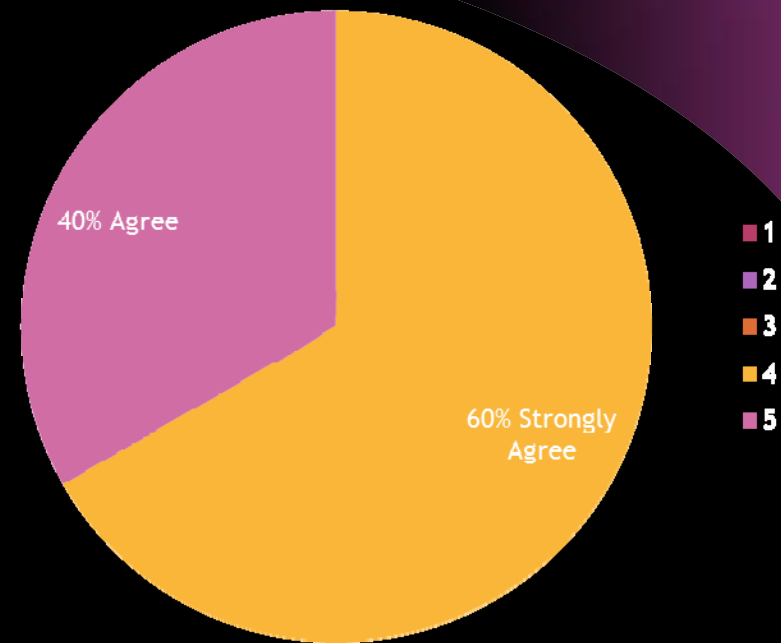


* Pre and post
Questionnaire Data

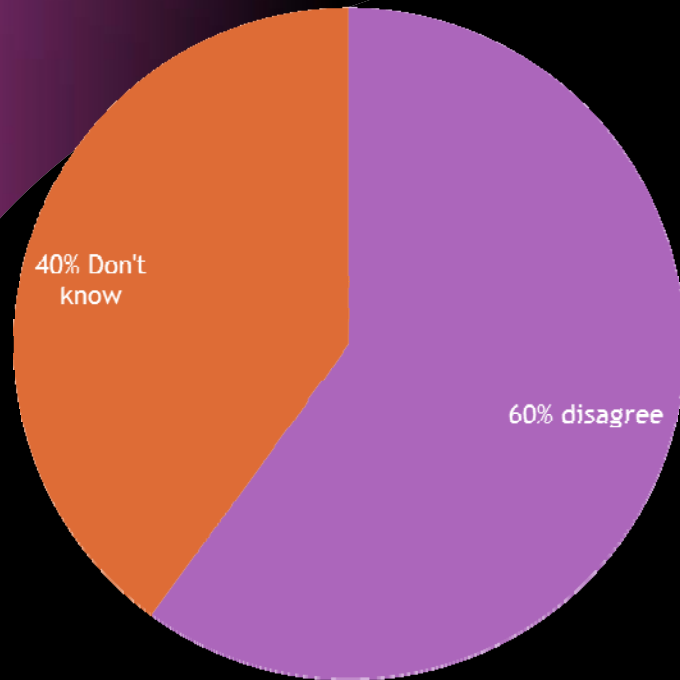
Pre training are confident supporting children with emotional and behavioural difficulties



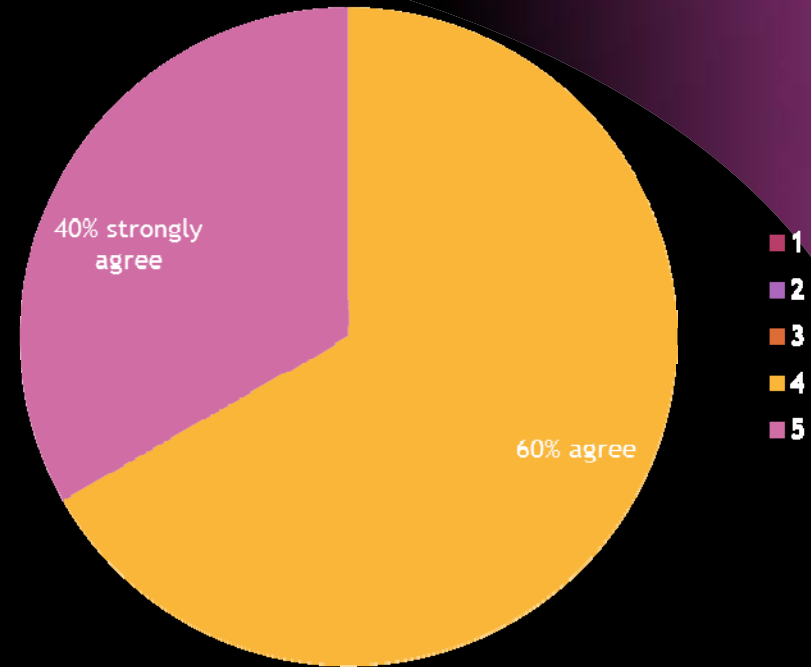
Post Training are confident supporting a child with emotional and behavioural difficulties



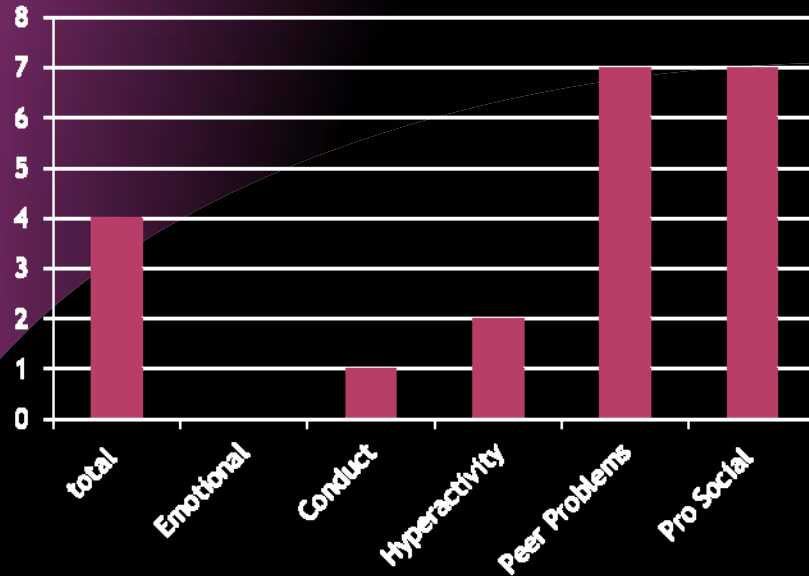
Pre training would know which areas of development would be affected by attachment difficulties



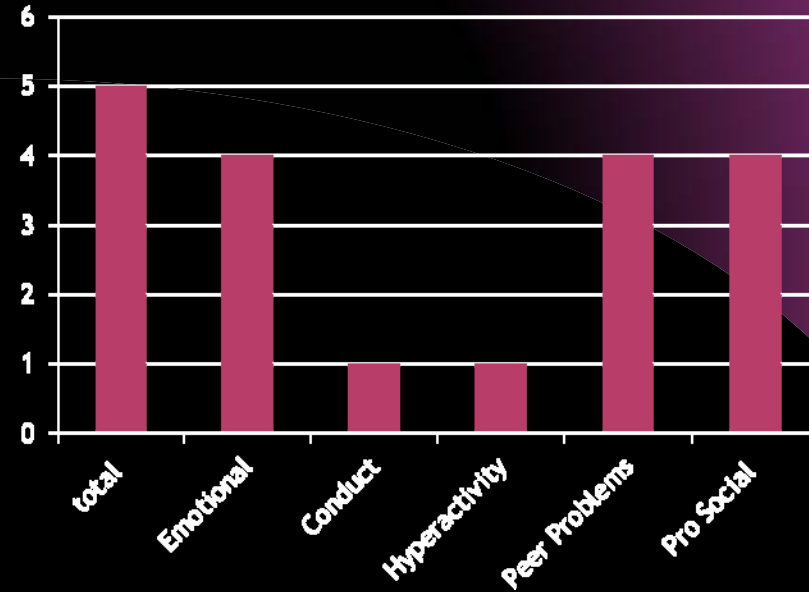
Post-training would know which areas of development would be affected by attachment difficulties



Number of children presenting with difficulties in training setting



Number of children presenting with difficulties non-training setting



*SDQ data from settings

- * Training setting - from the comparison of pre and post SSTEW observations the results indicated that staff were more responsive to children in their care with improved interactions to support their emotional and behavioural development.
- * The results of the SSTEW observations at the non-training setting reflected few or no changes to scores in the areas linked to attachment and me training. It is felt this was due to the staff being unaware of the training or resource pack.

* SSTEW Observations

- * 'it was relevant to my daily work and beneficial to the children I work with'
- * 'to ensure we implement within our day to day routine and enable all staff to be aware of the issues discussed today,'
- * 'work well as part of a team to achieve further outcomes for our children to become 'learning ready' in time for school'

* Training Feedback

- * Staff in the non-training setting had not seen the pack. The manager completed evaluation form, 5 forms completed in training setting
- * All staff found the book easy to use and felt the information was easy to understand and relevant
- * All staff in training setting felt the training helped them to use the resource effectively
- * The manager in the non-training setting felt training would be beneficial
- * Index with page numbers suggested

* Resource Pack Feedback

- * The whole team in the training setting felt the training and resource pack gave them the tools to target their interventions and record outcomes; this was highlighted as something that didn't happen before
- * The area link teacher noted that the training has a positive effect on the team dynamics in the training setting
- * Feedback from the non-training setting was sparse due to the information not being shared with staff

* General Feedback

Training Setting

- * All staff were involved in completion of SDQ questionnaires and IPP strategies.
- * Staff reported more confidence in identifying needs and the links with child development.
- * All staff met regularly to feedback and monitor their interventions.
- * The project had positive outcomes for team working and team dynamics.
- * Changes were made to the daily routines at the setting as a result of the training.

Non Training Setting

- * Manager completed all questionnaires and drew up IPP's as a result Staff were unaware of the main purpose of the project
- * No progress had been made to their professional development
- * Staff undertook the one to one activities with the children but were unaware of the purpose
- * Children's individual progress was not discussed, recorded nor incorporated into planning

* Training v Non-training



- * Changes to Resource Book
 - * Have added case studies and research
 - * Plan to add index pages, illustrations, further information on attachment in childcare
- * Additional sections in training to emphasise the importance of
 - * planning for individual needs
 - * small group planning
 - * Observing and recording observations
 - * Benefits of key workers - attachment to childcare worker
 - * Case study SDQ, IPP, and observation records

* **Lessons Learned**

- * Accreditation
- * Links made with UWTSD, workforce development manager Cardiff
- * Confirmed to present at Capita Early Years in Wales Conference 22nd September 2016 in Cardiff.
- * Paper accepted to be presented at EECERA 2016 Early Years Conference 1st September 2016 in Dublin.
- * Explore numerous links created with local authorities who have shown interest in the development of the project.

* **Moving Forward**